

## **Self-Evaluation Institutional Report**

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## I. Introduction

#### I.1. Institutional Self-Evaluation Team

"Alexandru Ioan Cuza" University of Iasi, the first modern university in Romania (1860), responded positively to the invitation to participate in the institutional evaluation process conducted within the project "Research Performance, Teaching Performance – Quality, Diversity and Innovation in Romanian Universities", coordinated by UEFISCDI.

To this end, the Office of the Administrative Body, in the ordinary meeting of March 27<sup>th</sup> 2012, approved the structure of the *self-evaluation tea*, comprised of:

Vice-rector Rev., Ph.D. Professor Gheorghe POPA Vice-rector Ph.D. Professor Dumitru LUCA Vice-rector Ph.D. Professor Ovidiu Gabriel IANCU Vice-rector Ph.D. Professor Cătălin TĂNASE Vice-rector Ph.D. Professor Carmen CREȚU Vice-rector Ph.D. Professor Gheorghe IACOB Deputy General Director, Ec. Ph.D. Cornelia-Mirela MEDELEANU Financial Accounting Director, Ec. Liliana IFTIMIA Quality Assurance Officer, Alexandra VOSNIUC Student Magda CATARGIU

**I.2.** *The Units* proposed for evaluation by the Administrative Body are: *The Faculty of Mathematics* (Ph.D. Prof. Cătălin George Lefter), *The Faculty of Physics* (Ph.D. Assoc. Prof. Sebastian Dumitru Popescu), *The Faculty of Economics and Business Administration* (Ph.D. Prof. Dinu Airinei), *The Faculty of History* (Ph.D. Prof. Petronel Zahariuc).

## II. Presentation of "Alexandru Ioan Cuza" University of Iasi

#### **II.1. Institutional Context**

Higher education in Romania is regulated by the National Education Act and represents a priority for the Romanian society. Starting from 1999, the universities in Romania embarked on a process of institutional reforms.

A turning point for higher education in general and for the development of "Alexandru Ioan Cuza" University in particular was the adoption of the Bologna Declaration on 19<sup>th</sup> of June 1999 by 29 states, including Romania. The main objective of the Bologna process has been to create a European space of higher education based on international cooperation and academic exchanges.

After signing the Bologna Declaration, Romania adopted a series of laws in order to make its education system compatible with European Union requirements, to increase the graduates' chances on the labour market, the mobility of the students who attend university courses and the participation in Master and Doctoral Programmes.

Thus, Law No. 288 on the organisation of higher education in 3 cycles (Bachelor, Master and Doctorate) was adopted in 2004 and, starting with the academic year 2005-2006, Romania has been implementing the organisation of higher education in 3 study cycles.



By the Government Decision No. 1175/2006, a restructuring of the first cycle (Bachelor) by fields of study, in accordance with the principles of the Bologna process, was adopted. The decision established 15 general fields of study with the corresponding specialisations and is applicable in all public and private higher education institutions. Government Decision No. 404/2006 regarding the organisation of Master degree studies and Government Decision No. 567/2005 establishing the main objective of Doctoral programmes form the legislative framework defining the structure of the second and third study cycles, respectively.

The Order No. 3617/16.03.2005 of the Minister of Education and Research generalises the application of the European Credit Transfer System (ECTS) in Romanian universities, thus stimulating student mobility within the same higher education institution and/or among programmes offered by different Romanian universities.

Another ministerial document that rendered the Romanian educational system compatible with the European one was Order No. 4868/2006 of the Minister of Education and Research, introducing the Diploma Supplement for certifying the graduation of a study cycle. Starting from the academic year 2005-2006, all higher education institutions have been releasing the Diploma Supplement free of charge.

Under this general legislative framework, "Alexandru Ioan Cuza" University of Iasi, in accordance with the principle of university autonomy has developed a set of internal regulations, which aim at transforming the University into an important institution of education and research at both national and international level.

#### **II.2 Legal Framework for Organisation and Functioning**

"Alexandru Ioan Cuza" University of Iasi is an independent and non-political institution of higher education, operating under the University Charter and its internal regulations, in accordance with the Constitution of Romania and the National Education Act.

The founding document of the University is the Decree of Establishment No. 13795 signed by the Prince of the United Principalities of Moldavia and Wallachia, Alexandru Ioan Cuza, and the Prime Minister, Mihail Kogălniceanu.

Annex: Founding Document

#### **II.3 Geographical Location**

Iasi, the city where "Alexandru Ioan Cuza" University carries out its activity, is situated in north-eastern Romania and is considered the cultural, spiritual and academic centre of the historical region of Moldavia. This region should not be mistaken for the Republic of Moldavia, which used to be part of historical Moldavia, but was annexed to the Russian Empire between 1812 and 1918 and was annexed again to the Soviet Union in 1941.

Annex: Maps

#### **II.4.** Ranking in Regional, National and International Classifications

The National Education Act, which came into force in early 2011, imposed university classification and curricula ranking. As the result of the evaluation process of May 2011, the universities in Romania have been classified in three categories:

- a) universities of advanced research and education;
- b) universities of scientific education and research, or universities of artistic education and creation:
- c) universities focused on education.

Following this national evaluation process, "Alexandru Ioan Cuza" University of Iasi ranked the 3<sup>rd</sup> out of the 12 universities of advanced research and education.



#### **II.4.1. National External Evaluations**

a) The Romanian Agency for Quality Assurance in Higher Education conducted in May 2009 the external institutional evaluation of "Alexandru Ioan Cuza" University of Iasi.

The evaluation was carried out in accordance with the "Methodology for Quality Assurance, provisional functioning authorisation and accreditation of study programmes and higher education institutions", as well as with the standards, referential standards and list of performance indicators developed by ARACIS Council and adopted by Government Decision.

Out of all accredited Bachelor and Master study programmes taught within at the 15 faculties of "Alexandru Ioan Cuza" University of Iasi, 18 programmes, covering a broad range of areas, were selected for evaluation.

Following the institutional evaluation of 2009, the ARACIS Council concluded that "Alexandru Ioan Cuza" University of Iasi is a prestigious higher education institution that meets proper quality requirements and standards, which set the conditions for ensuring future quality.

Consequently, the ARACIS Council granted "Alexandru Ioan Cuza" University of Iasi the HIGH CONFIDENCE rating of institutional management as regards quality assurance in study programmes and in accordance with academic standards for granting graduation diplomas.

#### Annex: ARACIS Report, ARACIS Certificate

b) Since 2005, the Ad Astra Association (a non-government scientific association) has been developing a ranking of Romanian universities based on articles published by university staff in internationally recognised scientific journals, indexed by ISI Web of Science.

In 2006 and 2007, "Alexandru Ioan Cuza" University of Iasi ranked 1<sup>st</sup> in terms of number of articles related to the number of academic staff.

In the following years, the Ad Astra Association changed the methodology for establishing the ranking of Romanian universities by domains (http://ad-astra.ro/universitati/domains\_universities.php). According to the new methodological regulations, the 2011 ranking resulted as follows: "Babes-Bolyai" University of Cluj ranked 1<sup>st</sup>; Polytechnic University of Bucharest, 2<sup>nd</sup>; University of Bucharest, 3<sup>rd</sup> and "Alexandru Ioan Cuza" University of Iasi, 4<sup>th</sup>.

#### **II.4.2.International External Evaluations**

#### a) QS World University Rankings

Based on the information introduced in the profile, on the employers' assessment and the scientometric data provided by Scopus, "Alexandru Ioan Cuza" University of Iasi was included in QS World University Rankings with the following results: Academic Reputation 301+; Employer Reputation 301+; Faculty Student 301+; Citations per Faculty 301+; International Faculty 276; International Students 301+.

#### b) SIR WORLD REPORT 2011

At the end of 2011, SCIMAGO LAB published the third edition of SCImago Institution Rankings World Report. There were evaluated research results achieved between 2005 and 2009 by about 4000 higher education institutions in the world.

The 2011 edition of SIR WORLD REPORT 2011 includes 19 Romanian research institutions.

"Alexandru Ioan Cuza" University of Iasi ranked 1485 in the world top, 75<sup>th</sup> in the regional classification, and 6<sup>th</sup> in the national ranking.



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c) In view of its integration into the European higher education environment, "Alexandru Ioan Cuza" University requested and was subject to external evaluations carried out by the European Commission (2000, for the ECTS system), the Salzburg Seminar (1999 and 2004 for the entire academic activity of the University), the EUA (2006, for scientific research). The findings and recommendations mentioned in the evaluation reports have helped to improve its research and education activity.

Annex: Salzburg Report, 2004

Annex: Quality Culture in European Universities, 2006

Annex: Trend V, 2006

#### d) 4ICU University Web Ranking; World Universities' Ranking on the Web.

4 International Colleges & Universities (www.4icu.org) is a search engine dedicated to higher education which indexes 10,000 accredited institutions in 200 countries.

In the national rankings published so far by 4ICU, "Alexandru Ioan Cuza" University ranks 1<sup>st</sup> in the country.

In world rankings in 2010, "Alexandru Ioan Cuza" University of Iasi ranked 453.

In world rankings in 2011, "Alexandru Ioan Cuza" University of Iasi climbed to 431.

#### e) Webometrics Classification

The "Ranking of World Universities on the Web" is an initiative of the Cybermetrics Research Group (the former Laboratorio de Internet). The team belongs to the Centre for Scientific Information (CINDOC), part of the National Research Council, which is the largest public research body in Spain, and focuses on the quantitative study of the Internet, especially regarding the academic communication process on the Internet.

In 2009, "Alexandru Ioan Cuza" University of Iasi was ranked the 601<sup>st</sup> in the world and the 1<sup>st</sup> in Romania.

In 2010, "Alexandru Ioan Cuza" University of Iasi was ranked the 576<sup>th</sup> in the world and remained the 1<sup>st</sup> in Romania.

In 2011, "Alexandru Ioan Cuza" University of Iasi fell several positions in world rankings, reaching 741; however, it continued to hold the 1<sup>st</sup> place in the ranking of the Romanian universities.

In the world rankings published earlier this year, "Alexandru Ioan Cuza" University of Iasi is ranked 538. (http://www.webometrics.info/methodology.html).

#### f) TRENDENCE GRADUATE BAROMETER

"Alexandru Ioan Cuza" University of Iasi participated in 2010 and 2011 in the Trendence Graduate Barometer, a survey on student satisfaction conducted annually by the Trendence Institute in Berlin. For this survey, European students are asked to express their opinions on future career prospects and the educational system in which they function.

The results of the survey can be found in the Annex: Trendence Graduate Report

#### **II.5. Faculties, Departments and Research Centres**

#### **II.5.1.** Faculties

"Alexandru Ioan Cuza" University comprises 15 faculties: The Faculty of Biology, The Faculty of Chemistry, The Faculty of Law, The Faculty of Economics and Business Administration, The Faculty of Sports and Physical Education, The Faculty of Philosophy and Social-Political Sciences, The Faculty of Physics, The Faculty of Geography and Geology, The Faculty of Computer Science, The Faculty of History, The Faculty of Letters, The Faculty of Mathematics, The Faculty of Psychology and Educational Sciences, The Faculty of Orthodox Theology, The Faculty of Roman-Catholic Theology. These faculties offer 80



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accredited (A) or provisionally approved (AP) Bachelor specialisations and 141 Master specialisations.

#### **II.5.2.** Academic Departments

Each faculty is structured in academic departments. Currently, "Alexandru Ioan Cuza" University comprises a total of 21 such academic bodies.

Annex: Academic Departments

#### **II.5.3. Research Departments**

The research infrastructure of "Alexandru Ioan Cuza" University has been developed in order to provide students and teachers with facilities for applications and scientific activities. Scientific research within the University is carried out within a structure that integrates:

- at the level of each of the 15 faculties and of the Centre for European Studies, one department for scientific research with independent structure and budget, coordinated by the head of the department appointed by the university management at the proposal of the faculty; the university provides funding for 5 positions equivalent to senior researcher III in each department:

- 2 departments of interdisciplinary scientific research with independent structure and budget, coordinated by the head of the department; the university provides funding for 30 positions equivalent to senior researcher III; the interdisciplinary departments include 3 interdisciplinary training and research platforms.

### **II.5.4. Research Centres**

Besides research departments, several faculties of the university include a total of 21 research centres and 4 excellence centres.

Annex: Research Stations

Annex: Research Centres

#### **II.6.** Teaching and Research Staff

The research and administrative staff are recruited according to the laws in force and the regulations established by "Alexandru Ioan Cuza" University of Iasi.

At "Alexandru Ioan Cuza" University of Iasi, both the employment on a teaching/research position and the evaluation of teaching staff are performed according to specific criteria of excellence.

During the recruitment, assessment and promotion of the teaching/research staff, individual rights recognised by national laws and international norms accepted by Romania are respected.

The management of "Alexandru Ioan Cuza" University of Iasi has developed a Code of Ethics and Professional Deontology. An integral part of the institutional quality assurance mechanism, the Code contributes to continuously improving the professional, moral, and civic training process and to putting into practice attitudes and behaviours as suitable as possible, based on academic integrity.

Annexes: Rules of Recruitment, Assessment and Promotion of Teaching and Research Staff

Annex: Code of Ethics and Professional Conduct

#### **II.7 Students**

The recruitment of students for university courses is conducted in accordance with national laws and regulations in force and with the University's own regulations.



The University offers students the right of choice in selecting specialisations, disciplines, and recognises study credits previously acquired in other Romanian and foreign universities with which are signed recognition agreements.

The European Credit Transfer System (ECTS) has been applied in student assessment since 2000. Student assessment is performed progressively throughout the semester, using means and methods of evaluation specific to each discipline, which are communicated to students at the beginning of the academic year.

Students who passed the graduation exam receive the Bachelor/Master diploma, as applicable, accompanied by the Diploma Supplement, which records the specialisation or specialisations attended and further details about the study activity carried out by the student during the years of study, in the standard European format.

Currently, in the 15 faculties of "Alexandru Ioan Cuza" University of Iasi are enrolled over 30,000 students.

#### **II.8 Material Facilities**

"Alexandru Ioan Cuza" University of Iasi has lecture halls, classrooms and workshop rooms, laboratories, libraries, student dormitories, conference rooms, sport halls, medical offices, a planetarium, an astronomic observatory, hostels, cafeterias, gym and sports fields, as well as facilities especially designed for doctoral students.

The teaching/seminar rooms, libraries, laboratories and research stations are equipped with specific equipment: computers, software, projectors, printers, all-in-one printers, multimedia systems and other pieces of technical equipment.

The instruments used in the learning/teaching process vary from direct methods for conveying information to integrative and interactive methods. The institution has acquired the following platforms for teaching purposes: Blackboard Academic Suite, MEDIAEC platform, AMON platform, ARHEOINVEST etc.

Annex: Rooms and Buildings Situation

Annex: Sports Facilities

## III. <u>The Mission of "Alexandru Ioan Cuza" University of Iasi</u> III.1 Mission and Objectives

The vision of "Alexandru Ioan Cuza" University of Iasi, as comprehensive academic institution, is to search for the Truth, to cultivate Beauty, and to spread the Good. It represents the ideational and axiological horizon of its mission and functions.

The University's vision is to:

- acquire and enhance universal knowledge in the sciences, liberal arts and culture;
- pass on the heritage of knowledge to future generations;

- cultivate the mind in the spirit of independent thinking, respect for human excellence and development of the ability to play a role in society;

- treasure and affirm perennial cultural creations.

The mission of "Alexandru Ioan Cuza" University of Iasi is to:

- help develop and spread knowledge;
- educate in view of practicing professions and functions, in the spirit of Truth and Good;
- maintain and expand the results of the scientific and cultural creation;
- promote and develop the ideas of a free society.

#### **III.2.** Principles and Values

True to the European and Romanian cultural tradition, "Alexandru Ioan Cuza" University of Iasi assumes its role as a multidisciplinary academic institution of education and



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research that treasures culture based on the European classical humanist vision of man and the world and in the spirit of modern science investigating nature and the Universe, incorporating the core values of human dignity, individual freedom, personal responsibility and academic integrity.

The activities of "Alexandru Ioan Cuza" University of Iasi are carried out based on the following principles: *the principle of university autonomy, the principle of academic freedom, the principle of free and equal access, and the principle of accountability.* 

**III.2.** (1) University autonomy is guaranteed by the Romanian Constitution and refers to ideas, actions and decision-making competences and the space of the academic community.

**III.2.** (2) Based on this principle, the University establishes: its mission, strategy, structure, activities, its own organisation and operation, recruitment policy, assessment and promotion of human resources, policy of cooperation with similar institutions in the country, financial resources management and administration of material assets. According to the same principle, "Alexandru Ioan Cuza" University of Iasi promotes cooperation relations in education and research with similar institutions abroad.

**III.2. (3)** Academic freedom means freedom to teach, research and learn. Academic freedom is guaranteed by law and regards the following aspects: choice of themes and methods of study and research, interpretation, publication and transfer of research results, free expression of opinions, while respecting university ethics, participation in education and research activities, as well as in their organisation and coordination, free choice of courses and specialisation by students.

**III.2.** (4) Free and equal access refers to people's reference to university activities and goods.

All persons who meet the criteria and standards established by the University have access to study and research programmes, cultural activities, financial resources, material resources and support (auxiliary) services, without any discrimination based on gender, age, race, ethnicity, religion or political opinion.

**III.2. (5)** The principle of accountability requires the University to comply with the legislation in force and the national and European policies in the field of research and education, to implement regulations for quality assurance and assessment, to ensure transparency of decisions and activities, to ensure efficient management of resources, to respect the academic freedom of the teaching, auxiliary and research staff, as well as student rights and freedom.

## III.3. Human Resources Policies

Since a major objective of "Alexandru Ioan Cuza" University of Iasi is excellence in education, training and research, the main factor that can ensure its attainment is the human resource. As a result, human resource development is a necessary, comprehensive and continuous process of high responsibility, which encompasses actions and activities to select new staff and train and improve the existing staff.

In order to be employed on or promoted to a teaching position within "Alexandru Ioan Cuza" University of Iasi, the candidates must meet the University's minimum standards on domains.

Annex: Rules for the Recruitment, Assessment and Promotion of Teaching and Research Staff

Annex: List of Standards for Teaching Staff Employment and Promotion



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The human resources development strategy of "Alexandru Ioan Cuza" University of Iasi consists of several general objectives containing further development directions and specific objectives that are expected to lead to institutional improvement.

The general objectives are defined as:

- improving the efficiency of human resources
- recruiting new and competitive staff
- continuously training the staff
- optimising the professional pyramid
- providing modern career management
- ensuring the University's involvement in the occupational health management of the teaching, auxiliary and administrative staff

## **III.4. Quality Assurance Policies**

## III.4.1. The quality policies of "Alexandru Ioan Cuza" University of Iasi refer to:

- Further improvement of the quality management system
- Creation of a quality culture based on international academic standards
- Continuous quality assessment to correlate student-centred education with the requirements of regional partners and the development strategy of the University.

The strategies for quality assurance within "Alexandru Ioan Cuza" University cover:

- orientation to meet the requirements and expectations of students, employers and other interested parties;
- proactive attitude of the University management in regards to the issue of quality, which is expressed by creating a suitable environment for all the dimensions of the quality assurance activity;
- addressing the issue of quality in strategic terms: mission, values, principles, policies, strategies, objectives;
- supervising and continuously improving the processes in the institution;
- staff involvement and accountability;
- concern for creating a quality culture;
- identification of relevant quality indicators and introduction of internal mechanisms for their evaluation;
- documenting the system to provide objective evidence to establish trust;
- organisation of benchmarking activities with other universities, eventually abroad, to identify and adopt best practices in quality assurance.

## IV. Academic and Research Management

## **IV.1. Management Structures and Functions**

The management structures of "Alexandru Ioan Cuza" University of Iasi are: University Senate, Administrative Body of the University, Doctoral Studies Board, Faculty Councils, Department Councils, and Doctoral School Councils.

The election process of the management structures is regulated by the Charter of the University.

The president of the Senate is elected by direct and secret vote of its members and represents the Senate in its relations with the Rector.

Student representatives are elected based on the same pattern, with each faculty having at least one student representative in the Senate.



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Senate activity is conducted in accordance with the Charter of the University.

To substantiate resolutions and decisions, the Senate has the following standing committees:

- Undergraduate programmes and training activities for teaching staff in school education;
- Master and doctoral programmes;
- Scientific research programs and knowledge transfer;
- Strategy, institutional development and quality management;
- International relations and studies and research partnerships;
- Student activities and partnerships in the economic and public sector;
- Organisation and development of the information system, teaching activity and teaching staff assessment.

**The Administrative Body** of the University consists of the Rector, Vice-rectors, Faculty Deans, General Administrative Manager and one representative of the students. The Administrative Body ensures the efficient management of the University and implements the strategic decisions of the University Senate. The Administrative Body operates under its own Organisation and Functioning Regulation.

The Doctoral Studies Board provides operational management of the institution organising doctoral studies (IOSUD) and operates under the *Doctoral Studies Code* and its own Organisation and Functioning Regulation.

**The Faculty Council** is the decisional and deliberative body at faculty level and operates under its own Organisation and Functioning Regulation.

**The Department Council** is the collegial management structure of a department and consists of five to seven members representing the tenured teaching and research staff.

**The Doctoral School Board** is the operative structure of the doctoral school. The Doctoral School Board operates under its own Regulation on Organisation and Functioning.

#### Academic management positions

The management positions at the University are:

(1) Rector, Vice-rectors, heads of interdisciplinary departments, the Director of the Central University Library, the Director of the Botanical Garden, the directors of teaching and research stations, the director of the Publishing House and museum directors, at University level.

(2) Dean, Vice-deans, head of the Doctoral School and heads of academic departments, heads of specialised research departments, at faculty level.

**The Rector,** Ph.D. Prof. Vasile IŞAN is the Chairman of the Administrative Body, representing the university in legal relations with third parties and providing executive management of the University, as authorising officer.

Vice-rector for undergraduate programmes and training activities for teaching staff in school education

Vice-rector for Master degree programmes and Doctoral studies

Vice-rector for scientific research programs and knowledge transfer

Vice-rector for strategy, institutional development and quality management

Vice-rector for international relations and studies and research partnerships

Vice-rector for student activities and partnerships with the economic and public sector

Vice-rector for organising and developing the information system, teaching activity and teaching staff assessment



The vice-rectors' tasks are detailed in the University Charter, the Regulation on Organisation and Functioning and the respective job descriptions.

**The Dean** is the Chairman of the Faculty Council, represents the faculty and is responsible for its management. The Dean is selected through public competition organised by the Rector and validated by the Senate. The competition is open to two or more candidates, approved by the Faculty Council. The Dean is elected by simple majority vote of Faculty Council members, based on a methodology developed by the Senate. Every year in March, the Dean submits an annual report on the state of the Faculty to the Faculty Council. The Dean conducts the meetings of the Faculty Council and implements the decisions of the Rector, of the Administrative Body and the University Senate, along with other duties set out in the Organisation and Functioning Regulation of each faculty.

The Vice-Deans are appointed by the Dean of the Faculty, with the consent of the Faculty Council and approved by the Senate. The number of vice-deans is determined according to the number of students of each faculty. The vice-deans' tasks are established by the Dean of the Faculty and set out in the job description.

**The Head of Department** implements the operational management of the department. The Head of Department is elected by direct, universal and secret vote of the tenured teaching and research staff. In exercising this function, the Head of the Department is assisted by the Department Council. The Head of Department is responsible for: curricula, list of teaching positions, research management, quality of teaching activity and the financial management of the department, as well as other duties set out in the Regulation on Organisation and Functioning of each department.

The director of the Botanical Garden, the directors of the teaching and research stations, the director of the Publishing House, the museum directors are assimilated with the directors of the teaching departments.

Annex: Organisation Chart

Annex: University Structure Units

**IV.2. Scientific Research Activity** 

"Alexandru Ioan Cuza" University of Iasi is part of the National Research and Development System as an accredited educational institution for scientific research.

At "Alexandru Ioan Cuza" University of Iasi, the scientific activity is performed both individually and in research collectives or groups within faculties, departments, centres, laboratories and research stations, which are generally called *research units* in terms of the Government Ordinance No. 57/2002 on scientific research and technological development, as amended and supplemented.

Particular emphasis is placed on *interdisciplinary research* conducted jointly by research groups from "Alexandru Ioan Cuza" University of Iasi in collaboration with universities, research institutes, public authorities, NGOs and the business environment from Romania and abroad.

Starting from 2006, the Ministry of Education and Research has introduced a special program for infrastructure development in higher education. Capitalising on this opportunity, "Alexandru Ioan Cuza" University of Iasi has drawn resources to develop three Platforms/Laboratories for interdisciplinary training and research, each with a budget between 2.5 and 3 million EUR (50% Ministry contribution and 50% University contribution), namely: AMON – Integrated platform for advanced studies in molecular nanotechnologies, ARHEOINVEST – Interdisciplinary training and research platform in the field of



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archaeology, MEDIAEC – Effective means for the development and innovation of education and research.

#### **IV.2.1.** University Research Strategies

The "Alexandru Ioan Cuza" University of Iasi has a long-term, medium-term and short-term research strategy aiming "to become an internationally recognised research pole, supporting research initiatives with contributions in knowledge acquisition and development, in response to the needs of the academic community and society".

The University's strategy defines its objectives with regard to the main aspects that characterise excellence in scientific research, at national and international level, in terms of trends, requests, opportunities and requirements.

The general context of the objectives was based on the National Plan for Research, Development and Innovation 2007-2013 and research policy documents developed by the European Commission in view of achieving the European Research Area (ERA) requirements.

The founding pillars in this respect are the human resources, research infrastructure, cooperation in interdisciplinary, multidisciplinary, geographical and institutional partnership. The management of research projects, results in four general objectives, each with its specific objectives:

1. Improving the performance of human resources in terms of scientific research quality thus ensuring the international scientific visibility of the University

2. Qualitative and quantitative improvement of research infrastructure

3. Developing of public-private and public-public national and international partnerships

4. Professionalization of research and project management services.

The strategy aims at integrating the University within the national, European and international space of higher education by blending the objectives and intentions with existing and future strategies and policies, so as to ensure the increase of the University's national reputation and to establish a profile of wider international recognition in terms of its ranking among the top institutions in the world.

The context of policy development is Romania's accession to the European Union, the National Plan for Research, Development and Innovation for 2007-2013, as well as new opportunities for participation in national, European and international programmes and research funding.

In this context, "Alexandru Ioan Cuza" University of Iasi has endorsed since 2004 a series of internal regulations materialised in:

a) The establishment, by Senate Decision No. 8 from the 12<sup>th</sup> of February 2004, of the Council for Scientific Research of the Senate (CSRS) as a body of the University Senate, to ensure the coordination of scientific research at institutional level. The Council consists of representatives from all faculties and ensures the relation between the university management and faculties, on one hand, and between faculties, on the other hand. The composition of CSRS was subsequently amended by Senate Decision No. 7 from the 25<sup>th</sup> of January 2007.

b) The establishment, in 2004, at University's central administration's level, by Senate Decision No. 15 from the 22<sup>nd</sup> of April 2004, of the Department for Research and Project Management (DRPM), dealing directly with the management of scientific research within the institution. This department also hosts the Secretariat of the Council for Scientific Research of the Senate.

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c) The development/updating of the Regulations on scientific research activity: update of Regulation on scientific research, approved by Senate Decision No. 11 from the 13<sup>th</sup> of December 2007, development of the Organisation and Functioning Regulation of the Research Council of "Alexandru Ioan Cuza" University, approved by Senate Decision No. 11 from the 13<sup>th</sup> of December 2007, development of the Organisation and Functioning Regulation of the Senate Decision No. 11 from the 13<sup>th</sup> of December 2007, development of the Organisation and Functioning Regulation of the Department for Research and Project Management (Decision of the Senate Office No. C13 from the 13<sup>th</sup> of December 2007).

d) The stimulation of research and innovation activity from the University's own resources, by allocating significant funds for rewarding the best achievements in scientific research activity, the training of doctoral students and fundraising through this field.

The Research Centres of the University focus on the investigation of significant current issues and operate within 11 faculties: Biology, Chemistry, Economics and Business Administration, Physics, Geography and Geology, Computer Science, History, Letters, Mathematics, Psychology and Education Sciences, Orthodox Theology.

The Centres of Excellence cover 4 fundamental themes (Physics and Advanced Technologies, Mathematical Analysis and Applications, Applied Psychology, Human Geography and Land Planning), corresponding to the four existing structures of the institution, at faculty level: Physics, Mathematics, Psychology and Education Sciences, Geography and Geology.

"Alexandru Ioan Cuza" University of Iasi is **accredited** as a unit of research and development system of national interest, as decided by NASR No. 9673 from the 17<sup>th</sup> of June 2008.

Due to its unique initiatives to stimulate research performances, to encourage a creative and interactive teaching model and to attract the most skilled young people in the academic life, "Alexandru Ioan Cuza" University aims to achieve excellence in any activity.

Since 2005, the Bologna system has also been applied in the field of doctoral studies, which were structured in two directions: the training programme based on advanced academic studies and the scientific research program.

Between 2008 and 2011, "Alexandru Ioan Cuza" University of Iasi acquired, on competitive grounds, financing from structural funds for the projects **Doctoral Scholarships** – **Developing Opportunities for Doctoral Students for Flexible Trajectories in the Research Career** and **A Better Doctoral School**.

Scholarships are granted for a period of three years and amount to 1,850 RON per month. Ph.D. students enrolled in this form of education are required to complete a doctorate in 3 years' time. Ph.D. doctoral students sign contracts of doctoral studies with the university under the projects' conditions and in accordance with the legislation in the field. The proposed project aims to attract graduates of postgraduate studies in the research activity of the Doctoral School and to create a framework for cooperation in doctoral studies and research activities with European universities, to increase research performances and their applicability at European level.

**The funding** of the scientific research is provided by international and national bodies, economic agents, non-governmental bodies, as well as the University from budgetary, extra-budgetary sources and self-financing.

From its own revenues, "Alexandru Ioan Cuza" University of Iasi supported the research activity in four institutional projects that were developed within the Department of Interdisciplinary Research in the field of Humanities: *The Dictionaries and Encyclopaedias; Centre for Biblical-Philological Studies "Monumenta Linguae Dacoromanorum" (MLD);* 



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## Multimedia Atlas of Romanian Prosody (AMPRom); The Editing and Translation Centre TRADITIO 2010.

"Alexandru Ioan Cuza" University of Iasi has established long-term priorities, formulating reform policies to ensure sustainability and efficiency in securing an education based on research at all levels. One of its priorities in teaching-research activities is to strengthen the relationship between these two aspects of academic work, in order to give its graduates the necessary skills for relating flexibly, with adaptability to a changing labour market. Thus, the university is, as in the past, a strategic force for regional and national development in this part of Europe, in a triangle formed together with the government and the education stakeholders (companies, SME sector, local non-profit communities, regional and national government).

Under this strategy, the University provides the expertise and support to build a functional academic system, by attracting, training and harmoniously developing, at all levels, human resources of high quality, competence and responsibility. It aims to create a positive culture for initiating actions for community service, by promoting excellence in the value, quality and efficiency of scientific research at all levels. The strategy seeks to integrate and promote the University within the national and international context, harmonising its objectives with European strategies and policies.

Annex: Research Strategy

The interrelation between education and research is based on the following facts:

- (i) Doctoral schools and advanced academic internships, including related research projects, provide a key link between the teaching and the research activity. In this context the purpose is also to increase the role of research in the pre-doctoral period, through research and professional master studies, where applicable. These two aspects of the academic activity will contribute to increasing research quality in the context of cooperation with international partners.
- (ii) Training activities for students, as well as post-graduate training and retraining will increase the transparency of teaching and research activities, but also of the interaction with the non-academic environment, offering viable arguments for the efficient spending of public funds.
- (iii) In accordance with Salzburg II recommendations (2010), "Alexandru Ioan Cuza" University of Iasi is concerned with raising the professional level of the doctoral school and encouraging the career development of young researchers, also by mobilising significant funds for the support of postdoctoral researchers as shortterm employees.
- (iv) The development of high quality education in all areas and research programmes can be achieved through a permanent connection with the European priorities for fundamental and applied research, particularly in exact sciences as well as the humanities and social sciences. For this purpose, priority is given to support the participation in trans-national education and research projects, doctorates in cotutelage or double degree programme, both for doctoral and master studies with universities in Europe, Asia and North America.

It is expected:

- 1. To establish relevant indicators of research and innovation entities in the University
- 2. To establish a portfolio of good practices in research and knowledge transfer, also by colleting the evaluations of former internal and external beneficiaries



3. To improve tools and administrative procedures for accessing funds other than governmental. (e.g. Marie Curie, COST, ERASMUS MUNDUS etc.)

Research results were used in the last three years to publish books and articles, defend doctoral theses and obtain patents.

Annex: Research.

The university, the faculties, the research centres and centres of excellence support the publishing of recent research results in the scientific annals of the University, in journals and periodicals.

"The Scientific Annals of Mathematics" journal, new series, has been selected in the Science Citation Index Expanded (SCIE) and Web of Science (WoS) from volume 54(1)2008, while the indexing was to be done in 2009. To reach this stage of ISI indexing, several conditions have been met, as the whole process began three years before.

The Ministry of Education, Research and Youth awarded "Alexandru Ioan Cuza" University of Iasi the following prizes:

in 2006 "Award for International Scientific Publications";

in 2007 "Award for Articles Published in ISI-Indexed Journals." The teaching staff of the University received 10 national awards, granted by the Romanian Academy, Ministry of Culture and Cults, CNCSIS, Writer's Union, Romanian Copyright Office, various journals (Convorbiri Literare, Cuvântul). The winners' contributions fall in the areas of Computer Science, Literature, Mathematics, Orthodox Theology, Biology, Economics, Geography-Geology, Philosophy, Psychology and Education Sciences;

in 2008, in the Excellence in Research Ranking, the award in the category "Research Team at an Accredited Higher Education Institution, with excellent results in activity, reflected in its performances". The award was granted to CARPATH Centre of **Excellence from the Faculty of Physics.** 

in 2009, the Award "OPERA OMNIA", CNCSIS: Ph.D. Prof. Alexandru Ungureanu, Life and Earth Sciences field.

3 Romanian Academy Awards: Maleon Bogdan (History), Doru-Toader Juravle and Dan Dumitru (Geography and Geology).

- 1<sup>st</sup> prize at the 2009 TVR2 FameLab show to Assistant Ph.D. Ionut Topală.

2 Honourable Mentions in the category "Researcher of the Year":

• 2009 Education Awards Gala – Dinu Patriciu Foundation - to Assistant Ph.D. and Junior Researcher I Ionuț Topală;

"Royal Society International Joint Project Award" for International Scientific Research Projects, to Junior Researcher I Gabriel Ciobanu.

Association of Economics Faculties in Romania: Distinction of Excellence for Lifetime Achievement, awarded to Ph.D. Prof. Ioan Rotaru and Emeritus Professor Award granted to Ph.D. Prof. Gheorghe Voinea.

Other 28 diplomas and medals awarded at various invention and book exhibitions.

2010 – Two Awards "OPERA OMNIA" CNCSIS 2010 Acad. Ph.D. Prof. Viorel Barbu – Romanian Academy Iaşi Branch, Commission 1 – Mathematics and Natural Sciences, Ph.D. Prof. Vlad Gr. Artenie - "Alexandru Ioan Cuza" University of Iasi, Commission 4 – Life and Earth Sciences.

Romanian Academy Awards: Mircea Claudiu Crâșmăreanu (Mathematics), Alexandru Stancu (Physics), Karin Popa (Chemistry), Anca Narcisa Neagu and Ionel Miron (Biology), Daniel Tabără (Geography and Geology), George Bondor (Philosophy).

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Excellence Award in 2009 awarded by the National Foundation for Science and Art under the patronage of the Romanian Academy: Lecturer Ph.D. Bogdan Mihai Cretu, Faculty of Letters (Award "for vivacity and the remarkable success in literary criticism").

Annex: Scientific Research Regulation

Annex: Research Strategy

Annex: UAIC Journals

Annex: Doctoral Theses and Doctoral Theses Defences

Annex: List of Patents and Patent Applications

Annex: List of Accredited Research Centres and Other Research Centres

Annex: List of international and national books

Annex: Funding resources

Annex: ISI Papers and Conference Proceedings, National Publications, Publications indexed International Data Base

#### **IV.3.** Teaching Activity

#### **IV.3.1. Structure of Study Programmes**

The academic activity of "Alexandru Ioan Cuza" University from Iași is organized in 3 cycles of higher education studies:

(a) Bachelor studies (3 years, except for the Faculties of Law, Theology and Engineering Sciences);

(b) Master studies (2 years, except for the Faculty of Law and the Faculty of Engineering Sciences, where the duration is of 1-2 years);

(c) Doctoral studies (3 years).

Bachelor studies correspond to a number of 180 credits (3-year Bachelor studies), respectively 240 credits (4-years Bachelor studies), according to the European Credit Transfer System – ECTS (Law No. 288, Art. 4 par. (1)).

The curricula are established according to the legal provisions in force and comprise disciplines, optional disciplines elective disciplines compulsory and (https://gescoweb.uaic.ro/).

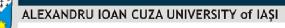
The curricula are periodically discussed and analysed at the level of departments / faculties – depending on the demand on the labour market and the feedback obtained from students and graduates, as well as from employers – and undergo approval by the Faculty Councils and the University Senate.

Course syllabi are approved by the Faculty Councils. Their structure includes the following components: discipline objectives, content by chapters and themes, student evaluation methods and domain-specific basic bibliography. Periodically, the teaching staff elaborates the support courses necessary for the efficient teaching of students.

Before the beginning of the academic year, each faculty prepares its own Study Guide, which summarises information relating to domains or groups of domains, specialisations, curricula, course syllabi, graduation requirements. The faculties communicate, including electronically, all information necessary for the proper development of academic activity.

When necessary, the faculty councils set up analysis committees whose objective is to optimise course syllabi or, if relevant, to correlate course syllabi. The analysis committees draw conclusions on the assigned issues.

Student transfer (regulated by the Annex to the Regulation on academic activity) may be carried out from one form of education to another, from one Bachelor domain to



another, from one faculty to another, from one institution of higher education to another, by applying the European Credit Transfer System and taking into account the following:

(a) the compatibility of specialisations and curricula;

(b) the professional performance criteria established by the university and each faculty;

(c) special social cases.

Starting from 2000, **student evaluation** is based on the European Credit Transfer System (ECTS) (<u>http://thor.info.uaic.ro/~busaco/ credit/ects.htm</u>). At the same time, the grades obtained by the students following evaluation under the form of written exams, oral examinations and delivery of practical laboratory assignments follow the Gaussian distribution.

Starting with the academic year 2009-2010, student evaluation is carried out progressively during the entire semester, the evaluation approaches and methods specific to each discipline being communicated to the students at the beginning of the academic year.

Students who passed the final graduation exam receive a *Bachelor/Master Degree Diploma*, accompanied by the *Diploma Supplement*, which records the specialisation(s) attended, as well as other details on the academic activity of the student over the study years, according to the European standard format. The Diploma Supplement is issued automatically, free of charge and in bilingual form (Romanian - English) to each graduate.

#### IV.3.2. Differences in the organisation of study programmes

a) The Bachelor studies carried out in accordance with Government Decision No. 88/2005 on the organisation of the Bachelor studies and with the Regulation on the organisation of academic activity - Bachelor studies - represent the first cycle of studies and are organised on domains of study. A domain of study is defined by general knowledge and competences, summing up 60 credits, plus specialised knowledge and competences, summing up 120 credits. To this total number of credits, there may be added, on request, another 30 credits obtained during summer courses for the Teacher Training Module. At "Alexandru Ioan Cuza" University of Iasi, a student's domain of study comprises one or two specialisations, within a student-focused educational approach. Students may freely choose a second specialisation complementary to the main one. "Alexandru Ioan Cuza" University of Iasi guarantees students the right of free choice as regards the selection of specialisations, the combinations thereof, the disciplines (in conformity with the curricula), the recognition of the credits previously obtained in the university, as well as in other Romanian or foreign universities based on recognition agreements. The distribution of disciplines during the semester, the allocation of credits for disciplines, defining the evaluation forms specific to each discipline are established in the curriculum of the Bachelor domain or of the specialisations. There are granted 30 credits per semester. Each discipline is allocated a number of 5 credits.

b) The education process for **Master studies** is organised in accordance with Government decision No. 404/29.03.2006 on the organisation and provision of Master studies and with the University's own regulations. According to these rules and provisions, Master studies represent the second cycle of higher education and a compulsory preparatory stage for doctoral studies. Studies are funded from the national budget or are subject to a tuition fee. The curricula for the Master programmes comprise thoroughgoing and synthetic disciplines having a content adapted to the specific requirements of the Master studies. The curricular structure is extended over 4 semesters of 14 weeks each, with a minimum number of 14 hours per week. Each curriculum is correlated with the one specific for the related



specialisations within the respective domain of Bachelor studies. The necessary number of credits to be obtained by Master students is of 90 or 120.

c) Study programmes organised under the form of **distance learning** refer to the same curricula and course syllabi as for the similar programmes organised in the *full-time* study mode. The hourly allocations for tutorial activities, assisted activities, assessment works and hours of individual study are established according to the regulations in force. The training methods and strategies are specific to distance learning and adult education, considering the general principle of focusing on students' needs and learning style. *In the case of distance learning, there are applied internal evaluation practices of the activity, in accordance with* the institutional procedures for the periodic evaluation of curricula, of the results of the discipline coordinators and tutors, of the tutorial system and of the study material. Distance learning programmes are subject to annual evaluation and the data of the evaluation report are made public.

#### **IV.3.3. Student-centred dimension of learning methods**

The main responsibility of the teaching staff is to design student-focused learning methods that are less centred on the transmission of information. The student – teacher relationship is based on partnership. Learning results are explained and discussed with the students from the standpoint of their relevance for professional development.

The adopted didactic strategy is based on increasing student performance level in accordance with student needs and expectations and aims at: applying new training methods and procedures; using active-participatory methods on a large scale; building on the perceptions, attitudes and mentalities at student and teaching staff levels; ensuring technical and information support for the didactic process (teaching, learning, evaluation); using computer-assisted planning facilities and audio-visual equipment in view of improving the graphic support for the courses and other activities; maintaining a permanent dialogue between the teaching staff and the students by electronic mail and/or the personal web page. Such communication channels offer direct and easy access for the student to the electronic form of the course, to the bibliography, the themes of periodical assessment, the evaluation results; organising complex didactic activities in which the theoretical part (the course) is combined with practical applications (seminar, laboratory, project) during which students are stimulated to actively participate in the debates on the proposed subjects; identifying and promoting the best teaching methods using the internal expertise on the didactics specific to higher education education and the experience gained within other national or foreign universities.

The study programmes include within their structure practical or research traineeships which allow students to deepen and consolidate their theoretical knowledge acquired in conformity with the curriculum. At the same time, traineeships allow students to prepare their projects, researches, seminar activities and Bachelor theses in best conditions.

Students are involved in research activities, the outcomes being disseminated at local and national level through the participation in student scientific sessions.

#### **IV.3.4. Student Selection**

#### a) Admission to Bachelor studies

Admission to the cycle of Bachelor studies at "Alexandru Ioan Cuza" University of Iasi is carried out in accordance with the principles mentioned in the Methodology on the organisation and functioning of the admission. http://www.uaic.ro/uaic/bin/view/Academic/admitere\_metodologie.



#### b) Admission to Master studies

Graduates from the first cycle (Bachelor studies) holding a Bachelor Diploma (according to Law No. 288/2004), as well as graduates from long-cycle education holding a Bachelor Diploma or an equivalent diploma (according to Law No. 84/1995) may apply for being admitted in the cycle of Master studies.

Candidates for Master studies may come from any European Union Member State, any country that is part of the European Economic Area and the Swiss Confederation in the same conditions as those established by law for Romanian citizens, including tuition fees.

For postgraduate academic studies, the admission is organised in accordance with the Methodology on the organisation and functioning of the admission for the cycle of Master studies and postgraduate studies.

#### c) Admission to doctoral studies

Doctoral studies represent the third cycle of advanced university training. The doctorate programme, the oral examination for admission to doctorate, the training program, the public defence of the theses and the award of the doctoral diploma are carried out in accordance with the National Education Act, with subsequent amendments and supplements, according to Art.14 of Law No. 288/24 June 2004, and Government Decision No. 567/24.06.2005.

Annex: to the Regulation on Bachelor studies

Annex: to the Regulation on Master studies

Annex: to the Regulation on the organisation of doctoral studies – IOSUD

#### **IV.4. International Relations**

Aware of the importance of partnerships and connections with academic centres throughout the world, "Alexandru Ioan Cuza" University of Iasi applied to and actively engaged in the activity of several groups and networks at European or international level. In 2000, the University initiated the procedures to become full member of Agence Universitaire de la Francophonie (AUF). As a full member of AUF, the academic institution from Iasi has a right of deliberative vote within the General Assembly and its empowered representative is eligible in the running structures of the Agency (Administration Board, Associative Council, Presidency), elected by the General Assembly. Moreover, students and teaching staff may benefit from AUF programmes, especially the mobility programmes (Grants for early-stage training, Research Grants, Professional Development Grants). With the support of AUF, the University has organised numerous scientific events over the years, including: annual celebrations of "Zilele francofoniei" (Francophone Days) or the University Francophone Cooperation Forum (26 - 29 March 2003).

In March 2005, "Alexandru Ioan Cuza" University had the initiative of establishing a network together with its main francophone partners that enables the development of the university cooperation. The resulting RUFAC network (Réseau des Universités Francophones "Alexandru Ioan Cuza") aims at maintaining a multiple partnership allowing the reinforcement of excellence in education, research and academic management, through the francophone communication channel. Its goal is to promote training and research, especially through the establishment of modules, study programmes, networks of Bachelor, Master and doctoral studies (including joint doctoral guidance), through the organisation of international scientific meetings and colloquia, through publications and various training and research activities, in collaboration with other national and international institutions, especially Organisation Mondiale de la Francophonie. The RUFAC network includes the following institutions as founding members: Université d'Angers, Université de Genève, "Alexandru

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Ioan Cuza" University of Iasi, Université des Sciences et Technologies de Lille (Lille 1), Université Catholique de Louvain and Université de Poitiers. Within the RUFAC network, three meetings of the rectors of the partner universities or their representatives were held in Iasi. The first meeting, organised in March 2005, was dedicated to the elaboration and signing of the network founding documents. On the occasion of the meetings held in October 2005 and March 2006, the member universities expressed their availability to carrying out common activities and established the main collaboration directions on short and long term according to the interests of all members.

On the 10<sup>th</sup> of February and 22<sup>nd</sup> of June 2006, at Salonic, "Alexandru Ioan Cuza" University signed the founding documents of the "Balkan Universities Network", whose members include two universities from Greece, two from Albania, one from Bulgaria, three from Serbia, one from Turkey and one from the former Yugoslav Republic of Macedonia; in September 2006, it became part of the *Magna Charta Observatory*, non-profit organisation, founded by the Bologna University and the European Universities Association.

The most important international connections of "Alexandru Ioan Cuza" University of Iasi include those with the Utrecht Network, which the institution from Iasi became member of in 2005, as well as those with the Coimbra Group, joined since 2007. As member of the Coimbra Group, the University hosted, in November 2008, the seminar "Quality Culture and Excellence at Universities" of the Task Force Eastern Neighbouring Countries (ENC), an event hosting around 50 representatives of the member and partner universities.

"Alexandru Ioan Cuza" University of Iasi anticipated 10 years earlier Romania's accession to the EU, as the Socrates-Erasmus mobility programme was effectively implemented in the University in 1997. Since then, the Socrates-Erasmus programme has represented the main component and most significant part of the international academic exchanges of UAIC. Almost 4000 UAIC students have spent one or two semesters in one of the EU partner universities. Almost 900 teaching mobilities have taken place in 15 years. About 800 incoming students and 900 teaching staff from the EU have studied or taught at "Alexandru Ioan Cuza" University of Iasi within the Erasmus framework.

UAIC currently coordinates the Erasmus Mundus Action 2 project EMERGE and is one of the partner universities in the Erasmus Mundus Action 2 project AL IDRISI coordinated by the University of Granada.

Besides international cooperation in research projects, "Alexandru Ioan Cuza" University of Iasi has concluded more than 260 agreements with prestigious universities from all over the world. It is a member of the Coimbra Group, Utrecht Network, EUA (European University Association), IAU (International Association of Universities) and AUF (L'Agence Universitaire de la Francophonie). These dynamic international relations have made it possible for about 1500 students and academics from UAIC to benefit every year from study and teaching / research sessions abroad and to participate in various international workshops, seminars, conferences, etc. Joint projects with international partners have brought not only more diversity and dynamism to academic life, but also an added value to the quality of teaching and research. UAIC is a pioneer of HE reform in Romania (by introducing and setting procedures and regulations for ECTS, Diploma Supplement, curriculum construction, Bologna process) since 1996. The introduction of ECTS facilitated academic recognition of students' study periods abroad and allowed a constant growth in the numbers of outgoing students. The same situation, along with the quality of the facilities offered, is available for the growing number of incoming students.

Annex: Regulation of the international collaboration

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Annex: Inter-university bilateral agreements Annex: Erasmus bilateral agreements Annex: Erasmus Students Charter Annex: Extended Erasmus Charter Annex: Brochure Erasmus incoming Annex: Brochure Erasmus outgoing Annex: European projects Annex: Report International Relations

IV.5. Relationship with the external environment: Government, local community and NGOs

"Alexandru Ioan Cuza" University of Iasi *offers through its constituent structures academic programmes aiming at* satisfying a range of educational requirements as wide as possible, in order to meet the needs on the labour market. It also *facilitates the studentemployer relationship* through the conclusion of partnerships for practical traineeships and student employment after the completion of studies.

The institution actively supports the *social, economic, moral* and *cultural* development processes of the *society* through many projects with governmental or European financing.

Annex: List of projects in the implementation stage

#### V. Administrative Management

#### V.1. Management System

The administrative structure provides auxiliary or support services for the academic activities of the University and is organised in: units, offices, services, administrative departments, administrative centres and directions. Faculty and Department secretariats are organisationally and functionally assimilated to the administrative structure.

The administrative activity is performed by two main directorates, namely the General Administrative Directorate and the Financial Accounting Directorate and by a series of units, administrative departments, services and offices under the administrative and/or functional control of the Rector's Office or the Vice-rectors' offices.

#### **General Administrative Directorate**

The management of the General Administrative Directorate is ensured by the General Administration Manager.

The General Administration Manager ensures the operational management of the administrative structure of the University. He is appointed by the Rector, after a competition following the methodology elaborated by the Senate.

The structures subordinated to the General Administrative Directorate function on the basis of their own Regulations on organisation and functioning, agreed by the General Administration Manager and approved by the Administrative Board. They are as following:

- General Secretariat of the University, run by a chief secretary, whose main task is the organisation and coordination of the secretarial activity at University and faculties levels.

- Department of Statistics and Computerisation, run by a department chief responsible for the computerisation of the activities within the University, the IT integration of these activities, the elaboration, processing, reporting and archiving of statistical data required by the University's management.



- Department of Digital Communications, run by a department chief, whose main responsibilities are related to the provision of data communication services.

- Human Resources Directorate, run by a director is the specialised subunit that performs duties, tasks and responsibilities in the field of human resources, professional training and instruction, as well as staff organisation and management.

- Investment Office, run by an office chief - organises and coordinates investment activities.

- Internal Security and Prevention Service performs duties, tasks and responsibilities in the fields of labour security and health, sanitary and environment protection; it is run by a service chief.

- Private Service for Emergency Situations, run by a service chief, carries out information and instruction activities regarding the knowledge and surveillance of the rules and measures for fire protection, verifies the application of the rules, technical regulations and provisions regarding fire protection, and ensures the intervention for fire extinction, the saving, provision of first-aid and protection of persons, animals and goods damaged by fire or other emergency situations.

- Technical Directorate, run by a Technical Director, manages and maintains the University patrimony in optimal conditions.

- Public Acquisitions Service, run by a service chief with duties related to the elaboration process of the Acquisition Plan, the execution of the acquisition procedures, signing contracts with the suppliers and their implementation.

- "Gaudeamus" Centre for International Exchanges, run by a centre chief who coordinates the entire activity carried out within this centre, the student accommodation activity, the cafeteria's activity.

- Student Social Services Directorate, run by a director, manages the activities within the student campuses and "Titu Maiorescu" cafeteria.

The administrative structure of "Alexandru Ioan Cuza" University also includes the following support institutions: University Museum, Natural History Museum, University Press, Botanical Garden, Department for scientific research and research project management, Research Station for Aquaculture and Aquatic Ecology Iasi, Biological Station "Petre Jitariu" Piatra Neamt, Marine Biological Station "Ion Borcea" Agigea, Quality Assurance Department, Project Management Department - Structural Funds, International Relations Department, Partnerships Department.

The following administrative structures are subordinated to the Rector:

- the Chief of Rector's Office has as objective the management of all activities at the level of the Rector's cabinet.

- Department for Educational marketing, Events and Academic Image,

- Legal Office

- Internal Public Audit Office, which carries out a functionally independent and objective activity, providing insurance and counselling to the management structure on the efficient administration of public revenues and expenditure, supporting the public entity to achieve its objectives through a systematic and methodical approach, contributing to the evaluation and improvement of the efficiency and effectiveness of the management system.

- Internal Control Office, which controls the existence, integrity, maintenance and protection of all goods and values owned under any title;

- Preventive Financial Control Unit, carries out its activity in conformity with the specific legislation. This is an autonomous unit, subordinated to the Rector.



#### **Financial Accounting Directorate**

The Financial Accounting Directorate is run by a director under the subordination of the Rector and carries out its activity based on its own regulation of organisation and functioning, approved by the Administrative Board.

The Financial Accounting Directorate includes the:

- Accounting Service;

- Financial Service;

- Budgets and Own Revenues Office.

Its main activity consists in the organisation and management of the University accounting system, in accordance with the legal provisions.

The academic and administrative structures are presented in more detail in the annexes: organisation chart, UAIC structural units.

#### V.2. Patrimony and Financial Resources

**The patrimony** of "Alexandru Ioan Cuza" University of Iasi consists of the totality of buildings, lands, teaching and research stations and their equipments, irrespective of the legal title under which they are used. The patrimony of the University is non-tangible and guaranteed by law. The University owns all its educational and accommodation / food facilities.

Annex: Current state of the buildings and the lands belonging to the University

Annex: University campuses

The financial resources of "Alexandru Ioan Cuza" University of Iasi comprise the budgetary allocation from the national budget, donations and subsidies, tuition, other own revenues and receipts in accordance with the law, contributions from companies, public and private organisations and revenues from specific activities. All financial resources of the University constitute own revenues.

Given its financial autonomy, the University is entitled to adopt decisions on the management of its financial resources following the principles of effectiveness, efficiency and legality.

Annex: Revenue structure

Annex: Expenditure structure

#### V. 3. Revenue and Expenditure Budget

The establishment of the University budget on sources and destinations represents one of the duties of the Senate. This is strictly observed by all University structures.

Any salary increase is allowed only based on a quality assessment of the academic and research activity of the teaching staff.

The tuition fees of "Alexandru Ioan Cuza" University of Iasi are calculated in accordance with the average schooling costs per academic year in the public education system financed from the national budget for similar Bachelor, Master and Doctoral studies. Tuition fees are brought to student's knowledge by being posted (at secretariats, cash desks, administrative offices and on the University and faculties websites).

There are several opportunities for the students to receive financial assistance from the University in accordance with the Regulation for granting scholarships and other forms of financial support, which is also posted on the university website.

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#### Accounting

"Alexandru Ioan Cuza" University of Iasi has its own financial accounting service whose functionality is proven by the inventory registry, the accounting balance sheet, the budgetary execution account and the management report.

Annex: Budget execution account revenue

Annex: Budget execution account expenditure

#### V.4. Procedures for Allocation of Funding

"Alexandru Ioan Cuza" University of Iasi is financed under the National Education Act No.1/2011(<u>http://www.cnfis.ro/documente/pdf/LegeaEducatieiNationale.pdf</u>, in

accordance with the Distribution methodology of budgetary allocations to higher education institutions for basic financing (<u>http://www.cnfis.ro/index\_f.html</u>).

The two fundamental elements of the algorithm that creates the conceptual framework for the funding strategy of Romanian higher education are: the allocation of part of the funds to universities depending on the number of equivalent student units; the notion of **equivalent student unit** expresses, in mathematical terms, the fact that the university training process of a student requires different costs, depending on the **domain** (Annex – List of types of education and their corresponding cost coefficients), **the type of education** (Annex – List of types of education with the equivalence coefficients) in which the student is enrolled; and the differentiated allocation, generated by the **qualitative dimension**.

Annex: List of types of education with their corresponding equivalence coefficients, for the year 2011

Annex: List of educational domains with their corresponding cost coefficients, for the year 2011

Annex: Set of quality indicators for the year 2011

Annex: List of types of education with their corresponding equivalence coefficients, for the year 2011

### V.5. Audit and Public Accountability

"Alexandru Ioan Cuza" University of Iasi operates an Internal Public Audit Unit which concerns all aspects of academic activity, in accordance with the provisions of Law No. 672/2002 on internal public audit, of Order No. 38/2003 of the Minister of Public Finance approving the general rules on the performance of the internal public audit activity and of Order No. 5281/2003 of the Minister of Education and Research approving the methodological rules on the organisation and exercise of the internal public audit activity within the structure of the Ministry of Education and Research and within its subordinated units.

## VI. Quality Management

#### VI.1.Organisation of Quality Assurance Structures

"Alexandru Ioan Cuza" University of Iasi has committed to an institutional culture of quality as a means to reaching academic excellence in education and scientific research.

At the level of the University, the *Commission for the Evaluation and Management of Academic Quality* and the *Service for quality assurance* were established to this end.

At the level of each faculty, department and Doctoral School, a *Sub-commission for quality assurance* was established.



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The Commission is subordinated to the Administrative Board of the University and aims at implementing the strategies and policies for quality assurance, in line with the vision, mission and strategy of the University.

Annex: Regulation on the organisation and functioning of the Commission for the Evaluation and Management of Academic Quality

### **VI.2.Strategies for Quality Assurance**

The main objective of the University's quality assurance system is: the improvement of the organisation and management system of the University's resources in view of increasing the efficiency of the academic and scientific research processes.

The structures at University level aim at:

- developing the quality culture in line with the vision, mission and strategy of the University and in accordance with the national, European and international developments in the field;

- initiating and implementing projects for quality development at the level of the academic community and establishing measures for its reinforcement in accordance with European good practices;

- establishing performance standards in education and research;

- initiating analyses and evaluations based on quality criteria within faculties, departments, administrative services;

- ensuring feedback from students and employers;

- stimulating scientific works dedicated to quality management and supporting their publication

- involving the staff in quality management and raising awareness thereof.

VI.2.1 Activities Monitoring and Assessment

The structures for quality assurance within the University carry out the following activities:

- internal annual evaluation of quality and the preparation of the self-evaluation report

- elaboration of the self-evaluation reports and of the documentation necessary for the external evaluation performed by accredited national and international agencies

- cooperation with the Romanian agency specialised in quality assurance in the higher education system and information of the departments on new legal provisions on the accreditation/authorisation and periodic evaluation of quality

- monitoring the implementation of quality standards according to the ARACIS Methodology

- yearly evaluation of the activity carried out by the academic and scientific research staff, in conformity with the Annex to the Regulation on recruitment, evaluation and promotion of staff.

The process of initiating, approving, monitoring and periodically evaluating the study programmes represents a component of the quality management system within the University, which is essential for ensuring the continuous improvement of quality in education.

The stipulations of the Regulation on the initiation, approval, monitoring and evaluation are applicable to new study programmes as well as for the existing ones for all types of education.

Annex: Regulation on the initiation, approval, monitoring and assessment of the study programmes



- student evaluation, the passing of exams and the graduation of academic years according to the principles established in the annexes to the Regulation on Bachelor studies and the Regulation on Master studies, respectively

- yearly evaluation of the administrative staff

- periodical evaluation of the Bachelor and Master study programmes

VI.2.2 Objective and Transparent Procedures for Student Evaluation

The examination and grading of students are carried out in accordance with the internal Regulations on the academic activity on training cycles. These stipulate that each didactic activity must conclude with a final examination.

The forms of evaluation, the criteria for awarding the grades, credit coverage, the necessary bibliography are established by the course tutor, approved by the specialised departments and notified to the students at the beginning of the semester when they study the respective discipline. They are maintained during the entire university year.

The final examination for a discipline is conditioned by the fulfilment of certain requirements (course attendance, completion of assignments during the semester, preparation of student portfolios, etc.), which must be notified to the students at the beginning of the semester.

The periods for the examination sessions are established each year by the Senate, when deciding the structure of the academic year. The examination date, form, location and the examination board are to be set by the faculties. For each discipline in the curriculum concluded by a final examination at least one final examination per semester shall be organised. A student may benefit, in a university semester, from one possibility of retaking the exam for grade increase.

In the event that a student considers that he/she was incorrectly evaluated, he/she may submit a request to the Dean asking for the re-evaluation of the submitted paper by a new commission. Should the Dean approve such a request, the formed commission shall mandatorily include the course tutor. A year of study is considered graduated if the student obtains at least grade 5 (five) or the rating "passed" for all compulsory disciplines, as well as for the optional disciplines selected and accumulates the number of credits set out in the curriculum.

Bachelor studies finalise with a Bachelor final examination. The Bachelor examination is organised according to a methodology that is annually approved by the Senate and is elaborated in accordance with the Minister's Order on the general framework for the organisation of the final graduation examinations in the higher education system. The Bachelor paper is written in the Bachelor domain in which the student enrolled. Students who passed the Bachelor final examination are awarded the title of Bachelor in their domain, confirmed by a Bachelor's Degree Diploma, accompanied by the Diploma Supplement which records the specialisation(s) attended as well as other details on the student's progress during the years of study, in accordance with the European standard template.

Students who do not pass the Bachelor final examination receive, on request, a graduation certificate of Bachelor studies and a transcript of records.

Master studies finalise with the public defence of a dissertation thesis. The topic is established by the thesis supervisor together with the student.

The topic of the thesis is approved by the running body of the faculty or by the Department for Master Studies. The elaboration and defence process of the thesis is organised by each faculty on the basis of the IOSUM Regulation, normally during the periods set for Bachelor final examinations. These periods are approved by the University Senate.



The dissertation commission at University level is proposed by the IOSUM and approved by the Senate. The dissertation commissions at the level of each faculty are proposed by the Department for Master Studies and approved by the University Senate.

The master student who fulfilled all requirements set out for the Master programme and obtained at least grade 6 (six) at the public defence of the thesis is awarded the Master's Degree Diploma accompanied by the Diploma Supplement, drawn up according to the regulations in force. In case of failure at the dissertation defence, the candidate may participate in second session, after having completed the changes recommended by the commission. If the candidate fails to obtain a passing grade at the second defence, he/she shall receive a graduation certificate of Master studies and the transcript of records.

The academic regulations in this respect are published on the University website <u>www.uaic.ro</u> in the section Students/ Regulations/ Academic regulations.

VI.2.3. Procedures for Periodic Quality and Competence Evaluation of the Teaching, Research and Administrative Staff

The evaluation of the academic staff is carried out in accordance with the Regulation on the evaluation and promotion of teaching and scientific research staff, as amended.

Annex: Regulation on the evaluation and promotion of teaching and scientific research staff

The annual evaluation of the activity carried out by the teaching and scientific research staff is performed based on criteria specific to excellence in education, elaborated in line with the mission and objectives of "Alexandru Ioan Cuza" University of Iasi.

The evaluation of the teaching and scientific research staff is carried out annually, based on an evaluation form whose content is approved by University Senate decision; the evaluation criteria and the performance standards are public and available to be consulted.

VI.2.4. Optimisation of the Teaching and Research Activity by Rewarding the Best Results and Awarding Scholarships to Students

The University, the faculties, the excellence and research centres support the dissemination of research results in the Scientific Annals of the University, in journals and periodicals.

The Ministry of Education, Research and Youth has awarded numerous prizes for international scientific publications and for articles published in ISI-quoted journals to the University. The University's teaching and research staff obtained numerous prizes at numerous invention and book fairs.

Each year, "Alexandru Ioan Cuza" University of Iasi awards prizes to its best students by allocating scholarships from its own funds.

Annex: Scholarships – current state

## VI.2.5. Ensuring Access to Adequate Resources for Research and Education and in particular to International Databases

Founded in 1835, the Central University Library "Mihai Eminescu" from Iasi is a cultural institution that turned into a central component of present-day academic life in Iasi.

The Central University Library has subsidiaries for each faculty, in their own premises:

Sciences: Biology Library, Physics and Chemistry Library, Geography and Geology Library, Computer Science Library, Mathematics Library, "Al. Myller" Mathematics Seminar Library.

Humanity sciences: Law Library, History Library, Letters Library, Faculty of Orthodox Theology Library.



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Social sciences: Economics Library, On-line Library of the Faculty of Economics and Business Administration, Philosophy Library, Pedagogy and Psychology, Physical Education and Sports Library.

Both the teaching, research staff and the students may thus benefit from a rich and vast number of book collections and materials necessary for the organisation of the teaching and research activity, as well as from access to over 90 on-line databases <u>http://www.anelis.ro/</u>.

Annex: State of the stock of books and materials

# VI.2.6. Transparency of Decisions and Public Information on research and study programmes, diplomas and certificates awarded

"Alexandru Ioan Cuza" University of Iasi ensures by all communication means the transparency of its decisions of public interest concerning the academic offer, research programmes, study requirements for students, diplomas and certificates awarded.

## VII. <u>Strategic management and the university's capacity to face the</u> <u>challenges of contemporary society</u>

## SWOT ANALYSIS

## STRENGTHS

Organisation

- a. UAIC's ability to adapt quickly to changes in the external environment;
- b. Existence of a strategic plan;
- c. Budget decentralisation on faculties;
- d. Continuous and updated information of teaching and research staff on funding opportunities (at internal, national and international level) through the centralised services of UAIC.

#### Research

- a. Classification, by Order of the Minister, following a nationwide exercise and in accordance with the National Education Act No. 1/2011, in the category "universities of advanced research and education";
- b. Good ranking (the 3<sup>rd</sup>) in the national classification of universities in Romania (2011);
- c. High productivity in research (see SISEC, Ad ASTRA);
- d. A series of remarkable results in research activity at national level (see SISEC) in exact sciences (physics, mathematics, chemistry);
- e. Good capacity to attract financial resources through national and international competitions (approx. 30% of total revenues in 2011);
- f. Relatively well-developed research infrastructure (e.g. Capacities, RAMTECH, CERNESIM), with the potential to support advanced research;
- g. Network of partnerships with similar institutions in Europe, Asia and America;
- h. Access to scientometric resources (BDI);
- i. Internal evaluation of academic work in which scientific activity has the most important weight (50%);
- j. Experienced researchers, organised in homogeneous collectives;
- k. Standardisation and encouragement of interdisciplinary research through the creation of interdisciplinary research departments;



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- 1. Increase in the number of post-doctoral students involved in advanced research programmes;
- m. Involvement of students in advanced scientific research programmes.

#### Education

- a. UAIC is the first university in Romania that adopted and implemented the ECTS;
- b. Provision of integrated student-centred educational services;
- c. Promotion of interdisciplinary approach to learning contents, with results focused on skills development;
- d. Superior results in the academia, honours and awards obtained by students in national and international competitions;
- e. A learning community that fosters interactions between students and academic staff, students and representatives of the business environment;
- f. Educational offers unique in Romania for bachelor degree studies (e.g. Geochemistry, Mathematics (in English), Geography of Tourism (in English) or unique in the Northeast and Southeast development regions of eastern Romania (e.g. Archaeology, Archives, Medical Physics, Hydrology and Meteorology, Geological Engineering, Computer Science (in English), Applied Mathematics, Statistics and Economic Forecasting);
- g. Unique offers in the country for the master cycle;
- h. Very high rate of confirmation of doctoral titles by the National Council for Attestation of Academic Titles, University Diplomas and Certificates (CNATDCU);
- i. Alignment of formal and non-formal curriculum with the demands of employers;
- j. Relatively high socio-professional integration of UAIC graduates on the labour market, compared with that of most universities in the country;
- k. Generalisation of a communication process based on discipline sheets through which students are informed at the beginning of the school year on curricular objectives, contents, requirements and calendar;
- 1. Implementation of SOP HRD projects (grants or strategic programmes) as partners of organisations from the business environment, to develop student internships;
- m. Collaborations with CISCO, ECDL.

#### Internationalisation

- a. Coordination by UAIC of the only project implemented by a university in Romania within Action 2 of the Erasmus Mundus mobility programme (EMERGE);
- b. Affiliation to prestigious university networks: Coimbra Group, Utrecht Network, AUF, EUA, RUFAC, IAU, Balkan Universities Network;
- c. High mobility of students, UAIC accounting for the highest number of Erasmus students enrolled in bachelor and master cycles who attend universities abroad for a period of at least 3 months;
- d. High mobility of teaching and research staff (about 2000 mobilities annually);
- e. Good international ranking of UAIC (in the international ranking QS 2011, UAIC ranks 276 in the world under the criterion *teachers internationalization* and 301+ under the criterion *students internationalization*; in the LLP-Erasmus



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programme, UAIC ranks 69 for European student mobility in 2010, out of over 1500 institutions):

- f. Organisation of the Summer School "Romania Language and Civilization" and of other international summer schools;
- g. Development of bachelor degree study programmes in Balti, Republic of Moldova;
- h. Participation of UAIC researchers in international salons/exhibitions of inventions and winning of medals;
- Participation in major annual educational fairs (e.g. EAIE); i.
- j. 300 Erasmus partner universities, 50 bilateral agreements throughout the world.

### Facilities for students

- a. Integrated guidance and educational and professional counselling services for students;
- b. UAIC's own hostels to accommodate students;
- c. UAIC's its own canteens:
- d. Scholarships from the state budget and the university's own revenues, free camps, other subsidies from state budget (e.g. transport, accommodation outside the campus).

#### Human Resources

a. Very well prepared teaching and research staff (highest percentage of graduates from bachelor, master or doctoral programmes abroad);

b. Most positions filled by tenured teachers are mixed – teaching and research.

#### Material and financial resources

- a. The Botanical Gardens of UAIC is a research centre and space for recreation for Iasi residents;
- b. Appropriate equipment for research development;
- c. Adequate material basis for the development in good conditions of the teaching process;
- d. Implementation of the Blackboard platform for distance learning;
- e. Existence of students' practice facilities and research stations;
- f. Implementation of a dedicated computer application for student management and of an integrated financial and accounting management application;
- g. Access to over 2.5 million units in UAIC subject areas, out of which approx. 15% are entries after 2010;
- h. Access to national and international databases;
- i. Very good network of digital communications and internet access (two 10 Gbps connections to RoEduNet), providing permanent services (wired or wireless) in all campuses; UAIC hosts the RoEduNet regional node;
- j. Accessing funds from national and international research programmes, from national development programmes.

#### **Relations with the community**

- a. UAIC is a member of cross-border, national and local university consortia;
- b. UAIC is a magnetic pole for employers;
- c. UAIC promotes transparent communication and involvement strategies of students and graduates (alumni) in University decision-making, constructive



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partnerships between students, university management and the internal and international academic community;

- d. Implementation of projects for integration of people from disadvantaged groups (e.g. Special Educational Needs for All – CESPeT, Save the Children from Abandonment and Non-Integration – SCAN):
- e. Involvement, as partner, in projects coordinated by organisations in the business environment (e.g. Ernst & Young, Mobilis);
- f. UAIC is one of the shareholders of the Scientific and Technological Park "Tehnopolis" Iasi;
- g. The only university in the country which operates a kindergarten and a primary school:
- h. Information of potential candidates on study programmes through the website, the "Student Guide", Cuza Caravan, Open Door Day/Week, advertising;
- i. Solid partnerships with local community representatives to facilitate socioprofessional insertion of graduates.

#### **WEAKNESSES**

#### **Organisation**

a. Lack of an Integrated Management System;

Research

- a. Lack of differentiated treatment of research departments in accordance with their potential and UAIC research strategy;
- b. Low impact of research results in the economic environment;
- b. Insufficient weight of institutionalised research management training activities for the staff involved in research;
- c. Weak personnel coverage of some research areas (in research stations and centres of UAIC), whereas recruitment and promotion of staff are blocked;
- d. Still insufficient visibility of research results;
- e. Incipient steps taken as regards intellectual property rights;
- f. Slow in the formulation of institutional policies to stimulate technology transfer (institutes, start-ups, etc.);
- g. Incipient development of interdisciplinary research centres;
- With exceptions, the journals published by the university have limited national a. and international visibility;
- b. Low involvement of researchers from abroad in UAIC research programmes;
- c. Low number and value of research and development contracts concluded with organisations from the economic environment;
- d. Lack of IT support dedicated to the research activity;
- e. Insufficient visibility of UAIC research potential/capacity to the economic and social environment (issues, infrastructure, etc.).

#### **Education**

- a. Few study programmes in foreign languages;
- b. Specialty practice is not optimally organised because of underfunding;
- c. Small proportion of students enrolled in master and doctoral studies compared with bachelor studies;
- d. Institutional autonomy over decisions on the student admission system is relatively limited;



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- e. Relatively small number of foreign teachers and researchers employed for longer periods of time;
- f. Insufficient development of inter-faculty study programmes.

#### *Internationalisation*

a. Small number of long-term mobilities for teaching and research staff (mobilities of at least one semester).

#### Human Resources

- a. Excessive load with duties of some positions, also as a consequence of blocked positions under national law;
- b. Lack of intrinsic motivation (low wages, blocked promotions) of teaching and research staff:
- c. The evaluation system for the results of the auxiliary and administration staff does not promote performance.

#### Material and financial resources

- a. The budget decrease did not allow UAIC to finance research, institutional development or investment projects from its own revenues;
- b. Insufficient development of facilities for people with disabilities;
- c. Decommissioning of teaching and research areas (funding cuts caused the suspension of consolidation works);
- d. Insufficient development of sports facilities.

#### **Relations with the community**

- a. Student employment perspective is relatively low due to an insufficiently dynamic and varied domestic labour market;
- b. Insufficient development of formal partnerships with employers (most are informal):
- c. Actual lack of a functional structure for partnerships with organisations other than academic.

#### **OPPORTUNITIES**

#### **Organisation**

- a. Merger of universities.
- Research
  - a. Continued funding of programmes aimed at bringing renowned scientific researchers back in the country;
  - b. Involvement of researchers (including junior ones) in the activity of research centres of European interest located in Romania (ELI Project - Magurele, Oncological Research Centre – Iasi, etc.);
  - c. Recognising the role of industrial research products for regional companies and SMEs with a view to re-launching economic growth;
  - d. Increased weight of research indicators in university funding;
  - e. Access to international funding opportunities for research projects;
  - f. EU Research strategy for 2020;
  - g. Development of centres with specialised personnel for the transfer of knowledge/technology, diversifying methods for implementing the capitalisation on research and involving specialists from enterprises;



- h. Creation of research schemes for young doctoral students;
- i. Involvement of Romanian researchers (and UAIC graduates) from abroad in university projects.

#### Education

- a. Possibility of developing teaching partnerships and exchanges between the universities in Universitaria Consortium;
- b. Development of partnerships with the business environment;
- c. Favourable dynamics of educational policies at European and national level.

#### Internationalisation

- a. Continuation of the Socrates/Erasmus programmes for student and staff mobility;
- b. Frequent application to become partners in major projects of European universities (e.g. Coimbra Group).

#### Human Resources

a. Implementing of the Sectoral Operational Programme Human Resources Development (SOP HRD), Human Resources PN II, Erasmus.

#### Material resources

- a. Existence of national and international programmes to access funds;
- b. Attraction of revenues through the development of spin-offs.

#### Relations with the community

- a. Development of city infrastructure;
- b. Iasi City Hall granted transport facilities for students.

#### THREATS

#### **Organisation**

- a. Frequent changes of general and sectoral legislation;
- b. Uncritical takeover of international models without real consultation with academics and analysis of their adaptability degree;
- c. Inconsistent national policies in education.

#### Research

- a. Decrease and/or delay of the initiation or funding of projects in the national scientific research plans;
- b. Discontinuities in the accreditation of research centres of excellence, especially for those who operate within universities;
- c. Lack of correlation of research strategies and low level of collaboration between public universities in Iasi (with often parallel activities);
- d. Modification of the funding scheme for doctoral schools, correlated with the termination of assistance provided from structural funds;
- e. Lack of information on Romanian research funding from European funds in the period 2014-2020;
- f. Decreased funding for research;
- g. The organisations in the economic environment have a low absorption capacity of the research results;
- h. Graduates with high potential for research excellence leave for universities/research institutes abroad;
- i. Low share of private financial resources for research.



#### Education

- a. National demographic decline;
- b. Increase of external recruitment in academia (especially for the best high school graduates, the top 10%), increase of inter-university competitiveness in terms of academic offers;
- c. The slow adaptation of the Code of Occupations in Romania (COR) to market demands determines differences between skills acquired and attested by a diploma and job title;
- d. Lack of a legal framework to encourage businesses to offer internships to students.

#### Internationalisation

a. Academic competition in attracting full-time international students (while the number of Romanian candidates is decreasing).

#### Human Resources

- a. Staff orientation towards material/financial gains affects the quality of education and research programmes;
- b. National policies to reduce wage expenses resulted in blocking teaching positions.

#### Material and financial resources

- a. Decrease of funds allocated to funding higher education at national level;
- b. Short-term (one year) budgets instead of multiannual or study programme budgets;
- c. Education remains a national priority in the formal or informal political discourse, which, however, does not materialise in a coherent and consistent policy.

#### **Relations with the community**

- a. Decrease in the number of beneficiaries of higher education services caused by widespread population decline at national level;
- b. Difficult access and long distance (land) to the most important airport of the country (insufficient development of domestic and international air traffic on Iasi airport);
- c. Location in one of the poorest development regions of the European Union (in 2006, according to EUROSTAT, GDP/capita in North-Eastern Region was 29%, compared to 343% in the EU's most developed region (central London) or 113% in Bucharest);
- d. Decreased level of student involvement in volunteering activities;
- e. Still low interest of non-university organisations to participate in events/activities organised by the university or to participate in surveys on the quality of UAIC graduates and training requirements for human resources;
- f. Insufficient regulation of public-private partnerships.





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### Annex II.2. Strategic plan of Alexandru Ioan Cuza University of Iasi

#### STRATEGIC PLAN OF ALEXANDRU IOAN CUZA UNIVERSITY OF IASI

#### 2009-2013

#### I. MISSION OF ALEXANDRU IOAN CUZA UNIVERSITY OF IASI

Alexandru Ioan Cuza University of Iasi is proud of its history and tradition as part of the city of Iaşi, Romania and Europe since its foundation in 1860. As space of initiative and free exchange of ideas, we take full responsibility for the promotion of national and European values, for our partnership spirit and for tracing the general directions for the development of society.

Our university is a dynamic environment for learning, development and continuing professional development. By guaranteeing a training that meets the needs and tendencies in society and ensures the freedom of choice in its own educational path, the student becomes one of the most important partners of our university.

We promote excellence in education and research, stressing the most valuable capital of the University – namely people as the main source of our reputation, creativity and vitality.

#### II Vision

Alexandru Ioan Cuza University of Iasi will be a European landmark in education in research. By the prestige acquired in time and our innovative spirit, we will keep on responding to challenges, preparing active citizens that are capable and competent for a knowledge-based society.

#### III Values

**Excellence** – we carry out our activities for the purpose of reaching performance in education, research and institutional management according to European quality standards.

**Innovation** – we promote entrepreneurial attitude and pioneering in change and reform for the use of the academic community and society, in general.

**Social responsibility** – we acknowledge the major role we have in Romanian society and we commit to restore trust and the allocated resources to the community, by the exceptional graduates and the results of research that will contribute to economic and social progress.

Integrity – we respect and share the principles of honesty, academic freedom and truth.

#### IV STRATEGIC AIMS

For the purpose of accomplishing its mission, Alexandru Ioan Cuza University of Iasi aims at:

- ensuring excellence in teaching, scientific research and education;



- providing, by means of its components – faculties, institutes, colleges, departments, as well as other units (botanical garden, the teaching units at the marine biological station Agigea, Potoci, Piatra Neamț, Tulnici, Rarău, The Resort forResearch in Aquaculture and Water Ecology, Iaşi, the museum of natural history, the publishing house, the astronomical observatory, university chapels), academic programmes meant to satisfy a wider portfolio of educational demands;

- promoting science in the spirit of democratic values, academic freedom and the openness to integration in the international scientific community and in the European cultural and civilisation space and respecting national identity;

- ensuring the compatibility of the educational system at Alexandru Ioan Cuza University of Iasi with European standards and the changes induced by the creation of European Standards and Guidelines for Quality Assurance (Bologna Declaration);

- improving the system of organization and management of university resources according to the principles of total quality management in view of increasing the efficiency of the teaching and scientific research product.

- developing area centers of education and scientific research.

IV.1.ORIENTATION ΤO EXCELLENCE IN TEACHING, RESEARCH AND **EDUCATION** 

IV.1.1 Our aim is to set up and apply high standards for recruiting and promoting the teaching and research staff according to the existing norms and practice in the best universities home and abroad.

vi.1.1.1. All teaching positions and research ones will be occupied through a competition, and the quantitative and qualitative requirements specific to each position will be established according to international standards.

#### Activities:

The University Governing Council will periodically revise the established criteria and standards which will be submitted for approval every two years. Alongside the standards of the National Council for the Degree and Diploma Certification, the University Governing Council sets additional standards for each field abiding by international practices.

The competition commissions have 3 to 5 members, of which two or three are not from the home university academic staff. Since 2009, we have had in view the inclusion of a foreign professor in the competition commission for academic positions.

The habilitation of the academic staff members to 5 years by the Faculty Councils; the Commission for Evaluation and Accreditation of the University Governing Council will analyse legal disputes for each situation in part and the University Governing Council will be responsible for the case ruling.

IV.1.1.2. Access to competitions for the occupation of teaching positions in the University is free from any discrimination because of nationality, sex, religious and political beliefs. The Faculty of Theology is an exception to this rule as it accepts for competitions



only Orthodox or Roman-Catholic believers who were granted permission by the hierarch in charge.

IV.1.1.3. Annual initiation, in agreement with "The Regulations on Teaching Activities", of the "public offer" for courses in order to attract the most prominent personalities in the country and abroad.

#### Activities:

**2009-2013** The allocation of special funds from projects and university resources for the payment of foreign "visiting professors"

The occupation of temporary vacant positions by associate teachers through the public offering system.

IV.1.2. Motivating the academic staff for the purpose of excellence in teaching, research, education and managerial activities by individual differentiation of salaries and fringe benefits (merit salaries and awards, prizes, etc.) according to individual performances.

#### Activities:

#### Since January 2009

**Update of evaluation procedures and models for the academic staff.** The foundation of a department for the processing of performance tests of the academic staff. The criteria considered for evaluation are based on TQM (Total Quality Management) principles, divided into the following chapters:

Evaluation of professional contributions and scientific research ones (based on the self evaluation forms and peer review according to the evaluation criteria and standards established by the Faculty Council and the effective situation, certified by the head of department);

Evaluation of teaching performance and student counselling (based on the appreciations made by the students), using an evaluation form for each faculty, according to the model approved by the University Governing Council (appendix);

Evaluation of the extent to which teaching obligations are fulfilled and the observance of essential provisions of the Chart on the prestige and interests of the University and academic community (the activities which harm the prestige and interests of the University and academic community are established by the University Governing Council and the effective situation is evaluated by the head of department. In case of evaluation errors, the Faculty Council Board or the Academic College have competence in correcting the score);

*I.* Evaluation of the degree to which specific objectives of the faculty or department are met; they are established according to the mission and objectives of the University. This evaluation is made by:





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- a. The head of department for the members of department through individual consultation;
- b. The Council Board for Pro-Deans, Scientific Secretary and heads of departments through personal consultation;
- c. The Academic College for Deans, the members of the University Governing Council, through personal consultation;

**Annual** Application of the "Regulation on the employment, evaluation and promotion of the teaching and research staff" drafted according to the legal requirements and international practice.

IV.1.3. Identification and promotion of the best teaching methods, by using its own research for university pedagogy and the experience gained in other national and international universities.

#### Activities:

- **Annual** The department for training academic staff (DPPD) at Alexandru Ioan Cuza University will initiate promotion programmes for the methods of teaching in higher education. The introduce changes in the teaching methodology so as to include more interactive methods and avoid the traditionalist formula of passive teaching".
- **Annual** Development of research on the methodology of teaching in higher education, according to the University fields of study.
- Modernizing the forms of communication and transmission of knowledge in the education process by:
- \* equiping the courserooms with overhead projectors, video devices and other audio-visual media;
  - \* using modern means and technologies in the teaching process;
- \* the equipment of a courseroom with close-circuit television designed for conferences and special courses, accessible to all faculties.
- **2009-2013** The support of external financed programmes by CNFIS and CNCSIS for distance learning. The identification of disciplines and the beginning of formation courses on INTERNET. The completion of exchange agreements with other European universities in view of integrating them in the existing educational networks and the set up of new ones.

**IV.1.4.** Initiation of new exchange agreements with renowned universities to develop mutual programmes of academic training and amplify the exchange of academic personnel and students.

Activities:



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- Annual Orientation mainly to entering into of direct bilateral agreements. Participation to the Frame VII Programme.
- 2009-2013 Extension of the Socrates programme in view of integrating all faculties.
- 2009-2014 IV.1.5. Initiation and support of performance research programmes through the collaboration with external competitive partners, as well as the participation to national and international contests for the allocation of research projects.

#### Activities:

**2009-2013** The integration of the University in an international system of information on research strategies and national and international contests for the allocation of projects.

### IV.1.6. Improving the evaluation methods of research and scientific research projects, and stimulating the way to obtain performance results.

#### Activities:

**2009-2013** The consolidation of centres of performance of scientific research and research departments in faculties and interdisciplinary departments, by encouraging collaboration with economic units or other organisations that make available the necessary devices for the development of the necessary contract-based research to the university laboratories.

The support of laboratories for teaching and interdisciplinary scientific research accessible to several faculties and specialists according to the themes of research (complex laboratory of scientific research of the environment state, applied informatics laboratories, laboratory of great complexity and performance of complementary investigations in physics, chemistry, biology, geology, etc.).

### **IV.1.8.** The orientation of scientific research programmes according to their regional or national importance.

#### **Activities:**

**2009-2013** The development of scientific research programmes in collaboration with organisms in the Republic of Moldova and Ukraine. Along with the Academy of Science, the Academy of Economic Sciences of Moldova and the University of Chişinău, the University of Cernăuți, respectively and the priority directions in scientific research.

### **IV.1.9.** Ensuring the conditions and the climate necessary to the development of the activity of scientific research at the University.

**IV.1.9.1.** Establishing correct norms on the proportion between academic staff and scientific research staff, on the one hand and laboratory personnel, on the other hand, in agreement with the income and expenditure budgets of the faculties.



# **IV.1.9.2.** Encouraging academic staff to participate to the achievement of scientific research or technological contracts financed from the government or private sources, be they internal or international.

#### **Activities:**

2009-2013 To stimulate continuously the academic staff for the purpose of implementing projects with external financing by CNFIS, CNCSIS, MECI, The Romanian Academy, The European Union and other sources. To give information and provide special assistance for the department of scientific research at Alexandru Ioan Cuza University and the department of project management in view of drafting and carrying out projects.

**IV.1.9.3**. The development of forms of cooperation and participation to the activity of research or personal development in science such as: departmental scientific seminaries, periodic scientific reunions, information reports.

#### Activities:

Annual To continue organizing scientific conferences with international participants.

The stimulation, by points, in view of the evaluation and award of the staff for participated to such manifestations.

**IV.1.9.4.** The attraction of the best students in scientific seminaries and scientific research projects.

**Activities:** The ensuring of scholarships and internships abroad for the proficient students and the creation of material conditions for their participation to international scientific reunions.

- **Annual** The motivation, by points awarded in an evaluation test, of the most active professors to guide talented students on their scientific path.
- IV.2.1. The improvement of the actual structure of the teaching staff by introducing elements meant to allow a quicker assimilation of the results of moderns scientific research, as well as a better adaptation to the economic-social peculiarities of Romania. The faculties' taking responsibility for the reconversion or completion of professional development; the identification of specific forms of training of the graduates that cannot find a job because of the gap between specialties and educational programmes and their real needs or the number of students which is too high.

IV.2.1.1. In order to stimulate interdisciplinarity, specialisation, student mobility within the various profiles and specialties, as well as the compatibility of the educational system at Alexandru Ioan Cuza University with European standards and the transformations induced by the creation of the European Space of Higher Education (the Bologna Declaration) will apply exclusively to the European Credit Transfer and Accumulation System (ECTS) to all years of study.



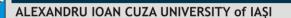
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Activities: Based on the experience gained in the previous academic years, the analysis of the generalized ECST application will be carried out and we will establish the curricular transformation necessary to the integration in the European Space of Higher Education (the Bologna Declaration). Thus, we will ensure the students' possibility to choose the disciplines of study, the mobility between related specialities and the recognition of previous ECTS obtained at Alexandru Ioan Cuza University Iași or at other universities comparable from the viewpoint of teaching and scientific standards.

- **IV.2.1.2.** For the purpose of modernizing the didactic process, the acceleration of reform and European integration, Alexandru Ioan Cuza University will continue its cooperation within the Universitaria Consortium with Babeş Bolyai University of Cluj-Napoca, West University of Timişoara and the University of Bucharest and will develop new collaborations with national and European universities, providing their own results in the approach of the concept of university and its mission in the present stage.
- Activities: The periodic organization of meetings on fields of activity between rectors and prorectors from the four universities of the Consortium for establishing development strategies.
- The annual organization of meetings between the faculty representatives (deans, heads of department) similar to the four universities of the Consortium for establishing the compatibility projects of the curriculum, the unitary application of ECTS and the provision of solutions for the other problems of the reform in higher education.
- The periodic revision of the curriculum drafted in the ECTS system, in view of a continuous adaptation to educational requirements and the compatibilisation with partner university programmes (internally, with those in the Universitaria Consortium; externally with partner universities within the Erasmus programme).
- The improvement of the computerized database and monitoring of the professional results of the students in GESCO programme.
- **IV.2.1.3.** The annual evaluation of university programmes and structures in agreement with national and international evaluation standards and academic accreditation, in agreement with the educational requirements of the present labour market and in perspective.

#### Activities:

- Annual The evaluation of quality programmes in agreement with national standards and educational requirements of the labour market.
- Annual For the purpose of increasing the chances of professional integration for graduates, we will organize meetings with the Human Resources managers of economic units/ institutions.



IV.2.1.4. The development of new forms of academic programmes in agreement with educational requirements. The extension of distance learning by the "Center for Distance Learning and Professional Conversion".

#### **Activities:**

**2009-2013** The elaboration of courses in ID technology for the enlargement of programme portfolio. Priority will be given to the needs of training academic staff in pre-university education.

Development of a network of studies in the region of Moldova.

Development of specializations, colleges and postgraduate studies/ MA in ID system.

Elaboration of a technology of evaluation for ID quality programmes at a national level.

Promoting the cooperation at an international level with specialized ID centers, by signing collaboration agreements with partner universities in view of becoming integrated in existing European networks or the initiation of other new ones.

IV.2.1.5. The diversification of postgraduate study programmes, interdisciplinary postgraduate studies (Master), postgraduate courses and training courses through doctoral studies and the foundation of the "Department of postgraduate studies".

#### **Activities:**

- Annual The development of postgraduate education of interdisciplinary studies such as Master, alongside with postgraduate studies, according to the faculties' and candidates' options, as well as in relation with international experience.
- Annual The proposals for Master and postgraduate studies will be periodically adjusted to the number of specialists needed and to the international level of development. The adaptation of programmes of postgraduate courses to the requirements of society and the financial capacity of the applicants.

The extension of training through "full-time doctoral studies" as source of recruitment for academic and research staff. Gradually, this will be the main way to access an academic career at the university by young specialists.

The ensuring of optimal conditions for the activity of training the teaching staff from high education (preparing for the permanent teaching certification, the second degree exam, the periodic recycling of teachers, etc.).

**Permanent** The support of training young teachers by doctoral studies directed by a university abroad and a home university and the signing of international protocols at the institutional level.

Stimulation for obtaining the European doctoral diplomas.



IV.2.1.6. A rational figure for the students enrolled at the University, in general and specialities, in particular, according to the strategic orientations of social-economic and cultural development of Romania and the labour market.

#### Activities:

**2009** *Stabilization of the enrolment figure at the level of university and specialties in higher education and the development of pre-university education.* 

The set of an enrolment figure for each specialty according to the labour market, the qualitative level of the educational programmes and the existence of academic personnel. We will have in view the studies drafted by the Center of information and placement within the University on the placement of their own graduates and the regional, national and European statistics.

IV.2.1.7. The set of the volume and structure of academic programmes according to the peculiarities of each specialty, so that they afford a more rapid assimilation of the results of modern research and stimulate the creative participation of students.

#### **Activities:**

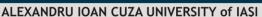
**Annual** *Revision of the education programmes and the establishment of the following aspects by the Faculty Councils:* 

\*the number of hours per week for each speciality and academic year to maximum 20 hours for the field of humanities, 24 hours for the field of sciences and 14 hours for postgraduate studies and MA;

- \*the maximum relation between the number of hours allocated for a course and practical applications or debates;
- \*the relation between the volume of the fundamental disciplines and the speciality ones;
- \*the ratio between the compulsory disciplines and the optional ones should reach 30/70 in the last two academic years;
- *\*introduction of the most adequate methods to evaluate knowledge and stimulate the students' active involvement and creativity.*
- **IV.2.1.8.** Taking the responsibility of reconversion or the completion of professional formation by specific forms of training of their own graduates that cannot find a job.

#### Activities:

- Annual *CIPO* will make analyses on the labour market to assess the necessary abilities/ knowledge to exert the attributions for the job portfolio had in view in shaping the specialities by curricula. The organization, from their own resources, of various forms of completion/ adjustment of the graduates training that are unemployed.
- IV.2.2. Ensuring the material support in view of improving theoretical, practical and applicative training of the students by the support of a functioning system, the improvement of the equipment with adequate means and the





development of the University Publishing House, as well as the practical bases for students in academic resorts for teaching and scientific research. Activities:

The modernization of the University Publishing House and the practical bases of the students in the units of teaching and scientific research (Anastasie Fătu Botanical Garden, the marine biological station Agigea, Potoci, Piatra Neamţ, Tulnici, Rarău, Iaşi fishing resort, the Museum of Natural History, the Astronomic Observatory), in agreement with the strategic plans.

### IV.2.3. Introduction of more flexible methods of selection for students by using specific criteria according to the peculiarities of the chosen profession.

**IV.2.3.1.** The selection procedures will be free from any discrimination because nationality, sex, religious and political beliefs, except for the Faculty of Theology which will only accept to sit in for the admission exams, Orthodox and Roman-Catholic candidates. Candidates of other confessions may be accepted only through the exchanges made between confessions.

The passage from the use of more flexible methods of selection of students in the  $1^{st}$  year. We will respect the classification of students according to their performances after every academic year, the number of state-financed places being thus occupied by the best students from every year of studies.

IV.2.4. The initiation of new agreements of collaboration with prestigious universities for the promotion of the exchange of students and the organization, in cooperation, of specific forms of academic training.

**IV.2.4.1.** Extension of the education system of a series of disciplines of international foreign languages, by the collaboration with foreign university partners.

#### Activities:

- 2009-2013 Extension and diversification of foreign lecturer's offices that are operational within the university.
- 2009-2014 Extension and diversification of programmes in international foreign languages.

IV.2.4.2. The enlargement of the mutual exchange of students and academic staff with partner universities in the country and abroad, within the SOCRATES programme.

IV.2.5. The development of selection programmes of professional training destined to exceptional students, valuing their capacity of achieving performance.

#### Activities:

**2009-2013** Continuing to develop the IT laboratories and provide them with performance hardware and software available to all University students, especially those that obtained exceptional results in the professional activity of scientific research.



- **2009-2013** *Providing an Internet connection to all laboratories and student units and ensuring the permanent access of students to emails and other research facilities in the University.*
- **2009-2013** Integration of all students with research skills in the research teams of the academic staff or in the scientific seminars of the departments and the application of a motivating system. For this purpose, the following are necessary:
- **2009-2014** *\*awarding the students' activities of scientific research;*
- **2009-2015** \*allocating funds from the faculty budgets for the participation of the best students to national and international scientific manifestations, as well as for limited research stays in elite institutions in the country and abroad.
- IV.2.6. The diversification of the offer of university programmes meant to allow the preparation and social integration of unfavoured groups, according to the model implemented for Roma in special psycho-sociology.

**IV.2.7.** The diversification and development of the services offered to students by The Centre of Information and Professional Guidance for Students and Graduates (CIPO) by the connection with the European networks of the placement centres in partner universities.

#### Activities:

**2009-2013** *Extension of the database.* 

Completion of the database with a portfolio of available full-time or part-time positions offered to students as a result of the contracts that will be established with the established units (school units, school inspectorates, socio-cultural units, economic units from the public and private sector, chambers of commerce, etc.) and making this information available to the interested ones.

**Annual** Organization of career fairs, acting as middleman for the employees and the requirements/ skills needed for these positions, in view of setting the enrolment figures and adapting the training programmes.

The conclusion of agreements with the beneficiary units for the training through the  $3^{rd}$  cycle or by postgraduate courses of the specialists in the requested fields.

Facilitating and carrying out the procedures of request/ grant of scholarships from the economic units or non-governmental organisms.

IV.2.8. The redevelopment and development of the classrooms of the university in agreement with the mission and the assumed objectives, as well as the improvement of the social facilities that the students of the university benefit from.

**IV.2.8.1.** Redevelopment and development of the classrooms in universities, as well as the improvement of the system of allocation and management of the spaces per faculties based on the "instructions of use" and "the unit maintenance expenses".



- **2009-2013** Intervention at the Ministry of Education and Research for the regaining of the teaching units of the University used at present by other institutions from the national education system.
- **2009-2014** Obtaining the ownership titles for the apartments and lands that the University has binding documents for and the clarification of the legal system of the entire cultural heritage of the University.

Restructuring and redeveloping the educational units for ensuring the coherence of the teaching process.

**2009-2013** Obtaining and ensuring a complementary funding for capital repairs of the educational units and the carrying out of construction/ redevelopment operations by:

\*adequate division of the big classrooms in agreement with the dimension of the study series which is considered normal at present and in perspective;

\*furniture appropriate to modern superior education and disposal of old-fashioned desks;

\*equipment of the teaching units of the lecture halls with technology in agreement with participative educational systems (ecologic boards, PCs and interface for projection, overhead projectors, protection screens, etc.).

**2009-2013** Building new spaces meant for teaching activities and scientific research;

\*Units for the faculties of science (Astronomic Observatory);

\*Unit for the Faculty of Informational Technology;

\*Unit for Humanities, social sciences (Law) and economics.

**2009-2013** Application of the system of allocation and management of the units designed for teaching and scientific research based on the "instructions of use" and "the unitary maintenance expenses". The redevelopment of university campus but building a new unit and modernizing the existing ones.

#### IV.2.8.2.

**Activities:** 

- 2009-2013 Completing the equipment of European standards of the Gaudeamus Center of International Exchange from the Codrescu Campus and the Akademos unit.
- 2009-2014 *Obtaining funding and building a new campus unit.*
- 2009-2013 Obtaining financing and building a sports complex consisting of: sports room; covered area, and sports room.
- **2009-2013** The implementation of "Support for proficient students" by ensuring decent accommodation for the young staff (junior and senior assistants and proficient lecturers) in agreement with their activity.
- **2009-2010** Initiation of the proposal to set up a "Bank for Home Building Savings" of the academic personnel.



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2009-2013

Obtaining funds for building a new campus unit of 200 flats for university accommodation consisting of one-room apartments for young proficient academic staff (junior and senior assistants and proficient lecturers).

**IV.2.8.3.** The diversification of the following services and facilities for students:

- 1. Scholarships offered through budgetary funds
- 1.1.Scholarships offered by non-governmental organizations
- 1.2. Scholarships offered by companies and other organizations
- 1.3. Scholarships to study abroad from budgetary allocation or international programmes (EU, international organisms, charities, foreign universities).
- 2. Bank loans
- 3. Accommodation, lunches, medical care
- 4. Services for the students' guide to university admission
- 5. Employment services
- 5.1.Career consultancy by contacting the school inspectorates and companies or organizations that hire university graduates;
- 5.2. Seminaries and workshops on: recruitment methods, selection methods, CV drafting;
- 5.3.Database on: vacant positions, part-time activities (in University and other organizations); temporary positions; offer of candidates;
- 5.4. Interviews;
- 5.5.Job fairs;
- 6. Psychological and financial consultancy services;
- 7. Computerized services of information on: academic activity and programmes; library; communication (by e-mail);
- 8. Cultural and leisure services.

#### Activities:

- 2009-2013 Reforming the system of granting scholarships to students in agreement with world practices and Romania's criteria for joining the European Union;
- 2009-2013 The creation of part time jobs for students for the various services in university (documentation, library services, taking notes of materials necessary to the process of teaching and scientific research, administrativesecretarial activities in departments, etc.), according to the model available at a large scale in European and American universities. In this way, the academic staff could waive a few of their administrative obligations that take too much time to fulfil.

**IV.2.8.4** The consolidation of the Alumni Association of the university graduates meant to ensure the material support for the cultural activities of scientific research.



**IV.2.8.5** Supporting students in order to create cultural institutions specific to the university campus, meant to give a specific note to students and contribute to the increase of the degree of students' participation to the activities of the community in Iasi.

#### Activities:

- **2009-2013** *Providing logistic support for the distribution of a student cultural and scientific review.*
- **2009-2013** *The set up and support of cultural associations which are representative for the students of our university.*
- **IV.2.9** Valuing the opportunities for the cooperation with the public sector and other institutions and economic units for the purpose of ensuring continuing development programmes for our academic personnel.
- **IV.2.9.1** Valuing the legal framework for organizing postdoctoral training programmes in the proficient fields of our university, programmes designed for specialists from other academic institutions in our country and abroad.
- **IV.2.9.2** The advertising, by media and other communication channels, of university courses intended for the public and the implementation of the quality of "attendant" for adults willing to improve their knowledge.

### **IV.2.10** Supporting the local community by educational services and the development of adequate scientific research themes.

**IV.2.10.1** Providing solutions by means of the theme of scientific research and various consultancy forms, organizations and local economic agents.

#### Activities:

- **2009-2013** *Providing scientific and managerial consultancy for the public and private beneficiaries. Our aim is for the sphere of the consultancy services provided by the university to become a common practice.*
- **IV.2.10.2** The improvement of the marketing for academic services provided by the local and national communities through a better coordination of information.

#### Activities:

- 2009-2013 The Department of Public Relations will be extended and improved educational marketing.
- **Annual** *Printing and distribution in an appropriate number of copies of a the University presentation brochure*
- **Annual** The corresponding set and distribution of a portfolio of scientific research themes that other specialists from the country and abroad can contribute to and that can be financially supported by various economic agents.

#### IV.3. PROMOTING SCIENCE AND CULTURE FOR THE SUPPORT OF DEMOCRATIC VALUES, ACADEMIC FREEDO AND OPENNESS TOWARDS INTEGRATION IN THE INTERNATIONAL COMMUNITY, WITH THE RESPECT OF NATIONAL IDENTITY.



**IV.3.1** The University, by each of the components of university communities, takes its responsibility to promote science in the spirit of democratic values , moral standards and the respect of opinions and freedom of speech and thought.

#### Activities:

- 2009 The update and amendment of the University Code of Ethics which will be subjected for approval to the University Governing Council.
- **IV.3.2** The University commits to be a learning centre of passing knowledge and understanding of culture, spirituality and civilisation of other peoples.
- **IV.3.2.1.** Encouraging the activities which are relevant for the understanding of cultures and national spirituality, as well as the understanding of other cultures and civilisations for the purpose of creating bridges of understanding and communication with other peoples and ethnic communities.

#### Activities:

- 2009-2013 Developing activities of Postgraduate School of Compared European Studies and the Center of Hebrew Studies.
- **IV.3.2.2.** The organization of specific programmes of academic training destined to foreign students.

#### Activities:

- Annual: Continuing the organization of the summer courses consecrated to science, culture, spirituality and Romanian civilisation. Requesting scholarships from the Ministry of Education and Research for these courses destined to the participants that cannot afford to pay the costs.
- **IV.3.2.3** Educating students in the spirit of reception without prejudice of culture and history of other peoples and ethnic communities. The rejection of all manifestation of chauvinism or racism. The considering, in shaping new forms and programmes of studies, the traditions of Romanian higher education and the experience from renowned international universities for rendering the studies compatible and the mutual recognition of studies/ credits and diplomas.
- Activities: We will make the necessary changes in the curricula for the integration of Higher Education in the European Space of Higher Education (the Bologna Declaration).
- **Premises:** The conclusion by the Ministry of Education, Research and Innovation with the Ministry of Foreign Affairs, of a series of bilateral agreements aiming at the recognition and mutual equivalence of studies and diplomas.

#### IV.4. IMPROVING THE SYSTEM OF ORGANIZATION AND MANAGEMENT OF UNIVERSITY RESOURCES IN ACCORDANCE WITH TOTAL QUALITY

## MANAGEMENT (TQM) IN ORDER TO IMPROVE THE EFFICIENCY OF TEACHING AND RESEARCH

**IV.4.1** Improving the system of organization and management of university resources in accordance with Total Quality Management (TQM) and developing an organizational culture focused on efficiency

#### Activities:

- Annual: Internal auditing of university, schools and departments
- **IV.4.2.** Improving management and strategic orientation procedures with the aim of promoting academic excellence and developing procedures for auditing the quality of activities.
- **IV.4.2.1.** Improving the system of organisation and management of schools, departments, postgraduate schools, colleges and other organisational units of the university.
- 2009-2010 Analysis, evaluation and adaptation of organisational structures of schools and departments in accordance with the new trends in development of Romanian and international higher education.

#### IV.4.2.2 Developing a coherent system of regulations referring to procedures, authority, responsibilities of managing bodies of the university and its structural components

#### **Activities:**

- **2009-2013** Completing the development of new regulations on the functioning of university and its units in accordance with the new trends in development of Romanian and international higher education.
- IV.4.2.3 Compiling an Annual Quality Assurance Manual (QA) in accordance with European standards and initiating auditing procedures of university by European specialized bodies

#### **Activities:**

- **2009-2013** Completing procedures and compiling the Quality Assurance Manual (QA) in accordance with European standards. Creating a program of collaboration with specialized institutions of the European Union. Auditing of university by the specialized European bodies in accordance with international principles and standards.
- IV.4.3. Creating conditions for the development of an organizational culture of the academic community. Cultivating a system of values and ethics based on transparency, communication and understanding, which will provide that individual duties and responsibilities will b transparent and obeyed at every level and which will support and encourage innovative actions and taking responsibilities.

**Politics and strategic aims:** 



- To grow the efficiency of consultations and internal communication;
- To develop a secure and accessible international managerial system which will support and inform decision making;
- To promote an ethical behaviour which will enable staff to understand and contribute better to the cultural context in which it operates;
- To promote a spirit of openness and transparency in decision making of university and schools;
- To create a cultural environment dominated by the spirit of competition, fairness openness and responsive action;
- To develop within university clear and persuasive means of providing an, communicating information both in written and digital forms;
- To seize opportunities created by the implementation of university strategy regarding international communication technologies, especially by email;
- To replace outdated systems as to provide better, more flexible and accessible managerial information in better defined areas of interest, especially for informing students, obtaining financial information and information regarding institutional management;
- To create a functional framework for informal cooperation of the members of academic community;
- To promote equal opportunities with the aim of providing to entire staff programs of professional and individual development which will lead to strengthening of research, management and professionalism;
- Raising awareness of staff and students on issues of environment in daily and study activities;
- To define clearly the targets and objectives of individuals, teams and departments to promote a joint effort in undertaking university, schools and departmental activities through a system of reward;
- To encourage those involved in collaboration with beneficiaries, implementing and evaluating strategic and operational plans;
- To ensure students', personnel and teaching staff active involvement in developing strategies, policies and regulations;
- To encourage and motivate students' full involvement in the activities of academic community as well as getting full advantage of extracurricular activities

# **IV.4.4** Improving the system of allocation and management of funds through the system of global financing and management using "budgets and income by school".

#### Activities

**2009-** To calculate budgets and income by school both quantitative as well as qualitative elements will be taken into consideration and the criteria used will be in accordance with those of the National Council for the Financing of Higher Education using the indicator equivalent student and qualitative indicators. The management of income and expenditure budgets will be done using two chapters: budget allocation and own incomes, comprising fees, research contracts and grants, international cooperation programs (SOCRATES, COPERNICUS, etc.), structural funds and other scholarships.

Improving the accounting system in accordance with the principles of global financing and together with the spreading of the System of Integrated Management System. For this purpose, a program for training personnel in finance and accounting, human resources, administration in accordance with new responsibilities will be developed. SICOB will be made compatible with GESCO in order to develop a new Computerised System.

### IV.4.5 Ensuring decisional transparency at all levels and its structural components.

Activities:

- 2009-2013 Publishing and monthly distribution to each department of an Informative Bulletin including decisions of the Senate, the Executive Board of the Senate and Board of Directors. Informing departments on the distribution, spending and availability of funds. Starting with 2009, the access to updated accounting information will be ensured using the secured integrated network of computers at the secretariats.
- IV.4.6. Improving decision-making by increasing the degree of substantiating, improving the informational system, diminishing the impact of subjective factors and correlating the degree of responsibility with the degree of involvement into the decision-making process.

#### **Activities:**

- 2009-2013: Improving the informational system of the university, which will be organized into four interconnected networks: teaching and research, secretariat (university, schools, departments and units), administrative and libraries.
- 2009-2010 Developing the Informational System for University Management: creating instruments for analysing, diagnosis and forecasting, for financial and accounting substantiating, implementation and monitoring the development of informational and management systems by developing new software and integrating it into the system.



- 2009-2013 Providing technical equipm
  - 2009-2013 Providing technical equipment (computers, printers, software) of the network of secretariats, administration and libraries.
  - IV.4.7. Developing specific programs for professional training of teaching and administrative staff, as well as providing social aid to young teaching staff, researchers and highly qualified specialists of the university
  - IV.4.7.1 Developing professional training programs for teaching and administrative staff

#### Activities:

Annualy:

2009-2010 Teaching staff mobilities to advanced research institutions in Romania and abroad

Organizing in cooperation with other universities from the "Universitaria" consortium and the Association of university managers of post-graduate programs in University addressed to personnel in management and administration of the university.

Correlating the system of advancement and rewards of administrative personnel of the university to efficiency in reaching strategic objectives of the university.

**2009-2013***Restructuring the university administration in accordance with the development strategy of the university, provisions of the Labour Law and ensuring the harmonization of the existing organisational structures of the higher education system with the European Union countries on the basis of the program PHARE RO 9601 of university management reform and premises of the Bologna Declaration.* 

Founding the Senate Commission of the University which will analyse the structure of the university administration, members of the commission including specialists from other departments of the university along with members of the Senate.

After the completion of the organigram, setting the objectives of departments and job descriptions, management personnel will be reassessed in accordance with the provisions the law.

- **2009-2010** Compiling the "Regulation on activities and evaluation of efficiency of university personnel"
- IV.4.7.2 Providing social support to young teaching staff, researchers and highly qualified specialists from different components of the university.

#### Activities:

2009-2013 Building university flats



- **IV.4.8.** Starting coherent programs of university administration with an objective to foster "excellence in administration" an equivalent of the academic objective " excellence in teaching".
- IV.4.8.1. Using human resources management procedures as seen in Total Quality Management.

#### Activities:

- **2009-2010** Updating for each administrative employee of the "Job description" (with adequate specialized consultancy for a general approach)
- **2009-2013** Organizing specific training programme for administrative staff (by type of personnel). Getting finance for ensuring international mobilities Leonardo da Vinci programmes addressed to administrative staff.
- **2009-2013** Cooperation of e ANIMU and AMU in order to organize at the Faculty of Economics and Business Administration of a module of post-graduate studies in "university management" addressed to general directors of universities and administrators of schools.
- **2009-2010** Completing the ""Regulation on activities and evaluation of efficiency of university personnel"

".

Improving the informational system of administration

#### **Activities:**

Products/informational programs will be bided in conformity with the specification documentation of the program compiled at the administrative level taking into account the needs of each sector.

#### IV.4.8.2. Refurbishing

#### Activities:

- 2009-2013 Refurbishing and equipping of the main administrative building of the university.
- **2009-2013** *Refurbishing secretariats in accordance with the current and future number of students, as well as grouping administration in areas close to schools and providing the necessary technology.*
- **2009-2013** *Refurbishing university hostels*
- 2009-2013 Refurbishing the Rectorat and providing the necessary technology
- 2009-2013 Developing accommodation for summer student camps within the Agigea Resort, Potoci Resort, Piatra Neamt Resort, Tulnici Resort, Rarău, Iași Fish



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*Resort, Botanical Garden – Participating in the bidding organised by the Ministry of Education, Research and Innovation with the aim to obtain contracts for organizing summer student camps.* 

- IV.4.8.3. Organizing administrative activities of the university in accordance with the principle of separating academic management from the administrative one.
- **IV.4.8.4** Providing specific equipment for the administration of the university.

**Activities:** 

2009-2013 Purchasing surveillance systems. (fire, theft, etc.)

Building a central deposit of the university.

Creating a car park of the university. (garage included).

IV.4.9. Reviewing periodically objectives and existing strategies to see the impact of economic and legislative environment on the degree to which these are reached.



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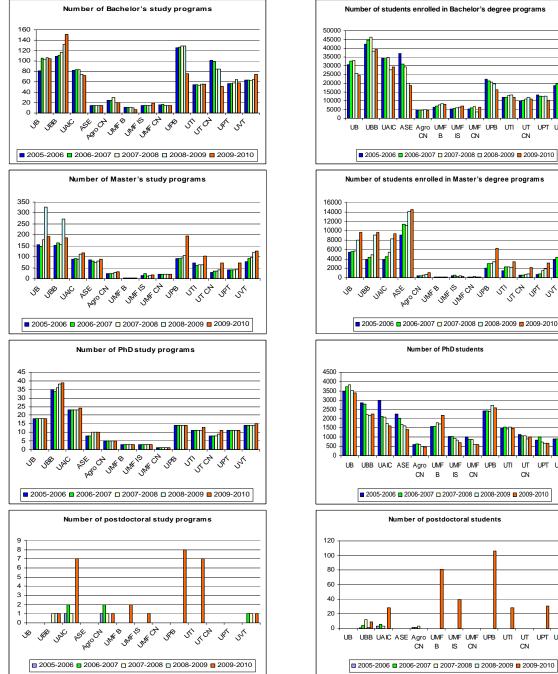
### Annex Data for the classification of Romanian universities

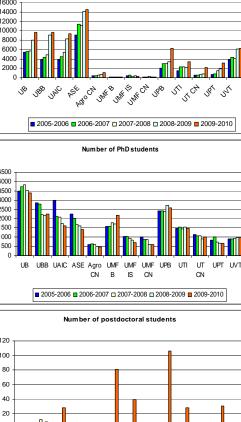
## **Reporting for August 1, 2011 - the UEFISCDI (Executive Agency for Higher Education, Research, Development and Innovation Funding) platform**

UB	University of Bucharest	Universitatea București
UBB Babeş-Bolyai University Cluj-Napoca	Universitatea Babeş Bolyai Cluj-	
	Babeş-Bolyal University Cluj-Napoca	Napoca
UAIC Alexandru Ioan Cuza University of Iași	Universitatea "Alexandru Ioan Cuza"	
	Alexandru Ioan Cuza Oniversity of Iaşı	din Iași
ASE Bucharest Academy of Economi Studies	Bucharest Academy of Economic	Academia de Studii Economice din
		București
Agro CN	University of Agricultural Sciences and	Universitatea de Științe Agricole și
	Veterinary Medicine Cluj-Napoca	Medicină Veterinară din Cluj- Napoca
UMF B	University of Medicine and Pharmacy	Universitatea de Medicină și Farmacie
	"Carol Davila" Bucharest	"Carol Davila" – București
UMF IS	University of Medicine and Pharmacy	Universitatea de Medicină și Farmacie
	"Gr. T. Popa " Iași	"Gr. T. Popa" Iași
UMF CN	University of Medicine and Pharmacy	Universitatea de Medicină și Farmacie
	"Iuliu Hațieganu" Cluj-Napoca	"Iuliu Hațieganu" Cluj- Napoca
		"iunu mușieganu Ciuj Napoea
UPB	University Politehnica of Bucharest	Universitatea Politehnică din București
UTI	Gheorghe Asachi Technical University	Universitatea Tehnică "Gheorghe
	of Iași	Asachi" Iași
UT CN	Technical University of Cluj-Napoca	Universitatea Tehnică Cluj- Napoca
UPT	"Politehnica" University of Timisoara	Universitatea Politehnică Timișoara
UVT	West University of Timişoara	Universitatea de Vest Timișoara

#### **STUDY PROGRAMS and STUDENTS**

The number of university study programs organised by the university's and total number of students enrolled at university (full-time, part-time, distance education) and students.





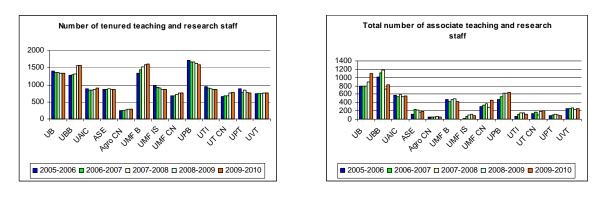
UT CN UPT UVT

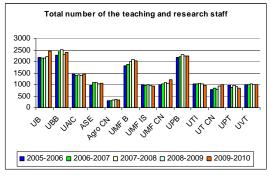
UT UPT UVT CN

UTI

## **TEACHING AND RESEARCH STAFF**

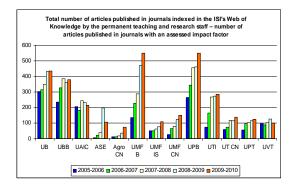
Total **number of the teaching and scientific research** staff within university, on a full time basis/post holder, compliant with the job title list and associated/in a fixed term contractual relationship with the institution

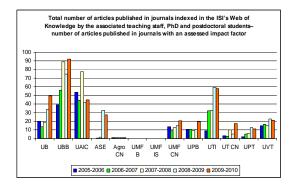


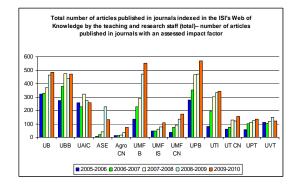


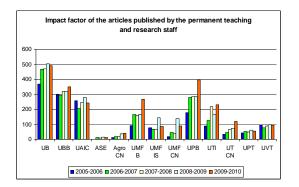
## RESEARCH

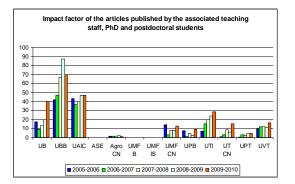
Total **number of articles** published in journals indexed in the ISI's Web of Knowledge

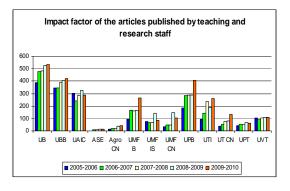




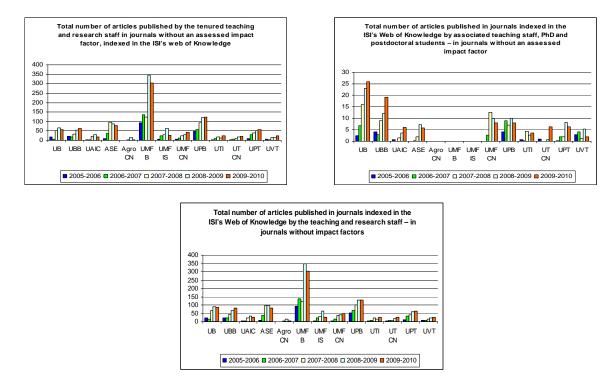




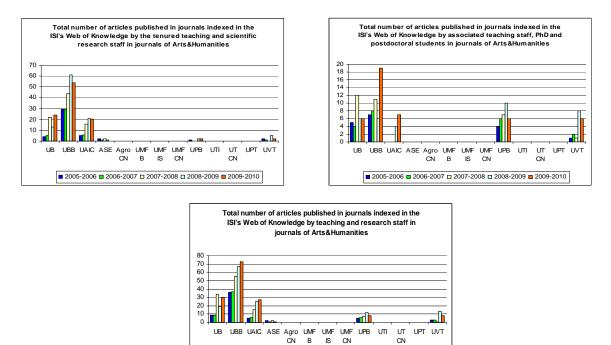




Total number of articles published in journals indexed in the ISI's Web of Knowledge, without the impact factor assessed for teaching and scientific research staff (employed on a full time basis/post holder) and for persons under a fixed term contractual relationship with the higher education institution (PhD and postdoctoral students, associated academic staff)

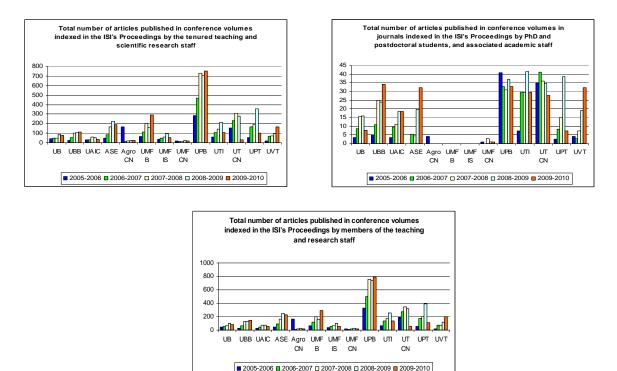


Total number of articles published in journals indexed in the ISI's Web of Knowledge - Arts&Humanities by the teaching and scientific research staff employed on a full time basis/post holder within the university and by persons under a fix term contractual relationship with the higher education institution (PhD and postdoctoral students, associated academic staff)

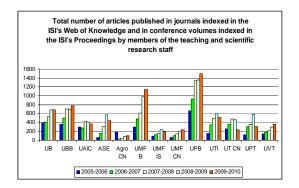


■ 2005-2006 ■ 2006-2007 □ 2007-2008 □ 2008-2009 ■ 2009-2010

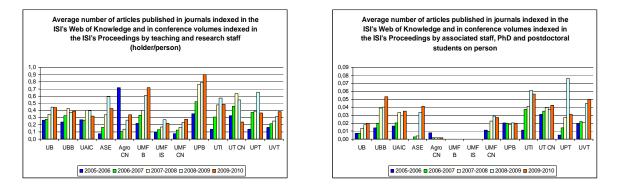
Total number of articles published **in conference volumes indexed in the ISI's Proceedings** for teaching and scientific research staff employed on a full time basis/post holder and for persons under a fix term contractual relationship with the higher education institution (PhD and postdoctoral students, associated academic staff)



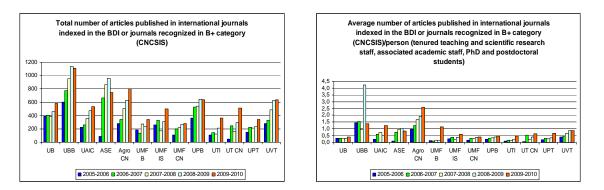
Total number of articles published in journals indexed in the ISI's Web of Knowledge and in conference volumes indexed in the ISI's Proceedings by members of the teaching and scientific research staff



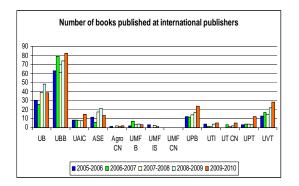
Average number of articles published in journals indexed in the ISI's Web of Knowledge and in conference volumes indexed in the ISI's Proceedings for members of the teaching and scientific research staff (holder/person) and associated staff, PhD and postdoctoral students on person

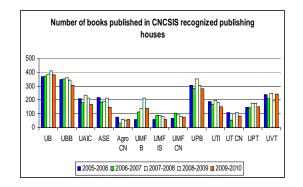


Total number of articles published in international journals indexed in the **BDI or journals recognized in B+ category (CNCSIS)** by the university teaching and scientific research staff employed on a full time basis/post holder and, separately, by persons under fixed term contractual relationship with the higher education institution (PhD and postdoctoral students, associated academic staff)

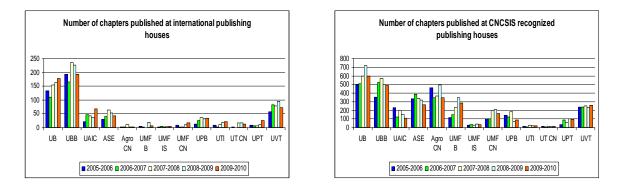


**Books published in international publishers and CNCSIS recognized publishing houses:** Total number of books written by a single author or by various co-authors

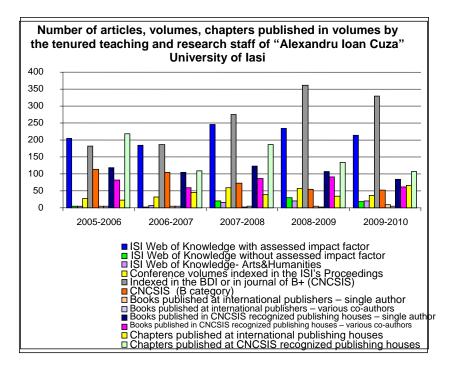




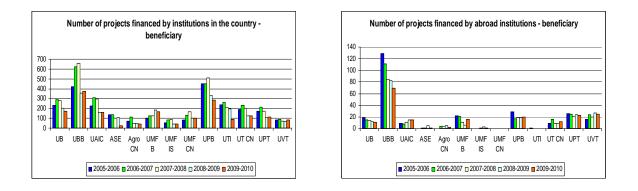
**Chapters of books published** by international publishing houses and in CNCSIS recognized publishing houses: Total number of chapters published by members of the university teaching and scientific research staff, employed on a full time basis/post holder and also, by persons under a fixed term contractual relationship with the higher education institution (PhD and postdoctoral students, associated academic staff).



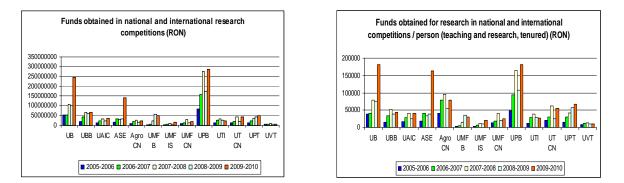
Number of articles, volumes, chapters published in volumes by the tenured teaching and research staff of "Alexandru Ioan Cuza" University of Iasi



**Number of projects financed by institutions in the country from abroad:** Total number of projects/grants/scientific research agreements/artistic creation as well as other research components obtained through the participation in other national competitions or competitions organized by private institutions in the country (from the CDI (Research Development Innovation), CEEX (Excellence Research Programme) programs and from other state budget sources; from structural funds; from projects financed by private funds in the country) and obtained through the participation in other international competitions or competitions organized by private funds in the country (from the participation in other international competitions or competitions organized by private funds in the country) and obtained through the participation in other international competitions or competitions organized by private institutions in the world (from the EU Framework Programme; from other UE programs adminstered by institutions from abroad; from other projects financed by foreign public funds; projects financed from foreign private funds).

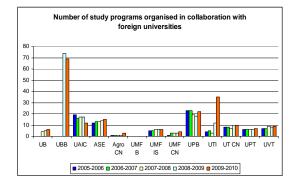


**Funds obtained from local institutions:** Total monetary value (expressed in RON) of projects/grants/scientific research agreements/artistic creation as well as other research components in the assessed field of studies obtained through the participation in other national competitions or competitions organized by private institutions in the country and from foreign institutions

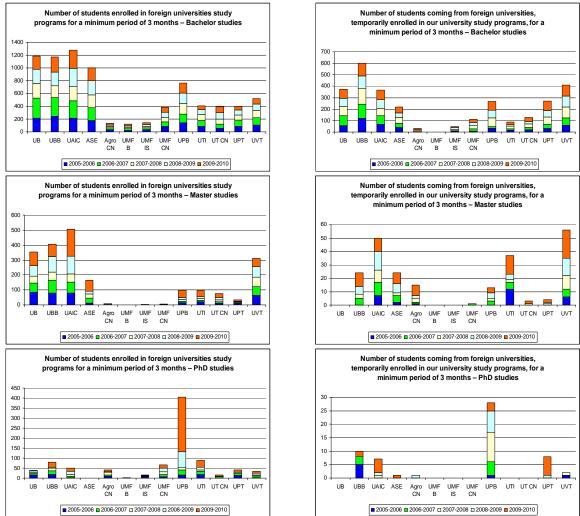


## **RELATIONS WITH THIRD PARTIES**

**Programs organised by foreign universities**: The number of university study programs organised in collaboration with foreign universities. Data is recorded for each of the last 5 calendar years (June, 2005- October, 2009).



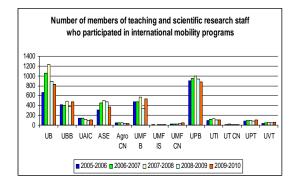
**Student mobilities- outgoing** and **incoming** (number of students enrolled in foreign universities study programs for a minimum period of 3 months; number of students coming from foreign universities, temporarily enrolled in our university study programs, for a minimum period of 3 months)



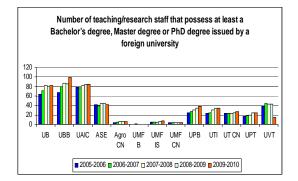
OUTGOING

INCOMING

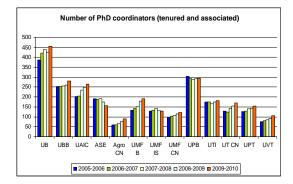
**Teaching staff mobility:** Number of members of teaching and scientific research staff who participated in international mobility programs (teaching and research staff employed on a full time basis; staff under a fixed term contractual relationship with the university)

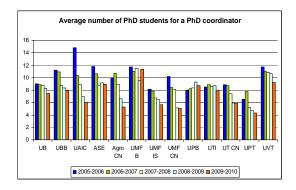


**Staff trained outside university**: Number/ procentage of teaching/research staff that possess at least a Bachelor's degree, Master degree or PhD degree issued by a foreign university.

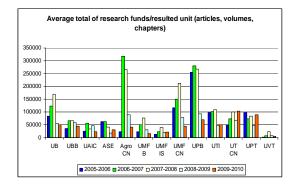


PhD coordinators: Number of PhD coordinators

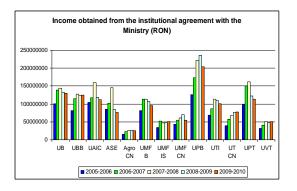


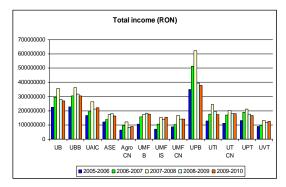


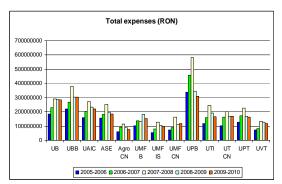
**Funds**: Value expressed in RON considering the financial and accounting records for research funds, learning resources, infrastructure development ((1) research funds; (2) funds for developing learning resources; (3) funds for infrastructure development).



**University financial balance**: Total amount expressed in RON for each of the last 5 calendar years (2006-2010) for each of the following categories: (1) income obtained from the institutional agreement with the Ministry of Education, Youth and Sports; (2) total income; (3) expenses.









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# Annex II.4.1. ARACIS Report



No.: 5283

Date: 02.06.2009

To,

The Alexandru Ioan Cuza University of Iași

To the attention of the University Rector

PhD Prof. Vasile Işan

Dear Mr. Rector,

The purpose of this letter is to inform the university with regard to the contents of the quality external evaluation report of Alexandru Ioan Cuza University of Iași.

The purpose of the external evaluation that was carried out at Alexandru Ioan Cuza University between the 6th and the 8th of May 2009 was to identify and certify the extent to which the compulsory normative requirements are observed with regard to the quality of the teaching and learning process, as well as to the scientific research process.

The main objectives set by the members of the evaluation Commission according to the ARACIS Methodology were as follows:

- to understand on the spot the measures taken by the Alexandru Ioan Cuza University for the purpose of ensuring an institutional quality culture, based on performance indicators and organizational analysis;

- to analyse the quality management, respectively the adequate strategy and procedures for the periodic monitoring and revision of the programmes and activities in the evaluated domain;

- to grant prompt access for the general public to clear and explicit information regarding the academic offer of the Alexandru Ioan Cuza University and the extent to which the national and European requirements are observed in exercising the legal right of awarding university diplomas and certificates;

- to recommend, in the event of unfulfilled or partially fulfilled criteria, the actions that Alexandru Ioan Cuza University should take in order to solve the identified problems.

From the analysis of the judicial status of Alexandru Ioan Cuza University we can ascertain that it was constituted by means of the deed of foundation A13745 of 1860 issued by the prince of the United Principalities, Alexandru Ioan Cuza. The name corresponds to the one in the Autoevaluation Report. All the programmes that function within the registered premises of the Alexandru Ioan Cuza University are accredited or temporarily authorized according to HG.635/2008. The teaching and research missions for the study programmes are elaborated according to the data reported by the university. This results from the assessment of every



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study programme. The M.A. and Ph.D. cycles are organized by the institution of higher education also accredited by the Center of European Studies, accredited according to the ARACIS notice 5241 of January 17th 2008. The research mission is carried out within a strategy developed by the university.

The ARACIS mission targeted the institutional evaluation of academic management (focusing on the quality management) on the one hand, and at the same time checking the compulsory normative requirements for the study programmes.

## Organizing the evaluation visit

The external evaluation application of the Alexandru Ioan Cuza University was submitted on January 9th 2009, under number 101. The mission director and the Scientific Secretary were named at the ARACIS Council meeting on January 29th 2009. The mission director together with the scientific secretary established the key aspects of the visit, mentioning the evaluated programmes. (Protocol signed between Alexandru Ioan Cuza University and ARACIS on February 23rd 2009).

At the proposal of the ARACIS Quality Assurance Department, the ARACIS Executive Office approved the components of the visiting team. Ph.D. Prof. Romiță IUCU from the University of Bucharest was designated as mission director, and Ph.D. Prof. Andrei BODIU from the Transylvania University of Brașov was designated as coordinator of the mission. Ph.D. Lecturer Engineer Marius LUCULESCU from the Transylvania University of Brașov was designated as scientific secretary of the mission. The capacity of foreign evaluator was assigned to Ph.D. Prof. Peter KUCHAR from the University of Applied Sciences in Konstanz, Germany.

The visit timetable was established on February 23rd 2009, between the 6th and 8th of May 2009. The institutional evaluation report comprises 73 pages and 74 annexes. The report is structured according to the requirements in the Guide of the Activities of Quality Evaluation of University Study Programs and Higher Education Institutions.

The mission coordinator, Ph.D. Prof. Andrei BODIU, and the scientific secretary of the mission, Ph.D. Lecturer Engineer Marius LUCULESCU, met with the contact person, Roxana PATROLEA from the Quality Assurance Service of Alexandru Ioan CUza University and with the student Dragoş SORESCU, member in the University Senate, on April 16th 2009.

#### Unfolding of the evaluation visit

The evaluation team constituted of 27 persons met with the management of the institution on the morning of May 6th 2009, and between 4:30 p.m. and 5:30 p.m. the ARACIS team had a meeting with the students from the evaluated programmes. There were 2 students from each of the M.A. or Ph.D. programme being evaluated. All the meetings with the students, graduates and employers were fully relevant and had an important contribution, offering a complex image of Alexandru Ioan Cuza University.

The study programmes' evaluation visits were carried out on May 6th and 7th, with the conclusions being drawn in a common meeting held on May 8th 2009. The institutional level analysis was carried out by Ph.D. Prof. Eugeniu ȚURLEA from the Bucarest Academy of



Economic Studies and by the coordinator of the mission, Ph.D. Prof. Andrei BODIU. The mission director drew up an observations report.

We note that the programme was carried out according to the timetable agreed upon with the Alexandru Ioan Cuza University, the evaluators and the mission management, as well as the representatives of the targeted institution, the latter giving proof of an irreproachable and earnest conduct.

The last day occasioned the meeting of the ARACIS experts where the conclusions of the evaluation process were presented, as well as the meeting with the management of Alexandru Ioan Cuza University, whom we thanked for their collaboration and availability.

The main conclusions could be summarized as follows:

Mission and institutional regulations

The institution has a particular individuality within the national education system. Through their elaboration and accomplishment, the mission and objectives of the institution cause it to be solidly anchored in the European Higher Education Area.

The institution has a university charter which was approved by the Senate Resolution no. 3 of June 14th 2001 and re-actualised by the Senate Resolution no. 12 of December 13th 2007. Through its Charter, the university set up clear objectives. The mission of the university comprises specificity and opportunity elements which will be adjusted according to the National Qualification Framework and which can be correlated with the requirements of the national and European Union job markets. The regulations that structure the activity in Alexandru Ioan Cuza University are mentioned in chapter II of the Charter – Norms that regulate the activity of the academic community. The regulations have been elaborated and comprise provisions according to the law currently in force. The Internal Regulations of the University was elaborated according to Act 53/January 24th 2008, Labour Code, Act 128/1997, Act 477/2004 and 319/2006. The ethics code of the institution was elaborated in accordance with similar codes from prestigious international universities.

Administrative and management structures

The management staff of Alexandru Ioan Cuza University includes teaching staff tenured in higher education, with a basic teaching load in the institution and that are university professors or reader; the university management has a very high level of qualification, professionalization, expertise and international recognition.

The management system is a very transparent one, which includes posting all the decisions of the university management bodies on the University website, www.uaic.ro. The university has a Media and Image Department. There is a daily press review on the education domain. There are development plans for the university for a time frame of 8 to 10 years, as of 1997, and the current leadership has elaborated such a plan for the period comprised between 2009 and 20015. There is a plan for the development of the infrastructure for the period comprised between 2009 and 2020.



The administrative body of the university is observant of the law currently in force. The entire administration is based on an information (IT) system. There are administration development programmes, for which special funds are allotted from the budget.

### Human resources

Teaching positions are filled through competitive examination. The job openings are published by their putting-up at the faculty, chairs, departments, or in the press. The university observed the legal provisions with regard to the publication and filling of the teaching positions through competitive examination. All these requirements are stipulated in the Regulation approved by the University Senate.

The optimal teaching staff/students ratio is ascertained function of the teaching and learning quality, but also depending on the quality of the research. The current ratio at Alexandru Ioan Cuza University is of 1 teaching professional to 22.39 students and it factors in the teaching and learning quality.

Peer evaluation is compulsory and periodical and was introduced in the university as of 2001, before it became an ARACIS standard. There is even an annual multi-criteria evaluation form.

### Material resources

According to the data in the inventory Register, the university disposes of the necessary patrimony for the development of a quality education and research activity. The university ensures the performing of applied works for the specialized disciplines in the curriculum in laboratories fitted with computer technology, so that at the level of a study formation there is one personal computer per 2 students at the most for the licence cycle and one personal computer per each student for the MA cycle.

The university disposes of 30 study halls with a total capacity of 1,320 seats. In addition, a study/reading room was organized for each hostel, thus providing a study room for at least 10% of the students.

Alexandru Ioan Cuza University owns all the education premises with the necessary endowments for the performance of the teaching and research activity. For the Ph.D. activities and partially for the M.A. activities, the university leased a 3,600 sqm space.

## Academic dimension

All the programmes that function within the registered premises of Alexandru Ioan Cuza University are accredited or temporarily authorized according to HG. 635/2008. The teaching and research missions for the study programmes are elaborated according to the data reported by the university. This results from the assessment of every study programme. The M.A. and Ph.D. cycles are organized by the institution of higher education also accredited by the Center of European Studies, accredited according to the ARACIS notice 5241 of January 17th 2008. The research mission is carried out within a strategy developed by the university.

The institution applies a transparent policy for student recruitment and admission, made public at least 6 months before becoming effective. There is a special admission website.

The education institution is appealing for foreign students. During the 2008-2009 academic years there are 312 foreign students studying at Alexandru Ioan Cuza University. The education for the foreign students was provided according to the legal provisions currently in force.

According to the university statistics, 91.08% of the graduates find employment within 2 years as of finalizing their studies.

The study programmes are periodically reviewed in order to correspond to the dynamic of the labour market, such as it results from the Autoevaluation reports of the study programmes.

Alexandru Ioan Cuza University disposes of excellent teaching resources for their students. The latter make full use of the opportunities created for them.

The professional activity of the students is regulated by means of: the Regulation code for the performance of the teaching activity; The B.A., M.A. and advanced studies admission methodology.

Research and international performances

Alexandru Ioan Cuza University of Iași not only has a teaching mission, but it also has a research mission. The university elaborated the Research Strategy for the period comprised between 2007 and 2013, laid out on years and specific objectives. The research strategy is included in the strategic planning of the faculties by means of the research directions.

The results of the scientific research activities for the year 2008 were capitalized on by obtaining 10 patent certificates, elaborating 5 specialized books in international publishing houses, publishing 379 ISI articles and 1,245 articles in national specialized magazines.

Pursuant to the scientific research activity for the year 2008, 2 specialized magazines of the university were catalogued by ISI. In 2008 the university was awarded at the "Research Excellence Top".

The university organizes national and international science events in partnership with governmental, non-governmental, professional and student organizations. In 2008 it organized 75 national conferences, 29 international conferences and 4 international summer schools. The results are published in the ISSN magazine.

Students create knowledge by getting involved in research contracts. Some of them (for instance those from the Biology study programme) are integrated in research teams as of the first year of study and they publish ISI articles.

Alexandru Ioan Cuza University is a member of the COIMBRA Group, an elite organization of top-performing higher education institutions in the European Education Area.

Financial activity and audit

The institution has an annual incomes and expenses budget approved by the Senate and strictly observed. The expenses for the payment of salaries represent 54% of the total incomes. The university used 31% of the incomes obtained from taxes, for investments into its own material basis. All the education premises are property of the university, except for

one building leased for the Doctoral School. Over 90% of the patrimony is property of Alexandru Ioan Cuza University of Iași.

There is internal audit and a department for Internal Public Audit. The audit is performed at least once every 3 years.

In addition to ensuring its necessary, the university has consistent financial resources and multiple financing sources: budget, research, taxes, sponsorships, donations, micro production, organizing events.

### Student social services

The university offers social, cultural and sports services. The residential premises can house at least 16% of the number of students. The university has a strong sports base and offers counselling services via its Center of Professional Information and Career Orientation. The special programmes refer to:

- Accommodation for students with families;
- Places in the institution's kindergarten for the children of students with families;
- Special projects for disabled students;
- 80% discount for the urban transportation fees.

The institution organizes "The Graduate's Day".

The university and its faculties offer quantitative and qualitative information comparable to the ones offered by the universities in the European Higher Education Area by publishing them on the websites of the university and the faculty. Such information is also provided by the Department of Informational Marketing, Events and Image, as well as by the Public Information Office for Students.

## Quality assurance

The university established a structure comprising the Internal Evaluation and Quality Assurance Commission, the Quality Assurance Council, faculty commissions and the Quality Assurance Service. The education quality improvement measures proposed by the Internal Evaluation and Quality Assurance Commission are implemented on an on-going basis. The university collaborates with national universities (Babeş Bolyai University of Cluj-Napoca, University of Bucharest, and Western University of Timişoara) and universities from abroad (universities from the COIMBRA group) for the purpose of identifying and adjusting the good practices in the quality domains.

## Recomendations

Appart from the great number of positive aspects previously mentioned, pursuant to carrying out the evaluation process, the evaluation experts recommend as follows:

1. The institutional development of the quality assurance service through the formalization of the specific structures and the development of interdepartmental interactions (communication and media department);



2. Improving the management of the university curriculum through the multiplication and flexibilization of the optional courses offer for the humanities sections and the observance of the coherence and consistence of the curriculum documents (curriculum, discipline files, school timetable);

3. Promoting and diversifying the study programmes taught in foreign languages;

4. Consolidating the curriculum status of the professional practice opportunities/internships – correspondence with the fundamental study domains: duration, forms of organization, professional consultancy;

5. Increasing the teaching teams for the study programmes by means of inviting practitioners from professional milieus to participate in M.A. programmes.

6. Improving communication with students by reviewing the secretariat programme (that is by reorganizing it in order to streamline the services they offer and to ensure prompt information services);

7. Analysing the reorganization of the academic year and of the student evaluation programme (possibly extending the assessment periods and reviewing the structure of the 6th semester for the terminal years by allotting a timeframe for the preparation of the bachelor paper);

8. Enhancing the appeal and developing the marketing of the B.A. and M.A. programmes;

9. The institutional evaluation of the administrative staff by devising and using some instruments to assess the degree of beneficiary satisfaction;

10. Adjusting the structure of the didactic and research norms on the one hand for the purpose of measuring up to the quality requirements and standards (the norms in force), and on the other hand for the purpose of restoring, where necessary, the teaching staff/student ratio according to the current standards;

11. Enhancing the efforts to improve the financing for the chemistry, physics and mathematics study domains;

12. Proposing new integrated M.A. programmes for the domains of fundamental and applied sciences (developing multidisciplinary / integrated excellence centers).

Finally, the evaluation commission takes notice of the high professionalism, openness, availability and commitment of Alexandru Ioan Cuza University to continue applying the necessary measures for the purpose of ensuring higher education according to the modern principles of the academic society and the requirements of the European Higher Education Area.

For the drafting of the ARACIS Final Report, we would be greatly indebted to receive your answer within a week as of receiving this letter, including the measures and terms provided to reply to the formulated observations and recommendations. In your reply to the ARACIS letter regarding the conclusions of the institution evaluation visit, please refer to the



observations of the foreign evaluator and of the students as well. To express an objective point of view, we append these reports.

We would also like to inform you that this letter was elaborated with the approval of all the members of the evaluation team and thus reflects the points of view of the aforementioned.

Please receive the expression of our deepest consideration, Mr Rector, and thank you for your collaboration.

Kind regards,

A.R.A.C.I.S. President

Ph.D. Prof. Engineer Ioan CURTU

## REPORT OF EXTERNAL EVALUATION

of Alexandru Ioan Cuza University of Iași, România

Foreign expert:

Ph.D. Professor Engineer Peter KUCHAR

University of Applied Sciences, Konstanz, GERMANY

Visit timetable:

May 6th -8th, 2009

Visit scope:

The visit is dealing with institutional evaluation of academic management, through identification and certification of mandatory and normative requirements' fulfilment, concerning the quality of education and scientific research processes.

1. Foreword

The report herein refers to the activities carried out by the author, in his capacity as international expert, in the framework of the external institutional evaluation process of Alexandru Ioan Cuza University of Iași, in the period between May 6th-8th 2009, following the request of The Romanian Agency for Quality Assurance in Higher Education (hereof ARACIS).

The evaluation activity is part of the "Quality assurance in the Romanian higher education in the European context. System and institutional level academic quality management development" project – POSDRU/2/1.2/S/1, of the Romanian Agency for Quality Assurance in Higher Education.

2. Preliminary activities to the evaluation mission



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Since April, after my official designation as expert in this project, I was notified by Mr. Ph.D. Engineer Marius LUCULESCU from the Transylvania University of Braşov, in his capacity as scientific secretary of the evaluation mission, with regard to the following aspects:

- the methodology of the evaluation process;
- the composition of the evaluation experts team;
- the study programmes to be evaluated;
- the visit timetable;

• the accessing mode of the data from the autoevaluation reports of Alexandru Ioan Cuza University;

- the list of contact persons, including those from the university management;
- the planning of the evaluation mission.

The author of this report participated, also in the capacity of international expert, in two other institutional evaluation visits in Romania, at the Technical University of Cluj-Napoca, respectively at Aurel Vlaicu University of Arad, and on the other hand in the capacity of member of the evaluated institution at the University of Applied Sciences of Konstanz, Germany, and at the St. Gallen University of Applied Sciences in Switzerland.

3. Unfolding of the evaluation mission

The mission had two primary objectives: study programmes evaluation an institutional evaluation. I notice that the study programmes submitted to evaluation belong to a broad range of domains, so that the results we obtain reflect as much as possible the level of institutional appreciation (full time bachelor studies and distance education, M.A., doctoral school). The evaluated programmes were: Biology, Chemistry, Accounting and information systems, Economy and international business, Finance and banking, Management, Philosophy, Physics, Geochemistry, Information Technology, Romanian language and literature – Foreign language and literature, Pedagogy, Psychology – Distance Learning, The economy of commerce, tourism and services (Piatra Neamț extension), Public relations and publicity (M.A.), Fundamental mathematical structures (M.A.), Hermeneutics and biblical theology (M.A.), Doctoral School (Letters – Philology).

The unfolding of the mission was based on a working schedule prepared in advance, acknowledged and approved by the parties involved in the evaluation.

The visit began on May 6th, 2009, at 9:00 a.m., in the Senate Hall, with a meeting of the ARACIS team and the university management, the representatives of the evaluated study programmes and the representatives of the students.

The opening speech was delivered by Mr. Ph.D. Prof. Vasile IŞAN, Rector of Alexandru Ioan Cuza University of Iași. After delivering the welcome speech, Mr. Ișan introduced the vice-rectors, as well as the other participants on behalf of the university, then calling on the



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coordinator of the institutional evaluation mission, Ph.D. Prof. Andrei BODIU from Transylvania University of Brasov. Mr. Bodiu delivered a brief presentation of the evaluation mission and called on each member of the ARACIS team.

After the meeting with the university management, the ARACIS team remained in the Senate Hall to establish the details regarding the organization of the visit. The mission coordinator and scientific secretary delivered the working materials to the team members and put forth recommendations regarding the evaluation process and the organization of the activity. Each of the expert evaluators had to fill in a visit record and to draft a synthetic report on the meeting with the students.

After the technical meeting, the experts went to the faculties corresponding to the study programmes submitted for evaluation, and the institutional external commission of ARACIS (constituted by Ph.D. Prof Andrei BODIU of Transylvania University of Braşov, in his capacity as mission coordinator, Ph.D. Prof. Eugeniu TURLEA from the Bucharest Academy of Economic Studies, in his capacity as expert of the institutional commission, and Ph.D. Prof. Engineer Peter KUCHAR, from the University of Applied Sciences of Konstanz, Germany, in his capacity as foreign expert) began doing a check up on the fulfilment of the compulsory normative requirements needed for the institutional external evaluation of the quality of the education in Alexandru Ioan Cuza University of Iasi (the first part of the Visit Chart).

The entire visit was assisted and guided by Ph.D. Academician Prof. Radu VOINEA, member of the Romanian Academy and expert of the Consultative Commission of ARACIS.

The visit record was filled in on the basis of the information, data and documents provided to the Evaluation Commission by the contact person at the institutional level, Ionela MĂMĂLIGĂ from the Quality Assurance Service, with the assistance of Ph.D. Reader Ovidiu GAVRILOVICI and with the support of Ph.D. Prof. Henri LUCHIAN, vice-rector for International Relations, Ph.D. Prof. Gheorghe POPA, vice-rector for Constitutional Development, Ph.D. Prof. Carmen CRETU, vice-rector for Students and Graduates Services, as well as by many other colleagues and collaborators involved in the action.

The compulsory normative requirements that refer to:

- Judicial status;
- University charter and the regulations therein;
- University leadership, Management structures;
- Teaching staff;
- Material basis;
- Financial activity; .
- Students' status;
- Research activity,

have been thoroughly inspected through the examination of the Autoevaluation Report, its annexes, a number of more than 30 additional documents requested from the university, as well as through direct conversations with the personnel adjacent to the domains submitted to analysis.

The external institutional commission of ARACIS visited various faculties (Physics, Chemistry, Physical Education and Sports, Economy and Business Administration, Biology, and others) and performed spot check-ups on the information supplied by the contact persons within Alexandru Ioan Cuza University of Iaşi so that pursuant to their spot visits they would be able to form an opinion of their own, from an independent perspective, with regard to the material basis (laboratories, lecture and seminar halls, reading rooms, libraries, gymnasiums, the Botanical Garden etc.).

All the events of on-spot inspection confirmed the conformity of the university with the compulsory normative requirements.

On the same day, i.e. May 6th 2009, as of 4:30 p.m., the ARACIS team had a meeting with the students' representatives from the study programmes under evaluation. The meeting was not attended by any member of the university, so as to avoid any suspicions regarding the the freedom of expression granted to the students.

The discussions were led in a professional manner by the evaluation mission coordinator, Ph.D. Prof Andrei BODIU, together with Ph.D. Prof. Acad. Engineer Radu VOINEA and the undersigned, in my capacity as foreign expert.

From the debates, we were able to draw a series of demands regarding:

• The university providing a more sustained support with regard to finding adequate practice opportunities, both in terms of number and quality, by putting together a database comprising specific activity domains, companies, contact persons, etc.;

• The lack of payment in exchange for the practical activities performed by the students, while for the companies where students from European universities carry out their practical internships such payment is absolutely normal;

• The need for dialogue between the Human Resources Services of various companies and the representatives of Alexandru Ioan Cuza University, strictly in order to convince companies with regard to the economic use and effectiveness of student internship activities;

• Giving deeper consideration to the students' evaluation feedback on the teaching personnel;

• Improving communication between students and faculty secretariats, i.e. by reorganizing the working programme of the latter in order to streamline the services they offer and to ensure prompt information services;

• Reorganizing the structure of the academic year and the student assessment programme, i.e. by extending the assessment periods.

At the end of the first day, the ARACIS members held a meeting where they discussed and solved certain problems that had arisen up until that moment, so that they would be able to



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carry out the objectives of the mission within the scheduled timeframe. This meeting, along with the one at the end of the second day of evaluation allowed the undersigned to carry out a fruitful information exchange, especially with the experts evaluating the study programmes.

The evaluation continued on May 7th 2009 with the experts' filling in the visit records. The members of the external institutional evaluation commission focused their attention on finalizing the check-up on the fulfilment of the compulsory normative requirements through the content analysis of the first part of the Visit Record (a) and the content analysis of the four justificatory annexes adjoined to the Visit Record (List of the teaching staff in the evaluated institution, Didactic framework detailed analysis, Students- listed per years of study, Scientific research – scientific research contracts carried out or yet to be fulfilled in the last five years).

Following the teaching staff analysis, we noticed a deviation of the didactic and research norms structure from the quality requirements and standards (the norms in force). From the perspective of scientific research, the following stood out:

• The results of the scientific research activities for the year 2008 were capitalized on by obtaining 10 patent certificates, elaborating 5 specialized books in international publishing houses, publishing 379 ISI articles and 1,245 national articles.

• Pursuant to the scientific research activity, 2 specialized magazines of the university were catalogued by ISI.

• In 2008 the university was awarded at the "Research Excellence Top".

The university organizes national and international science events in partnership with governmental, non-governmental, professional and student organizations. In 2008 it organized 75 national conferences, 29 international conferences and 4 international summer schools. The results are published in ISSN magazines.

Also during the second day, the ARACIS evaluation team had meetings with university graduates, and subsequently with the employers.

As in the first day, the discussions were led in a professional manner by the evaluation mission coordinator, Ph.D. Prof Andrei BODIU, together with Ph.D. Prof. Acad. Engineer Radu VOINEA and the undersigned, in my capacity as foreign expert.

From the discussions with the graduates we were able to draw the following conclusions:

• The graduates of Alexandru Ioan Cuza University of Iaşi expressed a unanimous positive opinion with regard to the information they received and the knowledge package they acquired during their academic education, being proud to have graduated from this prestigious institution;

• A great proportion of the graduates expressed their will to remain in Iași and to maintain a collaboration relationship with the university;

• In most cases, finding employment had positive outcomes for most of the graduates of Alexandru Ioan Cuza University of Iași.



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From the discussions with the employers, we were able to draw the following conclusions:

• All the employers that participated in the discussions were satisfied with the graduates' expertise and their attitude towards the working process;

• There were cases in which the graduates were eager to evolve and fill positions for which they did not have sufficient experience just yet;

• Employers lay more emphasis on the interview than on the grades obtained during the college years;

• There are graduates that are insufficiently trained when they go to interviews or that cannot present their acquired knowledge in a good manner.

The external institutional commission of ARACIS also filled in the second part of the Visit Record, with regard to the performance standards and indicators.

At the end of the second day of the visit, the team was joined by the mission director, Ph.D. Prof. Romiță IUCU from the University of Bucharest. Mr. Iucu led the reunion of the ARACIS experts, where each of the expert evaluators of a study programme presented the manner in which the activity had unfolded up to that moment, the contingent problems they faced and how such problems were solved.

During the last day of the evaluation visit, all the materials for the evaluation of study programmes were checked and delivered to the scientific secretary (the visit record together with the annexes, the synthetic report of the study programmes evaluation with the grade and the recommendations proposed by the experts, and the synthetic report of the meeting with the graduates).

The external institutional commission of ARACIS analysed all these materials and finished filling in the second part of the Visit record, regarding the performance standards and indicators.

The commission director then chaired the final discussions of the ARACIS team, where they concluded that the objectives of the evaluation mission were fulfilled and they finalized the recommendations for the management of Alexandru Ioan Cuza University of Iași, without mentioning a grade.

All the recommendations were communicated on May 8th 2009, during the final meeting of the ARACIS team with the management of the evaluated university.

4. Assessment

First of all, I would like to begin by mentioning that Alexandru Ioan Cuza University of Iaşi is the oldest Romanian university. Its rich tradition can be correlated with what this institution represents nowadays and in this regard I appreciate that Alexandru Ioan Cuza University has a highly academic and professional teaching, research and administration staff.

In my capacity as foreign expert, I appreciate the special care that the university administration took and takes in the execution of the restoration works performed on the buildings, the respect for tradition, for aestheticism, and functionalism being evident even at



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the level of details. Furthermore I was impressed by the discretion and finesse of the manner in which they valorise the Alexandru Ioan Cuza University building, a symbol of Iași.

The parts of the codes and regulations of the institution cultivating the values of civility and democracy have a notable importance.

During the visit I noticed several elements that prove the specificity of this University. I would like to mention here the existence of a kindergarten and of a junior primary school, which on the one hand shows the respect that the University of Iași has for its employees, and on the other hand proves responsibility towards educating the new generations starting from the youngest ages.

Also worth appreciating is the use of the latest means for the teaching – learning process, such as: multimedia systems, electronic boards, reading rooms endowed with high performance personal computers and internet connection, e-learning platform, etc.

Also, the up-to-dateness and top modernization can be highlighted too if we talk about the website of the university, www.uaic.ro, an excellent website, with multiple and complex information and which is updated on a daily basis.

Following the same spirit of modernity, worthy of the year 2009, I appreciate the high level recorded by the material basis of Alexandru Ioan Cuza University.

The laboratories are endowed with last generation equipment, comparable to that in European universities, a fact which also reflects on the outstanding results of the research carried out here.

In other words, I appreciate that the administration of Alexandru Ioan Cuza University of Iaşi is entirely based on an information (IT) system, so that when the experts of the institutional visit required certain documents, and such documents were not scarce, the administration delivered them with great promptitude.

The university collaborates with a great number of Romanian universities (Babeş Bolyai University of Cluj-Napoca, University of Bucharest, Western University of Timişoara), as well as with universities from abroad (universities from the COIMBRA group, for instance) for the purpose of identifying and adjusting the good practices in the quality domains. There is even a partnership with the University of Konstanz in Germany, with optimal results in several domains.

As the academic environment is not a perfect, but a perfectible one, i shall hereby make a number of recommendations for the purpose of improving the activity.

5. Recommendations pursuant to the evaluation visit

I propose that the students be assigned a practice mentor; perhaps they could follow the model of the year tutoring that was already implemented at Alexandru Ioan Cuza University.

In addition, I believe that after the student assessment periods that are organized consistently every semester, the results of the evaluation should be tracked in a much clearer manner.



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Considering the existing equipments, it would be necessary that a larger space be alotted for equipment in the teaching and research laboratories, such a space gaing being achievable, for instance, by the University Archives taking over the documents which are not involved in the current activities (diploma papers, research reports, etc.).

For the Quality Assurance Report I recommend that they implement an executive structure that determines the optimization of the activity, together with the continuous development of the current staff through specialized trainings.

It would be necessary for the students and the Professional Information, Career Orientation and Placement Center (CIPO) to develop a closer relationship, so that after graduation, the young people will be better prepared for the prospective job interviews.

In conclusion I believe that Alexandru Ioan Cuza University of Iași measures up at this moment to the level of recognized European universities through the professionalism of the teaching body, the value, tenacity and perseverance of the researchers, as well as through ambition, quality and remarkable interest of the students with regard to the knowledge process.

To conclude, I would like to thank the management of Alexandru Ioan Cuza University of Iaşi for the warm welcome, for the special environment they provided for the unfolding of our activity, for the possibility of meeting of great moral and professional conduct, in a place where personalities look upon us from the realm of history.

Brașov,

May 18th 2009

## Ph.D. Professor Engineer Peter KUCHAR

University of Applied Sciences of Konstanz, Germany

## STUDENTS' REPORT

External Institutional Evaluation of Alexandru Ioan Cuza University of Ia;i

Evaluated university: Alexandru Ioan Cuza, Iași

Evaluation period: May 6th -8th, 2009

Student evaluators: Andreea DOBRE – Wesstern University of Timişoara

Claudiu NEAGOE – University of Craiova

Over the three evaluation days, the student evaluators' team did not encounter any problems with regard to the communication with the representatives of the university and the various departments that were targeted.



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The evaluation methods used were the following:

1. Studying the documents submitted by the university in the form of the Autoevaluation Report and its annexes;

- 2. Studying the university website: www.uaic.ro;
- 3. Studying the additional documents requested during the visit;
- 4. Meeting with the students;
- 5. Meeting with the representatives of the student organizations;
- 6. Meeting with the graduates;
- 7. Meeting with the students that are members in the university senate;
- 8. Meeting with the employers;

9. Visiting the Professional Information, Career Orientation and Placement Center (CIPO), the Information Office for students (BIS), the Student Division for Social Problems (DPSS);

- 10. Visiting the Quality Assurance Department;
- 11. Meeting with the president of the Ethics Commission;
- 12. Visiting the teaching and housing premises and the libraries.

The report shall be structured on domains and indicators, in the order of their appearance in the "External Evaluation Methodology" of ARACIS (Bucharest, 2006). Only the indicators that were evaluated through one of the abovementioned methods and that correspond to the competences of the student evaluators shall be detailed herein.

For the description of each indicator we shall include:

- $\Box$  The method of evaluation employed;
- $\Box$  Detailing the indicator;
- $\Box$  Strong points;
- $\Box$  Weak points;
- □ Improvement proposals.

## ANALYSIS OF THE INDICATORS

DOMAIN A: Institutional capacity

IP.A.1.1.1. Mission and objectives



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Evaluation method: Studying the Autoevaluation report, Studying the documents on the website page of the university.

Alexandru Ioan Cuza University was constituted and is functioning according to the law since 1860 (Annex 69 of the Autoevaluation report), being one of the oldest institutions of higher education in Romania.

The University Charter, which was adopted in 2001 and amended in 2007 (Annex 3 of the Autoevaluation report), states that Alexandru Ioan Cuza University is a distinctive academic community, running its activity based on university autonomy and academic democracy principles, having its own space and budget, the latter being guaranteed by The Law of Education.

The mission of the university is presented explicitly in the "Strategic plan for 2003-2007" (www.uaic.ro/bin/download/University/Documente/planstrategic.pdf) and is elaborated in accordance to the national legislation and the principles of the European Higher Education Area.

IP.A.1.1.2. Academic integrity

Evaluation method: Studying the "Ethics Commission Regulation", "Practices of the Ethics Commission" and Discussions with the President of the Ethics Commission.

The Ethics Commission Regulation was approved through simple session of the University Senate on December 18th 2008. The Regulation stipulates the practices and the clear application mechanisms.

From our discussions with the President of the Ethics Commission of UAIC we concluded that the commission is functional and its services are requested. There is an average of 2-4 cases per year that are discussed and "investigated". The student evaluators were granted access to the files that were investigated and closed.

Strong points:

□ The Ethics Commission is functional and its services are requested;

□ There is also a student among the members of the Ethics Commission;

 $\Box$  Adopting the Self-declaration form regarding the (non-)existence of relatives up to the 4th degree which are employees of the university, in order to put oneself up for filling in a teaching position opened to competitive examination;

□ The ethical spirit of the university management team.

Proposals:

Encouraging students to report cases that fall under the competence of the Ethics Commission as soon as such cases occur.

IP.A.1.2.1. Management system



Evaluation method: Studying the "Internal Regulation", "The student election regulation for the management structures" and Discussions with students that are members of the Senate

Alexandru Ioan Cuza University observes the 25% ratio of students elected to represent their peers in the management structures of the university. As such, there are students in the University Senate, Senate Office, Faculty Councils, the Office of the Council, Ethics Commission, Quality Commission and Scholarship Commission.

The election of the students is carried out based on a "Student election regulation for the management structures" proposed by the students and approved by the University Senate, a regulation offering every student the opportunity to run for such a position. The election procedure is a democratic and transparent one, which does not make any discrimination and does not limit the students' right to represent and to be represented.

Strong points:

The existence of a "Student election regulation for the management structures"

The regulation does not restrain in any way the students' right to represent (integrity conditions, average, other conditions)

Weak points:

A great part of the students, especially in the faculties with a large number of students, do not know their representative or do not even know they are represented

**Proposals:** 

Disseminating the information through various media, so that all the students will be informed

IP.A.2.1.1. Learning facilities, research facilities and places for other activities

Evaluation method: Studying the Autoevaluation report, Visiting the teaching and housing premises, etc.

Alexandru Ioan Cuza University teaches a number of 36,000 students through the efforts of 854 tenured professors.

For this purpose, the university disposes of:

9 wings devised for education purposes: Wings "A", "B", "C", "D", "E", "F", "I", 1. "T", "G".

2. 14 dormitories with a total capacity of 6,155 housing places, plus two completely renovated hostels with a total capacity of 900 housing places.

3. A Sports Complex with gymnasiums, running track, stadium and covered sports room

4. Museum of Natural History



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- 5. Astronomic Observatory
- 6. Botanical Garden
- 7. 16 branches of the Central University Library
- 8. Guest houses
- 9. Research facilities

10. Kindergarten for the children of the teaching staff and of the students

The spaces are generally sufficient, except for the Faculty of Economy and Business Administration, and are totally, partially or in the process of being renovated.

## Strong points:

- The number and diversity of the spaces meant for the student' education and leisure time;

- The existence of practice opportunities for the students of certain faculties: museum, botanical garden, research facilities

## Weak points:

Not all of the wings are renovated (the university began applying a renovation plan)

Proposals:

- Maintaining a balance between the number of students and the teaching, research and sports facilities at their disposal.

## IP.A.2.1.2. Facilities

Evaluation method: Studying the Autoevaluation report, Visiting the teaching facilities

From the discussions with the students and the visits on the premises, we noticed that there is an optimal general level of satisfaction with regard to the facilities, with some exceptions generated by the spaces that have not been renovated yet. The university is equipped with modern equipment both for the lecture halls, and for the specialized laboratories.

One of the problems reported by the students was related to the internet connection in the university and in the campus, which does not always work or has a low speed.

IP.A.2.1.4. The granting system for scholarships and other forms of material support offered to students

Evaluation method: Studying the "Regulation for granting scholarships and other forms of material support for the full time students", Visiting the Student Division for Social Problems (DPSS), Discussions with the students.



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The Regulation for granting scholarships provides that at Alexandru Ioan Cuza University the following categories of scholarships can be granted:

Scholarship category Budget allocations Own revenues of the faculty/University		
Performance grant (science, sports, culture and arts) X X		
Performance grant "Olympic Merits"	Х	
Merit grant X X		
"Cum Laude" grant X		
Scholarship (1/integral and 2/partial)X X		
Social grant X X		
Occasional social grant X X		
Performance grant for the students living in rural areas		Х
Contractual scholarship for the students living in rural areas		Х
Cultural-artistic activities grant X		
Grant for social activities within the student campuses		Х

"Laudamus" grant X

Access to any of these grants is gained based on the criteria clearly set in the regulation, based on academic results, social cases or performance and activities file.

From our discussions with the students, with the students in students' organizations, as well as the student representatives, we concluded that they are not aware of the existence of the types of grants that can be accessed based on files, grants that are offered from the funds of the university. Although these grants are described both in the regulation, and in materials such as the Students' Guide, there are no cases in which such grants have been offered.

The scholarships granted for the academic year 2008-2009, the second semester, are:

- performance grant: 632 LEI/month
- merit grant: 460 LEI/month
- integral scholarship: 345 LEI/month
- partial scholarship and occasional grant: 276 LEI/month
- social grant: 276 LEI/month

- performance grant rural area: 632 LEI/month (345 LEI financing, 287 LEI university revenues)



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## Strong points:

- the diversity of the categories of grants offered by the university;
- the quantum of the grant is well over the minimum value set by the law;
- the university offers grants from its own revenues;

## Weak points:

- students are not well informed with regard to all the categories of grants;
- there are no candidates for certain categories of grants;

## Proposals:

- We recommend that the university do a lot more advertising for the least known categories of scholarships and encourage the students to apply for such scholarships.

- At the same time we recommend choosing clearer procedures for granting scholarships offered on the basis of a file, scholarships that are offered only if the university agrees to their granting.

## DOMAIN B: The content of study programmes

IP.B.1.1.1. Principles of the admission policy to the study programmes offered by the institution

In Alexandru Ioan Cuza University of Iași, admission to the bachelor cycle is made through dossier analysis, based on the results obtained during the high school years, in the baccalaureate exam or the averages on certain topics during the high school years, the admission methodology being updated every year. All the admission related information can be found on the university website.

The activities of the entire admission process are elaborated, shared and published on the website of the University, in the special Admission section.

The University, together with the Professional Counselling Center, organizes every year the Open Gates Day, as well the "Cuza Caravan". In these projects, high school students are invited to visit the University and to interact with the professors and the university students.

Strong points:

- Annual organization of the "Open Gates Day" and "Cuza Caravan" projects which ensures the advertising of the University among high school seniors.

## IP.B.1.2.1. Structure of the study programmes

According to the Bologna process, each study programme should rely on the correspondence between learning results, university qualification and research.



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These acquired competences translate into the discipline analytical plan.

Within the Alexandru Ioan Cuza University of Iaşi, the students are not familiar with this –or, according to our discussions with them, with any of these; however, the students are happy that at the beginning of the semester they are presented with the structure and the objectives of the course, as well as with the evaluation method used for the said discipline.

However, we encourage the University to elaborate and make the students aware of the discipline analytical plan, as it is useful for the perception of the use of the course by the students.

The university applies the ECTS system according to its regulations.

However, the students do not understand correctly the meaning of these credits, more exactly the possibility of transferring them. At the same time, the students do not consider that they really have the possibility to choose between optional disciplines, although the latter are regulated at their formal level.

For this purpose we encourage:

o Correct and complete student information with regard to ECTS (through a student guide, information on the University website, through the Students' Association, etc.)

o Broadening the range of optional courses within the same Faculty

o Introducing the possibility to choose an optional course offered by a different Faculty (of course, having common/corresponding qualifications to those of the initial discipline)

IP.B.1.2.3. Relevance of the study programmes

Following our discussions with the students, we noticed that the students have a slight tendency to fail to understand the relevance of specialized courses (Faculty of Economy and Business Administration).

For the purpose of solving this shortcoming, we suggest either that the curriculums be reviewed together with the representatives of the students, the graduates and as much as possible with the representatives of the employers, or that the teachers brief the students (in writing or orally) with regard to the competences that they should acquire by the end of each course, as was previously presented.

IP.B.2.1.1. Capitalizing through the capacity of employment on the labour market

According to the questionnaires filled in by graduate students from each of the Faculties within the University, over 70% of the total of graduates [were able to find employment], which is a notable fact from the perspective of the existence of a University tracking system and from that of the massive insertion on the marketplace of the students of this University.

Executive representatives from the County Education Inspectorate, high school principals, and representatives of BCR and from other firms specialising in IT and electronics participated in the meeting with the employers.



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They stated that there is no comparison between employees that are graduates of Alexandru Ioan Cuza University of Iași and those that graduated from other Romanian universities, mentioning however that they mainly have the same package of knowledge.

From our discussions with the employers we also drew the following conclusions:

- there is a good dialogue between them and the management of Alexandru Ioan Cuza University of Iași.

- that the firms offer intenship opportunities for students, but those are not sufficient

- the graduates from Iași fulfill their job description requirements within a relatively short period of time

- none of the employers participating in the meeting offers student grants, but such grants, though not many, are being offered in the University

Pursuant to the meeting of the student evaluators and the graduates, we concluded that the latter are satisfied with the knowledge they acquired by graduating B.A. and/or M.A. cycle(s). They mentioned that they could easily obtain their M.A. in the same domain.

It should be noted that most of the graduates that participated in the discussions had teaching jobs in high schools in Iași or at the Alexandru Ioan Cuza University of Iași.

IP.B.2.1.3. Satisfaction level of the students regarding the professional and personal development opportunities offered by the University

According to our investigations, a great part of the students declare they are satisfied with developing various abilities and competences – especially the abilities to work with personal computers, developing leadership and critical thinking abilities – which is a very satisfying fact.

We salute the CIPO (Counselling Center) initiative to offer free training courses for the students complementary to the services offered by the University.

We encourage tracking the student satisfaction with regard to the development opportunities they enjoued in this institution, so as to have a constant feedback from the students in this respect.

iP.B.2.1.4. Student oriented teaching methods

Following our discussions with the students, we observed an optimal level of collaboaration between the teaching staff and the students of Alexandru Ioan Cuza University of Iași.

The students stated they are generally satisfied with the ability of the teaching staff to adjust their methods function of the necessities of the beneficiaries of the teaching process, especially in the case of the younger teachers which form an increasingly large part of the teaching body.

There were also exceptions when students claimed they were being taught exclusively through lectures (dictation method), that there are teachers who use video projection devices



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and laptops and still fail to make the courses more attractive, that there are teachers who fail to perceive the teacher-student relationship as a partnership.

At the same time, the lecture halls of the University are equipped with modern devices, which streamlines and optimizes the teaching and learning process.

We would like to propose the following solutions:

- trainings for teachers, aimed at helping them understand the concept of studentoriented education and how they can adjust their teaching methods;

- organizing the courses based on clearly defined objectives, explaining the relevant information and perhaps the competences and abilities that the student should acquire by the end of the course for that discipline.

IP.B.2.1.5. Career orientation for students

From a formal point of view, each class has a year tutor, the latter's role being to guide the students during their academic path. Following the discussions and meetings with the students, we concluded that they do not perceive the effective support of the tutor in an optimal manner. They require that the tutors have an active involvement in the orientation of the students. To solve this problem, we have the following suggestion: setting up a regular meeting between the students and the year tutor, so as to help build a relationship based on trust and support between them.

Alexandru Ioan Cuza University of Iași has a functional career orientation center named CIPO, which caters to the students' needs through various activities (carried out in collaboration with the Student Leagues – which is very beneficial in order to improve the visibility of such activities among the students) and a daily career consultancy and counselling programme.

The Professional Counselling Department has employees that are available on a daily basis in order to provide the students with counselling with regard to their problems or to help them develop certain abilities through free trainings organised by CIPO.

At the Professional Counselling Department students can learn how to draw up a professional resume, how to behave in an interview and how to plan their careers. At CIPO, students can also take personality tests, lend career orientation books (CIPO and library partnership).

IP.B.3.1.3. Capitalizing on research

We can notice a growth of the national research contracts in 2008 as compared to 2009.

According to the general opinion of the students, there are cases of students involved in research, but we would like to encourage the active involvement of as many students as possible in such research opportunities.

Suggestions for realizing this proposal:

o encouraging students to get involved in research activities, by rewarding them by the teachers (extra credits for grades, practice hours, other methods)

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o advertising an awareness campaign / program regarding the importance of being involved in research activities (carried out by the University, The Students' Association, etc)

o organising scientific research groups or other scientific activities aimed for the students

DOMAIN C: Quality management

IP.C.1.1.1. Organising the quality assurance system

Evaluation method: Studying the Autoevaluation report, Discussions with the members of the Quality Assurance Department, Visiting the Department

At the quality assurance level, in Alexandru Ioan Cuza University there are the following:

- 1. Quality Evaluation and Assurance Commission
- 2. Quality Assurance Council
- 3. Quality Assurance Service
- 4. Faculty level Quality Assurance Commission

The Quality Assurance Service was founded in 2007 and has an executive role, being responsible for planning actions, elaborating self-evaluation reports and other documents specific to the quality assurance process, performing internal and external evaluations. The Service also has an action plan, through which it sets up to carry out internal trainings and projects for the purpose of understanding and promoting the concept of quality higher education.

Through the members of the Commission for Quality Evaluation and Assurance there is also a student (this membership was approved in April, 2008).

The university carried out inter-university co-operation actions in the field of quality assurance and every semester publishes the "Quality Journal" – Revista calitatii.

There is a real interest for ensuring and improving the quality level within "Alexandru Ioan Cuza" University of Iasi.

IP.C.3.1.1 Our University has a set of rules concerning the examination and evaluation of students which is applied in a strict and consequent manner

Evaluation method: Analysing the self-assessment report, discussions with students

Students' examination and evaluation is realized in compliance with the Internal Regulations for teaching activities for each learning cycle. These regulations stipulate that each teaching activity should be completed with a final evaluation.

The evaluation methods, grading criteria, credits recognition, required bibliography etc. are established by the tenured teaching staff, approved by the specialized departments and made



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known to students at the beginning of the semester. These remain valid for the entire academic year.

IP.C.3.1.2 Integrate the examination within the planning of the teaching and learning activities, according to courses and study programs

Evaluation method: Analysing the self-assessment report, discussions with students

Each course is planned so that teaching, learning and examination activities are combined. Examination and evaluation methods are presented to students even from the beginning of the course.

For most courses, evaluation is used throughout the entire semester by means of mid-term exams, seminar participation, practical work or projects. Also, for some courses (usually at FEAA - Faculty of Economics and Business Administration) only the final evaluation is applied.

IP.C.4.1.1 The rapport between the number of teaching staff and students

Evaluation method: Analysing the self-assessment report, discussions with students

"Alexandru Ioan Cuza" University has 854 teaching positions filled from 1407, i.e. a post occupancy rate of 60.69%.

The total number of students enrolled at our university is 36.403 students and compared to the number of tenured teaching staff there is an average of 42.62 students per professor.

FEEA is the only faculty where there is an exceeding number of students (their number can reach 35). The other faculties have not encountered difficulties of this type.

IP.C.4.1.3 Teaching staff evaluation performed by students

Evaluation method: Analysing the self-assessment report, discussions with students

There is an evaluation form for students to assess the teaching staff, approved by the University Senate which is usually used after each semester is completed. The form can be filled out by hand or, virtually, from the student's personal computer account.

Evaluation results are confidential and transmitted to the professor after the final examination is completed.

There were no cases of abuse subsequent to these evaluations or non-compliance with the procedure (questionnaires conducted by the teaching staff for their own course, finding out the results before the examination period etc.)



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### IP.C.5.1.1 Availability of learning resources

Evaluation method: Analysing the self-assessment report, discussions with students, visit the work spaces

Students of "Alexandru Ioan Cuza" University have a wide variety of library resources available to them (for each faculty).

When visiting the available spaces we were able to see the libraries which, at that moment, were filled with students.

Discussions with students indicated that the available library resources meet all the requirements, noting that in some cases there are few copies for the specialised books (especially for the foreign ones) or that these books cannot be lent, only studied in the reading room.

### IP.C.5.1.4 Student services

Evaluation method: Analysing the self-assessment report, discussions with students, visit the work spaces

The university provides the following facilities for students:

1. 14 youth hostels with 6155 accommodation places available, among which 2 hostels are completely renovated with 900 accommodation places available, for short term rental (with a lodging rate of 17%)

- 2. Sport Centre provided with gyms, track, stadium and an indoor sports hall
- 3. Natural History Museum
- 4. Astronomical Observatory
- 5. Botanical garden
- 6. 16 offices for the Central University Library
- 7. Centre for Career Counselling and Orientation Personal Information Centre
- 8. Polyclinic Centre for free medical services

In addition, there are many student organisations that animate the university life with various projects for leisure time.

Before drawing the conclusions to this report, we would like to congratulate the "Alexandru Ioan Cuza" University for its professionalism and involvement in the Romanian higher education systems. This report aimed at presenting in the most objective and accurate manner the evaluations we carried out during our visit.

The recommendations provided during our evaluations represent only suggestions. Any other action taken to ensure quality and to enhance students' and professors' content are welcomed.



Instead of drawing conclusions, the following part of our report provides a centralised internal analysis (Strengths and weaknesses) and our suggestions for improvement.

Strengths:

- "Alexandru Ioan Cuza" University is a prestigious institution of the Romanian educational system

- The Ethics Committee is operational and required
- Through the members of the Ethics Committee there is also a student

- The self declaration form for application for a teaching position regarding the non-/existence of extended family members employed by the university

- The ethical character of the University Board

- The existence of a "Regulations concerning the selection of students for the management structures"

- These regulations do not limit the student rights to represent (conditions with respect to integrality, average, and other conditions)

- Number and variety of spaces for students learning and leisure activities

- The existence of spaces for practical activities carried out by some faculties: museum, botanical garden, research stations

- The wide range of scholarships provided by the university
- Scholarship values well above the minimum provided by law
- The university provides scholarships from its own funds

- The annual organisation of the projects called "Open doors days" and "Caravan days" which ensures the university increasing popularity among the high school students

- The course structure and objectives and the evaluation methods are presented at the beginning of each semester

- The existence of a tracking system concerning student's evolution and their integration within the labour market

- There is a close relation between the employers and the University
- The overall opinion of the students is a satisfactory one, above the average
- The existence of a Personal Information Centre known and operational
- The research department represents a strength in the case of several faculties
- There is a real interest for ensuring and enhancing the quality level

PER LIBERTATEM AD VERITATEM



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- The university carried out inter-university co-operation actions in the field of quality assurance and every semester, publishes the "Quality Journal".

- For most courses, evaluation is used throughout the entire semester

Weaknesses:

- Most of the students do not know their representative or even don't know they are represented (especially in the case of faculties with a great number of students)

- Not all the university buildings are renovated (there is a renovation plan)

- Students are not sufficiently informed with respect to all categories of scholarship

- There are no candidates for some scholarship categories

- Students should be informed more often and through other various ways

- Students consider that their study programme comprises also courses that are not so relevant for their career

- The employers recognised the fact that they are not consulted for courses elaboration and improvement

- Students are not informed with regard to internal mobilities

- The students' number exceeds the university capacity

- Not for all the courses

Suggestions:

- Encourage students to denounce any case related to the Ethics Committee, when such situations appear

- Distribute information through various mediums so that new information will be known by all students

- Maintaining a balance between the number of students and the available learning, research and sports areas

- The university should insist on the categories of scholarship less known by students and encourage them to apply for these scholarships

- At the same time, the university should establish a more precise procedure (with consequences for students' application files) when awarding scholarships.

- Students should be informed about the skills and competences they will acquire during each course

- Inform students with respect to the European Credit Transfer System (ECTS)

- Extend the range of optional courses



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- Encourage the participation to internal mobilities

- The employers' counselling and involvement in establishing the study program and the content of each course is recommended.

- Ensure students' involvement in research activities
- Organise scientific seminars or other research activities for students
- Evaluate throughout the entire semester, encourage creativity and team work

Observers:

Andreea DOBRE (Field A and C)

Claudiu NEAGOE (Field B)

AGENŢIA ROMÂNĂ DE ASIGURARE A CALITĂŢII ÎN ÎNVĂŢĂMÂNTUL SUPERIOR ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION Membru ENQA - Full member of ENQA

### CERTIFICAT

ARACIS

CERTIFICATE

# Universitatea "Alexandru Ioan Cuza" din Iași

a obținut în urma evaluării instituționale

folowing institutional evaluation, attained

# calificativul GRAD DE ÎNCREDERE RIDICAT

113

a HIGH CONFIDENCE rating

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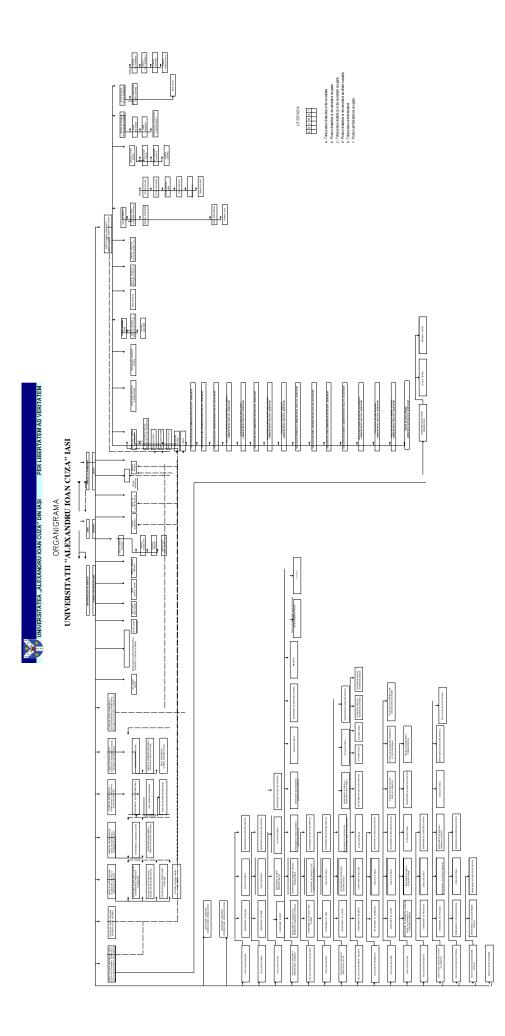
Secretar General ARACIS

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**Annex IV Organisation Chart** 



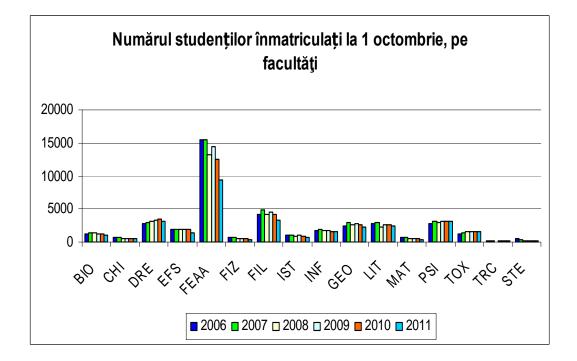


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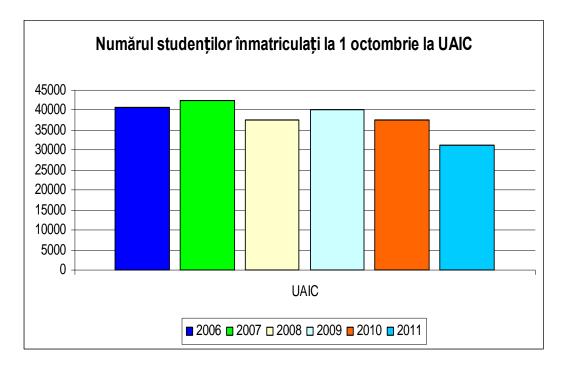
**Annex II.7. Students Numbers** 

Al.I.Cuza University	40770	42319	37656	40217	37492	31249
STE	530	345	260	246	187	154
TRC	149	125	80	101	134	136
TOX	1220	1355	1585	1623	1590	1481
PSI	2705	3098	2886	3153	3215	3146
MAT	781	722	593	506	437	406
LIT	2869	2946	2293	2639	2610	2455
GEO	2481	2892	2637	2864	2663	2243
INF	1726	1921	1777	1671	1520	1486
IST	1117	997	921	991	860	688
FIL	4253	4947	4182	4495	4240	3222
FIZ	728	615	509	501	470	409
FEEA	15454	15400	13223	14378	12522	9355
EFS	1935	1928	1833	2000	1876	1450
DRE	2829	3041	3106	3283	3499	3069
CHI	730	672	446	480	450	459
BIO	1263	1315	1325	1286	1219	1090
-	2006	2007	2008	2009	2010	2011
Faculty <sup>1</sup>	Numt	per of stu	dents reg	gistered o	on 1st Oc	tober

Number of students-UAIC ("Al. I. Cuza "University)



Number of students registered on the 1st October at "Al.I.Cuza"University, distributed according to faculty profiles

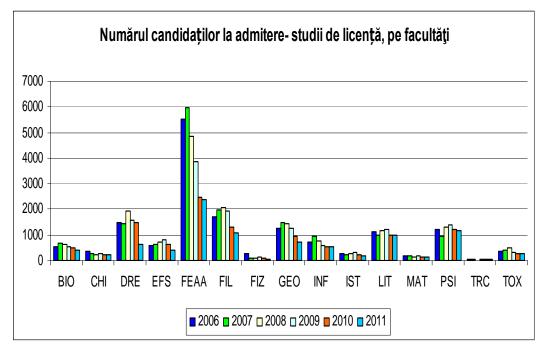


Number of students registered on the 1st October at "Al.I.Cuza" University, distributed according to faculty profiles

Number of students to pass entrance examination at UAIC ("Al. I. Cuza" University)

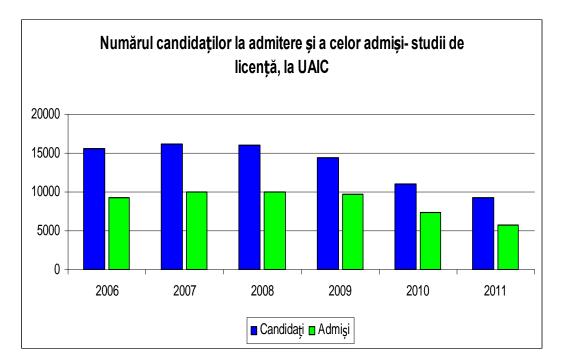
Faculty	2006	2007	2008	2009	2010	2011
Biology	527	666	616	555	476	424
Chemistry	369	249	216	286	246	243
Law	1466	1416	1925	1564	1498	642
Physical Education and Sports	575	617	696	791	606	410
Economics and Business Administration	5537	5960	4861	3853	2467	2388
Philosophy	1683	1966	2081	1935	1314	1070
Physics	272	103	80	118	74	41
Geography and Geology	1272	1494	1433	1250	962	701
Computer Science	731	933	775	601	542	542
History	273	230	258	292	215	163
Letters	1143	980	1159	1233	1004	1003
Mathematics	189	171	144	188	147	126
Psychology and Education Sciences	1203	938	1303	1391	1194	1146
Romano- Catholic Theolgy	53	32	18	50	65	47
Orthodox		_				
Theology	359	410	500	317	265	263
STE	0	0	0	0	0	0
Al.I.Cuza University	15652	16165	16065	14424	11075	9209

Bachelor Degree Studies (see list of faculty acronyms in the footer for the reading and the interpretation of the graphs<sup>1</sup>)



Number of students to pass entrance examination –Bachelor Degree Studies, distributed according to faculty profiles

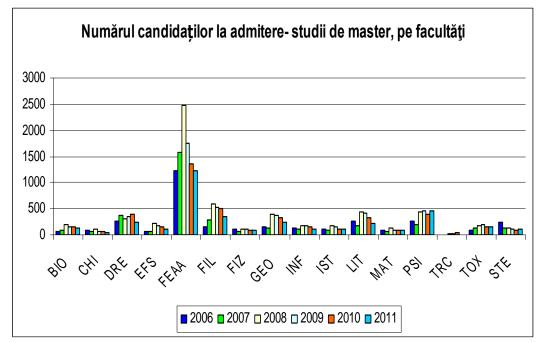
	2006	2007	2008	2009	2010	2011
Candidates	15652	16165	16065	14424	11075	9209
Admitted	9296	9931	9945	9759	7388	5753



Number of students to pass entrance examination and students admitted –Bachelor Degree Studies, at "Al. I. Cuza" University

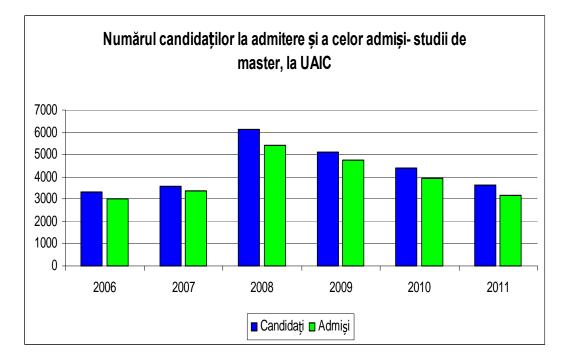
### Master Degree Studies

Faculty	2006	2007	2008	2009	2010	2011
Biology	65	93	190	150	157	127
Chemistry	95	65	104	74	73	54
Law	272	365	312	354	398	246
Physical	212	505	512		390	240
Education and						
Sports	73	65	224	183	145	119
Economics and Business Administration						
Auministration	1232	1584	2483	1741	1354	1223
Philosophy	153	289	602	515	514	350
Physics	115	60	111	102	85	87
Geography and Geology	150	128	390	375	337	233
Computer Science	123	102	182	165	156	114
History	100	88	183	145	102	99
Letters	271	181	437	411	324	219
Mathematics	86	74	138	92	80	83
Psychology and Education	252	195	428	450	402	450
Sciences Roman	202	195	420	459	402	450
Catholic						
Theology	0	0	16	16	47	6
Orthodox						
Theology	82	128	185	204	161	143
STE	237	136	133	119	81	100
Al.I.Cuza University	3306	3553	6118	5105	4416	3653



Number of candidates to pass entrance examination-MD studies, distributed according to faculty profiles

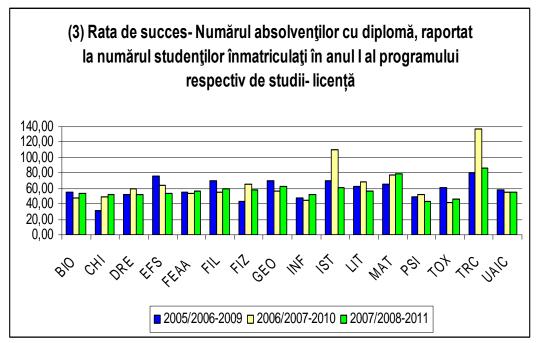
	2006	2007	2008	2009	2010	2011
Candidates	3306	3553	6118	5105	4416	3653
Admitted	2999	3390	5432	4740	3939	3193



### Number of candidates to pass entrance examination and candidates admitted-MD studies, at "Al. I. Cuza" University

(?	3)
(-	''

Faculty	2005/2006-2009	2006/2007-2010	2007/2008-2011
BIO	54,55	47,14	53,33
CHI	31,65	49,02	51,69
DRE	52,83	60,03	52,55
EFS	76,47	64,40	53,63
FEAA	55,62	53,81	56,29
FIL	69,98	55,75	58,83
FIZ	42,55	65,57	57,58
GEO	69,79	56,77	63,21
INF	47,90	44,28	52,40
IST	69,89	110,17	60,47
LIT	62,50	69,16	56,96
MAT	65,55	77,23	79,55
PSI	49,78	51,65	42,89
ТОХ	61,54	41,53	46,36
TRC	81,08	136,36	85,71
UAIC	58,66	55,72	54,95



(3)Success rate-Number of graduates with a Diploma, compared to the number of students registered in the 1st year of study –Bachelor Degree Program

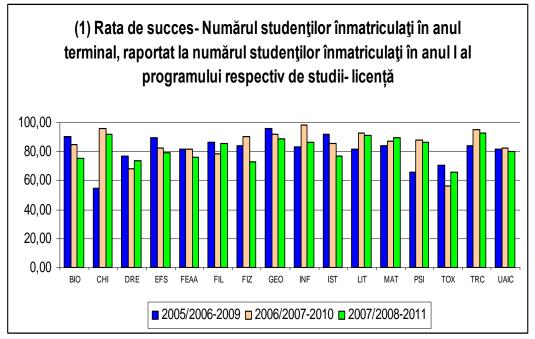
Master Degree Program

- (1) Number of students registered in the final year of study, compared to the number of students registered in the 1st year of study of the same study program.
- (2) Number of graduates with a Diploma, compared to the number of students registered in the final year of study
- (3) Number of graduates with a Diploma, compared to the number of students registered in the 1st year of study of the same study program

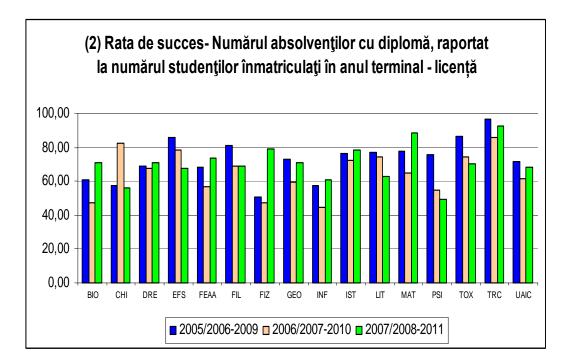
Bachelor Degree Program

- (1) Number of students registered in the final year of study, compared to the number of students registered in the 1st year of study of the same study program
- (2) Number of graduates with a Diploma, compared to number of students registered in the final year of study
- (3) Number of graduates with a Diploma, compared to the number of students registered in the 1st year of study of the same study program

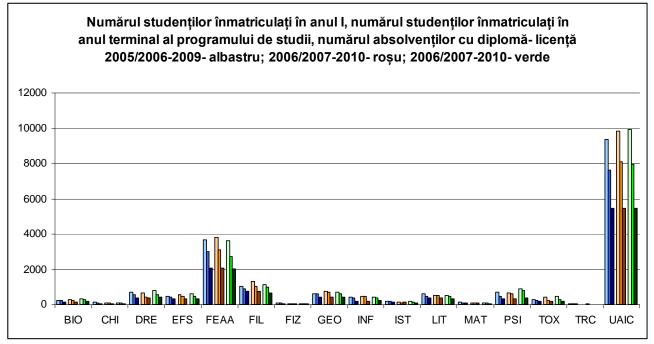
Faculty <sup>1</sup>	2005/20	006-2009	2006	/2007-2010	2007	/2008-2011
Faculty	(1)	(2)	(1)	(2)	(1)	(2)
BIO	90,08	60,55	85,00	47,48	75,07	71,04
CHI	55,06	57,47	96,08	82,65	92,13	56,10
DRE	76,97	68,64	68,34	67,89	74,11	70,91
EFS	89,32	85,61	82,20	78,57	79,64	67,34
FEEA	81,66	68,11	81,39	56,98	76,18	73,89
FIL	86,14	81,24	78,83	69,18	85,55	68,77
FIZ	84,04	50,63	90,16	47,27	72,73	79,17
GEO	95,96	72,73	92,25	59,69	89,05	70,98
INF	82,94	57,75	98,27	44,40	86,30	60,72
IST	91,94	76,02	85,59	72,28	77,33	78,20
LIT	81,42	76,76	92,52	74,55	90,91	62,65
MAT	84,03	78,00	87,13	64,77	89,77	88,61
PSI	65,66	75,82	88,47	54,48	86,44	49,61
ТОХ	70,90	86,79	56,66	74,10	66,00	70,23
TRC	83,78	96,77	95,45	85,71	92,86	92,31
Al.I.Cuza University	81,66	71,83	82,27	61,51	80,12	68,58



1.Succes rate –number of students registered in the final year of study,compared to the number of students registered in the 1st year of study of the same study program-Bachelor Degree Program

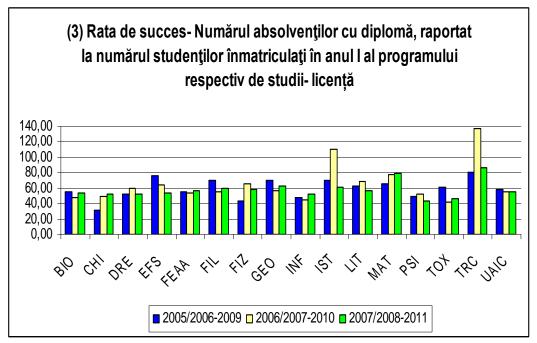


2.Success rate-Number of graduates with a Diploma, compared to the number of students registered in the final year of study –Bachelor Degree Program



Number of students registered in the 1st year of study, number of students registered in the final year of study, number of graduates with a Diploma-Bachelor Degree Diploma 2005/2006-2009-blue; 2006/2007-2010-red;2006/2007-2010-green

Faculty	2005/2006-2009	2006/2007-2010	2007/2008-2011
BIO	54,55	47,14	53,33
CHI	31,65	49,02	51,69
DRE	52,83	60,03	52,55
EFS	76,47	64,40	53,63
FEAA	55,62	53,81	56,29
FIL	69,98	55,75	58,83
FIZ	42,55	65,57	57,58
GEO	69,79	56,77	63,21
INF	47,90	44,28	52,40
IST	69,89	110,17	60,47
LIT	62,50	69,16	56,96
MAT	65,55	77,23	79,55
PSI	49,78	51,65	42,89
TOX	61,54	41,53	46,36
TRC	81,08	136,36	85,71
UAIC	58,66	55,72	54,95

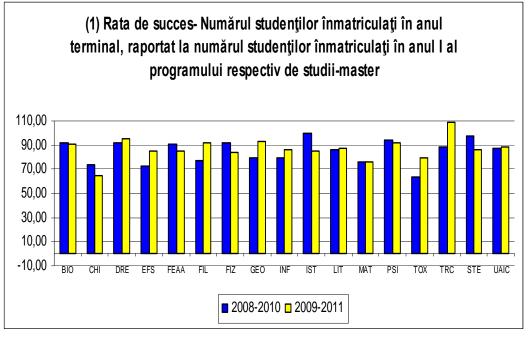


(3)Success rate-Number of graduates with a Diploma, compared to the number of students registered in the 1st year of study –Bachelor Degree Program

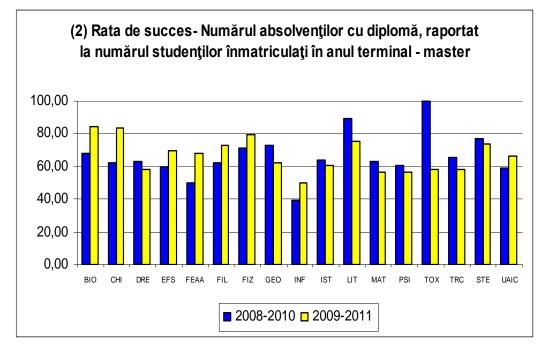
### Master Degree Program

- (1) Number of students registered in the final year of study, compared to the number of students registered in the 1st year of study of the same study program.
- (2) Number of graduates with a Diploma, compared to the number of students registered in the final year of study
- (3) Number of graduates with a Diploma, compared to the number of students registered in the 1st year of study of the same study program

Faculty	20	008-2010	2	009-2011
Faculty	(1)	(2)	(1)	(2)
BIO	91,81	68,15	90,97	84,73
СНІ	73,56	62,50	64,62	83,33
DRE	91,89	62,87	94,85	58,47
EFS	72,48	60,13	85,06	69,59
FEAA	90,83	49,60	84,82	67,90
FIL	76,88	62,27	92,29	72,91
FIZ	92,38	71,13	83,84	79,52
GEO	80,00	72,86	92,86	62,18
INF	79,66	39,72	86,71	49,64
IST	99,36	63,87	85,21	60,33
LIT	86,38	89,60	87,85	75,16
MAT	75,76	63,00	75,58	56,92
PSI	93,65	60,45	91,73	56,90
ТОХ	63,64	100,00	80,00	58,33
TRC	88,33	65,41	109,30	57,98
STE	97,50	76,92	86,21	74,00
UAIC	87,41	59,37	88,27	66,52



(1)Succes rate-Number of students registered in the final year of study,compared to the number of students registered in the 1st year of study of the same study program-Master Degree Program



(2)Success rate-Number of graduates with a Diploma, compared to the number of students registered in the final year of study-Master Degree Program (3)

$(\mathbf{J})$		
Faculty	2008-2010	2009-2011
BIO	62,57	77,08
CHI	45,98	53,85
DRE	57,77	55,45
EFS	43,58	59,20
FEAA	45,05	57,59
FIL	47,87	67,29
FIZ	65,71	66,67
GEO	58,29	57,74
INF	31,64	43,04
IST	63,46	51,41
LIT	77,39	66,02
MAT	47,73	43,02
PSI	56,61	52,20
ТОХ	63,64	46,67
TRC	57,78	63,37
STE	75,00	63,79
UAIC	51,90	58,71



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### Annex II.7. Students/Staff Ratio

	2006- 2007			2002	2007-2008	
	Number of students	Number of staff- Full Time	Ratio	Number of students	Number of staff- Full Time	Ratio
Faculty						
BIO	1263	48	26,3125	1315	49	26,83673
CHI	730	49	14,89796	672	48	14
DRE	2829	31	91,25806	3041	29	104,8621
EFS	1935	24	80,625	1928	25	77,12
FEAA	15454	135	114,4741	15400	140	110
FIZ	728	62	11,74194	615	58	10,60345
FIL	4253	62	68,59677	4947	58	85,2931
IST	1117	28	39,89286	997	27	36,92593
INF	1726	50	34,52	1921	48	40,02083
GEO	2481	63	39,38095	2892	65	44,49231
LIT	2869	144	19,92361	2946	143	20,6014
MAT	781	56	13,94643	722	53	13,62264
ISd	2705	50	54,1	3098	52	59,57692
тох	1220	27	45,18519	1355	26	52,11538
TRC	149	4	37,25	125	4	31,25
UAIC	40770	833	48,94358	42319	825	51,29576

	2008-2009			2009	2009-2010		2010	2010-2011	
	Number of students	Number of staff- Full Time	Ratio	Number of students	Number of staff- Full Time	Ratio	Number of students	Number of staff- Full Time	Ratio
Faculty									
BIO	1325	50	26,5	1286	50	25,72	1219	50	24,38
CHI	446	46	9,695652	480	46	10,43478	450	43	10,46512
DRE	3106	33	94,12121	3283	32	102,5938	3499	32	109,3438
EFS	1833	29	63,2069	2000	31	64,51613	1876	28	67
FEAA	13223	147	89,95238	14378	144	99,84722	12522	143	87,56643
FIZ	209	59	8,627119	501	58	8,637931	470	56	8,392857
FIL	4182	58	72,10345	4495	61	73,68852	4240	60	70,66667
IST	921	29	31,75862	166	28	35,39286	860	28	30,71429
INF	1771	47	37,80851	1671	47	35,55319	1520	46	33,04348
GEO	2637	69	38,21739	2864	67	42,74627	2663	67	39,74627
LIT	2293	149	15,38926	2639	144	18,32639	2610	136	19,19118
MAT	263	52	11,40385	209	51	9,921569	437	50	8,74
ISd	2886	52	55,5	3153	53	59,49057	3215	52	61,82692
тох	1585	30	52,83333	1623	30	54,1	1590	28	56,78571
TRC	80	4	20	101	4	25,25	134	4	33,5
UAIC	37656	845	44,56331	40217	854	47,09251	37492	823	45,55529
	ΓΟΛ	LOWEST 4	44,56 H	HIGHEST	51,29	MEAN	47,48		

	2006	2006-2007		2007	2007-2008	
	Number of students	Number of academic positions	Ratio	Number of students	Number of academic positions	Ratio
Faculty						
BIO	1263	69	18,30435	1315	74	17,77027
CHI	730	74	9,864865	672	69	9,73913
DRE	2829	53	53,37736	3041	58	52,43103
EFS	1935	53	36,50943	1928	53	36,37736
FEAA	15454	206	75,01942	15400	224	68,75
FIZ	728	112	6,5	615	79	7,78481
FIL	4253	89	47,78652	4947	102	48,5
IST	2111	43	25,97674	266	41	24,31707
INF	1726	6L	21,8481	1921	89	21,58427
GEO	2481	88	28,19318	2892	112	25,82143
LIT	2869	233	12,3133	2946	249	11,83133
MAT	781	62	12,59677	722	59	12,23729
PSI	2705	119	22,73109	3098	121	25,60331
тох	1220	43	28,37209	1355	49	27,65306
TRC	149	8	18,625	125	8	15,625
UAIC	40770	1331	30,6311	42319	1387	30,51118

	2008	2008-2009		2009	2009-2010		2010	2010-2011	
	Number of students	Number of academic positions	Ratio	Number of students	Number of academic positions	Ratio	Number of students	Number of academic positions	Ratio
Faculty									
BIO	1325	92	17,43421	1286	89	18,91176	1219	84	14,5119
CHI	446	58	7,689655	480	66	7,272727	450	75	9
DRE	3106	74	41,97297	3283	82	40,03659	3499	122	28,68033
EFS	1833	58	31,60345	2000	59	33,89831	1876	104	18,03846
FEAA	13223	240	55,09583	14378	262	54,87786	12522	358	34,97765
FIZ	209	69	7,376812	501	69	7,26087	470	68	6,911765
FIL	4182	132	31,68182	4495	119	37,77311	4240	167	25,38922
IST	921	40	23,025	991	41	24,17073	860	58	14,82759
INF	1777	73	24,34247	1671	77	21,7013	1520	85	17,88235
GEO	2637	102	25,85294	2864	106	27,01887	2663	119	22,37815
LIT	2293	240	9,554167	2639	228	11,57456	2610	227	11,4978
MAT	593	57	10,40351	506	54	9,37037	437	56	7,803571
ISd	2886	130	22,2	3153	124	25,42742	3215	173	18,58382
тох	1585	48	33,02083	1623	46	35,28261	1590	56	28,39286
TRC	80	10	8	101	11	9,181818	134	14	9,571429
UAIC	37656	1407	26,76333	40217	1412	28,48229	37492	1785	21,00392

LOWEST 21 HIGHEST 30,63 MEAN 27,47



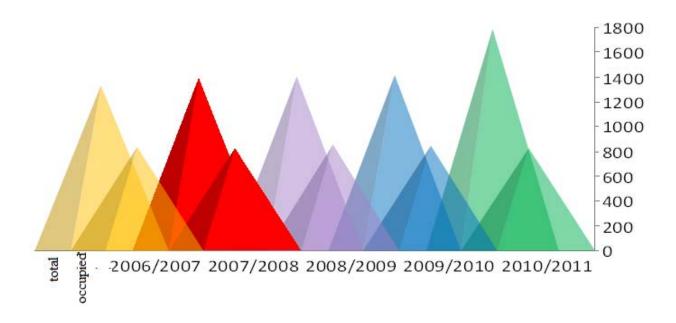
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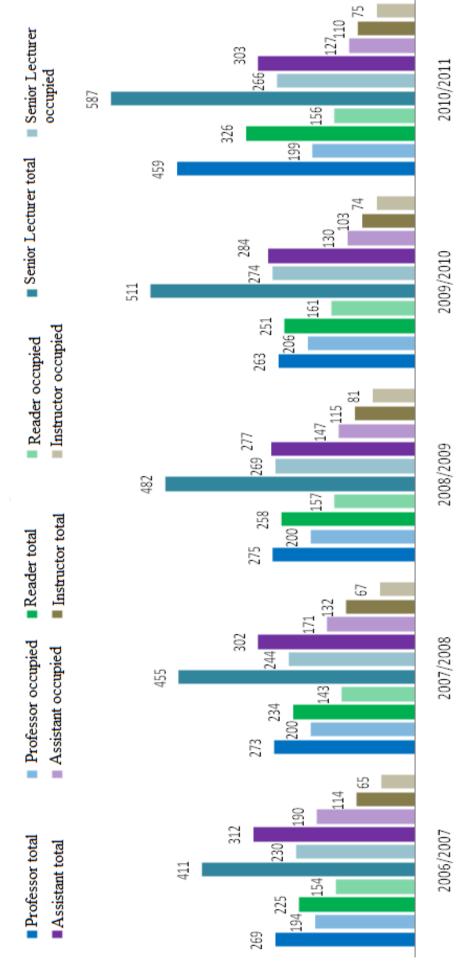
### Annex III.3. Academic Staff Numbers

Teach	ing staff	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Ducfaccon	total	269	273	275	263	459
Professor	occupied	194	200	200	206	199
Reader/	total	225	234	258	251	326
Associate Professor	occupied	154	143	157	161	156
Senior	total	411	455	482	511	587
Lecturer	occupied	230	244	269	274	266
Assistant	total	312	302	277	284	303
Lecturer	occupied	190	171	147	130	127
Instructor/	total	114	132	115	103	110
Junior						
Teaching	occupied					
Assistant		65	67	81	74	75
	TOTAL	1331	1396	1407	1412	1785
	OCCUPIED	833	825	854	845	823
	%	62.58	59.10	60.70	59.84	46.11

### **Occupancy rate of teaching positions**

**Total teaching positions** 



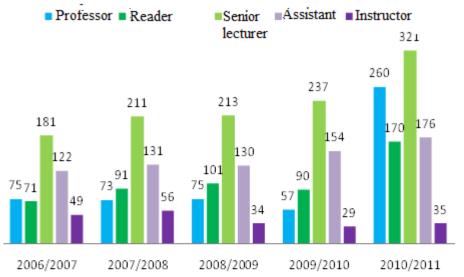


## Occupancy rate of teaching positions

#### Hourly paid occupied positions

Academic years	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Professor	75	73	75	57	260
Reader/Associate Professor	71	91	101	90	170
Senior Lecturer	181	211	213	237	321
Assistant Lecturer	122	131	130	154	176
Instructor/ Junior Teaching Assistant	49	56	34	29	35
TOTAL	498	562	553	567	962

## Hourly paid occupied positions



#### Occupancy rate non-teaching staff



#### Non-teaching positions

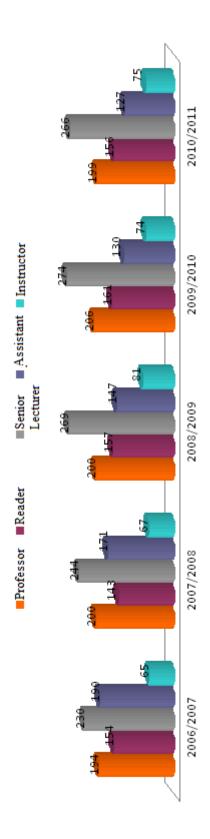
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Auxiliary	TOTAL	705	845	1051	896	886
teaching staff	OCCUPIED	422	460	642	568	553
	%	59.86	54.44	61.08	63.39	62.42

		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Administrative	TOTAL	520	115	48	98	98
staff	OCCUPIED	338	32	29	49	49
	%	65.00	27.83	60.42	50.00	50.00

		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Support and	TOTAL	254	812	858	953	717
maintenance						
staff	OCCUPIED	185	479	504	596	569
	%	72.83	58.99	58.74	62.54	79.36

## Staff evolution per professional degrees

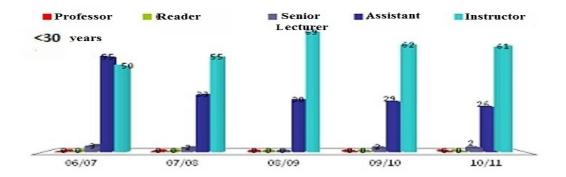
Teaching staff	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Ducherry	194	200	200	206	199
Professor	23%	24%	23%	24%	24%
Reader/Associate	154	143	157	161	156
Professor	18%	17%	18%	19%	19%
Sanian la duna	230	244	269	274	266
Senior lecturer	28%	30%	31%	32%	32%
	190	171	147	130	127
Assistant Lecturer	23%	21%	17%	15%	15%
Instructor/	65	67	81	74	75
Junior Teaching Assistant	8%	8%	9%	9%	9%
Total occupied	833	825	854	845	823
positions	100%	100%	100%	100%	100%

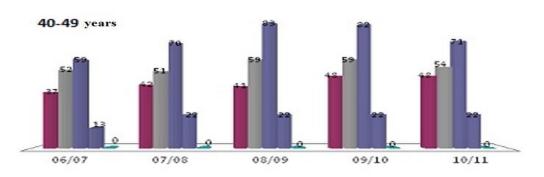


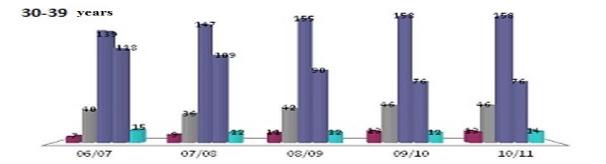
Romanian	English
Profesor	Professor
Conferentiar	Reader/ Associate Professor
Lector	Senior Lecturer
Asistent	Assistant Lecturer
Preparator	Instructor/ Junior Teaching Assistant

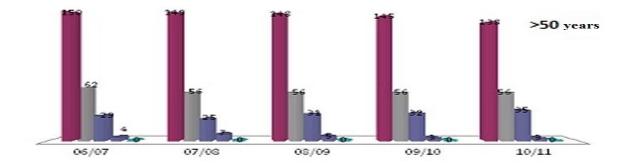
		1	1	1	1		
	10/11	138	56	35	3	0	232
	09/10	145	56	32	3	0	236
>50 ani	08/09	148	56	31	5	0	240
	07/08	149	56	25	L	0	237
	06/07	150	62	29	4	0	245
	10/11	48	54	71	22	0	195
rs	09/10	48	59	82	22	0	211
40-49 years	08/09	41	59	83	22	0	205
40	01/08	42	51	70	22	0	185
	06/07	37	52	59	13	0	161
	10/11	13	46	158	76	14	307
rs	09/10	13	46	158	76	12	305
30-39 years	08/09	11	42	155	90	12	310
30	07/08	6	36	147	109	12	313
	06/07	L	40	139	118	15	319
	10/11	0	0	2	26	61	89
S	09/10	0	0	2	29	62	93
<30 years	08/09	0	0	0	30	69	66
$\vee$	07/08	0	0	2	33	55	<b>0</b> 6
	06/07	0	0	3	55	50	108
Teaching	staff (TS)	Professor	Reader/ Associate Professor	Senior Lecturer	Assistant Lecturer	Instructor/ Junior Teaching Assistant	Total

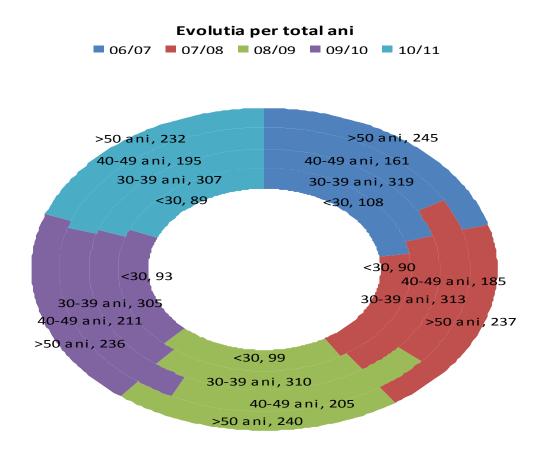
STAFF EVOLUTION PER AGE CATEGORY





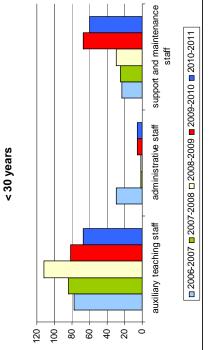


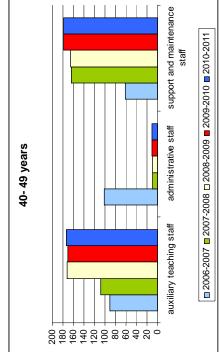


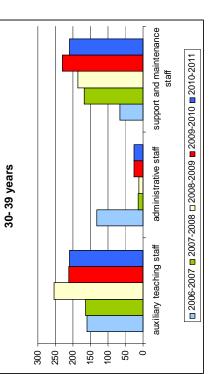


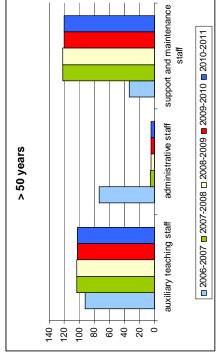
Evolutia per total ani/ Evolution per total years

Evolution per total years- non-teaching staff	total ye:	ars- non	-teach11	ng stan																
		V	<30 years				30	30-39 years	s			40	40-49 years	s			^	>50 years		
	06/07	06/07 07/08 08/09 09/10 10/11 06/07 07/08 08/09 09/10 10/11 06/07 07/10 10/11 06/07 07/08 08/09 09/10 10/11 06/07 07/08 08/09 09/10 10/11 06/07 07/08 08/09 09/10 10/11	60/80	09/10	10/11	06/07	07/08	08/09	09/10	10/11	06/07	07/08	08/09	09/10	10/11	06/07	01/08	60/80	09/10	10/11
auxiliary teaching staff	78	84	112	82	67	67 161 164	164	254 212		210	91	108 172 171 173	172	171		92	104	104 103	103	103
administrative staff	30	2	2	9	6	6 133	15	13	27	27	101	9 9 11 11 74	6	11	11		6	5	5	5
support and maintenance staff	23	25	30	67	60	67	168	187	87 230	210	61	61 164 165 179 179	165	179		34	122	122	122 120 120	120

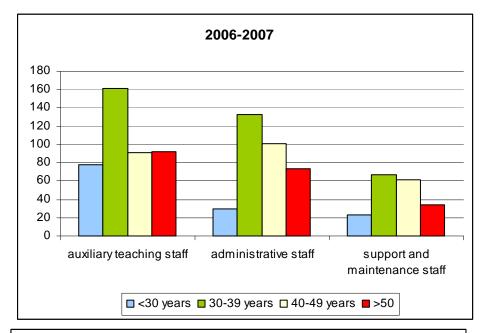


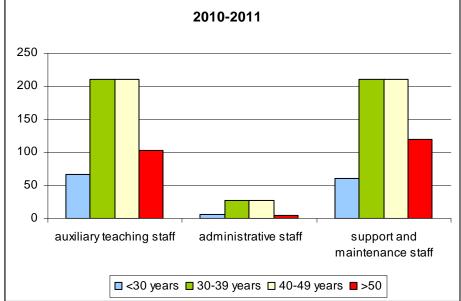








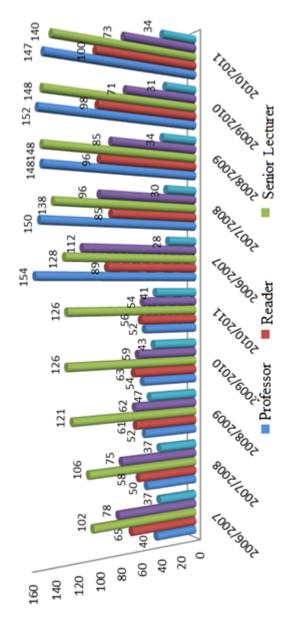




STAFF EVOLUTION PER GENDER	

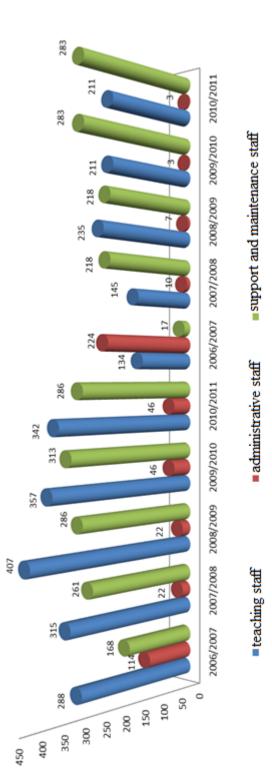
			Feminine					Masculine		
Teaching staff	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Professor	40	50	52	54	52	154	150	148	152	147
Reader/ Associate Professor	65	58	61	63	56	89	85	96	86	100
Senior Lecturer	102	106	121	126	126	128	138	148	148	140
Assistant Lecturer	78	75	62	65	54	112	96	85	1 <i>L</i>	73
Instructor/ Junior Teaching Assistant	37	37	47	43	41	28	30	34	31	34
TOTAL	322	326	343	345	329	511	499	511	500	494

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	322	326	343	345	329
remmne	39%	40%	40%	41%	40%
	511	66†	511	500	464
Mascullue	61%	%09	%09	29%	%09
TOTAL	833	825	854	845	823



Non-teaching staff

_			Feminine					Masculine		
	2006/2007	2006/2007 2007/2008 2008/2009	2008/2009	2009/2010	2009/2010  2010/2011  2006/2007  2007/2008  2008/2009  2009/2010  2010/2011	2006/2007	2002/2008	2008/2009	2009/2010	2010/2011
auxiliary teaching staff	288	315	407	357	342	134	145	235	211	211
administrative staff	114	22	22	46	46	224	10	7	3	3
support and maintenance staff	168	261	286	313	286	17	218	218	283	283



	Numbe	Number of academic positions	nic positio	ns		Number	Number of staff-full time	ull time		
FACULTY	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
BIO	69	74	92	89	84	48	49	50	50	50
CHI	74	69	58	99	<i>15</i>	49	48	46	46	43
DRE	53	58	74	82	122	31	29	33	32	32
EFS	53	53	58	59	104	24	25	29	31	28
FEAA	206	224	240	262	358	135	140	147	144	143
FIZ	112	62	69	69	68	62	58	59	58	56
FIL	89	102	132	119	167	62	58	58	61	60
IST	43	41	40	41	58	28	27	29	28	28
INF	6 <i>L</i>	89	73	17	85	50	48	47	47	46
GEO	88	112	102	106	119	63	65	69	67	67
LIT	233	249	240	228	227	144	143	149	144	136
MAT	62	59	57	54	56	56	53	52	51	50
PSI	119	121	130	124	173	50	52	52	53	52
тох	43	49	48	46	56	27	26	30	30	28
TRC	8	8	10	11	14	4	4	4	4	4
UAIC	1331	1387	1407	1412	1785	833	825	845	854	823

Acronyms for faculties: BIO-Biology; CHI-Chemistry; DRE-Law; EFS- Physical Education and Sports; FEEA- Business Economics and Administration; FIL-Philosophy; FIZ-Physics; GEO-Geography and Geology; INF-Computer Science; IST-History; LIT-Letters; MAT-Mathematics; PSI-Psychology and Education Sciences; TOX-Orthodox Theology; TRC-Romano-Catholic Theology



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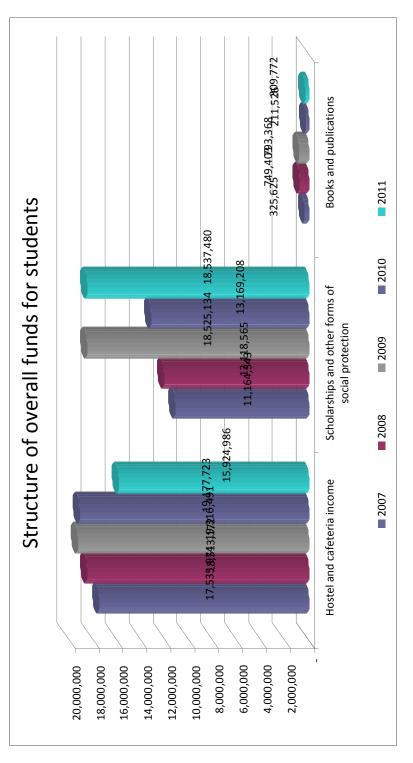
# **Annex V.2 Funding Structure**

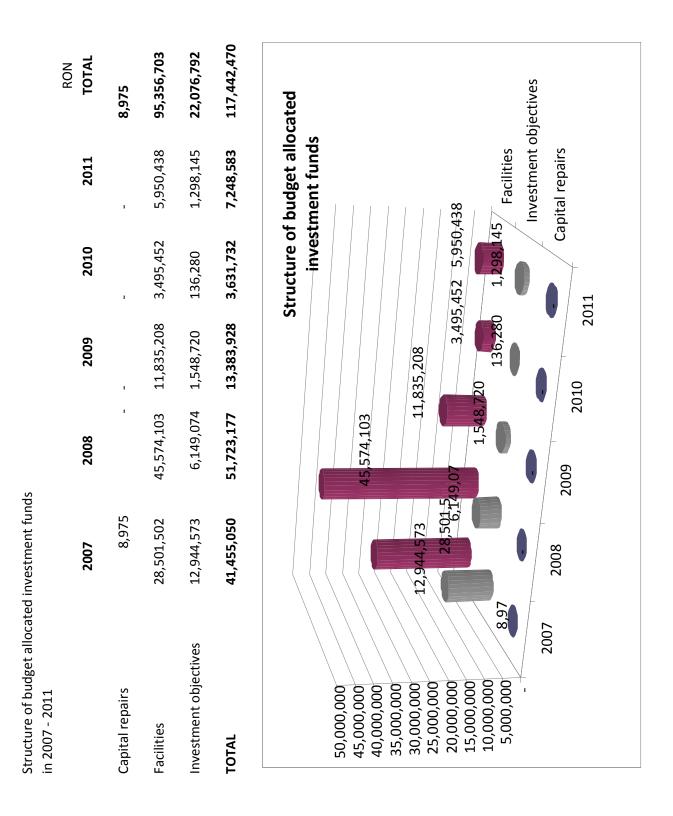
Structure of budgetary funds for students in 2007 - 2011

<b>2008 2009</b> 9,836,300 7,581,973	<b>2008</b> 9,836,300
<b>2008</b> 9,836,300	
	<b>2007</b> 9,153,757 11.143.807



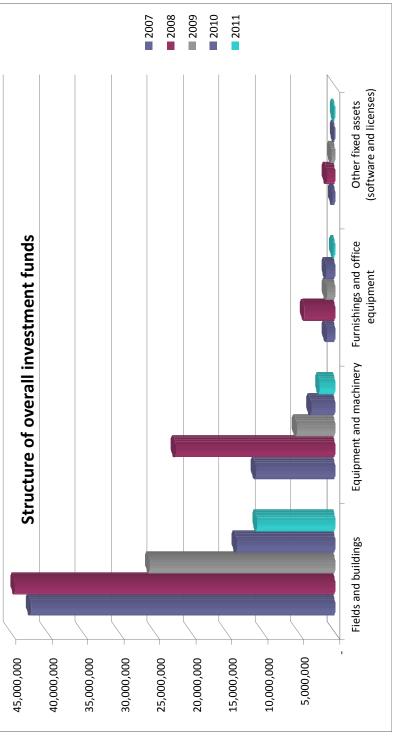
Structure of overall funds for students in 2007 - 2011

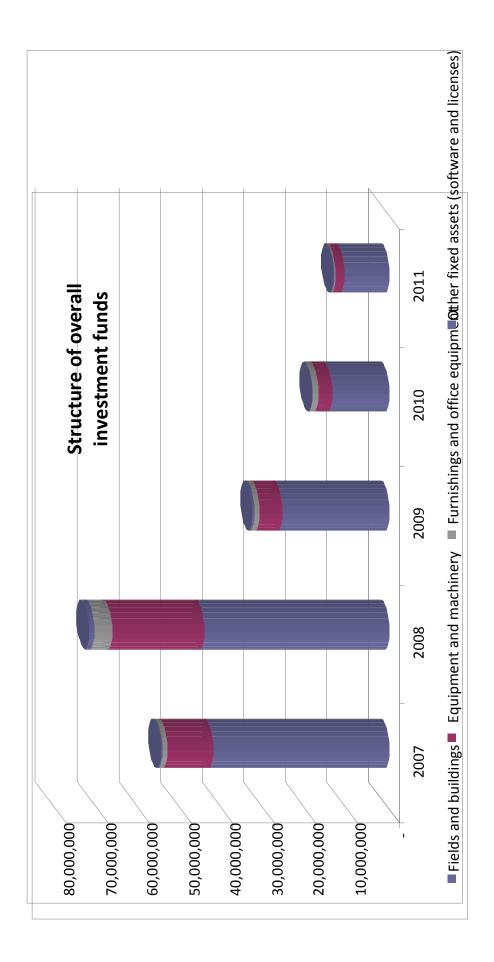




Structure of overall investment funds in 2007 - 2011

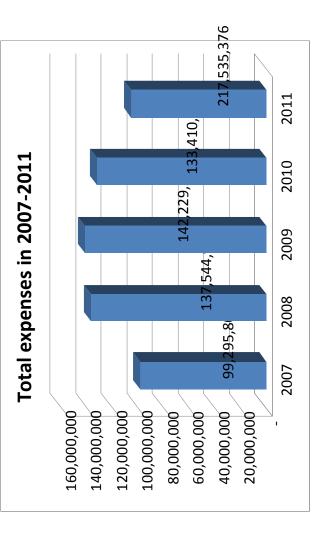
	2007	2008	2009	2010	2011	RON <b>TOTAL</b>
Fields and buildings	42,355,514	44,585,316	25,852,672	13,771,349	10,948,407	137,513,258
Equipment and machinery	11,110,501	22,271,922	5,399,480	3,403,264	2,208,148	44,393,315
Furnishings and office equipment	1,201,045	4,304,717	1,203,894	1,323,339	260,361	8,293,356
uther lixed assets (soltware and licenses)	381,055	1,216,166	555,817	179,680	162,764	2,495,482
TOTAL	55,048,115	72,378,121	33,011,863	18,677,632	13,579,680	192,695,411
45,000,000	Structure	of overall in	Structure of overall investment funds	spun		

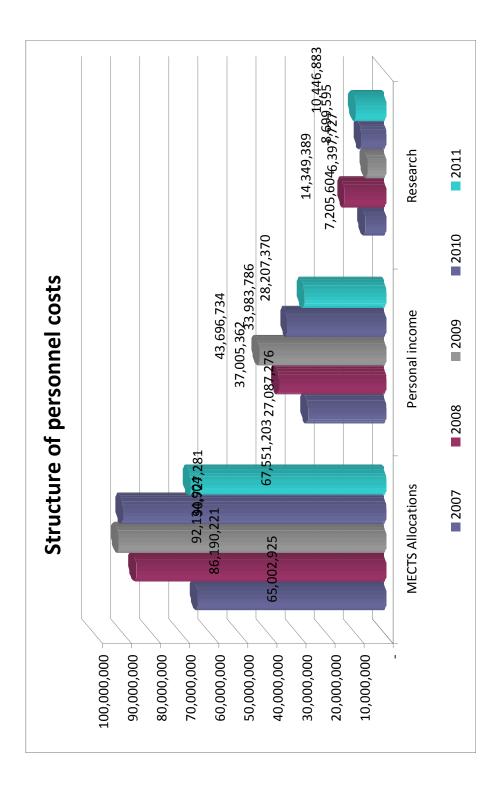




ructure of personnel costs	2007 - 2011
Struc	in 20

A L C T C	2007	2008	2009	2010	2011	RON <b>TOTAL</b>
MIccations	65,002,925	86,190,221	92,134,904	90,727,281	67,551,203	401,606,534
Personal income	27,087,276	37,005,362	43,696,734	33,983,786	28,207,370	169,980,528
Research	7,205,604	14,349,389	6,397,727	8,699,595	10,446,883	47,099,198
TOTAL	99,295,805	137,544,972	137,544,972 142,229,365	133,410,662	106,205,456	618,686,260
	99295805	137544972	142229365	133410662	106205456	







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## Annex V.3. Budget Execution, Income and Expenses

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - INCOME on 12. 31. 2007

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				Es	Established rights	hts			
Name of indicators *)	Code	Initial bugetary provisions	I rimestrial/ definitive bugetary provisions	Total, from which:	from previous vears	from current vear	<b>Collected</b> receipts	duittance s different from revenues	Establishe d rights to be collected
A	В	1	2	3=4+5	4	5	6	7	8=3-6-7
TOTAL INCOME		234887382	341120515	266452379	49840680	216611699	264620866	82209	1749304
Initial balance		44160941	44160941	44160941	44160941		44160941		0
TOTAL INCOME 2006		190726441	296959574	222291438	5679739	216611699	220459925	82209	1749304
Personal income		106873577	147943741	123744966	134340	123610626	123282090	8965	453911
Personal income from taxes and activities		35973100	70473100	46531099	134340	46396759	46077038	150	453911
Amounts collected from the Ministry of Education and Research used as primary source of funding		70335777	76905941	76905941		76905941	76905941		0
Income from donations and sponsorships		564700	564700	307926		307926	299111	8815	0
Income from research activities		16503300	25003300	24021162	5153829	18867333	23037071		984091
Budget allowances for special purposes		55438164	86351133	62650769	0	62650769	62650769	0	0
Capital repairs				0					0
Grants for hostels and cafeteria		7612908	9153500	9153500		9153500	9153500		0
Facilities and other investments		24880000	46680000	29617532		29617532	29617532		0
Scholarships		11248832	11178034	11178034		11178034	11178034		0
Other forms of student protection		1425249	1563333	1563333		1563333	1563333		0
Amonts for achieving investment objectives		10260000	17743000	11105468		11105468	11105468		0
Individual grants for housing assistance		11175	20710	20346		20346	20346		0

Micro production income			12556	12556		12556	12556		0
		3282520	28282520	3513734	343048	3170686	3106705	77513	329516
Hostel and cafeteria income		8628880	9378880	8360807	48522	8312285	8383290	-4269	-18214
from which: Food supplies		2128880	2128880	1583484	113	1583371	1583080		404
from which: Administrative		650000	7250000	6777323	48409	6728914	6800210	-4269	-18618
Micro production 2	2328628	0	0	1093900	343048	750852	744934	6371	342595
postuniversitary 30	337628,9			47816	26	47790	52974		-5158
kindergarten 73	- 73524,81			42099	3732	38367	34335		7764
museum 19	19439,94			7280	3800	3480	3480		3800
botanical garden 13	136720,1			43940		43940	43340		600
financial activity 82	823081,4			484926	174436	310490	340627	2294	142005
fishing station 10	10477,81			30000		30000	30000		0
publishing house	1074805			437839	161054	276785	240178	4077	193584
				0					0

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			Trimestrial/	Est	Established rights	S		Quittances	
		Initial	definitive	ļ	from	from	:	different	Established
Name of indicators *)	Code	budgetary provisions	budgetary provisions	Total, from which:	previous years	current year	Collected receipts	from revenues	rights to be collected
Α	В	-	2	3=4+5	4	5	9	7	8=3-6-7
TOTAL INCOME		330295101	416664720	333806566	60360010	273446556	321336902	9742	12459922
Initial balance		58608496	58608496	58608496	58608496		58608496		0
TOTAL INCOME 2008		271686605	358056224	275198070	1751514	273446556	262728406	9742	12459922
Personal income		136804645	184407486	144170789	453911	143716878	143812984	-150	357955
Personal income from taxes and activities	33.10.05.01	55000000	0000006	57556226	453911	57102315	57198421	-150	357955
Amounts collected from the Ministry of Education and Research used as primary source of funding	33.10.05.02	81104645	87707486	86426512		86426512	86426512		0
Income from donations and sponsorships	33.10.05.03	700000	700000	188051		188051	188051		0
Service and supply income	33.10.08	0	600000						
Income from research activities	33.10.20	35000000	59781392	44384797	986301	43398496	33111581		11273216
Budget allowances for special purposes		82978660	84437346	73094969	0	73094969	73094969	0	0
Capital repairs	33.10.50.01	0	0	0					0
Grants for hostels and cafeteria	33.10.50.02	9822088	9836300	9836300		9836300	9836300		0
Facilities and other investments	33.10.50.03	48273000	50273000	44049926		44049926	44049926		0
Scholarships	33.10.50.04	12080845	11539001	11539001		11539001	11539001		0
Other forms of student protection	33.10.50.05	1788477	1788477	1500100		1500100	1500100		0
Amonts for achieving investment objectives	33.10.50.06	10980000	10980000	6149074		6149074	6149074		0

0	0	6673 329758	3219 498993	0 177	3219 498816	1E+05 0	6371 342595	-5158	7764	3800	600	2294 142005	0	4077 103584
16222	4346	4020071	8688801	1537511	7151290	5957622 11	744934	52974	34335	3480	43340	340627	30000	240178
16222	4346	4026986	9209227	1537284	7671943	6056657	750852	47790	38367	3480	43940	310490	30000	276785
		329516	-18214	404	-18618	24775	343048	26	3732	3800		174436		161054
16222	4346	4356502	9191013	1537688	7653325	6081432	1093900	47816	42099	7280	43940	484926	30000	437839
16222	4346	20430000	000006	1694539	7305461	5957622	0							
34250	0	5430000	11473300	2150000	9323300	917337	0							
33.10.50.07	33.10.50.08	33.10.16	33.10.14	33.10.14.01	33.10.14.02	33.10.07	2328628,37	337628,91	-73524,81	19439,94	136720,05	823081,43	10477,81	1074805 04
Individual grants for housing assistance	Grants for purchasing computers	Micro production income	Hostel and cafeteria income	from which: Food supplies	from which: Administrative	Income from externally financed projects	Micro prduction	postuniversitary	kindergarten	museum	botanical garden	financial activity	fishing station	

Establishe d rights to C collected 8=3-6-7 -leiø I530224 Quittances different revenues from 6 ŝ Collected receipts ശ 8 ŝ current from year S **Established rights** previous years from 3=4+5 which: Total, from Definitive budgetary provision S, provisions budgetary Initial 33.10.50.0 3 33.10.50.0 2 33.10.50.0 5 33.10.05.0 1 33.10.05.0 2 33.10.50.0 33.10.50.0 37.10.01 33.10.08 Code 33.10.20 മ Budget allowances for special purposes Personal income from taxes and activities Education and Research used as primary source of funding Income from donations and sponsorships Amounts collected from the Ministry of Income from research activities Name of indicators \*) Other forms of student protection Grants for hostels and cafeteria Facilities and other investments Service and supply income **TOTAL INCOME 2009** Personal income TOTAL INCOME Initial balance Capital repairs Scholarships code 20

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - INCOME on 12. 31. 2009

Amonts for achieving investment objectives	33.10.50.0 6	9166000	3666000	3666000		3666000	3666000		0
Individual grants for housing assistance	33.10.50.0 7	18112	18112	10752	0	10752	10752		0
Grants for purchasing computers	33.10.50.0 8	0	0	0	0	0	0		0
Micro production income	33.10.16	4093000	4093000	3691285	164308	3526977	3440230	14120	236935
Hostel and cafeteria income	33.10.14	11817000	12226966	11715392	498993	11216399	11739479	0	-24087
from which: Food supplies	33.10.14.0 1	9021895	9431861	9393963	498816	8895147	9418276	0	-24313
from which: Administrative	33.10.14.0 2	2795105	2795105	2321429	177	2321252	2321203		226
Income from POSDRU financing	36.10.50	6126095	6126095	2778367		2778367	1983475	1508432	-713540
Income from POSDRU financing 2008 balance				2623817		2623817	2623817		0
Income from externally financed projects				6435215		6435215	6435215	0	0
TOTAL		287271331	286291071	278234910	63239815	21499509 5	27204786 5	1530224	4656821
Micro production	2328628,3 7	0	0	1093900	343048	750852	744934	6371	342595
postuniversitary	337628,91			47816	26	47790	52974		-5158
kindergarten	-73524,81			42099	3732	38367	34335		7764
museum	19439,94			7280	3800	3480	3480		3800
botanical garden	136720,05			43940		43940	43340		600
financial activity	823081,43			484926	174436	310490	340627	2294	142005
fishing station	10477,81			30000		30000	30000		0
publishing house	1074805,0 4			437839	161054	276785	240178	4077	193584
				0					0

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - INCOME on 12. 31. 2010

code 20									- lei -
Name of indicators *)				Esta	Established rights	S			
		Initial	Definitive	Total,	from	from	:	Quittances	Established
	Code	budgetary provisions	budgetary provisions	from which:	previous vears	current vear	Collected receipts	different from revenues	rights to be collected
4	B	-		3=4+5	4	5	. 9	7	8=3-6-7
				22836437		190399	25344909		
TOTAL INCOME		290292815	304324030	0	37965112	258	6	7058	-25091787
Initial balance		33313526	33313526	33313526	33313526		33313526		0
TOTAL INCOME 2009		256979289	271010504	19505084 4	4651586	190399 258	22013557 3	7058	-25091787
Personal income		154352502	167317490	13564186 3	610459	135031 404	13469222 0	1615	948028
Personal income from taxes and						467587			
activities	33.10.05.01	78610000	78610000	47265786	506994	92	46426197	2	839587
Amounts collected from the Ministry of Education and Research used as						871114			
primary source of funding	33.10.05.02	74146502	87111490	87111490		90	87111490		0
Income from donations and sponsorships	37.10.01	596000	596000	208148		208148	208148		0
Service and supply income	33.10.08	100000	100000	1056439	103465	952974	946385	1613	108441
Income from research activities	33.10.20	32733000	32733000	10867176	4543306	632387 0	16730129	43	-5862996
Budget allowances for special purposes		23549180	24615407	24615407	0	246154 07	24615407	0	0
Capital repairs	33.10.50.01	0	0	0	0	0	0		0
Grants for hostels and cafeteria	33.10.50.02	6823776	7885270	7885270		788527 0	7885270		0
Facilities and other investments	33.10.50.03	0	3450000	3450000		345000 0	3450000		0
Scholarships	33.10.50.04	10139518	11560790	11560790		115607 90	11560790		0
Other forms of student protection	33.10.50.05	1536209	1708592	1708592		170859	1708592		0

						2				
Amonts for achieving investment objectives	33.10.50.06	5040000	0	0		0	0			0
Individual grants for housing assistance	33.10.50.07	9677	9056	9056	0	9056	9056			0
Grants for purchasing computers	33.10.50.08	0	1699	1699	0	1699	1699			0
Micro production income	33.10.16	2891000	2891000	3040466	236935	280353 1	2123870		8783	907813
Hostel and cafeteria income	33.10.14	13453607	13453607	10925651	-25574	109512 25	11284613		-3383	-355579
from which: Food supplies	33.10.14.01	10438607	10437987	8812038	-25800	883783 8	9171452		-3383	-356031
from which: Administrative	33.10.14.02	3015000	3015620	2113613	226	211338 7	2113161			452
Income from POSDRU financing	36.10.50	3000000	3000000	9960281	-713540	106738 21	30689334			-20729053
Income from externally financed projects		1099331	5297195	5300026	2831	529719 5	5391537		-91511	0
TOTAL		291392146	309621225	23366439 6	37967943	195696 453	25884063 6		-84453	-25091787
Micro production	2328628,4	0	0	1093900	343048	75(	750852 7	744934	6371	342595
postuniversitary	337628,91			47816	26	4	47790	52974		-5158
kindergarten	-73524,81			42099	3732	ë	38367	34335		7764
museum	19439,94			7280	3800		3480	3480		3800
botanical garden	136720,05			43940		4	43940	43340		600
financial activity	823081,43			484926	174436	31(	310490 3	340627	2294	142005
fishing station	10477,81			30000		30	30000	30000		0
publishing house	1074805			437839	161054	27(	276785 2	240178	4077	193584
				0						0

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<b>COME AND EXPENSE STATE</b>	

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				Est	Established rights	its		Quittances	
		Initial	Definitive	Total,	from	from		different	Established
Name of indicators *)	Code	budgetary provisions	budgetary provisions	from which:	previous vears	current vear	Collected receipts	from revenues	rights to be collected
A	В	-	2	3=4+5	4	5	. 9	7	8=3-6-7
TOTAL INCOME		294676684	298701380	210433564	3955591	206477973	222784299	8699	-12359434
Initial balance		29047378	29047378	29047378	29047378		29047378		0
TOTAL INCOME 2009		265629306	269654002	181386186	-25091787	206477973	193736921	8699	-12359434
Personal income		137300000	140131780	113540172	948028	112592144	112250298	808	1289066
Personal income from taxes and activities	33.10.05.01	66000000	66000000	39476717	839587	38637130	38298317	-26	1178426
Amounts collected from the Ministry of Education and Research used as primary source of funding	33.10.05.02	7000000	72831780	72831780		72831780	72831780		0
Income from donations and sponsorships	37.10.01	30000	30000	147707		147707	147707		0
Service and supply income	33.10.08	100000	100000	1083968	108441	975527	972494	834	110640
Income from research activities	33.10.20	2500000	2500000	13539817	-5862996	19402813	22948536		-9408719
Budget allowances for special purposes		27329306	2852222	2852222	0	2852222	2852222	0	0
Capital repairs	33.10.50.01	0	0	0	0	0	0		0
Grants for hostels and cafeteria	33.10.50.02	6500000	7432091	7432091		7432091	7432091		0
Facilities and other investments	33.10.50.03	2200000	6585000	6585000		6585000	6585000		0
Scholarships	33.10.50.04	11701433	11497363	11497363		11497363	11497363		0
Other forms of student protection	33.10.50.05	1878817	1651657	1651657		1651657	1651657		0

Amonts for achieving investment objectives	33.10.50.06	5040000	1350000	1350000		1350000	1350000		0
Individual grants for housing assistance	33.10.50.07	9056	1870	1870	0	1870	1870		0
Grants for purchasing computers	33.10.50.08	0	4241	4241	0	4241	4241		0
Micro production income	33.10.16	300000	300000	3686341	907813	2778528	2888573	-2233	800001
Hostel and cafeteria income	33.10.14	1300000	1300000	10267291	-355579	10622870	10313307	10124	-56140
from which: Food supplies	33.10.14.01	1000000	1000000	8382806	-356031	8738837	8428822	10124	-56140
from which: Administrative	33.10.14.02	300000	300000	1884485	452	1884033	1884485		0
Income from POSDRU financing	36.10.50	6000000	6000000	11830343	-20729053	32559396	16813985		-4983642
Income from externally financed projects		1308395	17140901	17137002	0	17137002	17140901	-3899	0
TOTAL		295985079	315842281	227570566	3955591	223614975	239925200	4800	-12359434
Micro production	2328628,37	0	0	1093900	343048	750852	744934	6371	342595
postuniversitary	337628,91			47816	26	47790	52974		-5158
kindergarten	-73524,81			42099	3732	38367	34335		7764
museum	19439,94			7280	3800	3480	3480		3800
botanical garden	136720,05			43940		43940	43340		600
financial activity	823081,43			484926	174436	310490	340627	2294	142005
fishing station	10477,81			30000		30000	30000		0
publishing house	1074805,04			437839	161054	276785	240178	4077	193584
				0					0

code 21									- lei -
		Commitment	Budget appropriations	ropriations	Budaetary	600		Legal	Actual
Name of indicators *)	Code	appropriations	initial	trimestrial/ definitive	commitments	commitments	Disbursements	commitments to be paid	expenses
٨	B	L	2	3	4	5	9	7=5-6	8
TOTAL EXPENSES	65.10.06		294676684	298701380	228130619	2,28E+08	217535376	10595243	295304282
<b>Operating expenses</b>	65.10.06.10		138969345	141801125	115118132	1,15E+08	110767101	4351031	181146673
<ul> <li>income from taxes and activities</li> </ul>	65.10.06.10.01		66891734	66891734	40901136	40901136	38180744	2720392	64943064
<ul> <li>amounts received from the Ministry of Education and Research used for funding</li> </ul>	65.10.06.10.02		71770234	74602014	74057569	74057569	72431273	1626296	116023907
- donations and sponsorships	65.10.06.10.01		307377	307377	159427	159427	155084	4343	179702
Expenses for research	65.10.06.11		28695322	28695322	19270710	19270710	18728252	542458	22322466
Expenses from budget allocations for special purposes	65.10.06.12		39210869	40403785	29396060	29396060	29136932	259128	35407139
- capital repairs	65.10.06.12.01		0	0	0	0	0	0	0
<ul> <li>hostels+cafeteria grants</li> </ul>	65.10.06.12.02		6501034	7433125	7143193	7143193	6884066	259127	7445544
<ul> <li>facilities and other investments</li> </ul>	65.10.06.12.03		2206344	6591344	5950438	5950438	5950438	0	15226384
- scholarships	65.10.06.12.04		20237452	20033382	12986529	12986529	12986528	1	9467070
<ul> <li>expenses for other forms of social protection</li> </ul>	65.10.06.12.05		3235342	3008182	2011003	2011003	2011003	0	2011109
<ul> <li>the achievement of investment objectives</li> </ul>	65.10.06.12.06		7021000	3331000	1298145	1298145	1298145	0	1251620
<ul> <li>individual grants for housing assistance</li> </ul>	65.10.06.12.08		9696	2510	2510	2510	2510	0	1172
<ul> <li>grants for purchasing computers</li> </ul>	65.10.06.12.09		~	4242	4242	4242	4242	0	4240

Micro production costs	65.10.06.13	450231	315 4502315	4477382	4477382	4202946	274436	4149651
Hostel and cafeteria expenses	65.10.06.14	1300927	279 13009279	9866116	9866116	9040920	825196	9234488
from which: administrative	65.10.06.14.02	100000	100000000000000000000000000000000000000	7742598	7742598	7197589	545009	7382372
food supplies	65.10.06.14.01	3009279	279 3009279	2123518	2123518	1843331	280187	1852116
Expenses for postadherence structural funding	65.10.06.16	7028955	554 70289554	50002219	50002219	45659225	4342994	43043865
Expenses for international exchenge programs	65.10.06.15	348150	506 19314012	6174320	6174320	6078760	95560	6227759
TOTAL EXPENSES		298158190	190 318015392	234304939	2,34E+08	223614136	10690803	301532041

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - EXPENSES	on 12. 31. 2010
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code 21									- lei -
		-	Budget ap	Ippropriations					
Name of indicators *)	Code	Commitment appropriations	initial	trimestrial/ definitive	Budgetary commitments	Legal commitments	Disbursements	Legar commitments to be paid	Actual expenses
A	В	L	2	3	4	5	9	7=5-6	8
<b>TOTAL EXPENSES</b>	65.10.06		290292815	304324030	234426410	234426410	221670904	12755506	255050435
Operating expenses	65.10.06.10		171456628	184421616	157966296	157966296	149180616	8785680	174762623
<ul> <li>income from taxes and activities</li> </ul>	65.10.06.10.01		91085445	91085445	65924422	65924422	80660085	7914514	83640588
<ul> <li>amounts received from the Ministry of Education and Research used for</li> </ul>									
funding	65.10.06.10.02		79775183	92740171	91809559	91809559	90969937	839622	90873161
<ul> <li>donations and sponsorships</li> </ul>	65.10.06.10.01		596000	596000	232315	232315	200771	31544	248874
Expenses for research activities	65.10.06.11		36509158	36509158	17700748	17700748	16810965	889783	18348582
Expenses from budget allocations for special purposes	65.10.06.12		32100736	33166963	23040636	23040636	21285400	1755236	30611096
- capital repairs	65.10.06.12.01		0	0	0	0	0	0	0
<ul> <li>hostels+cafeteria grants</li> </ul>	65.10.06.12.02		6823776	7885270	7885270	7885270	7884236	1034	7555260
<ul> <li>facilities and other investments</li> </ul>	65.10.06.12.03		51796	3501796	3501796	3501796	3495452	6344	9247664
- scholarships	65.10.06.12.04		15064964	16486236	9697434	9697434	7950217	1747217	9697434
<ul> <li>expenses for other forms of social protection</li> </ul>	65.10.06.12.05		2992603	3164986	1808461	1808461	1808461	0	1699775
<ul> <li>the achievement of investment objectives</li> </ul>	65.10.06.12.06		7157280	2117280	136280	136280	136280	0	2403201
- individual grants for	65.10.06.12.08		10317	9696	9696	9696	9056	640	6064

housing assistance								
- grants for purchasing computers	65.10.06.12.09	0	1699	1699	1699	1698	~	1698
Micro production costs	65.10.06.13	6195746	6195746	5165134	5165134	4872686	292448	4414137
Hostel and cafeteria expenses	65.10.06.14	13471760	13471760	12325846	12325846	11293487	1032359	8698854
from which: administrative	65.10.06.14.02	10440230	10440230	9294316	9294316	9173657	120659	6568762
food supplies	65.10.06.14.01	3031530	3031530	3031530	3031530	2119830	911700	2130092
Expenses for postadherence structural funding	65.10.06.16	30558787	30558787	18227750	18227750	18227750	0	18215143
Expenses for international exchenge programs	65.10.06.15	3792951	7990815	5921287	5921287	5912046	9241	5963636
TOTAL EXPENSES		294085766	312314845	240347697	240347697	227582950	12764747	261014071

# INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - EXPENSES on 12.31.2009

code 21									- lei -
		Commitmont	Budget app	Budget appropriations	Dudcotory	000		Legal	Actual
Name of indicators *)	Code	appropriations	initial	trimestrial/ definitive	budgetary commitments	commitments	Disbursements	commitments to be paid	expenses
A	B	1	2	3	4	5	9	7=5-6	8
TOTAL EXPENSES	65.10.06		287271331	286291071	240785135	240785135	232406123	8379012	213487435
<b>Operating expenses</b>	65.10.06.10		180652758	176409219	159429353	159429353	153779976	5649377	153474788
<ul> <li>income from taxes and activities</li> </ul>	65.10.06.10.01		76692320	76692320	64170015	64170015	60200396	3969619	61883494
-amounts received from the Ministry of Education and Research used for									
funding	65.10.06.10.02		103239438	98995899	95037944	95037944	93367218	1670726	91343347
<ul> <li>donations and sponsorships</li> </ul>	65.10.06.10.01		721000	721000	221394	221394	212362	9032	247947
Expenses for research activities	65.10.06.11	1678357	41675861	41675861	26197693	26197693	24876747	1320946	16835639
Expenses from budget allocations for special purposes	65.10.06.12		39397266	42250579	33891686	33891686	33691663	200023	26890354
- capital repairs	65.10.06.12.01		0	0	0	0	0	0	0
- hostels+cafeteria grants	65.10.06.12.02		7330832	7581973	7581973	7581973	7581973	0	7553096
<ul> <li>facilities and other investments</li> </ul>	65.10.06.12.03		4087004	11887004	11845431	11845431	11835208	10223	7438197
- scholarships	65.10.06.12.04		16157793	16302056	11454731	11454731	11376609	78122	9599959
<ul> <li>expenses for other forms of social protection</li> </ul>	65.10.06.12.05		2635545	2793454	1445747	1445747	1337061	108686	1418691
<ul> <li>the achievement of investment objectives</li> </ul>	65.10.06.12.06		6166000	3666000	1548720	1548720	1548720	0	867307
<ul> <li>individual grants for housing assistance</li> </ul>	65.10.06.12.08		20092	20092	15084	15084	12092	2992	13104

<ul> <li>grants for purchasing computers</li> </ul>	65.10.06.12.09	0	0	0	0	0	0	0
Micro production costs	65.10.06.13	7589159	7589159	4713734	4713734	4167714	546020	3781074
Hostel and cafeteria expenses	65.10.06.14	11830192	12240158	12192206	12192206	11734518	457688	8412526
from which: administrative	65.10.06.14.02	9023226	9433192	9417371	9417371	9417363	8	6214714
	65.10.06.14.01	 2806966	2806966	2774835	2774835	2317155	457680	2197812
Expenses for postadherence						<u> </u>		
structural funding	65.10.06.16	6126095	6126095	4360463	4360463	4155505	204958	4093054
Expenses for PO SDRU 2008		1273149	1273149	1166149	1166149	1166149	0	1166149
Expenses for international exchenge								
programs	65.10.06.15	11183731	6247848	6247848	6247848	6245327	2521	6162119
TOTAL EXPENSES		299728211	293812068	248199132	248199132	239817599	8381533	220815703

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - EXPENSES on 12. 31. 2008

code 21								- lei -
Name of indicators *)		Budget ap	Budget appropriations		020		Legal	A cture
	Code	initial	trimestrial/ definitive	budgetary commitments	Legar commitments	Disbursements	commitments to be paid	expenses
A	В	1	2	8	4	5	6=4-5	7
TOTAL EXPENSES	65.10.06	330295101	416664720	289225844	289224844	270557010	18667834	213949979
Operating expenses	65.10.06.10	183611630	231214471	170099805	170098805	153966752	16132053	140815324
<ul> <li>income from taxes and activities</li> </ul>	65.10.06.10.01	85650753	126650753	80276756	80275756	67806854	12468902	53024463
<ul> <li>amounts received from the Ministry of Education and Research used for funding</li> </ul>	65.10.06.10.02	97260877	103863718	89604851	89604851	85971847	3633004	87579976
- donations and sponsorships	65.10.06.10.01	700000	70000	218198	218198	188051	30147	210885
Expenses for research activities	65.10.06.11	36314752	61096144	30557908	30557908	28800473	1757435	29734646
Expenses from budget allocations for special purposes	65.10.06.12	91197829	92656515	74828953	74828953	74822674	6279	33318466
- capital repairs	65.10.06.12.01	0	0	0	0	0	0	0
<ul> <li>hostels+cafeteria grants</li> </ul>	65.10.06.12.02	9822088	9836300	9836300	9836300	9836300	0	7924710
- facilities and other investments	65.10.06.12.03	50164181	52164181	45574103	45574103	45574103	0	11342010
- scholarships	65.10.06.12.04	17143405	16601561	11565637	11565637	11565637	0	11539351
<ul> <li>expenses for other forms of social protection</li> </ul>	65.10.06.12.05	3053162	3053162	1684508	1684508	1678229	6279	1684508
<ul> <li>the achievement of investment objectives</li> </ul>	65.10.06.12.06	10980000	10980000	6149074	6149074	6149074	0	808751
<ul> <li>individual grants for housing assistance</li> </ul>	65.10.06.12.08	34987	16959	14979	14979	14979	0	14790

<ul> <li>grants for purchasing computers</li> </ul>	65.10.06.12.09	Q	4352	4352	4352	4352	0	4346
Micro production costs	65.10.06.13	7696327	22696327	4739408	4739408	4290239	449169	3698806
Hostel and cafeteria expenses	65.10.06.14	11474563	9001263	8999770	8999770	8676872	322898	6382737
from which: administrative	65.10.06.14.01	2151263	1695802	1695802	1695802	1526913	168889	1547693
food supplies	65.10.06.14.02	9323300	7305461	7303968	7303968	7149959	154009	4835044
International exchenge programs	65.10.06.15	917337	7210404	3539096	3539096	3433523	105573	3588304
TOTAL EXPENSES		331212438	423875124	292764940	292763940	273990533	18773407	217538283

INCOME AND EXPENSE STATEMENT OF THE PUBLIC INSTITUTION - EXPENSES	on 12. 31. 2007
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code 21								- lei -
		Budget appropriations	ropriations				020	
Name of indicators *)	Code	initial	trimestrial/ definitive	Budgetary commitments	Legal commitments	Disbursements	Legar commitments to be paid	Actual expenses
۲	B	L	2	3	7	5	6=4-5	7
TOTAL EXPENSES		234887382	341120515	248396125	248396125	206012368	42383757	160067865
Operating expenses		140895516	181965680	124792452	124792452	110497044	14295408	109184948
<ul> <li>income from taxes and acttivities</li> </ul>	65.10.06.10.01	65899684	100399684	56401455	56401455	45352869	11048586	41403284
<ul> <li>amounts received from the Ministry of Education and Research used for funding</li> </ul>	65.10.06.10.02	74414227	80984391	68026785	68026785	64828159	3198626	67505778
- donations and sponsorships	65.10.06.10.01	581605	581605	364212	364212	316016	48196	275886
Expenses for research activities	65.10.06.11	16992469	25492469	25324797	25324797	22211487	3113310	18016843
Expenses from budget allocations for special purposes	65.10.06.12	62759179	93672148	85122350	85122350	61752614	23369736	24789124
- capital repairs	65.10.06.12.01	8975	8975	8975	8975	8975	0	1311025
<ul> <li>hostels+cafeteria grants</li> </ul>	65.10.06.12.02	7613165	9153757	9153757	9153757	9153757	0	8574450
- facilities and other investments	65.10.06.12.03	25655152	47455152	45171677	45171677	28501502	16670175	2891722
- scholarships	65.10.06.12.04	15624026	15553228	10549694	10549694	10490668	59026	10549685
<ul> <li>expenses for other forms of social protection</li> </ul>	65.10.06.12.05	1744194	1882278	620596	620596	617593	3003	620596
<ul> <li>the achievement of investment objectives</li> </ul>	65.10.06.12.06	12099105	19582105	19582105	19582105	12944573	6637532	808750
<ul> <li>individual grants for housing assistance</li> </ul>	65.10.06.12.08	14562	24097	22996	22996	22996	0	20346

- grants for purchasing computers	65.10.06.12.09	0	12556	12550	12550	12550	0	12550
Micro production costs	65.10.06.13	5611148	30611148	3810799	3810799	3169006	641793	2011895
Hostel and cafeteria expenses	65.10.06.14	8629070	9379070	9345727	9345727	8382217	963510	6065055
from which: administrative		2129070	2129070	2096657	2096657	1582007	514650	1600747
food supplies		650000	7250000	7249070	7249070	6800210	448860	4464308
International exchenge programs		4714030	4714030	4713722	4713722	4709297	4425	4697383
TOTAL EXPENSES		239601412	345834545	253109847	253109847	210721665	42388182	164765248



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#### Annex II.8. Infrastructure. Rooms and Buildings Situation

University of lasi
loan Cuza"
of "Alexandru lo
The buildings

Entry no.	Building (construction and/or terrain)	Location	Usable surface/ Field surface (m <sup>2</sup> )	Year of commissioning	Purpose	Condition
٢	Building A- The University Palace from Copou	laşi, Carol I Blvd., no. 11	16882	1896	Didactic and research	Partially consolidated
2	Building B	laşi, Carol I Blvd., no.22	17865	1953-1963	Didactic and research	Good
3	Building C	laşi, General Berthelot, no. 16	4890	1975	Didactic and research	Good
4	Building D	laşi, Toma Cozma str., no. 3	3208	1914	Didactic and research	Good
5	Building E - Iustin Georgescu	laşi, Păcurari str., no. 9	1187	1920	ı	Scheduled for consolidation
9	Building G – Classrooms for foreign students	laşi, Carol I Blvd., no. 24	628	1924	Didactic and research	Good
7	Building H - Lascar Catargi	laşi, Carol I Blvd., no. 24	1210	1910	Didactic and research	Good
8	Building I – European Studies Centre	laşi, Carol I Blvd., no. 19	510	1914	Didactic and research	Very good
6	Building J – The University's Administration	laşi, B-dul Carol I, nr. 18	1210	1910	Administrativ e	Good
10	Youth Hostel no. 1	lași, Stoicescu str., no. 1	2420	1961	Social services for students	Very good
11	Youth Hostel no. 2	laşi, Stoicescu str., no. 1	2073	1961	Social services for students	Very good
12	Youth Hostel no. 3	laşi, Stoicescu str., no. 1	2073	1961	Social services for students	Very good
13	Youth Hostel no. 4	laşi, Stoicescu str., no. 1	2073	1962	Social services for students	Good
4	Youth Hostel no. 5	laşi, Carol I Blvd., no. 17	2533	1963	Social services for students	In consolidation mode
15	Youth Hostel no. 6	laşi, Carol I Blvd., no. 17	2517	1963	Social services for students	Good

Entry no.	Building (construction and/or terrain)	Location	Usable surface/ Field surface (m²)	Year of commissioning	Purpose	Condition
16	Youth Hostel no. 7	laşi, Carol I Blvd., no. 17	2517	1963	Social services for students	Good
17	Youth Hostel no. 8	laşi, Carol I Blvd., no. 17	2517	1963	Social services for students	Good
18	Youth Hostel no. 10	laşi, Codrescu complex, no. 12	2070	1967	Social services for students	Good
19	Youth Hostel no. 11	laşi, Gh. Asachi str., no. 7	1792	1975	Social services for students	Good
20	Youth Hostel no. 12	laşi, Codrescu complex, no. 13	2517	1966	Social services for students	Good
21	Youth Hostel no. 13	laşi, Gh. Asachi str., no. 17	2070	1967	Social services for students	Good
22	Youth Hostel no. 17 - Gaudeamus International Studies Center	laşi, Codrescu complex, no. 1	10205	2004	Social services for students	Very good
23	Youth Hostel no. 19 – Akademos	laşi, Păcurari str., no. 9	10004	2008	Social services for students	Very good
24	Youth Hostel G4	laşi, N. lorga Blvd., no. 32A	3150	1973	Social services for the University personnel and students	Good
25	Titu Maiorescu Cafeteria	laşi, Carol I Blvd., no. 11	3220	1963	Social services for students	Very good
26	"Mihai Eminescu" Central University Library	laşi, Păcurari str., no. 4	10842	1935	Didactic and research	Very good
27	The Faculty of Letters Library	laşi, Gh. Asachi str., no. 12	1025	1967	Didactic and research	Good
28	"Alexandru loan Cuza" University Museum	laşi, Titu Maiorescu str., no. 12	481	2009	Museum, research	Very good

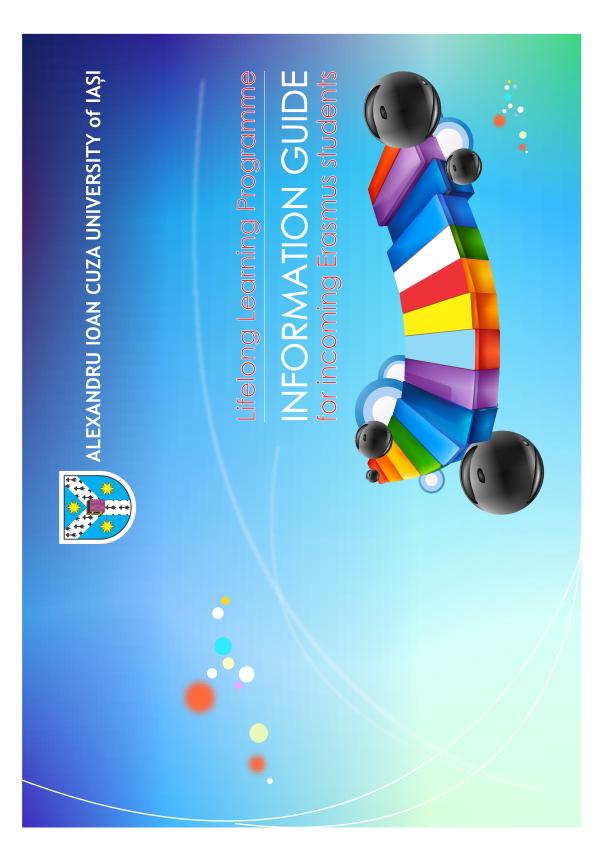
Entry no.	Building (construction and/or terrain)	Location	Usable surface/ Field surface (m <sup>2</sup> )	Year of commissioning	Purpose	Condition
29	Natural History Museum Building A	laşi, Independenţei Blvd., no. 16	986	1964	Museum, research	Bad
30	Natural History Museum Building B	laşi, Independenţei Blvd., no. 3	183	1982	Museum, research	Very good
31	The University's Publishing House	laşi, Pinului str., no. 2	410	1958	Services	Good
32	Olga Bancic building - classrooms and storage room Olga Bancic	laşi, Carol I Blvd., no. 24	818	1930	Didactic, administrativ e	Bad
33	"Miclescu" House	laşi, Pinului str., no. 2	339	1916	Didactic, administrativ e	Very good
34	"Junior" Primary School	laşi, Păcurari str., no. 9	389	1920	Services, didactic	Good
35	"Junior" Kindergarten	laşi, Carol I Blvd., no. 11	105	1959	Services, didactic	Good
36	"Balmuş" Guest House	laşi, Ghica Vodă Alley, no. 40	201	1930	Services	Very good
37	House of Universitarians	laşi, Carol I Blvd., no. 9	523	1999	Services	Good
38	Observatory	laşi, Aleea M. Sadoveanu ,nr. 5	652	1913	Research	Bad
39	Storage room 1	laşi, M. Sadoveanu Alley, no. 5	430	1938	Administrativ e	Bad
40	Storage room 2	laşi, M. Sadoveanu Alley, no. 5	305	1950	Administrativ e	Bad
41	Water tower	laşi, Carol I Blvd., no. 11	80	1896	Didactic and research	Very good
42	"Palm tree"	laşi, Carol I Blvd., no. 17	44	1936	Administrativ e	Very good
43	Workshop	laşi, Carol I Blvd., no. 11	344	2009	Administrativ e	Very good
44	Building, Poligon Str., No. 11A	laşi, Poligon, no. 11A	235	2009	Administrativ e	Bad
45	Building Lascăr Catargi str.	laşi, Lascar Catargi str., no. 54	542	2009	Administrativ e	Good
46	Tennis court	laşi,Toma Cozma str., no. 3	St=580	2004	Didactic and research	Good
47	Football and athletic field	laşi,Toma Cozma str., no. 3	St=2620	2004	Didactic and research	Good

Entry no.	Building (construction and/or terrain)	Location	Usable surface/ Field surface (m <sup>2</sup> )	Year of commissioning	Purpose	Condition	
48	Handball and street-ball court	laşi,Toma Cozma str., no. 3	St=1905	2004	Didactic and research	Good	
49	Beach-volley field	laşi,Toma Cozma str., no. 3	St=360	2004	Didactic and research	Good	
50	Gym S3	laşi,Toma Cozma str., no. 2	21=417	1938	Didactic and research	Bad	
51	Gym S1	laşi,Toma Cozma str., no. 3	St=80.64	1914	Didactic and research	Good	
52	Gym S2	laşi,Toma Cozma str., no. 3	St=96.00	1914	Didactic and research	Good	
53	Bodybuilding gym	laşi,Toma Cozma str., no. 3	St=90.88	1914	Didactic and research	Good	
54	Fitness gym	laşi,Toma Cozma str., no. 3	St=74.75	1914	Didactic and research	Good	
55	"Anastasie Fătu" Botanical Garden(including greenhouses)	laşi, Dumbrava Roşie Alley, no. 5-7	St=879560	1965	Research, didactic, services	Good	
56	The Research Station for Aquaculture and Aquatic Ecology	laşi, laşi highway – Ciurea, Km 5	St=106248	2002	Didactic and research	Good	
57	"Prof. Dr. Ioan Borcea" Marine biology station – Agigea	Agigea, Nicolae Titulescu str., no.163, Constanța county	St=151539	2000	Didactic and research	Good	
58	"Ion Gugiuman" Research and student Internship station in Rarău	Rarău, Suceava county	418	2002	Didactic and research	Very good	
59	"Simion Mehedinți" Research and student Internship in Tulnici	Tulnici, Vrancea county	174	2005	Didactic and research	Very good	
60	Geographical research and environmental quality monitoring center - Madîrjac	Madîrjac, laşi county	421	2004	Didactic and research	Very good	
61	"Petre Jitariu" Biological Station Neamt - Aquaculture and Aquatic Ecology from Potoci	Potoci, Neamţ county	St=30358	2011	Didactic and research	Bad	
62	Residential land Stefanesti	Stefanesti, Botosani county	St=21566	2009	1	Good	
63	Aquaculture and Aquatic Ecology Laboratory	Piatra Neamt, Migdalilor Alley, no. 2, Neamt county	365	2002	Research	Bad	
64	Doctoral School	laşi, Lăpuşneanu str., no. 14	3607	2008	Research	Very good/rented	



www.uaic.ro

#### **Annex IV.4. Brochure Erasmus Incoming**



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# PART 1: ALEXANDRU IOAN CUZA UNIVERSITY OF IAŞI

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On behalf of the academic community of our university linvite you to join me on a short and dense intellectual itinerary. By the end of this "journey" you will discover a part of our country's culture, which reverberates both traditions and present European achievements, and focuses on the genesis and evolution of the easternmost modern Humboldtian academic institution. Founded in a time of scientific effervescence and emulation of great European ideas, Alexandru Ioan Cuza University of laşi has been a bridge between the secular values of the civilized Western society and the spiritual beliefs shared by the local people. Our university has gradually turned into a forum of free ideas, a unity of education in the spirit of that

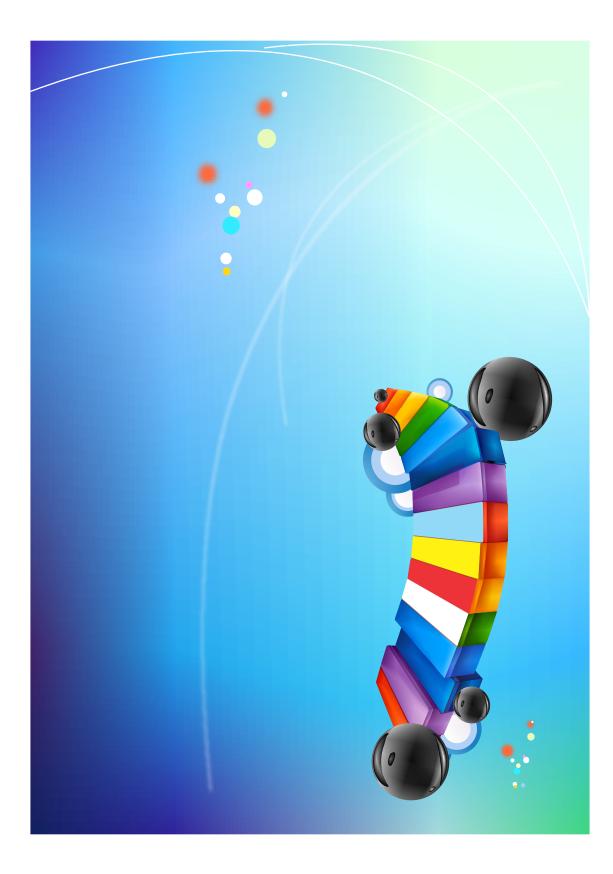
which is true, good and beautiful, as well as an emblematical landmark of this region. Free from the constraints ormative vocation of characters, with determination in the creative transmission of quality knowledge and of the totalitarian system, in the past two decades, our academic community has been rebuilding the espect for the world's miraculous diversity.

opportunities for the intellectual and professional development of its students, to assist quality research and to diversity of academic programmes which are aimed to open the way towards their personal fulfillment and social recognition. In a world characterized by rapid and profound changes, where knowledge is the most Today, with its fifteen faculties, Alexandru Ioan Cuza University offers to all inquisitive young minds a large valuable asset, Alexandru loan Cuza University aims to strengthen the flexibility of learning, to create contribute to the society's cultural and economic growth.

Education Area. Prepared to confidently assume the unforeseen paths of the future, Alexandru Ioan Cuza Consistent with its creed "Fides et Ratio", the University is grateful to you all, who share its joys, and warmly Due to its performances, our university has signed partnerships with more than 300 prestigious academic institutions throughout the world and has actively promoted the development of the European Higher University of lasi openly awaits both diligent students and professors from all over the world. ecommends those in expectance to assay its challenges.









ravelling abroad is a relevant part of education; more so if the visit is academic. The Erasmus Programme provides excellent educational opportunities for all students.

teaching staff in 1998. Over these 13 years, more than 4,000 outgoing students and almost 800 incoming students turned Erasmus at Alexandru Ioan Cuza University into an ongoing success story. All the meetings we have with the outgoing students just before their leave and then with the incoming students of that year are rewarding through the refreshing Our university sent and received the first Erasmus (Socrates, by that time) students and discussions with very good, highly motivated students.

wo semesters. Each of them visits one of our 300 partner institutions. Some of them are enrolled in joint degrees with our partner universities. All outgoing students return not only more advanced in their studies, but also more Many of our best students become Erasmus students and consequently leave us for one or confident in themselves. Furthermore, they increase, year after year, the trust and willingness to cooperate between our university and our partners.

Alexandru loan Cuza University is their home away from home. The fact that so many incoming students came eached its goals. Upon their return, they are the most credible ambassadors of our university, of the city of lasi. Our university expands the scope of its Erasmus-like exchanges by coordinating an Erasmus Mundus project or one semester and then asked for a second semester here is their touching way of saying that our work he Erasmus team and the other student services do their best to make our incoming students feel that which joins together 17 universities from the EU and three neighbour countries.

Alexandru Ioan Cuza University is ranked 67 in Europe by the number of outgoing Erasmus students. Such a standing is the result of a university-wide work - teaching staff and administrative staff supporting mobile students before, during and after their visit abroad.

Whether we say it at the beginning of your Erasmus visits (that is, you are incoming students) or after its completion – welcome to Alexandru loan Cuza University.





# DEPARTMENT OF INTERNATIONAL RELATIONS



Livia DIMITRIU – Head of the Department

 Inter-university collaboration agreements with the E: livia.vranescu@uaic.ro T: (+40 232) 201022

anglophone world • European and pan-European programmes (Erasmus

 Foreign students and lecturers Mundus, etc.)

 International summer courses of Romanian language, Utrecht Network and Coimbra Group culture and civilisation



200

#### Ionela Lăcrămioara CIOBANAȘU T: (+ 40 232) 201112 E: ionelac@uaic.ro

 Scholarships abroad (AUF, "Eugen lonescu", CNBSS, Francophone world and exchanges within AUF and Inter-university collaboration agreements with the **RUFAC Network** 

Mellon Fellowships, etc.)



#### Mădălina Elena CRICLEVIŢ E: madalina.criclevit@uaic.ro T: (+40 232) 201112

 Inter-university collaboration agreements with the Hispanic and Asian world

 University information bulletin (chapter of International Relations)

Student counseling on mobility issues (including mobility of Romanian and foreign students within the Utrecht Network - AEN and MAUI)



loana Carmen PĂSTINARU E: ioana.pastinaru@uaic.ro T: (+ 40 232) 201021

 LLP ERASMUS Programme (incoming and outgoing staff mobility; outgoing student placements)



 LLP ERASMUS Programme (outgoing student study mobility; EILC courses; bilateral agreements) **Joana Andreea PRISTAVU** E: ioana.pristavu@uaic.ro T: (+40 232) 201111



 LLP ERASMUS Programme (outgoing student study mobility; incoming students) Dana Maria DAIA E: dana.daia@uaic.ro T: (+40 232) 201113

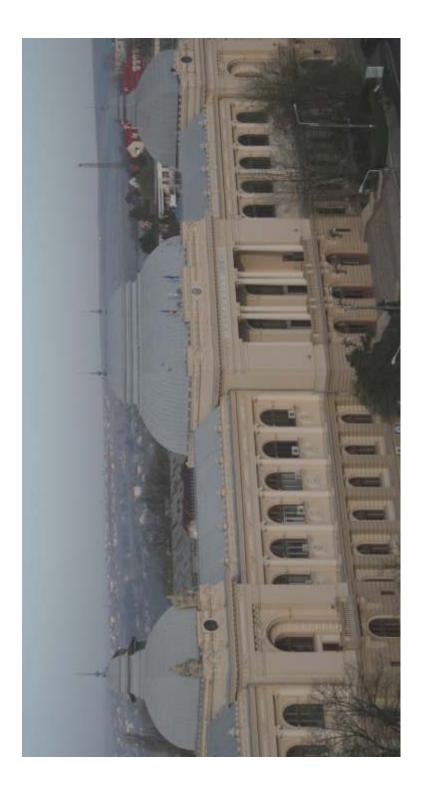


 Financial administration of LLP ERASMUS outgoing E: oana.tonea@uaic.ro T: (+40 232) 201111 **Oana TONEA** mobility

programs / reports with European funds managed at the level of the DIR (Erasmus, Leonardo, Grundtvig, transversal programs, Jean Monnet, Erasmus Mundus) Verification of financial documents of all the



# Alexandru ioan cuza University of iaşı



Our aim: Make the name of Alexandru Ioan Cuza University as strong and evocative in time as a historic and geographic landmark.

0

# **HISTORICAL REFERENCES**

640: Foundation of the Academic College in laşi

714: Foundation of the Prince's Academy of lasi

1766: Reorganisation of the Academy of Learning and Sciences

1835: Foundation of "Academia Mihăileană" 1840 (73: Octobor): Incuincitori of the University of

860 (26 October): Inauguration of the University of lasi Faculty of Law

Faculty of Philosophy Faculty of Theology

1864: New law of education passed, university reorganised Faculty of Law

Faculty of Letters and Philosophy

Faculty of Physical, Mathematical and Natural Sciences 879: Faculty of Medicine

1897: Inauguration of the New University Palace (present location) 1918 (1 December): The Great Union of Romania

1933: Faculty of Agricultural Sciences

1937: The Faculty of Sciences becomes the Gheorghe Asachi Polytechnic Institute of laşi (nowadays, the Technical University of laşi)
1948, 1968, 1978: Communist Reforms of Education (disciplines censored or eliminated, extreme rigidity, restricted academic freedom)
1968-1969: The University was structured in eight faculties: Faculty of Mathematics – Mechanics; Faculty of Physics Faculty of Chemistry; Faculty of Biology-Geography





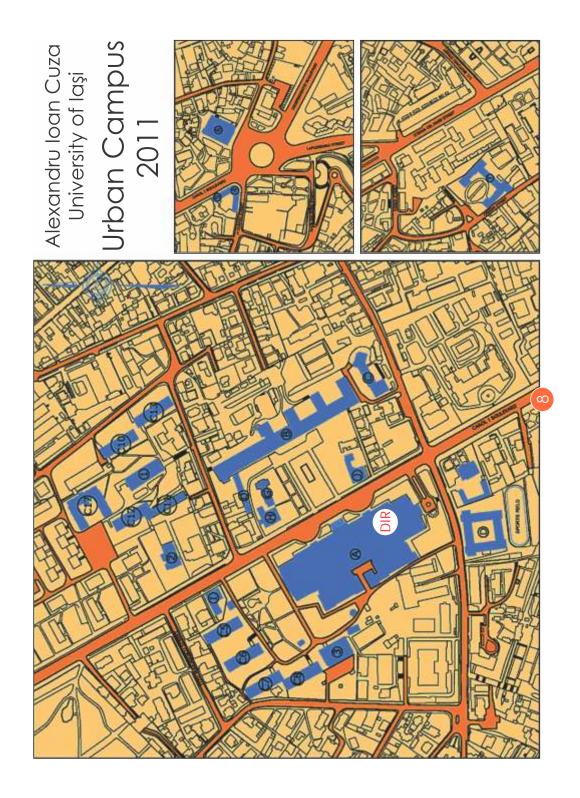
UDENIS	<b>1971</b> : 14.000 <b>1984</b> : 5.500 <b>1989</b> : 4.500	
NUMBER OF SIUDENIS	1970 – 1971: 1983 – 1984: 1988 – 1989:	

2008-2009: 2009-2010:

Faculty of History–Philosophy; Faculty of Economics

Faculty of Law; Faculty of Philology

2010-2011:



# KEY TO ALEXANDRU IOAN CUZA UNIVERSITY • URBAN CAMPUS 2011

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Building J Building B 5 C11 4 Buildina A	an Building C anBuilding O Building B Building J	C17 Building B Building I Buildings A, H Building A	Building A 1 Building A Building T Building A Building D	Building A Building D C5, C6, C7, C8, C10, C11, C12, C1 Building A Building G
Administration Building	Computer Science, Faculty of	International Exchanges	Letters, Faculty of Letters. Building A Library of the Faculty of Letters. Building A Mathematics, Faculty of Library of Sulding A Medical Services for Students. Building T Orthodox Theology, Faculty of Building T Philosophy and Social-Political Sciences, Faculty of Building A Physical Education and Sports, Faculty of Building D	Physics, Faculty of

Students' Canteen ......3 Students' Culture House......6



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# INTERNATIONAL RELATIONS

In accordance with its mission and strategic objectives, with its widely-recognised academic status of excellence in education and scientific research, Alexandru Ioan Cuza University is firmly committed to its policy of internationalisation. By using a wide range of different approaches, the University is actively involved in:

 Disseminating the Roy accurate of an an ulture
 Disseminating the Romanian language and culture
 at an international level (the Romanian Language and Civilisation Summer School, Open Distance Learning courses, the Department of Romanian Language for Foreign Students);

 Increasing the awareness of the unity and diversity of world languages and cultures (the Centre for European Studies; permanent French, German, Italian, Spanish, Polish, Greek, American and Chinese lectureships offered by teachers from these countries; compulsory courses on EU languages and culture in all our academic curricula);

 Fortifying the EU membership of Romania (education of translators, courses on European legislation).
 Alexandru Ioan Cuza University develops excellent relationships of academic cooperation in Europe, but also outside Europe with universities in the United States of America, China, Japan, Australia, South Korea, Singapore and South America.





Alexandru Ioan Cuza University attaches the greatest importance to developing multiple partnerships, being a

importance to developing multiple partnerships, being a member of the Coimbra Goup, the Utrecht Network, the Balkan Universities Network, the founding member of the Francophone Universities Network Alexandru Ioan Cuza (RUFAC) and affiliated, among others, to the European Universities Association (EUA), the International Association of the Universities (IAU), L'Agence Universitaire de la Francophonie (AUF).

Mutual gradients (which is a cademic strength specific to multiple partnerships, exchange intensification for students, teaching staff and also ideas continue to make out of Alexandru Ioan Cuza University an appreciated academic partner and a favourite destination in higher education.



# LIFELONG LEARNING PROGRAMME / ERASMUS MUNDUS ACTION 2

students (over 800), over 850 outgoing partners which meet the requirements and full academic recognition based education institutions, Alexandru loan of compatible academic excellence EU, Switzerland, Norway, Iceland and Erasmus programme actually started Process in Romania, the introduction curriculum development projects, 37 University signs agreements only with Turkey; some IPs, thematic networks, steadily increasing flow of incoming ncoming TS, over 250 partners from oeneficiaries. Alexandru Ioan Cuza Supplement. Alexandru loan Cuza University has had more than 4000 eonardo projects with some 200 **Jniversity pioneered the Bologna** egulations for ECTS and Diploma Cuza University anticipated by 10 years Romania's accession to the outgoing students, a weaker but European Union, when Socratesin the University. Ever since, our IS and about the same flow of Like other Romanian higher and set of procedures and on ECTS

Alexandru Ioan Cuza University of Iași is study and teaching mobilities in the EU the East), the first european project of this kind coordinated by a Romanian Mention must be made of the active Mobility with Neighbouring ReGion in Strand 1 project, coordinated by the involvement of Alexandru loan Cuza Bachelor, Master, PhD and post-doc, he Al-Idrisi Erasmus Mundus Action 2 also involved as partner institution in Moroccan and 3 Tunisian universities Mundus Project EMERGE (European from 17 universities will benefit from project, students and teching staff and east-european countries. The main beneficiaries are students in coordinator institution for Erasmus universities in Ukraine, Republic of Morocco, Tunisia) will establish an Programmes. Our university is the University of Granada, Spain. This University in the Erasmus Mundus Action 2 Strand 1 and Tempus IV university. For 3 years, within this active institution-based mobility as well as teaching staff from 9 network among 3 Algerian, 4 partnership for Lot 1 (Algeria, Moldova and Belarus.

on one side and 10 European partners on the other. The project will allow undergraduate, master and doctoral students, post-doctoral fellows and academic and administrative staff to gain valuable experience, knowledge and contacts abroad.



## Academic year 2011–20121

226 partner universities in EU countries, Norway, Switzerland, Iceland, Turkey

## Academic year 2010-2011

472 outgoing Erasmus students 97 incoming Erasmus students 75 outgoing Erasmus teaching staff 60 incoming Erasmus teaching staff

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### AND FIELDS OF STUDY

#### Faculty of Biology

- Website: http://www.bio.uaic.ro
  - Biology
- Ecology and Environmental Protection
  - Biochemistry

### Faculty of Chemistry

- Website: http://www.chem.uaic.ro
  - Chemistry

#### Faculty of Law

- Website: http://laws.uaic.ro
  - Law
- Legal Studies

# <sup>-</sup>aculty of Economics and Business Administration

- Website: http://www.feaa.uaic.ro
  - Economics
    - Business Administration
      - Finance
- Accounting
- Cybernetics, Statistics and Economic Computer Science
  - International Business and Economics
    - Management
- Marketing
   Administrative Sciences

# Faculty of Physical Education and Sports

- Website: http://www.sport.uaic.ro Physical Education and Sports
- Kinetic Therapy and Special Motricity

# Faculty of Philosophy and Social-Political Sciences

- Website: http://www.fssp.uaic.ro
  - Philosophy
    - Sociology
- Political Studies
- Social Work
- Communication and Public Relations
- International Relations and European Studies
  - Cultural Studies



Faculty of Psychology and Education Sciences Webste: http://www.psih.uaic.ro • Psychology • Education Sciences	Faculty of Orthodox Theology Website: http://www.teologie.uaic.ro • Orthodox Theology Faculty of Roman-Catholic Theology Website: http://www.ftrc.uaic.ro • Roman-Catholic Theology	<section-header><section-header></section-header></section-header>	
Faculty of Physics Website: http://www.phys.uaic.ro/ • Physics • Physics Engineering	Faculty of Geography and Geology Website: http://www.geo.uaic.ro 6 Geography Environmental Science 6 Geology 6 Geology Engineering Faculty of Computer Science		• Mainematics

#### LIBRARIES

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All students of Alexandru loan Cuza University can have access to the University libraries and to other libraries in lagi.

THE CENTRAL UNIVERSITY LIBRARY (Biblioteca Centrală Universitară "Mihai Eminescu")

Address: Str. Păcurari nr. 3 Website: www.bcu-iasi.ro Tel.: 0232 264 245 Access to the library services is possible based on the entrance permit (which is also valid for the library branches). Permits can be obtained from the Permits Office, the Central Library building, ground floor.

## NECESSARY DOCUMENTS

student card or certificate

\_ •

• a small-size phot





# CENTRAL UNIVERSITY LIBRARY BRANCHES

- Biology: Bd. Carol I nr. 20A, Building B, 1<sup>st</sup> floor, room B-459 Physics and Chemistry: Bd. Carol I nr. 11, Building A.
  - Physics and Chemistry: Bd. Carol Lin. 11, Building A, ground floor
     Concrete and Conformer Bd. Carol Line 200
    - Geography and Geology: Bd. Carol I nr. 20A, Building B, 3<sup>rd</sup> floor
- Computer Science: Str. General Berthelot nr. 16,
  - Building C, ground floor
- Mathematics: Bd. Carol I nr. 20A, Building B, ground floor
   "Al. Myller" Mathematical Seminary: Bd. Carol I nr. 11,
  - - Law: Bd. Carol I nr. 11, Building A, 2<sup>nd</sup> floor
- History: Bd. Carol I nr. 11, Building A, 2<sup>nd</sup> floor

- Letters: Str. Codrescu nr. 14 (Codrescu Campus)
- Economical Sciences: Str. General Berthelot nr. 16,
  - Building C, 3<sup>rd</sup> floor
- The on-line library of the Faculty of Economics and Business Administration: Bd. Carol I nr. 20A, Building B, 1<sup>st</sup> floor, com 401
- Philosophy: Str. Lăpuşneanu nr. 11 (near Casa de Cultură a Studenților)
- Pedagogy, Psychology and Physical Education and Sport: Str. Toma Cozma nr. 3, Building D, ground floor
  - Orthodox Theology: Str. Cloşca nr. 9, Building T, ground floor

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## OTHER LIBRARIES IN IAȘI

- ROMANIAN ACADEMY LIBRARY:
  - Bd. Carol I nr. 8
- CHEORGHE ASACHI PUBLIC LIBRARY:
  - Str. Palat nr. 4FRENCH CULTURAL CENTRE:
    - - Bd. Carol I nr. 26
        - BRITISH COUNCIL:
- Str. Păcurari nr. 4
- GERMAN CULTURAL CENTRE:

Str. Lascăr Catargi nr. 38



## INTERNET FACILITIES

In Gaudeamus Centre for International Exchanges, free-of-charge Internet connection can be provided in each room. Almost all faculties have computer rooms, where students can have free-ofcharge access to Internet. It is possible to use these computers only based on the student card, which proves that the student is registered at the respective faculty.

#### MEALS

Students can cook their own meals (Gaudeamus Centre offers facilities for cooking) or eat at the university student cafeteria (Titu Maiorescu Canteen).

This cafeteria is situated in the Titu Maiorescu Campus, near the main University building. Students can have breakfast, unch and dinner at about 15 EUR.

There are also other pizzerias and restaurants in the area (including Gaudeamus Restaurant), where prices are a little higher.



## MEDICAL SERVICES

STUDENTS' MEDICAL OFFICE NO. 7 Dr. Carmen CĂRARE, general practitioner, address: Titu Maiorescu Campus, Student Residence no. C 8, ground floor, tel. 0232–201–324.

At the Students' Medical Office no. 7 all students of our University can have freeof-charge medical assistance: medical examinations, prescriptions, treatments, etc. Students must show their student card/certificate, their ID/passport and, if necessary, their medical insurance.



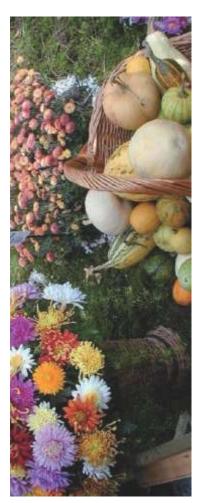
# anastasie fătu botanical garden

Garden is located in the north-west of students could do practical work and The Botanical Garden of lași belongs botanical garden in Romania where Anastasie Fătu in 1856. It was the first Copou Hill, and has a surface of 100 Cuza University. It was set up by the to the patrimony of Alexandru loan esearch. Since 1963 the Botanical he city, on the western side of the physician and natural scientist nectares.

occasion of the City of lasi Festival and of the Dies Academicus of Alexandru Flowers" Exhibition: chrysanthemums, olants, carnivore plants, and flower oan Cuza University, the Botanical ornamental plants, bonsai, useful Garden organises the "Autumn Every year in October, on the arrangements.

of Constanța). The Botanical Garden is of Alexandru Ioan Cuza University: one both also belonging to the patrimony one at the Black Sea (Agigea, District oy two "satellite" botanical gardens, ts scientific activities are developed Potoci-Bicaz, District of Neamt) and in the Carpathian Mountains (at open for visitors all year long.

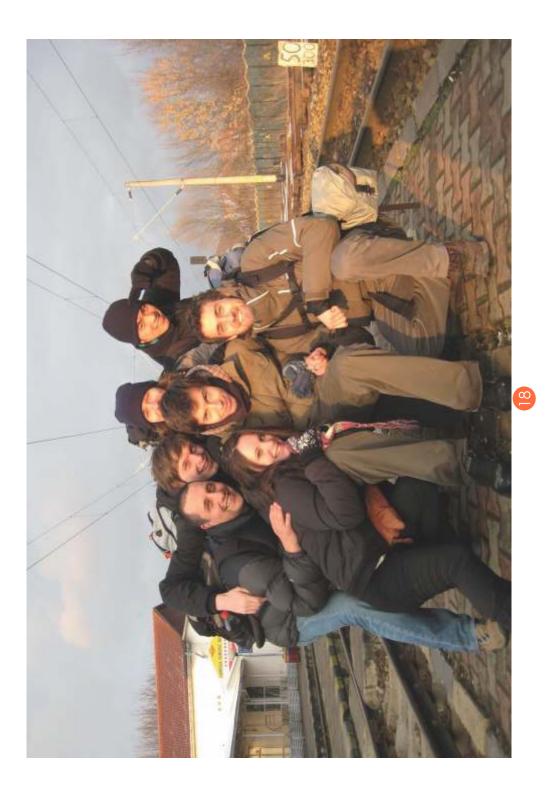




Str. Dumbrava Roșie nr. 7-9 www.botanica.uaic.ro ADDRESS:

(in winter) 08:00 a.m. – 04:00 p.m. I **OPENING HOURS:** 

08:00 a.m. – 08:00 p.m. (in summer)





### Part 2 Erasmus INFORMATION

USEFUL WORDS AND EXPRESSIONS	KESSIONS
ENGLISH	ROMANIAN
Yes	Da
No	NU
Good morning!	Bună dimineața!
Hello!	Salut!
Goodbye!	La revedere!
My name is	Numele meu este
Nice to meet you!	Încântat de cunoștință!
Please!	Vă rog!
Thank you!	Mulțumesc!
You're welcome!	Cu plăcere!
Excuse-me!	Mă scuzați!
l'm sorry!	Îmi pare rău!
Please, could you help me?	Vă rog, mă puteți ajuta?
Where is the university?	Unde este universitatea?
What time is it?	Cât e ceasul?
What day are we?	În ce zi suntem?
Monday	Luni
Tuesday	Marți
Wednesday	Miercuri
Thursday	Joi
Friday	Vineri
Saturday	Sâmbătă
Sunday	Duminică



## ABOUT ROMANIA...

Location: South-Eastern Europe Member of the European Union: since 2007 Capital: Bucharest Official Language: Romanian Currency: Romanian Leu (RON) Population: 21,904,551 Surface: 238,391 km<sup>2</sup> Calling code : 0040

## PRE-ARRIVAL ADVI

nelp you with any practical information concerning nome university should contact the Erasmus Officer University in order to inform her about your coming. Romanian language courses, and any question or you must discuss the details related to the courses Officer of Alexandru Ioan Cuza University, who will At least two months before you come to lasi, your Afterwards, it is with the Faculty Coordinator that oroblem you may have related to your Erasmus nternational Relations of Alexandru Ioan Cuza You must also get in contact with the Erasmus registration, accommodation, travel to lasi, you are going to choose and to your study (Mrs. Dana DAIA) from the Department of programme in general. mobility.

minute. It is very important that you get in touch with Alexandru Ioan Cuza University at least two months Do not leave your arrangements until the last before your arrival in lași.

THE DEADLINES FOR SENDING US THE REQUIRED DOCUMENTS ARE:

1 AUGUST for students coming in the

• 1 DECEMBER – for students coming in the second first semester or for the whole academic year semester

### <u>MAKE SURE THAT</u>

and the written request for the Romanian Language Course to the You got your Transcript of Records from your home faculty (you Relations Office of your home university, stating your name, your You got a letter from the coordinator or from the International <u>Application Form</u>, Learning Agreement, Accommodation Form You faxed or mailed the required application forms: Student will need it for registration at Alexandru Ioan Cuza University) Erasmus Office of Alexandru Ioan Cuza University. field of study, and your period of study in lasi

 You know what documents you will be requested when back to You told the Erasmus officer of Alexandru loan Cuza University he exact day and time of your arrival in lasi. vour home institution.



### romanian language courses

The Department of Romanian Language for Foreign Students of our Faculty of Letters organises, with European Commission funding, two EILC (Erasmus Intensive Language Courses) per academic year: in September 2011 and in January 2012. The Department of International Relations of your home University must undertake an official application procedure for your participation in the EILC course (see description on next two pages). Beside EILC courses, further Romanian language courses are organised for the foreign Erasmus students both in the 1st semester (October – December) and in the  $2^{nd}$  semester (March – May). You are registered for this course, only if you send a special application form. The course is free of charge and generally appreciated by guest students for its 6 credits and for the possibility it offers them to know each other and to quickly integrate among Romanian students. At the end of the course you are delivered a language certificate mentioning the number of credits awarded.



	7				_			
JUAGE COURSES (EILC)	ALEXANDRU IOAN CUZA UNIVERSITY	BD. CAROL I NR. 11, IAȘI 700506	ROMANIA	LEVEL I: BEGINNER	2	SEPTEMBER 2011	JANUARY 2012	
ERASMUS INTENSIVE LANGUAGE COURSES (EILC)	INSTITUTION NAME	ADDRESS	COUNTRY	LEVEL OF COURSES ORGANISED	NUMBER OF COURSES	DATES		53

## RECEPTION OF STUDENTS

The first meeting of the ELC students usually takes place in the Language Laboratory of Alexandru Ioan Cuza University (Building A, 3<sup>rd</sup> floor), at 09:00 a.m. on the first day of the course. ELC Erasmus students will meet the Erasmus coordinators and the professors with whom they will be working during the course.

### COURSE FACILITIES

### **TEACHING AIDS:**

Audio / Video Materials; Computer / Software; Handouts / Printed Texts; Transparencies

## LANGUAGE LABORATORY:

Times: 08:00 a.m. – 08:00 p.m. Address: building A, 3<sup>rd</sup> floor Cost: free-of-charge

### LIBRARY:

Times: 08:00 a.m. – 08:00 p.m. Opening days: Monday-Friday Address: Building A, 3<sup>rd</sup> floor, Language laboratory





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This course aims at acquainting students with general main morphological system of the Romanian language), syntax and phraseology (common structures, syntagmatic levels) vocabulary (focus on fundamental vocabulary). The most aspects of Romanian phonetics (standard pronunciation) participants' communicative and linguistic competence: analytical - descriptive, notional - situational, pragmatic efficient methods will be used in order to ensure the morphology (an operational perspective on the operational methods.

The general targets described here above will be effectively adapted to the specificity of every specialized vocabulary requested.

Total number of classes	h. 140
Hours in classroom	h. 80
Hours of practice conversation/Language laboratory h. 20	· h. 20
Other (please specify): Cultural activities	h. 40

oral / written examinations; homework

final test at the end of the course.

24

## CULTURAL COMPONENT

cultural activities and at different artistic manifestations ensures their direct contact with the everyday realities of Romanian culture and adds to its integration within civilization (historical, ethnographic, folkloric aspects) The course, through the above-described methods, <u>The participation of the foreign students in different</u> outlines the main values of Romanian culture and the European context.

Total hours of activities

h. 30

## EXTRA MURAL ACTIVITIES

### SITE VISITS

During the Erasmus Intensive Language Course (EILC), together with your tutors, you will visit the most important monuments of art in Iasi, as well as the most important religious sites. Iaşi is extremely rich in religious monuments of all ages, from the Middle Ages (the 'embroidered' Church of the Three Hierarchs) to the modern times (the Metropolitan Church). Trips will be organised to all sites of tourist attraction which you will be interested in. You will also visit the beautiful sites around the city (Ciric lake and forest; Bârnova, Bucium and Poieni Forests.





Trips will be organized to the famous chain of monasteries in Northern Moldavia. Most of these are painted monasteries dating back to the  $15^{\rm m}$  –  $16^{\rm m}$  centuries. To give just a few examples:

- the Monastery of Voroneț is unique in the world due to the mysterious origin of its deep-blue colour and to the painting of the "Last Judgement" on its western exterior wall;
- the Monastery of Putna has a powerful symbolical meaning for the Romanian people because it was built by the most famous Moldavian ruler, \$tefan cel Mare (Stephen the Great), whose grave is also at Putna;
  - Arepreting Greatly, whose grave is used at runita,
     The Monasteries of Sucevita, Moldovita, Dragomirna,
     Arbore, Bistrita, Agapia, Väratec and many others, all beautifully-painted unique monuments of art and ereligion.

### TRAVEL TO IAŞI

ake a taxi/bus/train from the airport to the North Railway Station (Gara de Nord) in Bucharest, from where all the trains to Your place of arrival in Romania will be, most likely, the Henri Coandă International Airport (OTP) near Bucharest. You can asi leave. There are several trains every day from Bucharest to lasi. The best choice, due to the comfort provided, would be the InterCity (IC) train. The trip takes about 6 hours by the InterCity (IC) and about 7 hours by the Rapid (R) or Accelerate (Acc) trains.

### TIPS

It is advisable to take a taxi that is registered by any taxi company and not a private one (even if it bears the label "taxi") from the airport to the railway station. It is always advisable to buy a 1<sup>st</sup> class train ticket. Train schedule can suffer small changes every year, so it is better to buy a ticket directly from the railway station instead of making a reservation before arrival.

If you decide to take the plane, you should know there are three airline companies that have flights to lasi: Tarom Air Transport (www.tarom.ro), Carpatair (www.carpatair.ro), and Austrian Airlines (www.austrianairlines.ro). Tarom Air Transport has five internal flights per day from lasi to Bucharest and about the same number from Bucharest to lasi.

Target Animes (www.usundlimites.ru). Iarom Air Transport has five internal flights per day from laşi to Bucharest and about the same number from Bucharest to laşi. The trip from Bucharest to laşi takes about one hour. Carpatair has one internal flight per day, from Monday to Saturday. Austrian Airlines has one flight per day from Vienna to laşi directiy.

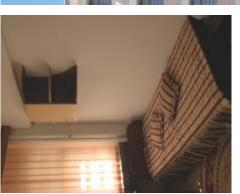
When you reach Bucharest (Henri Coandă International Airport) and you must change planes for laşi, you must pick up your luggage and do the check-in again. Also, it is advisable to buy your plane ticket from a tourist agency, where you can be advised about the lowest prices and the most convenient flights. A third possibility to reach laşi is the minibus (maxitaxi). There are several minibus stations near the North Railway Station (Gara de Nord) in Bucharest. There are at least 5 trips to laşi organised per day. The price of a ticket is approximately 20 EUR. The trip takes about 6 hours.  If you have a lot of luggage, the trip by minibus is less recommended, especially if there are many passengers.



## ACCOMODATION

litu Maiorescu Students' Canteen. Places are bathroom and a little balcony. Access to the -aundry can be done at request and free-of-Our University offers accommodation for the there is a kitchen fully equipped for cooking. Jniversity Building, the University Library, and Erasmus students in Gaudeamus Centre for Gaudeamus Centre is situated on campus, nternet is free-of-charge. On each floor available in double or triple rooms, fully within walking distance from the main Str. Codrescu nr. 17, Tel.: 0232 201 077, refrigerator. Each room has a private urnished, including a TV set and a Director: Mrs. Teodora TANASĂ) International Exchanges charge.

charge. The accommodation fee to be paid is 400 LEI (approx. 97 EUR) /month for a place in a double room. It is not possible to choose a single room. For accommodation periods shorter than one month the fee to be paid is 50 LEI (15 EUR) /night for a place in a double room or in a triple room. In order to arrange for your accommodation in this residence (actually a two-star hotel) you are kindly asked to fill in the reservation form for student accommodation, mentioning the date and hour of your rarival in laşi. On arrival you will be given the key to your room from the Reception Desk, which is open 24 hrs./day.







# ERASMUS ON WWW.UAIC.RO

http://www.uaic.ro/uaic/bin/view/ Cooperation/incomingstudents?language=en



# ERASMUS STUDENTS ASSOCIATIONS

Every year, students associations of our university are very energetic in organizing various socio-cultural activities for incoming students. We should mention two of them, whose activities are centered on a very efficient buddy system for Erasmus incoming students: IEI (*Inițiativa Erasmus lași*), founded in 2009 by former Romanian Erasmus students who have been very active in supporting and tutoring Erasmus incoming students ever since and ESN, a branch of the wellknown European association, Erasmus Student Network, which has its main office in Brussels.

### Facilities For special needs students

Alexandru loan Cuza University promotes student equality by providing certain facilities for students with special needs. International students with special needs are invited to contact the Department for International Relations well in advance so the necessary arrangements can be made upon arrival. IR Staff can also refer you to other student services which provide information on educational programmes for people with disabilities and ongoing illnesses.

### PRACTICAL SUPPORT

The University has been constantly improving the accessibility of its premises by installation of new elevators, barrier-free accesses in order to have well-equipped and flexible designed environment for special needs students. Almost all University buildings have elevators, being equipped with handrails and platforms.

### KINETOTHERAPY

The Faculty of Physical Education and Sports supports students with special needs registered at our University. Its specialists in Kinetotherapy and Special Motricity develop both programmes of recovery and social (re)integration (through therapeutic dance, collective sports adjusted to various disabilities, etc.).



## ERASMUS OFFICE

The Erasmus Office is part of the European Programmes Office, which functions within the Department of International Relations and is in charge of the management of the European educational programmes implemented in the University.

### CONTACT

ALEXANDRU IOAN CUZA UNIVERSITY Bd. Carol I nr. 11, Iaşi 700506, Romania Department of International Relations European Programmes Office Tel.: 0232 201 113, Fax: 0232 201 201, Email: erasmus@uaic.ro CONTACT PERSON FOR INCOMING STUDENTS: Dana DAIA, e-mail: dana.daia@uaic.ro

### **OPENING HOURS**

The Erasmus Office is open to students between 11:00 a.m. – 02:30 p.m., Monday – Thursday (12:30 p.m. – 01:00 p.m., Iunch break). Our office hours are 07:30 a.m. – 04:00 p.m., Monday – Friday. We are open throughout the summer vacation period.

## STRUCTURE OF THE ACADEMIC YEAR 2011- 2012

### SEMESTER

3 October 2011 - 23 December 2011: 12 weeks academic activity
24 December 2011 - 08 January 2012: 2 weeks
Christmas holiday
09 January 2012 - 22 January 2012: 2 weeks academic activity
23 January 2012 - 5 February 2012: 2 weeks:
evaluation
31 January 2012 - 13 February 2012: 2 weeks winter holiday

### <sup>1d</sup> SEMESTER

20 February 2012 - 3 June 2012: 14 weeks academic activity (including 1 week Easter holiday) 4 June 2012 - 17 June 2012: 2 weeks evaluation 18 June 2012 - 1 July 2012: 2 weeks practicum

2 July 2012 - 01 October 2012: summer holiday



# REGISTRATION AT THE FACULTY

registered temporarily, for one or two semesters, at the faculty At the beginning of the academic year (in October) or at the that has an Erasmus bilateral contract with your home faculty. beginning of the second semester (in February) you are The following documents are required:

your Transcript of Records from your home faculty;

your home faculty and university; by the ECTS coordinator of your your Learning Agreement signed by: the ECTS coordinators of host faculty, and by the ECTS institutional coordinator of Alexandru Ioan Cuza University;

- a copy of your ID;
  - two ID photos.



## AFTER REGISTRATION YOU RECEIVE

period. The student card may be required tickets and season tickets for buses/trams. orofessor will write down, under signature, a student ID card (carnet de student) n the University or in any other institution can have a 50%-discount of the price of the grade you obtained in his/her exam. By showing your student travel card you proved. You must use your student card a travel card (legitimție de transport) that is valid only for your Erasmus study during the exams session, when each that you can use when you buy train where student identity needs to be The faculty that registered you will these tickets.

mobility at Alexandru Ioan Cuza University rooms, Internet rooms. During your study access to libraries, laboratories, reading obligations as the other students of the conditions as the Romanian students: university, except the right to receive of lasi, you have the same rights and Romanian government scholarships. provide you with the same study

ကြွ

### ERASMUS DAY

they are invited to taste traditional Romanian dishes and 'Erasmus Day" is an event organised at the beginning of ts purpose is that of helping incoming Erasmus students Office within the Department of International Relations. get acquainted with their Romanian colleagues while available by the MEDIA Department of our university), - be they in UAIC either for a semester or for a whole During the opening ceremony of "Erasmus Day", the students during their stay in lasi. Afterwards, students each academic year by the European Programmes associations present the activities offered to foreign receive materials promoting UAIC (materials made incoming Erasmus students are welcomed by our academic year – integrate in the cultural and university representatives. Further on, student dancing on Moldavian folkloric music. academic environment of lași.





THE RESIDENCE PERMIT

Since January 2001 citizens of the Schengen countries no longer need a visa to enter Romania. However, if you stay longer than 90 days you need to get a residence permit from the Romanian police authorities. The following documents are required:

 an application form (official form that you take directly from the Authority for Foreigners, laşi, Str. Costăchescu nr. 6, Tel: 0232 302 322, Fax: 0232 302 321)

- valid national identity document/passport (original + one
  - copy);a certificate issued by our institution certifying your
- registration as Erasmus students and the period of study;
  - registration as trasmus students and the period of study,
     the proof of the means of support;
    - the proof of social health insurance;
- the proof of accomodation (provided by the Director of Gaudeamus Residence, for those staying there)
   fees (please ask directly at the Authority for Foreigners)

 fees (please ask directly at the Authority for Foreigners) This procedure must be undertaken within 90 days from the date you last entered Romania.



### **EXAMINATIONS**

Student evaluation is undertaken throughout the semester and also in the final examination, at the conclusion of a study discipline. Evaluation can take various forms: written or oral examinations, evaluation of the student's activity during the semester and evaluation of the individual or collective essays or projects.

# THE ROMANIAN GRADING SCALE

The Romanian grading scale runs from 1 to 10 and the marks have the following meanings: 1-4 fail, 5-6 sufficient, 7 satisfactory, 8 good, 9 very good, 10 excellent. RECOMMENDED ECTS GRADES: 1-4 = F / 5-6 = E / 7 = D / 8 = C / 9 = B / 10 = A The total number of credits for one semester is 30 (thirty).

## RECOGNITION PROCEDURES

For incoming Erasmus students from partner universities, Alexandru Ioan Cuza University assesses previous qualifications/degrees to decide whether a student is qualified for the courses he/she applied for. When dealing with students from partner institutions, Alexandru Ioan Cuza University usually recognizes one year of studies as equivalent to one year of studies at Alexandru Ioan Cuza University. Please note that some courses may require that students have taken certain courses in their previous studies, in order to gain admission.





# AT THE END OF YOUR STUDY MOBILITY

You will receive the following documents:

• a transcript of records from the Erasmus Office. The transcript of records is elaborated based on the certificate(s) received by the Erasmus Office from the faculty(ies)\* where you followed courses and passed exams. This (These) certificate(s) must be duly signed and stamped by the Dean, and must mention all the courses you attended, the name of the professors who gave the courses, the grades, and the number of credits obtained. The Erasmus Office will deliver to you the final transcript of records, in English or French, with the Rector's signature;





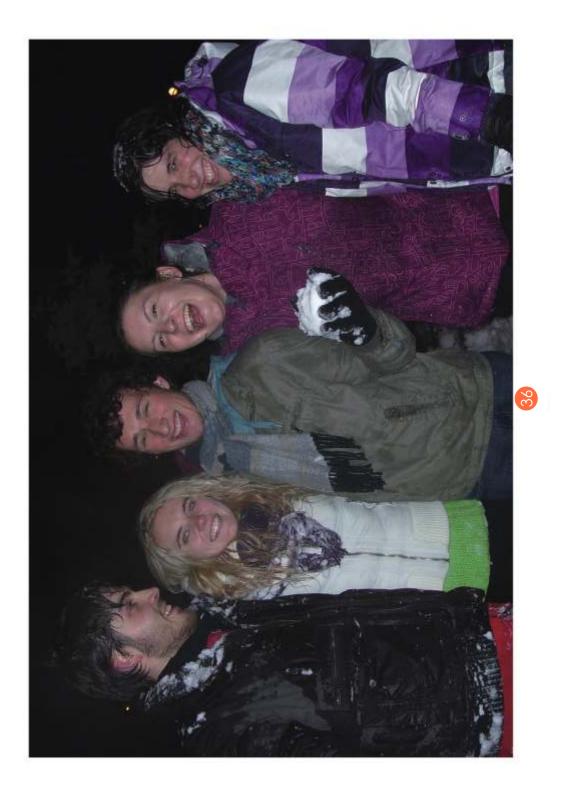
 in case that you carry out only a documentary work you will be delivered either a certificate signed by the Faculty Erasmus Coordinator, pointing out your academic results, or a recommendation from the professor who was your tutor;

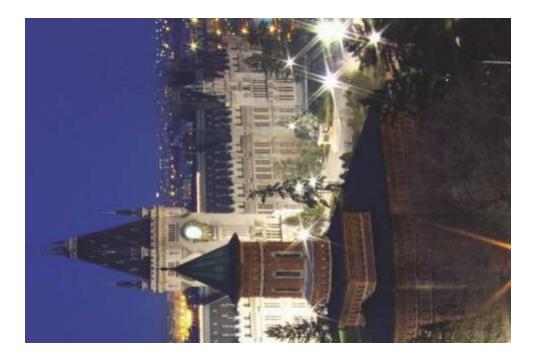
 all other documents you may need when back in your home institution (special forms and/or standardised certificates to be duly signed and stamped by our University).

\* You can choose courses from several faculties of the University. The Erasmus coordinators of each faculty are always ready to help you with the choice of your study programme.

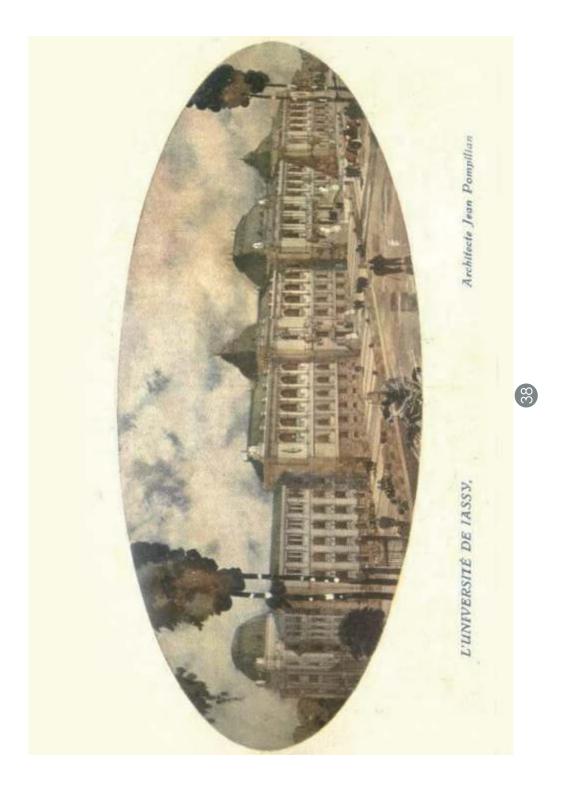
ERASN	erasmus commission	
FUNCTION	NAME	CONTACT INFORMATION Tel. (0040) / Email
Program Contractor Rector	Prof. Dr. Vasile IŞAN	0232 201 010 / rectorat@uaic.ro
Vice-Rector for International Relations Erasmus Institutional Coordinator	Prof. Dr. Henri LUCHIAN	0232 201 113 / erasmus@uaic.ro
FACUI	FACULTY COORDINATORS	
FACULTY	NAME	CONTACT INFORMATION Tel. (0040) / Email
Faculty of Biology	Prof. Dr. Mircea NICOARĂ	0232 201 525 / mirmag@uaic.ro
Faculty of Chemistry	Prof. Dr. Alexandra IORDAN	0232 201 341 / alexandra.iordan@uaic.ro
Faculty of Law	Assist. Carmen MOLDOVAN	0232 201 684 / carmen.moldovan@uaic.ro
Faculty of Economics and Business Administration	Lect. Dr. Bogdan ZUGRAVU	0232 201 627 / zugravu@uaic.ro
	Dorina MOISA Erasmus Administrative Officer	dorina.moisa@uaic.ro
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Faculty of Physical Education and Sports	Assist. Beatrice ABĂLAŞEI	0232 201 130 / beatrice.abalasei@uaic.ro
Faculty of Philosophy and Social-Political Sciences	Assoc. Prof. Dr. Tiberiu Conțiu ȘOITU	0232 201 372 / soitucontiu@yahoo.com
Faculty of Physics	Prof. Dr. Nicoleta DUMITRAŞCU	0232 201 187 / nicoleta.dumitrascu@uaic.ro
Faculty of Geography-Geology	Prof. Dr. Ionel MUNTELE	0232 201 482 / imuntele@yahoo.fr
Faculty of Computer Science	Lect. Dr. Vlad RĂDULESCU	0232 202 439 / wlad@infoiasi.ro
Faculty of History	Lect. Dr. Neculai BOLOHAN	0232 201 633 / n_bolohan@yahoo.com
Faculty of Letters	Lect. Dr. Dana BĂDULESCU	0232 201 253 / dnbadulescu@yahoo.co.uk
Faculty of Mathematics	Assoc. Prof. Dr. Marian MUNTEANU	0232 201 214 / munteanu@uaic.ro
Faculty of Psychology and Education Sciences	Assist. Dr. Adina KARNER-HUŢULEAC	0232 201 297 / adinakarner@yahoo.com
Faculty of Orthodox Theology	Rev. Lect. Dr. Dan SANDU	0232 202 414 / dansandu3@gmail.com
Faculty of Roman-Catholic Theology	Rev. Assoc. Prof. Dr. Emil DUMEA	0232 201 115 / edumea@uaic.ro
Centre for European Studies	Prof. dr. Gabriela PASCARIU	0232 201 318 / gcpas@uaic.ro
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### Part 3 INFORMATION ABOUT THE CITY



### THE CITY OF IAS

laşi has stood for centuries as the most important political, economic, social and cultural centre north-east of Romania. Owing to its location, laşi was the crossroads for the main trade routes coming from Poland. Hungary, Russia and Constantinople. The first written evidence of the economic importance of lasi and also of its very existence comes from a 1408 charter by which the Moldavian ruler Alexandru cel Bun (Alexander the Good) granted commercial privilege to the Polish merchants of Lvov. On the other hand, the same geographical location proved disadvantageous from a military point of view: the town and the whole region had to face innumerable attacks especially of the Tatars and Turks. A 15<sup>m</sup>-century Moldavian ruler, long-celebrated for his courage (he won over 40 battles) and for his religiousness (after each battle he had a monastery built) was §tefan cel Mare (Stephen the Great), a name you will find in many institution and street appellations.



over seven hills, determined the Italian Marco theatres, an opera, a philharmonic, dozens of oublishing houses, many radio and TV stations, Academy with several research institutes, two At the middle of the 16<sup>th</sup> century lasi became 1600. The famous 1848 Revolution, which was to spread all over the country, burst out here. founded, Academia Mihaileana, and the first witnessed, for the next three centuries, some and high schools, a branch of the Romanian The picturesque position of lasi, its spreading brimming with history and art. The impressive city of Romania', as it was named for the first all in a 500,000-inhabitant town) explain why historical provinces was sanctioned in lasi in number of interacting scientific and cultural cultural centres of main European countries, Romanian higher education institution was institutions (six universities, over sixty schools museums and art galleries, libraries, several aşi is considered to be 'the cultural capital ime at the inauguration of our University in though short, union of the three Romanian of the greatest historical events. The first, the capital of Moldova (Moldavia) and Stylish, cosy and richly rewarding, lași is aşi was also the place where the first Bandini (1644) to call it 'a new Rome' newspaper in Romanian was issued. 860.

## OTHER UNIVERSITIES OF IAŞI

George Enescu University of Arts (Erasmus code: RO IAS101) Website: www.arteiasi.ro Address: Str. Horia nr. 7-9, 700126 lași Tel. 0232 212 549; fax: 0232 212 551 Email: enescu@arteiasi.ro

### lon lonescu de la Brad University of Agricultural Sciences and Veterinary

Agricultural sciences and veren Medicine (Erasmus code: RO IAS103) Website: www.univagro-iasi.ro Address: Aleea Mihail Sadoveanu nr. 3, 700490 Iași Tel.: 0232 213 069 ; fax: 0232 407 388 Femail: rectorat@univagro-iasi.ro

## Grigore T. Popa University of

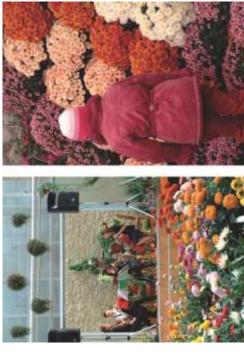
Medicine and Pharmacy (Erasmus code: RO IASI04) Website: www.umfiasi.ro Address: Str. Universității nr. 16, 700115 lași Tel.: 0232 211 818; fax: 0232 211 820 Email:rectorat@umfiasi.ro Gheorghe Asachi Technical University (Erasmus code: RO IASI05) Website: www.tuiasi.ro Address: Bd. D. Mangeron nr. 67, 700050 laşi Tel./fax: 0232 278 628 Email: international@tuiasi.ro

Petre Andrei University (private) Website: www.upa.ro Address: Str. Ghica Vodă nr. 13 Tel.: 0232 214 858 E-mail: office@upa.ro



## MAIN LOCAL EVENTS

- "Journées de la Francophonie": end of March
  - The National Book Fare: April
    - FESTUDIS: May
- "Cucuteni 5000" Ceramics Fair: June
- The Beer Festival: June
- The Romanian Folk Music Festival for Children 'Cătălina'': September
- The City of lasi Festival (St. Parascheva Days, the patron saint of lasi): October
- "Dies Academicus" of Alexandru Ioan Cuza University: 26 October (conferences, symposia, etc.)
   Christmas Fair: December





# -OCAL TRANSPORT SYSTEM

laşi has a good local transport system: trams, buses and minibuses. Tickets cost about 0.5 EUR for one trip. There is also a very good private transport system with minibuses (maxi-taxi) and the price for one ticket is the same.



## SPORTS FACILITIES

CLIMATE

### ENTERTAINMEN

laşi is considered to be the first and the oldest cultural capital of modern Romania, playing host to unique monuments of art (The Palace of Culture, The National Theatre, The Philharmonic, The Opera House, The Trei lerarhi Church). With its more than 200 monuments of architecture and art (both religious and laic), museums, memorial houses, theatres, art galleries, parks, a Botanical Garden, laşi is a museum in itself, ranking among the most attractive tourist sites of Romania. The usual museum visit hours are between 10:00 a.m – 05:00 p.m., Tuesdays to Sundays. Between September and July, there are 10 shows staged every week (except on Wednesdays) in the two halls of "Vasile Alecsandri" National Theatre; the programme is changed every two weeks. The same schedule applies for the "Moldova" Philharmonic Orchestra of lasi. In the three main cinemas of



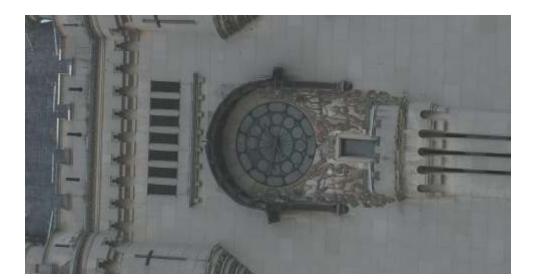
All the year long there are a lot of concerts of famous Romanian singers and bands in the main discos of laşi.

The main aiscos of rasi. There is a wide range of restaurants, cafés and pubs, and Internet cafés all over the

city. The Students' Culture House (Casa de Cultură a Studenților) organises conferences, shows, symposia, literary and musical evenings, theatre plays staged by students, meetings with artists and scientists. You also have the possibility to participate in the various programmes organised by the French and German Cultural Centers and by the British Council, which are all very close to the University main building.







museums: the History Museum of and of the Romanian kings (the famous room is the Princes' Hall, admire the portraits of the most Hohenzollern Dynasty), painted of the Palace corresponding to Museum, and the Science and Technology Museum. The most in "medallions". Also, a legend was created on the 365 rooms Union Song of 1859 (Hora Unirii) flanked by two Krupp cannons donated by King Carol I at the carillon clock, formed of eight Palace there is the equestrian the "Gheorghe Asachi" Public Culture houses four important Moldavia, the Ethnographic Museum of Moldavia, the Art important Moldavian princes the number of days in a year. 1883. The Palace also houses bells that play the Romanian inauguration of the statue in Palace of Culture there is a In the central tower of the statue of Ștefan cel Mare, 1<sup>st</sup> floor, where visitors can Nowadays the Palace of every hour. In front of the Library of laşi.

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Closed on Monday An architectural symbol of the city of laşi, the Palace of Culture was built between 1906 and 1925 on the ruins of the 15<sup>th</sup>century princely court. The very imposing and beautiful building of the Palace is considered to be the most successful Neo-Gothic architectural creation in Romania and, at the same time, one of the last masterpieces of the Romantic style in Europe.

## The Palace of Culture

riaria șterar cermare și stati î.i. Visiting hours: Daily 10:00 a.m. - 05:00 Closed <u>on</u> Monday



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Theatre)

Culture)

### Vasile Alecsandri National Theatre and Opera House

The National Theatre of laşi was built between 1894-1896 and was inaugurated on December 2°d, 1896. Its rich ornaments, typical of the Baroque style, make it one of the most appreciated architectural Baroque creation in Romania.

The beautiful show hall, with a capacity of 1,000 places, offers a sense of elegance, intimacy and enchantment, and has very good acoustics. During the First World War, the hall housed the Romanian Parliament sessions (1916-1918). It is also here that opera shows are staged.

In 1957 the theatre was renovated and, on the occasion of the celebration of 140 years from the first theatre show in the Romanian language staged in laşi, it was named after Vasile Alecsandri (19<sup>th</sup>-century playwright).

### CONTACT

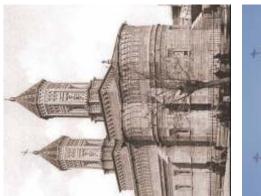
Address: Str. Agatha Bârsescu nr. 18 Tel.: 0232 254 499 (Theatre) 0232 211 144 (Opera)



### The Metropolitan Cathedral

## Bd. Ştefan cel Mare și Sfânt nr. 46

nave the cathedral rebuilt after the fall The Metropolitan Cathedral of lasi, the religious service and to touch the relics all over Romania to attend the special who, in 1881 (the year when Romania celebrations in north-eastern Romania asi doubles or even triples, due to the celebrated on 14 October every year October, the number of inhabitants in arge number of people coming from n 1888, after the fire at the Trei lerarhi should not be missed by any visitor to new cathedral. St. Parascheva is the <sup>-</sup>or one week around the date of 14 of the Saint. It is a unique event that The present shape of the building is oatron saint of the city of lasi and is due to King Carol I of Hohenzollern of its huge cupola. Both inside and Church, the precious relics of Saint <sup>2</sup>arascheva were brought into the This is one of the greatest religious secame a kingdom), decided to decorated in the Baroque style. argest in the country, was built outside, the building is richly oetween 1833-1839.





## Irei lerarhi Church

## Bd. Ştefan cel Mare și Sfânt nr. 62

This church owes its fame to the extraordinary stone embroidery that decorates its exterior walls. There are over 30 styles of decorative patterns and they are all unrepeatable. The occidental architectural styles (Gothic, Renaissance) combine with oriental ones (of Armenian, Georgian, Persian, Arab, and Ottoman inspiration), in a very daring conception, whose result is however a very harmonious creation. The church has the shape and the look of a casket for relics, specially conceived to house the relics of Saint Parascheva (1641).

The church was built between 1633-1642 and restored between 1884-1904. Inside there is also the tomb of Alexandru Ioan Cuza, the first prince of the 1859 Romanian Union.

## Other churches and monasteries

- Sf. Nicolae Domnesc Church (Str. Anastasie Panu (in front of the Palace of Culture)
  - Cetățuia Monastery (the Cetățuia Hill)
    - Golia Monastery (Str. Cuza Vodă
      - between the Philharmonic and the
        - Supermarket Hala Centrală)
- Galata Monastery, the Galata Hill



### 'he Students' Culture House Casa de Cultură a Studenților

The Students' Culture House is coordinated by the National Authority for Youth and by the Agency for Student Support. For 42 years, the Students' Culture House has organised various cultural and artistic activities for all the students of the city of laşi.



### Permanent circles organised in the Students' Culture House

- The "Moldavia" (literary circle ref. Emilian MARCU)
- "Richard Oschanitzky" (music studio ref. Romeo COZMA)
  - The "Ludic" (theatre ref. Aurel LUCA)
- "Doina Carpaților" (ensemble ref. Marinică BOTEA and Petre ŞUŞU)
- "Elegance" (sportive dancing club ref. Cornel TĂTARU)
  - "The Sky" (modern dance club ref. Adrian §TEFAN)
    - The "Unesco Quasar" Club (ref. George CEÅUŞU)
      - The Visual Arts circle (ref. Oana LAZĂR)
- "Quasar dance" (modern dance club ref. Mircea IGNAT)
  - "Stil" (fashion creation club ref. Luminita MUNTEANU)

### Contact Address: Str. Vasile Conta nr. 30 Tel.: 0232 410 615 Fax: 0232 212 632

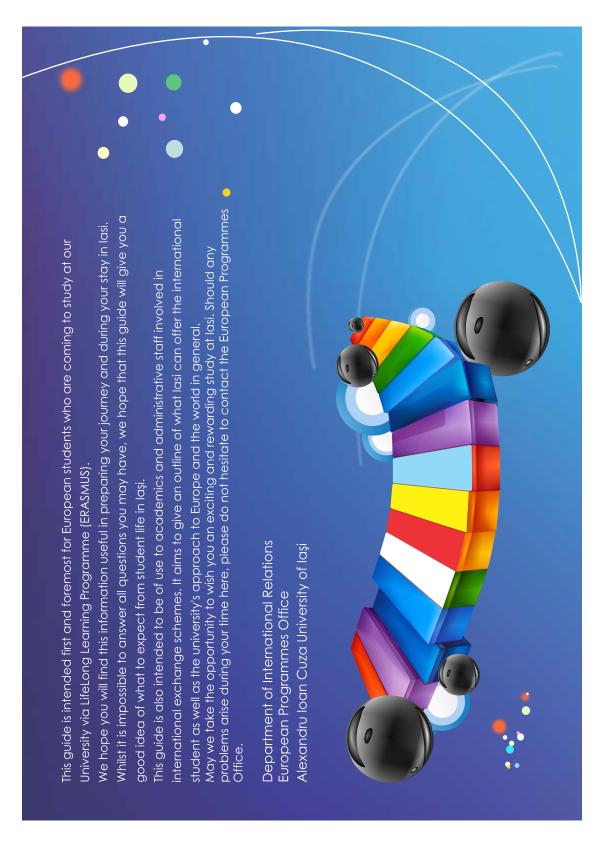
1e1.: U232 410 613 Fax: 0232 212 632 E-mail: casadecultura\_iasi@yahoo.com



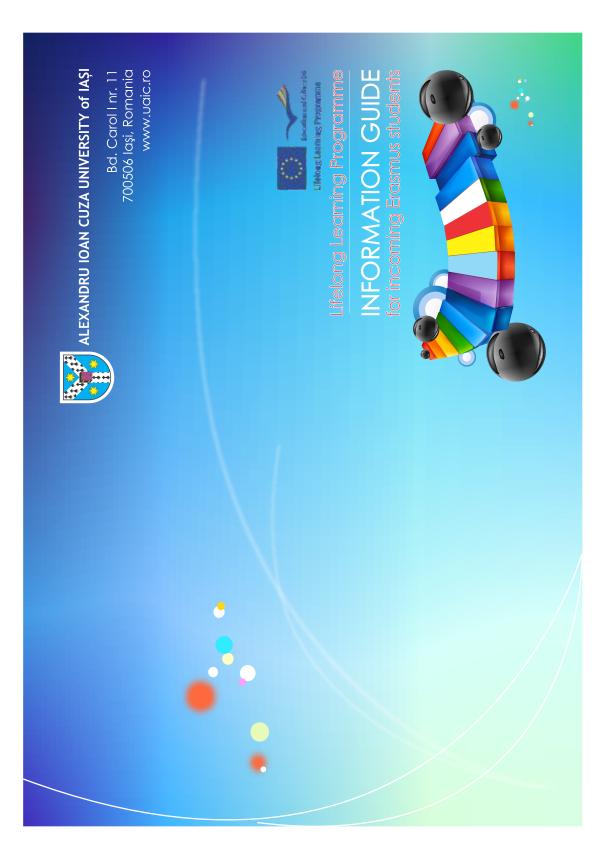


EMERGENCIES











www.uaic.ro

**Annex II.5.4. Research Centers** 

Tabel 9.a. NURC (NATIONAL UNIVERSITY RESEARCH COUNCIL) ACCREDITED RESEARCH **CENTERS OF EXCELLENCE &** 

### **RESEARCH CENTERS**

	NEDEA	EANCH CENTERS										
FACULTY	RESEARCH CENTERS	DIRECTOR OF THE RESEARCH CENTER	2001	2002 20	2003 2004	04 200	5 2006	2005 2006 2007 2008	2008	2009	2010 2011*	2011*
BIOLOGY	RESEARCH CENER FOR BIOCHEMISTRY AND GENETICS OF THE MICROBIAL AND VEGETAL CELLS	ARTENIE VLAD	×		x x	×						
BIOLOGY	RESEARCH CENTER FOR ECOSYSTEMS BIODIVERSITY MI UNDER THE PRESSURE THE ANTHROPIC IMPACT	7 MUSTATA GHEORGHE	×	×	x x	×						
BIOLOGY	RESEARCH CENTER FOR BIODIVERSITY, BIOLOGY AND USE OF ENTOMOFAGOUS INSECTS FOR THE BIOLOGICAL CONTROL MI	MUSTATA GHEORGHE				×	×	×	×	×		
CHEMISTRY	RESEARCH CENTER IN RADIOCHEMISTRY CF	CECAL ALEXANDRU	х	x	x x	х						
CHEMISTRY	RESEARCH CENTER IN CICLOIMMONIUM YLIDE CHEMISTRY THROUGH CONVENTIONAL AND NONCONVENTIONAL METHODS	PETROVANU MAGDA	×	×	x	×						
ECONOMICS AND BUSINESS ADMINISTRATION	RESEARCH AND TRAINING CENTER IN INFORMATION AN SYSTEMS FOR MANAGEMENT - CESINCON	ANDONE IOAN		×	x x	×	×					
ECONOMICS AND BUSINESS ADMINISTRATION	FIIRESEARCH CENTER IN FINANCE	FILIP GHEORGHE		x	x x	x	x					
ECONOMICS AND BUSINESS ADMINISTRATION	RESEARCH CENTER IN STATISTICS JA	JABA ELISABETA				х	x	x	х	х		
ECONOMICS AND BUSINESS ADMINISTRATION	ZA RESEARCH CENTER IN MANAGEMENT - CEMEX	ZAIT DUMITRU		×	x x	x	×					
PHYSICS	CARPATH CENTER FOR APPLIED RESEARCH IN       PA         PHYSICS AND ADVANCED TECHNOLOGIES       ST         RESEARCH CENTER OF EXCELLENCE (2006)       ST	PAPUSOI CONSTANTIN (2001-2005) STANCU ALEXANDRU (2006-2010)	х	×	x x	x	×	x	х	x	x	
PHYSICS	RESEARCH CENTER ON PHYSICS OF CONDENSED RI MATTER	RUSU GHEORGHE		x	x x	х	х					
GEOGRAPHY AND GEOLOGY	CENTER FOR PHYSICO-GEOGRAPHICAL AND SOIL LL SCIENCE RESEARCH FOR SUSTAINABLE DEVELOPMENT OF NATURAL RESOURCES CCFGPED (2005)	LUPASCU GHEORGHE RUSU CONSTANTIN	x	×	x x	×						
GEOGRAPHY AND GEOLOGY	RESEARCH CENTER IN GEOCHEMISTRY AND DETERMINATIVE GEOTHERMOMETRY MI	MURARIU TITUS		~	x x	х	х	х				

GEOGRAPHY AND	RESEARCH CENTER FOR HUMAN GEOGRAPHY AND	UNGUREANU ALEXANDRU									-
GEOLOGY	TERRITORIAL PLANNING RESEARCH CENTER OF EXCELLENCE (2005)		×	×	x	×	×	×	×	x	
COMPUTER SCIENCE	E	JUCAN TOADER		x x	×	х	х				
HISTORY	GHEORGHE I. BRATIANU HISTORY CENTER	CIUPERCA IOAN	x	x x	х	х					
HISTORY	INTERDISCIPLINARY CENTER FOR ARCHAEOLOGICAL STUDIES	URSULESCU NICOLAE	×	x x	×	x					
LETTERS	ENTDAY LINGUISTIC DYNAMICS	BLUMENFELD ODETTE					x	x	×	×	x
LETTERS	"MIHAI EMINESCU" CENTER FOR INTERDISCIPLINARY RESEARCH IN COMPARATIVE LITERATURE AND CULTURAL ANTHROPOLOGY	CONSTANTINESCU IOAN	×	x	×	x					
LETTERS	CENTER FOR INTERDISCIPLINARY RESEARCH IN COMPARATIVE LITERATURE AND CULTURAL ANTHROPOLOGY	CONSTANTINESCU VIORICA CERNĂUȚI-GORODEȚCHI MIHAELA				x	×	×	×	×	
LETTERS	CENTER FOR RESEARCH OF LITERARY THEORY AND HISTORY	LEONTE LIVIU	x	x x	x	х					
MATHEMATICS	RESEARCH CENTER OF EXCELLENCE - MATHEMATICAL ANALYSIS AND APPLICATIONS	PRECUPANU TEODOR (2001-2005) BARBU VIOREL (2006-2010)	x	x x	х	х	х	х	x	x	х
MATHEMATICS	SAGTA - RESEARCH CENTER IN ALGEBRAIC, GEOMETRIC AND TOPOLOGICAL STRUCTURES AND APPLICATIONS	MIRON RADU	×	x x	×	x					
PSYCHOLOGY AND EDUCATION SCIENCES	CPFA CENTER FOR FUNDAMENTAL AND APPLIED PEDAGOGICAL RESEARCH IN MULTI-REFERENTIAL PERFORMANCE FROM EDUCATIONAL, PROFESSIONAL AND COMMUNITY FIELDS	COZMA TEODOR		x x	x	х	x				
PSYCHOLOGY AND EDUCATION SCIENCES	APPLIED	NECULAU ADRIAN		x x	x	x	x				
PSYCHOLOGY AND EDUCATION SCIENCES	CREA - REGIONAL CENTER FOR ADULT EDUCATION	SOITU LAURENTIU				х	х	×	×	x	

**RESEARCH CENTERS OF EXCELLENCE** 

RESEARCH CENTERS \*NO CALL FOR RESEARCH CENTERS ACCREDITATION SINCE 2006

No	No FACULTY* / RESEARCH DEPARTMENT	NAME OF THE RESEARCH UNIT/CENTER
_	2 × S	ESEARCH IN AMON - INTEGRATED PLATFORM FOR ADVANCED STUDIES IN MOLECULAR NANOTECHNOLOGIES
5	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN NATURAL SCIENCES AND MATHEMATICS	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN ACVAPUR - LABORATORY OF WATER QUALITY ASSESSMENT USING NATURAL SCIENCES AND MATHEMATICS BIOINDICATORS
n	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN NATURAL SCIENCES AND MATHEMATICS	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN ARHEOINVEST - INTERDISCIPLINARY RESEARCH PLATFORM IN THE FIELD OF NATURAL SCIENCES AND MATHEMATICS ARCHAEOLOGY
4	ESEARCH IN	CERNESIM - INTEGRATED CENTER FOR ENVIRONMENTAL SCIENCE STUDIES IN THE NORTH-EAST DEVELOPMENT REGION , COORD. ASSOC.PROF.DR. ROMEO OLARIU
5	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN SOCIAL SCIENCES AND HUMANITIES	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN CENTER FOR BIBLICAL - PHILOLOGICAL STUDIES, COORD. PROF.DR. EUGEN SOCIAL SCIENCES AND HUMANITIES
9	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN SOCIAL SCIENCES AND HUMANITIES	RESEARCH UNIT <b>DICTIONARIES-ENCICLOPEDIAS</b> , COORD. PROF.DR. LAURENTIU SOITU
L	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN SOCIAL SCIENCES AND HUMANITIES	ESEARCH IN TRADITIO EDITING AND TRANSLATIONS CENTER, COORD. LECT.DR. ADRIAN MURARU
$\infty$	DEPARTMENT FOR INTERDISCIPLINARY RESEARCH IN SOCIAL SCIENCES AND HUMANITIES	ESEARCH IN CCI-RFS CENTER FOR INTERDISCIPLINARY RESEARCH IN RELIGION, PHILOSOPHY AND SCIENCE, PROF.DR. GELU BOURCEANU
6	CENTER FOR EUROPEAN STUDIES	RESEARCH DEPARTMENT OF THE CENTER FOR EUROPEAN STUDIES
10	GEOGRAPHY AND GEOLOGY	CARGGE - CENTER FOR APPLIED RESEARCH IN GEOCHEMISTRY
11	HISTORY	CENTER FOR AEGEO-MEDITERRANEAN STUDIES
12	HISTORY	CENTER FOR CLASSICAL AND CHRISTIAN STUDIES
13	HISTORY	CENTER FOR THE HISTORY OF INTERNATIONAL RELATIONS

## Tabel 9.b. OTHER UNIVERSITY RESEARCH UNITS & CENTERS

		CENTER FOR CANADIAN STUDIES, COORD. ASSOC.PROF.DR. CORINA
14	LETTERS	PANALLESCU PRESSIFISTORT RESEARCH CENTER, COURD. PROF.DR. ANDREL OURBEA-
15	LETTERS	HOISIE
16	ORTHODOX THEOLOGY	FILARET SCRIBAN RESEARCH CENTER IN ORTHODOX THEOLOGY, COORD. PR.PROF.DR. ION VICOVAN
17	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	CENTER OF HERMENEUTICS
18	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	SEMINAR OF DISCURSIVE LOGIC, THEORY OF REASONING AND RHETORIC CENTER OF COMMUNICATION AND PUBLIC RELATIONS
19	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	CENTER FOR RESOURCES IN SOCIAL WORK
20	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	CENTER FOR SOCIAL MANAGEMENT AND COMMUNITY DEVELOPMENT
21	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	CENTER FOR PUBLIC OPINION INQUIRY
22	PHILOSOPHY AND SOCIAL-POLITICAL SCIENCES	CENTER FOR EUROPEAN POLICIES
23	PHYSICS	RAMTECH - RESEARCH CENTER ON ADVANCED MATERIALSAND TECHNOLOGIES, COORD. DR. ENG. SORIN TASCU
_	Education and research units and facilities:	
24	IOAN BORCEA MARINE BIOLOGICAL RESEARCH STATION, AGIGEA	DN, AGIGEA
25	PETRE JITARIU BIOLOGICAL DIDACTIC AND RESEARCH STATION, POTOCI	H STATION, POTOCI
26	SIMION MEHEDINTI RESEARCH AND STUDENTS TRAINING STATION, TULNICI	ING STATION, TULNICI
27	ION GUGIUMAN RESEARCH AND STUDENTS TRAINING	'S TRAINING STATION, RARĂU
28	AQUACULTURE AND AQUATIC ECOLOGY RESEARCH	RESEARCH STATION, IAȘI
29	ANASTASIE FĂTU BOTANICAL GARDEN OF IAȘI	
30	ALEXANDRU IOAN CUZA UNIVERSITY MUSEUM - RESARCH PLATFORM	RCH PLATFORM

\*Every Faculty has a Research Department.



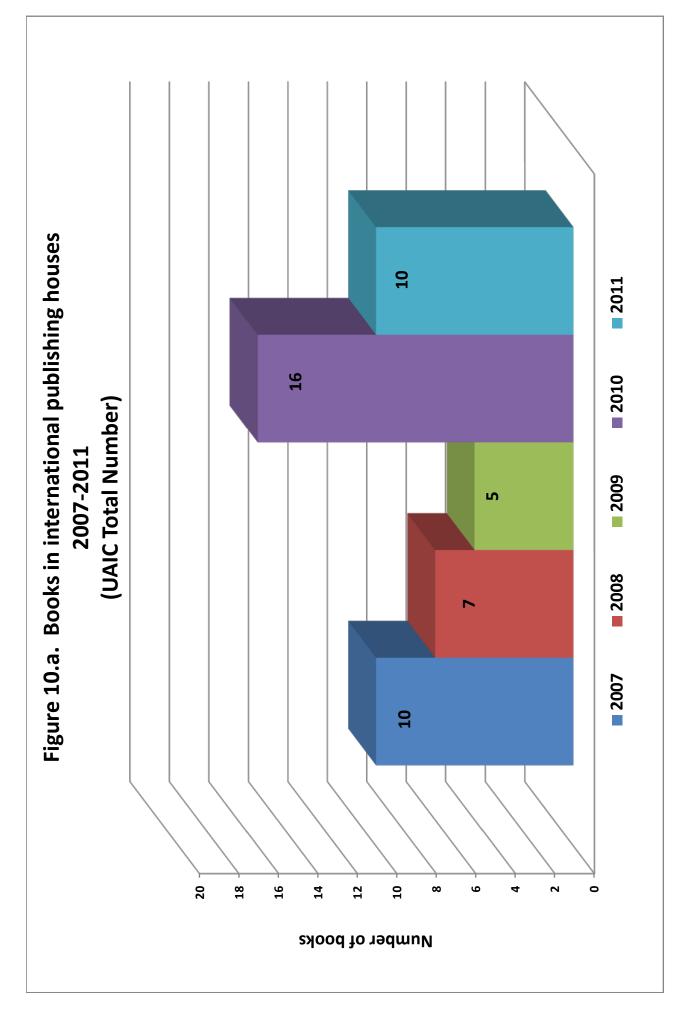
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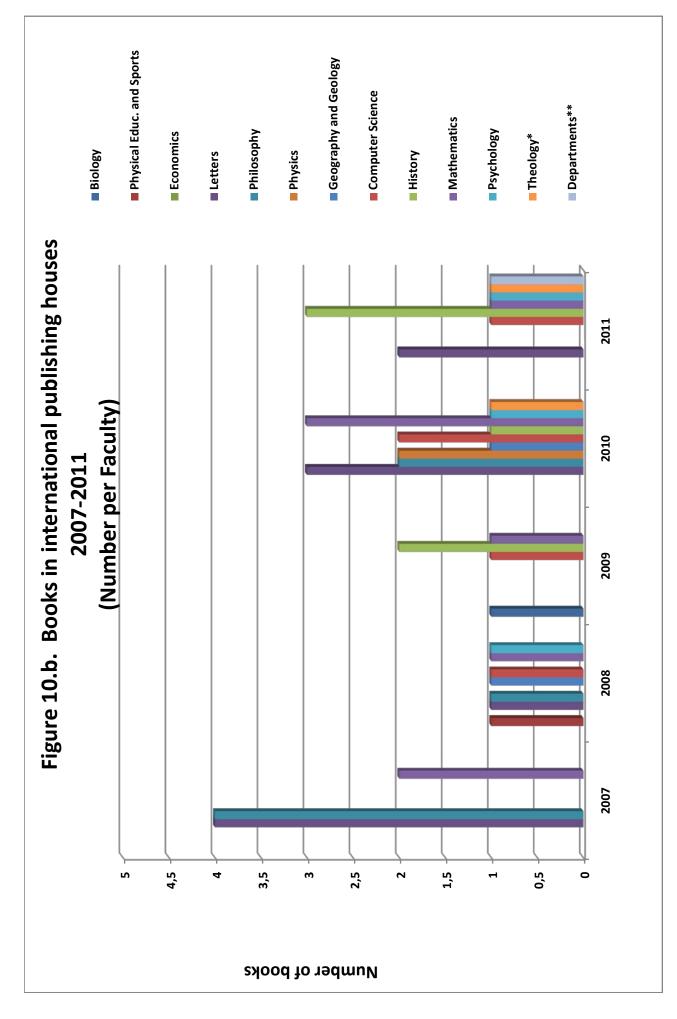


			l			
Faculty/Department	2007	2008	2009		2011	2010 2011 TOTAL
Biology			1			1
Physical Education and Sports		1				1
Economics and Business Administration						0
Letters	4	1		3	2	10
Philosophy and Social-Political Sciences	4	1		2		4
Physics				2		2
Geography and Geology		1		T		2
Computer Science		1	1	2	1	2
History			2	T	3	9
Mathematics	2	1	1	8	1	8
Psychology and Education Sciences		1		T	1	3
Theology*				T	1	2
Departments**					1	1
TOTAL	10	7	5	16	10	48

\*Orthodox & Roman-Catholic Theology

\*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies

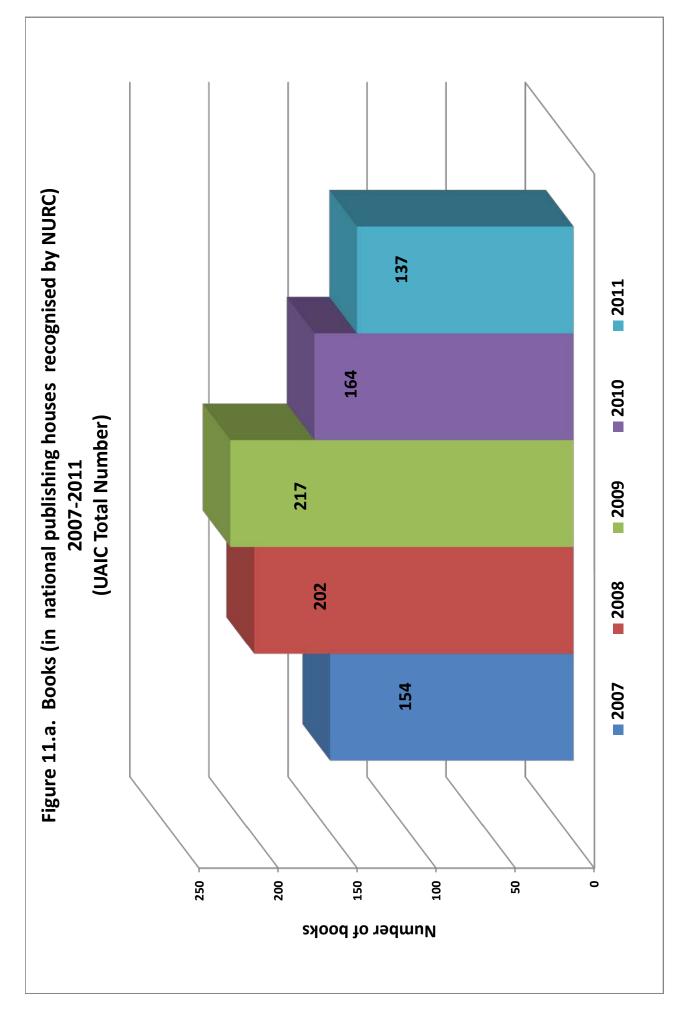


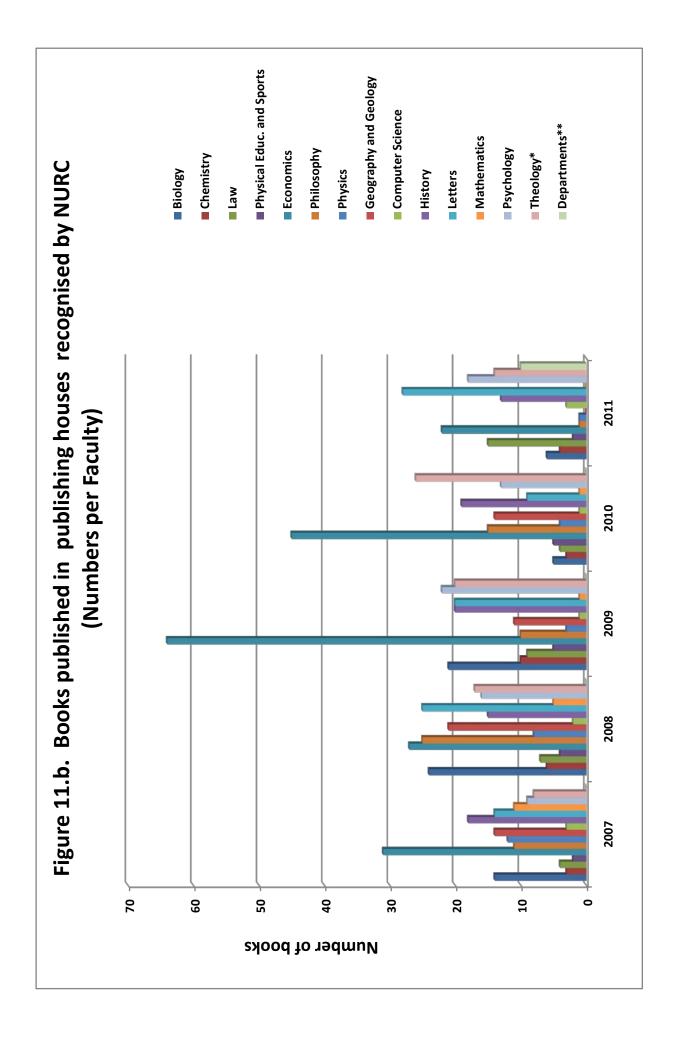


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Faculty/Department	2007	2008	2009	2010	2011 TOTAI	<b>FOTAL</b>
Biology	14	24	21	5	9	70
Chemistry	3	9	10	3	4	26
Law	4	7	6	4	15	39
Physical Education and Sports	2	4	5	5	2	18
Economics and Business Administration	31	27	64	45	22	189
Philosophy and Social-Political Sciences	11	25	10	15	1	62
Physics	12	8	3	4	1	28
Geography and Geology	14	21	11	14	0	60
Computer Science	3	2	1	1	3	10
History	18	15	20	19	13	85
etters	14	25	20	6	28	96
Mathematics	11	5	1	1	0	18
Psychology and Education Sciences	6	16	22	13	18	78
[heology*	8	17	20	26	14	85
Departments**	0	0	0	0	10	10
TOTAL	154	202	217	164	137	874

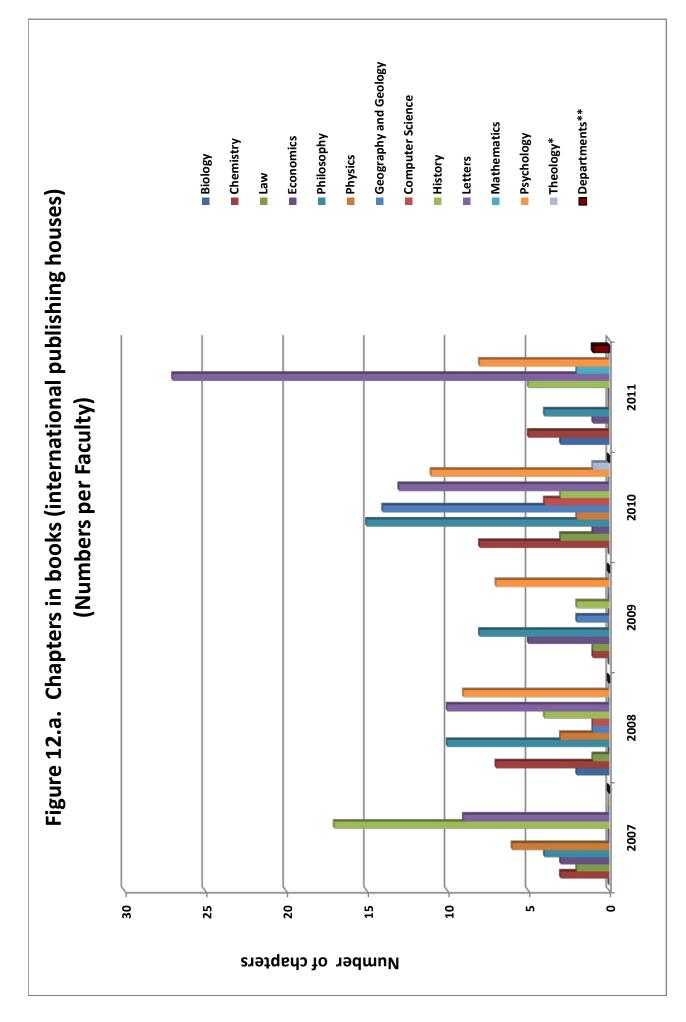
\*Orthodox & Roman-Catholic Theology \*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities, Center for European Studies

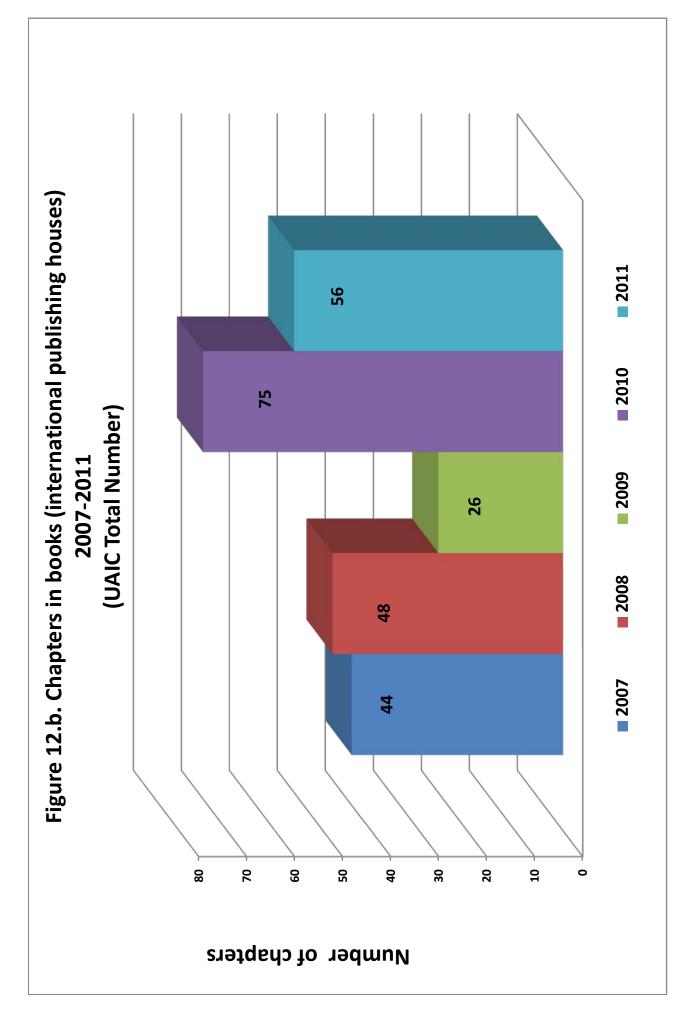




		TOTAL	5	24	7	10	41	11	17	5	31	59	2	35	1	1	249	
		2011	3	ß	0	1	4	0	0	0	5	27	2	8	0	1	56	
S	lses)	2010	0	8	3	1	15	2	14	4	3	13	0	11	1	0	75	
book	g hou	2009	0	1	1	5	8	0	2	0	2	0	0	7	0	0	26	
<mark>Chapters in books</mark>	al publishing houses)	2008	2	2	1	0	10	3	1	1	4	10	0	9	0	0	48	
hapt	dud l	2007	0	3	2	3	4	6	0	0	17	9	0	0	0	0	44	
Tabel 12 C	(internationa	Faculty/Department	Biology	Chemistry	Law	Economics and Business Administration	Philosophy and Social-Political Sciences	Physics	Geography and Geology	Computer Science	History	Letters	Mathematics	<b>Psychology and Education Sciences</b>	Theology*	Departments**	TOTAL	

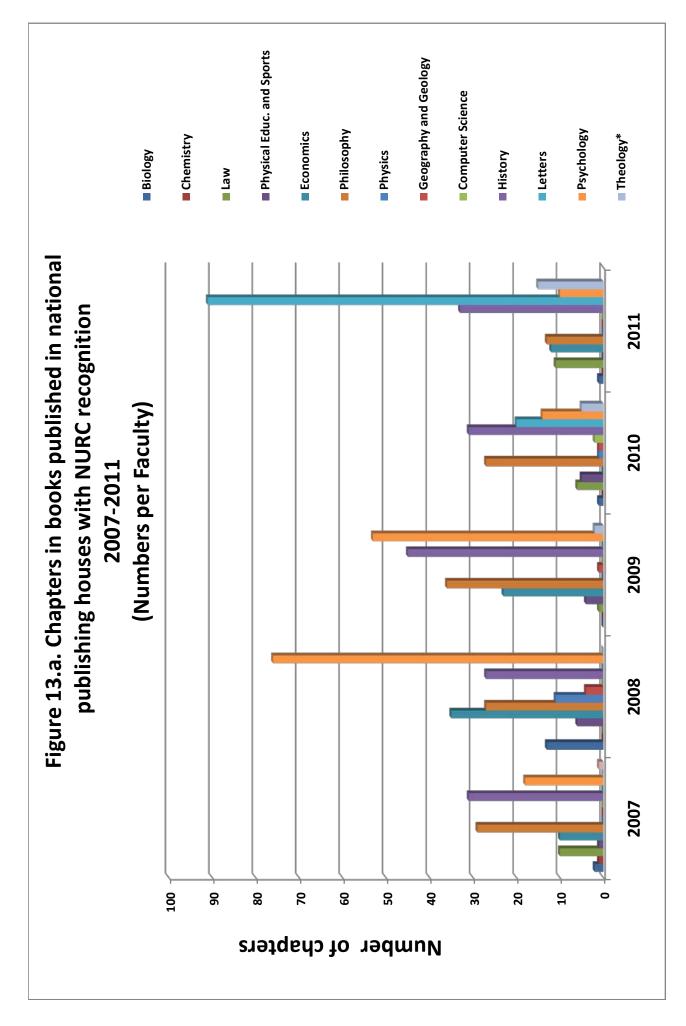
\*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies

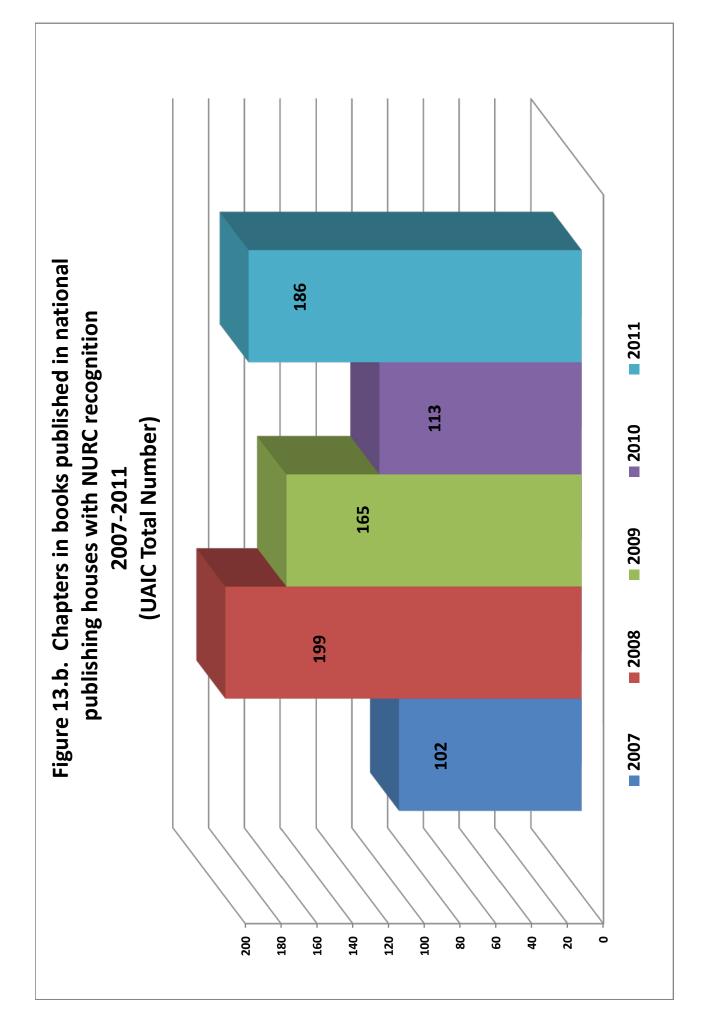




laber 13 Chapters in 800ks (in national mubliching bourses recording by NHBC)	abel 13 Cliaptel 3 III 20083			uns micod F		7
						5
Faculty/Department	2007	2008	2009	2010	2011	TOTAL
Biology	2	13	0	1	1	17
Chemistry	1	0	0	0	0	1
Law	10	0	1	6	11	28
Physical Education and Sports	1	9	4	5	0	16
Economics and Business	10	35	23	0	12	80
Administration						
Philosophy and Social-Political	29	27	36	27	13	132
Sciences						
Physics	0	11	0	1	0	12
Geography and Geology	0	4	1	1	0	9
Computer Science	0	0	0	2	0	2
History	31	27	45	31	33	167
Letters	0	0	0	20	91	111
<b>Psychology and Education</b>	18	76	53	14	10	171
Sciences						
Theology*	0	0	2	5	15	22
TOTAL	102	199	165	113	186	765
*Orthodox & Roman-Catholic Theology	eology					

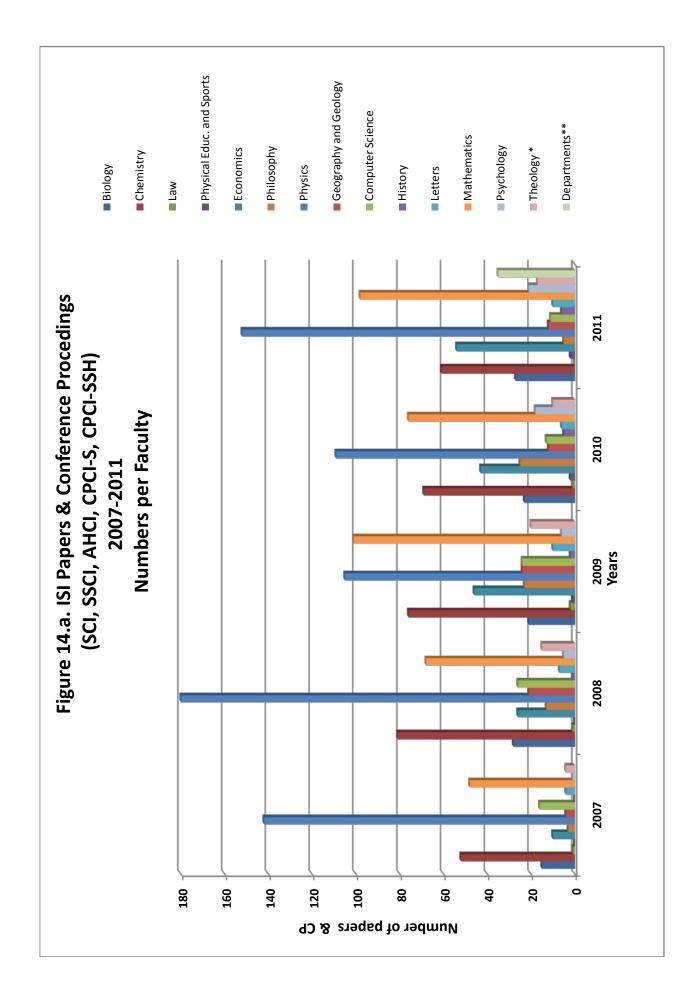
## Tabel 13 Chapters in books

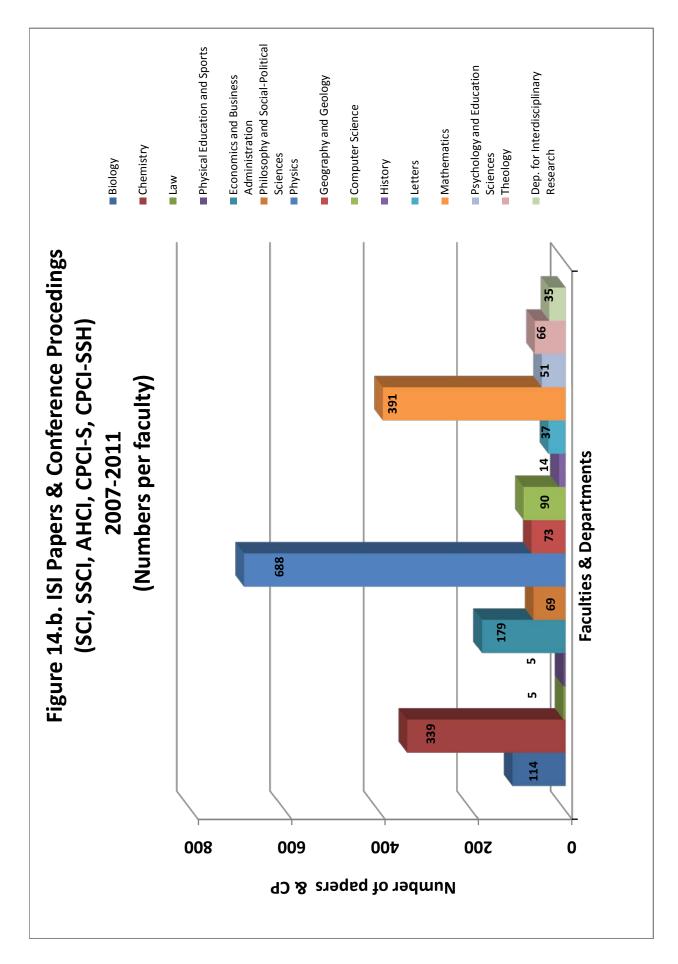


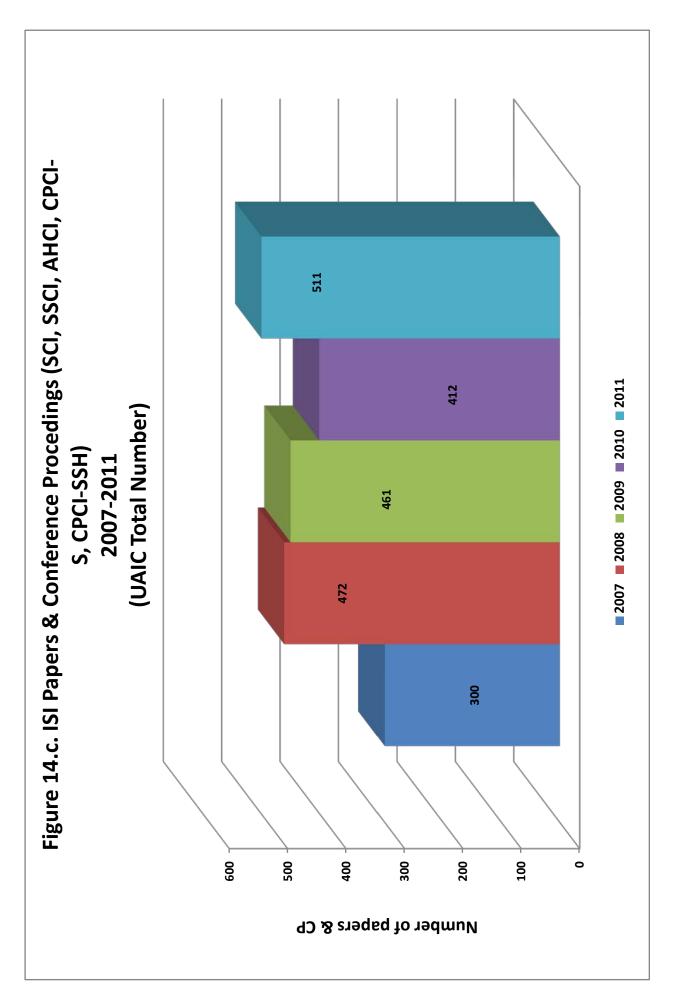


Faculty/Department	2007	2008	2009	2010	2011	2011 TOTAL
Biology	15	28	21	23	27	114
Chemistry	52	81	76	69	61	339
Law	1	1	2	1	0	5
Physical Education and Sports	0	0	1	2	2	5
Economics and Business Administration	10	26	46	43	54	179
Philosophy and Social-Political Sciences	£	13	23	25	5	69
Physics	142	180	105	109	152	688
Geography and Geology	4	21	24	12	12	73
Computer Science	16	26	24	13	11	06
History	0	1	2	5	9	14
etters	4	7	10	9	10	37
Mathematics	48	68	101	76	98	391
Psychology and Education Sciences	1	5	9	18	21	51
rheology *	4	15	20	10	17	99
Departments**					35	35
rotal	300	472	461	412	511	2156

Tabel 14 ISI Papers & Conference Procedings (SCI, SSCI, A&HCI, CPCI-S, CPCI-









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### **Annex IV.2.1. UAIC Journals and Publications**

Tabel 8 UAIC JOURNALS WITH NURC (NATIONAL UNIVERSITY RESEARCH COUNCIL) RECOGNITION // NRC (NATIONAL RESEARCH COUNCIL)

No	Faculty / Department	Title	Editor-in-Chief	NURC Code	NURC Category before February 2011	NURC Category after February 2011	NRC Evaluation 2011 <sup>*</sup>
1	Philosophy and Social-Political	CULTURA. INTERNATIONAL JOURNAL OF PHILOSOPHY OF CULTURE AND AXIOLOGY http://www.international-journal-of-axiology.net/	Prof. dr. Nicolae RÂMBU	869	V	A	A
2	Sciences	REVIEW OF RESEARCH AND SOCIAL INTERVENTION http://www.rcis.ro/	Assoc.dr. Stefan COJOCARU	657	A	A	
б	Mathematics	SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI. NEW SERIES. MATHEMATICS http://www.math.uaic.ro/~annalsmath/	Prof. dr. Teodor PRECUPANU Assist Editor: Assoc. Prof. dr. Cezar ONICIUC	61	Υ	А	
4		SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI. NEW SERIES. SECTION II. VEGETAL BIOLOGY; http://www.bio.uaic.ro/publicatii/anale_vegetala/analeVEG.html BDI: http://journals.indexcopernicus.com/passport.php?id=6258	Prof.dr. Toma CONSTANTIN	90	B	B+	
5	Biology	SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI. NEW SERIES. GENETICS AND MOLECULAR BIOLOGY http://www.bio.uaic.ro/publicatii/anale_biochimie/anale_gbm_index.html BDI: <u>http://scientific.thomsonreuters.com/cgi-</u> bin/jrnlst/jlresults.cgi?PC=MASTER&ISSN=1582-3571	Prof.dr. Vlad ARTENIE	151	B+	B+	
9		SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI. NEW SERIES. SECTION I. ANIMAL BIOLOGY http://www.bio.uaic.ro/publicatii/anale_zoologie/anale_zoo_index.html BDI: http://science.thomsonreuters.com/cgi- bin/jrnlst/jlresults.cgi?PC=MASTER&ISSN=1224-581x	Prof.dr. Gheorghe MUSTAŢĂ	612	B+	B+	
٢	Economics and and Business Administration	SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI, ECONOMIC SCIENCES http://anale.feaa.uaic.ro/ BDI http://ideas.repec.org/s/aic/journl.html	Prof.dr. Ovidiu STOICA	140	<b>B</b> +	B+	
8		REVIEW OF ECONOMIC AND BUSINESS STUDIES http://www.rebs.ro/ BDI: http://ideas.repec.org/S/aic/revebs.html	Prof.dr. Ion POHOAŢĂ	188	B+	B+	
6	Physical Education and Sports	SPORT AND SOCIETY. INTERDISCIPLINARY JOURNAL OF PHYSICAL EDUCATION AND SPORTS http://www.sportsisocietate.ro/ BDI: http://journals.indexcopernicus.com/passport.php?id=4258	Lectdr. Adrian COJOCARIU	121	<b>B</b> +	B+	
10	Philosophy and Social-Political Sciences	ARGUMENTUM JOURNAL OF THE SEMINAR OF DISCURSIVE LOGIC, ARGUMENTATION THEORY AND RHETORIC http://fssp.uaic.ro/argumentum/ BDI: http://journals.indexcopernicus.com/passport.php?id=5065	Prof. dr. Constantin SĂLĂVĂSTRU (coord)	246	<b>B</b> +	B+	
11		SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI.	Assoc Prof. dr. Daniela	1007	<b>B</b> +	<b>B</b> +	

	B+	÷	B+	B+	<b>B</b> +	B+		B	B	B				
	B+	æ	B+	B+	<b>B</b> +	B+			В	B	C	J	J	C
	272	876	115	513	822	210			60	100	473	194	249	324
\$OITU	Assoc.Prof.dr. Dan STUMBEA	Prof.dr. Liviu APOSTOL	Prof.dr. <b>Gabriel</b> CIOBANU	Prof.dr. Lucretiu BIRLIBA	Prof.dr. Mihaela CERNĂUȚI- GORODEȚCHI	Prof.ctr. Cătălin TĂNASE		ZUGRAVU	Prof.dr. T <b>eodor</b> COZMA	Prof.dr. Adrian NECULAU	Lect.dr. Simona CUCU- MAN	Prof.dr. Tudorel TOADER	Prof.dr. Petru BEJAN (editor)	Prof.dr. Viorel MELNIG
NEW SERIES. SOCIOLOGY AND SOCIAL ASSISTANCE         http://anale.fssp.uaic.ro/?publicatie=sociologiesiasistentasociala&chapter=Desprenoi&l         ang=ro&worksession=         http://www.ceeol.com/aspx/issuedetails.aspx?issueid=172514f0-2742-4b7b-8433-         f1002dc58a67	SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI, (NEW SERIES). GEOLOGY http://geology.uaic.ro/auig/	PRESENT ENVIRONMENT AND SUSTAINABLE DEVELOPMENT           http://www.pesd.ro/         BDI:           BDI:         http://www.ulrichsweb.com/ulrichsweb/ulrichswe	SCIENTIFIC ANNALS OF COMPUTER SCIENCE, ISSN 1843 - 8121 http://www.info.uaic.ro/Annals/ BDI: http://www.zentralblatt-math.org/zmath/en/journals/search/?an=00006247	STUDIA ANTIQUA ET ARCHAEOLOGICA http://cisa.uaic.ro/saa/saa.htm BDI: <u>http://journals.indexcopernicus.com/passport.php?id=4590</u>	ACTA IASSYENSIA COMPARATIONIS http://www.literaturacomparata.ro/acta_sie/acta.html BDI: http://www.fabula.org/actualites/masques-revue-acta-iassyensia- comparationis_42761.php	JOURNAL OF PLANT DEVELOPMENT - ANASTASIE FATU BOTANICAL GARDEN http://www.plant-journal.uaic.ro/ BDI: http://journals.indexcopernicus.com/karta.php?action=masterlist&id=4750	CLASSICA ET CHRISTIANA	Anuar al Centrul de Studii Clasice si Crestine http://history.uaic.ro/cercetare/publicatii/classica/		JOURNAL OF SOCIAL PSYCHOLOGY http://www.psih.uaic.ro/~revpsihsoc/	ACTA CHEMICA IASI (http://aci.chem.uaic.ro/	SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF IASI, JURIDICAL SCIENCES http://laws.uaic.ro/anale_stiintifice.html		SCIENTIFIC ANNALS OF ALEXANDRU IOAN CUZA UNIVERSITY OF 1AŞI, BIOMATERIALS IN BIOPHYSICS MEDICAL PHYSICS AND FCOLOGY
		Geography and Geology	Computer Science	History	Letters	Anastasie Fătu Botanical Garden		History	Psychology and Education	Sciences	Chemistry	Law	Philosophy and Social-Political Sciences	Physics
	12	13	14	15	16	17		18	19	20	21	22	23	24

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Prof.dr. <b>Jonel</b> MUNTELE	Prof.dr. Constantin Viorel RUSU	Prof.dr. <b>Iulian</b> POPESCU	Prof.dr. Corneliu Eugen HAVÂRNEANU	Prof.dr. Nicoleta MELNICIUC PUICA	Prof.dr. Dumitru ZAIJ	Assoc.Prof.dr. George BONDOR	Prof. dr. Gheorghe TEODORESCU (coord.) Lect.dr. Stefania BEJAN (editor-in-chief)	Prof.dr. Alexandru STANCU	Prof.dr. Constantin Viorel RUSU	Prof.dr. Lucretiu BIRLIBA	Prof.dr. Lăcrămioara PETRESCU	Assoc.Prof. dr. Ana Maria MINUŢ	Prof.dr. Livia COTORCEA	Assoc.Profdr. Paul BALAHUR
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		Physics	Roman-Catholic Theology	Center for European Studies	Center for European Studies	Center for European Studies	Department for Interdisciplinary Research in Social Sciences and Humanities
40	41	42	43	44	45	46	47

\* UEFISCDI / In 2011 NRC organized an evaluation session of journals and publishing houses in the fields of Social Sciences and Humanities.

# The Publishing House of Alexandru Ioan Cuza University was classified into NRC B category for nine fields:

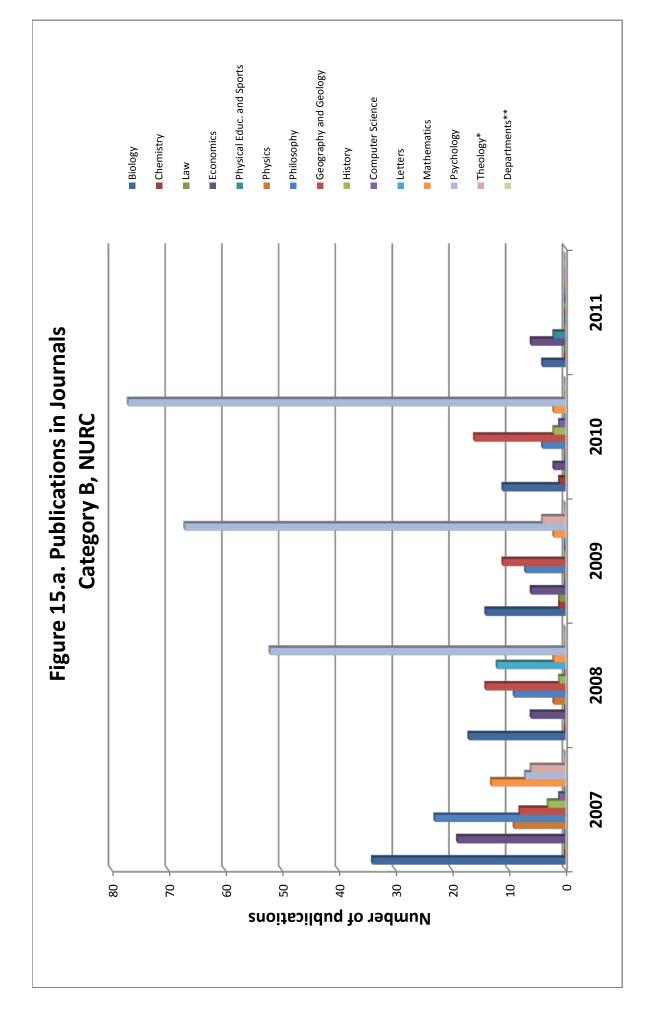
- History of economy; History of science and technology. Social, economic and political history. Military history.
- Archaeology and archaeometry. Prehistory and protohistory. Ancient history and ancient cultures. Classics. Palaeography. Numismatics and epigraphy.
  - Medieval history. Modern and contemporary history. Colonial history and global history.
- Historiography, theory and methods of history. History of ideas, intellectual history. Collective memories, identities, lieux de mémoire, oral history. Genealogical table. Heraldry and Sealography.
  - History of art and architecture. Cultural studies. Cultural memory and heritage. Cultural heritage.
- Myth, rituals, symbolic representations and religious studies. Ethnography. Romanian language and literature
  - Foreign languages.
- Philosophy and history of philosophy. Epistemology, logic and philosophy of science. Ethics and bioethics.

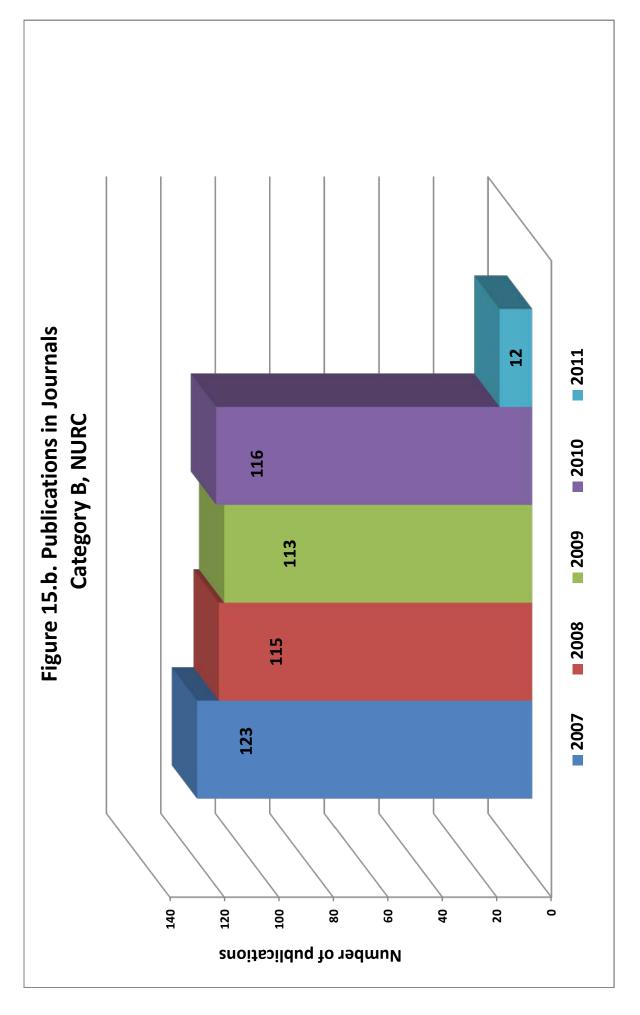
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Faculty/Department	2007	2008	2009	2010	2011	
Biology	34	17	14	11	4	80
Chemistry	0	0	1	1	0	2
Law	0	0	1	0	0	1
Economics and Business Administration	19	9	9	2	9	39
Physical Education and Sports	0	0	0	0	2	2
Physics	6	2	0	0	0	11
Philosophy and Social-Political Sciences	23	6	7	4	0	43
Geography and Geology	8	14	11	16	0	49
History	8	1	0	2	0	9
Computer Science	T	0	0	1	0	2
Letters	0	12	0	0	0	12
Mathematics	13	2	2	2	0	19
Psychology and Education Sciences	7	52	67	77	0	203
Theology*	9	0	4	0	0	10
Departments**	0	0	0	0	0	0
Total	123	115	113	116	12	479

\*Orthodox & Roman-Catholic Theology

\*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies



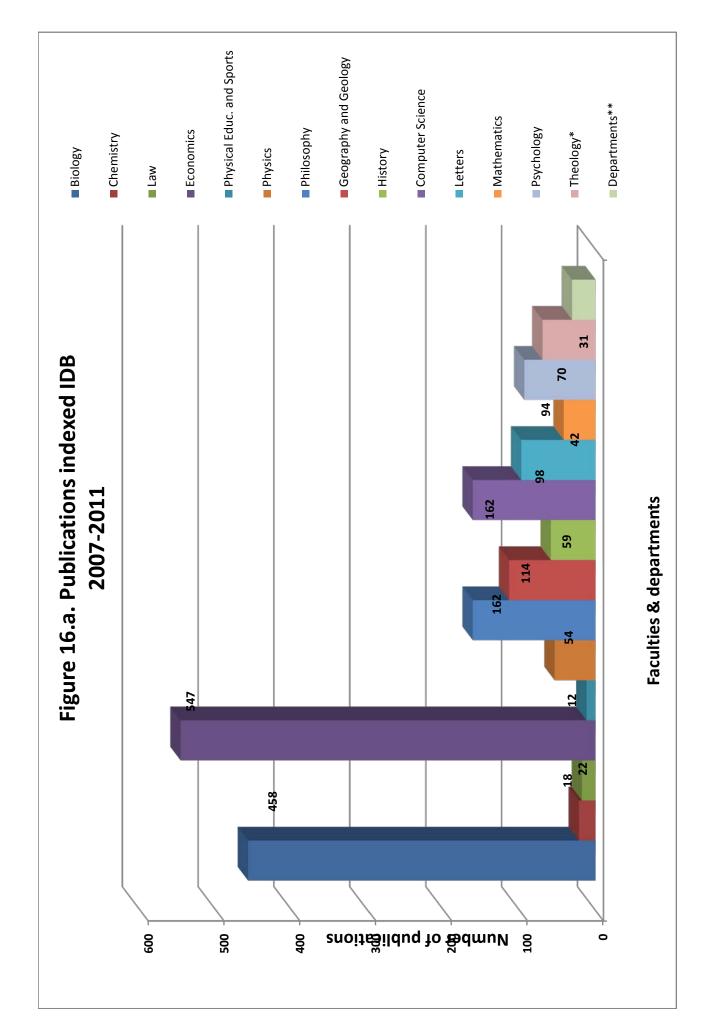


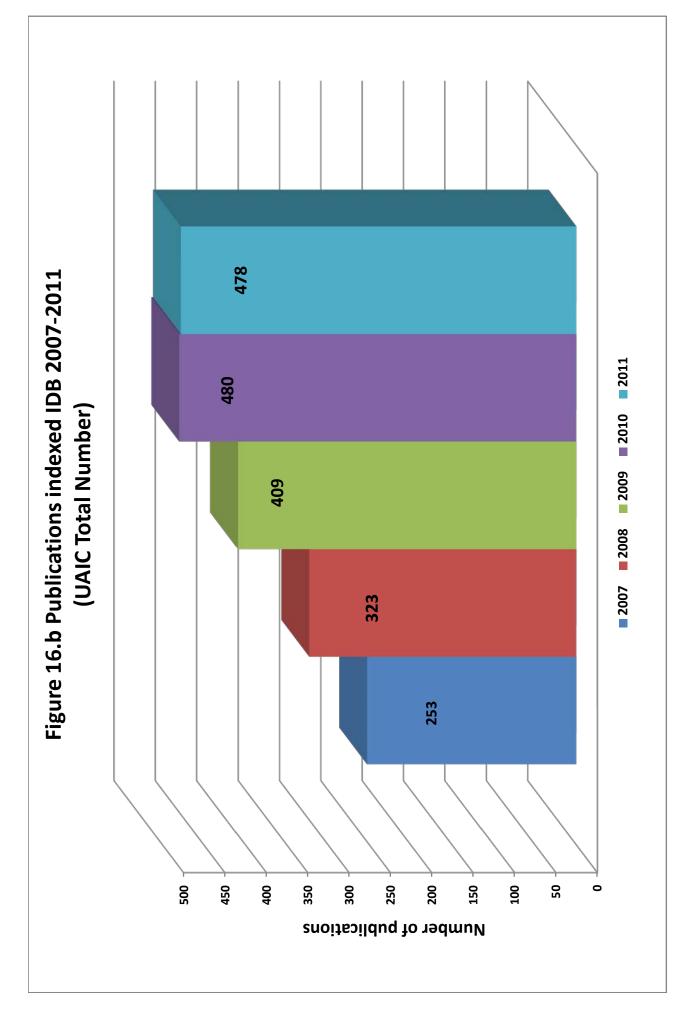
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2009	89	11	2		132		0	10		31	29	6	44	30	5		13	4	0	409
2008	134	2	1		78		0	7		38	8	1	26	5	14		5	4	0	323
2007	65	5	0		56		0	8		35	5	3	27	18	10		7	14	0	253
Faculty/Department	Biology	Chemistry	Law	Economics and Business	Administration	Physical Education and	Sports	Physics	Philosophy and Social-	Political Sciences	Geography and Geology	History	Computer Science	Letters	Mathematics	Psychology and Education	Sciences	Theology*	Departments**	Total

\*Orthodox & Roman-Catholic Theology \*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies







# **Annex IV.2. UAIC Prizez and Awards**

# MAIN PRIZES AND AWARDS 2007 – 2011

# 2007

• Award for scientific papers (published) in ISI journals conferred to Alexandru Ioan Cuza University of Iaşi by the Ministry of Education, Research and Innovation

## 2008

- OPERA OMNIA award conferred by NURC (National University Research Council) in the field of Social Sciences and Humanities
- 4 awards conferred by the Romanian Academy in the fields of Biology, Philosophy, Geography and Geology
- National Authority for Scientific Research award for the work and results of a research team from an accredited institution of higher education conferred on CARPATH Center in the national competition *Top Research of Excellence*

## 2009

- OPERA OMNIA award conferred by NURC in the field of Life and Earth Sciences
- 3 awards conferred by the Romanian Academy in the fields of History, Geography and Geology
- 2 special prizes in the category Researcher of the Year Education Awards Gala, *Dinu Patriciu* Foundation
- 1<sup>st</sup> prize in TVR2 FAMELAB 2009 national science competition through the British Council network

## 2010

- 2 OPERA OMNIA awards conferred by NURC in the fields of Mathematics and Natural Sciences and in Life and Earth Sciences
- 6 awards conferred by the Romanian Academy in the fields of Mathematics, Physics, Chemistry, Biology, Geography and Geology, Philosophy
- award conferred by the Academy of Agricultural and Forestry Sciences in the field of Biology
- 1<sup>st</sup> prize in the category Professor of the Year, 1<sup>st</sup> prize in the category Faculty of the Year, 2<sup>nd</sup> prize in the category University Student of the Year Education Awards Gala, *Dinu Patriciu* Foundation
- Award for excellence for year 2009 conferred by the National Foundation for Science and Arts (Romanian Academy)

## 2011

- 7 awards conferred by the Romanian Academy in the fields of Letters, Biology, Economics, Mathematics, Computer Science and Geography and Geology
- 1<sup>st</sup> prize in the category Researcher of the Year and 2<sup>nd</sup> prize in the category Librarian of the Year Education Awards Gala, *Dinu Patriciu* Foundation
- Award for excellence conferred by the National Foundation for Science and Arts (Romanian Academy)
- Costin D.Neniţescu Medal for special merits in the field of Chemistry



# **Annex II.5.4. Research Stations**

#### • Research stations and other Resources

#### "Prof. Dr. Ioan Borcea" Marine Biology Station Agigea

The didactic and marine research station in Agigea, Constanta, is located 10 km away from Constanta city and 1 km away from Eforie town. It lies on the Black Sea shore, close to the point where the Danube-Black Sea Channel reaches the sea and close to the "free zone" in Agigea Port (Constanta Sud).

The Marine Biology Station was founded by the famous zoologist Ioan Borcea, PhD, and became, over time, one of the most active and well developed stations on the Black Sea shore and a school of Romanian hydrobiology. The station hosts one of the most interesting scientific reserves in Europe: The Natural Reserve of Marine Sand Dunes Plants, where plants and animals characteristic of sand dunes can be seen. The station has three buildings which host research labs and student labs dedicated to practicum in biology and ecology, a Black Sea Museum, a specialised library and dormitories for students, teaching staff and researchers, with a capacity to accommodate over 110 people. The marine boat called "Prof. dr. C. Motas" and other facilities enable the research of marine ecosystems in all types of facies.

The station is open all year round for students and researchers who study certain aspects of marine and terrestrial ecosystems. During summer time the cafeteria can accommodate more than 150 people. On request, there can be organised student camps, summer courses, creation camps and other activities at any time of the year.

#### The Station for Research in Aquaculture and Aquatic Ecology Iasi

The Station for Research in Aquaculture and Aquatic Ecology Iasi is situated in the southern part of Iaşi city, close to the Heavy Equipment Production Facility, downstream the Iezareni reservoir. The Fishery Research Station in Podu Iloaiei was founded in 1961 and is the oldest facility of this type in Moldavia. It has been operating in its present location since 1985.

The material resources of the station comprise the research labs (hydrochemistry, hydrobiology, fishery technologies, nutrition, selection and improvement, fishing), the library, a station for the artificial reproduction of fish (2,800 square metres), a concentrated fish feed production facility, annexes and a fishery base made up of six ponds hosting 15 indigenous and acclimatized fish species.

The station has a scientific-didactic profile and hosts fundamental and applied research in the fields of preserving the aquatic environment quality in fish farms and public waters, modernising fishery technologies and creating efficient fish feed networks. The station has developed scientific partnerships with similar organisations from Hungary, Italy, France, Republic of Moldova etc.

#### "Petre Jitariu" Biology Station in Potoci - Neamt

The station is comprised of two laboratories: The Aquaculture and Aquatic Ecology Laboratory in Piatra Neamt and The Aquaculture and Aquatic Ecology Laboratory in Potoci. The station was founded in 1957 by academician Petre Jitariu. At present, students from the faculties of Biology, Geography and Geology from universities in Iasi, Cluj, Galati, Targoviste, Chisinau etc. do their practicum work here.

The Biology Station in Potoci-Bicaz belongs to "Alexandru Ioan Cuza" University of Iasi and has two main directions:

- the didactic and scientific activity, which includes providing practicum placements for students studying Biology, Geography and Geology at "Alexandru Ioan Cuza" University, as well as for students studying at universities in Constanta, Bacau and Galati. Moreover, in accordance with bilateral agreements, students from Paris (1991-1996) and Chisinau (1992-1995) did their practicum here. In addition, we are working on an agreement to provide practicum placements for students from the University in Angers, France.
- the research activity, developed through contracts and grants focused on the dynamics of wetland and marine ecosystems; the research is carried out especially by using underwater research methods in submerged labs.

#### "Ion Gugiuman" Research and Student Practicum Station Rarau

The Station is situated at an altitude of 1471 m, under the Rarau peak. It has a lecture hall and a meteorological platform and can accommodate 40 students and teaching staff.

Until October 2000, the station had been the headquarters of Rarau Meteorological Station. At present, the meteorological observations are done by the Station's staff, during a 12-hour diurnal programme, under the supervision of the National Meteorological Administration in Bucharest. There are several ways to reach the station: either take the road from Pojorata to Alpin Hotel; or the road from Chiril, via Schitu Rarau, to Alpin Hotel; alternately, the road from Valea Izvorul Alb to Alpin Hotel.

#### "Simion Mehedinti" Research and Student Practicum Station Tulnici

Located on the rim of Vrancea Depression, next to Vrancea Mountains, the station has a lecture hall and a meteorological platform and can accommodate 40 students and teaching staff. From a physical and geographical point of view, The Meteorological Station in Tulnici lies in a transition zone, situated between two areas which are different in respect of orography, climate, vegetation, and soil. The foehnisation processes are worth mentioning, and they are furthermore highlighted by comparing the meteorological data recorded at Tulnici station with those recorded at Lacauti station, which is located westwards, in the alpine tundra area. Recording meteorological data is also useful for the economic activities in the area, because Vrancea Subcarpathians are strongly anthropised.

#### Madarjac Research Station

Located in Iasi county, Madarjac commune, the station is dedicated to geographical research and environmental monitoring.

#### • Archaeological sites

#### Targu Frumos Archaeological Site - Iasi county

The largest settlement in Moldavia belonging to Pre-Cucuteni culture (4250-3750 B.C.) was discovered on this site. In the 15 archaeological excavation campaigns undergone at Targu Frumos, many archaeological compounds (a defence ditch, dwellings, pits) with numerous artefacts were found. The dwelling No. 11 is notable, since a large anthropomorphic shrine was discovered next to its hearth.

How to get there: the site is situated in the north-eastern periphery of Targu Frumos town, close to Iasi-Harlau road.

#### Isaiia Archaeological Site - Raducaneni commune, Iasi county

The Pre-Cucuteni age settlement in Isaiia is small, but it is one of the most interesting archaeological sites dedicated to Pre-Cucuteni culture - several peculiar dwellings, of which some had a worship purpose, were discovered here. Dwelling No. 1 is noteworthy: here there were found a set of 21 small statues and other anthropomorphised items, contained in a jar.

#### Silistea Archaeological Site, Neamt county

Located in a wonderful landscape, the area called Pe Cetățuie (in translation, "On the Fortress") of Silistea Archaeological Site comprises the architectural and artefactual remains of a fortified settlement, situated on the plateau of a hill on the southern rim of Cracau-Bistrita Depression. Since the year 2000, when the excavations began, many artefactual remains and archaeological compounds were discovered, proving that the area had been inhabited for a long time at the confluence of two major cultures in the Bronze Age. Being situated between Bistrita valley and Siret valley and near Transylvania, the settlement in Silistea could be viewed as an important "node station".

#### • Other resources

#### The Astronomical Observatory

The Astronomical Observatory of "Alexandru Ioan Cuza" University was built in 1913 on Copou Hill, in Iasi. At that time, the nearest building was the headquarters of the 13<sup>th</sup> Regiment, located 3 km away.

Within its almost nine decades of existence, the Observatory hosted observations and studies on solar and lunar eclipses and occultation, as well as comet and asteroid observations.

Besides the research activity, the Observatory hosts a rich didactic and observational activity.

#### The Planetarium

The students from all the faculties in Iasi who want to enhance their general astronomy knowledge can visit the Planetarium in organised groups (of maximum 60 persons) every Saturday between 10-12 a.m.

The Planetarium enables views of the sky from every point on Earth. The modification of the sky appearance from one moment to another is made possible by rotation systems which allow a full rotation in approximately 2 minutes, corresponding to a 24-hour rotation of the celestial sphere. Various astronomical phenomenona, such as Moon and Sun eclipses, the occultation of stars by the Moon, the apparent movements of the planets, the phases of the Moon, the precession phenomenon, and other theoretical astronomical issues studied in highschool and university can be simulated in the Planetarium.

Images of the solar system as seen from outside can be viewed with the help of auxiliary projectors. They show clearly that what we perceive as the movement of the Sun is, in fact, a consequence of the Earth's movement.

#### • Museums

#### "Alexandru Ioan Cuza" University Museum

"Alexandru Ioan Cuza" University Museum in Iasi aims to make the most of its double heritage, that of academic vocation and archaeological research. In addition to its patrimonial function, the museum also intends to be an educational institution and one than promotes university exchanges, thanks to the establishment of a research platform focused on the history of higher education institutions and on the university culture in general. The knowledge thus acquired will be capitalized on in different colloquiums, and the most important papers will be published in the Museum's review.

#### The Academic Museum

The museum's generous space is organised thematically, in relation to various historical stages of the higher education institutions in Iasi. Thus, a Rector's Office is presented, with proper furniture, the first academic medals, various seals and some of the University's symbols, such as the hammer and the trowel used on May 23, 1893, at the ceremony of laying the first stone of the University Palace in Copou.

A large area is allotted to the historical evolution of the institution, as its inauguration and anniversaries in 1910/1911, 1960, 1985 and 2010 are reminded of by representative exhibits (the flags of the first faculties, pictures of different personalities, official papers, medals, photographs, publications). Most part of the academic collection presents the evolution of disciplines, aiming to illustrate the achievements in knowledge and scientific carrier of important figures. Various laboratories, the Museum of Natural History, the Botanical Garden and the University Central Library are properly presented, thus revealing the importance of each of these components of academic space for the research activity. A special attention is paid to former students of the university, who are depicted in terms of activities developed both in formal space and out of it. International relations of the oldest Romanian university are outlined in a separate frame. In addition to furniture, meant to create an academic feeling, the atmosphere is audio-visually backed up by films in Romanian and English which tell of the history of the institution.

#### **Cucuteni Civilization Museum**

The area dedicated to Cucuteni civilization is organised in a modern manner, so that images depicting scenes of daily life are illustrated by original exhibits. The central room introduces guests to the fascinating field of archaeological research with the help of a large-scale reconstruction which depicts the various stages of research, from the archaeological diggings to the restoration of the artefacts revealed. The space presenting the Cucuteni civilization emphasizes the creations belonging to ancient people, which are organized in the exhibition area according to their specificity. Thus, the visitors first enter the art room, exhibiting the famous spiral motif vessels, painted in red, black and white, then the trades room, with various tools and weapons and a dwelling specific to the epoch, and end the tour in the treasure room, with priceless exhibits, such as ornaments and objects of worship. This latter area evokes a special atmosphere, due to the winding design on the clay walls and the ceiling playing for the starry sky under which the inhabitants of this part of Europe formed a civilization 6000 years ago. A great audio-video material rounds out the original manner of organizing this area, by presenting the

results of archaeological research, particularly the experimental ones, so that the entire assembly depicts, in an authentic manner, a fragment of the past.

#### The Natural History Museum

The Natural History Museum in Iasi was established on February 4, 1834, at the initiative of a few members of the Medics' and Naturalists' Society in Iasi. It is the first museum of this type founded in the Romanian Principalities and its aim was to show to the public in Iasi "the terrestrial and under-terrestrial riches of Moldavia, as well as curiosities from other places in the world".

The Museum's collections total over 300,000 exhibits. The most important ones are the collections of Insects, Mollusks, Amphibians, Reptiles, Birds, Minerals and Plants. Of particular interest are the collections of nests and eggs, which are unique in Romania. The section concerning Human Evolution, the newest exhibition of the Museum, presents the appearance and biological and cultural transformation of the Homo Sapiens species.

The Natural History Museum is an excellent leisure as well as educational facility for pupils, students and the general public. Its scientific collections, library and laboratories are useful tools for researchers all over the country. Set in an oasis of calm and vegetation, the Museum offers the opportunity to enrich your soul and get to know and protect the natural world.

#### "Grigore Cobalcescu" Didactic-Scientific Museum

The patrimony of "Grigore Cobalcescu" Didactic-Scientific Museum consists of over 25,000 specimens of minerals, ores and rocks, of which only a part is exhibited in the three rooms of the museum and on the hallways of the Geology and Geochemistry Department. The oldest exhibits belong to the Krantz collection, which was bought by professor Grigore Cobalcescu in 1888.

#### The Museum of Original Paleontological Collections

The Museum exhibits collections of major importance, unique on a national and international scale. It is worth mentioning the neogene mollusk collection belonging to G. Cobalcescu (1883), the triassic ammonite and nautiloid collections from Dobrogea, as well as the jurassic cephalopod collection, all belonging to I. Simionescu, the Mactra collections of N. Macarovici, as well as the Aptychus collections from the Carpathian Malm-Neocomian belonging to I. Turculet and C. Grasu (1964-2000).

The value of these collections is proved by the interest that international scholars show in them. Researchers from all over the world, from America to Siberia and Japan have come to study them in order to test their arguments and the viability of their conclusions.

Besides the original fossils, coming from Romania, the Museum also hosts collections purchased or received by exchange, from foreign countries. Such collections are the Krantz collection, purchased from Germany as early as 1888 by G. Cobalcescu, which includes over 3,580 plant and animal fossil taxa, Grossouvre collection, including 95 taxa, Penecke collection with 340 taxa, the Marine shells collection with over 500 taxa etc. Each of these collections is of great didactic and scientific importance.

#### The Archaeology Seminar Collection

The collection is based on the research discoveries made at the learning-archaeological sites (Targu Frumos, Isaiia, Silistea, Siret, Histria) coordinated by the Faculty of History. This exhibition (located in H1 hall and in the building lobby) consists of ceramics belonging to the

pre-Cucuteni and Cucuteni culture as well as artefacts of Bronze Age, Ancient Greece and Rome or Medieval Age origin.



# **Annex IV.2.1. Doctoral Theses and Doctoral Theses** Defences

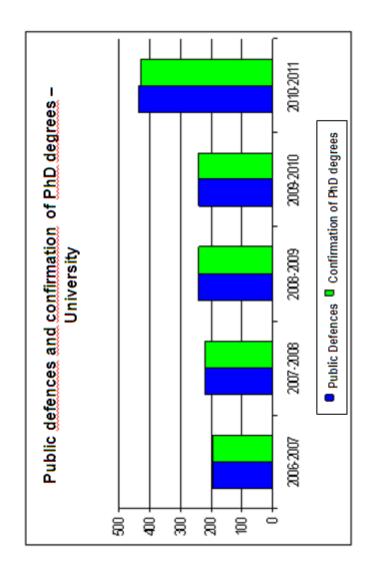
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DOCTORAL	FIELD	2006-2007	2007	2007-2008	2008	2008-2009	600	2009-2010	2010	2010-2011	2011
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LAW	Law	4	4	9	9	5	5	9	9	4	4
	Cybernetics and Statistics in Economy/ Cybernetics and Statistics	5	5	4	4	11	11	З	3	11	11
	Accounting	9	9	13	13	ი	6	7	7	∞	8
	Economics	6	6	9	9	4	4	8	8	18	18
	Finance	4	4	2	2	11	11	3	3	21	21
	Management	9	6	7	2	12	12	6	6	10	10
EBA	Marketing	1	1	0	0	4	4	6	9	19	19
	Economic Relations/ International Economy and Business	0	0	2	2	3	3	3	3	7	7
	TOTAL Economics and Business Administration	31	31	34	34	54	54	36	36	94	94
	Philosophy	27	27	32	32	30	30	23	23	37	32
	Sociology	3	3	9	9	2	2	7	7	20	20
H	Political Science	2	2	2	2	4	4	0	0	8	8
	TOTAL Philosophy and Social-Political Sciences	32	32	40	40	36	36	30	30	65	60
LET	Philology	39	39	42	42	35	35	61	61	82	81
	Psychology	5	5	4	4	9	9	5	5	12	12
	Education Sciences	4	4	4	4	7	7	8	8	8	8
PSY	TOTAL Psychology and Education										
	Sciences	6	9	8	8	13	13	13	13	20	20
BIO	Biology	17	17	26	26	38	38	18	18	24	23
CHE	Chemistry	7	7	5	5	9	9	10	10	15	15

	Geography	с	ю	7	7	9	9	18	18	29	29
	Geology	9	9	1	-	4	4	Ċ	З	4	e
GEO	Environmental Science										
	TOTAL Geography and Geology	6	6	8	8	10	10	21	21	33	32
HIS	History	29	29	20	20	22	22	23	23	50	50
<b>COMPUTER</b> SCIENCE	Computer Science	0	0	0	0	0	0	+	1	4	4
РНҮ	Physics	12	12	14	14	16	16	13	13	31	31
MAT	Mathematics	4	4	7	7	5	5	7	7	8	7
THE	Orthodox Theology	3	3	7	7	2	2	2	2	7	7
TOTAL		196	196	217	217	242	242	241	241	437	428
*D D.6150 det	*D. D.blic defension C. D.blic defension configuration of the Minister	1 b.: O.do.	of the Mi		-	F.			-	t	

\*D- Public defences; C- Public defences confirmed by Order of the Minister

because, in the case of certain PhD theses defences, the assessment process is still in progress at the National Council for the Attestation of Observation: The PhD degrees confirmation number in the academic year 2010-2011 is not the same with the number of public defences University Degrees, Diplomas and Certificate.



Public thesis defences per academic year

		2005-	2006-	2007-	2008-	2009-
FACULIY / DOCTORAL SCHOOL		2000	2007	2008 R	2009 F	2010 R
Economics and Business	Cvbernetics and Economic	D I	F	þ	>	
Administration	Statistics	9	5	4	11	С
	Accounting	8	9	13	6	7
	Economics	10	6	9	4	8
	Finance	-	4	2	11	3
	Management	5	9	۷	12	9
	Marketing	ε	L	0	4	9
	International Economic Relations	3	0	2	8	8
	Total	36	16	34	54	96
Philosophy	Philosophy	22	22	32	08	23
	Sociology	4	ε	9	2	۷
	Political Science	0	2	2	7	0
	Total	26	32	40	98	30
Letters	Philology	35	66	42	35	61

THESTS NETENICES PET CALENIUAL YEAR	calcilual ycal										
FACULTY / Doctoral school	FIELD	2006- 2007		2007- 2008		2008- 2009		200 <del>9-</del> 2010		2010- 2011	
		Defenc es	Confirmed	Defen ces	Confirmed	Defen ces	Confirmed	Defen ces	Confirmed	Defen ces	Confirmed*
Law	Law	4	4	9	9	5	5	6	9	4	4
Economics and Business Administration	Cybernetics and Economic Statistics/Cybernetic s and Statistics	5	ע	4	4	11	11	с С	r	11	11
	Accounting	9	9	13	13	6	6	7	7	8	8
	Economics	6	6	9	9	4	4	8	8	18	18
	Finance	4	4	2	2	11	11	3	3	21	21
	Management	9	6	7	7	12	12	6	9	10	10
	Marketing	1	-	0	0	4	4	9	9	19	19
	International Economic Relations/										
	Economics and International										
	Business	0	0	2	2	3	3	3	3	7	7
	TOTAL Economics										
	and Business Administration	31	31	34	34	54	54	36	36	94	94
Philosophy and Social-Political Sciences	Philosophy	27	27	32	32	30	30	23	23	37	32
	Sociology	3	3	9	9	2	2	7	7	20	20
	Political sciences	2	2	2	2	4	4	0	0	8	8
	TOTAL Philosophy and Social-Political Sciences	32	32	40	40	36	36	30	30	65	60
Letters	Philology	39	39	42	42	35	35	61	61	82	81
Psychology and Education Sciences	Psychology	5	ນ	4	4	9	Q	5	IJ	12	12

Education Sciences     4     4     4	TOTAL PsychologyTOTAL Psychologyand Education9Sciences9	17	Chemistry Chemistry 7 7 5 5	Geography and Geography 3 3 7 7 7	Geology 6 6 7	Environmental Science	TOTAL Geography     9     8       and Geology     9     8	History 29 29 20 20	Computer         Computer           Science         0         0         0         0	14	7	Theology         3         7         7	196         196         217         217
7 7	13 13	38 38	6 6	6 6	4 4		10 10	22 22	0 0	16 16	5 5	2 2	242 242
8	13	18	10	18	e		21	23	-	13	7	2	241
8	13	18	10	18	3		21	23	1	13	7	2	241
8	20	24	15	29	4		33	50	4	31	8	7	437
	20	23	15	29	3		32	50	4	31	7	7	428

Observation: \* The PhD degrees confirmation number in the academic year 2010-2011 is not the same with the number of public defences because, in the case of certain PhD theses defences, the assessment process is still in progress at the National Council for the Attestation of University Degrees, Diplomas and Certificate.



# Annex IV.2.1. List of Patents and Patent Applications

	Patent number									
Patent application OSIM number		A/00735 from 25.07.2011	A/00235 from 17.03.2011	A/01387 from 12.12.2011	A/01006 from 22.10.2010	A/01336/2010 from 28.03.2011	A/01225 from 29.11.2010	A/00718 from 09.08.2011	A/00684 from 07.09.2009:	A/00345 from 09.05.2008
Year of patent application	filing	2011	2011	2011	2010	2010	2010	2010	2009	2008
	Institution	UAIC*	UAIC	UAIC	UAIC, UT*	UAIC	UAIC, UT	UAIC	FIR*, UAIC, UT	UAIC
	Surname and first name	control of the thin films Sirghi Lucel, Tiron Vasile, tron discharge	Doroftei Corneliu	Tufescu Florin Mihai, Creangă Dorina-Emilia	Drochioiu Gabi	Drochioiu Gabi, Murariu Manuela (UT)	Chisinau-Instit. De Chimie al Academiei de Stiinte	Sandu Ion, Vasileche Viorica, Sandu Irina	Sandu Irina Crina (FIR), Vasilache Viorica, Sandu Ion, Vranceanu Narcisa, Sandu Ion Gabriel (UT), Ciocan Adelina, Sandu Andrei Victor (FIR)	Popovici Evelini
	Title of patent application	Installation and procedure of synthesis and control of the thin films doping with metallic atoms in pulsed magnetron discharge	Relative air humidity capacitive sensor	Method and installation for the controlled exposure to microwave radiations of the biologic samples in microwave guide	Separation procedure of the farina fractions having a high biological or industrial quality	Method of mas-spectrometric determining of metal ions attachment to peptides at high Ph values	Information product for the assessment of school violence	Painting chromatic reintegration procedure	Procedure for the active preservation of old wood saturated with water	Procedure for preparing and stabilizing the metallic sulphur nanoparticles in porous inorganic matrices
	No. Faculty	1 Physics	2 Physics	3 Physics	4 Chemistry	5 Chemistry	Physical Education and 6 Sports	Orthodox 7 Theology	Orthodox 8 Theology	9 Chemistry

LIST OF PATENTS AND PATENT APPLICATIONS

10	10 Chemistry	Procedure for synthetizing and stabilizing oxidic nanoparticles from inorganic nanoporous hosts	Vasile Aurelia	UAIC	2008	A/00344 from 09.05.2008	
1	11 Chemistry	Procedure for modifying indigenous clays in order to obtain photocatalyst systems used to reduce the pollution load in waste waters	Popovici Evelini	UAIC	2008	A/00677 from 01.09.2008	
12	Orthodox 12 Theology	<b>PATENT application:</b> Ecological organic solution for insecticidal and fungicidal treatment of old wood used for artistic purposes <b>PATENT:</b> Insecticidal and fungicidal composition presented in the form of alcoholic solution and its producing method	Sandu Ion, Lupascu Tudor (Chisinau-Instit. De Chimie al Academiei de Stiinte), Luca Ctin (UT), Romanian Vasilache Viorica, Hayashi Radio Society, Mikiko, Vlad Fulga Daniela (Societatea Cience Daniela (Societatea Radiodifuziune), Sandu Chemistry in Ion Gabriel (UT)	UAIC, UT, Romanian Radio Society, Science Academy's Institute of Chemistry in Chisinau	2008	A/00174 from 04.03. 2008 Invention patent	Invention patent 123353/2011
13	Orthodox 13 Theology	Sandu Ion, Luca Constantin, Sandu Irina (FIR), Hayashi Mikiko, Sandu Ion Gabriel (UT), Method for determining the normal range of variation of the hydric Vasilache Viorica, Sandu balance	Sandu Ion, Luca Constantin, Sandu Irina (FIR), Hayashi Mikiko, Sandu Ion Gabriel (UT), Vasilache Viorica, Sandu Andrei Victor (FIR)	UAIC, FIR	2008	A/00175 from 04.03.2008	
14	t Biology	Procedure for depolluting high-altitude mining dumps using macromicets	Tanase Catalin, Ioanid Emil Ghiocel (P. Poni)	UAIC, P. Poni*	2007	A/00657 2007 Invention patent	Invention patent 122528/2009
15	Physical Education and 15 Sports		Chirazi Marin	UAIC	2006	A/00075 2006 Invention patent	Invention patent 122806/2010
	* UAIC = "Alexar Iaşi	* UAIC = "Alexandru Ioan Cuza" University of Iași, UT = "G. Asachi" Technical Univ Iași	versity of laşi, FIR = Roma	inian Inventors F	orum, P. Poni	Asachi" Technical University of Iaşi, FIR = Romanian Inventors Forum, P. Poni = "P. Poni" Institute of Macromolecular Chemi	nolecular Chemi



Annex IV.2.1. Research Strategy



# THE RESEARCH STRATEGY OF "ALEXANDRU IOAN CUZA" UNIVERSITY OF IASI FOR 2007-2013

The research vision of "Alexandru Ioan Cuza" University of Iasi:

To become a research pole of international relevance that supports impact initiatives in the knowledge creation, in accordance with the needs of the society.

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2. Strategic objectives	4
2.1 Specific objectives regarding human resources	4
2.2 Specific objectives regarding research infrastructure	5
2.3 Specific objectives regarding scientific collaboration through partnerships	5
2.4 Specific objectives regarding research projects management	.6
3. Actions for achieving the strategic objectives	.7



# 1. Introduction

The research strategy within "Alexandru Ioan Cuza" University of Iasi (UAIC) is founded on the vision and on the mission of the University, on its status of academic institution of intensive research and education. The role of the scientific research is programmatically expressed as it follows:

"To promote science in the spirit of democratic values, academic liberty and receptivity towards integration in the scientific community and in the space of European culture and civilization, complying with the national identity."

Until recently, research and innovation were considered – almost exclusively – as activities of intellectual and material creation to which only elites with a long-term formation in a classic educational system had access. The current vision on these activities has changed and varied. In this context, scientific research constitutes an essential component of the educational process – not only during the 3 cycles of graduate studies<sup>1</sup>, but also in the postgraduate education process. Today, education and research constitute two synergistic aspects that offer social, cultural and moral benefits, at a regional, national and international level.

According to the present Strategy, UAIC offers its expertise and support for the creation of a functional academic system, by attracting, training and harmoniously developing human resources of high quality, competence and responsibility. The strategy aims to create a culture which allows the initiation of actions for the benefit of society, through the promotion of values, quality and efficiency in the excellence scientific research, in all departments. The purpose of the strategy is to integrate and promote UAIC in the national and international territory, by making its objectives consistent with the European strategies and policies.

## 2. Strategic objectives

Within the Strategy, the objectives were defined having in view the characteristics of excellence scientific research regarding the requirements, the opportunities, the exigencies and the tendencies at European and national level. The objectives were established based on the National Plan for Research, Development and Innovation for 2007-2013, on the research policy documents drawn up by the European Commission, focused on the achievement of the European Research Area – ERA and of the European Higher Education Area – EHEA.

The pillars of support in this strategy are the human resources, research infrastructure, the inter- and multi-disciplinary, geographic and institutional partnership cooperation and the research project management. Four general objectives emerge, regarding the scientific research at the "Alexandru Ioan Cuza" University of Iasi, each having their specific objectives, namely:

1. to increase the performance of human resources in relation to scientific research and to assure the international scientific visibility of the University

2. to improve, qualitatively as well as quantitatively, the research infrastructure required for professional research carried out within the University

3. to develop national and international partnerships of public-private and public-public type in order to increase the scientific research performances

<sup>&</sup>lt;sup>1</sup> In accordance with the principles of the Declaration of Bologna from June 1999.



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4. to professionalize the research and project management services

#### 2.1 Specific objectives regarding human resources

The human resource represents the most important factor of a professional scientific research. At the same time, there can be noticed that young people still show a limited interest for scientific research. Taking into account these two realities, we aim at the following objectives:

1.1. To redefine the researcher's status in the University, by stimulating and motivating the research personnel to involve in the accomplishment of performance activities, to the benefit of professional scientific research

1.2. To create an attractive research environment for the young generation, by stimulating them, as early as their undergraduate studies, through various methods of motivation

1.3. To increase the quality and the applicability of the researches carried out by the master students, PhD candidates and post-doctoral researchers

1.4. To create new centers of excellence, through which collaboration with personalities, institutions and organizations renowned in the scientific activity could be made possible, aiming at discovering, developing and using innovative ideas

1.5. To initiate and support cooperation and national and international exchanges in the main research topics, through the University's funds or through financed projects

1.6. To increase the level of participation of the scientific community to the national and international knowledge networks that could ensure the enhancement of the visibility of the human resources potential in the excellence research domain

1.7. To support and stimulate the initiatives of participation to international programs of research

#### 2.2 Specific objectives regarding research infrastructure

Quality scientific research requires high quality infrastructure, and this is why UAIC aims to attain the following objectives, through projects funded by various institutions:

2.1. To increase the degree of receptivity of the research staff for the common use of the existent resources or of those possible to contract

2.2. To ensure a documentary basis as extensive as possible, especially by paying the fees to access on-line databases and libraries acknowledged for the quality of their materials

2.3. To increase the number of projects dedicated to the enhancement of the quality of the research infrastructure

2.4. To sustain the laboratories and platforms of interdisciplinary scientific research accessible to more faculties and specialists, depending on the research themes

2.5. To create conditions for the improvement of the quality of scientific reviews and to support the publication of works at international publishing houses

## 2.3 Specific objectives regarding scientific collaboration through partnerships

Civil society, public institutions and companies have an essential role in validating the research results and in identifying the main topics for research. For this reason, the University intends to develop sustainable public-private and public-public partnerships, in order to support research and innovation. In this context, we aim at the following objectives:

3.1. To consolidate the professional scientific research centres, by promoting the collaboration with economic institutions or other organizations that can provide the University's labs with the equipment necessary for performing the requested researches, on the basis of contracts

3.2. To identify and elaborate on innovative ideas that support sustainable development

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3.3. To identify the research niches that match the international tendencies, on the basis of studies, experience exchanges and projects carried out jointly with institutions, organizations and companies renowned on the international market

3.4. To stimulate the international cooperation with companies, organizations and universities through research networks able to enhance the visibility of the University research results

3.5. To develop collaborative forms of participation to the international scientific research.

#### 2.4 Specific objectives regarding research projects management

In order to support scientific research, the University needs a well-defined struategy for research projects management that can ensure the administration, monitoring and dissemination of the information concerning the results of the research. In order to increase the efficiency of the project management, the University sets the following objectives:

4.1. To support the training in the field of research and innovation management for all those interested in providing excellence research within the University

4.2. To develop an information system that will provide an integrated record of the research results achieved through projects, grants, contracts

4.3. To enhance the international visibility of the research potential of the University

4.4. To identify the international research trends and the opportunities to participate in international research programs

4.5. To create the necessary frame for supporting and assisting research staff in elaborating, implementing and promoting the research projects

#### **3.** Actions for achieving the strategic objectives

The University aims to carry out a series of actions so as to fulfil the said objectives. The actions will cover the following areas:

- conceive the annual scientific research plans, in collaboration with each faculty, research centre, department
- conceive a general plan in order to provide the University's financial and human resources necessary for the implementation of research contracts, grants and projects
- establish workflow procedures in order to ensure that all the administrative departments participate in the successful implementation of research projects, grants and contracts
- establish procedures for the collection of data concerning project design, implementation and monitoring, in order to simplify the reporting process.

For each of these four main areas of the strategy, the following actions will be carried out:

#### A. Human resources

- encourage the academic staff to engage in scientific research contracts funded from governmental or private, national or international sources (**performed continuously**)
- find international scientific colloquiums that can enhance the visibility of the university's researchers' capabilities and scientific results each year (**performed yearly**)
- each member of the academic staff should draw up an individual medium-term and longterm research agenda that should tackle the following issues: (a) choose from the research topics which are important for the University the ones in which he/she can involve, (b) specify their intention in relation to being part of interdisciplinary teams in order to obtain contracts, grants, funding programmes etc. The individual strategies will serve as starting points for the operational plans of the faculties, departments and research centres (**performed yearly**)
- improve the strategies meant to support the individual and collective initiatives, capitalize on the research capabilities and promote exceptional achievements (awards, international



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promotions, commission nominations etc.) (performed continuously)

- evaluate the academic staff based on exceptional research achievements; the expected values and the evaluation criteria will be included in a guide; these criteria will also be comprised in the teaching staff annual evaluation sheets.
- identify ways in order to strike a balance between research and the teaching activities, based on the specificity of each faculty, department, their high priority domains, financing sources etc. (**performed in 2007-2008, updated yearly**)
- set clear criteria for the evaluation of PhD candidates' and postdoctoral researchers' achievements, in order to ensure that they perform high quality work during the doctoral school or postdoctoral research (**performed in 2007-2008, updated yearly,** based on the doctoral schools' evolution)
- support, with the university's funds or with funds from other sources, the participation of young people to international conferences with quality standards acknowledged through ISI ratings or international databases indexing.
- organise an "Ideas Club" where young students, graduates, researchers and anyone else in the University can come up with innovative ideas to boost the excellence scientific research (**performed in 2007-2008**)

#### **B.** Infrastructure

- establish the research priorities and concentrate the University's resources towards their achievement (**performed yearly**, through the operational plans of the faculties, departments and research centres)
- establish procedures and criteria for the internal evaluation of the research centres and departments in order to ensure the improvement of research activities and outcomes in terms of quality and performance (**performed in 2007-2008, updated yearly**)
- identify the possibility to organize several interdisciplinary research centres, where teaching professionals from at least three faculties, research centres or institutions in Iasi, Romania or a foreign country to take part, so as to meet the international standards regarding multi-disciplinarity and borderline research (**performed in 2007-2008**)
- create an organisation with a foundation/association status within the University that could bring together all research teams in order to ensure greater flexibility in applying for research funds and project implementation (**performed in 2007-2008**)
- analyse what research infrastructure is necessary in order to develop a reliable and efficient investment policy, which would enable us to avoid purchasing equipment, documenting resources etc. which are not related to the main research topics (**performed yearly**)

#### C. Collaboration through partnerships

- identify potential institutions, organisations, companies with which long-term research contracts can be signed, in order to collaborate in various scientific research financing programmes which focus on the University's main research areas (**performed in 2007**)
- establish a general framework to conclude applied research contracts with private companies, where the results of the research carried out throughout doctoral and postdoctoral schools could be implemented (**performed in 2008**)
- create a database with existing and potential partners for the University's main research areas, at a national and international level (**performed in 2007-2008, updated continuously**)
- participate in more contracts in European research programmes (**performed continuously**)

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- establish policies to promote the University's scientific research activities at a national and international level, in order to enhance the University's visibility and involvement in international strategic partnerships (**performed continuously**)
- registering the University in the financing programmes' databases as a possible partner in research projects and grants (**performed in 2007, updated continuously**)

#### D. The management of research projects

- review the regulations related to the activity of the Department for Research and Project Management (**performed in 2007, updated continuously**)
- create an integrated database comprising all the contracts, grants and projects implemented in the University (**performed in 2007, updated continuously**)
- set work procedures in the Department for Research and Project Management to enable efficient communication with the faculties, departments and research centres of the University (**performed in 2007-2008, updated continuously**)
- offer technical assistance in conceiving, carrying out and monitoring research projects, grants and contracts, in joint collaboration with the other departments of the University (**performed continuously**)
- gather information concerning the possibilities of financing the University's main research topics (**performed continuously**)
- establish result reporting procedures in order to prepare the University's annual reports regarding scientific research (**performed yearly**)
- promote the results of the scientific research carried out in the University, in collaboration with the Media Department (**performed continuously**)
- employ personnel to ensure that the activities of the Department for Research and Project Management are performed at high standards (**performed in 2007**).



# Annex V.4.List of types of education with their corresponding equivalent coefficients, for the year 2011

#### Table1: Education and teaching programs with the equivalent coefficient for 2011

<sup>(1)</sup> (NCHE – December 2010)

Entry no.	Education and teaching programs -f-	Equivalent coefficient - e <sub>f</sub> -
	I. Undergraduate studies	
1	Romanian studies <sup>(2),(6)</sup>	1,00
2	Hungarian studies– as the mother tongue	2,00
3	German studies – as the mother tongue	2,50
4.1	Integral studies carried out in international languages <sup>(3)</sup>	1,50
4.2	Partial studies carried out in international languages and in Romanian	1,25
5.1	Integral studies carried out in restricted languages	2,00
5.2	Partial studies carried out in restricted languages and in Romanian	1,50
6	Studies carried out in a Franchised University – abroad	2,50
7	Higher education – evening learning	0,80
8	Higher education with part-time learning	0,25
9	Distance learning higher education <sup>(4)</sup>	0,15
	II. Graduate studies <sup>(5)</sup> (or advanced studies)	
10	Master's Degree programs (or advanced studies) carried out in	2,00/3,00 <sup>8)</sup>
11	Master's Degree programs (or advanced studies) carried out in international languages	3,00
12	Master's Degree programs (or advanced studies) carried out in a Franchised University-abroad	3,00
	III. Doctoral studies	
13	Full-time Doctoral studies (with the exception of the technical, agronomic, science and medicine)	3,00
14	Full-time Doctoral studies in the technical, agronomic, science and medicine	4,00
15	<b>Distance learning Doctoral studies</b> (began before the University Year 2006/2007)	1,00
	IV. Other forms of education	
16	Residency <sup>(7)</sup>	1,20
17	Foreign students preliminary training (preparatory year)	1,25
18	Additional pedagogical training (pedagogical seminar)	0,12
19	Activities associated with issuing a permanent teacher certificate <sup>1</sup> up to Pre- university Level	0,40

Notes:

(1) In order to maintain the stability of the system for 2011, the equivalent coefficients applied in 2010 remain unchanged.

<sup>(2)</sup> The coefficient applies to both the Undergraduate and the Graduate students participating in the "Studies taken outside the University's town of residence"

<sup>(3)</sup> In the field of Medicine, for the last 3(clinical) years studied in foreign languages, we propose the usage of the equivalence coefficient for Romanian studies.

<sup>(4)</sup> Only for the tuition fee students, where they calculate quality indicators in which all students are being considered (no tuition fee and tuition fee)

(b) In the one and a half years master's program, for the  $2^{nd}$  year with 1 semester the equivalence coefficient is taken into account solely for a semester.

 $<sup>^{1}</sup>$  N. tr. These exams satisfy the education requirements for permanent certification as an elementary school, secondary school, special education, music or art teacher in Romania. They are similar to a second state exam in EU countries. All teachers must pass them in order to receive permanent certification.



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## Annex V.4. List of fields of education with coefficients of cost

**Tabelul 2: List of fields of education with their corresponding coefficients of cost for 2011**<sup>(1)</sup> (NCHE proposition - December 2010)

Entry no.	Field of education - d -	Coefficient of price $-c_d$ –
1	Technology	1,75 / 1,9 <sup>(2)</sup>
2	Architecture	2,50
3	Agronomic	1,75
4	Sciences	1,65 / 1,9(2)
5	Mathematics and Applied Mathematics	1,65
6	Social and Human	1,00
7	Psychology	1,00
8	Medicine	2,25
9	<b>Economic</b> <sup>3)</sup>	1,00
10	Theatre	5,37
11	Film	7,50
12	Musical interpretation	5,37
13	Music	3,00
14	Arts	3,00
15	Sports	1,86

#### Notes

(1) In order to maintain the stability of the system for 2011, the equivalent coefficients applied in 2010 remain unchanged.

<sup>(2)</sup> The coefficient is applied for Physics, Chemistry and Biology, of the Science and Technology Domain.

<sup>3)</sup> All students of the Romanian public universities belonging to the special forms of education (Foreign students preliminary training, Additional pedagogical training, Activities associated with issuing a permanent teacher certificate up to Pre-university Level) are taken into consideration with the value 1(one) of the coefficient of price.

The equivalent number of full-time students represents a fundamental parameter of the financial methodology, its value, *from a financial point of view*, is considered a **form of measuring the Universities' prestige.** 



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**Annex II.7. Students Associations** 

STUDENTS ASSOCIATIONS	web page
Asociatia Studentilor Informaticieni Iasi	http://www.asii.ro/
Erasmus lasi Initiative	http://erasmusiasi.wordpress.com/about/
AIESEC	http://www.aiesec.org/
Asociatia Tinerilor din Educatie Fizica si Sport	http://www.uaic.ro/uaic/bin/view/Students/atefs
Asociatia Europeana a Studentilor la Relatii Publice si	http://www.fssp.uaic.ro/content/index/2 13 143/As
Comunicare	ocia%C5%A3ii%20studen%C5%A3e%C5%9Fti.html
Asociatia Tinerilor Ecologi Romani din Iasi	http://asociatia-teris.blogspot.com/
Societatea Romana pentru Psihologie	http://www.arpt.ro/RO/indexro.htm
Asociatia Studentilor Chimisti din Iasi	http://ascis.blogspot.com/
Asociatia Europeana a Studentilor in Drept, Iasi	http://elsa.ro/
Asociatia Studentilor Francofoni din Iasi	http://asfi.ro/
Asociatia Studentilor Crestini Ortodoxi din Romania	http://ascoriasi.ro/
Asociatia Studentilor Jurnalisti din Iasi	http://asj-iasi.blogspot.com/
Erasmus Students Network	http://www.esn.org/
Asociatia studentilor si absolventilor de asistenta sociala, lasi	http://www.ccsiasi.ro/?p=230
Liga Studentilor de la Geografie și Geologie	http://www.lsggiasi.ro/
	http://www.fssp.uaic.ro/content/index/2_13_143_15
Organizația Studenților la Studii Europene Iași	9/Asocia%C5%A3ia%20OSSEI.html
Asociația Studențească Societatea pentru Psihologie	http://asociatia-spp.ro/
	http://www.uaic.ro/uaic/bin/view/Students/asociatii
Asociația studențească Gipsy Eye	-gipsyeye
Asociația Tinerilor Români din Afara Granițelor	http://atrag.ro/
Asociatia Națională a Studenților în Științe Administrative	http://www.anssa.ro/
Asociația Studenților și Absolvenților Facultății de Filosofie	http://asaffi-cuza.blogspot.com/2011/10/asaffi-
din Iaşi (ASAFFI)	recruteaza.html
Liga Studenților de la Istorie	http://ligastudentilordelaistorie.wordpress.com/
Asociația Studenților Europeni	http://isaegee.wordpress.com/aegee-iasi/



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## Annex II.4.2.c Quality Culture in European Universities, 2006

resentative organisation of universities and national rectors' orty-five countries across Europe. EUA's mission is to promote the a coherent system of education and research at the European level, the diversity of its members and the importance of solidarity. is and services to members, EUA aims to strengthen institutional l leadership, and to promote partnership in higher education and ithin Europe, and between Europe and the rest of the world.

# QUALITY CULTURE IN EUROPEAN UNIVERSI A BOTTOM-UP APPROA

REPORT ON THE THREE ROUNDS OF THE QUALIT 2002 – 2006

this report is available through <u>www.eua.be</u> out with the support of the European Commission in the framework of the Socrates Programme. does not necessarily reflect the position of the European Community, nor does it involve any responsibility uropean Commission.

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## QUALITY CULTURE IN EUROPEAN UNIVERSITIES: A BOTTOM-UP APPROACH

REPORT ON THE THREE ROUNDS OF THE QUALITY CULTURE PROJECT

2002 - 2006

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## FOREWORD

This report is the result of a four-year project, which involved 134 higher education institutions grouped in 18 networks. The major aim of the project was to identify how internal quality culture can be developed and embedded in institutions.

The project report highlights principles and good practices in this area and can be useful to a range of higher education actors: first and foremost, to the higher education institutions and their students but also to quality assurance agencies and governments.

There are many lessons that can be drawn from this work.

It is clear that grass-roots initiatives in higher education are often more effective than top-down directives. The sense of ownership and engagement that develops through grass-roots involvement is critical to success in higher education. This observation applies to public authorities and also, but to a lesser extent, to higher education leadership: both have to provide the appropriate pre-conditions for quality culture to emerge and develop but they should not impose it by decree or pre-defining it without discussion with the academic community. The aim is to establish a quality culture that encompasses the whole institution in a consistent and integrative manner.

One of the most important debates in quality is whether the purpose of external evaluations is accountability or improvement. It is has been acknowledged that it is difficult to do both at the same time. Regardless of the merits of this observation, the introduction of internal quality processes provides an essential balance to the requirements of external accountability. Quality culture can serve to improve institutions: external evaluation procedures can serve to provide the required accountability to the public.

The project involved many different types of institution located in 36 countries in Europe. Legal frameworks vary significantly across such a broad geographical area. The maturity with which some institutions approach the topic of quality was evidently linked to their higher degree of autonomy and provides further confirmation of the integral link between quality and institutional autonomy.

This project has had a very important impact on the discussions linked to the Bologna process and the objective of creating a Europe of knowledge. It demonstrated to policy makers that higher education institutions are aware of and committed to the need to demonstrate and improve their quality and that, as stated by the Berlin Communiqué, "the primary responsibility for quality lies with higher education institutions".

EUA will continue to work in the area of quality and provide its members with activities aimed at improving their institutional effectiveness. Currently, these activities include the Institutional Evaluation Programme (which has evaluated about 150 institutions in 36 countries), a series of management and leadership seminars, a project examining the preconditions for promoting creativity in higher education and a range of projects on doctoral education and joint degree programmes.

Deorg Kincher

Professor Georg Winkler EUA President

## ACKNOWLEDGEMENTS

This report is the result of very intensive work that involved a large number of participants. The success of this project is due largely to their tireless efforts, particularly that of the network coordinators and assistant coordinators.

EUA would like to thank the Steering Committee members for their dedication and commitment to this project. Above all, thanks are due to its chair, Professor Henrik Toft Jensen, who has provided unwavering leadership and support during the past four years. His sense of purpose, keen appreciation of the cultural, historical and institutional diversity of higher education in Europe, in-depth understanding of the quality debate and – last but not least – sense of humour lightened the work for all involved and turned the steering committee meetings into convivial and productive events.

EUA would like to thank the Directorate General for Education and Culture of the European Commission, and particularly Peter van der Hijden, for providing valuable support to this project.

Grateful thanks are also extended to the following organisations that provided support for institutions located outside the Socrates programme: The Open Society Foundation, the Norwegian Centre for International University Cooperation (SIU) and the Swiss Confederation.

#### **Steering Committee**

Where no mention is made of a specific round, the member participated in all three rounds of the project. Henrik Toft Jensen, Chair, Roskilde University, Denmark

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#### I. INTRODUCTION

#### 1.1 Context

The "quality assurance movement" that emerged in the mid nineties and saw the establishment of national quality assurance agencies across Europe, has been growing for a variety of reasons, not the least of which is that it is seen as a condition for creating the European Higher Education Area.

Quality, however, was initially slow to emerge as key to the success of the Bologna process. As ministers met to take stock of progress and define mid-term objectives (Prague 2001, Berlin 2003 and Bergen 2005), the issue of quality has grown in importance and risen to the fore of the ministerial agenda to become one of the first policy objectives.

The challenge at European level – whether concerning the quality debate or other key Bologna issues – is to create a European higher education area that combines diversity across – and within – forty-five countries while adhering to unifying principles and values. The challenge for higher education institutions is to take an active role in order to ensure that academic (rather than bureaucratic) principles and values are respected and the convergence process is correctly implemented, in a way that benefits universities and their stakeholders.

Beyond national diversity, a consensus has emerged among all key policy actors – including higher education institutions – on the role that higher education institutions can and should play in the construction of Europe. This aspiration implies vesting greater responsibilities in higher education institutions and should translate into improved strategic leadership and management, in part through the development of an internal quality culture. It is in this way that higher education institutions will justify and expand their autonomy, increase their credibility and improve their capacity to engage critically in the democratic debate. The Quality Culture Project was launched in 2002 in order to address these issues. The Project is part of the response that the European University Association developed to increase the capacity of universities to meet the accountability needs and the heightened demands that higher education improve its level of quality with fewer resources.

The choice of title for this project – "Quality Culture" – was deliberate. It is often the case that when speaking of quality, it is easy to revert back to such managerial concepts as quality control, quality mechanisms, quality management, etc. These concepts, however, are not neutral. They convey a technocratic and top-down approach that will backfire in academic settings. The selfperception of academics as successful professionals who are committed to excellence means that they dislike being managed.

Therefore, the term "culture" was chosen to convey a connotation of quality as a shared value and a collective responsibility for all members of an institution, including students and administrative staff. Quality culture signals the need to ensure a grass-roots acceptance, to develop a compact within the academic community through effective community building, as well as a change in values, attitude and behaviour within an institution.

It is essential that the rectoral team create the appropriate conditions for the academic community to deliver quality provision and that attention be paid to developing an agreed institutional profile, the commitment to institutional goals and objectives by the university community, and clearly defined and agreed objectives and strategies to meet them.

#### 1.2 Project aims

The aims of the Quality Culture Project were to:

Increase awareness for the need to develop an internal quality culture in institutions, and promote the introduction of internal quality management to improve quality levels

- Ensure the wide dissemination of existing best practice in the field
- Help institutions approach external procedures of quality assurance constructively
- Contribute to the Bologna process by increasing the attractiveness of European higher education
- 1.3 Selection of participating institutions

A total of nearly 300 institutions from 40 countries (some of which could not receive Socrates funding and were unable to find a source of support) applied to this project over the three rounds.

These came from the major regions of Europe, although the largest number was from the Northern reaches of Europe. In terms of institutional size, the mean student enrolment was nearly 18000 students, with the smallest institution enrolling 315 students and the largest 100000.

The Steering Committee selected institutions in terms of the quality of their applications (which were rated by an independent consultant) and with the aim of creating networks that would be balanced in geographical terms and institutional size and type (i.e., universities and other types of higher education institutions).

It is worth noting that a significant number of institutions that had participated in the early rounds were interested doing so again. The Steering Committee decided to give priority to first-timers but did not exclude out of hand repeat applications.

#### 1.4 Project method

In each round, the participating institutions were grouped into six networks focused on specific themes (cf. Annex 7.1).

Each institution was represented by one senior member who was responsible for organising the

project in his or her institution. They attended the various network meetings and prepared several documents: institutional presentations, analyses and action plans.

The coordinators were responsible for leading the work in their network, organising three network meetings, supporting the universities in developing appropriate action plans, and – following a template provided by the Steering Committee – writing the network reports. They met with the project Steering Committee twice (at the start and at the mid-point of the project) and provided the EUA Secretariat with the key documents as they were being produced.

The Steering Committee provided oversight and general guidance, monitored the progress of the whole project and is responsible for the project report.

The EUA Secretariat developed the Guidelines and the template for the network reports and provided support to the network coordinators by clarifying the conceptual framework and discussing with them all aspects of the project.

Each network held three meetings, giving rise to 18 network reports. The first meeting provided an opportunity for understanding each partner's institutional and national setting. The second meeting discussed the results of the institutional analysis and their implications (institutional action plans) while the third discussed the draft network reports.

Thus, the meetings were based on three sets of documentation (institutional reports, institutional analyses and action plans), which were the result of broad internal consultation within each partner institution to ensure their validity and to embed the project results. The network reports indicate that institutions gained valuable returns on efforts invested.

All networks have followed the EUA Guidelines for the project, albeit with some modifications, and greatly appreciated their constructiveness and dynamism. One network noted that "the project could act effectively as a form of external review but with a developmental enhancement focus rather than the usual negative implications associated with an externally imposed system of audit".

The network reports clearly show that new partnerships among participating universities have been created within the groups, some of which set up "list serves" and newsletters to communicate on a regular basis. All networks reported that the spirit of partnership that emerged through their work demonstrated the success of the networks in establishing safe and supportive communities in which to discuss common problems.

Thus, it is hoped that the working method for the project can be used as a model for developing quality in institutions. The major lesson from this project is to avoid imposing quality processes but to give space for the academic community to take hold of this concept, discuss it, define it and shape the processes that will contribute to institutional improvement and effectiveness.

#### 1.5 How to read this report

This report builds upon a great number of documents: the 134 action plans provided by each institution, the 18 network reports drafted by the coordinators and assistant coordinators, and the final reports written for the first two rounds of the project.

In addition, this project was the counterpart and complement of EUA's Institutional Evaluation Programme. It is worth noting that the Institutional Evaluation Programme was invited to conduct the review of the seven universities in Ireland in 2004. These reviews focused on the universities' internal quality arrangements and provided EUA with a major opportunity to examine in detail the results of a unique grass-roots process in developing and embedding a quality culture in higher education institutions. This life-size experiment constituted an exceptional opportunity to understand better the obstacles and success factors in introducing internal quality processes and has allowed EUA to reflect further on these important issues.

Thus, in highlighting the key findings identified by the networks, this report is an attempt to present the combined learning of EUA and the 134 institutions involved in this project over the past four years. The choice was made, in this report, to focus on the generic rather than the thematic aspects of quality culture in order to achieve a broad understanding of this area. Readers interested in a specific network report can contact the EUA secretariat.

#### II. DEFINING QUALITY AND INTRODUCING A QUALITY CULTURE

While the point of departure of the Quality Culture Project is the concept of quality, the EUA Project Guidelines did not prescribe a definition of quality but rather invited the networks to discuss and agree possible definitions based on the list below.

The reason for this lack of definition in the guidelines was to promote the notion that such discussions should take place in every institution and to ensure ownership of any definition that is adopted. The Guidelines offered the following list of definitions:

- Quality as fitness for purpose
- Quality as compliance (zero errors)
- Quality as customer satisfaction
- Quality as excellence
- Quality as value for money
- Quality as transformation (process of changing the customer)
- Quality as enhancement (process of changing the institution)

Quality as control (punitive/rewarding process of quality assurance)

#### 1.1 Defining quality

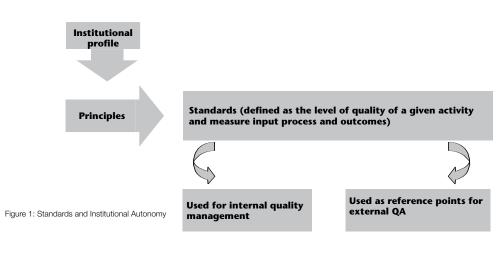
The networks in the first two rounds devoted considerable time discussing a definition of quality. The results of their discussions were confirmed by the third round partners. Most networks referred to the heterogeneity within the networks: each included institutions of different types, mission, size, age and geographic location. This diversity led the networks to agree that definitions of quality are culturally sensitive and that quality is a relative concept.

This is a key finding that will become increasingly important to consider in the context of the increased diversification of higher education institutions across Europe. It has implications for the ways in which external quality assurance needs to be carried out.

It seems that it would not be feasible, or indeed desirable, to apply a shared definition of quality to institutions that have different individual missions and that evaluation against a specific mission (fitness for/of purpose) is the realistic way to ensure that all institutions adhere to a shared quality agenda.

While an approach based on standards could lead to external quality assurance procedures that ensure compliance with standards, a fitness for purpose approach implies generally an improvement orientation: quality assurance must take as its point of departure the mission and objectives of a specific institution and recommend improvement in order to achieve the set goals.

If, however, compliance with standards is a policy goal, then it is up to the institution to identify its standards in accordance with its specific mission and goals as described in the following figure:



Indeed, in spite of the lack of a shared definition across the networks, all participants agreed that the challenge of defining quality across such a diverse group of institutions is not an obstacle for defining quality in each institution. Internal discussions of quality are helpful as a point of departure in order to develop awareness of the need to address this issue and create an internal quality culture.

The networks discussed different factors that influence the institutional definition of quality as well as some generic characteristics of quality. The different definitions or characterisations of quality that were discussed split approximately into two bundles: approaches that focus on quality of outputs vs. approaches that focus on quality of processes in developing, implementing and improving institutional activities.

In the outputs perspective, institutions examine the outcomes of university activity, such as teaching and research, and the extent to which set goals are achieved. Thus quality as outputs is associated with definitions of quality as excellence, fitness for purpose, "customer" satisfaction or effectiveness.

In the process perspective, institutions examine the activities that lead to the desired outcomes, such as governance structures, decision-making processes or administrative procedures. Quality as a process is thus associated with values, internal processes and effectiveness.

The choice of quality definitions changed over the three rounds of the project. While in the first round most of the networks tended to view quality in the outputs perspective – and defined quality mostly as fitness for purpose – in the second round, both perspectives were equally discussed. The third round, in contrast, tended to see quality in the process perspective. These differences may be attributed to the fact that each round made an effort to contribute to this discussion while taking into account the early stages of the project.

Obviously, it is important to look at input, output and process in order to get a full picture of an institution's position. Thus, there was broad consensus that if quantitative indicators are used (for the measurement of inputs/outputs) these must be balanced with qualitative measures (process). This helps to put the former into their appropriate context and to understand their meaning.

The dynamic aspect of quality – in both the outputs and the process perspective – is a dimension which was pointed out in all three rounds. Thus a focus on quality should always be to enhance and improve the current status and develop the systems that assure it. This means that quality is an ongoing exercise: it is not a state that is reached once and for all but one that needs to be pursued continuously.

## 2.2 Defining and introducing quality culture

The previous section summarised the discussion on defining quality. The networks were also asked to reflect on definitions of "quality culture" and how to introduce it. As will be seen below, they considered the structural and organisational issues that can nurture an institutional quality culture.

#### 2.2.1 Defining quality culture

In addition to being asked to define quality, the networks were also invited to discuss how to define quality culture. However, only a few networks across the three rounds explicitly discussed definitions of quality culture perhaps because most network members took that definition for granted. Those networks that defined the concept came approximately to the same conclusion. As one network expressed it, quality culture refers to an organisational culture that intends to enhance quality permanently and is characterised by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. Thus, the cultural/psychological element refers back to individual staff members while the structural/managerial refers back to the institution.

These two aspects, however, are not to be considered separately: both elements must be linked through good communication, discussion and participatory processes at institutional level. It is important to note that the network reports identified institutional autonomy and external accountability procedures as two factors that determine the maturity of a quality culture in an institution.

Particularly, external quality assurance procedures oscillate from approaches based on "excellence" to "fitness for purpose" and from "basic standards" to "consumer satisfaction" (Van Damme 2003). Van Damme argues that this pendulum movement is in perpetual motion and illustrates it in the following figure:

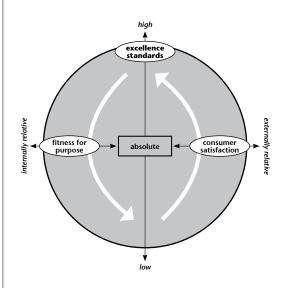


Figure 2: Mapping quality definitions

#### The networks agreed that:

- Institutions characterised by a mature and successful quality culture are usually those that enjoy a high degree of autonomy.
- Where external accountability procedures stress institutional responsibility and de-emphasise compliance with standards, institutional quality cultures are more mature and effective.

These are key findings that should inform quality assurance policies and the legal higher education frameworks. They should also suggest to institutions the importance of developing their own internal processes in order to avoid being buffeted by the QA policy pendulum swings identified by Van Damme.

#### 2.2.2 Introducing a quality culture

The network reports gave concrete recommendations and examples of good practice on how to introduce quality culture in an institution. Mainly four features of this process were identified: strategy, leadership, engagement, and feedback. These features are discussed in more detail in Chapter III.

For now, it is important to stress that the introduction of quality culture requires an appropriate balance of top-down and bottom-up aspects. It is noteworthy that, while the first round participants discussed at length the leadership's role in introducing and promoting quality culture, participants in the second and third rounds gave greater emphasis to the importance of having a grass-roots ownership of the process. It could be argued that the second and the third rounds have successfully built on the experience of Round I of the project and that more universities have thus committed to the introduction of a quality culture.

In order to embed a quality culture in an organisation and make it operational several factors have been identified and discussed in the networks. These factors include the structures of the organisation as well as processes and procedures related to quality culture.

In any case, a crucial factor and indeed the starting point of the development of a quality culture is the mission of the institution. The networks insisted time and again on the importance of basing and grounding a quality culture in the mission of the institution. A mission reflecting clear institutional priorities helps the institution to develop a strategy for quality culture and to embed it (cf. Chapter III).

#### 2.2.3 Embedding a quality culture

While it is important to introduce quality culture sensitively, it is also important to monitor and evaluate it continually. Quality culture is fragile and very sensitive to over-bureaucratisation.

This consideration will become evident in the discussion about the staffing of quality units and the processes that are being implemented in many institutions (cf. Chapter III). Linked to the issue of bureaucratisation and in order to be effective in improving quality, a commitment to quality culture requires a continuous investment in financial and human resources.

Several networks came to the conclusion that quality improvement is a costly exercise. These costs have to be seen as an investment for the institutions. Therefore, they need to be balanced against the results: they must be commensurate to the investment made and must not divert resources from the main activities of the institution.

The networks noted that while a high level of quality cannot be achieved with little funding, the costs related to neglecting quality must also be recognised. In the long run lack of appropriate funding for quality measures could lead to the institutional mission remaining unfulfilled. It could also mean that its position in quality league tables is compromised. Therefore, investment in quality is seen as indispensable for higher education institutions and, in order to minimise cost, the key question to ask is: what can be done better, rather than what additional activities should be embarked upon.

#### **III. IMPLEMENTING QUALITY CULTURE: GOOD PRACTICE**

Higher education institutions are characterised by the distribution of power and authority, the ambiguity and complexity of goals and purposes, and outcomes that are difficult to measure. Therefore, the challenge in terms of implementing a quality culture is two-fold:

- To systematise standards and operations across an institution while taking account of differences among disciplines or between the administrative and academic units.
- To develop a set of criteria and measures that captures successes and failures in a constructive and transparent manner.

The network reports highlighted the need to pay attention to process as an essential precondition for a successful introduction and embedding of an internal quality culture.

The following chapter discusses in further detail the recommendations and good practice from the network reports related to the implementation of quality culture. The chapter also highlights some selected concrete good practice examples from a few participating institutions in the Quality Culture Project.

#### 3.1 Strategy, policy and planning

Strategic planning has been identified as a main factor for the successful embedding of quality culture in an institution. Indeed, developing a quality culture in a strategic vacuum may become a pointless exercise that can be de-motivating. Therefore, the institutional strategy can serve as a catalyst for quality culture and give it a strategic direction by embedding a definition of quality within it. This approach would ensure that the definition of quality that is chosen and the ways to achieve it are coherent with the specific institutional mission.

The discussion of institutional strategies highlighted three main aspects: the substance of the strategy, the process of strategic development and the challenges of implementing a long-term strategy.

#### 3.1.1 Substance

The substance refers to the specific content of the strategy, which, as has been mentioned, must be linked to the institutional mission in order to ensure coherence. Elements of the strategy include examining the position of the institution in its environment, defining the particular niche and profile of the institution and coordinating action between the different levels and functions of the institution.

A specific challenge for higher education institutions lies in the ambiguity and the versatile aspect of institutional missions, which might lead to a tension or a contradictory strategy as, for instance, when no heed is given to achieving an appropriate balance between teaching and research. Therefore it is important that the institutional leadership formulates, discusses and communicates clear priorities and guidelines and includes them in the institutional overall policy plan.

To the extent, then, that an institutional strategy (that comprises a quality strategy) is a requirement, a useful point of departure can be a SWOT analysis of the strengths, weaknesses, opportunities and threats of the institution and defines its midterm and long-term goals. Therefore clarity about the institutional mission and position is a prerequisite for strategic planning in order to avoid dealing with contradictory or unrealistic aims.

#### **Strategic Planning and the Evaluation Process**

At the University of Tartu the Quality Culture Project contributed to the process of producing the new University strategic plan for the next five years. The process of compiling the new strategic plan involved staff at all levels in the development of institutional policies, priorities and strategy. As the starting point, UT carried out an internal SWOT analysis involving about 80 people, mostly members of the Council of the University.

The analysis was followed by a self-evaluation report, which was widely circulated among the staff members. The next step was an evaluation by the European University Association (EUA) auditors' team. During the two visits about 200 people from students to the university Rector and stakeholders of the University were involved in discussion, concluding with the team's oral report to the UT council.

The preparation of the strategic plan was coordinated by a 12-member committee involving representatives from faculties and administration. Different aspects of the future plan were presented in the university newspaper. Upon completion, the plan was made public via faculties and the University homepage. The strategic plan is a two-page document, containing the mission, vision, five «quantum leap domains» and a set of eleven quantitative indicators up to the year 2008.

The plan was adopted by the University Council in March 2003. The next phase will include completing the present plan by producing development plans, financial means and annual development plans in four domains, all to be produced by a specific date. During this stage the overarching strategies and standards will be elaborated and the identification and discussion on stakeholders' needs will continue.

#### University of Tartu, Estonia

#### 3.1.2 Process

Several networks recommended setting clear priorities due to the impossibility of achieving all desirable goals at the same time, given limited financial and human resources. In this respect, it is crucial that all strategic and implementation plans include clear schedules for the different stages of the process.

As one network report noted, developing and implementing a shared and coherent strategy can be a major challenge for higher education institutions that have a long tradition of decentralisation. Therefore, the process will only be successful if there is a widespread and shared vision among members of the institution or at the very least a sufficient degree of agreement about overarching institutional aims. It is obvious that institutional settings, size, historical legacy, current legal frameworks and financial resources play an important role in this respect. Small institutions of easily manageable size find it easier to create a shared identity for their members.

Almost all networks discussed the importance of including staff members, students and external stakeholders in the planning process of the institution. Through their active participation the institution can enhance its strengths in a competitive environment.

It is interesting to note that third round participants put most emphasis on the involvement and participation in the strategic process of all groups in the institution, especially that of external stakeholders. Stakeholder involvement was also discussed in the first two rounds; greater emphasis, however, was placed upon aspects related to the substance and the follow-up of the strategy. In terms of strategic content it seemed that research topics were most open to the consideration of stakeholders' feedback in the formulation of a strategy.

#### **Strategic Development Process**

Creating a quality culture in a traditional and well established university was not an easy project. When ITU decided to restructure its research, education and service to society functions and implement extensive reforms in all areas and levels in 1996, one of the most important goals was to create an internal quality culture. It took almost three years to get the bottom-up processes started and to combine them with top-down processes to realise the goals and then implement the reforms. In 1999, when many departments decided to seek international accreditation, it was clear that the idea of "becoming a global institution" has been widely accepted, especially by the young academic staff. More than 650 academic staff members out of approximately 900 were involved in this Continuous Quality Improvement project.

A strategic plan was prepared and sent to all members of the academic staff requesting their feedback. Copies were also sent to the deans of each faculty, the directors of each institute, and representatives of students and research assistants for evaluation and recommendations. The deans engaged their faculties in discussions of the report, and the steering committee organised a meeting with student and research assistant representatives. The draft was further improved based upon their feedback. This was presented to the Rector who submitted it for final ratification to the Senate. The final report was placed on the University web site for easy access by the academic and administrative staff and students.

The report also included a SWOT analysis on eight different functional areas of the university. The SWOT analysis was extensively reviewed by the internal stakeholders and their comments were incorporated into its final version. After this analysis, ITU started a formal development process of a strategic plan. This project was designed under the guidance of experts in the ITU Faculty of Management. These experts are well known in the industry for their contributions to the strategic planning of corporate structures. The coordinators of the strategic planning project prepared a draft work plan which was discussed and revised at several meetings in the Rectorate.

The eight SWOT analyses were reviewed in detail and reduced to a single general SWOT analysis incorporating all functions of the university in order to develop the strategic plan of the university for the next five years. The general SWOT analysis was first exposed to a prioritisation process by the self-evaluation steering committee and the Rectorate. Later a focus group meeting was organised with twenty-seven participants composed of internal and external stakeholders. At the end of a day's work, the group formulated their results in the form of 32 strategic actions and 51 projects. Then the list of these strategic actions and projects were sent to the meeting participants, the deans, and department chairs for weighting and identifying high priority strategies and projects. The results of this analysis are processed for further development of the strategic plan by a team of experts from the ITU Faculty of Management.

#### Istanbul Technical University, Turkey

#### 3.1.3 Challenges in implementing a long-term strategy

The network reports identified challenges and difficulties in implementing a strategy that are linked to institutional planning and decision making. Such difficulties occur because the internal processes are influenced and often constrained by external and internal factors such as policy frameworks, financial constraints or conflicting pressures and demands.

In order to deal more easily with a fast changing environment – especially because funding for higher education is increasingly scarce – some networks mentioned the value of long-term funding contracts with the state, which would lengthen the planning horizon of the institution and ensure sustainability of activities. The process of developing a contract gives the opportunity to all institutional members to contribute to its development and provides the leadership with a tool to steer the institution.

In a fast changing environment, however, the institution must carefully consider the advantages and disadvantages of such contracts, which might inhibit timely future developments. Specifically, very detailed contracts can present a problem and care must be taken to ensure that there is some leeway in allowing the institution to adapt to changing circumstances.

#### 3.2 Structures

Higher education institutions can support a quality culture by providing appropriate structures within their organisation in order to facilitate and maintain the quality commitment of its members. As will be seen below, the networks discussed such issues as types of organisational structures, their degree of centralisation and internal communication.

## 3.2.1 Types of organisational structures

Several networks discussed the need for stable and durable organisational structures to assure quality. In this context, network partners discussed whether to create new units or rely on already existing structures. The use of available structures minimises work by using established communication channels and drawing upon already recognised responsibilities.

While the institutions in the first round of the project tended to recommend creating new structures in order to deal more systematically with internal quality, the institutions in the later rounds tended to recommend using available structures. This evolution may reflect the fact that many new structures now exist in institutions to coordinate the internal quality processes and that institutions are becoming increasingly aware of the risk of over-bureaucratisation in this area.

Another related question that requires careful consideration is how to staff the quality units – with specialised or academic staff?

- A category of "quality assurance professionals" is becoming increasingly common in many countries and it is tempting to hire them to staff these quality units. This can ensure professionalism and expertise but may also lead to a rift between the quality unit and the academic staff if the quality unit staff members are not firmly grounded in an academic culture.
- An alternative solution is to staff the quality unit with academics and rotate them occasionally. Such staff rotation would ensure that the quality unit remains grounded in the university and is not perceived as the private domain of its staff.
- It is important to note that when academics lead administrative services, the university often does not seem to recognise the need to have skilled administrative staff to support them appropriately. This situation may lead to over-bureaucratisation, with the administrative staff producing rules rather than services.

The ideal solution may be a combination of the two options, which would ensure skilled administrative support as well as academic engagement. This requires careful selection of the administrative staff and proper staff development in order to ensure their skills.

#### **Quality Assessment Office**

The creation of a Quality Commission as the main body responsible for the assessment process and of a Quality Assessment Office (OEC) with a solid structure and permanent support system were two important decisions. The mandate of OEC is to support the assessment process and carry out specific improvement actions.

Since its creation, the method has been fine-tuned in order to improve the way information is compiled, simplify the process and facilitate analysis. As a result, for instance, this system integrates information obtained through other means than the evaluations, such as questionnaires to teaching staff, students and administration and services personnel (for instance, studies on graduates, new enrolments, indicators, etc.). Information is now centralised and databases have been created for decision-making.

The OEC has created the role of the "facilitator" whose functions are to: a) advise and inform those involved in the process, b) coordinate and provide technical support for the development, publication and checking of reports and c) take responsibility for the dynamics of the working group. The objective is to make the assessment process more efficient by optimising results and reducing the amount of time required for the process.

#### University of León, Castilla y León, Spain

#### 3.2.2 Degree of centralisation

A question, which has not been answered conclusively, is where to locate the units responsible for quality and if the central leadership should be responsible for them. A quality structure can be organised at the central institutional level but it can also be organised in a decentralised way, with each faculty or department having similar quality related structures. Each option has advantages and disadvantages:

- Decentralised structures have the advantage of ensuring a greater sense of ownership locally and are more adapted to local circumstances but they could end up working at cross purposes in terms of the whole institution.
- Centralised structures can bring greater coherence across the institution but may end up being too distant for an appropriate understanding of local conditions.

Obviously a consideration of the institutional size, culture and degree of faculty autonomy are important in deciding where to lodge these quality units. In any case, whether centralised or decentralised, it is essential to consider how to minimise the potential downside of quality units. Because institutional members will not see quality as their individual responsibility they will tend to delegate it to the separate unit and, in so doing, hinder rather than foster the development of a quality culture thus preventing a wider ownership for quality. Since the hallmark of a stable quality culture is shared ownership by all, quality cannot and should not be confined to a unit alone.

#### 3.2.3 Internal communication

In order to foster quality culture effectively, ensure the involvement of all and minimise the danger of isolating quality culture in a quality unit, an information and communications strategy was identified as an important factor.

When speaking of an information and communications strategy, it is crucial, however, to distinguish between information – which relates to facts – and communication – which relates to ideas and promotes exchange and discussions. To foster quality, both reliable information and exchange of ideas should be considered and approached in an integrated fashion within the institution. In other words, effective communication relies on multiple communication channels and ensures feedback loops.

When first introducing quality culture, it is essential to discuss widely the reasons for doing so. Typically, the leadership is aware of the dangers of standing still in this area but the staff may not necessarily see this. Higher education institutions have had a long tradition of striving to be the best at what they do and use the informal mechanism of peer pressure to achieve this goal. The change from an informal and implicit to a formal and explicit quality culture is not always easy to understand and needs to be explained and discussed.

Similarly, when the processes are in place, information about and discussion of quality monitoring results are essential in generating confidence and credibility in the organisation.

#### 3.3 Internal evaluation process and feedback loops

An increasing number of institutions are developing internal evaluations of programmes and activities. These usually include a self-evaluation that analyses performance against agreed goals and objectives and a peer review. Experience shows that it is best that the peer-review team includes mostly members from outside the institution and, when possible or appropriate, international experts.

As one network noted, (self) evaluations are of special importance to higher education institutions as they constitute an appropriate means of evaluating the performance of higher education institutions. While business enterprises have financial performance indicators at their disposal in order to assess the success of their operation, these indicators are not available for higher education institutions.

The evaluation processes should have consequences but it is important that these lead to improvement and are not conceived as control mechanisms or associated with punishment. Networks across the project emphasised that a controlling quality culture is incongruent with academic values. Indeed, as an "expert organisation", higher education institutions need to motivate all their members through involving them in discussions of key decisions.

In addition, it is important to point out that if the academic community, including the students, do not see positive results from internal quality processes, discouragement and cynicism will set in and lead to an erosion of the quality culture that will be difficult to put right again.

Feedback loops and continuous evaluation of goals and processes are important features of a quality culture and an integral part of the strategic planning process. These processes allow the institution to learn from its experience, share good practices across faculties and minimise and correct mistakes.

The network reports, however, drew a very diverse picture of organisational decision-making and feedback loops in their institutions. While feedback loops are seen as an important feature of organisational decision making, some institutions are more advanced than others in this respect and still others are in the process of setting up or reforming their procedures.

In summary, five conditions that ensure that internally driven evaluation procedures support and enhance quality culture include:

- Integrating the evaluation process into a broader process of quality management and development. This is very important in order to avoid reducing evaluations to mere bureaucratic procedures aimed at compiling reports and numbers.
- Introducing transparent rules and procedures which are discussed and then clearly documented and communicated to the institutional community.
- Designing evaluations in such a way as to discourage mere compliance with evaluation criteria and indicators but rather encourage adherence to the spirit of quality that forms the foundation of the indicators. Compliance with indicators will be detrimental to quality in the long run.
- Involving academic and administrative staff, students and external stakeholders in internal procedures.

Implementing follow-up procedures linked to the outcomes of the evaluation. If there are no consequences to the evaluations – which usually require an effort by all individuals involved – staff and students will lose interest in these procedures and will not support them.

One network described a model of a decision-making process including a feedback loop. The process starts in its first phase with an awareness phase where the institution creates acceptance of a problem and rallies support for its solution. In the second phase, the concept phase, the senior leadership decides on a strategy and priorities for the following implementation phase, which involves actors at all levels of the institution. In the final phase the results of the implementation are evaluated and, if necessary, corrected.

**Strategic Planning Cycle and Quality** 

To support top level strategies and policies, the Quality Manager implements a brand new planning process that consists of four main systems:

#### **1. Forecasting System**

This first step aims at helping each unit head to formulate this unit's mission. The mission developed also identifies the long-term goals of the unit. Thereafter, two additional documents are produced: The annual Strategic Action Plan, which emphasises the medium-term goals and is validated by the Steering Committee, and a software-based plan of the yearly operational short-terms goals and activities. Action Plans are discussed with appropriate stakeholders, depending on the nature of the unit: companies, students, foreign teachers, community...

The Forecasting System aims at sharing information at all levels inside the school and with external stakeholders. It is also helpful in clarifying the unit's mission and policies, together with actions to be implemented to improve the unit's functioning.

#### 2. Piloting System

This second step aims at collecting all the data during the implementation phases to ensure that performance indicators will be available for the next cycles. The Piloting System results in Performance Scorecards that gather both quantitative and qualitative data connected to the unit processes. The performance indicators were derived from benchmarking with accreditation bodies, competitors, and through advice given by external partners, and improved internally in order to ensure the adequacy of the mission, while considering stakeholders' needs.

#### 3. Reporting System

This third step consists of a synthesis of the data collected through the Piloting System. Normally each head of a unit organises meetings with his/her staff to ensure both communication and commitment to the conclusions drawn from the analysis of the data. As the Annual Activity Review will determine the following Strategic Action Plan, it is of utmost importance to involve a wide range of staff at this level, and discuss with them lessons learnt, strengths and weaknesses of the unit, which Strategic Action Plan targets have not been met and the reasons behind this.

#### 4. Controlling System

The General Director and Quality Manager receive the Annual Activity Review and organise an internal audit. The Annual Activity Review is also presented to – and discussed with – the Steering Committee during this process, and is included in the Annual Report to the Board of Directors.

Lille Graduate School of Management (ESC Lille), France

Finally an increasing number of institutions are setting up partnerships of various kinds (e.g., joint degrees, associations of institutions in a region). These constitute a special challenge in terms of internal quality arrangements. It is helpful if partners agree on a common quality assurance philosophy, which takes into account differences among partners located in different countries. These differences can be legal or be imposed by the external quality frameworks. The quality of such partnerships can be increased if they are evaluated internally on a regular basis and are anchored in the institutional strategy.

#### 3.4 Senior leadership

The institutional leadership has a central function in the implementation and operation of quality culture. It needs to explain why internal quality processes have become so essential and to create the conditions for introducing and embedding these processes by promoting a discussion of these issues, clarifying the responsibilities, developing – through consultation – transparent frameworks and ensuring the appropriate follow up of internally organised quality reviews.

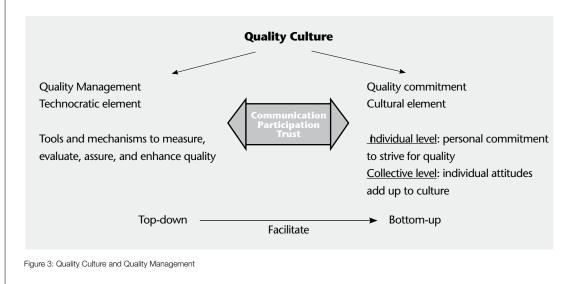
Thus, the networks addressed four different functions as detailed below: setting the overall institutional strategy and coordinating its implementation, promoting and communicating quality culture, developing relations with the staff and monitoring quality.

#### 3.4.1 Strategy and coordination

The senior leadership is in charge of the strategic direction of the institution. Therefore it should set guidelines and clear priorities to guide the activities of staff after these have been discussed widely in the institution. Leadership must also clarify roles and responsibilities within the institution and – in its coordinating role - maintain close cooperation with the leadership at faculty and departmental levels.

In this respect some networks made the distinction between leadership and management. While leadership sets the overall strategy and sets the direction for change (doing the right things), management executes the defined policies (doing things right). Leadership is particularly important at times of change while management, in effect, maintains the "ship" steady. This shows the necessity of both a strong and visionary leadership as well as a functional and well staffed administration.

The distinction between leadership and management is applicable to the issue of quality as well. In the words of one network, "quality commitment" must be distinguished from "quality management" and both combine to produce an effective quality culture:



Thus, "quality commitment" aims at creating the engagement of the community in order to meet and improve objectives and to ensure a bottom-up approach to quality. By contrast, quality management is the technocratic side of quality culture and refers to tools and mechanisms to measure, evaluate, assure and enhance quality. Both elements are essential and must be mediated by effective communication and participation.

## 3.4.2 Promotion and communication

After setting the basic strategy, the leadership's task is to promote and communicate this strategy to staff members, students and external stakeholders. Leadership involves promoting the vision and the notion of quality culture and raising the awareness of staff members in this regard. Some networks mentioned the importance of "champions" at senior level to promote the strategic agenda of the leadership and recommended including internal quality in the remit of one vice-rector.

Furthermore, the institutional leadership has to communicate quality goals and related decisions to staff, students and external stakeholders. The focus should not be solely and primarily on the communication of facts, but rather on conveying the values of quality related activities and thus giving meaning to the information.

Communication, however, is not merely internal. The role of leadership is also to represent the institution to the outside word, to communicate change processes externally, mobilise support for them and ensure accountability to the public.

In this context, it is worth pointing out that external communication will become increasingly important in Europe for a variety of reasons. The ageing of the population will lead to a shrinking of the student body and will increase competition among institutions. On the positive side, there are the Bologna process, which aims at increasing student mobility, and the attractiveness of European higher education, as well as the emergence of joint degrees and a variety of inter-institutional research and education partnerships. All these developments necessitate that higher education institutions demonstrate their quality to external partners and to the wider public. Designing internal quality processes has become a required starting point for this demonstration.

## 3.4.3 Relationship between leadership and staff

A central issue in promoting quality culture is the relationship between the leadership and academic and administrative staff. The leadership needs to create conditions that are beneficial to quality culture and that ensure that staff members can perform to the best of their abilities in a way that is congruent with the values of the organisation. This involves good communication, motivation and providing opportunities for staff development, but also reducing the administrative workload for academic staff in order to create free time and resources for developing new ideas.

An open climate conducive to quality culture requires several elements:

- A follow-up to the results of internally organised reviews and a positive "can do" and proactive approach to problem solving rather than a punitive or merely reactive one.
- A balanced mix of top-down and bottom-up elements.
- Self-empowerment of staff: This approach relies on staff developing and improving their activities with the input and support of coordinating units.

Finally a leadership style conducive to quality culture requires the integration of all relevant members of the institution in the decision-making process, including academic and administrative staff and students. This will promote ownership and will contribute to mobilise "quality champions" across the institution.

#### 3.4.4 Quality monitoring

The fourth central task of the senior leadership, which has been highlighted by many networks, is the monitoring of quality and the integration of quality monitoring results in the decision-making process of the institution. As already pointed out, the leadership has to ensure that monitoring has a clearly supportive and developmental role and is not considered as a controlling mechanism by staff members.

#### 3.5 Academic and administrative staff

As members of knowledge-based organisations, academic and administrative staff members are the most important assets of higher education institutions. All networks recognised that staff members are the main actors in implementing any change process and anchoring it in the institutional reality. Similarly, their role in embedding a quality culture in their institutions is indisputable.

An active participation of staff members and giving them substantial responsibilities will increase their sense of ownership and will lead to positive changes and improvement (ownership by empowerment). In order to achieve this process, staff members have to be informed about the goals of the quality culture and be given the opportunity to discuss them. This implies developing processes and channels of communication that are both top-down and bottom-up.

In this context three issues have been discussed in the networks: recruitment of staff, staff development – on which most emphasis was put in the network reports – and incentive systems.

#### 3.5.1 Staff recruitment

Networks noted difficulties with human resource policies and employment procedures and could not come to an agreement on these issues because of the diversity of national employment frameworks. While one network suggested redefining recruitment criteria in order to provide more incentives to hire academic staff with the profiles that fit the institutional mission, another network noted that none of the participating institutions saw a need to change recruitment procedures, even when these procedures are highly bureaucratic.

Irrespective of these challenges, it is important to note that institutional autonomy with regard to employment issues is limited in some countries. Changing recruitment procedures is particularly difficult in countries where academic staff members are civil servants and their appointment is controlled by the state. Nevertheless, institutions should carefully investigate the scope of their autonomy and make use of any opportunity available to develop their own initiatives.

Regardless of the scope of their autonomy, all higher education institutions need to develop a human resource strategy and make an effort to become attractive employers.

#### 3.5.2 Staff development

Nearly all networks emphasised staff development as a major requirement for increasing the quality of their staff and embedding quality culture. Staff development schemes must include training and other measures (funding for participation in international conferences, etc.) to develop skills, strengthen accountability and quality awareness and increase the motivation of staff. Such training should be offered on a permanent basis.

#### **Staff Appraisal**

At Copenhagen Business School (CBS), staff development is a crucial issue and it is increasingly becoming a standard requirement for departments and administrative divisions to address this matter in the light of the strategic objectives of CBS in the annual plans and reports. The cornerstone of the dialogue between the individual employee and the local leader or manager (e.g., Head of Department or Head of Office) is the annual appraisal interview.

The appraisal interview:

- Clarifies the connection between the employee's working effort and the goals and results of CBS
- Increases knowledge about the leader's or manager's and the employee's wishes and expectations in general, as well as understanding the present and future working tasks and conditions
- Secures a continuing competence development of the employee
- Gives the leader or manager greater knowledge about the working conditions of the employee
- Gives the leader or manager feedback
- Creates work related and organisational visibility in the organisation
- Creates a positive and dedicated working environment

The interview is a supplement to the daily work and personal contact between the leader or manager and the employee, and it is mandatory.

Copenhagen Business School, Denmark

Staff development should be designed specifically to the needs of the groups concerned, e.g., leadership development for members of the institutional leadership, including targeted training to increase the proportion of women in leadership posts, specific training for young researchers, training in new teaching methods for teaching staff and skills development for the administrative staff.

#### **Support of Young Researchers**

An independent university-funded programme is targeted towards training young researchers through active collaboration in research projects selected for their high scientific quality. Two-year fellowships are granted to young PhDs with the possibility of renewal for two additional years after passing through a competitive evaluation. This training programme also provides a channel for selecting strongly motivated and skilled researchers and faculty for hiring at Italian and foreign universities and research organisations.

A shared criterion for allocation of resources in all the above programmes is the evaluation of the scientific quality of the proposals submitted by the researchers. This is performed through a peer review process that makes use of on-line procedures for submission, anonymous evaluation by the referees and final selection of the proposals by a specially appointed committee.

University of Padua, Italy

Apart from the lack of resources, a challenge in the area of staff development that has been identified frequently is the low participation and even resistance of academic staff. Staff development is often seen as unnecessary, time-consuming and a means of control by the senior management. Therefore, the benefits of training and professional development have to be clearly communicated and staff development measures have to be tailored to individual as well as institutional needs.

Finally, it is important to note that staff development schemes must be put in place at the same time as quality culture is introduced in order to signal that the new internal quality processes are not meant to be punitive.

#### 3.5.3 Incentive systems

While all networks agreed that a punitive quality culture is counterproductive, some recommended using incentives in order to motivate staff. Institutions could consider if incentives of a financial or non-financial nature should be offered to enhance performance. These types of policies have advantages and disadvantages:

- Reward schemes and incentives can serve to motivate staff members and ensure the strategic direction of the institution by rewarding exceptional performance.
- Reward mechanisms might introduce a competitive culture within the institution. While this new culture might produce positive results in the short term, it might become, in the long term, counterproductive in that it prevents effective team work.
- Motivation based on external incentives is usually fragile and might lead to a dysfunctional quality culture by encouraging staff members to expect rewards before embarking on any new activity.

#### 3.6 Students

Nearly all networks regarded student involvement as important for the development of an institutional quality culture. Their actual level of involvement, however, varies strongly across institutions, with the most common forms of involvement including filling out teaching evaluations and participating in decision-making bodies.

#### 3.6.1 Students' evaluations

Teaching evaluations are widely regarded as an important tool to ensure the feedback of students on the teaching process. Such systems are already in place in many institutions, but their degree of formality and usefulness varies. Some of the obstacles that have been identified include:

- Making the evaluation questionnaire available on line only: this may restrict its access to students with computers.
- Leaving the administration of the questionnaire to the individual good will of teachers.
- Failing to put in place a process which guarantees students the confidentiality of the questionnaire.
- Failing to demonstrate that the questionnaires will result in concrete improvement.

Taking the following points into consideration could ensure a successful outcome:

- It is important that the questionnaires are designed in such a way as to yield clear and useful results.
- Many questionnaires designed to evaluate the teaching process are based on a faulty premise: they assume that the teaching process is one-way with the teacher educating the students. A more appropriate premise is to think of the teaching process as a transaction or a relation-ship in which both the teacher and students are actively involved. This premise allows for the design of a questionnaire that helps students reflect upon their own role and performance as well as

those of their teacher rather than focus solely on the teacher's performance.

It is essential that programme committees meet yearly to consider and discuss the consolidated results of these questionnaires and to prepare a report on the actions that have been taken to improve.

While the evaluation of teaching is essential, it is also important to seek students' evaluations of other components of their overall educational experience. These can be done through a variety of mechanisms:

- Exit questionnaires of graduating students
- Interview of students after they return from an international exchange programme
- Interview of international students currently hosted by the institution
- Evaluation questionnaires of specific student services (e.g., libraries, academic advising, careers office, etc.)

3.6.2 Student involvement in decision-making bodies

Network discussions revealed that student participation in decision-making bodies is usually relatively low and that institutions experience difficulties in increasing it. This is sometimes true even when the law mandates student participation. It is essential to identify the reasons for low student participation and to develop solutions if only because the recent trends towards considering students as paying customers or consumers will only contribute to exacerbate this tendency.

Most students are confronted with the notion of student participation for the first time when they enter higher education. They need to understand what it is about and the benefits it holds for them and the institution. They also need to develop a sense of ownership of the quality issues.

Some ideas to improve student participation include providing appropriate support for student groups, developing their leadership skills and their capacity to understand strategic institutional issues and involving them in the appropriate bodies where their contribution would be of added value.

Whatever solutions are selected, it is clear that institutions that are focused on students are more successful than others in this area. Such student-focused institutions offer an array of formal and informal events, services and activities that clearly signal to the student body that the institution's mission is to serve them as a priority. These institutions also offer their students opportunities to participate as volunteers in a range of student support services (e.g., as academic tutors, academic peer advisors, etc.)

**Engagement of Students in Research Activity** 

An important aspect of the university's research strategy is motivation and engagement of students in research activity. The university considers the education of highly qualified young scientists (future university staff members) a prerequisite for the continuation and development of a good research tradition. In practice this policy is carried out by the faculties in numerous "student research circles" which are focused around various disciplines. The results of their activity are presented during Student Research Sessions twice a year and published in conference proceedings, while the highly acclaimed papers are also published in scientific journals. The scale of this activity is well reflected by the 350 presentations during the last Students Research Session in May 2005.

AGH University of Science and Technology, Poland

#### 3.7 External stakeholders

Over the course of the project, there has been a clear tendency to acknowledge the increased need to consult external stakeholders as reflected in the emergence of governing boards that include them.

In general, the networks regarded as beneficial the cooperation with external stakeholders, especially in building industrial partnerships and in obtaining external opinions.

The networks warn, however, that institutions need to exercise caution: typically, external stakeholders (e.g., employers, politicians) have a short-term perspective and their advice might not always be in the long-term interest of the institution. In addition, one network stressed the need to uphold academic values and use the Magna Charta as a guiding document for industrial partnerships.

The links with external stakeholders should be in line with the institutional mission and thought through strategically. For example, the networks recommended a strong presence of external stakeholders in the strategic development process in such areas as industry relations and applied research. In other areas, such as teaching, the presence of external stakeholders was viewed with greater caution.

The third round put a special emphasis on the importance and value of involving alumni. The main areas where alumni involvement could be beneficial are partnerships with industry and advice on redesigning study programmes and courses as well as services. Here too, however, it is important to be cautious about the advice given by alumni: the more attached to the institution they are, paradoxically, the more inclined they are to resist change. They would rather leave things as they remember them.

#### 3.8 Data collection and analysis

The issue of information was discussed widely across the networks and was considered as important. As was noted frequently, however, many institutions seem to identify the issue of data collection and information systems as an area of weakness. As a demonstration of this point, while much progress was noted over the three rounds in respect of many themes in the project, the issue of data collection and analysis received most attention in the second round of the project. By contrast, the first round partners simply acknowledged the deficit in this regard while in the third round nearly all networks reported that not enough attention was given to these questions.

As will be discussed below, the three main aspects that have been discussed included collection of data and indicators, the internal analysis of data, and integrated data and information systems.

## 3.8.1 Collection of data and indicators

Before collecting data, its scope and purpose needs to be carefully defined. In terms of quality processes, it is important to find reliable quantitative and qualitative indicators for measuring quality in the institution. When thinking of specific indicators and information, however, it should be kept in mind that they do not always represent absolute measures. Their interpretation and weight might be different according to the institutional mission or the social context but also in relation to subjects and knowledge areas.

While lack of data collection characterises many institutions, at the other extreme, some institutions have put in place processes that have led to data overflow and increased workloads that are associated with their collection. This may produce resistance from staff members, especially when the value of the exercise is not clear and there is no consistent follow up. The recommendation is to restrict the amount of data collected to clearly defined goals. One network described three key requirements for collecting data:

- Regular collection and analysis of data and dissemination of the results
- The need for standardised data collection to enable inter- and intra-institutional analysis and benchmarking
- Recognition of external standards and reference points

#### **Evaluation of Research Quality and Reviews**

At the Rovira i Virgili University there are two mechanisms for reporting and reviewing the progress and quality of research activities. The first relies on the evaluation of research groups and uses the web as a means for reporting individual results. The second is based on the annual aggregate report of research results published by the university.

The evaluation of research groups is based upon several key elements:

- Agreement of the research community on the criteria to be used and the parameters of the evaluation
- Communication and dissemination of the criteria to the whole research community
- Strict application of the criteria to all research groups
- Total transparency of all research groups. The results are available to all applicants and posted on the web
- Link between the evaluation process and the support received by the research group
- Transparency on the support received by every group

The annual consolidated report of research results is comprehensive and includes all the results obtained by all departments. So far, it has been published in a book but the next issue will also be available in an electronic version.

#### Rovira i Virgili University, Catalonia, Spain

## 3.8.2 Data analysis and integrated information systems

Data analysis has been identified by many networks as the basis for strategic planning. Therefore, it is necessary to have processes in place that provide reliable and comparable data. These data can then be used for internal and external benchmarking.

The organisational structure has been identified as an important factor of how information is processed within the institution. Central data processing is more complicated where faculties have great autonomy. A possible solution is to have an 'institutional research office' that is centrally located and serves all faculties and the central leadership. This office (distinct from a research management office) is responsible for data management and analysis.

Ideally, higher education institutions should have integrated information systems that help them to collect data, link different databases and disseminate and make available information to the members of the institution. While there is a clear trend to introduce integrated information systems, these kinds of information systems do not exist yet in many higher education institutions.

#### An Integrated Research Information System

The integrated network system at the University of Udine was created to organise information concerning research and technology transfer in order to have a clear and organic framework of information. The need for a more efficient system than the traditional databases directed the organisation of the project and led to the development of automated archives.

The main aims of the project are:

#### To integrate information sources

Research archives will be integrated in order to allow combined access to resources that are available in different databases in order to guarantee correct and exhaustive data.

#### To gather data

New archives will be created in order to have access to data that is now available only in paper format. Moreover new archive databases will be developed and implemented in order to guarantee an easier use of instruments and information.

To provide access through web networks

Uniform web intranet access will allow consultation of all available archives and equipment. Intranet, Extranet and Internet will guarantee access to the portal. Control and security policies will regulate access to the system; rules differ according to category of users.

To provide intelligent interface in order to recover information

Data will constitute a wide and useful source of knowledge and it will grow and follow the development of the University and its research activities. The system will provide:

synthetic and high level configurations of data

- filters and classifying processes to select information
- a personalised access to the system, according to the interests and goals of the research users

The system is not only meant to be a support for data management activities, it aims to become an instrument of synthesis and information management concerning all the University's activities: strategic organisation of the institution, management of research projects, didactic activities and advanced services provided for external users.

University of Udine, Italy

As mentioned in the introduction, the hallmark of the project was its grass-roots model. This was illustrated by the fact that the networks were given ample room to define all aspects of the topic. This approach exemplifies the way that EUA usually works with its members but it was also an indication that there was no prior research that had been done in the area and that – at the project launch in 2002 – there was no systematic knowledge of the existing practices in internal quality. Thus, a major consequence of the project was to fill this knowledge gap.

The fact that institutions were asked to analyse their own situation and come up with action plans required that, at the end of the Quality Culture Project, EUA inquire about the progress of implementing quality culture in the participating institutions in order to measure the institutional impact of the project. A questionnaire was sent to the 90 institutions that participated in the first two rounds to assess how the project affected them (cf. Appendix 3 for the questionnaire). The third round institutions were not polled because, at the time of writing, it was too soon to measure the project's impact on their institutions. EUA received 47 responses, a response rate of more than 50 per cent.

## 4.1 Objectives in participating in the project

The results of the questionnaire revealed that institutions had different objectives for participating in the project. The objectives that were mentioned, by order of frequency, included:

- To raise awareness for the need to foster a quality culture among the members of the institution
- To develop a quality strategy
- To implement an evaluation system, either internal or external
- To introduce quality culture especially in the two main areas of teaching and research by improving the quality of education and study programmes and research activities.

#### 4.2 Implementing a quality culture

In terms of specific follow-up activities, institutions mentioned the identification of performance indicators, benchmarking and the introduction of (programme) evaluation schemes.

The responses to the questionnaire showed that nearly all institutions implemented their action plans in all faculties. While institutions have chosen a variety of implementation strategies with different goals and phases, the main strategy that was adopted was the establishment of a working group of academics and internal stakeholders to develop proposals for the implementation steps and to coordinate the process. This strategy was validated by the relevant committees and the institution at large in order to ensure its acceptance.

Furthermore the institutions frequently mentioned the following activities:

- information of members of the institution about the new strategy and planned reforms
- self evaluation of the institution
- staff development and training

Although most institutions evaluated their implementation progress positively and responded that large parts of their set objectives have already been achieved, they acknowledged the challenges that lie ahead in implementing a quality culture. The most prominent challenge, which is reported by several institutions, is to ensure the commitment and ownership of the quality process by academic and administrative staff and the resistance to any change often caused by defending traditions.

In addition, it was also noted that quality improvement is a continual process that does not have a defined end but must constantly strive towards better quality. Therefore, the lack of a clear end point makes it difficult to measure impact.

#### Napier University, United Kingdom

It is questionable whether [the objectives of quality assurance] will ever be fully achieved as there is always scope for constant improvement, which is what our strategy aims for.

Most institutions, however, noted that they considered achieving some set of indicators as a sign of success of the reforms. Furthermore the acceptance and awareness of quality cultures and positive evaluations were often viewed as a sign of success.

**Dzemal Bijedic University of Mostar, Bosnia Herzegovina** 

Individual awareness and contribution to the overall quality and improvement of the University community life.

One university circulated its network report to the quality officers in all the other universities in the country and asked them to fill in a survey, which resulted in a booklet on student services, after workshops and an experts' conference were held and a consultation process took place on the interim report (IUQB 2006).

Regarding the question of who in the institution is involved in developing quality culture, more than half of the respondents mentioned a vice-rector. About a third of the institutions employ a quality manager.

#### 4.3 Evaluating the project

The questionnaire also asked participants to evaluate the Quality Culture Project. In general, the project was judged very positively by the participants. In particular, the institutions rated very highly the exchange with partner universities from across Europe enabling them to discuss quality related issues and to exchange good practice.

#### K.U. Leuven, Belgium

The network meetings were ideal opportunities to share expertise and discuss common problems and examples of good practice.

#### **Krakow University of Economics, Poland**

Discussions and exchange of experiences and best practices during the project work seem to us one of the most useful parts of the project. It gave us the great possibility to confront our points of view with other partners.

The institutions also valued the institutional strand of the project. They were asked to carry out internal discussions and a SWOT analysis and develop an action plan. They found that the internal discussions served as a good platform to start or to develop an internal quality process and to trigger a change process.

#### Boğaziçi University, Turkey

The discussions within the institution were excellent opportunities to bring quality issues into the agenda of the institution ... The project led a large group of stakeholders to concentrate on institutional objectives for which normally no time was allocated before.

Closely related to the support of the internal process is the desire of many institutions for a follow-up meeting in order to evaluate the process of quality culture implementation together with the network partners. Such a meeting would have supported the internal implementation in a stronger way. Some institutions would also have appreciated more concrete help from the project in implementing an internal quality culture and one institution regretted that its participation was confined to only one round, which curtailed the full impact of the project.

## **V. CONCLUSIONS**

#### 5.1 Key learning

Based on the network reports, it is clear that the network discussions have been rich and useful and that participating institutions have demonstrated great enthusiasm for and commitment to this project.

Networks identified the principles, goals and structures needed as well as the gaps in university provision (e.g., lack of central research management office, of institutional data, staff development or internal and external communication strategy).

Their conclusions point to the following issues:

- As a multi-faceted concept, quality is difficult to define and must be contextualised.
- A higher degree of institutional autonomy translates into a more mature and effective internal quality culture and is associated with a definition of quality as improvement. Less autonomous institutions have a narrow perspective that is confined to accreditation and lead to a compliancedriven, bureaucratic and less effective internal quality culture.
- Agreement on a formative rather than a punitive approach to quality culture and a stress on staff development schemes.
- Appreciation of the central role students can play in quality culture.
- Emphasis on the external stakeholders' role in quality culture, while stressing the need to set appropriate boundaries on their relationship with the institution.
- Success factors for effectively embedding a quality culture include the capacity of the institutional leadership to provide room for a grass-roots approach to quality (wide consultation and discussion) and to avoid the risk of over-bureaucratisation. To use a metaphor favoured by the chair of the Steering Committee, Henrik Toft Jensen, all cathedrals have the same architectural components (e.g., spires, columns, etc) but each is decorated in a different way.

#### 5.2 Next steps

Overall, the participants were satisfied with the Quality Culture project and its outcomes. Thus, EUA will continue to offer such projects to its members and the European higher education community. The next steps for EUA in the quality area involve two initiatives. These are the European QA Forum and the Creativity Project.

#### 5.2.1 The European QA Forum

The EUA's initiative for an annual European QA Forum grew out of the observation that discussions about QA procedures are taking place in the confines of some countries but not at European level. European QA discussions are limited, on the one hand, to QA agencies benchmarking their procedures and, on the other hand, to higher education institutions discussing among themselves trends in higher education at the European or international level and the implications of these trends for quality assurance.

Therefore, it seemed important to bring together these two constituencies to discuss how QA procedures should evolve and adapt to emerging higher education trends. The proposal for a forum was included in the QA text adopted by the ministers in Bergen and the first European QA Forum will take place in November 2006 and will focus upon internal quality processes.

#### 5.2.2 The Creativity Project

The major concern that started developing toward the end of the Quality Culture Project centred on the risk that internal quality processes – even when they are developed in the right way – may end up as internal bureaucratic processes. In addition, when QA agencies start encouraging, designing or perhaps imposing internal quality processes, will they miss the grass-roots elements that were so fundamental to the Quality Culture Project? In other words, will the sometimes bureaucratic external quality assurance policies be transferred to the universities and create a bureaucracy within?

In order to remind the higher education community, including the QA agencies, of the need to promote creativity and avoid over-regulation, the EUA developed a new project – creativity in higher education.

The starting point of this project is that Europe's universities can contribute to the construction of European society by strengthening their capacity for creativity and innovation. This can be achieved through optimal governance, structures and decision-making processes; cooperation with stakeholders; students' involvement; a strong link between research and education; appropriate public policy and a culture of risk-taking.

This project aims to identify a range of conditions, success factors and good practices that enhance the creativity and innovative potential of higher education institutions.

The project is targeted at higher education institutions and their external stakeholders, i.e., academic and administrative staff, the senior leadership, students, industry, employers, the local community and governmental authorities. The project is also targeted at quality assurance agencies, few of which take into consideration explicitly the creativity potential of higher education. The project should help to identify how quality assurance can contribute to raising the creativity and innovation level in Europe. Project results will be available in March 2007.

#### 5.3 Policy impact

There has been a wealth of lessons learned from this activity. Many of the specifics are contained in the network reports and the two previous Quality Culture reports. These reports identify good practices and give specific advice on how to develop quality in higher education.

The Project had major consequences for European higher education. It led to the inclusion of statements in the Berlin and Bergen Communiqués that explicitly refer to the role of higher education institutions in ensuring quality. This was not a minor achievement given that the quality debate had been shaped and dominated by governmental or semigovernmental agencies. The project also enabled EUA to develop a QA policy position based on a number of principles, which contributed to allowing the association to negotiate with partner organisations (ENQA, ESIB and EURASHE) a paper on European standards and guidelines, which were adopted by the ministers in Bergen (2005).

One of the major lessons of this project is that when institutions take the initiative to develop their own quality processes, they demonstrate their sense of accountability and responsibility to the public (students, parents, and governments) and – at the same time – are able to enlarge the scope of their autonomy.

Most importantly, by taking the initiative, higher education institutions define the terms of the policy debate and demonstrate – through the processes that they have developed – their understanding of what is desirable and feasible in quality assurance.

## VI. ANNEXES

#### 6. 1 Participating Institutions

Altogether 134 institutions from 36 different European countries participated in the three rounds of the Quality Culture project. The most active countries in the project included:

- Germany, with 11 institutions
- Austria, Lithuania, Poland and United Kingdom, each with eight institutions
- Romania and Slovakia, each with seven institutions

The three sections below list all the institutions that participated in the project. Those marked with an asterisk were not eligible to receive Socrates funding and secured their participation through other means.

Round I (2002 – 2003)

48 institutions participated in the first round of the project representing 28 European countries. They were grouped into six small networks working each on a specific theme.

Network 1: Research Management Bogazici University, Turkey – coordinator, Öktem Vardar Humboldt University Berlin, Germany University of Thessaloniki, Greece University of Udine, Italy University of Bucharest, Romania University of Zilina, Slovakia Rovira i Virgili University, Spain

Network 2: Teaching and Learning Leeds Metropolitan University, United Kingdom – coordinator, Clare Stoney Aalborg University, Denmark Tbilisi State Medical University, Georgia \* University of Hamburg, Germany University of Latvia, Latvia Warsaw Technical University, Poland Babes-Bolyai University, Romania University of Ljubljana, Slovenia

#### **Network 3: Student Support Services**

University of Padova, Italy – coordinator, Luciano Arcuri Viborg National Institute for Social Education, Denmark

Université Claude Bernard Lyon 1, France Hochschule Brandenburg, Germany University of Debrecen, Hungary University College Dublin, Ireland Universitat Autonoma de Barcelona, Spain London Metropolitan University, United Kingdom

#### Network 4: Implementing Bologna

University of Greifswald, Germany – coordinator, Jürgen Kohler K.U.Leuven, Belgium University "Dzemal Bijedic" of Mostar, Bosnia and Herzegovina\* University of Cyprus, Cyprus University of Tampere, Finland University of Rome "Tor Vergata", Italy University of Aveiro, Portugal Uludag University, Turkey

Network 5: Collaborative Arrangements University of Bergen, Norway – coordinator, Jan Petter Myklebust Belarusian National Technical University, Belarus \* University of Rijeka, Croatia \* University of West Bohemia, Czech Republic Technische Universität Braunschweig, Germany University of Economics in Katowice, Poland University of Pitesti, Romania University of Economics in Bratislava, Slovakia Brunel University, United Kingdom

## Network 6: Communication Flow and Decision-Making Structures

University of Vilnius, Lithuania – coordinator, Birute Maryte Pociute University of Tartu, Estonia Lille Graduate School of Management, France Technical University of Łódž, Poland University of Porto, Portugal University of Novi Sad, Serbia and Montenegro \* Technical University of Valencia, Spain Yildiz Technical University, Turkey

#### Round II (2004 - 2005)

Round II of the Quality Culture Project started in February 2004 with 44 institutions from 23 countries in Europe:

Network 1: Research Management and Managing Academic Staff Career Cracow University of Economics., Poland – coordinator,

Janusz Teczke

University of Graz, Austria

University of Versailles Saint-Quentin-en-Yvelines, France

National and Kapodistrian University of Athens, Greece

Budapest University of Economics Sciences and Public Administration, Hungary

University of Padova, Italy

State University - Higher School of Economics in Moscow, Russia \*

Alexander Dubcek University in Trencin, Slovakia

**Network 2: Student Support Services** 

Napier University, United Kingdom – coordinator, Andy Gibbs

Agricultural University in Plovdiv, Bulgaria Janicek Academy of Music and Performing Arts, Czech Republic

Fachhochschule Frankfurt am Main, Germany University of Vilnius, Lithuania Warsaw School of Social Psychology, Poland Sabanci University, Turkey \*

Network 3: Implementing Bologna Reforms University of Pecs, Hungary – coordinator, Antal Bókay Universitat d'Andorra, Andorra \* FH Joanneum, Austria University of Ghent Association (4 HEIs), Belgium University of Paderborn, Germany Marijampole College, Lithuania

University of Trollhatten – Uddevalla, Sweden

Network 4: Teaching and Learning Vienna University of Economics and Business Administration, Austria – coordinator, Manfred Lueger Université de Lausanne (UNIL), Switzerland \* Université François Rabelais, Tours, France Eszterhazy Karoly College, Hungary National University of Ireland (UCD), Ireland Klaipeda College of Social Science, Lithuania Medical University of Gdansk, Poland National School of Political Studies and Business Administration, Romania Constantine the Philosopher University in Nitra, Slovakia University of Bristol, United Kingdom

Network 5: Partnerships Between Universities and Other Types of HEIs K.U.Leuven Association (14 HEIs), Belgium – coordinator, Frank Baert University of Vienna, Austria Belarusian National Technical University, Belarus \* University of West Bohemia, Czech Republik University of Economics in Bratislava, Slovakia

Network 6: Programme Evaluations Freie Universität Berlin, Germany – coordinator, Werner Väth Pädagogische Akademie der Diözese Linz, Austria University of Leon, Spain College of Nyiregyhaza, Hungary Hogeschool van Arnhem en Nijmegen, Netherlands Poznan University of Economics, Poland Ovidius University of Constantza, Romania

Round III (2005-2006)

The third round of the project saw the participation of 42 institutions from 24 European countries that worked on the following themes:

Network 1: Research Strategy and Industrial Partnerships AGH University of Science and Technology, Poland – coordinator, Andrzej Korbel Medical University of Graz (MUG), Austria University of Mining and Geology «St. Ivan Rilski», Bulgaria Tomas Bata University in Zlin, Czech Republic University of Applied Sciences Cologne / FH Köln, Germany Alexandru Ioan Cuza University, Romania Istanbul Technical University, Turkey

#### **Network 2: Leadership**

Universidade do Minho, Portugal – coordinator, Manuel Mota Freie Universität Berlin, Germany Université Paul Cézanne Aix-Marseille, France University of Zagreb, Croatia \* Kaunas University of Medicine, Lithuania Technical University of Košice, Slovakia

#### Network 3: Implementing Bologna Reforms

«Gh. Asachi» Technical University of Iasi, Romania – coordinator, Gabriela Maria Atanasiu University of Natural Resources and Applied Life Sciences, Austria University of Prishtina, Serbia and Montenegro (Kosovo) \* Åbo Akademi University, Finland Athens University of Economics and Business (AUEB), Greece Dublin Institute of Technology, Ireland Politechnika Koszalińska (Technical University of Koszalin), Poland St. Petersburg State University, Russia \*

University of Mersin, Turkey

### Network 4: Teaching and Learning:

Implementing Learning Outcomes University of the Aegean, Greece – coordinator, Sokratis Katsikas Université de Liège, Belgium The University of Hradec Králové, Czech Republic UCC, National University of Ireland Cork, Ireland University of Camerino (Unicam), Italy Vytautas Magnus University, Lithuania South East European University, FYROM \* University College Winchester, United Kingdom

Network 5: Women in Universities: Research, Teaching and Leadership Agricultural University, Bulgaria – coordinator, Anna Aladjadjiyan FH Joanneum - University of Applied Sciences, Austria Central European University, Hungary Siauliai University, Lithuania The Karol Adamiecki University of Economics in Katowice, Poland Pavol Jozef Šafárik University in Košice, Slovakia

University of Sunderland, United Kingdom

#### **Network 6: Joint Degrees**

Universität Duisburg-Essen, Germany – coordinator, Axel Hunger Mykolas Romeris University, Lithuania Zuyd University, Netherlands Stockholm University, Sweden Heriot-Watt University, United Kingdom

6.2 Evaluation Questionnaire
I. Description of Institution
1. Name of the institution:
2. City:
3. Country:
4. Quality Culture contact person:
5. E-mail address:
6. Size (number of full-time students or full-time equivalent):
7. Type of institution: Duriversity (grants Ph.D. degrees) Duriversity (grants Ph.D. degrees)
please specify:
8. Participation in the Quality Culture Project 🛛 Round I (2002-2003) 🗳 Round II (2004)
9. Name of network:
10. Did you coordinate a network? 🗳 Yes 🗳 No
II. Implementation of Quality Culture
1. What were the three main objectives of your action plan to implement quality culture at your institution
a
b
c
2. Briefly describe your implementation strategy?
3. To what extent have these three objectives been already successfully implemented and what still remain to be done?

	ain challenges did you encounter during this process and how did you address them?
5. In your o	pinion, what are the indicators for a successful implementation of quality culture?
5. Who is ir	volved in developing quality culture at your institution?
a. Please na dress).	me the person(s) in charge of quality within your institution (name, title/function and e-m
o. Which fa	culties are involved? 🗅 All faculties 🕒 Selected faculties (please list):
7. Please co	mment on any future plans or projects in the area of quality culture at your institution.

III.	Quality Cult	ture Project				
1. Please give a	n overall grade	for the support	you received c	luring the project	:	
a. from your co	ordinator (if yc	ou were a partne	r institution) oi			
++	+	+/-	-			
b. from EUA (if	you were a coo	ordinating institu	ition).			
++	+	+/-	-			
			_	_		
2. Please give a quality culture?		e for the usefulr	ness of the pro	ject in helping y	ou to develop and imple	ment
++	+	+/-	-			
3. In what way	s did you expec	ct more help fror	m the project?			
4. Which project	ct activities did	you find most u	seful?			
5 What should	have been do	ne differently in t	the project?			
5. What should		ine dimercindy in t	the project.			
IV.	Any other c	omments				

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## Annex VI.2.5. Inventory of the book fund and materials

**Inventory of the book fund and materials:** Units of "Alexandru Ioan Cuza"library from Iasi,2010-2011

Books/Titles	Books/ volumes	Reviews/journals	Audio/video materials	Corpora/ Albums	Scores	Online databases
2036947	3297162	628462	16837	43771	7047	95

## Total number of units whose entry date does not exceed 5 years, 2010-2011:

Books/titles	Books/ volumes	Reviews/journals	Audio/video materials	Corpora/ Albums	Scores
173788	249778	242117	14437	20038	325



## Annex II.7 Regulation on the Management and Functioning of the Administrative Body for Social-Students' Problems (CAPSS/ABSSP)



# REGULATION ON THE MANAGEMENT AND FUNCTIONING OF THE ADMINISTRATIVE BODY FOR SOCIAL-STUDENTS' PROBLEMS (CAPSS/ABSSP)

## 1. THE CAPSS/ABSSP MISSION

The mission of the Administrative Body for Social-Students' Problems is to identify and monitor the way in which social services for the students of 'Alexandru Ioan Cuza' University, in accordance with the strategic plan of the University.

## 2. STRATEGIC OBJECTIVES

The strategic objectives of the Administrative Body for Social-Students' Problems are:

a) The consolidation and development of the material basis of the students' social complex;

b) Raising the quality of the services provided to the students;

c) Diversifying the offer of services provided to the students;

d) The students' participation in the elaboration and implementation of the decisions regarding the services provided to the students;

e) The initiation and development of the job offer for the students, of the part-time type, in positions from the Directorate for Social-Students' Problems (DPSS/DSSP);

f) Identifying and attracting alternative funding sources for the students' social services.

## 3. SUBORDINATION

The Administrative Body for Social-Students' Problems is subordinated to the University Senate.

## 4. STRUCTURE

The Administrative Body for Social-Students' Problems is formed of:

• Three representatives of the student-supervisors of students' complexes (Titu Maiorescu, Târguşor Copou, Codrescu, MIU); one of the supervisors also represents the students' complex MIU.

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• Two representatives of the students from the University Senate, of which one is a member of a famous students' organization from the University;

• Three employees from the University administration, appointed through a decision of the Senate Office;

- The DPSS/DSSP Director;
- The General Administrative Director;
- The Vice-Rector students' problems.

### 5. ELECTING THE STUDENTS' REPRESENTATIVES AND MAKING DECISIONS

a) The Heads of students' hostels are elected during the first month of the new university year. The mandate lasts for one academic year. A Head of a students' hostel can have three mandates at the most.

b) The election of the Heads of students' hostels are managed and validated by a commission formed of the students' representatives in the University Senate or the students assigned by them from the faculty councils, on the condition that the organizers should not be accommodated in the hostels for which the elections are held. Within the first 14 days of the new academic year the candidates' eligibility conditions, the attributions of the Head of hostel, the date and place of the elections will be made public.

c) Any student who is accommodated in a students' hostel and who does not violate the provisions from art. 5 par. a) can apply for the position of Head of that particular students' hostel. The candidate who gathers the simple majority is elected Head of a students' hostel. In the event of a parity of votes, a new election round is set up according to art. 5 par. a), for the candidates who gathered the majority of the votes, and these are equal. The procedure can be repeated if no winner is decided. The quorum necessary to the validation of the election is of at least 25% of the total number of students accommodated in the hostel for which elections are set up.

d) The students' complex supervisors are elected from the Heads of hostels from each campus during the first month of the new academic year. The mandate lasts for one academic year. In the case in which the Heads of students' hostels from a students' complex do not reach an agreement, the candidate with the greatest number of valid votes from the elections for a Head of a students' hostel will become a supervisor of the complex.

e) The students from the University Senate can revoke the Heads of students' hostels/complexes in the following situations:

(1) at the proposal of at least 50% of the students from the hostel in which he/she is accommodated;

(2) in the case of his/her sanctioning according to the University regulations in force.

f) The structure of the Administrative Body for Social-Students' Problems is validated every year, through a decision of the University Senate.

g) The mandate of the Administrative Body for Social-Students' Problems lasts for one year.

h) The unjustified absence from three sessions of the Administrative Body for Social-Students' Problems, during a mandate, automatically leads to the dismissal of the member.

i) The session quorum is reached through the participation of at least two thirds of the members.

j) Any decision of the Administrative Body for Social-Students' Problems is taken through a simple majority.

k) The sessions of the Administrative Body for Social-Students' Problems are held every month.

### 6. COMPETENCIES

a) The Administrative Body for Social-Students' Problems suggests to the Senate Office:

• Any change brought to the regulation on accommodation, hostel, scholarship granting, camping tickets, the present regulation or other regulations and norms in force;

• The number of accommodation places for each faculty;

• The distribution of the fund allocated by the MECT to the faculties as well as of the fund for reimbursing the students' transport;

- The scholarships quantum;
- The distribution of the number of camping places for students to the faculties;
- The accommodation tariff quantum for an academic year;
- The hot water and heat schedule in hostels;

• The revenue and costs budget of DPSS/DSSP, parceled up to the students' hostel, per each financial year;

b) Establishes the working commissions, as well as their structure and competences;

c) Monitors the execution of the DPSS/DSPP budget;

d) Delegates a student as member of the investment commissions, the bidding commissions, as well as other commissions (for goods and services that are provided to the students);

e) Delegates a student as a member for the monitoring of the execution of the budget for the Titu Maiorescu Canteen of the University;

f) Monitors the management of the hostels that are owned by or managed by the University and suggests activity enhancement measures;

g) Monitors the management of the wash-houses of the University and suggests enhancement measures;

h) Controls the compliance with the regulations approved by the University Senate regarding the functioning and organization of the students' social complex;

i) Supports the activity of the hostel committees that include: a Head of the students' hostel and floor managers appointed by the Head of the students' hostel.

j) Through their elected representatives, the students participate in the elaboration and implementation of the decisions regarding the services that are provided to the students. For instance; the elaboration of proposals regarding the tariffs and fees that are peculiar to these services.

### 7. THE BUDGET

The DPSS/DSSP budget of revenues and expenses is established according to the legal regulations in force and is parceled up to the level of the students' hostel.

The budget of revenues and expenses of the Titu Maiorescu Canteen is drafted separately.

### 8. THE BALANCE SHEET

The accountability peculiar to the activities that are carried out within DPSS/DSSP is managed distinctly, up to the balance sheet. The financial-accounting results of DPSS/DSSP are included in the balance sheet of the University.

## 9. ACTIVITIES ASSURED BY THE SERVICES FROM THE UNIVERSITY MANAGEMENT

- Accountability, the preventive financial control visa;
- Staff wages;
- Labor protection, supervision of the PSI activity;
- Supplies, equipment;
- Legal consultancy;
- Investments, property management;
- Other activities imposed by the legal framework.

The costs generated by the activities mentioned above will be distinctly highlighted in the DPSS/DSSP budget (staff and material expenses).

## 10. ATTRIBUTIONS OF THE STUDENTS' HOSTEL COMMITTEE



The students' hostel committee, including the Head of the students' hostel and the floor supervisors, has the following attributions;

a) Monitors the systematic billboarding (once in 10 days) of the cleaning materials.

b) Has access to the stores from the students' hostels, in the presence of the manager of the complex / hostel; the management will be organized in a way which should allow the complex supervisors student and the Head of hostels students to be able to control the situation of the materials from the store-houses.

c) Monitors the accessing of the students' rooms during the controls, which should be made only in the presence of the students accommodated in those rooms by agreement or of the students' representative;

d) Promotes the regulations and norms in force among the students and suggests the sanctioning of those who violate them;

e) Gets involved in campaigns for motivating the students in order to enhance and maintain life quality in the students' hostels;

f) Monitors the cleaning of the students' hostels and refers the cases of inappropriate cleaning to the management;

g) Refers the existence of flaws to the management and monitors their correction;

h) Signs, together with the complex manager, through the student supervisor of the complex, the reports on the necessity of cleaning materials;

i) Monitors the compliance with the regulations and norms in force by the students and by the management of the complex and refers any violation to the management.

### 11. OTHER DISPOSITIONS

a) The Directorate General for Management delegates to each complex an employee of the University entitled to do investigations;

b) The students draft two copies of the documents of observing the violations and lodge them;

c) Within 24 hours or according to the legal terms set through the internal regulations of the University, explanations are required from the persons involved in such a case, in the presence of the complex/hostel manager and of the Head of hostel student;

d) In the case of subjective guilt, explanations in writing are requested within 24 hours, being sent up, together with the suggestions for sanctioning, to the Directorate General for Management, through the registry office.

### 11. FINAL DISPOSITIONS



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Violations of this regulation are sanctioned according to the legislation on labour and to the University regulations in force.

This Regulation was adopted during the session of the University Senate, summoned on the 18th of December 2003 and modified during the session of the University Senate, through Decision no. 3 of the 16th of March 2006.

CAPSS/ABSSP President,

Students' Representative in BS,

Professor Luminița Iacob, PhD

Vice-Rector-students' problems

stud. Ovidiu Bodnar the Faculty of Informatics



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## Annex IV.2.1 Regulation for Scientific Research



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FOREWORD

Starting, on the one hand, from the results in the fields of education and research, recognized both nationally and internationally, and, on the other hand, responding to the options of the members of the academia of "Alexandru Ioan Cuza" University of Iasi (UAIC henceforth), the University Senate approved the new Charter which establishes that the new mission of the University corresponds to that of a university of advanced research and education. Under these conditions, research activities are expected to increase the value of our Institution by potential contributions to the enrichment of both material and spiritual world knowledge, as well as by forming specialists who are loyal to the nation and attached to the profession they have chosen.

## **Chapter I. General Principles**

Art. 1.1. Scientific research is a fundamental component in the activities of the academic staff of the University. It has an important weight within the framework of academic activities and it plays a crucial part in appreciating professional performance and prestige of the academic staff.

Art. 1.2. Pursuant to art. 287, paragraph 2 of the National Education Law no. 1/2011, the academic load of teaching personnel of UAIC also comprises scientific research activities. Only by exception and in justified cases the academic load is restricted to teaching activities. Moreover, in the title lists of research departments there can be academic loads which only consist of scientific research activities, which can be assumed, for a limited term, by teaching personnel or by research staff.

Art. 1.3. Teaching and research personnel can undertake scientific research activities beside the academic load, based on scientific research contracts or collaboration contracts concluded with UAIC or with external beneficiaries (national or international).

Art. 1.3. At UAIC, scientific research has a fundamental character, but activities oriented towards applicative research are also encouraged and supported. Moreover, the researchdevelopment activities in the University are not restricted to scientific research, but also comprise experimental development and innovation in scientific, socio-human, and economic fields. Activities of micro-production and providing specific services (consultancy, expertise) can also be performed in the University. Every research structure (department, laboratory) shall define, in its own regulation of organization and functioning, the types of specific activities undertaken.

Art. 1.4. Elaborating workbooks, practical works, dissemination materials or any work which are exclusively limited to particularization of acknowledged results, shall not be considered scientific research.



Art. 1.5. In UAIC, scientific research activities aim at pursuing primary trends and directions set at national and international level, in order to increase the contribution of the scientific community of the University in the development of knowledge, and implicitly in enhancing its visibility at a national and international level, and in the economic and social development of the country.

Art. 1.6. UAIC monitors and supports the formation and development of human resources for research. This is mainly achieved through involvement in the research activity of the best BA and MA students, PhD candidates and post-doctorate researchers.

## Chapter II. Organisation and development of scientific research

Art. 2.1. "Alexandru Ioan Cuza" University of Iasi is part of the National Research-Development System as an education institution accredited for scientific research<sup>1</sup>.

Art. 2.2. At UAIC scientific activities are undertaken individually or in research teams and groups within faculties, departments, centres or laboratories and research stations, generically called *research units*, pursuant to Government Ordinance no. 57/2002 regarding scientific research and technological development, as amended<sup>2</sup>. A special interest is in interdisciplinary research undertaken collectively by research groups of UAIC or in collaboration with national and foreign universities, research institutes, public authorities, NGOs and the business environment.

Art. 2.3. *Research units* can be formed at the level of departments and faculties or at the level of the University, for a limited or unlimited period, pursuant to GO 57/2002 art. 7 and  $8^1$ , to National Education Law no. 1/2011 art. 131(2) and art. 134, and to University Charter of UAIC Iasi. These *research units* can be: research-development groups or laboratories.

Setting up, organizing and functioning of a new research unit for an indefinite period – without legal personality – shall be made at the proposal and with the approval of the Academic Council of a faculty or group of faculties, and, respectively, of the Administrative Board of UAIC, and shall be approved by the University Senate, pursuant to existing laws.

In line with the provisions of the paragraph above, a *research unit* must simultaneously fulfil the following conditions:

- a) be approved by Decision of the Senate;
- b) define its mission and have its own rules of procedure and title

c) have its own management and personnel; to demonstrate the capacity to optimally manage its own financial resources and to attract financing sources; the

<sup>&</sup>lt;sup>1</sup> ANCS Decision no. 9673/17.06.2008

<sup>&</sup>lt;sup>2</sup> Hereafter called GO 57/2002



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research unit is led by the Unit Director, an important scientific personality, recognized at a national and international level

- d) have its own material base
- e) have a relevant research program
- f) separately register the activity of the unit within the framework of UAIC accounting in the budget report of revenues and expenditures, pursuant to law.

Art. 2.4. Within UAIC, at the level of each faculty and the Centre for European Studies, a research department with its *own structure and budget*, coordinated by a Director of department, has been set and is functioning, by Decision of the Senate no. 11 of 24.07.2008. The University ensures financing for research positions in every department (within the limit of a budget equivalent to five *CP III positions*).

Art. 2.5. Within UAIC, two interdisciplinary research departments with their particular structure and budget, coordinated each by a Director of department are functioning. The University ensures annual financing for research positions, based on the necessity for specialists for the development of their own projects. Interdisciplinary departments have direct access to the *three interdisciplinary formation and research platforms*:

• ARHEOINVEST (fields: archaeology, geography, geology, biology and physics);

- AMON (fields: physics, informatics, chemistry, biology);
- MEDIAEC (for all fields in the University).

Art. 2.6. Research groups and/or laboratories comprise: teaching staff, scientific researchers, students, PhD candidates, post-doctorate researches, and other staff categories.

Research activities are undertaken according to an individual or a collective research plan. Pursuant to art. 286 of the National Education Law no.1/2011, title lists are drafted annually to establish **academic positions**. Consequently, title lists shall be drafted annually at the level of the research department, which shall set academic loads, as well as positions filled partially or totally by academic personnel, and positions filled by research staff.

Regulations of organization and functioning of Research Departments shall provide the minimum performance criteria, for the national and/or international evaluation of the quality of the research undertaken by the UAIC staff.

a) Teaching staff have the obligation to undertaken a number of scientific research hours as part of their academic load of 40 hours per week, load which is legally made up of teaching and research load (Law no.1/2011, art. 287, paragraph 1). The teaching load (of 16 conventional hours per week) can be reduced and the amount replaced by research load up to maximum  $\frac{1}{2}$  of the academic load. One research hour is the equivalent of 0.5 conventional hours. At the demand of the teaching staff member, he/she can temporarily fill a fulltime research position. The responsibilities shall change according to the research position filled. The academic load of staff

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members who do not undertake scientific research activities shall be constituted pursuant to art. 287 paragraph (14) of Law no.1/2011.

b) Scientific researchers shall undertake their specific activities, established in the individual job description, together with the teaching staff of the research unit. The University has the following research positions: AC, CS, CS III, CS II, CS I. The provisions of Law no. 319/2003 regarding the Status of research-development staff shall apply for these positions.

c) Students in all academic cycles can participate to scientific research activities alongside teaching staff and researchers. For their activity they can be employed for a limited period or they can receive awards, performance scholarships, or other incentives.

d) Post-doctorate researchers shall be similar to scientific researchers III and shall perform their activities according to their post-doctorate research contract (e.g. structural funds scholarships) or shall be employed, for the period of their post-doctorate studies, in the research department of his/her coordinator. Their incomes shall be ensured from extra-budgetary resources (contracts).

e) Other staff categories: administrative and auxiliary staff with higher and/or secondary education studies.

Art. 2.7. The Council for Scientific Research of the Senate (CSR) functions within UAIC as a consultative and control body of the Senate, formed pursuant to art. 12 of GO 57/2002 and to the UAIC Charter, during the mandate of the Senate.

The aim of CSR is to elaborate the Research-Development and Innovation (RDI) Policy and Strategy and to draft its own RDI programmes, to direct the scientific research activity of UAIC along the lines of the Operational Plan of the University, the national and international scientific research programmes and to propose to the Senate and to the Administrative Board of UAIC the necessary measures for accomplishing these aims.

In its activity CSR collaborates with the Department for Research and Project Management (DRPM) within UAIC, which provides the logistic and informational support necessary for accomplishing its mission and responsibilities. DRPM functions according to its own Regulation of organization and functioning.

Art. 2.8. The executive bodies of the research departments of UAIC support both the research activities of the members of the department, which are based on contracts with public institutions and/or other economic operators, and its internal research programmes.

In the context of academic autonomy, clearly expressed in the UAIC Charter, the director (coordinator) of the project shall propose the research theme, choose the work methods and the plan for exploiting results.

2.9. Research position shall be filled by competition, pursuant to the criteria established by the Administrative Board of the University, and by observing the law.



Periodically, if there are special research tasks/internal programmes, some research positions may be filled by teaching staff, for a determined period, with the approval of the Faculty Council and of the Administrative Board, pursuant to law.

Art. 2.10. The teaching staff shall be paid for their research activity, additional to their basic activities, based on the number of hours performed, under the conditions stipulated by the sponsor and by observing the existing legislation regarding the maximum workload per week.

Art. 2.11. The management of the University and implicitly of the Faculties is permanently preoccupied by developing a technical-scientific base and stimulates its interdisciplinary use. The existing material base and its development are periodically made public for the whole academic community.

Art. 2.12. Scientific workshops (at least once a month), national and international scientific manifestations (conferences, symposiums etc.) are periodically organized in the faculties and research departments.

#### Financing

Art. 2.13. Financing scientific research activities shall be ensured from funds from the state budget (basic financing, supplementary financing and complementary financing), extrabudgetary incomes (by programme competitions and/or international cooperation, funds from economic agents) or from other sources (funds from foundations, other private sources), pursuant to law.

Art. 2.14. For financing research activities, the groups and research units in research departments and faculties **may associate** with other research units from national and international institutions, universities, associations, research institutes, and companies, based on partnership agreements or contracts, which shall clearly stipulate the rights and obligations of each party.

Art. 2.15. Basic financing, granted annually based on the quality of research activities, shall be distributed to the research departments in proportion to their contribution to these activities, pursuant to the UEFISCDI methodology and the decisions of the UAIC Senate.

Art. 2.16. Research departments have their own budgets and they ensure the payments of their own personnel. Scientific researchers have the obligation to attract funds by participating in competitions for national and international projects, grants, contracts and programmes.

Art. 2.17. The quantum of the excise for research grants and contracts is established by Decision of the Administrative Board of the University. The management of UAIC, supported by the Financial-Accounting Division, presents to the Administrative Board and to the University Senate a report regarding the quantum of the excise and the way it was spent.



Art. 2.18. The University shall promote, sustain, develop and stimulate, logistically and financially, scientific research. Therefore it shall: correctly and efficiently manage funds obtained by research activities; conclude collaboration agreements and partnerships with the economic and social environment; promote a system of award for scientific activities.

Art. 2.19. The Financial-Accounting Division shall ensure the management and control of incomes and expenditures for each programme, project, and service provided, based on a contract or collaboration agreement, pursuant to existing legislation.

#### Chapter III. Evaluating and Exploiting Scientific Research

Art. 3.1. The management of each research unit shall present to the Council of the Faculty, and respectively to the Administrative Board of UAIC, an annual report regarding scientific research activities. Summaries of these reports shall be presented to the Council for Scientific Research of the Senate and, based on them, the report on UAIC scientific research activity shall be drafted. The competent Vice-Rector, as president of CSR, shall present the report in Senate meeting in the month of March, every year (or the first day of April at the latest). The annual report of research activities in UAIC Iasi shall be made public on the University site.

Art. 3.2.

a) Results obtained in scientific research shall be concretized in: research books, treaties, monographs, anthologies, studies, scientific articles published in specialized journals or collective volumes; patents; informatics products, technologies, methods; physical objects and products made within contracts, others.

b) At the level of each faculty, respectively at the level of the administrative board of interdisciplinary departments a scientific commission shall function, which proposes criteria for evaluation and analysis of scientific research results to the Faculty Council. These criteria are presented in the rules of procedure of the research department.

c) Assessment of research results is undertaken at the level of the faculty and/or the interdisciplinary department, following specific criteria proposed by the scientific commission and approved by the Faculty Council, respectively the Administrative Board of UAIC and shall be evidenced in a unitary form at the level of CSR. CSR shall present to the Senate, in an annual report, the synthesis of research results.

d) Not meeting the duties stipulated in the academic load regarding scientific research for the analysed year shall entail salary cuts or, if necessary, increasing the academic load for the following academic year.

Art. 3.3. In assessing the value of scientific accomplishments, its qualitative aspect shall prevail, according to the following criteria:

a) theoretic importance for the development of science in general and of specific fields;

b) national and international trends;

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c) practical-applicative importance for economy, culture, social life, environmental protection, the use of new research methods;

d) contribution to the improvement of education and modernizing teaching methods.

Performance standards and indicators used nationally shall be considered in assessing the quality of scientific results. They refer to:

- publications which were favourably reviewed by renowned personalities in the field;

- citation of works in specialised literature;

- elaboration of scientific treaties, monographs, courses, studies and articles;

- awards and distinctions received;

- dissemination of results in international conferences and publication of papers in the volumes of these conferences;

- publication of articles, proceedings papers, reviews in ISI indexed journals; publication of scientific papers in foreign journals in the mainstream of publications, BDI indexed;

- demonstrating professional prestige by nominalization in editorial boards of journals (ISI or indexed in international databases) or in editorial boards of nationally and internationally recognized publishing houses (B category CNCSIS).

- invitations to attend international conferences; presentations abroad;
- coordinating doctoral theses;
- patents and innovations.

Art. 3.4. Teaching staff members and researchers may patent special results within the University, which shall ensure, as patentee, at the recommendation of CSR, financing of patenting fees. The authors of the patents shall be rewarded according to existing legislation.

Art. 3.5. Scientific research results shall have a special weight in the decision making process of the following:

- a) job competitions, upgrading, awards;
- b) awarding the merit salary and the merit degree;

c) awarding the title of emeritus professor, consultant professor and extension of activity;

- d) offering support to participate in scientific manifestations;
- e) awarding the Sabbatical year
- f) approving specialization and documentation scholarships abroad;

g) inclusion in the publication plan of the Publishing House of the University;

h) approving the formation of new research collectives and the introduction of new courses, MA specializations and doctoral domains.



Art. 3.6. For special scientific activities, the Administrative Board and the University Senate shall award diplomas, distinctions and prizes.

Art. 3.7. The University shall regularly publish the "Scientific Annals of the University" in series, for each field, and support the publication of other scientific journals of the Faculties.

Annually, at the proposal of the Editorial Board, the Administrative Board shall approve the editorial plan of the UAIC Publishing House, in order to valorise the scientific research activity.

#### Chapter IV. Final dispositions

Art. 4.1. The present Regulation, adopted in Senate meeting of 25 of July 2011, shall be communicated to the Faculties and Interdisciplinary Departments and shall enter into force once the Charter is validated by the Ministry of Education, Research, Youth and Sports.

Art. 4.2. The Councils of the Faculties may adopt decisions regarding the detailing of articles in the present Regulation based on the specificity of activities.

Art. 4.3. The hereby Regulation has been drafted based on the provisions of the National Education Law no. 319/2003 regarding the Status of research-development personnel and the Government Ordinance no. 37/200, and of the University Charter.

Art. 4.4. Any amendment of the Regulation shall enter into force with the approval of the Senate starting  $1^{st}$  of January of the following year.

Iasi, 25<sup>th</sup> July 2011

RECTOR,

Prof. Dr. Vasile IŞAN



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**Annex II.6. The Code of Ethics** 



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### Preamble

The Code of Ethics and Professional Deontology constitutes a framework for the formalisation of consensual rules between the members of the academic community, regarding the modus operandi in the same social environment, in order to assure this environment an increased level of authority in society.

As an integrant part of the mechanisms which ensure institutional quality, the Code of Ethics and Professional Deontology is meant to contribute to the ongoing improvement of the process of professional, moral and civic formation, to the enactment of attitudes and behaviours which aim at excellence, pursuant to academic integrity.

By offering o model of conduct, the Code is a moral contract concluded between the members of the academia, ensuring a high level of cohesion, on the basis of adherence and devotion, appreciation, impartiality and professional communication.

At the crossroad of the fields of ethics and law, the Code is an instrument of orientation, of involvement in improvement, of evaluation of the actions of the academia, based on certain general standards which "are good for each but also for the society as a whole", reconciling: competition and cooperation, individualism and solidarity, assuming general rules and freewill, in order to protect both the freedom and the dignity of the person, as well as the general welfare.

As an expression of defining moral positions as regards what is permitted or not, the Code comprises a set of rights and obligations which derive from fundamental civic principles and values, which are flexibly applicable in real situations, in view of affirming a harmonious social interaction – an environment of just and efficient accomplishment of the intellectual and human potential of all members of the academic community.

#### Chapter I

#### **General principles**

**Art. 1.** The Code of Ethics and Professional Deontology of the "Alexandru Ioan Cuza" University of Iasi has been drafted under the provisions of the Romanian Constitution, the legislation in the field of education and labour, by observing the fundamental rights of the person but also the requirements for bearing personal responsibilities, and by observing the Law of National Education no.1/2011.

**Art. 2.** The Code of Ethics has been drafted in relation to the values, principles and general ethical professional norms of: academic freedoms, personal autonomy, rights and equities, respect and tolerance, personal merit, transparency, individual and public responsibility, intellectual honesty and fairness, goodwill and altruism.



**Art. 3.** This is a document which functions as a guide in the development of moralprofessional relations between students, MA students, PhD candidates, academic teaching personnel, auxiliary teaching personnel, non-teaching personnel and the academia in its entirety, as well as in developing relations between the members of the academic community and external collaborators.

**Art. 4.** The aim of the Code of Ethics of "Alexandru Ioan Cuza" University of Iasi is to continuously support and develop the climate of cooperation, mutual respect, collegiality, politeness, trust, discretion, solidarity, which is present within this higher education institution, so as to facilitate the quality of the teaching, research, and education activities and especially to improve the work environment in the University, which also has an impact beyond the university environment, on the moral profile of society in general.

**ART. 5.** By promoting the values and norms of academic ethos – fairness and respect, responsibility and institutional order in front of the law, defending the dignity and integrity of the person, personal development and equity, the present Code reflects the ethical vocation of "Alexandru Ioan Cuza" University of Iasi, as an institution fully engaged in both educating students and in asserting and nourishing high behavioural standards in the benefit of society and, furthermore, as an academic institution which acts in the direction of harmonizing its own educational practices with the values and principles of the European higher education field.

**Art. 6.** The dispositions of the present Code are applicable to all members of the community of "Alexandru Ioan Cuza" University of Iasi: teaching personnel, auxiliary teaching personnel, research staff, non-teaching personnel, BA students, MA students, PhD candidates, post-doctorate students and other categories of the academic community.

**Art. 7. (1)** "Alexandru Ioan Cuza" University of Iasi is a non-political institution. The affiliation of a member of the academia to a political party is a matter of personal choice and it does not imply any involvement of the institution or of any of its subdivisions.

(2) The appurtenance to the academia does not restrict in any way the political activities of its members, who shall act as private individuals, outside the University space.

(3) The members of the executive boards of the University or of its Faculties cannot exert political actions during their commission.

**Art. 8.** All forms of discrimination are forbidden within the University. The nondiscrimination policy covers all fields of academic activity: admission and enrolment of students, their academic evaluation, hiring and evaluating teaching personnel and University employees, upgrading in management positions and organisms, and exerting the rights established in the University Charter.

#### Chapter II



#### Rights and obligations of the members of the academia

**Art. 9.** Members of the academia and the other employees of the University have rights and obligations which derive from the applicable general legislation, from the University Charter and Regulations, as well as from the provisions of the individual and collective employment contract or from the study contract.

**Art. 10.** "Alexandru Ioan Cuza" University of Iasi guarantees the compliance to the fundamental rights of the individual and ensures an equal treatment for all members of the academia, based on the following principles: non-discrimination and equity, equality of chances, promoting personal autonomy, transparency of information and free and equal access to material resources and services. Consequently, the following aims have been set: eliminating the conflict of interests; overcoming and/or solving tensions; preventing and fighting against all types of corruption, preferential treatment and frauds; protection against abuses, as well as against actions of denigration, calumny and reprisal.

**Art. 11. (1)** "Alexandru Ioan Cuza" University of Iasi encourages, promotes and protects performances in teaching, research, culture and sports; it ensures the recognition of merits and creativity which contribute to increasing the institutional prestige; it ensures appreciation and a qualitative classification based on results.

(2) "Alexandru Ioan Cuza" University of Iasi defends the right to intellectual property, cultivates loyal competition and commitment to the field of specialization and to the institution, as well as professional cooperation in education and research between the teaching personnel, BA students, MA students and PhD candidates.

**Art. 12 (1)** Within the University, the members of the academia and the other employees of the University benefit from protection offered by the authorities in charge of public order. Protection is ensured against the person and/or group of people who prejudice the human or professional dignity of the members of the academia and of the other employees of the University, or who deter them from exerting their rights;

(2) Protection is solicited by the interested party from the person authorized by the University Charter;

(3) The University protects the right to confidentiality as regards the private life of its members;

(4) The members of the academia and the other employees of the University are solicited to avoid and, where necessary, to solve conflicting situations (personal, material, of powers – within the institution and in external collaborations).

Art. 13. Each member of the academia has the obligation to participate to the activities of education and research of the University, as well as to take part in organizing and coordinating such activities; each member has the right to choose his/her research and study





areas, to interpret and exploit the results of such research, contributing to an increased level of competitiveness of the academic programs.

Art. 14. (1) Members of the academia have unrestricted freedom of expression in their activity, in consideration for exerting and respecting personal autonomy.

(2) The members of the academia and the other employees of the University are free to form trade unions, as to defend their lawful rights; they have the right to form scientific and cultural societies, sports associations, national or international, or to be part of such associations, without bringing prejudice to the prestige and the image of the Institution.

**Art. 15.** The members of the academia and the other employees of the University have the following obligations:

1. To observe the provisions of the laws which govern their activities, the Labour Law, the University Charter, the Rules of Procedure, as well as the decisions of the executive bodies of the University, its Faculties and Departments;

2. To observe order, morality, personal honour and the rights of others, both within and outside the University;

3. To ensure the development of a climate of civilization, mutual respect, recognition and appreciation of personal dignity, goodwill, tolerance, solidarity, and devotion to the Institution and to the values it promotes;

4. To correctly fulfil their teaching, research, studying and work obligations, envisaging the principle of professionalism;

5. Teaching staff must possess intellectual and psycho-pedagogical qualities, objectivity, spirit of justice and fairness in their activities of teaching-learning, research and publication, evaluation of performance;

6. Teaching and research staff must observe the principle of intellectual property, they must specify their personal contribution in a collaborative research, use information by correct citation and by indicating the source of documentation;

7. Teaching staff, auxiliary teaching personnel and non-teaching staff must never receive, offer and tolerate the use of illicit means in their work.

8. Students must respect the authority of the teaching, research and non-teaching personnel, as well as the authority of the executive bodies of the University and its Faculties;

9. Students must never receive, offer and tolerate the use of illicit means in their activities of evaluation, preparation of assignments, diploma license, and dissertations, or commit intellectual fraud;

10. Students must use the assets of the University in a civilized manner; they should not deteriorate the infrastructure and the equipment of the halls, laboratories, libraries, hostels, sports-grounds and leisure areas;

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11. All members of the academia must observe the Rules of procedure for the use of the internet provided by the University and for the information network of the Institution.

12. Members of the academia and the other employees of the University must restrain from committing any action that might prejudice the reputation or the image of the University.

**Art. 16.** Members of the academic community, as well as the other employees of the University are not allowed to take part in the following activities which involve their husband/wife or relatives up to 4<sup>th</sup> degree, or in-laws, including 3<sup>rd</sup> degree:

- a) admission examinations
- b) student evaluation (examination commissions);
- c) coordinating diploma papers or dissertations;
- d) coordinating PhDs;

e) evaluation of teaching staff, auxiliary teaching staff and non-teaching personnel;

f) competitions for vacancies;

g) analysis and inspection boards for works included in scientific research contracts;

- h) commissions for control, and disciplinary and ethics investigation;
- i) commissions which grant scholarships, awards, rewards, titles and honorific distinctions;
- j) procurement commissions;
- k) doctoral commissions;

**Art. 17.** In order to preserve the moral values and an ethical environment in the "Alexandru Ioan Cuza" University of Iasi, the following actions are strictly forbidden:

[1]Employing on positions of teaching, research, auxiliary teaching or nonteaching the relatives (1-4<sup>th</sup> degree) or in-laws (up to 3<sup>rd</sup> degree) of members of the academic community who have executive positions in academic departments, specialized departments of research and interdisciplinary departments, doctoral schools or administrative departments (in the broad sense of administrative services, regardless of size and level), which organize competitions for the respective vacancies;

[2]Applying for a position of academic leadership by persons who are related to  $(1^{st}-4^{th} \text{ degree})$  or are in-laws of (up to  $3^{rd}$  degree) members of the academia who are part of an executive body of the University, regardless of level;

[3]Applying for a position of administrative management by persons who are related to  $(1^{st}-4^{th} \text{ degree})$  or are in-laws of (up to  $3^{rd}$  degree) members of the academia or other employees of the University who are part of an academic or administrative governing body of the University, regardless of level;



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Art. 18. (1) Pursuant to art. 295, paragraph 4 of the National Education Law no. 1/2011, incompatibility arises when an executive position is assumed by persons who are related ( $1^{st}$ - $4^{th}$  degree) or in-laws (up to  $3^{rd}$  degree) in the following situations:

1) the President of the Senate with the Rector, Vice-Rectors, Deans, Vice-Deans, General Manager, and other members of the Administrative Board, Directors of Department (including administrative departments) and Directors of Doctoral Schools and members of the Senate;

2) the Rector with the Vice-Rectors, Deans, Vice-Deans, General Manager, and other members of the Administrative Board, Directors of Department (including administrative departments), Directors of Doctoral Schools and Directors of other functional units of the University (teaching and research stations, publishing house, botanical garden, museums etc.);

3) the Vice-Rector with the Deans, Vice-Deans, General Manager, and other members of the Administrative Board, Directors of Department (including administrative departments) and Directors of Doctoral Schools;

4) the Dean with the Vice-Deans, Directors of Departments in the Faculty, the Director of the Doctoral School, members of the Administrative Board and Directors of administrative departments in the University;

5) the General Manager with the Deans, Vice-Deans, Directors of Department (including administrative departments) and Directors of Doctoral Schools;

6) the Vice-Dean with the Directors of Departments in the Faculty (including administrative departments) and the Director of the Doctoral School;

7) the Director of Department with the managers of functional subunits (teaching and research groups, laboratories and centres);

8) when the Director of Department is also given the executive position of teaching and research stations, publishing house, botanical garden, museums;

9) when the Director of an Administrative Department is also given the executive position of: Chief Administrator of Faculty, Chief Secretary, Head of Office, Chief of Division and Director of an Administrative Division.

**Art. 19.** Members of academia and the other employees of the University must assess the scientific and professional competencies, as well as the moral qualities to ensure the objectivity of competitions, in the sense that the employment and evaluation of the members of the academic community, as well as of the other categories of personnel, should be made on criteria of value and professional and moral qualities.

**Art. 20.** Activities which disrespect cults which are legal in our country are prohibited within the University.



#### **Chapter III**

#### **Deviations from the Code of Ethics and penalties**

Art. 21. Deviations from the Code of Ethics, which shall be penalized, are specified as follows:

a) any type of fraud in teaching, learning, scientific research and all other activities of the University;

b) corruption or its encouragement (from acts of bribery, to traffic of influence, where use is made of money, services, gifts);

c) the destruction, alteration or forgery of documents and databases of the University, as well as using those to illicit ends;

d) providing false information to the executive bodies of the University;

e) hindering activities of education, scientific research, administration or any other function of the University;

f) any form of physical or moral aggression;

g) any type of preferential treatment;

h) obtaining, claiming or non-refusal of undue benefits;

i) attending didactic activities and scientific manifestations under the influence of alcohol;

j) using a language which does not correspond to academic spirit;

k) unauthorized entrance in spaces where access is regulated by special measures;

1) performing indecent, insulting or obscene attitudes and behaviours;

m) unauthorized use of the assets of the University, and causing prejudices, by guilt, to these assets;

n) public denigration of the personnel or of the Institution by members of the academia;

o) abusive use of the quality of member of the academic community;

p) organizing and holding political activities within the University, as well as using its name, its human, financial or material resources for political purposes;

q) any type of discrimination

**Art. 22.** (1) All types of plagiarism are forbidden and shall be subject to sanction. Plagiarism is the practice of taking another person's whole or partial literary/scientific work, ideas, and passing them off as one's own.



(2) Abusing one's socio-professional or hierarchical position to exploit the scientific results of another person is forbidden and subject to sanction, as is infringement of the right to intellectual property.

(3) The hereby Code of Ethics does not replace the application of provisions of codes of specialized scientific research.

**Art. 23.** The following are serious deviations from the good conduct in scientific research and academic activity:

- a) plagiarising the results or publications of other authors;
- b) making up results or replacing them with fictitious data;
- c) introducing false information in requests for grants or financing programs.

**Art. 24.** Sexual harassment of the employees of the University, of the PhD candidates, of post-doctorate students, of MA or BA students, or of candidates, is forbidden and subject to sanction. Under the scope of this provision fall, among others, the following acts:

a) conditioning the employment, appointment, entrance or evaluation of the personnel of the University, of students, MA students, PhD candidates, by obtaining sexual favours;

b) performing behaviours or attitudes of a sexual nature, implicit or explicit, physical or verbal, which aim at obtaining personal advantages;

c) promoting conducts which aim at or result in creating an uncomfortable intimacy, a hostile or conflicting work environment, or which lead to affecting the work performances of employees and students of the University;

d) using indecent outfits in public within the University;

Art. 25. Including a certain conduct in the category of sexual harassment shall only be done after an analysis of the case and of the circumstances both within the University and outside it.

**Art. 26.** The use of illicit means by students when being evaluated during written and oral examinations, written papers, diploma papers and dissertations shall also be considered deviations from the Code. An illicit means is any method of preparing the answers solicited by examiners beyond the actual knowledge of the student.

Art. 27. (1) Possession and selling of dangerous substances (narcotic substances, drugs, weapons, explosives) within the University is forbidden.

(2) Use of drugs or narcotic substances is forbidden within the University.

(3) Selling and drinking alcohol within the space of the University is forbidden.

Art. 28. If one of the stipulated deeds is susceptible to constituting any other type of infringement, the Administrative Board has the obligation to inform the competent state institutions.



#### **Chapter IV**

#### Penalties regarding the breach of Academic Ethics and Deontology and of Good Research Conduct

**Art. 29.** In case of deviations from the Code of Ethics, the Committee of Ethics establishes, pursuant to the Code of Ethics, one or more of the penalties in the present Code.

**Art. 30.** The penalties which can be applied against teaching and research staff and against auxiliary teaching and research staff by the Committee of Ethics for breaching academic ethics or for deviations from the good conduct in scientific research are the following:

- a) written warning;
- b) reducing the basic salary and, where appropriate, the compensation for executive functions;

c) suspending, for a specific period of time, the right to apply for a superior didactic position or for a position in the executive, guidance and control bodies, as a member in doctoral, MA or BA commissions;

- d) dismissal from the executive position;
- e) disciplinary termination of the labour agreement.

**Art. 31.** The penalties which the Committee of Ethics can apply against BA and MA students, PhD candidates and post-doctorate students for breaching the academic ethics are the following:

- a) written warning;
- b) expelling;
- c) other penalties provided for in the Code of Academic Ethics and Deontology.

**Art. 32.** The penalties which the Committee of Ethics can apply against the non-teaching personnel are the following:

- a) written warning;
- b) downgrading and providing the wages specific to the new position for a period of up to 60 days;
- c) reducing the basic salary for a period of 1 to 3 months by 5-10%;
- d) reducing the basic salary and, where appropriate, the compensation for executive functions for a period of 1 to 3 months by 5-10%;
- e) disciplinary termination of the labour agreement.

**Art. 33.** In case of deviations from good conduct in scientific research, the Committee of Academic Ethics establishes one or several of the penalties provided for in the present Code or in legislation, pursuant to Law no. 206/2004, as amended, to the Code of Ethics and Professional Deontology for the research-development staff, and also to the Code of Ethics and Professional Deontology.



**Art. 34.** In order to solve a petition, the person who is accused of having breached the provisions of the Code of Ethics can be heard by the Committee of Ethics or can formulate his/her position in writing. If certain reported aspects need clarification, the petitioner might be invited to attend the hearing of the Committee.

**Art. 35.** Decisions of the Committee of Ethics concerning the solution of petitions about deviations from the Code of Ethics shall be adopted by simple majority.

**Art. 36.** After analysing the deviation(s) from the Code, the Committee of Ethics of "Alexandru Ioan Cuza" University of Iasi shall draft a report on the analysed actions, mentioning the information which stood at the basis of their analysis and evaluation, the viewpoints of the member of the Committee, if there were differences of opinions, and shall set penalties if the petition is founded.

**Art. 37.** Penalties established by the Committee of Ethics are implemented by the Dean or the Rector, as appropriate, within 30 days from establishing the penalties by issuing a decision signed by the legal adviser, document which shall be communicated to the accused person. If the person is not satisfied with the solution provided by the Committee of Ethics he/she has the right to address the issue in court, according to legal provisions.

**Art. 38.** (1) The National Council for Ethics in Scientific Research, Technological Development and Innovation analyzes the cases regarding the breach of rules of good conduct in research and development, after petition or self-referral, and issues decisions through which it establishes the guilt or the innocence of the respective person(s); in case of decisions of guilt, the decisions shall also establish the penalties which shall be implemented, according to law.

(2) The National Council for Ethics in Scientific Research, Technological Development and Innovation shall keep the identity of the petitioner confidential.

(3) The decisions of the National Council for Ethics in Scientific Research, Technological Development and Innovation are approved by the legal department within the Ministry of Education, Research, Youth and Sports. Legal responsibility for the decisions of the National Council for Ethics in Scientific Research, Technological Development and Innovation is assumed by the Ministry of Education, Research, Youth and Sports.

**Art. 39.** For deviations from the good practice in research-development of the staff of higher education institutions which have been found and proven, the National Council for Ethics in Scientific Research, Technological Development and Innovation establishes the implementation of one or several of the following penalties:

a) written warning;

b) withdrawal and/or modification of all published papers which have breached the rules of good conduct;

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- c) withdrawal of the title of PhD coordinator or of the habilitation certificate;
- d) withdrawal of the PhD title;

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- e) withdrawal of the academic teaching title or of the research degree or downgrading;
- f) dismissal from the executive position in the higher education institution;
- g) disciplinary termination of the labour agreement;
- h) forbidding, for a determined period, the access to public financing for researchdevelopment.

**Art. 40.** Penalties established by the National Council for Ethics in Scientific Research, Technological Development and Innovation shall be implemented within 30 days from the issue of the decision, as appropriate, by the Ministry of Education, Research, Youth and Sports, by the President of the National Authority for Scientific Research, by the National Council of Attestation of Academic Titles, University Diplomas and Certificates, by the leaders of contracting authorities which offer grants from public financing for research-development, by the leaders of higher education institutions or of research-development units.

**Art. 41.** Persons who have been found guilty, according to law, of grave deviations from the good conduct in scientific research and academic activity are forbidden to occupy didactic and research positions. The competition for the didactic or research position concerned shall be annulled and the labour contract with the University shall be rightfully terminated, regardless of the moment when the grave deviations from the good conduct in scientific research and academic activity were confirmed. Corroboration of deviations shall be undertaken by the National Council for Ethics in Scientific Research, Technological Development and Innovation, according to law.

**Art. 42.** If one of the deeds which constitute deviations is susceptible to constituting any other type of infringement, the Administrative Board shall inform the competent state institutions.

#### Chapter V

#### Committee of Ethics of "Alexandru Ioan Cuza" University of Iasi

Art. 43. The Committee of Ethics shall be constituted in "Alexandru Ioan Cuza" University of Iasi.

(1) The structure and constituents of the Committee of Academic Ethics are proposed by the Administration Board, approved by the University Senate and by the Rector.

(2) The members of the Committee are persons with professional prestige and moral authority.



(3) Persons who have one of the following positions may not be members of the Committee: Rector, Vice-Rector, Dean, Vice-Dean, General Manager, and Director of department, research-development, planning or micro-production unit.

(4) Document management, drafting minutes and decisions to sanction the breach of academic ethics or the deviations from the good conduct in scientific research, managing contacts and transmitting the correspondence of the Committee shall be ensured by a Secretary appointed by the University Board. The Secretary of the Committee does not have the right to vote.

(5) The President of the Committee of Ethics is chosen by direct suffrage by the members of the Committee during the first session after its creation.

(6) The President of the Committee shall designate a person from among the members of the Committee who shall replace him/her when unable to attend the meetings of the Committee.

Art. 44. The Committee of Academic Ethics shall have the following responsibilities:

a) to analyze and solve deviations from academic ethics, based on petitions or self-referral, according to the Code of Academic Ethics and Deontology;

b) to draft an annual report regarding the compliance with academic and research ethics, which shall be presented before the Rector, and the University Senate and which shall constitute a public document;

c) to contribute to the elaboration of the Code of Academic Ethics and Deontology, which shall be proposed to the University Senate for adoption and inclusion in the University Charter;

d) attributions established by Law no. 206/2004, as amended;

e) other attributions stipulated by the National Education Law no. 1/2011 or established in the University Charter;

f) to monitor the compliance with the Code of Ethics.

**Art. 45.** Any person, from within or outside the University, may petition the Committee for Academic Ethics about deviations on the part of members of the academia. Anonymous petitions shall be disregarded.

The Committee shall keep the identity of the petitioner confidential.

**Art. 46.** After a petition, the Committee shall start the procedures established by the Code of Ethics, respectively Law no. 206/2004, as amended. The Committee shall answer the petitioner within 30 days from the date the petition was received, and shall communicate to the petitioner the result of the procedures, once they are finished.



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#### **Chapter VI**

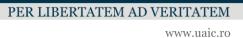
#### **Conflict of Interests**

**Art. 47.** If, during the analysis of the supposedly breach of the Code of Ethics, a member of the Committee of Ethics is in a situation of conflict of interests, he/she shall withdraw from the evaluation of the respective act.

**Art. 48.** The hereby Code of Ethics and Deontology has been adopted in the session of the Senate of "Alexandru Ioan Cuza" University of Iasi, this 28<sup>th</sup> day of July 2011.

RECTOR,

Prof. Dr. Vasile IŞAN



Annex VI.2.1. Regulation on the launching, approval, monitoring and recurrent evaluation of the studies programmes



# REGULATION ON THE LAUNCHING, APPROVAL, MONITORING AND RECURRENT EVALUATION OF THE STUDIES PROGRAMMES

**Art. 1.** The initiation, approval, monitoring and recurrent evaluation of the studies programmes are components of the system of quality management in the University, that are essential to assuring the continuous enhancing of quality in education.

Art. 2. The Regulation is elaborated based on the following normative documents:

-The Education Law no. 84/1995, with subsequent changes and additions;

-The Law no. 288/2004 on the management of higher education studies;

-The Government Emergency Ordinance no. 75/2005 on assuring the quality of education, approved by the Law no. 87/2006;

-The Charter of 'Alexandru Ioan Cuza' University of Iaşi.

**Art. 3.** The provisions of this regulation apply to the new studies syllabuses, as well as to the extant studies programmes from all the types of education (BA, MA, PhD cycles, full-time education, part-time education).

Art. 4. The launching process of a studies programme entails the following stages:

-the initiator of the new programme of studies (any person / group interested in the inner / outer faculty/department) submits a report referred to the faculty on the utility and the current usefulness of the programme;

-after the approval in the Council of the Faculty, the documents of the studies programme are sent to the teaching Vice-Rectorate, together with an application for the launching of the provisional authorization procedure;

-the application for the authorization of provisional functioning of the new studies programme is approved by the Senate Office and validated by the University Senate;

-after the approval by the Senate, the management of the faculty assigns the team for the elaboration of the internal evaluation of the new programme;

-the supervisor of the new studies programme and the members of the assigned team establish the subjects and the list of the teaching staff members with competence in the field. These aspects will be discussed within the Faculty Council;



-based on these documents and connected with the material basis available for this programme, the final form of the internal evaluation report is drafted;

-the evaluation report is submitted to the teaching Vice-Rectorate and it will be evaluated by a commission approved by the Senate;

-after remedying any deficiency, the report will be submitted, through the faculty, at ARACIS, together with the services agreement.

**Art. 5. The monitoring of the studies syllabuses** implies establishing a set of criteria that comply with the current requirements and their systematic and organized implementation in the evaluation of the studies syllabuses. The monitoring of the studies syllabuses is carried out systematically, in a planned manner and entails controlling the way in which the activity for tracing down flaws on time takes place, as well as the launching of a series of corrective and preventive actions.

**Art. 6.** At the level of the faculty, the monitoring is carried out with the participation of more members of the academic community: the Dean, the Chacellor and the teaching staff members responsible with problems in quality assuring. The responsibility on the monitoring and enhancing of the studies syllabuses is delegated to the supervisors of studies programmes, appointed by the Faculty Council.

**Art. 7.** For the maintaining and continuous enhancement of the quality of the studies syllabuses, the monitoring of the results of learning and of the determining factors is carried out in the University. Every year, the University Commission for Quality Assuring elaborates syntheses regarding the results of the monitoring, that are analyzed during the sessions from the Senate Office / the Senate.

**Art. 8. The systematic evaluation** of the studies syllabuses in carried out for the accreditation, as well as for the continuous enhancement of the efficacy of all the procedures that are undertaken within the studies syllabuses that are evaluated.

**Art. 9.** The planning of the syllabuses that will be submitted to a systematic external evaluation is done annually, based on the applications submitted to the Faculty Councils. The teaching Vice-Rectorate elaborates the list of studies syllabuses that will be submitted to evaluation for a recurrent accreditation/evaluation, a list that will be approved by the Senate.

**Art. 10.** The internal evaluation will be finalized with the elaboration of the Evaluation Report of the Studies Syllabuses which present, under specific forms, the quality of the educational services and of the used resources.

**Art. 11.** The recurrent external evaluation of the studies syllabuses is based on their internal evaluation, that is carried out according to the ARACIS regulations.



## Annex IV.3.3.c. Regulations for the Organisation of Doctoral Studies



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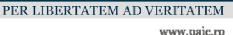
Section 2 – The Rights and Obligations of the Supervisors

#### PART V. TRANSITIONAL AND FINAL PROVISIONS



#### PART I – PREAMBLE

- The regulations regarding the organization of doctoral studies at IOSUD (institution that organizes doctoral programmes) 'Alexandru Ioan Cuza' University of Iași have been drawn up in accordance with:
- The Law of the National Education no. 1/2011;
- The Doctoral Studies Code (HG (Decision of the Government) 681/2011 published in MOF (The Official Journal) 551/03.08.2011);
- Directive of the METCS (Ministry of Education, Youth, Research and Sport) no. 3158/31.01.2012 published in the Official Journal, Part I no. 93 of 06/02/2012 regarding the approval of the List of prestigious universities from other states;
- Directive of the METCS (Ministry of Education, Youth, Research and Sport) no 4478/2011 regarding the approval of the minimum necessary and compulsory standards for conferment of academic titles specific to the higher education system, of professional titles for research and development, and of the enabling certificate, for the scientific domains assignable to the Panels for fundamental domains P1 Mathematics and Natural Sciences, P2 Engineering Sciences and P3 Biomedical Sciences within the National Council of Attestation of Academic Titles, University Diplomas and Certificates published in : Official Journal no. 448 of the 27<sup>th</sup> of June 2011;
- Directive of the METCS (Ministry of Education, Youth, Research and Sport) no 4691/2011 regarding the approval of the minimum necessary and compulsory standards for conferment of academic titles specific to the higher education system, of professional titles for research and development, and of the enabling certificate, for the scientific domains assignable to the Panel for fundamental domains P4 Social sciences within the National Council of Attestation of Academic Titles, University Diplomas and Certificates published in : Official Journal no. 535 of the 28<sup>th</sup> of July 2011;
- Directive of the METCS (Ministry of Education, Youth, Research and Sport) no 4691/2011 regarding the approval of the minimum necessary and compulsory standards for conferment of academic titles specific to the higher education system, of professional titles for research and development, and of the enabling certificate, for the scientific domains assignable to the Panel for fundamental domains P5 Arts and Humanities within the National Council of Attestation of Academic Titles, University Diplomas and Certificates published in : Official Journal no. 540 of the 29<sup>th</sup> of July 2011;
- Directive of the METCS (Ministry of Education, Youth, Research and Sport) no. 5690/2011 regarding the automatic acquisition of the capacity of supervisor in



Romania for the persons who have acquired this capacity in EU Member States, in the European Economic Area states and in Switzerland, published in the Official Journal no. 750 of 25<sup>th</sup> of October 2011.

• The present Regulations constitute the legal framework for regulating the organization and the implementation of the doctoral studies programmes within 'Alexandru Ioan Cuza' University of Iași. The enforcement of the provisions of the Regulations has the function to establish a reference framework for the practices in organizing doctoral studies programmes within the Doctoral Schools within 'Alexandru Ioan Cuza' University of Iași.

#### PART II – THE ORGANISATION AND THE CONDUCT OF DOCTORAL STUDIES

# Chapter I - IOSUD (The Institution that organizes doctoral programmes) – UAIC ('Alexandru Ioan Cuza' University of Iași), CSUD (The Doctoral Studies Council) – UAIC and the Doctoral School (SD)

- UAIC is the Institution that organizes doctoral programmes, hereinafter referred to as IOSUD UAIC. IOSUD-UAIC provides institutional, administrative and logistic support for the subordinate Doctoral Schools.
- IOSUD UAIC is subordinated to the University Senate. The legal representative of IOSUD UAIC is the UAIC Rector.
- IOSUD UAIC is administered by The Doctoral Studies Council hereinafter referred to as CSUD UAIC
- Within 'Alexandru Ioan Cuza' University the doctoral studies are organized by faculties in Doctoral Schools provisionally accredited or authorised.

#### Section 1 – The Doctoral Studies Council

- CSUD-UAIC organizes, administers and coordinates the activity of the Doctoral Schools within 'Alexandru Ioan Cuza' University of Iași.
- The members of CSUD-UAIC who are members of the academic teaching staff or researchers, must have the right to supervise doctoral studies in the country or abroad, and must meet the minimum and compulsory standards for the conferment of the enabling certificate, standards which are in force on the date of their appointment as members of CSUD, and which are approved by means of a directive of the Ministry of Education, Youth, Research and Sport in accordance with article 219 paragraph (1) subparagraph a) in the Law of the national education no. 1/2011.
- The members in the Doctoral Studies Council (CSUD) may be:
  - a) Persons within or outside IOSUD
  - b) Persons from the country or from abroad
  - c) Scientific personalities or personalities in the relevant industrial and socioeconomic sectors

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- d) Representatives of the doctoral candidates within the Doctoral Schools within IOSUD
- CSUD-UAIC, which is organized according to paragraph 9 and paragraph 11 in HG (Decision of the Government) 681/29.06.2011, comprises 17 members, as follows: 7 supervisors, 4 doctoral candidates, 5 scientific personalities outside the doctoral schools and the director, who is elected through a competition. The election of the members and of the director is made according to a number of specific methodologies approved by the UAIC Senate.
- Tenured supervisors or adjunct supervisors within the Doctoral Schools within IOSUD elect on the basis of universal, direct, secret and equal suffrage five supervisors to be members of the CSUD.
- Doctoral candidates within the Doctoral Schools within IOSUD elect on the basis of universal, direct, secret and equal suffrage two doctoral candidates to be members of the CSUD.
- The Rector of 'Alexandru Ioan Cuza' University of Iași appoints by means of resolution 9 members of the Doctoral Studies Council as follows: 2 supervisors, 2 doctoral candidates and 5 scientific personalities, whose scientific activity is significantly internationally recognised and/or personalities in relevant industrial and socio-economic sectors.
- The term of office of the CSUD-UIAC members is of 4 years.
- The prerogatives of the CSUD-UAIC include:
  - the establishment of the strategy of the IOSUD-UAIC;
  - the drawing up of the Institutional Regulations for the Organization and Conduct of the doctoral studies programmes within IOSUD-UAIC;
  - the approval of the resolutions regarding the creation and the dissolution of the Doctoral Schools within IOSUD-UAIC;
  - the appointment of the Directors of the Doctoral Schools from among the supervisors, who meet the minimum and compulsory standards for the conferment of the enabling certificate, standards which are in force on the date of their appointment, and which are approved by means of a directive of the Ministry of Education, Youth, Research and Sport in accordance with article 219 paragraph (1) subparagraph a) in the Law of the national education no. 1/2011;
  - the establishment of the number of supervisors within the Doctoral School who will be members of the Council of the Doctoral School;
  - the selection of the supervisors who are members of a newly established Doctoral School;
  - if IOSUD-UAIC concludes partnership agreements, the ensurance of the coordination of the partnerships according to the provisions of contracts;
  - other specific prerogatives, established by means of the present Regulations and according to the legal norms.



- The Doctoral Studies Council (CSUD) functions separately within IOSUD-UAIC, according to the legal provisions and to the Regulations regarding the Organisation and Functioning of the doctoral studies, which is annex to the University Charter.
- CSUD-UAIC is administered by a Director; this position is equivalent to the position of Vice-Rector. The Director of CSUD-UAIC is appointed by the Rector, by means of a resolution, issued according to the provisions of the University Charter. The Director is appointed through a competition organised by IOSUD-UAIC, according to article. 11 in HG (Decision of the Government) 681/29.06.2011.
- The Director CSUD-UAIC is subordinated to the Rector of IOSUD-UAIC. Within IOSUD-UAIC, the Director and the Council exercise their prerogatives and subordinate according to the provisions of the Regulations regarding the creation of IOSUD or/and the functioning of the partnership or of the Consortium.
- The rights and the obligations of the Director, the criteria for the evaluation of his activity, as well as the ways in which the contract can be amended and terminated before expiry of the duration for which the contract was concluded, are stipulated in the management contract template established by IOSUD-UAIC.

#### **Section 2 – The Doctoral School**

- The doctoral studies programmes are organized and conducted within the IOSUD-UAIC only within the Doctoral Schools organized by the faculties. The aim of the Doctoral school is to plan and to conduct scientific research at doctorate level. It regulates the activity of the supervisors, of the doctoral candidates and of other categories of academic and administrative staff included in its own structure.
- The doctoral schools is organized and functions within IOSUD UAIC with a minimum of 3 supervisors. One third of the supervisors of a Doctoral School can be from research institutions or universities from abroad. A supervisor can supervise the work of doctoral candidates only within IOSUD-UAIC, excepting joint doctorates.
- The proposal for the creation of Doctoral Schools is submitted by the faculties, is endorsed by the UAIC Senate and is approved by the CSUD
- The rank of a Doctoral School is equal to the rank of a department, according to article 12, paragraph 7 in HG (Decision of the Government) 681/29.06.2011. According to the provisions of article 131, article 133 paragraph (4) and article 134 in the Law no 1/2011, a Doctoral School may organise research centers or laboratories which function within the higher education institution as units with an income and expenditure budget. Within IOSUD-UAIC the affiliation of the doctoral schools to the faculties is established according to the provisions of the Doctoral Studies Code and according to the specific characteristics of each faculty, after consultations with the CSUD.
- The Doctoral School is administered by a Director of the Doctoral School appointed by CSUD from the supervisors within the doctoral school and by the Council of the



Doctoral School (CSD), for a term of office of five years. The position of the Director of the Doctoral School is equivalent to the position of Head of Department. The Director of the Doctoral School is member according to the law of the CSD (Council of the Doctoral School). The status of the Council of the Doctoral School is equivalent to the status of the council of the department.

- The election of the members of the CSUD and the appointment of the director of the SD(Doctoral School) are made according to article 14, paragraphs5,7,8 and 9 in HG (Decision of the Government) 681/29.06.2011.
- The number of members in CSD as well as the number of supervisors within the doctoral school who are members of the council of the doctoral school are established by CSUD, depending on: a) the number of supervisors who meet the minimum and compulsory standards for the conferment of the enabling certificate, b) the total number of tenured or adjunct supervisors and c) the total number of doctoral candidates.
- The number of supervisors within the Doctoral School who are members of the Council of the Doctoral School represent a maximum of 50%, the number of doctoral candidates represents 20%, rounded off to the next highest number if it is the case. The remaining positions in the Council of the Doctoral School may be filled in by members outside the Doctoral School, elected from among the international scientific personalities and/or from among personalities in the relevant industrial and socio-economic sectors.
- The members of the newly elected CSD which are members of the academic teaching staff or researchers must have the right to supervise doctoral studies in the country or abroad, and must meet the minimum and compulsory standards for the conferment of the enabling certificate, standards which are in force on the date of their appointment as members of the Council of the Doctoral School, and which are approved by means of a directive of the Ministry of Education, Youth, Research and Sport in accordance with article 219 paragraph (1) subparagraph a) in the Law of the national education no. 1/2011.
- The Council of the Doctoral School meets at least 3 times per year, at the request of the director of the Doctoral School or when at least a third of its total number of members requests it.
- The prerogatives of the Director of the Doctoral School are the following:
  - ensures the collaboration between the Doctoral School and the staff or between the departments in the faculty;
  - is responsible for the observance of the legal provisions in organising and conducting the entire activity within the Doctoral School;
  - ensures the representation of the Doctoral School in front of the governing bodies of the IOSUD-UAIC.
  - draws up the curriculum for the Training Programme based on Advanced Academic Studies (PPUA);



- draws up the job title list for the Doctoral Schools. The job title lists are drawn up at the level of the Doctoral School and comprise the academic teaching staff, the researchers and the doctoral candidates who work within the Doctoral School. The Doctoral School may employ auxiliary academic teaching staff, research staff and non-teaching staff. The job title lists of the Doctoral School may also comprise the vacant positions so that the doctoral candidates who teach more hours than stipulated in the doctoral studies contract may be paid an hourly wage.
- draws up the income and expenditure budget of the school and supervises its implementation;
- checks and signs the time sheets of the doctoral candidates and the records of the daily activity of the academic teaching staff, which comprise the teaching and research obligations within the Doctoral School, as well as the other documents which involve payments from the Doctoral School;
- organises and supervises the conduct of the activities within the training programmes of the doctoral candidates;
- organizes and monitors the development of the admission exam;
- the executive compensation is equal to the executive compensation paid to a head of department within the faculty. The Directors do not benefit of an executive compensation for this positions if they are already benefit of an executive compensation within the University;
- The prerogatives of the CSD include:
  - to draw up of the Regulations of the Doctoral School;
  - to decide whether to confer or to revoke the quality of member of the Doctoral School for certain supervisors as well as the establishment of the minimum scientific performance standards in order to the objectively enforce these procedures ;
  - to matriculate and to expel doctoral candidates at the proposal of the supervisors who are members of the Doctoral School;
  - to take decisions regarding the endorsement of the job title list for the academic teaching and research staff affiliated to the Doctoral School, according to the case;
  - to endorse and to approve the admission exam boards, the supervision board and the board for the public defense of the doctoral thesis;
  - to endorse the curricula;
  - to witness the external assessor during the evaluation for the accreditation/ reaccreditation or for temporary authorization ;
  - other specific prerogatives.
- The Regulations of the Doctoral School stipulate the manner in which the doctoral studies programmes are organised and conducted within the Doctoral School.
- The Regulations of the Doctoral School is drawn up by the Council of the Doctoral School, after consultations with all the supervisors who are members of the school.



The Regulations of the Doctoral School is drawn up in compliance with the provisions of the Institutional Regulations for the Organisation and Conduct of the doctoral studies programmes within IOSUD-UAIC.

- The Regulations of the Doctoral School are endorsed on the basis of universal, direct, secret and equal suffrage of the absolute majority of the supervisors who are members of the school.
- The Regulations of the Doctoral School are approved by the CSUD.
- The Regulations of the Doctoral School establishes compulsory criteria, procedures and standards regarding at least the following aspects:

- the regulations regarding the acceptance of new member supervisors as well as regulations regarding the means by which the quality of member within the Doctoral School of a certain supervisor may be revoked;

- the mechanisms by means of which the decisions regarding the opportunity, structure and content of the Training Programme based on Advanced Academic Studies are taken.

- the procedures for the replacement of the supervisor of a certain doctoral candidate and the procedures for mediation of conflicts;

- the conditions in which the doctoral studies programme may be suspended;
- the means of preventing fraud in scientific research, including plagiarism;
- regulations regarding the ensurance of the access to the research resources;
- regulations regarding the attendance obligations of the doctoral candidates;
- The Doctoral Schools are obliged to provide correct and complete information regarding the doctoral studies programmes to the candidates to these programmes, to the academic community and to other interested persons or legal entities.

# Section 3 – The Legal Relations between the Doctoral School and the Doctoral Candidate. The Doctoral Studies Contract

- The rights and obligations devolved on the doctoral candidates, on the supervisors, as well as on the IOSUD, by means of the Doctoral Schools, are stipulated in the doctoral studies contract. The template of the framework doctoral studies contract is drawn up by the Doctoral School, is endorsed by the council of the doctoral school and is approved by CSUD.
- The doctoral studies contract is concluded with each doctoral candidate individually and is signed by the doctoral candidate, by the supervisor and by the legal representative of IOSUD.
- The doctoral studies contract comprises at least the following information:
  - the identification information of the doctoral candidate and of the supervisor;
  - information about IOSUD and about the Doctoral School;
  - the chosen research topic;
  - the amount of the monthly sponsorship, according to the case;

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- the amount of the tuition fee, according to the case;
- the language in which the thesis will be written and defended Romanian, the language of a minority or an international language;
- the deadline for completion of the doctoral thesis;
- the conditions in which the deadline for the completion of the thesis may be extended;
- the amount of teaching activity a doctoral candidate pledges to do and the period when the activity takes place, according to article 164 paragraph (3) in the Law of the national education no 1/2011.
- The contracts and the additional documents filled in and signed are kept at the Doctoral School in the personal file of each doctoral candidate .
- Withdrawal from the doctoral studies can be made at the demand of the doctoral student and is approved by the CSD.
- In all the **expulsion** situations mentioned in present Regulations, the procedure is initiated automatically by the CSD, when the Doctoral School or the supervisor were apprised of. The decision to expel a doctoral candidate is taken by the Director of the CSD and is communicated to the doctoral candidate.
- The doctoral candidate expelled because of a scientific fraud cannot be matriculated again within IOSUD-UAIC.
- On the date when the CSD decides on the withdrawal or the expulsion, the contract in course of performance ceases.
- The expulsion, new matriculation and transfer procedures are stipulated in the Regulations of the Doctoral Schools.
- The recognition procedures of the credits of the doctoral students newly matriculated, transferred or in other similar situations are stipulated in the Regulations of the Doctoral Schools.
- At the explicit request of the governing body of the Doctoral School and as a result of the requests of the departments, doctoral candidates holding state funded sponsorships or funded by means of research projects initiated by IOSUD, by the Doctoral School or by the supervisors, have the duty to teach 4-6 hours on average per week (seminars laboratories) without supplementary payment. ECTS (10 credits for 6 hours) are assigned for these activities. The sums stipulated in the budget of the departments for these teaching hours constitute income to the Doctoral School. The difference, up to the maximum of 11 hours (the teaching load of a assistant lecturer) is hourly paid. In this situation a **written** endorsement by the governing body of the Doctoral School is compulsory.
- The involvement of the doctoral candidates in other activities (supervising exams, assessing certain written papers etc.) is allowed only with the written endorsement by the Doctoral school, endorsement given as a result of a motivated petition of the departments. Once approved, these activities are hourly paid from the budget of the Departments or of the functional units who requested these activities.

#### Chapter II. The Organisation and The Conduct of Doctoral Studies

#### Section 1 – The Selection and the Admission to the Doctoral Studies Programmes

- The admission procedure to the doctoral studies is the selection process of the candidates for each vacant position of doctoral candidate that the supervisors within the Doctoral School decide to propose at a certain moment.
- The selection of the candidate for a vacant position is realised by the supervisor who supervises that position. As a result of the supervisor's proposal, a doctoral candidate may be matriculated only after obtaining the positive endorsement of the Council of the Doctoral School. The endorsement is given by virtue of the results at the admission examination and of the analysis of the candidate's application file.
- The doctoral schools draw up annually admission methodologies, which are published on their websites four months before the beginning of the academic year.
- The content and the form of the admission exam are established by the supervisor after consultations with the Council of the Doctoral School
- The admission exam board and the appeal board for each doctoral school are established by the CSD in collaboration with the supervisors and are endorsed by the director of the Doctoral School.
- The admission exam board of a Doctoral School comprises the supervisor who requested the organisation of the admission, 2-3 supervisors within the Doctoral School, proposed by the supervisor, and a secretary.
- The supervisors who want to organize an admission exam for the vacant places must inform the CSD **four** months before the date of the admission exam.
- At the moment when the admission exam boards are appointed at the level of each Doctoral School an appeal board is also appointed.
- The appeal board comprises the director or the representative of the CSD and two members appointed from among the supervisors within the Doctoral School, who are not members of the admission exam board. In the situations in which this condition cannot be met other professors within the faculty may be appointed.
- Candidates may register for the admission exam if they hold a Master's Degree certificate (or an equivalent certificate) in the field of knowledge specialization or in a related field. The establishment of the correspondence between the fields is the responsibility of the Councils of the Doctoral School.
- The candidates who graduated before the implementation of the Bologna process and who prove with documents that they have completed 5 years of full time courses (or the equivalent), may register for the doctoral studies programme.
- Only the candidates who hold a Master's Degree certificate or an equivalent certificate, according to article 153 paragraph (2) in the Law of the national education no /2011, have the right to take part in the admission procedure for doctoral studies.
- Each candidate may register to a single Doctoral School and, if she or he is admitted, she or he is matriculated to that Doctoral School.



#### The stages of the admission to doctoral studies

- organise and post the methodology, the number of vacant places for each supervisor (according to the legal provisions in force), the examination form and the bibliography, at each Doctoral School, at least four months before the date of the admission exam;
- register the candidates for the admission exam;
- the admission exam, post the results, the submission of the appeals (only for the written exam), post appeal results;
- matriculation of the candidates;

#### The registration for the admission exam for the doctoral studies

• The conditions for the registration for the doctoral studies will be stipulated in the Admission methodology drawn up each year.

#### The content of the application file

- Registration form, in which the candidate will mention his or her option for a certain supervisor. The registration form must be endorsed by the supervisor.
- Curriculum vitaeș
- A list of the scientific publications of the candidate§
- Language Certificate, issued by the Faculty of Letters of 'Alexandru Ioan Cuza' University of Iași, two years before the admission exam at the latest, (excepting the candidates who: a) graduated, within the faculties approved by CNEEA (The National Council for Academic Evaluation and Accreditation), a simple or a double specialization in the title of which a foreign language is mentioned b) holds DALF, TOEFEL certificates, c) holds other internationally recognized certificates);
- Certified copy of the birth certificate;
- Certified copy of the marriage certificate/certificate of name change, if it is the case;
- Certified copy of the Baccalaureate diploma or an equivalent document;
- Certified copy of the Bachelor Degree and the transcript record;
- The original Master's Degree certificate or the equivalent document and the original transcript record (for the candidates who completed a Master's Degree during present academic year, the original graduation certificate and the original transcript record);
- Other specific documents for the domains Law and Theology;
- The receipt to prove the payment of the registration fee;
- The template of the registration form is approved by the governing bodies of IOSUD-UAIC and is annexed to the present Regulations;

#### The admission exam

- The examinations, which can be written and/or oral, are proposed by the supervisors who requested the organization of the admission exam, are approved by the CSD. For the written examination standardized and sealed forms are used.
- The examination will give priority to the evaluation of the creative, innovative and scientific skills of the candidates.

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- The written papers will be unsealed only after being corrected and only after the oral examination.
- Each evaluator gives each examination a grade from 1 to 10. The average grade of the examination is calculated. The admission average grade is the arithmetical average of the examinations average grades.
- The candidates whose minimum admission average grade is 8 will be declared admitted, in the descending order of the admission average, but only for the number of available vacant position for each supervisor.
- If the candidates with equal averages cannot be all declared admitted for the available positions, they will be differentiated according to the criteria used for the admission exams for the Bachelor Degree and for the Master's Degrees. These criteria will be announced four months before the admission exam. In justified situations, other differentiation criteria may be suggested by the supervisors and approved by the CSD, four months before the exam.
- Within 24 hours from the posting of the final results of the admission exam for the doctoral studies, the candidates may submit their appeals, only for the results of the written examination. The appeals are submitted in written form at the Secretariat of the Doctoral School.
- The appeal board will decide upon the appeals within 24 hours and the final irrevocable results will be immediately announced.
- CSD decides the period when the admission exam takes place.
- The governing bodies of SD (Doctoral School) may decide to organise a new admission exam if the positions obtained by means of grant competition are not occupied.
- The admitted candidates are matriculated at the Doctoral School they have chosen.
- The matriculation of the admitted candidates is made by means of the a resolution of the Director of the SD, within a maximum of 5 days after completion of the admission exam.
- The problems related to the admission exam which cannot be mediated within the Doctoral School are submitted to the CSUD.

### Section 2 – The Structure of the Doctoral Studies

- The doctoral studies are conducted within the Doctoral Schools and aim to train the doctoral candidates in order to obtain scientific research skills and to be able to use knowledge.
- The doctoral studies programme is conducted only within a Doctoral School and is coordinated by a supervisor and by a supervision board. The doctoral studies programme comprises:
- A Trainning Programme based on Advanced Academic Studies (PPUA), within the Doctoral School;





- An Individual Scientific Research Programme.
- The cumulative duration of the PPUA (Trainning Programme based on Advanced Academic Studies), which usually takes place during the first semester of the first academic year, may not exceed 3 months and the duration of PCS (Scientific Research Programme) completes the duration of PPUA to 3 years. The doctoral studies are conducted in Romanian or, with the endorsement of the CSD and with the approval of the CSUD, in an internationally recognised language. PPUA may be organised in an internationally recognised only for groups/years of study. PCS (the defense of the progress reports and of the thesis) may be organised in an internationally recognised language for every doctoral student, with the approval of the CSD.
- In collaboration with the supervisors, CSD draws up the doctoral studies programme and established the amount of individual work, of team work and of the activities developed with the supervision of the supervisor.
- The structure of the doctoral studies programmes is approved by CSD and is endorsed by the director of the Doctoral School.
- If a doctoral candidate graduated a Master's Degree within the thematic and the disciplinary field of the doctoral school, the Trainning Programme based on Advanced Academic Studies may equate with the research Master's Degree, and the doctorate candidate is directly admitted to the scientific research programme.
- The Doctoral School may include in the trainning programme based on advanced academic studies courses specific to the Master's Degree programmes, only for the graduates with a Bachelor Degree in a field different form the one in which the doctoral studies programme are conducted, and only if those Master's Degree courses focus on advanced research.
- The inclusion or repetition of modules or of courses or of chapters within the existing Bachelor Degree and Master's Degree studies programmes in content of the Trainning Programme based on Advanced Academic Studies within a Doctoral School is forbidden, exceptining in the situation described in the previous paragraph of this article.
- In full accordance with the fundamental provisions of the European Qualification Framework and of the National Romanian Higher Education Qualification Framework, the doctoral studies programmes drawn up by the Doctoral Schools aim to creation and development two types of skills, focused on the learning by researching, according to article 58 in HG (Decision of the Government) 681/29.06.2011.
- The syllabuses by means of which the mentioned skills are created are expressed in terms of ECTS credits. These credits represent the work load and the individual learning load and ensure transferability within or without the institution.
- The doctoral studies programmes are drawn up acoording to the doctoral studies programme curriculum, which comprises the following elements:



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- a) The curriculum plan;
- b) The sheet of the discipline within the curriculum plan;
- c) The individual research plan adapted to specific activities of the doctoral students and of the doctoral teams;
- The curriculum promotes the model of learning through research.
- The curriculum drawn up by the Doctoral School and, if it is the case, after consultations with the partners in the university consortium, with the employers and with the doctoral candidates. The curriculum is endorsed by the CSD and is adopted by the Doctoral School, by means of a resolution of the Director.
- The doctoral candidates may choose from the optional courses within the curriculum of other doctoral schools, according to specific interests, to the complexity of the research programme and to the thematic field.
- The structure of the **Individual Scientific Research Programme** of the doctoral candidate (the periodicity of the evaluation of the doctoral activity by means of progress reports, means of evaluation) are established by each Doctoral school, by means of its own Regulations.

#### Section 3 – The duration of the Doctoral Studies, Degrees and Forms of Doctoral Studies

- The duration of the doctoral studies programme is usually of 3 years. In special situations, the duration of the doctoral studies programme may be extended for 1-2 years, by means of an additional document, with the approval of the CSD, at the proposal of the supervisor and within the limit of the available funds. The total maximum duration of funded doctoral studies, irrespective of the degree, including the suspension and the extension periods, cannot exceed 5 years.
- If the thesis is not completed, the doctoral student has at his disposal a period period of maximum 2 years to complete and defend the thesis. During this period the doctoral candidate shall pay tution fees.
- If the doctoral candidate does not complete the thesis within the period stipulated in the doctoral studies agreement (3 years) and in the eventual additional documents to this contract, the doctoral candidate has at his/her disposal a grace period of maximum 2 years to complete and to defend the thesis. If the doctoral candidate does not defend his/her thesis at the end of this period, s/he is automatically expelled.
- During the grace period mentioned in the previous paragraph, the doctoral student cannot benefit of the doctoral sponsorship funded from doctoral grants stipulated in article 52 of HG (Decision of the Government) 681/29.06.2011.
- Doctoral studies may be suspended on solid grounds, in the situations stipulated in the Regulations of the Doctoral School. The extention and the suspension are established by means additional documents attached to the doctoral studies contract.

- The doctoral studies programmes may be conducted within the following degrees: Scientific Doctorate, Professional Doctorate.
- The Scientific Doctorate focuses on the production of original scientific knowledge, internationally relevant, based on scientific method and is organised only fulltime. The scientific doctorate is a condition for an academic career and for research.
- The Professional Doctorate focuses on the production of original knowledge on the base of the application of the scientific methods and of the systematic reflection on a number of high level national and international performance, and may represent a foundation for an academic teaching and research career.
- The doctoral studies are fulltime, according to article 140 paragraph (4) in the Law of the national education no 1/2011.
- The attendance requirements for the doctoral candidate may vary from one Doctoral School to another and from one doctoral candidate to another. The attendance requirements are established by the supervisors according to the particularities of the doctoral programme and to the provisions of the Regulations of the Doctoral School.
- The Regulations of the Doctoral School stipulates the obligations regarding attendance, according to a methodology approved by the Ministry of Education, Research, Youth and Sport.
- The obligations regarding attendance represent a criterion for the quality evaluation of the Doctoral School, including the quality evaluation for funding.

# Section 4 – The Evaluation of the Doctoral Studies Programmes, of the Activity of the Doctoral Candidates and of the Supervisors

- The quality of the doctoral study programmes, of the doctoral candidates and of the performance of the supervisors will be subject of an internal and external evaluation process.
- The external evaluation of the quality of the doctoral programmes, of the doctoral candidates, and of the performance of the supervisors is periodically done, every 5 years, according to the procedures established by the Ministry of Education, Research, Youth and Sport.
- The internal evaluation of the quality of the doctoral studies programmes, of the doctoral candidates and of the performance of the supervisors is annually done by the Doctoral School and by the Council of the doctoral school within IOSUD-UAIC.
- The internal evaluation procedures of the quality of the doctoral programmes, of the doctoral candidates and of the performance of the supervisors are drawn up according to the minimum criteria stipulated in the Doctoral Studies Code, are endorsed by CSUD-UAIC and are approved by the IOSUD-UAIC Senate. These procedures will be included in the Regulations of the SD.



#### Section 5 – The Funding of Doctoral Studies Programmes

- Doctoral studies programme are funded according to article 160 in the Law of the national education no 1/2011 and to articles 51 and 52 in HG (Decision of the Government) 681/29.06.2011.
- The doctoral studies programmes are funded from public and private funds. The public funds are ensured by the state. The private funds are obtained from the tuition fees collected by the Doctoral Schools within IOSUD-UAIC or from the contributions of private agents, such as donations or from contracts concluded with private enterprises or with foundations.
- The funding of the doctoral studies programmes is multiannual, for a three year standard duration of the doctoral studies. If the doctoral studies programme is extended according to the provisions of the HG (Decision of the Government) 681/29.06.2011, the supervisor or the Doctoral School may propose the extension of the doctoral grant.
- The costs of a full time doctoral studies programme for a doctoral candidate comprise:
- a) The doctoral sponsorship allocated to the doctoral candidate for his/her own support as research assistant or as assistant lecturer for the duration of the doctoral studies; the monthly amount of the sponsorship is the one that results from the grant.
- b) The tuition fee and the fees for participation of the doctoral candidate to research.
- The payment and the rights of the doctoral rights are stipulated in article 164 in the Law of the national education no 1/2011, without excluding other forms of payment stipulated by the laws in force.
- The supervisor has the obligation to present to the doctoral student bi-annually the way in which the funds from the grant funds have been used.
- It is forbidden to use the total amount of or parts of the funds, allocated by means of doctoral grants, to a doctoral candidate, for the accomplishment of the activities of a another doctoral candidate.
- The Doctoral schools will establish the way they will administer the grants in their own Regulations.

#### Fees

- The persons who have the necessary qualifications and the corresponding financial resources, and who request it, may be admitted as full time fee-paying doctoral candidate.
- The tuition fees for the doctoral studies programmes cannot be lower that the costs needed for a doctoral candidate funded by means of doctoral grant in order to ensure his/her schooling, the cost for the research activities and the cost for the capitalisation of the research results.
- The minimum and maximum amount of the tuition fee, as well as the amount of the possible fees for the re-examination of the doctoral candidates within PPUA, PCS or for the second defense of the thesis, for the registration for the admission exam or for



the foreign language certificate necessary for the admission are annually established by the UAIC Senate, according to the proposals of the Doctoral Schools endorsed by the governing bodies of IOSUD. The amount of the tuition fee is posted at each Doctoral School before the admission exam and remains unchanged for that generation of doctoral candidates for the duration of the doctoral studies. For the extension periods the fees are updated to the amount specific to the generation of the respective year.

• The tuition fee for a semester is paid, in an amount of 50 %, at the latest one month from the beginning of the semester and, in an amount of 50%, in the last month of teaching activity of that semester. The extension fees are paid at a latest one month after the date of the approval of the extension or after the expiry date of the period previously funded, for the entire extension period or at least for 6 months.

### The allocation of doctoral vacant positions

- IOSUD-UAIC takes part in the annual competitions organized by the Ministry of Education, Research, Youth and Sport, through the National Council for the Funding of Higher Education (CNFIS), for the doctoral positions multiannually funded and for the full time doctoral studies programmes.
- Through IOSUD-UAIC, The doctoral schools and/or their supervisors may register for the competition.
- The Doctoral schools may fund from the research projects funded from other public or private sources full time doctoral studies programmes and full time doctoral candidates.

# PART III: THE CONTENT AND THE COMPLETION OF THE DOCTORAL STUDIES

### **Chapter I. The Doctoral Studies Programmes**

• The doctoral studies programmes comprise the Trainning Programme based on Advanced Academic Studies (PPUA) and the scientific research programme (PCS).

#### Section 1 – The Content of the Doctoral Studies Programmes

• The aim of the doctoral studies programmes proposed by the Doctoral Schools is to ensure the creation of professional, cognitive and research skills in specialty fields, as well as the creation of transversal skills, according to article 58 in HG (Government decision) 681/29.06.2011.

### Section 2 – The Trainning Programme based on Advanced Academic Studies

• The opportunity to organize a training programme based on advanced academic studies (PPUA) as well as its structure and content are at the choice of the Doctoral Schools, according to their Regulations.



 The Trainning Programme based on Advanced Academic studies (PPUA) is conducted according to the curriculum of the Doctoral School. The content of the curriculum is drawn up by the Council of the Doctoral schools, together with the supervisors, and is

endorsed by CSUD-UAIC and approved by the UAIC Senate.

- The job title lists of the Doctoral Schools may contain the eligible teaching staff positions for professors, associate professors and assistant professors with the title of Doctor, within or outside UAIC, who have the title of adjunct professor or of "visiting professor".
- The Regulations of the Doctoral School stipulates the content, the structure and the number of credits the trainning programme based on advanced academic studies, according to the curriculum of the Doctoral School. The individual programme is established by the supervisor and is approved by the Council of the Doctoral School and is registered in the doctoral studies cotract. The individual programme of each doctoral candidate must ensure the possibility to obtain a minimum of 30 ECTS credits for each semester. The credits may be obtained from:
- a) advanced academic studies module, the structure of which is established by the supervisor in accordance with CSD and
- b) complementary preparation module the structure of which is established by the supervisor in accordance with CSD
- The credits obtained during a research Master's Degree programme, or the completion of a number of previous doctoral stages and/or of a number of scientific research internships, in the country or abroad, within universities or prestigious research and development units, may be recognised as equivalent to the ones in Trainning programme based on advanced academic studies. The recognition of their equivalence is proposed by the supervisor and is approved by the Council of the Doctoral School.
- The participation of a certain doctoral candidate in a Trainning programme based on advanced academic studies and the choice of the elements the doctoral candidate must study within this programme are established exclusively and independently by the supervisor. The restriction of this choice of the supervisor is forbidden.
- The doctoral candidate may independently choose to attend the courses within the Trainning programme based on advanced academic studies offered by the Doctoral school where s/he is registered or by other doctoral schools. The restriction of this choice is forbidden.
- The activities evaluated in complementary module within PPUA are the following: writing papers, repots and scientific research projects, taking part to the public defense of a number of thesis within the domain of the doctoral programme (compulsory) and within other domains (optional); taking part in the organisation and development of scientific events (conferences, congresses, scientific sessions etc.); teaching activities; other activities specific to the domain.
- The possible evaluations specific to the courses, seminars and laboratories within the Trainning programme based on advanced academic studies have an exclusive



informative function, they are not compulsory for the doctoral candidates and may not condition the funding of the doctoral candidates or their activity within the study programme. The evaluation for the conferment of the title of doctor is made based on of the thesis and of the public defense of thesis.

- For each subject within the Trainning programme based on advanced academic studies the doctoral candidate will be evaluated only if he has completed all the teaching and research obligations stipulated in the Regulations of the Doctoral School. The evaluation/re-evaluation procedures and the possible fees for these procedures are stipulated in the Regulations of the Doctoral School.
- The doctoral candidates who benefit of a mobility to another university during the PPUA have the obligation to obtain 30 credits, according to the individual programme.
- The recognition of the credits obtained within other universities, from the country and from abroad, is the responsibility of the Councils of the Doctoral Schools.
- The period during which the examinations within the PPUA take place is established annually by the Senate.
- In order to ensure the necessary knowledge for the doctoral studies, the Doctoral Schools may organise research Master's Degree programmes, exclusively full time, and predominantly focused on the formation of scientific research skills.
- The research Master's Degree programme may be recognized as equivalent to Trainning programme based on advanced academic studies.
- The Trainning programme based on advanced academic studies may be also realised by means of attending the courses of the research Master's Degree organised by the doctoral school, but only by the candidates who did not attend these courses before. The Candidates do not have the obligation to take examinations within this programme.

### Section 3 – The Scientific Research Programme

- The Scientific research programme involves the participation of the doctoral candidate to one or more than one scientific projects established by the supervisor.
- The sovereign authority regarding the structure, content, conduct and organisation of the scientific research programme of the doctoral candidate is devolved to the supervisor.
- The supervisor is directly responsible for the scientific pathway of the doctoral candidate, and is obliged to do all that is possible in order to ensure the necessary conditions, knowledge and information for the candidate, so that the candidate may maximize his/her possibilities to successfully complete the doctoral programme.
- The ensurance of the necessary resources for the development of the research projects within which the doctoral candidate is involved represents an obligation specific to IOSUD, to the Doctoral School and to the supervisor.

- - The scientific research programme takes place under the guidance of the supervisor who is supported by a supervision board, which comprises other 3 members who can be members of the research team of the supervisor, other persons affiliated to the Doctoral School or other teaching or research staff unaffiliated to the Doctoral School.
  - The supervisor appoints the members of the supervision board after consultations with the doctoral candidate. The board is approved by the CSD.
  - In order to ensure of a coherent scientific path, the doctoral candidate defends, at his request and at least once in 12 months, a presentation of the progress of his scientific research programme (progress report) in front of the supervision board and of the supervisor, who have the role to guide, to correct and to support the scientific path of the doctoral candidate.
  - The research activity of the doctoral candidate is evaluated on the base of at least four research reports, defended in front of a supervision board, as follows:
    - A progress report at the end of the first year, under the form of a project which should comprise the general lines of the future thesis, the methodology that will be used, should reflect the candidate's knowledge in the field etc.
    - Two reports, which could be included in terms of time, in the second academic year of the doctoral studies. Each supervisor will decide the content and the form of these reports. Starting from the premises that the research should be completed within a short period of time, the Doctoral School recommends to focus these reports on parts or chapters from the future thesis.
    - A final report, which should be put in a concrete form, in the defense of the thesis, submitted for the analysis, to the supervision board, in order to obtaining the approval for the public defense.
  - The date, the place and the time of the defense of the presentations will be approved by the Council of the Doctoral School. The presentations will be evaluated by means of qualifications (marks expressed by words), such as : Very Good, Good, Acceptable, Unacceptable<sup>1 i</sup>. The promotion qualifications are Very Good, Good and Acceptable.
  - At the defense, a record will be written; the template of the record will be established by each SD. The records are included in the personal file of the doctoral candidate.
  - In the situation in which one of the presentations is rejected, the doctoral candidate may write and defend it again, after fee paying the fee, according to the same procedure, three months after the rejection date. In the situation in which the presentation is rejected again the doctoral candidate is expelled.
  - the results the doctoral candidate will obtain within another institution (Cotutelle, mobility) are evaluated including by means of the number of credits, by the Council of the Doctoral School, at the proposal of the supervisor.

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#### Chapter II. The Supervision of the Doctoral Candidates

- During the doctoral studies, each doctoral student is supervised by a supervisor and by a supervision board.
- Have the right to be supervisors the persons who obtained the right to supervise doctorates before the entering in force of the law of the national education no 1/2011, as well as the persons who obtain this right according to the provisions of article 166 in the Law of the national education no 1/2011.
- In order to supervise doctorates, the teaching and research staff who obtained this right must have an employment contract with IOSUD-UAIC and must be members of one of the doctoral schools within IOSUD-UAIC.
- A supervisor may simultaneously supervise doctoral candidates only within IOSUD-UAIC, excepting the joint doctorates.
- A supervisor may supervise candidates only in the field for which he/she was given this right to supervise.
- The research projects of the doctoral candidates develop and complete within the specialty field for which the supervisor has been appointed.
- The doctoral schools will define and implement the rules according to which the way of cooperation between the supervisors and the doctoral students will be established.
- In the registration form, each doctoral student will mention his option for a certain supervisor.
- The maximum number of doctoral students supervised by a supervisor is of 8, starting with the academic year 2013-2014. After the public defense of the thesis the positions of the doctoral candidate becomes vacant.
- A doctorate may be organized in Cotutelle system in the cases in which the research has multi- and interdisciplinary character or when activities developed in many academic institutions are needed or when the supervisor reached the age of 65 years, according to the provisions of article 289 paragraph (4) in the Law of the national education no 1/2011.
- For the joint doctorate a main supervisor is appointed. The doctoral candidate is integrally recognised to the main supervisor, including the rate for the teaching and research activities of that doctoral candidate.
- The joint doctorate develops only based on of a Cotutelle agreement concluded between the doctoral schools involved, with other IOSUD from the country or from abroad. The agreement or the Cotutelle agreement is endorsed by the supervisor and by the Director of the Doctoral School or by the Directors of the Doctoral Schools involved and is approved by the governing bodies of IOSUD-UAIC. The Cotutelle agreement is kept in the personal file of the doctoral candidate.

The Cotutelle agreements or contracts must explicitly specify:

- the Doctoral School where the doctoral student is registered and where the documents are drawn up, kept and issued. It will be mentioned of the domain and the specialty field in which the doctoral degree certificate will be issued
- the scientific and financial responsibilities of the parts



- the theoretical training conditions and the conditions related to the fulfillment of the practical components of the thesis.
- The manner in which the results will valued, the patenting conditions and the intellectual property rights of the parts.
- The responsibilities related to the public defense of the thesis.

#### The rate fixing of the activities within the Doctoral School

- The activity of supervising the doctoral candidates for the duration of the doctoral studies programme is rate fixed according to the law.
- When these activities are rate fixed the maximum number of doctoral candidates from different stages of the doctoral studies programmes that may be supervised by a supervisor will be taken into account. The number of doctoral candidates supervised may not be higher than eight, starting with the academic year 2013-2014.
- The activities within PPUA and PCS are rate fixed in the job-title list of SD. Until the generalization, for all the doctoral studies years, of the funding system by means of grants, a transition job title list will be drawn up as follows:

For the first year, funded by grants, a list comprising all the activities and hours of the doctoral candidates at their maximum rate will e drawn up. To this list, the list of persons who complete these activities will be attached. The payment will be made by grant on based on individual employment contracts and on the time sheets. The conversion of the physical hours in conventional hours is made as follows: 1 course hour = 2.5 conventional hours, 1 supervision hour = 1.5 conventional hours. The number of teaching hours is the one that results from the curriculum and the number of supervision hours is established by the structure of the funding unit, meaning 170 physical hours per year.

For the second and third year, funded by means of state funded allowance, the job title list is drawn up according to the methodological norms in force at the university level.

For these years, distinct activities for fulltime doctoral candidates and (supervision) are carried on. Separately part time activities, which do not involve daily cooperation, face to face, doctoral candidate – supervisor, are carried on. The activities are carried on according to the article 139 L1/2011 (supervison for part time doctoral candidates, the activity of the supervison board, irrespective of the stage of the doctoral studies the doctoral candidate reached – starting with the second year of studies, the activity of public defense board).

The number of physical hours stipulated for the activities within PCS, activities which are rate fixed, is the following:

- 5 hours / member within the supervision board for the first three progress reports presented by the doctoral candidate;



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- 8 hours/ member within the board appointed for the defense of the last report, which introduces the public defense of the thesis;
- 10 hours/ member within the public defense board, excepting the supervisor;

The job title list of the doctoral school may also comprise vacant positions for scientific researchers (article 37, paragraph 3 in the Code)

#### The Replacement of the supervisor

- The conflicts between the doctoral student and the supervisor are mediated by the Council of the Doctoral School, and, in if the conflict is not solved at this level, it will be mediated by the CSUD.
- According to the law (article 29 in HG 681/29.06.2011, the Regulations of the Doctoral School will establish the procedures for the replacement of a supervisor.

### **Chapter III. The Doctoral Thesis**

- In order to complete of the doctoral studies programme the doctoral candidate will write and defend publicly a doctoral thesis. The doctoral thesis is written according to the requirements established by means of the Regulations of the Doctoral School
- The doctoral studies programmes are of two types:
  - The Scientific doctorate, which focuses on the production of original scientific knowledge, internationally relevant, based on scientific method and is organised only fulltime. The scientific doctorate is a condition for an academic career and for research.
  - The Professional doctorate, within the arts and sport domains, which focuses on the production of original knowledge on the base of the application of the scientific methods and of the systematic reflection on a number of high level national and international performance, and may represent a foundation for an academic teaching and research career.
- The title of the doctoral thesis may be modified at the doctoral candidate's unrestrained choice until the completion of the thesis for the public defense. The modification is registered in the personal file of the doctoral candidate.
- Each Doctoral School draws up a guide for writing thesis for academic within specialty domain, specifying such elements as: the formal structure of the thesis, the minimum number of pages, the bibliographical references, formal requirements regarding the writing of the thesis.
- The the writing guide is part of the Regulations of the Doctoral School.

#### Section 1 – The Content of the Doctoral Thesis. Evaluation Criteria

• The doctoral thesis must be a rigorous and consistent scientific work, with original elements, presented in the context of the international speciality literature. It must prove the capacity of the doctoral candidate to undertake a scientific research at



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international level, in a creative, autonomous and responsible way. The doctoral thesis must be original, in respect of its content and in respect of its form. For all the information, ideas and interpretation taken by the doctoral candidate, in a critical way, from other authors, according to the international practices, and to the customs and standards specific to every discipline, the explicit, precise and detailed marking of the source (name of the author, title of the work, identification elements etc.) is compulsory. Quotations from other authors used as examples will be clearly marked and separated from the original text of the thesis. The partial or integral infringement of these provisions leads to plagiarism. Plagiarism may be identified at the level of each stage of the writing of the thesis ( at the defense of the presentations for the research stages, at the presentation of the thesis in front of the supervison board, by means of the evaluation reports of the board, during the public meeting for the defense of the thesis, by means of notice from the scientific community, as result of the subsequent analysis of the text of the thesis etc.). Proved plagiarism is punished with the expulsion of the doctoral student. In the situations in which plagiarism is noticed after the defense of the thesis, the UAIC Senate proposes MECT the no to award or, according to the situation, to withdraw title of Doctor.

- The doctoral candidate is the author of the thesis and is responsibility for the correctness of the data and information presented in the thesis, as well as for the opinions and demonstrations expressed in the thesis.
- The supervisor is responsible together with the author of the thesis for the meeting of the quality and professional ethics standards, including the for the originality of the content, according to the provisions of article 170 in the Law of the national education no 1/2011
- The doctoral thesis together with their annexations are public documents and are drawn up in digital form. The doctoral thesis and its annexations are published on a website administered by the Ministry of Education, Research, Youth and Sport, according to the in force laws in the domain of copyright
- The protection of the intellectual property rights related to the thesis are ensured according to the provisions of the law.
- The capitalisation of the copyright and / or of the intellectual property rights related to products and original creation realized within the doctoral studies programme is realized according to the provisions of the in force legislation within the field.
- The doctoral thesis is submitted to a first evaluation in front of the supervision board, that writes the defense record .
- The minimum evaluation criteria of the thesis must be stipulated in the Regulations of the Doctoral Schools, according to the official methodologies.

#### Section 2 – The Presentation and the Defense of the Thesis



- The doctoral studies complete with the public defense of the doctorate thesis in front of the public defense board, hereafter named doctorate board.
- The public defense may take place only when the supervisor and the supervision board have given their consent.
- The identification of a number of infringements of the good conduct in development and research, including plagiarism of the results or publications of other authors, the creation of results or the replacement of the results with fictitious results, during the evaluation of the thesis by the supervisor or by the supervision board, leads to the loss of the right to publicly defend the thesis.
- Before the public defense, the doctoral thesis is presented in front of the supervisor and of the supervision board. For this, the doctoral candidate will write a petition. At this level, a defense record is drawn up. This record comprises the endorsement received through vote from the members who took part to the analysis of the thesis. Based on this endorsement, the supervisor writes the evaluation report, by means of which s/he decides that the thesis may be submitted for public defense or, depending on the situation, may be written again. In the case the thesis must be written again, the procedure is the same, including the defense in the same context, at the latest 6 months after the first defense.

The doctoral student who does not defend the thesis at the end of the PCS and who does require within 30 days the extension of the PCS, is expulsed.

- In the case in which the thesis is accepted for defense, the supervisor proposes, and the council of the doctoral school endorses the members of the defense board. The evaluation report of the supervisor is annexed. The board is approved by CSUD.
- The doctorate board comprises of at least 5 members: the president, the IOSUD representative, the supervisor and at least 3 official experts from the country or from abroad, experts in the domain in which the thesis has been written. At least two of the experts carry on their activity outside IOSUD –UAIC. The members of the doctorate board hold the title of doctor and at least the teaching position of associate professor or of scientific researcher II degree or they are authorized supervisors in the country or abroad.
- IOSUD and the Doctoral School as well may impose minimum scientific performance standards that the members of the doctoral board must meet in order to be part of the board.
- CSD informs the members of the board of their appointment in the quality of member of the doctorate board. If an expert appreciates that s/he cannot send the report within 30 days from the appointment of the Board, he/she has the obligation to inform the president of the board; another member will be proposed and appointed according to the same procedure. In this situation, CSD sends to the chief administrator of the faculty (or of the Doctoral School, if it is the case) the list and the identification data of the members of the board. The administrator has the obligation to take all the



necessary measures in order to ensure the payment of the financial rights of the members of the board and, according to the case, the reimbursement of the costs for travel, accommodation etc., in the day announced for the defense of the thesis. It is the task of the chief administrator to initiate and carry on the formalities necessary in order to receive and accommodate the members who come from other cities.

- The date, hour and place for the public defense of the thesis are proposed by the president of the board and are approved by the governing bodies of IOSUD-UAIC. Between the approval date by the IOSUD-UAIC and the date of the public defense of the thesis there must be a 15 days period. During this period, the secretariats of the Doctoral Schools, will ensure the public consultation (the faculty's library, the department seat, the doctoral school seat etc.) of at least one sample of the doctoral thesis, in accordance with the regulations regarding the unpublished materials.
- The Doctoral Studies Department (BSD) at the level of IOSUD and the Doctoral School will ensure the display of the framework notice which comprises the date, the time and the place for the public defense of the doctoral thesis. The notice will be posted in main building and in the entrance hall of the university (building A). The electronic form of the notice will be posted on the faculty's webpage and on the website of the Doctoral Studies.
- At the same time the secretariats of the Doctoral Schools will inform the doctoral candidates about the date and place of the defense of the thesis, the doctoral candidates have the obligation to take part to all the public defenses on themes related to their doctoral domain.
- The doctoral student will write a summary of the doctoral thesis, summary which will be sent to the specialists in the field. If the thesis is written in an international language, the summary will be written in Romanian; excepting the foreign doctoral candidates for whom have the approval to conduct the doctoral studies in a foreign language. The first page of the summary will be a copy of the template notice. The summaries are sent immediately after the approval of the date for the doctoral thesis defense.
- The defense of the thesis may take place only after its evaluation by all the members in the doctorate board. The Defense takes palce in the presence of at least four of the members, with the compulsory presence of the president of the board and of the supervisor.
- The public defense will compulsorily comprise a session dedicated to questions from the members of the doctorate board and from the public, according to article 168 paragraph (3) in the Law of the national education no 1/2011.
- Based on the public defense of the thesis and on the reports of the official experts, the doctorate board deliberate on the qualification that they intend to assign to the doctoral thesis. The qualifications that can be assigned are: Excellent, Very Good, Good, Acceptable and Unacceptable.





- If the doctoral candidate met all the requirements stipulated in the scientific research programme and if the appreciations of the doctoral thesis allow the assignation of the qualification Excellent, Very Good, Good or Acceptable, the doctorate board poposes the awarding of the title of Doctor.
- The Doctoral Studies Department of IOSUD draws up and submits the files for the confirmation of the title of Doctor.
- If the assignated qualification is Unacceptable, the doctorate board mentions the content elements that must be made again or completed in the doctoral thesis and require a new public defense. The second public defense takes place in front of the same doctorate board, as in the case of the first defense. In the case in which, at the second public defense the qualification Unacceptable is obtained, the title of Doctor is not awarded, and the doctoral candidate is expelled.
- The diploma awarded after the completion of a doctoral studies programmes is referred to as Doctoral Degree certificate.
- At the completion of the Scientific Doctorate, IOSUD-UAIC awards the Doctor of sciences certificate and the title doctor of sciences, to which acronym Dr. corresponds.
- At the completion of the Professional Doctorate , IOSUD –UAIC awards the certificate and title of Doctor in a professional domain, title to which the acronym Dr. P corresponds.
- On the Doctoral Degree certificate the qualification obtained by the doctoral candidates will be written, respectively Excellent, Very Good, Good or Acceptable. At the same time, on the Doctoral Degree certificate a statement in Latin will be written, as follows:
- For the qualification Excellent the statement 'Summa cum laude '
- For the qualification Very Good 'Magna cum laude'
- For the qualification Good 'Cum laude'
- In order to be publicly defended, the doctorate thesis will submitted to the faculties secretariat (or to the secretariat of the Doctoral School, if it is the case) on the expiry date of the three years from the matriculation date, at the latest. The thesis will enclose the report of the supervisor and the record of the supervision board which approved the public defense. The public defense will take place in a maximum of three months after the expiry date of the mentioned term. In these conditions all the expenses assignable to the public defense are supported from the budget of the Doctoral School. In a contrary case, the expenses will be supported by the doctoral candidate.
- If the thesis is not submitted until the previously mentioned date and if the obligations related to the individual preparation programme were met, the doctoral candidate may require an extension of maximum 2 years, either in doctoral grant system, or, if it is not possible, s/he will pay the tuition fees.



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- The amount of these fees cannot be lower that the costs needed for a doctoral candidate funded by means of doctoral grant, in order to ensure his/her schooling, the cost for the research activities and the cost for the capitalisation of the research results.
- The expenses related to the deliberation and to the public defense of the thesis are supported:
  - By the Doctoral School for the doctoral candidates who meet the terms stipulated in the present Regulations (including the exceptional extensions of the PCS);
  - By the doctoral candidate, if the doctoral candidates who does not submit and does not defend the thesis during the terms mentioned in these regulations.
- The amount of the costs for deliberation and public defense of the thesis is established annually by the CSUD.
- Each Doctoral School must establish an income and expense budget, which may be part of the Faculty's budget.
- The members of the admission exam board, of the report evaluation and exam board may be hourly paid, according to the procedures and reglementations in force.

### Section 3 – Observance of the Scientific and Academic Ethical Requirements

- The Regulations of the Doctoral Schools must establish internal ethic and professional deonthology norms.
- The Doctoral candidate is the author of the thesis and is responsible for the correctness of the data and information presented in the thesis, as well as for the opinions and demonstrations expressed in the thesis.
- For the possible frauds or plagiarism situations the doctoral candidate and the supervisor will bear responsibility according to the criminal law and to the provisions regarding the copyright in force at the date when the frauds or the plagiarism were discovered.
- In the case of the quality and professional ethics standards infringement during the organizations and conduct of the doctoral studies , The Ministry of Education Research Youth and Sport may take the measures stipulated in article 170 in the Law of National Education no 1/201.
- CNATDCU may be apprised with respect to the infringement of the quality and professional deontological standards, including the existence of plagiarism, in the case of a doctoral thesis, regardless of the date of its public defense.
- The National Council of Innovation, Scientific Research and Technology Development Ethics may be apprised with respect to the infringement of the regulations regarding the appropriate conduct in development and research by the development and research staff within IOSUD, according to the provisions of article 323 in the Law for National Education no 1/2011.

### Section 4 – The Protection of Intellectual Property Rights on the Doctoral Thesis



The capitalisation of the copyright

- The protection of the intellectual property rights on the doctoral thesis are ensured according to the provisions of the doctoral studies contract, observing the criteria and the measures stipulated in the special law regarding this matter.
- The capitalisation of the copyright and/or of the intellectual property rights on the product and original creation is realized in accordance with the provisions of the in force legislation in this field, as well as with the observance of the principles and provisions of the International Conventions and of the applicable European Legislation, as well as the provisions of the doctoral studies contract, if this document stipulates this type of provisions.
- Proportionally with the funding source for the research within the doctoral studies programme the patrimonial benefits resulting from the capitalisation of the intellectual property rights will be allocated.

# PART IV. THE LEGAL STATUS OF THE DOCTORAL CANDIDATE AND OF THE SUPERVISORS

#### Chapter I. The Legal Status of the Doctoral Candidate

- The quality of doctoral candidate is acquired by means of an admission exam. The same quality ceases in the following situations: the suspension of the doctoral studies after the trainning programme based on advanced academic studies, expulsion or withdrawal. When the doctoral candidate is matriculated, he/she receives from the Doctoral School a doctoral candidate card, valid for the duration of the studies. The card confers the holder the right to benefit from discounts for conferences or to benefit from exemption from fee payment, the right to be accommodated or to have meals in the campus etc.
- The doctoral candidate is matriculated at only one Doctoral School, which archives all the unpublished materials subsequent to the academic obligations.
- During the doctoral studies, the candidate has the quality of doctoral candidate from the point of view of the cycle academic education, regardless of the specialization of the doctoral candidate.
- Rights and obligations related to the academic activity, during the doctoral studies programme the doctoral candidate has an equivalent position to the position of research assistant or, depending on the case, of an universitary assistant.
- The Director of the Doctoral School is responsible for the observance of the regulations regarding the status of the unpublished materials.
- The scientific and didactic statistics and the accounting and financial statistics related the doctoral candidates within IOSUD-UAIC is organised at the level of each doctoral school



- The entire activity related to the management of the activity of the doctoral candidates is carried out within SD, starting with the admission until the public defense, including it.
- The account of the doctoral candidates within IOUD-UAIC is organized, at the level of the BSD.
- The BSD secretariat demands from the Doctoral Schools the necessary information for the numeric and qualitative acount.

# Section 1 - The Rights and the Obligations of the Doctoral Candidates Rights

- During the development of the doctoral studies, the doctoral candidate has the right to:
- a) Benefit from the support and coordination of a supervisor and of a supervision board
- b) Take part to seminars and to the working meetings of the research and development staff within IOSUD when relevant themes for the doctoral studies will be discussed;
- c) Be represented in the forums of the Doctoral School, according to the provisions of the present Code.
- d) Benefit from the logistics, documentary centers, libraries and equipments of the Doctoral Schools and of the IOSUD, in order to draw up research projects and for the doctoral thesis;
- e) register for the courses and seminars organised by other doctoral schools
- f) work together with the research teams within IOSUD or within the development and research units which have concluded agreements or institutional partnerships contracts with IOSUD;
- g) benefit of national and international mobilities;
- h) benefit of institutional support for the participation to conferences or scientific congresses, workshops, summer or winter schools and national and international seminars in the specialty domain in which s/he has chosen to write the thesis;
- i) participate to scientific communication sessions organised by the Doctoral School or/and by IOSUD;
- j) be informed with regard to the doctoral studies curriculum within the Doctoral School;

### Obligations

- The doctoral candidate will have the following obligations:
- a) to observe the schedule established together with the supervisor and to meet his obligations related to the presentation of papers and to the presentation of the results of the research;
- b) to present progress reports to the supervisor and to the supervision board every time this is required;
- c) to permanently communicate with the supervisor;



d) to observe the institutional discipline

#### **Chapter II. The Legal Status of the Supervisors**

- The quality of supervisor is acquired according to the legal provision at the date of coming into force of the present regulations. The quality of the supervisor is awarded depending on the performances in the scientific research internationally recognised and on the active participation within the international research community.
- The status of supervisor is preserved in the following situations:
- a) scientific research performance internationally recognized and the active participation within the international research community;
- b) performance in the activity of supervision of the doctoral candidates, as well as the results from the research activity of the doctoral candidates.
- The supervisors may be persons who have acquired the right to supervise doctorates before the coming into force on the Law no1/2011, as well as the persons who acquire this right according to the provisions of article no 166 in the Law no 1/2011. The supervisor is affiliated to only one Doctoral School, within other Doctoral Schools can supervise only Cotutelle.
- Supervisors will mention the specific domain for academic competence, based on the research results obtained during the last 5 years. A person can have the title of supervisor only within one specialty field and only within one doctoral school, excepting the complementary specializations within the field of physical education and sport.
- The rights and obligations of the supervisor are stipulated in the Law of the national education no 1/2011, in the present Regulations, in the Regulations of the Doctoral School, as well as in the employment contract.

#### Section 2 – The rights and obligations of the supervisor

• The supervisor exercises the rights and assumes the obligations.

#### **Rights**

- Among the rights of the supervisor are the following:
- a) the right to participate to competitions for doctoral grants;
- b) the right to supervise and evaluate the activity of the doctoral candidate within the doctoral studies programme, according to the professional and universitary autonomy, obsering the requirements of the doctoral studies programme and obeing the professional interests of the doctoral candidate.
- c) the right to propose the doctorate board;
- d) the right to an impartial internal and external evaluation, in accordance with the methodology specific for the evaluation process;

- e) the right to be informed with regard to the methodology according to which he/she is evaluated, in the external and internal evaluation;
- f) the right to know the results of the internal and external evaluation of his activity
- g) the right to refuse to supervise a doctoral candidate in the condition in which he is unwillingly part in a conflict of interests;
- h) the right to require to the Council of the Doctoral School the suspension of the supervision relation with a doctoral candidate;
- i) the right to select the candidate for a doctoral vacant position which he supervises and the right to require the matriculation of the doctoral candidate;
- j) the right to require to the Doctoral School the organisation of an admission exam for each vacant doctoral candidate position under his supervision;
- k) the right to decide which study elements within the training programme based on advanced academic studies, the doctoral candidate shall attend, in accordance with the provisions of the present Code.

#### **Obligations**

- The supervisor has the following obligations:
- a) to ensure the scientific, the professional and the deontological supervision of each doctoral candidate;
- b) to propose the research themes;
- c) to ensure the conditions for and to stimulate the progress of the doctoral candidates in the research that they undertake;
- d) to rigorously and objectively monitor and evaluate each doctoral candidate;
- e) to support the mobility of the doctoral candidate;
- f) to avoid the issuing of conflicts of interests during the supervision of the doctoral candidate;

#### PART V. TRANSITIONAL AND FINAL PROVISIONS

- The provisions of the present Regulations come into force starting with the 1<sup>st</sup> of October 2011, according to the provisions of the articles 73-77 in HG (Decision of the Government) 681/2011 regarding the Doctoral Studies Code.
- Until the completion of reorganisation process of IOSUD-UAIC, according to article 73 (paragraph b) in HG (Decision of the Government) 681/2011 regarding the the Doctoral Studies Code, the coordination between IOSUD and the Doctoral Schools is ensured by the Vice Rector for the Master's Degrees programmes and for the doctoral studies programmes, by the Directors and the Executive Directors of the Doctoral Schools
- The present Regulations were ratified during the meeting of the Senate of 'Alexandru Ioan Cuza' University of Iasi in 28.07.2011, being revised and amended during the meeting of the Senate meeting of 'Alexandru Ioan Cuza' in 9.02.2012



- The situations which are not mentioned in the present Regulations are regulated by the in force legislation regarding the doctoral studies.
- BSD and the Doctoral Schools, the doctoral candidates and the supervisors, the administrative departments, the accounting and human resources departments will fulfill the provisions of the present Regulations.
- Starting with the date of the ratification of the modifications and amendments of the present regulations, the provisions in H.S. UAIC no 9/22.05.2005 are revoked.

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<sup>&</sup>lt;sup>i 1</sup>The correspondence between the qualifications and the corresponding marks is the following: Very Good - 10 and 9, Good - to 8 and 7, Acceptable - 6 and 5, Unacceptable - 4 or less. In the situations in which the qualifications must be translated in grades, the translation will be made in the advanteg of the doctoral candidate.

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## Annex IV.3.3.c. Regulation on Master's Higher Education



#### REGULATION ON MASTER'S HIGHER EDUCATION

(full-time education, part-time education)

CHAPTER I: General dispositions

Art.1. In 'Alexandru Ioan Cuza' University of Iaşi the entire teaching activity is carried out according to the provisions of the Romanian Constitution, of the National Education Law, of the Law no. 288/2004 regarding the organization of higher education studies, with the subsequent changes and additions, of the principles of the University Charter approved by the Senate, as well as of other normative documents which regard higher education.

Art.2. The MA higher education is different from the BA degree higher education and the PhD higher education through special admission and graduation procedures.

Art.3. The MA higher education programmess represent the second cycle of higher education and are finalized at level 7 from EQF/CEC and from the national framework of qualifications.

The MA higher education programmes can be:

a) professional MA, that mainly focuses on the acquisition of professional competences;

b) research MA, that mainly focuses on the acquisition of scientific research competencies. The information that is acquired during the research MA can be equated with the first year from the PhD higher education programs. The research MA is exclusively full-time and can be organized within doctoral schools.

c) didactic MA, that is exclusively full-time.

Art.4. The MA higher education guarantees:

a) elaborating on the acquired information in the domains peculiar to the BA higher education or in a close domain;

b) acquiring complementary competencies in other domains;

c) developing the competencies of scientific research in the domains of the MA higher education scheme that was chosen.

Art.5. General knowledge, expertise, general skills, specialty skills, specialty skills, cognitive skills prescribed by law shall be determined by:

- a) regulations specific to every domain;
- b) the regulation regarding MA higher education studies;

c) analytical programs of the domains from the education plan.



All these regulations are elaborated by each higher education institution which has the legal right of organizing MA higher education studies and needs to be in accordance with the standards elaborated for this purpose by the Romanian Agency for Quality Assurance in Higher Education (ARACIS)

CHAPTER II: The institutional organization of the MA higher education studies

Art. 6. The MA higher education studies can be organized only by the accredited higher education institutions, within the faculties and the departments that were established through a government decision, which offers higher education studies via a series of education cycles or only for the second cycle.

Art. 7. The domains in which an education institution can organize MA higher education studies are the domains of BA higher education studies, as well as other domains that are established through an order of the Ministry of Education, Research, Youth and Sport, at the proposal of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The higher education institutions can organize MA higher education studies in interdisciplinary domains according to the conditions established by law.

Art. 8. The higher education institution that received the right of organizing MA higher education studies is called the Institution Administering Master's University Studies

(IOSUM/IAMUS).

Art. 9. The IOSUM/IAMUS management at 'Alexandru Ioan Cuza' University comprises the Rector, the Vice-Rector and the University Chancellor.

Art.10. The MA higher education studies at 'Alexandru Ioan Cuza' University of Iaşi can be carried out through the cooperation, via the association of IOSUM/IAMUS with other IOSUM/IAMUSs in the country or from abroad. The association can be made only if the following conditions are fulfilled:

(a) Each IOSUM/IAMUS that enters the association needs to have the legal right of organizing MA higher education studies;

(b) Each IOSUM/IAMUS that enters the association in order to cooperate needs to apply the system of transferable credits.

CHAPTER III: Organizing the teaching activity

Art. 11. The MA higher education studies from 'Alexandru Ioan Cuza' University of Iaşi can be organized, under the law, with the following forms: full-time education and part-time education.

Art. 12. The MA higher education studies last for 1-2 years and correspond to a minimum number of transferable studies credits, comprised between 60 and 120 credits.

Art. 13. The total duration of the Bachelor and Master's higher education studies cycle corresponds to obtaining at least 300 transferable study credits.



Art. 14. The duration of the MA higher education studies, rendered in transferable credits, organized as part-time education, is identical to the duration of the full-time MA higher education studies.

Art. 15. The MA higher education studies from 'Alexandru Ioan Cuza' University of Iaşi are carried out according to the educational offer, as follows:

(a) in Romanian;

(b) in an international language.

Art. 16. The teaching staff involved in an MA programme need to hold the scientific title of PhD, whereas the course holders must have the scientific title of PhD and at least the didactic title of senior lecturer (paper supervisor).

Art. 17. The programme for the MA higher education formation should be carried out according to the education plan approved by the University Senate and validated according to the legal provisions.

Art. 18. The education plan comprises:

(a) subjects peculiar to an advanced knowledge within the MA higher education studies domain;

(b) the complementary preparation module for a rapid integration of the MA higher education studies graduate within the labor market.

Art. 19. The MA student's preparation programme needs to also include a scientific preparation or vocational creation component, in accordance with the specific of the domain of studies. This component is accomplished in teams of scientific research or vocational creation which can include, next to MA students and PhD candidates, teaching staff members and researchers.

Art. 20. The scientific research or vocational creation programme can be carried out within the IOSUM/IAMUS of the University or within the partner IOSUMs/IAMUSs from the MA programme, in accordance with the agreement that was established between them.

Art. 21. The results of one's scientific research can be used by the MA student through articles published in specialized reviews or in writing the Dissertation Paper.

Art. 22. Along the MA higher education studies, an MA can change the education type according to the IOSUM/IAMUS regulation, the clauses of the MA higher education studies Learning Agreement or with other regulations of the Ministry or of the University.

Art. 23. The MA student can request the changing of the theme from the research or vocational creation programme only once during the MA higher education studies and only until the beginning of the last semester of the studies programme.

Art. 24. Changing the research or vocational research theme is approved, within the same studies domain in which the MA student was registered, without the modification of the duration of the MA higher education studies cycle. In the case of the joint studies

programmes, the changing of the research programme theme is made with the agreement of both IOSUMs/IASUDs.

Art. 25. The MA higher education studies of the full-time type can be organized under funding from the state budget or tuition. The Ministry of Education, Research, Youth and Sport allocates a number of state budget financed places to the MA higher education studies of the full-time type. The University Senate assigns the number of state budget funded places to each faculty. Each MA programme functioning in the faculty as full-time education will benefit from state budget funded places, according to the decisions of the faculty council and with the approval of the Senate.

Art. 26. The MA higher education studies of the part-time type are organized only on tuition. The number of places allocated to the MA higher education studies on tuition and its quantum are established by the University Senate, based on the legislation and complying with the quality assurance standards.

Art. 27. The education plans are identical in the case of both types of education (full-time, part-time) and can be changed only starting with the first year of studies.

Art. 28. The education plans include:

(a) compulsory subjects;

- (b) optional subjects;
- (c) facultative subjects.

Art. 29. The planning of the teaching activity for the MA higher education studies from 'Alexandru Ioan Cuza' University is carried out from Monday to Sunday, from 8 a.m. to 8 p.m..

CHAPTER IV: Admission, enrolment, semestrial registration, withdrawal from studies, expulsion, re-enrolment, interruption of studies, students' transfer

Art. 30. It is only the graduates holding a Bachelor Degree Certificate or its equivalent that have the right to participate in the admission contest to the M.A. higher education studies.

Art. 31. The candidates' admission to the M.A. higher education studies, no matter their type of education, is made through an annually held contest, prior to the beginning of the academic year.

Art. 32. The candidates' admission to the M.A. higher education studies at 'Alexandru Ioan Cuza' University of Iaşi is done within the limits imposed by the schooling figures approved by the Senate and through a Government Decision, according to the law.

Art. 33. The admission to the M.A. higher education studies (full-time, part-time type of education) is carried out based on the methodology elaborated according to the law and approved by the University Senate.

Art. 34. At 'Alexandru Ioan Cuza' University of Iaşi the registration to the admission contest for the M.A. higher education studies in a certain domain can be done no matter the Bachelor



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Degree Certificate domain. The knowledge specific to the domain of research is evaluated based on a bibliography with specialty works that is previously announced by each faculty.

Art. 35. The contest for the admission to the M.A. higher education studies can include a series of written or/and oral tests, specific to the study domain. The faculties will be able to carry out the admission to the M.A. higher education studies based on the gathering of a number of credits in a particular domain. The type of the tests, the classification criteria, the calendar of the admission are established by the Council of the Faculty and are approved by the University Senate. In the case of the M.A. higher education studies that are held in an international language, the admission contest must include the evaluation of linguistic skills for the language in which the study will be carried out.

Art. 36. The candidates who were expelled from the M.A. higher education studies have the right to register to a new admission contest only on places on tuition, no matter the type of education.

Art. 37. The enrolment of the candidates who are declared admitted to the M.A. higher education studies is carried out through the University Rector's Decision.

Art. 38. A candidate can be enrolled in the second year if he/she promoted the previous year, according to the system of transferable credits.

Art. 39. Any student that is enrolled in the M.A. higher education studies from 'Alexandru Ioan Cuza' University of Iaşi must register to courses prior to the beginning of each semester. The registration application, which is a supplement to the Learning Agreement, includes the subjects the student will attend during that particular semester and needs to fulfill the following criteria:

(a) a student can be registered in the second year only after having gathered at least 30 credits from passing the exams to the subjects from the first year;

(b) the semestrial tuition fee is calculated according to the number and type of subjects the student registered to during the current semester, to which the fees peculiar to the exams that he/she did not take during the previous year but that he/she can take in the current semester are added; in the case of the subjects without continuous complete evaluation, the two free of charge tests are taken into consideration;

(c) the registration to different subjects can depend on (through the subject sheet) the passing of the exams at other subjects from the M.A. program curricula;

(d) registration in the second semester can be carried out only during the same year;

(e) a student who, after the final year of study, is behind in three exams maximum at the compulsory and optional subjects that are registered in the education plan of the studies programme that he/she attends, re-attends, as a student (he/she can no longer benefit from the state budget funding, accommodation, cuts in the fees for the public means of transport etc.), all these subjects on tuition in the following academic year. The non-fulfillment of this obligation within the established deadline represents a reason for expulsion.

Art. 40. The study tuition fees are established by the Councils of the Faculties, are approved by the Senate and are paid as follows:



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(a) 50% of the fee during the first 15 days of the semester;

(b) 50% of the fee until the last 10 days prior the beginning of the examination session.

The Office of the Faculty Council can analyze the special situations and can decide the changing of these stated days, based on an account on the decision.

Art. 41. The withdrawal from the M.A. higher education studies is done at the student's request. In this case, the tuition fee that was already paid is refunded on the following conditions:

(a) if the withdrawal application was lodged before the beginning of the semester, the fee is refunded in full;

(b) if the withdrawal application was lodged during the first 15 working days from the beginning of the semester, the student is refunded 90% of the fee;

(c) if the withdrawal application was lodged within 30 working days from the beginning of the semester, the student is refunded 50% of the fee.

(d) if the application was lodged after 30 days from the beginning of the semester, the tuition fee is no longer refunded.

The students from the part-time type of education are under the terms of the Learning Agreement. The students form the first semester, first year, comply with the terms of the Methodology on the managing and carrying out of the admission regarding the refunding of the tuition fee.

Art. 42. The rights and obligations of the candidate who is declared admitted and enrolled at 'Alexandru Ioan Cuza' University of Iaşi are established through the Learning Agreement and other agreements signed by the parties at the beginning of the academic year.

Art. 43. The expulsion takes place if the student is in one of the following situations:

(a) the student is behind with his exams in more than 3 subjects of the compulsory and optional subjects from the education plan from the attended studies programme at the end of the last year of study.

(b) the student was proved to have tried to pass his exams through fraud;

(c) the student did not register to the courses prior to the beginning of the semester;

(d) the student broke the academic discipline.

The expulsion procedure is launched at the proposal made by the Faculty Council and ends through the decision of the Office of the Senate.

Art. 44. The students' re-enrolment can be done only at the beginning of each semester, within a determined period, established by the Office of the University Senate.

Art. 45. The students' re-enrolment is carried out on the following conditions:

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(a) an expelled student can be registered in the second year only if he/she gathered at least 30 credits from passing the exams in the subjects from the first year;

(b) at re-enrolment, the student will pay the re-enrolment fee and the semestrial fee that is calculated according to art. 45b;

(c) the students that are expelled for not paying the tuition fee are submitted to the same requirements from points (a) and (b), after carrying out the re-enrolment procedures;

(d) the studies that were undertaken within the studies programme that was interrupted because of the expulsion caused by the breaking of the terms of the Code of Ethics and Academic Deontology cannot be recognized in the case of a new matriculation.

Art. 46. The interruption of studies can be carried out at the student's motivated request until the beginning of the examination session at the latest, being approved by the management of the Faculty for two semesters (joint) at the most.

Art. 47. Interruption of studies means the student's engagement of assuming all the consequences that result from the application of the higher education regulations regarding the status of student funded by the state budget or on fee tuition.

Art. 48. The students who interrupted the M.A. higher education studies are obliged, when they start them again, to fulfill the requests that resulted as a consequence of the changing of education plans. The period that is meant for the fulfilling of these requests is 3 semesters from the expiring of the interruption (if the M.A. programme is still functioning) at the most, the requirements of the European System of Transferable Credits being applied.

Art. 49. The students' transfer to M.A. higher education studies can be carried out between different education types of the same M.A. programme (full-time, part-time) and between the identical M.A. programmes from different institutions.

Art. 50. All the activities of a technical and administrative nature regarding the admission, enrolment, expulsion and interruption of studies, approved by the faculty or university management, are undertaken at the level of the faculty secretariat, which is fully responsible for the promptitudine, correctness of the data registration and the students' informing as far as their schooling situation is concerned.

Art. 51. At 'Alexandru Ioan Cuza' University of Iaşi, all the graduates with a Bachelor Degree Certificate, not enrolled as M.A. students, can attend, on tuition, a course, receiving a certificate for the fulfilling the learning obligations in that particular subject. In total, a person cannot attend under this condition more than 50% of the courses from the M.A. programme. The application for the gathering of credits under this condition must be lodged at the beginning of each academic semester at the secretariats of the faculties.

The M.A. students that are enrolled at 'Alexandru Ioan Cuza' University of Iaşi can study, on tutition, subjects from other specialties / study programmes besides the programme they are enrolled in. The subjects the exams specific to which were taken will be in the supplement to the diploma as facultative subjects.

CHAPTER V: Enrolment of exchange students under international agreements



Art. 52. The exchange students under the programme LLP Erasmus or based on other agreements of collaboration with other universities from abroad are temporarily enrolled during the period in which the teaching activity is carried out, based on the Learning Agreement that was signed between the parties.

Art. 53. The Community Programs Office (BPC) sends to the Senate Office the list with the students suggested by the partner universities. Based on the approval by the Senate Office, the list becomes an enrolment decision and is sent to the faculties. The cases of rejection are communicated to the partner universities by the BPC.

Art. 54. The inclusion in the list sent by the Senate Office is conditioned by the existence in each student's file of the following documents: Learning Agreement (signed by the ECTS supervisors), Student Application Form, the certificate from the departure university attesting the student's quality of beneficiary of the LLP Erasmus mobility.

Art. 55. Each faculty requires from the temporarily enrolled students:

(a) a copy of the passport;

(b) two ID pictures;

(c) a copy of the Learning Agreement (signed by the ECTS supervisors from both universities);

(d) the up-to-date transcript.

These documents are preserved in the student's personal file, at the faculty. If the student does not present the Transcript by the end of the mobility period, the LLP Erasmus student loses all his/her rights resulted from the status of student at 'Alexandru Ioan Cuza' University and pays to the institution the damages peculiar to the expenses that were previously made for an invalidated quality.

Art. 56. The students that are enrolled temporarily are registered in the temporary matriculation register of the faculty (according to a form approved by the Senate Office).

Art. 57. The faculty releases student's notepads, transport cards and CFR cards to the temporarily enrolled students, according to the law.

Art. 58. The LLP Erasmus students are temporarily enrolled only at the faculties where they came based on the LLP Erasmus institutional agreement or on other agreements in which the University is a party.

CHAPTER VI: The students' evaluation, taking exams and successfully completing the years of study

Art. 59. Each subject from the education plan of an M.A. higher education programme ends with a final evaluation.

Art. 60. The students' final evaluation at each subject is undertaken:

a. at the compulsory subjects from the education plan of an M.A. higher education programme that the student follows;



b. at the optional and facultative subjects from the education plans of the study programmes, subjects the student opted for in writing;

Art. 61. The evaluation types, the grading criteria, the subjects, the granting of credits, the necessary bibliography etc. are established by the course holding teaching staff member, approved within the specialty collectives or departments and communicated to the students at the beginning of the semester during which that particular subject is studied. They remain the same during the whole semester.

Art. 62. Each member of the teaching staff is obliged to explicitly mention in the subject record (the syllabus) the evaluation type, the requirements the students need to fulfill in order for them to be able to be evaluated. The student needs to be informed on the subject record at the beginning of the semester during which he studies the subject.

The faculties management must submit the subject sheets to the Rectorate Department for Teaching Programmes at the beginning of each semester.

Art. 63. The evaluation takes place in front of a commission formed of a teaching staff member who taught that particular subject and the teaching staff member who held the seminars (the practical works) or, in special cases, another teaching staff member that is appointed by the Head of Department.

Art. 64. The results of the evaluation reflect in grades that range from 1 to 10, expressed in whole numbers, the minimum successful grade being 5. As a result of the examination of a series of students, the grades of those who take the exam will reflect a distribution that resembles Gauss's bell curve. The reference (without rigidity as far as percentages are concerned) is the ECTS grading system, with 5 passing grades (A-E), where the maximum A grade is granted to the first 10% of the passing students, the B grade – to the following 25%, the C grade – to the following 30%, the D grade – to the following 25%, the E grade – to the last 10%.

At 'Alexandru Ioan Cuza' University of Iaşi it is recommended that the grades should be redistributed according to qualificatives in the following manner:

A = 9, 10

B = 8

- C = 7
- D = 6
- E = 5.

The catalogs with grades are signed by the holders of the subjects. In the case of the facultative subjects, writing the grades in the catalog depends on the students' option. The results at these subjects are taken into consideration when calculating the year's grade average. The catalogs will be lodged at the secretariat of the faculty in the day following the end of the final evaluation at the latest. In the case of written tests, the submitting of the catalogs will be done not later than within three days from the date of the final evaluation.



Art. 65. At 'Alexandru Ioan Cuza' University all the students benefit from the possibility of participating in two final evaluations, free of charge. Final evaluations reflect in two situations:

a) the average of the continuous evaluations during a semester;

b) the grade received during the evaluation/ re-evaluation session.

Art. 66. The student who did not take the examination at a particular subject after the two final evaluations free of charge is entitled to be re-evaluated on tuition, based on a written application. The re-evaluation can be undertaken only during the special sessions approved through the structure of the academic year, with the resuming of the teaching activity: laboratories, practice activities, etc. (if it is the case). The tuition for the re-evaluation at a particular subject is established as follows: the fee for a semester / the number of subjects from a semester.

Art. 67. During a semester, a student can benefit from a single grade raising; it will be be undertaken only during the current semester. In this case the result of the re-examination cannot lead to the dropping of grades previously received. As a result of the re-evaluation for the grade raising, the result is modified only if the grade is greater than the previous one and is reflected in the grade given by the examining commission. The re-evaluation for the grade raising is free of charge.

Art. 68. If the student believes that he was assessed incorrectly, he can lodge an application to the Dean of the faculty, in which he requires the re-evaluation of his paper by another commission. The Dean of the faculty can approve this type of application, the newly-created commission having to include the course holder as well. No appeal is accepted in the case of oral tests.

Art. 69. The student who was given at least 5 (five) or the qualificative 'admitted' in the case of a subject from the education plan necessarily gathered the credits allocated to that subject. The points received at a subject result from the multiplication of the credits that are allocated to the subject by the grade received by the student. A student's total number of points at the end of the semester results from the addition of all the points received at the taken exams.

Art. 70. A year of study is considered taken if the student received at least 5 at all the compulsory or optional subjects to which he/she registered and gathered the number of credits foreseen in the education plan.

Art. 71. In the case of the M.A. higher education studies at 'Alexandru Iona Cuza' University, the number of credits per semester is 30. The number of credits a subject from the education plans peculiar to the M.A. higher education studies can have is of at least 6 credits and 10 at the most. Hence, the maximum number of subjects peculiar to a semestrial M.A. programme is 5, whereas the minimum is 3. The preparation and the defense of the Dissertation Paper receive 5 credits, next to the 30 credits that are allocated to the last semester.

Art. 72. At the beginning of each semester, excepting the first semester from the first year, the state budget funded places are re-distributed in descending order of the scores of each enrolled student. The rest of the students are on tuition.



Art. 73. The LLP Erasmus students, just like the ones who arrived through other international agreements, are evaluated under the same circumstances as the other students from the University. The results of the exams are recorded in special catalogs dedicated to each subject (an approved form), catalogs that are kept in the student's personal file.

Art. 74. Based on the previously mentioned catalogs, the faculty sends an address to the Rectorate (Community Programmes Office), signed by the Chief-Secretary and also by the Dean, in which the following issues are mentioned:

- (a) the title of the subjects the student took exams in;
- (b) the grades received following the evaluation;
- (c) the ECTS grades;

(d) the number of credits allocated to the subjects from the education plan (approved model).

Art. 75. Just like the beneficiaries of other international agreements who come at 'Alexandru Ioan Cuza' University, the LLP Erasmus students are obliged to lodge at the secretariat of each faculty where they are temporarily enrolled an application for the credits gathering, with a note on the title of the subjects they intend to study, an application that needs to be approved by the Dean.

Art. 76. In the case of the faculties where these students are not enrolled, but pass exams, the results of each exam are recorded by the teaching staff member in special catalogs for each subject (an approved form). The faculties where these students are not enrolled but nevertheless pass exams refer a note to the Rectorate, signed by the Chief-Secretary and the Dean, where the following issues are mentioned:

- (a) the title of the subjects in which the student passed exams;
- (b) the grades received following the evaluation;
- (c) the ECTS grades;

(d) the number of credits that are allocated to those particular subjects in the education plan (an approved model).

CHAPTER VII: Finalizing the studies

Art. 77. The M.A. higher education studies finalize with the presentation of a Dissertation Paper in public session. The topic of the Dissertation Paper is selected at the end of the first year of studies.

Art. 78. The topic is established by both the supervisor of the Dissertation Paper and the M.A. student. It depends on the:

- (a) the M.A. higher education programme;
- (b) the competencies field of the Dissertation Paper supervisor;
- (c) the programmes and the institutional policy of the university.



The thesis topic of the Dissertation Paper is approved by the management of the faculty.

Art. 79. The Dissertation Paper supervisor can be any of the teaching staff members from a particular M.A. higher education studies programme.

Art. 80. The Dissertation Paper needs to comply with the following requirements:

(a) to prove the advanced scientific knowledge of the chosen thesis topic;

(b) to have elements of originality in the development and finalizing the thesis topic;

(c) to suggest ways for their scientific validation.

Art. 81. The process of elaborating and presenting the Dissertation Paper is managed by each faculty, according to the structure of the academic year approved by the University Senate.

Art. 82. The Dissertation Paper Commission at the level of the University is approved by the Senate. It has as Chair a representative of the University management, appointed and approved by the University Senate. The Dissertation Paper Commissions at the level of each faculty are suggested by the Faculty Council and approved by the University Senate.

Art. 83. The elaboration and presentation of the Dissertation Paper are usually carried out in the language of the M.A. They can be carried out in an international language as well, according to the approval of the Faculty Council. In this case, the Dissertation Paper will also include a summary in Romanian.

Art. 84. In the case of the M.A. higher education programmes organized in partnership with other universities from the country or from abroad, the Dissertation Paper will be submitted at the university where the M.A. student's initial enrolment was carried out, together with a favorable report of the university co-organizing the studies programme.

Art. 85. The management of the faculties will make possible the access to the Dissertation Papers presented in public sessions through their consulting at their libraries or via interuniversity exchanges.

Art. 86. The Dissertation Paper is presented in public session in front of a Dissertation commission, in Romanian or in an international language (if the Dissertation Paper was written in that particular language). The presentation of the Dissertation Paper needs to highlight the M.A. student's contributions to its accomplishment, together with its originality elements in the development of the thesis topic.

Art. 87. The result of the evaluation of the Dissertation Paper is expressed in grades ranging from 1 to 10 as the arithmetic average of the grades given by each member of the commission. It is only the M.A. students having received at least the grade average 6 who take the Dissertation defense.

Art. 88. In the case of failure of the Dissertation defense, the candidate can participate in the second session, after having operated the changes recommended by the commission. If he/she fails at this defense as well, he/she will receive a M.A. higher education graduation certificate together with the transcript.



Art. 89. The M.A. student who complied with all the requirements foreseen in the M.A. higher education programme and received at least 6 as grade average at the Dissertation defense receives the Master's Degree Certificate, together with a Supplement to the Diploma prepared according to the regulations in force.

CHAPTER VII: The M.A. student's rights

Art. 90. Any person who has the right to participate in the contest of admission to the M.A. higher education studies can follow, once, a single M.A. programme on state budget funded places.

Art. 91. The person who was admitted to the M.A. higher education studies has the status of student and holds the generic title of M.A. student throughout the whole period of the second cycle of higher education studies.

Art. 92. The M.A. student that is enrolled in a full-time type of education, having the status of student, benefits from scholarships and social rights within the conditions set by the law.

Art. 93. The M.A. scholarship is granted every semester, with a quantum established according to the criteria stipulated in the Scholarships Regulation, based on the revenues from funds allocated by the state budget, from personal revenues, donations, sponsorships and other sources, according to law.

CHAPTER IX: Final and transitory dispositions

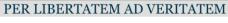
Art. 94. The dispositions of this Regulation regarding the M.A. higher education studies at 'Alexandru Ioan Cuza' University of Iaşi are applied, starting from the 2011-2012 academic year, to all the academic years and will be completed with subsequent regulations of the Ministry, as well as with the decisions that will be approved by the Senate of 'Alexandru Ioan Cuza' University of Iaşi.

Art. 95. This Regulation was approved during the session of the Senate of 'Alexandru Ioan Cuza' University of Iași of 28.07.2011.

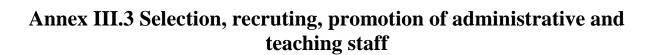
RECTOR,

Professor Vasile IŞAN, PhD





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# Section II. Management and activities

#### Selection, recruting, promotion of administrative and teaching staff

1.1. In order to get a promotion or to occupy a teaching position through competitive process (University Assistant, Senior Lecturer, Reader, Professor), within the University, the candidates must meet minimum standards on university domains, as follows:

TEACHING POSITIONS	COMPETITION DOMAINS						
	SCIENCES		SOCIAL SCIENCES	HUMAN SCIENCES			
	BIOLOGY CHEMISTRY PHYSICS MATHEMATICS	<ul> <li>3 scientific articles published in extenso in internationals journals, of which 2 in Web of Sciences journals with impact factor;</li> <li>member of a research project team.</li> </ul>	<ul> <li>3 scientific articles published <i>in extenso</i> in international journals, of which 2 in IDB quoted journals;</li> <li>member of a research project team.</li> </ul>	<ul> <li>3 scientific articles published <i>in extenso</i> in international journals, of which 2 in IDB quoted journals;</li> <li>member of a research project team.</li> </ul>			
UNIVERSITY ASSISTANT	GEOGRAPHY AND GEOLOGY	<ul> <li>3 scientific articles published in extenso in international journals, of which 2 in IDB quoted journals.</li> <li>member of a research project team.</li> </ul>					
	COMPUTER SCIENCE	<ul> <li>3 scientific articles published in extenso in international conferences journals and volumes, of which 2 in ISI quoted journals;</li> <li>member of a research project team.</li> </ul>					
	BIOLOGY CHEMISTRY PHYSICS MATHEMATICS	<ul> <li>6 scientifc articles <i>in extenso</i> in international journals, of which 3 main author in Web of Science journals with impact factor;</li> <li>member of two research project teams.</li> </ul>	<ul> <li>3 scientific articles published <i>in extenso</i> in international IDB quoted journals;</li> <li>author book published in a national academic publishing house;</li> <li>member of two research project teams.</li> </ul>	<ul> <li>3 scientific articles published <i>in extenso</i> in international IDB quoted journals;</li> <li>author book published in a national academic publishing house;</li> </ul>			
LECTURER	GEOGRAPHY AND	<ul> <li>6 scientifc articles in extenso in international journals, of which 3 main author in IDB quoted journals;</li> </ul>	6 scientific articles published in	<ul> <li>member of two research project teams.</li> </ul>			



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TEACHING POSITIONS	COMPETITION DOMAINS						
POSITIONS	SCIENCES		SOCIAL SCIENCES		HUMAN SCIENCES		
	GEOLOGY	<ul> <li>member of two research project teams.</li> <li>6 scientifc articles <i>in extenso</i> in international conferences journals and volumes, of which 3 in ISI quoted journals;</li> <li>member of two research project teams.</li> </ul>	ECONOMICS AND BUSINESS ADMINISTRATION	extenso in international journals, of which 4 quoted in IDB; • member of two research project teams.			
ASSOCIATE PROFESSOR	professional degrees in included in P1 panel –	m and mandatory standards for granting higher education for scientific domains MATHEMATICS AND NATURAL SCIENCES ter Science, Physics, Chemistry, Earth	<ul> <li>Based on the minimum and mandatory standards for granting professional degrees in higher education for scientific domains afferent to P4 panel – SOCIAL SCIENCES</li> </ul>		<ul> <li>Based on the minimum and mandatory standards for granting professional degrees in</li> </ul>		
and UNIVERSITY PROFESSOR	Sciences), P2 – ENGINEERING SCIENCES (Geological Sciences) and P3 - BIOMEDICAL SCIENCES (Biology and Biochemistry), as referred to in Annex 1 and based on the terms defined in Annex 2 of ORDER no. 4478 from June 23, 2011 regarding the approval of the minimum and mandatory standards needed for granting professional titles in higher education, research-development professional degrees and the certificate of entitlement, needed for the scientific domains afferent to panels on fundamental domains P1 – Mathematics and natural sciences, P2 – Engineering sciences and P3 – Biomedical sciences within the National Council for Attestation of University Titles, Diplomas and Certificates (CNATDCU), published in The Official Monitor of Romania, part 1, no. 448/27.06.2011.		(Law, Political and Administrative Sciences, Economic Sciences and Business Administration, Psychology and Behaviorla Sciences), as referred to in Annex 1 and based on the terms defiend in Annex 2 of ORDER no. 4691 from July 26, 2011 regarding the approval of the basic mandatory standards needed for granting higher education titles, professional degrees or any other professional licenses, needed for exercising all the research activities included in the National Council for Attestation of University Titles, Diplomas and Certificates (CNATDCU) P4 panel – Social Sciences, published in the Official Monitor of Romania, part 1, no. 535/28.07.2011.		higher education for scientific domains afferent to P5 panel – ARTS AND HUMAN SCIENCES (Phylology, Phylosophy, History and Culutral Studies, Teology), as referred to in Annex 1 and based on the terms defined in		
					the terms defined in Annex 2 of ORDER 4692 from July 29, 2011 regarding the approval of the minimum and mandatory standards needed for granting professional titles in higher education, research-development professional degrees and the certificate of entitlement, needed for the scientific domains afferent to panels on fundamental domains P5 – Arts and Human Sciences within the National Council for Attestation of University Titles, Diplomas and Certificates (CNATDCU), published in The Official Monitor of Romania, part 1, no. 540/29.07.2011.		



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- 1.2 In the case of the auxiliary and administrative teaching staff, the selection, recruiting and promotion conditions are punctually settled for each position subject to such a procedure at a certain time.



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# Annex IV.3.3.c Regulation on Bachelor Studies



(Full-time Learning/Distance Learning/Part time Study)

Chapter 1 General Considerations

Article 1

The entire didactic activity in "Alexandru Ioan Cuza" University of Iași is developed according to the purviews of the Romanian Constitution, of the National Education Law, of Law no 288/2004 regarding University studies, with their later amendments and completions, of the principles of the University Charter approved by the Senate, as well as according other normative acts which have in view higher education.

## Article 2

"Al.I. Cuza" University of Iaşi ensures students the right to choose their specialization, the disciplines (in conformity with the curricula), recognition of credits previously obtained in the university, in other universities Romanian or foreign, with which there is a recognition agreement.

## Article 3

Before the beginning of the academic year, each university draws up A Study Guide, which synthesizes information concerning the license domain or group of domains, the specializing fields/study programs, education plans, course syllabuses, promotion requirements, etc. Each Faculty has to display, on electronic format too, the necessary information for a good development of the didactic activity.

## Chapter 2

## Article 4

The didactic activity in "Alexandru Ioan Cuza" University is organized into cycles of academic studies in conformity with Law no.288/2004:

a) Bachelor's degree programs (which last for three years except for such specializing fields as law, pastoral theology, technological physics, geological engineering;

b) Master's Degree Programs

c) Doctorate Programs

## Article 5

Bachelor's degree programs correspond to 180 credits (for 3 year-cycle), according to the European Credit Transfer System (ECTS) (Law no.288, article 1 (1).



#### Article 6

The didactic activity at the "Alexandru Ioan Cuza" University is organised into fields of study and specialisations.

## Article 7

A field of study is defined by general knowledge and competences summing up 60 credits, and specialised knowledge and competences, summing up 120 credits. 60 credits are added to students enrolled in four-year Bachelor Degree programs, either for general knowledge or competences, or for specialised knowledge and competences.

#### Article 8

The field of study is divided into one or several academic specialisations. Specialisations are alternative ways to acquire knowledge and competences defining a field of study. At "Alexandru Ioan Cuza" University of Iaşi the student can choose to pursue the specialisation in the field of his/her licence diploma or the specialisation in the field of his/her licence diploma plus the complementary specialisation.

#### Article 9

If one chooses to specialise only in the field of his/her licence diploma, this will bring him/her 120 credits and if one chooses the specialization in the field of his/her licence diploma plus the complementary specialisation, each of them will have 60 credits. Faculties are entitled to decide upon the rules for registering for the complementary specialisation and for pursuing it.

#### Article 10

Master and Doctorate Programs at "Alexandru Ioan Cuza" University have their own regulations.

Chapter 3: The Organisation of the Didactic Activity

#### Article 11

The following forms of learning can be organised at the "Alexandru Ioan Cuza" University of Iași: full-time learning, distance learning, part time study.

#### Article 12

For each field, the duration of the Bachelor Degree program is the same for the fulltime learning with the distance and part time learning.

#### Article 13

The didactic activities (courses of lectures, seminars, practical activities, laboratories) are structured function of the study disciplines. Each study discipline is studied for a semester.



## Article 14

The distribution of the disciplines across semesters, the assignation of ECTS credits for each discipline are stipulated in the education plan of the field of the licence diploma or in that of the specialisations. The distribution of activities specific to each discipline between the academic teaching stuff is made through the teaching load specified in the employment registers of each department.

## Article 15

Education plans include compulsory, optional and facultative disciplines. The employment registers must include the financial compensation for the teaching loads and justify this compensation, in conformity with the regulations approved by the Senate of "Alexandru Ioan Cuza" University Iaşi. The education plan and the employment registers are drawn up in agreement with The National Education Law and other national regulations or decisions of the "Al. I. Cuza" University Senate.

Chapter IV Admission, enrolment, semester registration, withdrawal from study, expelling, re-enrolment, interruption of study, student transfer

## Article 16

Admission to higher education at "Alexandru Ioan Cuza" University of Iasi is organised into fields of study or groups of study fields.

## Article 17

The candidates' admission at "Alexandru Ioan Cuza" University of Iasi is decided through a contest, function of the Numerus Claussus proposed by the Senate and approved by a Government Decision, in conformity with the legislation.

## Article 18

The assigned vacancies for admission are:

a) Vacancies financed from the national budget;

b) Vacancies financed from fees and other extra budgetary sources.

## Article 19

Admission for Bachelor's Degree Programs (full time, par time and distance learning) is held in conformity with the methodology drawn up on the basis of the Minister's Decision on the organisation of the admission exam and which is approved by the University Senate.

## Article 20

Admission at "Alexandru Ioan Cuza" University of Iasi may be organised only for the Accredited or Temporarily Authorized Study Programmes which are referred to in a Government Decision prior to the admission exam.

Article 21



The enrolment of the candidates admitted after the admission contest is done through the decision written by the University Rector.

## Article 22

If a candidate is admitted, s/he can enrol in the second, third and fourth year of study, too, by applying the ECTS.

# Article 23

A student enrolled at "Alexandru Ioan Cuza" University of Iasi has to register for classes before the beginning of every academic semester. The registration form, which is an appendix to the Study Contract, must include all the disciplines that are going to be studied by the student and the exams that s/he will participate in during that semester. The registration has to done according to the following rules:

a) A student who has failed at most 5 study disciplines in the academic years previous to the registration date will be registered in the next academic year. S/he will pay the fee for the academic year s/he is enrolled in and the fee for the disciplines s/he has failed.

b) A student who has failed more than five disciplines in the previous academic years will be registered in the same year of study. S/he will pay the fee for the disciplines s/he has failed (if s/he has already used his/her two chances to participate in the exam for free, or if s/he was not present in more than half of the examinations during that semester.

c) The registration in the second semester can be done only in the same academic year.

d) Students who, after the last academic year, have failed maximum 5 exams for the compulsory and optional disciplines in the Education Plan of their specialisation, shall take those courses again, after paying the necessary fee, in the next academic year. By not observing this in due time, students risk being expelled.

## Article 24

The tuition fees shall be paid as follows:

a) 50% of the fee in the first days of the academic semester;

b) 50% of the fee at least 10 days before the examination session.

The Faculty Council may analyse the special situations and may decide to modify these deadlines, having to justify their decision.

# Article 25

Withdrawal from studies is at student's request. In this case the fee paid is given back as follows:

a) If the withdrawal request was made before the beginning of the academic semester, the total amount of the fee is repaid;

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b) If the withdrawal request was made within the first 15 working days of the semester, the students will be returned 90% of the fee;

c) If the withdrawal request was made within the first 30 working days of the semester, the students will be returned 50% of the fee.

d) If the withdrawal request was made after the first 30 working days of the semester, the tuition fee will not be repaid.

Students enrolled for distance and part time learning shall be applied the stipulations in the Study Contract.

In their first semester, first year students comply with the provisions of the Methodology of organising the admission contest; these provisions concern the returning of the tuition fee.

Article 26

The rights and obligations of the candidates who have been admitted, ad who are enrolled at "Alexandru Ioan Cuza" University of Iasi are set in the Study Contract and other contracts signed by each party at the beginning of the academic year.

Article 27

Expulsion is decided on if the student is in one of the following situations:

a) At the end of the last academic year (year III or IV, depending on each case) the student has failed the exams for more than 5 study disciplines among the compulsory and optional disciplines in the Education Plan of their specialisation;

b) The students has not paid the tuition fee in due time;

c) The students was proved to have tried to pass the exams by fraud;

d) The student has not enrolled in courses before the beginning of the semester;

e) The students is accused of serious misconduct according to the University rules of discipline;

The expulsion procedure is begun at the proposal of the Faculty Council Bureau and it is ended through the Senate's decision.

Article 28

The re-enrolment of students is possible only at the beginning of each semester, within a definite period of time, established by the University Senate.

The re-enrolment of students has to observe the following regulations:

a) An expelled student who failed the examinations for at most 5 study disciplines during the academic years before the re-enrolment date will be re-enrolled in the next academic year. S/he shall pay the tuition fee for the academic year s/he has been re-enrolled in and the fee for the study disciplines s/he has failed (if s/he has already used his right to sit for the exams for free).

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b) An expelled student who failed the examinations for more than 5 study disciplines during the whole period of study will be re-enrolled in the same academic year s/he had been expelled. In this case, s/he has to pay the tuitions fees for the disciplines s/he enrols that year (if s/he has already used his right to sit for the exams for free or if s/he was not present in more than half of the examinations during that semester).

c) Students expelled for not paying the tuition fee comply with the same provisions at a),b) after observing the re-enrolment procedures.

d) Studies pursued during a study program interrupted because of expulsion cannot be recognised in case of another enrolment. This happens if the expulsion was caused by serious violations of the University Code of Ethics and Conduct.

## Article 30

The students who were expelled and have applied for re-enrolment after more than one year have to comply with the requests of the modified education plan; the recognition of the study disciplines for which the student has passed the exam will be possible after no more than seven years, for each examination, and in conformity with the ECTS. This is also valid in the situation in which the student is repeatedly enrolled in the same academic year.

## Article 31

The interruption of studies is possible at student's request, if this is justified, by the beginning of the exam session. It needs to be approved by the Faculty Board and it is valid for maximum two semesters.

## Article 32

The interruption of studies involves the student acknowledgment of all the consequences resulting from the University regulations concerning national budget financed study and fee financed study.

## Article 33

Student transfer may take place from one type of education to another, from one higher education institution to another, from a Bachelor's Degree program to another, by applying the ECTS and taking into account:

- a) The compatibility between the two specialisations and education plans;
- b) Professional performance criteria set by the University and by each faculty;
- c) Special situations.

## Article 34

The competent authorities for approving the student transfer are:

a) The Faculty Dean (when transfer from one domain to another or from one type of education to another is solicited in the same faculty);



b) The Rector (when transfer from one faculty to another is solicited, if the request has been favourably answered by the Deans of both faculties;

c) The Senate (when transfer from one higher education institution to another is solicited, if the request has received favourable answer from the Deans and the Rector of the other university.

## Article 35

The Faculty Council that admits transferred students applies credit recognition, designs specific exams for them, establishes the period when the exams must take place and decide on other compulsory activities which have to be carried out by these students.

## Article 36

All administrative and technical activities concerning students' admission, enrolment, expulsion, re-enrolment, interruption of studies and transfer, approved by the University of Faculty Boards take place in each faculty Secretariat; this is the one responsible for the promptness and accuracy of all data and for informing students of their school situation.

## Article 37

Re-enrolment and student transfer to/from another institution are at student's request. Applications shall be submitted at the Faculty Secretariat; they are to be given the okay by the Faculty Council and to be approved by the University Senate.

## Article 38

At "Alexandru Ioan Cuza" University of Iasi a high school graduate with a Bacalaurat Diploma, who has not enrolled as a student, may attend a course by paying a fee, and receive a certificate after fulfilling all didactic requirements for that study discipline. In such cases one cannot attend more than 50% of the courses for a Bachelor's Degree program. The application for credit recognition in these conditions must be submitted at the faculty secretariat at the beginning of each semester.

Students enrolled at "Alexandru Ioan Cuza" University of Iasi may study, by paying a fee, disciplines from other specialisations than their own. These study disciplines will be found in the Diploma Supplement as facultative disciplines.

## Article 39

Each faculty has to appoint a tutor for each group of study, who is selected from the course leaders. His/her task is to guide students regarding the academic activity organisation, a good matching of their preferences for the optional and facultative disciplines, regarding their professional options etc.

Chapter V: The enrolment of students admitted through the LLP Erasmus Program

## Article 40



Students come through the LLP Erasmus Program, as well as those who came at "Alexandru Ioan Cuza" University of Iasi on the basis of other cooperation agreements with universities from abroad will enrol temporarily; the enrolment will last for the period they study in this university, in conformity with the Study Contract signed by both parties.

#### Article 41

The Bureau of Community Programs (BCP) sends to the Senate the list of Erasmus LLP students proposed by the partner universities. Based on the Senate's approbation, the list becomes registering decision and it is transmitted to the respective faculties. In case of rejection, the decision is communicated to the partner universities by the BCP.

#### Article 42

A student is accepted on the list sent to the Senate Office if the applicant's file contains the following documents: Learning Agreement (signed by the ECTS coordinators), Student Application Form, a certificate from the originating university which testifies that the student is a beneficiary of the LLP Erasmus mobility.

#### Article 43

Each faculty will require the temporarily registered students the following:

- a) A passport copy
- b) Two ID photos;
- c) A Learning Agreement copy (signed by ECTS coordinators in both universities)
- d) An updated transcript of records.

These documents are kept at the faculty in the student's personal record. In case of not bringing the transcript of records by the end of the mobility period, the LLP Erasmus student loses all rights resulting from his status at "Alexandru Ioan Cuza" University of Iasi. Furthermore, s/he will have to compensate for the previous costs entailed by this invalidated quality.

## Article 44

Temporarily registered students are enrolled in the temporary enrolment register of the Faculty (in conformity with an enrolment form approved by the Senate)

## Article 45

The Faculty that has received temporarily enrolled students gives them student identify cards, transport tickets, and CFR (Romanian Railway) cards, in conformity with the present law.

## Article 46

LLP Erasmus students are temporarily enrolled only at the faculty where they came on the basis of an institutional agreement.



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Chapter VI: Student evaluation, successful examination and academic year completion

Article 47

Each didactic activity in the education plan ends through final evaluation.

# Article 48

Students' final evaluation for each didactic activity takes place:

a) For the obligatory disciplines in the education plan of the student's specialisation;

b) For the optional and facultative disciplines in the education plans of the student's specialisation, for which s/he previously expressed his/her option in writing.

## Article 49

The means of evaluation, grading criteria, credit covering, necessary bibliography etc. are established by the course leader; they are approved by the specialised Staff or Department and made public knowledge to students, at the beginning of the semester in which the discipline is to be studied. They are not to be changed during the whole semester.

## Article 50

Each teaching staff has the duty to write explicitly in the course syllabus the means by which evaluation will take place, the criteria that must be met for a student to be allowed to be present in the evaluation activity. This must be made public knowledge to students at the beginning of the semester in which the discipline is to be studied. The Faculty Boards must submit the coarse syllabi online at Course Syllabus Department of the Rector's office at the beginning of each academic semester.

## Article 51

Evaluation is organised by a commission made of the course leader and the teaching staff in charge with the seminar (or practical activities) or, in special cases, other teaching staff assigned by the Head of Department.

## Article 52

The evaluation results are concretised by means of grades between 1 and 10 and the minimum grade for passing the exam is 5. The student is considered to have passed the exam if the mean of the two evaluations results is at least 5. After examining a group of students, the grades of the successful ones will reflect a distribution similar to the Gauss bell curve. The reference system is the ECTS, with 5 passing marks (A-E), according to which the maximum mark, A is given to 10 % of the successful examinees, B is given to the next 25%, C- to the next 30%, D - to the next 25% and E- to the last 10%.

At "Alexandru Ioan Cuza" University of Iasi it is recommended that the grades should be redistributed as follows:



The course leader must sign in the university catalogues. For the facultative disciplines, grades will be noted in the catalogue function of the students' option. The results for these study disciplines shall not be taken into consideration when the academic year's grade average is calculated. Catalogues shall be brought at the Faculty Secretariat, the deadline being the day after the final assessment date. In the case of the written examinations, catalogues shall not be brought later than three days after the final examination date.

## Article 53

All students at "Alexandru Ioan Cuza" of Iasi have the right to participate for free in final evaluation exams twice. By final evaluation one means:

a) The grade average of all exams taken during the whole semester;

b) The grade obtained during the evaluation/re-evaluation exam session;

## Article 54

The students who did not pass the exam for a discipline after participating in two free evaluations may apply for a re-evaluation by paying a fee. Re-evaluations are possible only in special sessions approved in conformity with the calendar of the academic year; in this case the students must attend again the didactic activities: laboratories, practical activities etc. (when the situation requires it). The re-evaluation fee is established as follows: the semester fee/ the number of disciplines in each semester.

## Article 55

A student has the right to participate once in an exam for raising his/her grade. This will happen only in that semester. In this case, the re-examination result cannot lower the previous grade. Re-evaluation for raising one's grade can modify it only when the examination result is higher than the previous one and it is materialised through a grade given by the examining board. Re-evaluation for raising student grade is for free.

## Article 56

If a student considers that the evaluation was not fair, s/he may address to the faculty Dean and require re-evaluation by a new board. The Dean may approve such a request, but the new board has to include the course leader. The results of oral examinations cannot be contested.

## Article 57



The student who has received minimum the grade 5 (five) has automatically accumulated the necessary credits for the respective discipline.

## Article 58

The credit is a conventional unit which measures the student's average work amount necessary for acquiring knowledge, in view of passing an exam for a discipline. It is the equivalent of 28-30 physical hours. The points one gets for a discipline are the result of multiplying the credits distributed to that discipline with the student's grade. A student's score at the end of the semester is obtained by summing up the points received for the disciplines in which s/he passed the exams.

## Article 59

It is considered that a student has successfully completed an academic year if s/he has obtain at least the grade 5 (five) for all the compulsory and optional disciplines for which s/he has registered and /she has gathered the credit number stipulated in the education plan.

## Article 60

At "Alexandru Ioan Cuza" University of Iasi there are 30 credits allotted for each semester. Each discipline has 5 credits.

## Article 61

At the beginning of each semester, except for the first semester in the first academic year, vacancies financed from the national budget are redistributed in order of decreasing student's score. The other students will pay a tuition fee.

## Article 62

At "Alexandru Ioan Cuza" University of Iasi the Department of Teaching Staff Training (DTST) coordinates the students' psycho-pedagogical training, in conformity with the legal purviews.

## Article 63

The LLP Erasmus students are evaluated under the same conditions as the other students of the university. The exam results are noted in special catalogues for each discipline, catalogues which are part of the student's personal record.

#### Article 64

On the basis of the above mentioned catalogues the faculty sends a form to the Rector's Office signed by the Chief Secretary and by the Dean in which the following data are specified:

- a) The name of the disciplines for which the student has taken an exam;
- b) The grades s/he received;
- c) The corresponding ECTS points;



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d) The number of credits allotted to each discipline in the education plan.

## Article 65

LLP Erasmus students who come to Alexandru Ioan Cuza" University of Iasi have to submit an application form at the secretariat of every faculty where they are temporarily enrolled for accumulation of study credits. They will have to mention the name of the disciplines they attend. This application has to be approved by the Dean.

# Article 66

At the faculties where the LLP student is not enrolled, but s/he sits exams, each exam result shall be noted in special catalogues for each discipline.

The faculties where the LLP student is not enrolled, but sits exams send a form to the Rector's Office, signed by the Dean and by the Chief Secretary. In this form the following data are mentioned:

- a) The name of the disciplines for which the student has taken an exam;
- b) The grades s/he received;
- c) The corresponding ECTS points;
- d) The number of credits allotted to each discipline in the education plan.

# Chapter VII: Completing High Education Studies

## Article 67

Licence studies complete with a Licensing Exam. The topic of the Diploma Paper has to be chosen at the end of the penultimate academic year.

## Article 68

At "Alexandru Ioan Cuza" University of Iasi the Licensing Exam takes place based on a methodology approved by the Senate every year. This methodology is drawn up in conformity with the Minister's Decision on the general legal framework for the organisation of the final exams in universities.

## Article 69

Every student who has legally graduated university licence studies in Romania can participate in the Licensing Exam at "Alexandru Ioan Cuza" University of Iasi if s/he has accumulated at least 50% of the domain credits in this institution or in other accredited institutions with which the University has partnership agreements.

## Article 70

Graduate students who have passed the Licensing Exam become Degree Holders in the field they pursued; this is attested by a Diploma Licence together with a Diploma



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Supplement. The latter document specifies the pursued specialisation, the study disciplines, as well as other details concerning the student's didactic activity during the study period.

## Article 71

Graduate students who have not passed the Licensing Exam receive, at their request, a Certificate of Licensing Studies and a copy of the Transcript of Records.

# Article 72

Graduate students who have not passed the Licensing Exam can sit it on another exam session, in conformity with the law, and with the decisions of the University Senate.

# Article 73

LLP Erasmus students will receive the following documents at the end of their studies at "Alexandru Ioan Cuza" University of Iasi:

a) A document recording the students' scholarly achievement, comprising the grades and credits obtained at our University; this document shall be signed by the Dean, the LLP Erasmus coordinator and the Chief Secretary.

b) A document signed by the Faculty Dean, which mentions the period the student pursued his/ her studies at that faculty, the study disciplines and a brief account of the student's training level.

Chapter VIII: Final and transient provisions

## Article 74

The provisions of this regulation will be completed with the subsequent stipulations of the Ministry and the decisions approved by the Senate of the "Alexandru Ioan Cuza" University of Iasi.

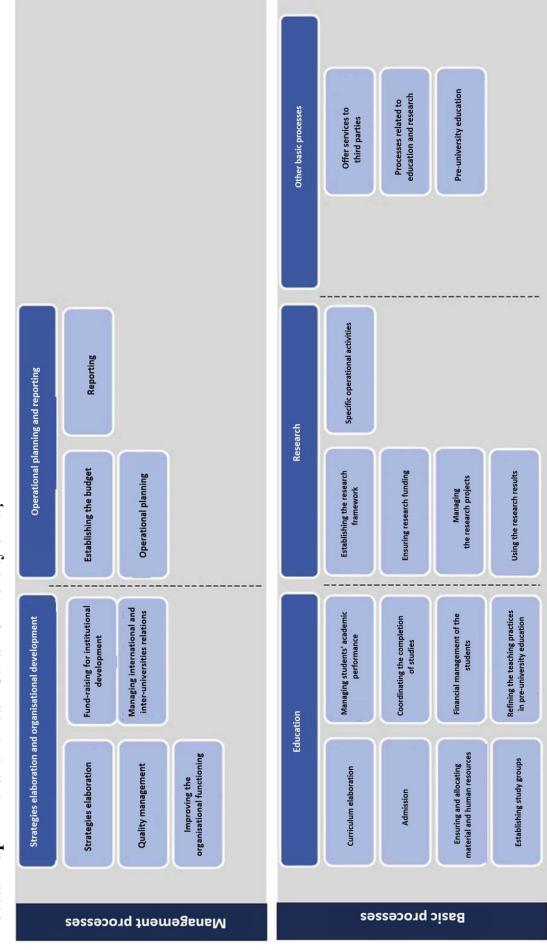
## Article 75

The current regulation was approved by the Senate of the "Alexandru Ioan Cuza" University of Iasi during the 28.07.2011 session; it shall be applied to all years of study, starting with the academic year 2011-2012.

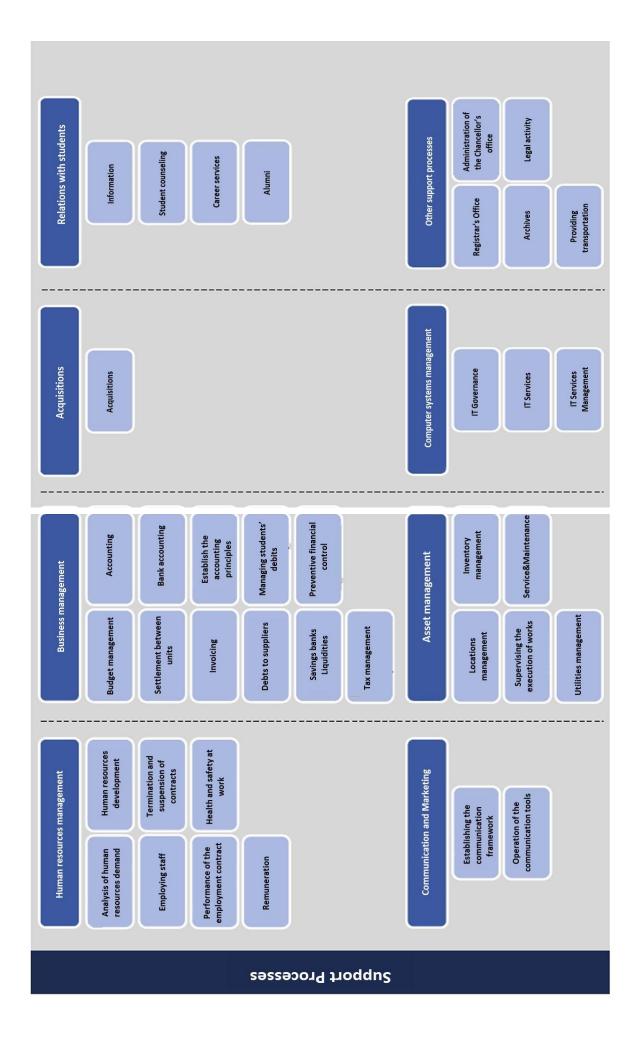


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**Annex VII Process Map** 



Process Map- "Alexandru Ioan Cuza" University of Iași



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ALEXANDRU IOAN CUZA UNIVERSITY of IAŞI

# Annex VI.1. Regulation on the Organisation and Functioning of the Commission for Quality Evaluation and Assurance in Higher Education



# REGULATION ON THE ORGANISATION AND FUNCTIONING OF THE COMMISSION FOR QUALITY EVALUATION AND ASSURANCE IN HIGHER EDUCATION

#### **Chapter 1. Establishment**

**Art. 1. Commission for Quality Evaluation and Assurance** – shall be organized and shall function in keeping with the provisions of the National Education Law and Law no. 87/2006 for the approval of Government Emergency Ordinance no. 75/2005.

**Art. 2. The Commission for Quality Evaluation and Assurance** shall be under the authority of the Administrative Board of the University.

Art. 3. The Commission for Quality Evaluation and Assurance aims at implementing quality assurance strategies and policies, pursuant to the vision, mission and policy of "Alexandru Ioan Cuza" University of Iasi.

## Chapter 2. Mission, Objectives and Prerogatives

Art. 4. The mission of the Commission for Quality Evaluation and Assurance is to coordinate and offer support to activities undertaken by the University regarding the improvement of the quality of services provided, by involvement of the teaching and research staff, the auxiliary teaching and administrative personnel and the students.

## Art. 5. Objective and prerogatives

- to develop the spirit of quality, pursuant to the vision, mission and policy of "Alexandru Ioan Cuza" University of Iasi and in line with the national, European and international progress in the field;
- to elaborate and implement the strategy regarding the introduction of the System of Quality Management in the University and its methodology of evaluation;
- to initiate and implement projects for quality development at the level of the academia and to establish measures for consolidating it, in line with European good practices;



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- to establish standard performance criteria in education and research;
- to initiate analyses and evaluations based on quality criteria within faculties, departments, and administrative divisions.
- to ensure feedback from students and employers;
- To propose internal and external evaluations and to make their results public;
- To cooperate with the Romanian Agency for Quality Assurance in Higher Education (ARACIS), and with other competent agencies and bodies, or similar national and foreign institutions, according to law;
- to stimulate production of scientific papers dedicated to quality management and to support their publication.

#### Chapter 3. Structure and Organization

#### Art. 6. Structure of the Commission for Quality Evaluation and Assurance

- a) The Commission for Quality Evaluation and Assurance is composed of:
- 3 to 5 representatives of the teaching personnel chosen by secret ballot by the members of the Administrative Board;
- a representative of the related trade union, designated by it;
- a representative of the students, designated by student organizations by secret ballot;
- a representative of the employers, designated by a typical employers' organization.
- b) The Commission for Quality Evaluation and Assurance shall be led by a President, designated by the Administrative Board.

**Art. 7.** The mandate of every member of the **Commission for Quality Evaluation and Assurance** shall be of 4 years, except for the representative of the students, whose mandate shall end upon completion of studies.

Art. 8. Commission for Quality Evaluation and Assurance shall meet quarterly or whenever necessary.

**Art. 9.** Members of the Commission may not have executive positions within "Alexandru Ioan Cuza" University of Iasi, except for the person who ensures its coordination.



Art. 10. Implementation activities in the field of quality management shall be performed by the Department for Quality Management, under the coordination of the Commission for Quality Evaluation and Assurance, supported by other competent departments. The structure and prerogatives of the personnel of the Department for Quality Management shall be proposed by the President of the Commission and approved by the Administrative Board.

**Art. 11. Subcommittees for Quality Evaluation and Assurance** shall be formed at the level of Faculties, Departments and Doctoral Schools. The setting-up of these subcommittees shall fall within the competencies of the executive bodies of the Faculties, Departments and Doctoral Schools, and they shall be approved by Administrative Board.

Art. 12. The aforementioned subcommittees shall be subordinate to the Commission for Quality Evaluation and Assurance.

#### **Chapter 4. Rights and Obligations**

Art. 13. The Commission for Quality Evaluation and Assurance has the following obligations:

- to elaborate and adopt its own strategy and its own operating rules;
- to propose the policy for quality in education;
- to establish objectives regarding quality in "Alexandru Ioan Cuza" University of Iasi;
- to plan and orient the system of quality management through integration of proposals made by the commissions for study programmes;
- to provide consultancy in quality management;
- to propose allocation of resources for the system of quality;
- to prepare the annual quality report and to inform the Administrative Board and the Senate of the University regarding the state of development of the system of quality management;
- to elaborate and coordinate procedures and activities for quality evaluation and assurance;
- to analyze and submit for approval before the Administrative Board the results of the internal evaluation of quality;



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- to elaborate proposals for quality improvement considering the referenced standards and the good practice guide drafted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS);
- to cooperate with the specialized Romanian Agency, and with foreign agencies and institutions, in the field of quality.

Art. 14. The members of the Commission for Quality Evaluation and Assurance have the following rights:

- to propose professional development activities in the field of quality;
- to use external collaborators, experts in the field of quality, remunerated according to law;
- activities undertaken as member of the Commission for Quality Evaluation and Assurance can be considered when conferring awards or annual merits.

#### Final dispositions

Art. 15. The hereby regulation shall enter into force the day following its approval by the Senate.

#### RECTOR,

Prof. Dr. Vasile IŞAN

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### Annex VI.1. Regulation on the Organisation and Functioning of the Commission for Quality Evaluation and Assurance in Higher Education



# **Annex II.8. Information Systems**

#### **Information systems**

"Alexandru Ioan Cuza" University of Iași owns two departments specifically designed for the organization's information system:

- 1. The Department of Computer Science and Statistics ensures the designing, implementing and maintaining the University's information applications,
- The Digital Communications Department ensures the protection, expansion and operates with the data communication network, the telephone network, the Internet applications and is in charge of the Computer Security Incident Response Team (CSIRT)

**The Department of Computer Science and Statistics** – ensures the development, implementation and maintenance of the University's information applications, assistance for the implementation of third party purchased applications, and it draws up statistical statements. The managed applications can generate a series of statistical raports, requested by national organizations (i.e. National Institute of Statistics) or by the University board.

The Digital Communications Department (D.C.D.) was officially founded in 1994 under the name of "Electronic Mail Service", but was reorganized and renamed in 1996, when it was appointed to design, build/expand the data communication network and telephone services. The data communication services are operational since the first Internet connection, in 1992. Until its official founding, the service was provided via internship. Prior to the official founding of the RoEduNet branch in Iaşi (the National Information Network for Education and Research) in 1998, D.C.D connected the Educational and Research Institutes of the North-East Development Region of Romania to the communications hub of the Polytechnic University of Bucharest. Under these circumstances, D. C. D. coordinated the first Internet hub from the region. As a logical consequence and in recognition of D.C.D 's efforts in the pioneering period of the computer networks in Romania, the RoEduNet branch of Iaşi was established at the "Alexandru Ioan Cuza" University of Iaşi.

In February 2010-2011, by means of a public procurement contract signed with Horvath & Partners Management Consulting Ltd. From Bucharest (the leader of a three subsidiary partnership of Horvath & Partners), the University began an assessment of the processes and the information system.

Our University's final objective is to implement an integrated information system that covers all the activities of the University: education, research, finance accounting and management, administration of goods and services, youth hostel management, etc. The purpose of this system is to supply the best services to all the academic processes, ensuring administrative efficiency, according to the required law, as well as a reduction in bureaucracy and efficiency of the document flow in the University.

In order to elaborate studies/deliverables, the University procedures have been analyzed and the information systems, together with the applications and the hardware (servers, workstations, printers, network equipment) have been diagnosed.

#### 1.1. The local network

The local network of "Alexandru Ioan Cuza" University is organized into logical structures that ensure connectivity of the separate broadcast domains on a group level. In principle, there are at least three such domains for every faculty (academic staff, personal and administrative, students). For every organizational structure of the University (services, departments, and functional structures) such separate domains are ensured. This structure is independent from the physical network typology (using VLAN technology – Virtual Local Area Network). In this way, connections to the broadcast domain (local network) are ensured regardless of the distribution spaces for each faculty/departments/services. The networking services are ensured with an Ethernet 100Mbps connection or 1Gbps for the access and multiple access area 1Gbps or 10Gbps for the distribution area. The routing services are ensured by two routers with advanced equipment, sufficient to provide the traffic in the local networks, the interconnectivity between all the University buildings and the youth hostels for which they also offer extra security services.

The "Alexandru Ioan Cuza" University is connected to the RoEduNet network by means of two 10Gbps connections, one for the regular traffic and one for the parallel computing cluster of the University. The main equipment of the network is installed in the same data-center as the equipment of RoEduNet's regional hub from Iasi. Ventilation and redundant power supply with a 12 hour autonomy is ensured. The enterprise services (email, web hosting, ftp, authentification login and critical applications are also installed in the same data-center.

#### 1.2. IT applications

The University uses a series of separate applications (over 60 - table no. 1) for the daily administration activity. In most cases, these programs are completely separate or allow the data transfer only manually (import/export). Automatic interfaces are rare, which means there is a lot of handwork and a great possibility of losing or deteriorating data in the applications.

Despite the fact they are old constructions, they supply easy access to data, which facilitates the migration process.

There are numerous applications for supporting the main processes. The most important and sophisticated is eSIMS (student administration). It is used in (almost) every faculty, therefore it has a large number of connections. Students gain access to consult their academic record by means of login authentification.

Another Emsys application (for financial management and human resources), which was still under implementation during the analysis, has replaced the separate applications associated with the respective processes (i.e. SICOB; CAS-POS; CHIT-POS; ALOP, MRU).

3.1 Student PCs

The total number of computers (PCs) that can be used on a regular basis by students is 1548 (on average, approximately 26 students, regardless of their forms of education or studies).

Based on	Microsoft Access	Microsoft Access		Fox Pro	MS Access 2002		MS SQL Server 2005, SP2	MS Access 2002	MS Access 2000
				Server, XP, c	Server, XP, c		Server, XP,	Server, XP, c	(
Operating system	Windows XP	Windows XP		Windows 2003 Windows 2000 etc	Windows 2003 Windows 2000 etc	Windows XP	Windows 2003 Windows 2000 etc	Windows 2003 Windows 2000 etc	Windows XP PRO
Purpose of the application	The management of Graduating Diplomas	The management of educational, academic diplomas	Library working hours	Desktop application for monitoring and managing budget commitments	Desktop application for the library ledgers.	E-learning application	Desktop application for monitoring the necessity and opportunity reports that are solved by the GAD - General Administrative Direction.	Desktop application that allows the calculus of the students' rights to scholarships and that issues bank documents.	Scholarship application
Name	[no name]	[no name]	Aleph	Ang_Buget	Biblio	BlackBoard	BS	Scholarship	ScholarshipRO

Table no. 1. UAIC applications

Name	Purpose of the application	Operating system	Based on
Youth Hostel 10	Application for monitoring the youth hostels	Windows XP PRO	Visual Fox 8.0
Youth Hostels	Desktop for managing the lease contracts – for other people than students (G8 Youth Hostel)	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002, MS Word
House	Cash reserve application	Windows XP	Visual Fox Pro 6
Certificates	The data and results managing for the training mode of the professors.	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
CIPO	Web application for the Career Guidance and Placement Center (Centrul de Informare Profesională, Orientare în Carieră și Plasament).	Windows 2003 Server, XP, Windows 2000 etc	MS SQL Server 2005, SP2
Research Contracts	Application for monitoring research contracts.	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro
Contracts	Desktop application used for issuing individual employment contracts.	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002, MS Word
Debtors	Desktop application created for the debtors' analytical records	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro
Diplomas	Desktop application used for the printing of Graduating Diplomas	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
Doctorates	Managing the PhD Candidates' diplomas	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002

Name	Purpose of the application	Operating system	Based on
DPPD	Administrating the formation of academic staff graduates	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
eSIMS	Managing the period of instruction in accordance with the Bologna process	Windows 2003 Server	MS SQL Server 2005, SP2
E-stud taxes	Application for managing the taxes and accommodation of the students.	MySQL, Php MySQL	
EURO200	Administration of students who benefit the Euro 20 of the University	WIN XP PRO	
Record of scholarship creditors	The monitoring of scholarships for students and the transportation tickets (unclaimed)	Windows XP	Visual Fox Pro 6
Record of reimbursements travel expenses	Monitoring travel expenses	Windows XP	Visual Fox Pro 6
Tax record	Monitoring taxes and student accommodation	Windows XP	Visual Fox Pro 6
Bills	Bill issuing	Windows XP	Visual Fox Pro 6
Bills2009	Bill issuing for the foster care center	Windows XP PRO	Visual Fox 8.0
Budget management	The managing of budgets, contracts, orders and payments	Windows XP	Visual Fox Pro 6

Name	Purpose of the application	Operating system	Based on
Budget management, credits, payments	Application for managing the budgets, the credits and the payments	Windows XP PRO, VISTA	Visual Fox Pro
Management of Research Contracts	Application to monitor the research contracts	Windows XP	Visual Fox Pro 6
Permanent teacher certificate* staff	Permanent teacher certificate (Pre-university Level)	Windows XP, WIN VISTA	
Secondary and higher education professors/Primary school teachers	Application for managing and monitoring the assistance procedures for exams, colloquiums, or for the improvement of permanent teacher certificates: permanent certification, secondary didactic degrees for the pre- universitary level (primary school teachers); the version for primary school teachers and educators is only adopted in the Pre-universitary Professional Training Department.	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
GS	Web application used to manage the cleaning of UAIC, distribution of operating costs: utilities – water, heating gas, electricity	Windows 2003 Server, XP, Windows 2000 etc	MS SQL Server 2005, SP2
Legalis	Application used to consult the legislation	Windows XP PRO	
Lisrel 8.5			
MRU	Desktop application to manage human resources	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro

Name	Purpose of the application	Operating system	Based on
Ob_Invest	Desktop application created for the registration of the capital items	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro
OPFV	Application for the issuing of payments and payment orders	Windows XP	
Pionier	Application used for monitoring and managing the storage	Windows 2000+	Fox Pro
Pionier V.2007	Primary records of the food supplies in the "Gaudeamus" and "Akademos" cafeterias	Windows XP PRO	Oracle 9
Admission Program	Admission	WIN XP, WIN VISTA	
Bill issuing program	Bill issuing	Windows XP	Visual Fox Pro
Transport Retrenchment	Desktop application that calculates the students' rights regarding transport retrenchment and issuing specific documents.	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
Cash book	Desktop application used to build the cash book	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro
Registrar	Desktop application used to manage the Registrar activity	Windows 2003 Server, XP, Windows 2000 etc	MS SQL Server 2005, SP2
Necessity and Opportunity reports	Web application for: monitoring the necessity and opportunity rapport, monitoring the received and sent faxes, monitoring the care personnel, locating them during certain times of day, etc.	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002+

Name	Purpose of the application	Operating system	Based on
Request Tracker	Application for the management of tickets at the Digital Communications Department		
S600	Application for individual grants for housing assistance	Windows XP PRO	MS Access 2000
SC	Desktop application to prepare the statistic forms SC1, SC2	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
SICOB	Information system for financial management and accounting	Solaris	Progress
SIMS	Application for managing students	Windows XP	
Simsweb	Web application for students to see grades, formulas of obtaining grades, taxes, etc.	Windows 2003 Server	MS SQL Server 2005, SP2
Sintact	Legislation	Windows XP PRO, VISTA, WIN 7	Acces
International students	Managing of data for international students who take a preparatory year in Romanian	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
Students	Desktop application for the students taking distance learning courses	Windows 2003 Server, XP, Windows 2000 etc	MS Access 2002
Taxes	Desktop application used for the collecting of taxes.	Windows 2003 Server, XP, Windows 2000 etc	Fox Pro

Name	Purpose of the application	Operating system	Based on
Vouchers	Application for managing vouchers for students	Windows XP PRO	Visual Fox 8.0
Visual 6	Billing software	Windows XP	
WebLic	Web application used to manage the "UAIC centralised admission" of the Bachelor and Master's degree."	Windows 2003 Server	MS SQL Server 2005, SP2
Win DEV	Estimating investments (bills of exchange)	Windows XP	Visual Fox Pro



**Annex II.8. Sports Facilities** 

#### Sports fields

The University owns material facilities that satisfy the needs of all students.

- a laboratory a physical therapy practice equipped with furniture and the necessary equipment so that practical activities can be carried on in modern conditions a computer and a laptop, a video projector, a projection screen.
  - 1 room for medical disciplines for courses and seminars, equipped with modern didactic materials (skeleton, mouldings, sketches)
  - 1 laboratory a computer office with 20 computers connected to the Internet (for students), 6 computers connected to the internet (for the University personnel);
  - 2 fully-equipped gyms;
  - 1 fully-equipped gym, designed exclusively for gymnastics;
  - 1 fully-equipped bodybuilding gym;
  - 2 gymnasiums, from which one is equipped with a synthetic carpet, transparent backboards and elastic hoops;
  - 1 open-air tennis court, equipped with a synthetic carpet, a nocturnal lighting system and a fence securing the perimeter;
  - a football field with a synthetic carpet and a nocturnal lighting system
  - 200 meters of track, a sand pit and a shot put area.
  - 1 Handball court;
  - 1 Volleyball court.

The University has signed collaboration protocols and renting contracts of the sports fields with the following institutions:

- The County Directorate for Sport and Youth Iasi the athletic center in Gradinari, Sala Polivalentă
- "Ion Ionescu de la Brad" University of Iași the basketball court
- Iași City Hall the private swimming pool and the public swimming pool

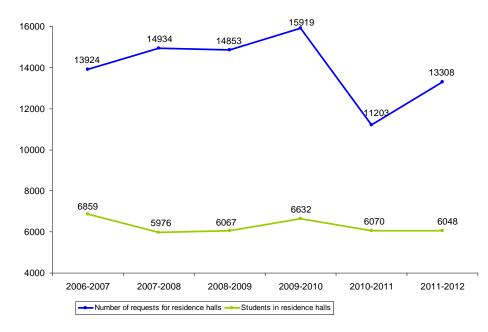


## Annex II.7. Statistics for students in residence halls

#### Statistics for students in residence halls

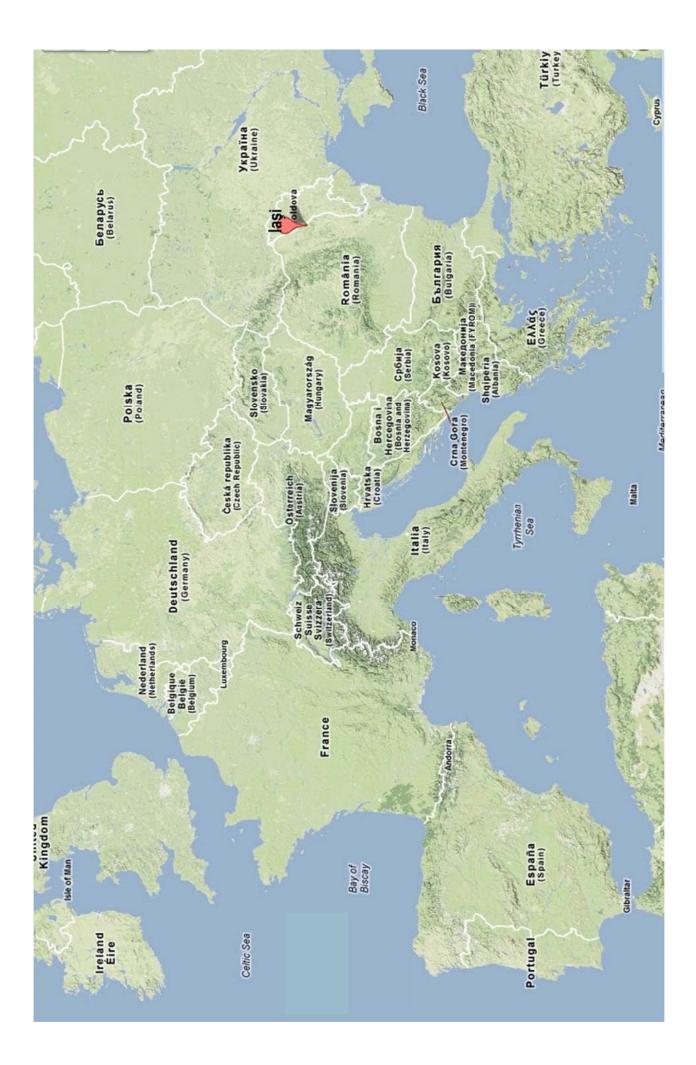
Academic year	Number of requests for residence halls	Students in residence halls
2006-2007	13924	6859
2007-2008	14934	5976
2008-2009	14853	6067
2009-2010	15919	6632
2010-2011	11203	6070
2011-2012	13308	6048

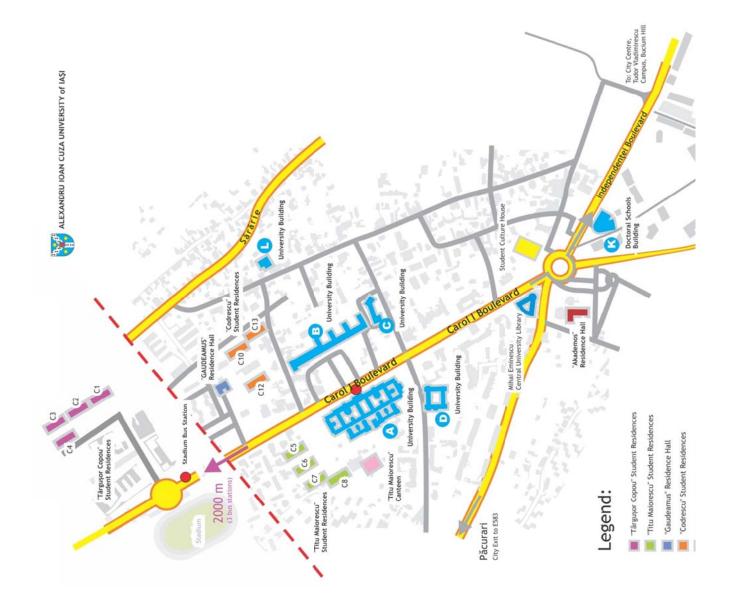
Evolution of number of students in residence halls

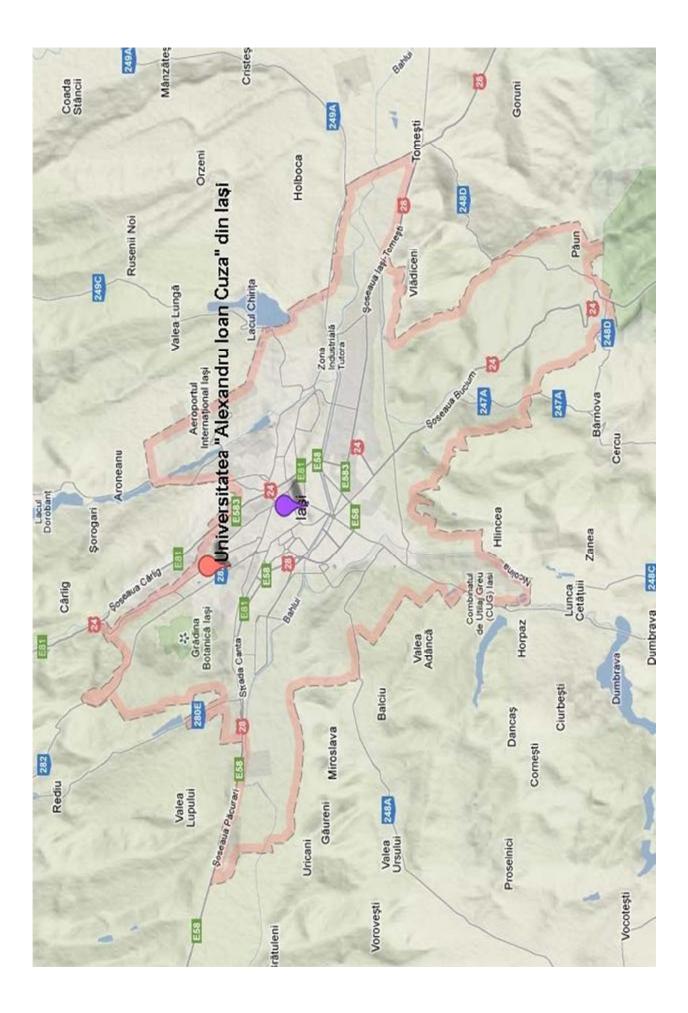


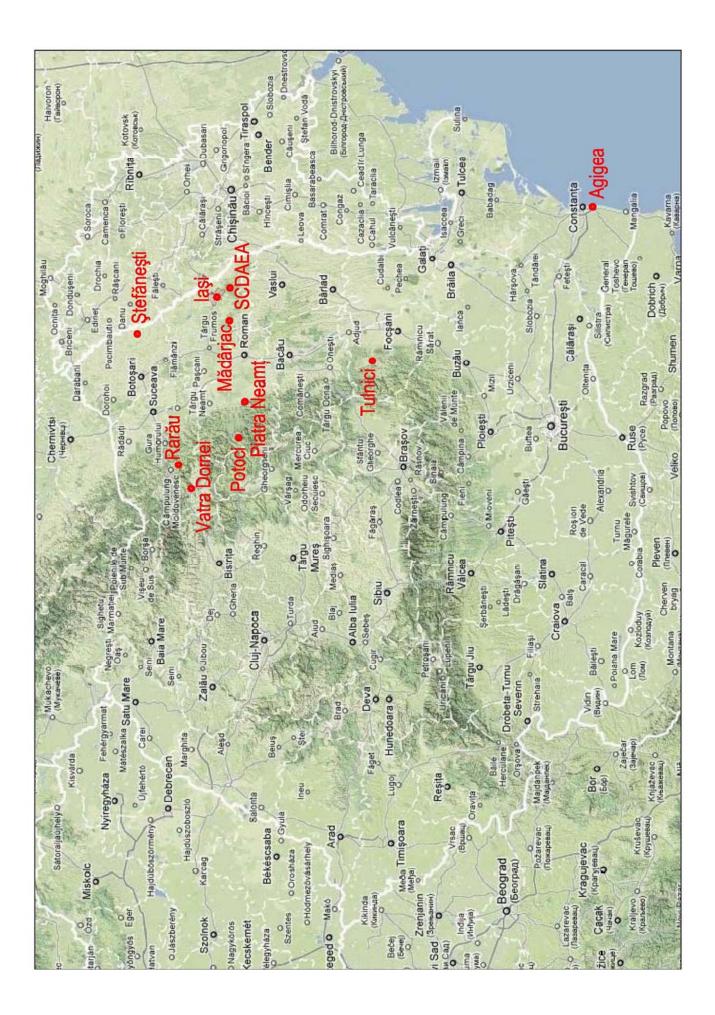


Annex II.3. Maps











# Annex IV.3.2. List of Master's degree programmes

### List of fields and Master's degree programmes offered by University "Alexandru Ioan Cuza" of Iasi

No.	Faculty	Bachelor's degree field	Accredited Master's degree programme	Form of education	Number of credits
1	Faculty of Biology	Biology	Bioanthropology	Full-time Education	120
			Biodiversity and Productivity of Ecosystems	Full-time Education	120
			Biology of Development	Full-time Education	120
			Bioprocedures in the Agricultural and Food Processing Field	Full-time Education	120
			Microbial and Cellular Biotechnologies	Full-time Education	120
			Molecular Genetics	Full-time Education	120
		Environmental Science	Environmental Counselling	Full-time Education	120
			Ecological Education for Sustainable Development	Full-time Education	120
2	Faculty of Chemistry	Chemistry	Integrated Science Chemistry	Full-time Education	120
			Environmental chemistry and food safety	Full-time Education	120
			Chemistry of Cosmetic and Pharmaceutical Compounds	Full-time Education	120
			Chemistry and Biochemistry of Heterocyclic Systems	Full-time Education	120

			Coordinative Applied Chemistry	Full-time Education	120
			Methodology of Teaching Chemistry	Full-time Education	120
			Dynamics of Chemical Systems Applied to Environmental Chemistry	Full-time Education	120
			Advanced Studies of Chemistry	Full-time Education	120
3	Faculty of Law	Law	Criminology	Full-time Education	120
			European Law	Full-time Education	120
			Business Law	Full-time Education	120
			Criminal Law	Full-time Education	120
4	Faculty of Economics and	Business Administration	Business Administration	Full-time Education	120
	Business Administration		Business Administration	Part-time Education	120
			Entrepreneurship	Full-time Education	120
			Commerce Management	Full-time Education	120
			Commerce Management	Part-time Education	120
			Tourism Management	Full-time Education	120
			Tourism Management	Part-time Education	120
			Tourism and Hotel Management	Full-time Education	120
			Food and Environment Business Management	Full-time Education	120
			Project Management	Full-time Education	120

	Project Management	Part-time Education	120
Cybernetics, Statistics and	Quantitative Methods in Economics	Full-time Education	120
Economic Informatics	Information Systems for Business	Full-time Education	120
	Statistics and Actuarism in Insurance and Health	Full-time Education	120
	Statistics and Econometrics	Full-time Education	120
Accounting	Accounting, Audit and Administration Control	Full-time Education	120
	Accounting, Expertise and Audit	Full-time Education	120
	Business Accounting	Full-time Education	120
	Business Accounting	Part-time Education	120
	Information Accounting Systems	Full-time Education	120
Economics	International Affairs and Intercultural Strategies	Full-time Education	120
	Environmental and Natural Resources Management	Full-time Education	120
Economics and International	International Business	Full-time Education	120
Business	Economics and International Business	Full-time Education	120
	Risk Management in International Business	Full-time Education	120
Finance	Insurances and Reinsurances	Full-time Education	120
	Banking and Financial Markets	Full-time Education	120
	Finance and Risk Management (in English)	Full-time Education	120

	Finances – Insurances	Full-time Education	120
	Financial Administration and Audit in Public Institutions	Full-time Education	120
	Finance – Banking Management	Full-time Education	120
Interdisciplinary	Business Economics and Law	Full-time Education	120
Interdisciplinary (Economics, Business Administration)	Research Master in Economics and Business	Full-time Education	120
Management	Acquisitions – Distribution – Logistics	Full-time Education	120
	Intercultural Management	Full-time Education	120
	Quality Management	Full-time Education	120
	Management of Organisations	Full-time Education	120
	Human Resources Management	Full-time Education	120
	Human Resources Management and Development	Full-time Education	120
Management	Human Resources Management	Part-time Education	120
Marketing	Marketing Analysis and Strategy	Full-time Education	120
	Marketing and Communication in Business	Full-time Education	120
	Negotiations – Public Relations	Full-time Education	120
	Negotiations – Public Relations	Part-time Education	120
Administrative Sciences	Public Administration	Full-time Education	120

			European Public Administration and Finance	Full-time Education	120
			Modern Governing and Local Development	Full-time Education	120
			Modern Governing and Local Development	Part-time Education	120
5	Faculty of Physical Education and	Physical Education and Sports	Leisure Sport Activities and Extreme Sports	Full-time Education	120
	Sports		Fitness and Corporal Aesthetics	Full-time Education	120
			Kinetic Therapy in Sport Traumatology	Full-time Education	120
			Management and Marketing in Sports	Full-time Education	120
			Management and Marketing in Sports	Part-time Education	120
6	Faculty of Philosophy and Social-Political	Social Work	The Family and the Management of Family Resources	Full-time Education	120
	Sciences		European Master of Children`s Rights Protection	Full-time Education	120
			Probation, Mediation and Social Work with Crime Victims	Full-time Education	120
			Social Planning and Supervising	Full-time Education	120
		Philosophy	Applied Philosophy and Cultural Management	Full-time Education	120
		Sociology	Communitarian Security and Violence Control	Full-time Education	120
		Communication sciences	Public Relations and Advertising	Full-time Education	120
		Political Science	Political Marketing and Communication	Full-time Education	120

			Public Politics and Institutional Management	Full-time Education	120
			International Development Studies (in English)	Full-time Education	120
			European Studies in Integration and Security	Full-time Education	120
7	Faculty of Physics	Physics	Biophysics and Medical Physics	Full-time Education	120
			Biophysics and Medical Physics (in English)	Full-time Education	120
			Plasma Physics, Spectroscopy and Self-Organization	Full-time Education	120
			Plasma Physics, Spectroscopy and Self-Organization (in English)	Full-time Education	120
			Physics and Environment Protection	Full-time Education	120
			Methodology of Teaching Physics	Full-time Education	120
			Advanced Materials. Nanotechnologies	Full-time Education	120
			Advanced Materials. Nanotechnologies (in English)	Full-time Education	120
			Kinetic Therapy and Medical Recovery through Physics Methods	Full-time Education	120
			Modeling and Simulation	Full-time Education	120
			Modeling and Simulation (in English)	Full-time Education	120

		Interdisciplinary (Physics, Chemistry, Biology)	Sciences	Full-time Education	120
8	Faculty of Geography and	Geography	Natural Hazards and Land Planning	Full-time Education	120
	Geology		Tourism and Regional Development	Full-time Education	120
			Tourism and Regional Development (in French)	Full-time Education	120
		Geology	Environmental Geochemistry	Full-time Education	120
			Environmental Geochemistry (in English)	Full-time Education	120
			Exploration and Environmental Geology	Full-time Education	120
		Environmental Science	Present Environment and Sustainable Development	Full-time Education	120
9	Faculty of Computer	Computer Science	Software Systems Engineering	Full-time Education	120
	Science		Software Systems Engineering (in English)	Full-time Education	120
			Computational Linguistics	Full-time Education	120
			Computational Linguistics (in English)	Full-time Education	120
			Computational Optimization	Full-time Education	120
			Computational Optimization (in English)	Full-time Education	120
			Information Security	Full-time Education	120

			Information Security (in English)	Full-time Education	120
			Distributed Systems	Full-time Education	120
			Distributed Systems (in English)	Full-time Education	120
			Computer Science Advanced Studies (in English)	Full-time Education	120
10	Faculty of History	History	Ancient Archaeology, Civilization and Art	Full-time Education	120
			European Institutions and Ideologies of Power	Full-time Education	120
			History of Romanian Communism	Full-time Education	120
			Jewish History and Hebrew Studies	Full-time Education	120
			Museology and Restoration	Full-time Education	120
			Cultural Patrimony and Tourism	Full-time Education	120
			International Relations, Institutions and Organizations	Full-time Education	120
			History Studies: Sources, Concepts, Methodologies	Full-time Education	120
			Aegean- Mediterranean Studies	Full-time Education	120
11	Faculty of Letters	Language and Literature	German Culture in the European Context	Full-time Education	120
			Methodology of Teaching French as a Foreign Language and Intercultural Education	Full-time Education	120
			Romanian Language, Literature and Civilization	Full-time Education	120
			Foreign Languages, Literatures and	Full-time Education	120

			Civilizations		
			Applied Linguistics – Methodology of Teaching English Language	Full-time Education	120
			General and Romanian Linguistics	Full-time Education	120
			Romanian Literature and Literary Hermeneutics	Full-time Education	120
			Universal and Comparative Literature	Full-time Education	120
			American Studies	Full-time Education	120
			Francophone Studies	Full-time Education	120
			Translation and Terminology	Full-time Education	120
		Communication Sciences	Techniques of Editorial Production in Written, Audiovisual and Multimedia Press	Full-time Education	120
12	Faculty of Mathematics	Mathematics	Scientific Calculations and Programming Engineering	Full-time Education	120
			Research Master in Mathematics	Full-time Education	120
			Methodology of Teaching Mathematics	Full-time Education	120
			Financial Mathematics	Full-time Education	120
			Mathematical Models and Applied Statistics	Full-time Education	120
			Fundamental Mathematical Structures	Full-time Education	120

			Risk Theory and Applications (in English)	Full-time Education	120
13	Faculty of Psychology and Education Sciences	Psychology	Staff Evaluation, Training and Psychological Counseling	Full-time Education	120
			Clinical Psychology and Psychotherapy	Full-time Education	120
			Educational Psychology and Counseling	Full-time Education	120
			Human Relations and Communication	Full-time Education	120
			Family and Couple Therapy	Full-time Education	120
		Education Sciences	Diagnosis and Intervention for People with Special Needs	Full-time Education	120
			Methodology of Primary Education	Full-time Education	120
			Early Education	Full-time Education	120
			Conflict Mediation in Education	Full-time Education	120
			Policies and Management in Education	Full-time Education	120
			Intercultural Relations and Strategies	Full-time Education	120
14	Faculty of Orthodox	Theology	Hermeneutics and Biblical Theology	Full-time Education	120
	Theology		Cultural Heritage	Full-time Education	120
			Practical and Pastoral – Missionary Theology	Full-time Education	120
			Systematic Theology in Contemporary Context	Full-time Education	120
			Religious Development -	Full-time Education	120

			Theory and Practice		
			Church's Life – History and Present	Full-time Education	120
15	Faculty of Roman- Catholic Theology	Theology	Strategies of Christian Charity	Full-time Education	120
16	Center for European Studies	Interdisciplinary (Economics and International	European Studies	Full-time Education	120
		Business, Public Administration, Political Sciences, Law)	European Studies	Part-time Education	120
		Interdisciplinary (Geography, Finance, Economics and International Business, Business Administration, Administrative Sciences)	Regional Development	Full-time Education	120

The duration of studies is 2 years.



# Annex IV.3.2. List of Bachelor's degree programmes

#### List of fields and Bachelor's degree programmes offered by "Alexandru Ioan Cuza" University of Iasi

No.	Faculty	Field of undergraduate studies	Undergraduate programme/ specialization	Form of education	Number of transfer credits	
1.	Faculty of Biology	Biology	Biochemistry	Full-time Education	180	
			Biology	Full-time Education	180	
			Biology	Distance Education	180	
		Environmental Science	Ecology and Environmental Protection	Full-time Education	180	
			Ecology and Environmental Protection	Distance Education	180	
2.	Faculty of Chemistry		Technological Biochemistry	Full-time Education	180	
			Chemistry	Full-time Education	180	
			Chemical Informatics	Full-time Education	180	
		Environmental Science	Environmental Chemistry	Full-time Education	180	
3.	Faculty of Law	Law	Legal Studies	Full-time Education	240	
			Legal Studies	Part-time Education	240	
4.	Faculty of Economics and Business	onomics and Administration	Business Administration (in English)	Full-time Education	180	
	Administration		Economy of trade, tourism and services	Full-time Education	180	
				Economy of trade, tourism and services (Bălți - Republic of Moldova)	Full-time Education	180

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			Economy of trade, tourism and services (Piatra-Neamţ)	Full-time Education	180
		Cybernetics, Statistics and	Economic informatics	Full-time Education	180
		Economic Informatics	Economic Statistics and Forecasting	Full-time Education	180
		Accounting	Accounting and data management	Full-time Education	180
			Accounting and data management	Distance Education	180
		Economy	Agri-food Economics	Full-time Education	180
			General Economics	Full-time Education	180
		International Business and Economics	Economics and international business	Full-time Education	180
		Finance	Finance and Banking	Full-time Education	180
			Finance and Banking	Distance Education	180
		Management	Management	Full-time Education	180
			Management	Distance Education	180
		Marketing	Marketing	Full-time Education	180
		Administrative Sciences	Public Administration	Full-time Education	180
			Public Administration	Distance Education	180
5.	Faculty of Physical	Physical Education and	Physical Education and Sports	Full-time Education	180
	Education and Sports	Sports	Physical Education and Sports	Part-time Education	180
		Kinetic Therapy	Kinetic Therapy and Special Motricity	Full-time Education	180
6.	Faculty of Philosophy and	Social Work	Social Work	Full-time Education	180
	Social-Political		Social Work	Distance	180

	Sciences			Education	
		Philosophy	Philosophy	Full-time Education	180
			Philosophy	Distance Education	180
		International Relations and European Studies	International Relations and European Studies	Full-time Education	180
		Sociology	Human Resources	Full-time Education	180
			Sociology	Full-time Education	180
		Cultural Studies	Cultural Studies	Full-time Education	180
		Communication Sciences	Communication and Public Relations	Full-time Education	180
			Communication and Public Relations	Distance Education	180
		Political Studies	Political Studies	Full-time Education	180
			Political Studies	Distance Education	180
'.	Faculty of Physics	Physics	Biophysics	Full-time Education	180
			Physics	Full-time Education	180
			Computational Physics	Full-time Education	180
			Medical Physics	Full-time Education	180
		Physics Engineering	Technological physics	Full-time Education	240
			Technological physics (Bălți - Republic of Moldova)	Full-time Education	240
8.	Faculty of Geography and	Geography	Tourism Geography	Full-time Education	180
	Geology		Tourism Geography (in French)	Full-time Education	180
			Geography	Full-time Education	180

			Hydrology and	Full-time	180
			Meteorology Land Planning	Education Full-time Education	180
		Geology	Geochemistry	Full-time Education	180
		Geology Engineering	Geology Engineering	Full-time Education	240
		Environmental Science	Environmental Geography	Full-time Education	180
9.	Faculty of Computer	Computer Science	Computer Science	Full-time Education	180
	Science		Computer Science	Distance Education	180
			Computer Science (in English)	Full-time Education	180
0.	Faculty of History	History	Archaeology	Full-time Education	180
			Archive Keeping	Full-time Education	180
			History of Art	Full-time Education	180
			History	Full-time Education	180
			History	Distance Education	180
			Museology	Full-time Education	180
		Cultural Studies	European Studies	Full-time Education	180
11.	Faculty of Letters	Language and Literature	Classical philology combined with a modern foreign language and literature	Full-time Education	180
			Romanian language and literature (A) - Comparative and Universal Literature	Full-time Education	180
			Romanian language and literature (A) – a foreign language and literature (B)	Full-time Education	180

			Comparative and Universal Literature – a foreign language and literature (B)	Full-time Education	180
			A foreign language and literature (A) – Romanian language and literature (B)	Full-time Education	180
			A foreign language and literature (A) – a second foreign language and literature (B)	Full-time Education	180
			A foreign language and literature (A) - Comparative and Universal Literature	Full-time Education	180
		Applied Foreign Languages	Translation and Interpreting	Full-time Education	180
		Cultural Studies	American Studies	Full-time Education	180
		Communication Sciences	Journalism	Full-time Education	180
12.	Faculty of Mathematics	Mathematics	Mathematics	Full-time Education	180
			Mathematics	Part-time Education	180
			Mathematics (in English)	Full-time Education	180
			Mathematics - Computer Science	Full-time Education	180
			Applied Mathematics	Full-time Education	180
13.	Faculty of Psychology and	Psychology	Psychology	Full-time Education	180
	Education Sciences		Psychology	Distance Education	180
		Education Sciences	Pedagogy of Pre- school and Primary Education	Full-time Education	180
			Pedagogy of Pre- school and Primary Education	Distance Education	180

			Pedagogy	Full-time Education	180
			Special education	Full-time Education	180
14.	Faculty of Orthodox	Theology	Sacral Art	Full-time Education	180
	Theology		Social Orthodox Theology	Full-time Education	180
			Methodology of Teaching Orthodox Theology	Full-time Education	180
			Pastoral Orthodox Theology	Full-time Education	240
15.	Faculty of Roman –	Theology	Social Roman-Catholic Theology	Full-time Education	180
	Catholic Theology		Methodology of Teaching Roman- Catholic Theology	Full-time Education	180
			Pastoral Roman- Catholic Theology	Full-time Education	240

Specializations with 180 credits have a duration of 3 years, while specializations with 240 credits have a duration of 4 years.



# Annex IV.4 Regulation of the international collaboration



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# REGULATION ON INTERNATIONAL ACADEMIC COLLABORATION



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#### Regulation on International Academic Collaboration CHAPTER I

#### GENERAL PRINCIPLES

The International Academic Cooperation is an essential component of the educational, research and managerial strategy of 'Alexandru Ioan Cuza' University of Iaşi. 'Alexandru Ioan Cuza' University of Iaşi, in agreement with the educational ideal of the Romanian school and based on the academic autonomy, sets up its international cooperation activity on principles such as:

- Promoting and developing the Romanian educational, scientific and cultural values;
- Promoting and developing the humanistic traditions and also the traditions peculiar to the values of democracy;
- Integrating within the international circuit of educational, scientific and cultural values;
- Actively participating in defining the contemporary tendencies in the international academic community directly and via bi- and multilateral partnerships.

#### CHAPTER II.

#### THE EUROPEAN AND INTERNATIONAL ACADEMIC COOPERATION

**Art. 2.1.** The academic cooperation of 'Alexandru Ioan Cuza' University of Iaşi is grounded on bi- and multilateral international agreements, European and international projects and programmes, as well as on the membership in international academic partnerships.

**Art. 2.2.** The University implements the European conventions and accomplishes bilateral agreements for the recognition / equating of periods of studies, titles, diplomas, certificates according to law.

**Art. 2.3.** The University supports, through international partnerships included, the establishment and the development of education programmess with teaching in international languages.

**Art. 2.4.** 'Alexandru Ioan Cuza' University of Iaşi initiates and participates in European and international research projects.

**Art. 2.5.** The University closely collaborates with and supports the activity of the Cultural Centers and of the libraries of other countries, from Iaşi.

#### CHAPTER III.

#### FORMS OF THE INTERNATIONAL COOPERATION OF THE UNIVERSITY

Art. 3.1. The forms of the international cooperation of 'Alexandru Ioan Cuza' University of Iaşi include:

- Academic visits of the teaching and administrative staff and also of students;
- Participating in education and scientific research international projects and programmes;
- Joint activities with partners, based on the bi- and multilateral agreements and also on multiple partnerships;
- Organizing international academic events;
- Participating in international academic events;
- Organizing education programmes, the doctoral level included, in collaboration with prestigious foreign partners (joint degrees, double or multiple degrees, co-guardianships);

• Granting honorific titles to great European and international academic personalities.

### CHAPTER IV.

THE STRUCTURE



ALEXANDRU IOAN CUZA UNIVERSITY of IAŞI

**Art.4.1.** The Council for International Relations and the International Relations Department are the entities that are involved in the activity peculiar to international relations, at the University level.

**Art.4.2.** The Council for International Relations is a consultative organ of the Administration Council of the University, that is presided by the Vice-Rector for International Relations.

**Art. 4.3.** The Council for the International Relations is formed of 20 teachers and 5 students at the most. The members of the Council are validated by the Senate, at the proposal of the Board of Governors.

**Art.4.4** The Council for the International Relations formulates proposals regarding the strategy and concrete forms of the international cooperation of the University.

**Art.4.5.** The Council for the International Relations is reunited every semester by the Vice-Rector for International Relations.

**Art.4.6.** The Department of International Relations is directly subordinated to the Vice-Rector for International Relations.

Art. 4.7. The Department of International Relations has a permanent staff, which includes:

- a Head of Department;
- Secretaries at the level of International Relations;
- financial administrators.

Art.4.8. The attributions of the Department of International Relations include the following:

- Activities regarding managing European and international academic cooperation projects and programmess, bi- and multilateral agreements, as well as multiple partnerships;
- Organizing international events that are dedicated to such projects, programmes, agreements and partnerships;
- Taking over, disseminating and publishing the information regarding the European and international cooperation programmess and actions, including scholarships;
- Elaborating and editing materials for promoting the image of the University, in collaboration with the MEDIA Department;
- Organizing and participating in international events for the academic promotion (forums and educational fairs);
- Official mail;
- Organizing courses of Romanian Language and Civilization
- Administrative documentation regarding the official international official trips of the teaching and administrative staff and also of the students.

#### CHAPTER V.

#### MOBILITIES AND INTERNATIONAL SCHOLARSHIPS

**Art.5.1.** The international mobilities and scholarships for the teaching staff and the students facilitate the integration within the world's academic circuit, the highlighting of the academic accomplishments and potential of 'Alexandru Ioan Cuza' University of Iaşi, the formation at the most competitive level in all the domains of education that are relevant to the University.

**Art.5.2.** The international mobilities and scholarships aim at enhancing the teaching process, research, services, as well as the transfer of information and technology.

**Art.5.3.** The official trips abroad of the members of the teaching or of the administrative staff, as well as of the students is made according to the Rector's Disposition. The application fro this official trip needs to be accompanied by an academic invitation.



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**Art.5.4.** An essential component of the strategy of each faculty is the enlarging the network of partners in the specific domains, as well as of the number of agreements for the exchanges of teaching staff and students.

**Art.5.5.** Support is provided to the faculties, in order for them to attract foreign students and PhD candidates, through organizing courses and other didactic and scientific activities in languages of international circulation included.

#### CHAPTER VI.

# LECTORATES OF ROMANIAN LANGUAGE AND LECTORATES OF LANGUAGES OF INTERNATIONAL CIRCULATION

**Art.6.1.** The lectorates of Romanian language of 'Alexandru Ioan Cuza' University of Iaşi in partner universities are organized based on inter-governmental cultural agreements or on international cooperation programs.

**Art.6.2.** 'Alexandru Ioan Cuza' University of Iaşi supports the development of lectorates of Romanian language, literature and civilization in the partner universities, including the setting up of new lectorates.

**Art.6.3.** The lectorates of foreign languages from 'Alexandru Ioan Cuza' University of Iaşi are organized on similar grounds as the Romanian lectorates from the partner universities. 'Alexandru Ioan Cuza' University supports the activity of the lectorates of foreign languages within it.

#### CHAPTER VII.

#### FINANCING

Art.7.1. The financing of the international cooperation activities is made via:

- Funds that are allocated by the Ministry of Education, Research, Youth and Sport
- Funds that result from individual activities;
- Sponsorship;
- Funds that are offered by the Alumni Foundation;
- Funds that are the result of international education and scientific research programmes.

**Art.7.2.** In accordance with the established bilateral agreements and according to the law, the University can grant accommodation and lunch facilities to the professors visiting the University under these agreements, as well as to the owners of honorific titles from the University, during the visit to the University.

#### RECTOR, Univ. Professor Vasile ISAN, PhD



### **Annex IV.4 Erasmus Students Charter**



Lifelong Learning Programme





# ERASMUS STUDENT CHARTER

The status of 'Erasmus student' applies to students who satisfy the Erasmus eligibility criteria and who have been selected by their university' to spend an Erasmus period abroad – either studying at an eligible partner university or carrying out a placement in an enterprise or other appropriate organisation. For study mobility, both universities must have an Erasmus University Charter awarded by the European Commission. For placement in enterprise the home university must hold an extended Erasmus University Charter (i.e. also covering rights and obligations relating to placements).

"University" means any type of higher education institution which, in accordance with national legislation or practice, offers recognised degrees or other recognised tertiary level qualifications, or vocational education or training at tertiary level.

# ERASMUS STUDENT CHARTER



	As an Erasmus student, you are expected to:
Lifelong Learning Programme	<ul> <li>Respect the rules and obligations of your Erasmus grant agreement with your home university or your National Agency.</li> </ul>
ERASMUS	<ul> <li>Ensure that any changes to the Learning/Training Agreement are agreed in writing with both the home and host institutions immediately they occur.</li> </ul>
STUDENT CHARTER	<ul> <li>Spend the full study/placement period as agreed at the host university/ enterprise, including undergoing the relevant examinations or other forms</li> </ul>
As an Erasmus student, you are entitled to expect:	of assessment, and respect its rules and regulations. Write a report on your Erasmus study/placement period abroad when you return and provide
<ul> <li>Your home and host universities to have an inter-institutional agreement.</li> </ul>	reedback if requested by your nome university, the European Commission or the National Agency.
<ul> <li>The sending and receiving institutions to sign with you and before you leave a Learning/Training Agreement setting out the details of your planned activities abroad, including the credits to be achieved.</li> </ul>	If you have a problem: • Identify the problem clearly and check your rights and obligations.
<ul> <li>Not to have to pay fees to your host university for tuition, registration, examinations, access to laboratory and library facilities during your Erasmus studies.</li> </ul>	<ul> <li>Contact your departmental coordinator for Erasmus and use the formal appeals procedure of your home university if necessary.</li> </ul>
<ul> <li>Full academic recognition from your home university for satisfactorily completed activities during the Erasmus mobility period, in accordance with the Learning/Training Agreement.</li> </ul>	If you remain dissatisfied, contact your National Agency.
<ul> <li>To be given a transcript of records at the end of your activities abroad, covering the studies/work carried out and signed by your host institution/ enterprise. This will record your results with the credits and grades achieved. If the placement was not part of the normal curricula, the period will at least be recorded in the Diploma Supplement.</li> </ul>	
<ul> <li>to be treated and served by your host university in the same way as their home students.</li> </ul>	
<ul> <li>to have access to the Erasmus University Charter</li> </ul>	

- to have access to the Erasmus University Charter and European Policy Statement of your home and host universities.
- Your student grant or loan from your home country to be maintained while you are abroad.



# Annex IV.4 Erasmus bilateral agreements

#### Partner universities within the LLP - Erasmus Programme during the academic year 2011-2012 STUDY MOBILITIES

COUNTRY	UNIVERSITY CODE	PARTNER UNIVERSITY	FACULTY/ FACULTIES WHICH HAVE SIGNED THE AGREEMENT
	A GRAZ01	Karl Franzens Universität	Orthodox Theology
	A INNSBRU01	Leopold-Franzens-Universität Innsbruck	Letters, Physics
	A KLAGENF01	Alpen-Adria-Universitat Klagenfurt	Letters
AUSTRIA	A KREMS01	Pedagogische Hochschule in Wien, Krems	Psychology and Education Sciences
	A SALZBUR01	Universität Salzburg	History
	A WELS01	Upper Austria University of Applied Sciences, Campus Linz	Economics and Business Administration
	A WIEN01	Universität Wien	Orthodox Theology
	A WIEN02	Technische Universität Wien	Chemistry
	A WIEN10	Kirchliche Pädagogische Hochschule in Wien	Letters
	A WIEN38	Fachhochschule des bfi Wien	Economics and Business Administration
	B ANTWERP01	Universiteit Antwerpen	Chemistry
	B ANTWERP59	Karel de Grotte Hogeschool	Economics and Business Administration
	B BRUSSEL46	Erasmushogeschool Brussel	Letters, Computer Science, Geography and Geology, Economics and Business Administration
BELGIUM	B BRUXEL04	Université Libre de Bruxelles	Philosophy and Social- Political Sciences
	B BRUXEL81	Institut Supérieur des Traducteurs et Interprètes	Letters
	B GENT01	Universiteit Gent	Biology, Geology, Mathematics
	B GENT39	Arteveldehogeschool, Gent	Economics and Business Administration
	B KORTRIJ01	KATHO - Katholieke Hogeschool Zuid- West-Vlaanderen	Economics and Business Administration
	B LEUVEN01	Katholieche Universiteit Leuven	Mathematics
	B LIEGE01	Université de Liege	History, Letters, Philosophy and Social-Political Sciences, Geography and Geology
	B LOUVAIN01	Université Catholique de Louvain	Orthodox Theology, Psychology and Education Sciences
	BG POVDIV05	University of Food Technologies	Economics and Business Administration
BULGARIA	BG SOFIA02	New Bulgarian University	Letters
	BG VELIKO01	St. Cyril and St. Methodius University of Veliko Turnovo	Letters

CZECH	CZ PRAHA07	Charles University in Prague	Physical Education and Sports
REPUBLIC	CZ PRAHA18	Metropolitan University Prague	Center for European Studies
CYPRUS	CY NICOSIA15	The Philips College	Economics and Business Administration
	D AUGSBUR01	Universität Augsburg	Letters
	D BERLIN01	Freie Universität Berlin	History, Philosophy and Social-Political Sciences
	D BRAUNSC01	Technische Universität Braunschweig	Chemistry, Biology
	D BREMEN01	Universität Bremen	Geography and Geology
	D COTTBUS01	Brandenburgische Technische Universität Cottbus	Physics
	D DRESDEN02	Technische Universität Dresden	Letters
	D EMDEN01	Fachhochschule Oldenburg, Location Ostfriesland	Economics and Business Administration
	D FRANKFU08	Europa-Universität Viadrina Frankfurt (Oder)	Philosophy and Social- Political Sciences
	D FREIBUR01	Albert-Ludwigs Universität Freiburg	Physical Education and Sports, Letters, Biology, Philosophy and Social- Political Sciences
	D GOTTING01	Georg-August-Universität Goettingen	Letters, Economics and Business Administration
GERMANY	D HAMBURG 01	Universität Hamburg	Computer Science
	D HEIDE01	Fachhochschule Westkueste	Law, Economics and Business Administration
	D JENA01	Friedrich Schiller Universität Jena	Letters
	D KIEL01	Christian-Albrechts-Universität zu Kiel	Letters
	D KONSTAN01	Universität Konstanz	Biology, Chemistry, Law, Physical Education and Sports, Economics and Business Administration, Philosophy and Social- Political Sciences, Physics, Mathematics, History, Letters, Computer Science, Psychology and Education Sciences
	D MAINZ01	Joannes Gutenberg Universität	History
	D MUNCHEN01	Ludwig-Maximilians Universität Munchen	Psychology and Education Sciences
	D REGENSB01	Universität Regensburg	Chemistry
	D ROSTOCK01	Universität Rostock	Letters, Economics and Business Administration
	D SAARBRU01	Universität des Saarlandes	Letters
	D WILHELM02	Jade Hochschule	Economics and Business Administration
	D WUPPERT01	Bergische Universität Wüppertal	Philosophy and Social- Political Sciences
DENMARK	DK ARHUS01	Aarhus Universitet	Geography and Geology, Center for European

			Studies
	DK RISSKOV06	VIA University	Roman-Catholic Theology, Physical Education and Sports
	E ALICANT01	Universidad de Alicante	Letters
	E BARCELO01	Universidad de Barcelona	Biology, Philosophy and Social-Political Sciences
	E BARCELO02	Universidad Autónoma de Barcelona	Letters
	E BARCELO16	Universitat Ramon Lull, Barcelona	Philosophy and Social- Political Sciences
	E CORDOBA01	Universidad de Cordoba	Law
	E GRANADA01	Universidad de Granada	Computer Science, Economics and Business Administration, Law
	E HUELVA 01	Universidad de Huelva	Economics and Business Administration, Geography and Geology
SPAIN	E LA-CORU01	Universidad de La Coruña	Psychology and Education Sciences
	E LLEIDA01	Universitat de Lleida	Letters, Psychology and Education Sciences
	E MALAGA01	Universidad de Malaga	Psychology and Education Sciences
	E MURCIA01	Universidad de Murcia	Letters, Computer Science, Economics and Business Administration
	E MURCIA04	Universidad Politecnica de Cartagena	Economics and Business Administration
	E OVIEDO01	Universidad de Oviedo	Letters
	E PALMA01	Universitat de les Illes Balears	Law
	E PAMPLON01	Univesrsidad de Navarra	Economics and Business Administration
	E SALAMAN02	Universidad de Slamanca	Letters
	E SANTIAG01	Universidad de Santiago de Compostela	Biology, Mathematics
	E SEVILLA01	Universidad de Sevilla	Economics and Business Administration
	E TARRAGO01	Universitat Rovira I Virgili	Letters
	E TENERIF 01	Universidad de La Laguna	Letters, Psychology and Education Sciences
	E VALENCI01	Univesitat de València	Psychology and Education Sciences
	E VIGO01	Universidad de Vigo	Biology, Physics, Letters
	E ZARAGOZ01	Universidad de Zaragoza	Economics and Business Administration, Physics
	F AMIENS01	Université de Picardie Jules Verne	Geography and Geology
	F ANGER01	Université d'Angers	Law, Chemistry, Letters, History, Physics, Economics and Business Administration, Geography and Geology
	F ANGERS04	Universite Catholique de l'Ouest	Biology, Letters, Economics and Business Administration, Geography

			and Geology
	F AVIGNON01	Université d'Avignon et des Pays de Vaucluse	Letters, Geography and Geology
	F BESANCO01	Université de Franche-Comte	Psychology and Education Sciences
	F BORDEAU02	Université Victor Segalen Bordeaux 2	Philosophy and Social- Political Sciences
	F BORDEAU03	Université Michel de Montaigne BORDEAUX 3	Geography and Geology
FRANCE	F BORDEAU41	Université Bordeaux IV	Biology, Chemistry, Law, Economics and Business Administration, Geography and Geology
	F CACHAN03	Ecole Normale Supérieure de Cachan	Computer Science
	F CAEN01	Université de Caen Basse Normandie	Philosophy and Social- Political Sciences
	F CERGY07	Université de Cergy-Pontoise IUFM de l'Académie de Versailles	Mathematics, Psychology and Education Sciences
	F CHAMBER01	Université de Chambery	Psychology and Education Sciences
	F CLERMON01	Université d'Auvergne - Clermont 1 (IUP)	Biology, Economics and Business Administration
	F CLERMON02	Université Blaise Pascal Clermont Ferrand	Mathematics, Geography and Geology, Letters
	F DIJON01	Université de Bourgogne-Dijon	Philosophy and Social- Political Sciences, Geography and Geology, Law
	F DUNKERQ09	ISCID - Institut -Université du Littoral Côte d'Opale	Economics and Business Administration, Geography and Geology
	F EVRY01	TELECOM Business School	Economics and Business Administration
	F EVRY04	Université d'Evry Val d'Essone	Philosophy and Social- Political Sciences
	F GRENOBL02	Université de Grenoble	Psychology and Education Sciences
	F LE-MANS01	Université du Maine	Physics
	F LILLE01	Université des Sciences et Technologies de Lille	Computer Science, Philosophy and Social- Political Sciences, Economics and Business Administration, Biology, Physics, Chemistry, Mathematics, Geography and Geology
	F LIMOGES01	Université de Limoges	Letters, Mathematics
	F LYON01	Université Claude Bernard Lyon 1	Geology, Mathematics
	F LYON03	Université Jean Moulin (Lyon III)	Letters, Economics and Business Administration, Law, Philosophy and Social-Political Sciences
	F MARSEIL01	Université de Provence Aix-Marseille I	Mathematics, Psychology

		and Education Sciences
F METZ01	Université Paul Verlaine Metz	Computer Science
F MONTPEL02	Université Montpellier 2	Physics
F MONTPEL03	Université Paul Valery Montpellier III	History
F MONTPEL08	Ecole Nationale Supérieure de Chemie de Montpellier	Physics, Chemistry
F MULHOUS01	Université de Haute Alsace Mulhouse	Mathematics
F NANCY02	Université Nancy 2	Philosophy and Social- Political Sciences, Letters, Psychology and Education Sciences
F NICE01	Université Sophia Antipolis de Nice	Law, Geography and Geology, Physical Education and Sports
F ORLEANS01	Université d'Orléans	Geography and Geology, Economics and Business Administration
F PARIS001	Université de PARIS 1 Panthéon Sorbonne	Geography and Geology
F PARIS003	Université Sorbonne Nouvelle - Paris 3	Letters
F PARIS004	Université Paris-Sorbonne (Paris IV)	Letters, Geography and Geology
F PARIS005	Université Paris Descartes	Letters
F PARIS006	Université Pierre et Marie Curie	Mathematics
F PARIS007	Université de Paris 7 - Denis Diderot	Geography and Geology, Letters
F PARIS010	Université Paris X Nanterre	Geography and Geology
F PARIS011	Université Paris-Sud (Paris 11)	Chemistry
F PARIS012	Université Val de Marne Paris 12	Computer Science, Letters
F PARIS054	Ecole Pratique des Hautes Etudes	Letters
F PARIS178	Institut National des Langues at Civilisation Orientales (INALCO)	Letters
F PAU01	Université de Pau et de Pays de l'Adour	Mathematics
F POITIER01	Université de Poitiers	Economics and Business
F REIMS01	Université de Reims Champagne- Ardenne	Administration, Chemistry Letters, History, Economic and Business Administration, Geograph and Geology, Psychology and Education Sciences
F RENNES02	Université Rennes 2 - Haute Bretagne	Letters
F ROUEN01	Université de Rouen	Economics and Business Administration
F STETIE01	Ecole Supérieure des Mines de Saint- Etienne	Geology
F STRASBO01	Université Louis Pasteur Strasbourg I	Computer Science, Psychology and Education Sciences
F STRASBO02	Université Marc Bloch Strasbourg 2	Orthodox Theology
F STRASBO48	Université de Strasbourg	Letters
F TOULOUS02	IUFM Midi-Pyrenees Toulouse	Economics and Business

			Administration, Psychology and Education Sciences
	F TOULOUS03	Université Paul Sabatier Toulouse III	Geography and Geology
	F TOULOUS28	Institut National Polytechnique de Toulouse	Computer Science, Chemistry
	F TOURS01	Université "Francois Rabelais, TOURS	Philosophy and Social- Political Sciences, Geography and Geology
	F VALENCI01	Université de Valenciennes et du Hainaut-Cambresis	Mathematics
	F VANNES04	Université Bretagne Sud	Letters
	F VERSAIL11	Université de Versailles Saint-Quentin en Yvelines	Physics
	G ATHINE01	Ethniko Kai Kapodistriako Panepistimio Athinon	Law
	G ATHINE02	ETHNIKO METSOVIO POLYTECHNIO (E.M.P)	Physics
	G ATHINE04	Athens University of Economics and Business	Economics and Business Administration, Computer Science
GREECE	G COMOTIN01	Democritus University of Thrace	Mathematics
	G IOANNIN01	University of Ioannina	History, Philosophy and Social-Political Sciences
	G KOZANI02	University of Western Macedonia	History
	G KRITIS01	Panepistimio Kritis	Philosophy and Social- Political Sciences, History
	G PATRA01	Panepistimio Patron	Psychology and Education Sciences, Physics
	G SERRES01	The Technological Educational Institute of Serres	Geography and Geology
	G THESSAL01	Aristotle University of Thessaloniki	Biology, Letters, History, Chemistry, Mathematics, Orthodox Theology
	G VOLOS01	University of Thessaly	Physical Education and Sports
CROATIA	HR RIJEKA01	University of Rijeka	Economics and Business Administration
HUNGARY	HU BUDAPES01	Eötvös Loránd University	History
	HU VESZPRE01	University of Pannonia	Chemistry, Physics
ITALY	I BARI01	Università degli Studi di Bari	History, Letters, Philosophy and Social-Political Sciences, Economics and Business Administration, Law, Computer Science, Mathematics
	I BENEVEN02	Università degli Studi del Sannio	Mathematics
	I BOLOGNA01	Università degli Studi di Bologna	Economics and Business Administration
	I CAGLIAR01	Università degli Studi di Cagliari	Chemistry, Mathematics, Geography and Geology
	I CAMERIN01	Università degli Studi di Camerino	Biology, Chemistry
	I CHIETI01	Università degli Studi "G.d'Anunzio" Chieti-Pescara	Mathematics

	1		Dhilosophy and Cardal
	I COSENZA01	Università della Calabria	Philosophy and Social- Political Sciences, Chemistry
	I FIRENZE01	Università degli studi di Firenze	Psychology and Education Sciences, Mathematics
	I FOGGIA03	Università degli Studi di Foggia	Letters,, Law
	I GENOVA01	Università degli Studi di Genova	Philosophy and Social- Political Sciences, Chemistry, Law, Physics
	I LECCE01	Università Del Salento Lecce	Mathematics
	I MILANO01	Università degli Studi di Milano	Mathematics
	I MODENA01	Università degli Studi di Modena e Reggio Emilia	Economics and Business Administration, Law
	I NAPOLI 01	Università degli Studi di Napoli Federico II	Psychology and Education Sciences
	I NAPOLI03	Università degli Studi di Napoli Parthenope	Physical Education and Sports
	I PALERMO01	Università degli Studi di Palermo	Letters, Mathematics
	I PARMA01	Università degli Studi di Parma	Economics and Business Administration
	I PERUGIA01	Università degli Studi di Perugia	History, Economics and Business Administration
	I POTENZA01	Università degli Studi di Potenza	Mathematics
	I ROMA02	Università degli Studi Tor Vergata	Mathematics
	I SALERNO01	Università degli Studi di Salerno	History, Mathematics, Letters
	I SIENA01	Università degli Studi di Siena	Physics
	I TORINO 01	Università degli Studi di Torino	Geology, Philosophy and Social-Political Sciences, Biology, Geography and Geology, Physics
	I TRENTO01	Università degli Studi di Trento	Computer Science
	I UDINE01	Università degli Studi di Udine	Letters, Theology, Mathematics
LITHUANIA	LT VILNIUS01	Vilnius University	Physics
LATVIA	LV RIGA 08	Latvian Academy of Culture	Philosophy and Social- Political Sciences
	LV RIGA 27	Riga Teacher Training and Education Management Academy	Economics and Business Administration
	N BERGEN01	University of Bergen	Letters
NODULAV	N NESNA01	Nesna University College	Psychology and Education Sciences
NORWAY	N STAVANG01	University of Stavanger	Biology, Computer Science
	N TRONDHE03	SØR-TRØNDELAG University College	Economics and Business Administration, Orthodox Theology
	N VOLDA01	Volda University College	Letters
THE	NL AMSTERD02	Vrije Universiteit Amsterdam	Biology
NETHERLAND	NL EINDHOV17	Technische Universiteit Eindhoven	Physics
S	NL ENSCHED03	Saxion University of Applied Sciences	Philosophy and Social- Political Sciences

	NL GRONING01	University of Groningen	History, Psychology and Education Sciences, Economics and Business
	NL UTRECHT01	Utrecht University	Administration, Biology Philosophy and Social- Political Sciences
	NL UTRECHT27	Marnix Academie, University for Teacher Education	Psychology and Education Sciences
	P ACORES 01	Universidade dos Acores	Economics and Business Administration
	P AVEIRO01	Universidade de Aveiro	Biology
PORTUGAL	P COVILHA01	Universidade de Beira Interior	Philosophy and Social- Political Sciences, Letters
FURIUGAL	P FARO02	Universidade do Algarve	Economics and Business Administration, Letters
	P LISBOA02	Universidade de Lisboa	Letters
	P LISBOA03	Universidade Nova de Lisboa	Economics and Business Administration
	P MAIA01	Instituto Superior da Maia	Physical Education and Sports
	P PORTO02	Universidade do Porto	Biology, Letters, History, Psychology and Education Sciences
	P PORTO29	IPAM	Economics and Business Administration
	PL KATOWIC01	University of Silesia	Letters
	PL KRAKOW01	Uniwersytet Jagiellonski	Letters
	PL LODZ01	University of Lodz	Economics and Business Administration
POLAND	PL POZNAN01	Uniwersytet im. Adama Mickiewicza	History
	PL WARSZAW01	University of Warszaw	Philosophy and Social- Political Sciences, Letters
	PL WARSZAW07	Cardinal Stefan Wyszynsky University in Warsaw	History
	PL WARSZAW14	Lazarski School of Commerce and Law	Law
	PL WROCLAW01	Uniwersytet Wroclawski	Letters
	PL WROCLAW20	Philological School in Higher Education in Wroclaw	Philosophy and Social- Political Sciences
SWEDEN	S SUNDSVA01	Mid Sweden University	Biology
SWEDEN	S UPPSALA01	Uppsala Universitet	Biology
	SF HELSINKI01	University of Helsinki, Finland	Physics
FINLAND	SF JOENSUU01	Joensuun Yliopisto	Law
	SF ROVANIE01	University of Lapland	Law
	SF TURKU02	Abo Akademi University	Letters
TURKEY	TR ANKARA01	Ankara University	Mathematics
	TR ANKARA13	Polis Akademisi	Philosophy and Social- Political Sciences, Law
	TR AYDIN01	Adnan Menderes University	Physical Education and Sports
	TR BATMAN01	Batman University	Chemistry
	TR BOLU01	Abant Izzet Baysal University	Letters

	TR CANAKKA01	Canakkale Onsekiz Mart Üniversitesi	Physics
	TR DIYARBA01	Dicle University	Biology
	TR ELAZIG01	Firat University	Chemistry, Physical Education and Sports, Philosophy and Social- Political Sciences, , Economics and Business Administration, Geologie, Letters
	TR ESKISEH01	Anadolu University	History
	TR ISPARTA01	Suleyman Demirel University	Physics, Biology, Chemistry, Geography and Geology, Geologie, Law, Economics and Business Administration, Philosophy and Social-Political Sciences, History, Computer Science
	TR ISTANBU03	Istanbul University	Biology
	TR ISTANBU29	Istanbul Arel University	Economics and Business Administration
	TR KAHRAMA01	Kahramanmaras Sutcu Imam University	Geology
	TR KILIS01	Kilis 7 Aralik Universitesi	History
	TR KIRIKKA01	Kirikkale University	Mathematics
	TR ORDU01	Ordu University	Economics and Business Administration, Biology
	TR SAMSUN01	University of Samsun	Economics and Business Administration
	TR SANLIUR01	Harran University	Chemistry
	TR TYNCELI01	University of Tunceli	Biology
	UK DURHAM01	Durham University	Orthodox Theology
UNITED KINGDOM	UK LONDON010	Institute of Education, University of London	Letters
	UK LONDON067	Middlesex University	Letters



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### **Annex IV.4 Brochure Erasmus outgoing**



Alexandru Ioan Cuza University of Iaşi Department of International Relations European Programmes Office

# LLP – ERASMUS PROGRAMME 2012 - 2013

## STUDENT MOBILTIES FOR STUDIES

### **SELECTION 2012**



Programul de Învățare pe tot parcursul vieții



SOCRATES is a complex European programme of transnational cooperation aimed at all the constituents of the educational system. Following the decision of the European Commission in Brussels, starting with September 1, 1997, Romania became the first country in Central and Eastern Europe eligible for Socrates. The academic year 1998-1999 meant the beginning of the Socrates Programme within the Alexandru Ioan Cuza University. In this context, 2012 marks 14 years of active participation from our University in this European mobility programme.

The second phase of the SOCRATES Programme ended in December 2006, and a new phase, called the Lifelong Learning Programme (LLP), which is a broader version of the mobility programmes, began in January 2007. The aim of the new Lifelong Learning Programme (LLP) is that of contributing to the development of the European European, towards a society based on knowledge.

The LLP components are ERASMUS (study and placement mobility for Bachelor, Master, and PhD students who meet the entry requirements; teaching and training mobility for teaching and administrative staff, creating thematic networks); COMENIUS (study mobility for current and future teaching staff and pre-university students); GRUNDTVIG (adult education, including those with special needs or underprivileged from a social-economic point of view; other educational routes); LEONARDO DA VINCI (vocational education and placements within institutions of the European Union).

The main objective of the ERASMUS Action (*The European European Action Scheme for the Mobility of University Students*) is to promote the European paradigm in higher education. In this sense, students and teaching staff mobility remains one of the main activities, but more focus is also placed on activities meant to improve study programmes and introduce new topics and courses, through transnational cooperation between universities. Moreover, the ERASMUS Action aims to ensure academic recognition for the study periods within European universities where mobility takes place.

Once the first Institutional Agreement between the Alexandru Ioan Cuza University and the European Commission was signed for the academic year 1998-1999, among the 73 bilateral agreements signed with universities of the European Union, 153 students carried out mobility for studies. Over the past four academic years, the number of partner universities in the SOCRATES Programme has risen significantly. During the academic year 2008-2009, UAIC had 226 partner universities within this programme, in 2009-2010 the number grew to 248, in 2010-2011 260 bilateral agreements were signed, the number was 233 for the academic year 2011-2012 and in 2012-2013 students may choose an Erasmus mobility at one of the 265 universities from 26 European countries (members of the European Union, Croatia, Switzerland, Iceland, Norway and Turkey). Overall, during these thirteen years, approximately 4.200 students and 980 teaching staff from UAIC carried out ERASMUS mobilities; 780 foreign ERASMUS students were registered at our university for one semester or for a whole academic year and approximately 570 teaching staff from partner European universities have visited our university as to hold lectures, conferences or with the purpose of supervision activities.

Starting with the academic year 2008-2009, besides mobilities for studies, the Erasmus Programme also offers students the possibility to conduct a paid placement mobility, within a company (or another organization) in Europe. This new component of the Erasmus Programme has had a lot of success among almost all faculties of the Alexandru Ioan Cuza University.

Besides the quantity aspect, the implementation of actions pertaining to the ERASMUS programme in our university has significantly contributed to the improvement and promotion of our academic and organizational structure in accordance with European standards. Thus, there was a lot of support for the introduction of new courses of study (Journalism, Translations and so on) and foreign language courses. The teaching experience in universities of the European Union of more than 100 teaching staff per year, within the ERASMUS Programme, resulted in the update and development of courses of study, the implementation of modern teaching and evaluation methods, the initiation and participation in common programmes and projects with European funding.

The ERASMUS programme is an attractive component of promoting the educational offer of our university among high school students, eligible for admission in higher education. The manner of handling the ERASMUS Programme within the Alexandru Ioan Cuza University is a reference point on a regional and national level, according to the assessment of ANPCDEFP (The National Agency for European Programmes in the Field of Education and Vocational Training).

Students who have benefited from an ERASMUS mobility state that this has positively influenced their career and their approach to academic training.

"Being a student is wonderful, but being an Erasmus student can be spectacular, only if you know how to adapt quickly, as you go. Be it a study scholarship or a placement opportunity, this experience changes you. To be a student and not take advantage of the opportunity to go to another country with a scholarship is a great loss. It was not easy, but I learned to adapt to all that was new, to progress, to discover myself, to mature and become competitive. The Erasmus scholarships have offered me the chance to evolve much more in a very short time. With the help of *Erasmus* I took the first steps in the world of big people with jobs. *Erasmus* gave me wings and taught me how to fly."

(Raluca Tronaru, Faculty of Letters, Erasmus study mobility at the University of Liège, Belgium and placement mobility at Casamona International, Barcelona, Spain)

"To tell what the Erasmus mobility meant for me, would mean to write an entire book... probably the most beautiful experience until now, coming into contact with a different culture, getting to know extraordinary people (students and teachers alike)..."

(Iulian Ciubotaru, Faculty of History, Erasmus study mobility at the University of Rouen, France)

"Regarding the Erasmus experience, I can say that it was one of the most beautiful times of my life, I learned to cope with any unknown situation, I gained much confidence in myself and got to know extraordinary people of different nationalities, forming life-long friendships."

(Maricica Chirila, Faculty of Economics and Business Administration, Erasmus study mobility at the University of Rouen, France)

"I had the chance to taste true spiritual treasures, to join very demanding challenges, to search, to travel, to feel what a short while back I could only find in books. Erasmus is most definitely a beautiful story in the history of any lifetime. Each page was a new adventure, each line a new beginning. People from four continents, languages spoken in six dialects, everything was wrapped and rushed under the cover of knowledge, giving voice to an own ego who, undoubtedly, will take these lines even further."

(Ionuț Manea, Faculty of Letters, Erasmus study mobility at the University of Porto, Portugal)

ERASMUS, an experience based on academic excellence and multiculturalism, means the opportunity to discover the academic Europe, as well as that of studying at a different European university.





### 1. ELIGIBILITY

For the selection for the <u>student mobility for studies</u> within the Lifelong Learning Programme – ERASMUS Programme, students from all faculties that have signed bilateral agreements for the academic year 2012-2013 with universities from member states of the European Union, Norway, Iceland, Turkey, Switzerland and Croatia may apply.

### Academic criteria for eligibility:

- students must not have to retake any exams up until the last exam period before the mobility;
- during the academic year 2011-2012 they must be:
- a. 1st or 2nd year Bachelor students (see note 1);
- **b.** Full-time Master students;
- **c.** Full-time PhD students admitted up until the 2011 autumn sessions, who are in full compliance with their day to day PhD responsibilities. PhD students who already benefit from a POSDRU scholarship may not carry out an Erasmus mobility.

### General criteria for eligibility:

- 1. The student may be a citizen of either a country which takes part in the LLP-Erasmus Programme, or of another state other than those taking part in the LLP-Erasmus Programme.
- 2. Taking part in the selection is not allowed for:
- Students who have already benefitted from the same type of ERASMUS mobility as the one they are applying for, with or without funding;

(\*students who have benefitted from a mobility for studies may be selected for a placement mobility and the other way around);

• Students registered at other higher education or research institutions (be it state or private) and not full-time registered at the "Alexandru Ioan Cuza" University, even if they are conducting teaching or research activity under the instruction of teaching staff from the "Alexandru Ioan Cuza" University.

Students with special needs will have to address the European Programmes Office for more information regarding the funding system for them and potential escorts.

### II. GENERAL TERMS<sup>1</sup>

The applicant will have to prove the following:

- The average grade of his study years up until applying for the selection will have to be at least 8, calculated in the following way:
- A. For **Bachelor** students: the average of all semesters up until the time of selection.
- B. For Master students:
- 1. [ (the average of all Bachelor study years + the average of their final examination) : 2 + the average of all Master semesters up until the time of selection] : 2
- 2. For Master students who take part in the selection during their first year, first semester: (the average of all Bachelor study years + the average of their final examination) : 2

<sup>&</sup>lt;sup>1</sup> The explicit criteria and the file contents, based on these general terms, will be decided and posted by each faculty.

- C. For PhD students [(the average of all Bachelor study years + the average of their final examination) : 2 + (the average of all Master study years + the average of their dissertation examination) : 2 + grade of admission to PhD studies] : 3
- Good knowledge of the language of study (oral and written skills) at the receiving university. The grade received for the language test enclosed in the student's application file has to be at least 80% out of the maximum grade, according to the language certificate in the file (ex: min. grade 8/10, 16/20 or good)

If you do not have a language certificate, there are a few possibilities for taking such a test in Iasi:

- The French Cultural Institute, Iasi, Bd. Carol I, nr. 26 (French);
- The German Cultural Institute, Iasi, Str. Lascar Catargi, nr. 38 (German);
- The Latin American and Carribean Institute Iasi, Corp O Alexandru Ioan Cuza University (Spanish);
- The Foreign Language Center of the Faculty of Letters, Titus Maiorescu Campus, at the "balena" (English, French, German, Italian, Spanish, Russian)
- EuroEd Iasi, Str. Florilor, nr. 1C (English, French, Italian, Spanish)
- •
- A level of specialized knowledge in accordance with the didactic purpose of the mobility and adapted to the receiving institution's requirements, also proved by exam results;
- Minimum computer skills (typing, e-mail use).

### **IMPORTANT**: If the grade at the interview is lower than 7, the applicant will be rejected.

This is also applied to the minimum level of the academic average and of the grade at the language test.

### **III. REQUIRED APPLICATION DOCUMENTS**

To meet the requirements, the application file must include the following:

- > Mandatory documents:
- (a) Curriculum Vitae (it will remain in the student's selection file)
- (b) Letter of intent (1 page), in which the applicant's mobility options will be stated (this will also remain in the applicant's selection file)
- (c) Transcript of Records (copy); Master or PhD students will also include the transcript of records for their previous course of study, which they have already finished (the transcript of records and the certificate obtained for completing their Bachelor's or Master's degree studies); (copies of the documents will remain in the student's selection file);
- (d) Language certificate (a copy of this will remain in the student's selection file)
- (e) Standard statement claiming that the student has not benefited from any other Erasmus mobility for studies (this will remain in the student's selection file);
- (f) For PhD students, a certificate from the faculty's secretariat, which is to certify the type of study programme (full-time) and funding (ex: POSDRU)
- > Additional documents, for students who are not citizens of a EU state:
- (g) an authenticated copy of their residence permit;
- (h) a certificate from the faculty at which he is registered, which proves his/her status as a full-time student;
- (i) proof of existence of a Romanian citizen, who is employed and has a bank account in Romania, who can guarantee for the student; (standard statement);

- Optional documents (the selection committee at each faculty will decide whether these will be necessary or not)
- (j) study project, stating the applicant's clear objectives and the expected results;
- (k) recommendation from a member of the teaching staff;
- (1) certificates, diplomas, published articles, relevant to the student's course of study which could be an advantage for that particular applicant.

Each document will be written in Romanian but, if the faculty requests so, documents (a), (b), (j) will be presented in the language of study of the chosen university.

### IV. THE SELECTION COMMITTEE

With the exception of the Faculties of Letters, Philosophy and Geography, where the selection can be organised by the departments involved, the Committee is organised at the Faculty's level. As a result of the Senate Board Decision no. 35, December 08, 2010, the structure of the Selection Committee for each faculty is made known to the European Programs Office and then approved by the Senate Board. The Committee's structure should remain the same throughout the entire academic year 2011-2012 (change is allowed only to avoid conflicts of interest).

### V. THE COMMITTEE'S DECISION

Each faculty selects its students considering a certain number of available places which is set in the following manner:

First of all, the Committee determines the number of months per student financed by the faculty. For this purpose, a standard study mobility of 4-5 months is considered.

The preliminary duration for every study mobility is determined according to the bilateral agreement and the academic calendar of the partner university.

The selection consists in the hierarchical organisation of all admitted students. The students are accepted within the programme based on their position within the selection hierarchy and the foreseen funds for each faculty. The next students in the selection hierarchy that were admitted are put by in the case there are renunciations. At the same time, students admitted for the reserve list can participate in the Erasmus mobility without getting financed. In case the Committee decides that a candidate does not fulfil the eligibility and selection criteria, he/she will be considered rejected.

If the number of available places is not filled, another contest will be organised in due time.

All admitted students will be informed in one or several faculty meetings about the conditions of academic recognition for the partner universities, as well as about the mobility financing conditions.

The Erasmus coordinators and the Academic Recognition Committees will take all the necessary measures so as to ensure that for all the Erasmus mobilities the Learning Agreement, including the stipulations concerning the recognition of grades/results, will be signed before student's departure. The responsibility of the Committees for credits and results recognition starts before students' departure (preparing and signing the Learning Agreements).

### VI. OTHER SPECIFICATIONS

At least two weeks before the selection, each faculty will organise a meeting with all the students interested in taking part in the selection. The date and place of the meeting will be communicated to the European Programs Office.

The list of students' study and placements mobilities, the selection criteria, the specific content of the application files, the date and place of the contest, as well as the examination list will be

communicated at the faculties' notice boards at least two weeks before the selection. The dates and place of the selection contest will also be communicated to the University's European Programs Office, at least one week before the selection.

The selection contest for the study mobilities will take place until April 25, 2012 and the list with the selected students will be sent to the partner universities before the deadline set by them.

#### Attention!

No later than April 27 2012, shall the contest Committees send to the European Programs Office the official report concerning the organisation of the candidates' selection for the Erasmus study mobility. The report will be submitted to the Senate Board for approval. According to the Senate Board Decision no. 30/September 21, 2006, the official reports related to the candidates' selection will be transmitted by the faculties to the European Programs Office, no later than 2 days after the selection date. Each official report will be signed by all the members of the Selection Committee.

Any change that arises throughout the academic year will be annexed to the official report, signed by the same faculty Committee and sent to the European Programs Office, no later than 2 days after the date of the change. Travel Applications of Erasmus students' will be transmitted to the Senate Board only after the official report (including the appendices) is approved by the University Senate Board.

From the faculty's foreseen funds, each student will be assigned a total amount of money established by taking into account the mobility period (number of months).

# **Combined mobility**

Starting with the academic year 2007-2008, the rule according to which a student can benefit from Erasmus studies mobility only once in a lifetime, is also valid for the Erasmus placements. All study and placement mobilities last for a minimum period of 3 months and a maximum period of 12 months.

It is possible to combine a placement period with a study period within one mobility programme abroad. This implies that:

a) the student must be selected for both mobilities before leaving to the partner university;

b) the internship should take place within the same host partner university where the student will also complete the study programme;

c) these activities must take place during consecutive periods. The grants assigned for the combined mobilities are represented by the grants set for a study mobility.

A combined mobility programme lasts between 3 and 12 months, which means, for instance, that one month of placement can be combined with 2 months of study. In this case, the total monthly grant of the two mobilities represents the equivalent of the total grant of the study mobility.

Each study mobility period corresponds to one semester (including the first examination period) at the partner university; mobilities which last 3 months but do not fulfil this requirement are NOT accepted. The financial support is allocated only for the real duration of the stay at the partner university.

For the study mobility, the replacement of a selected student is made ONLY on the base of their renunciation signature and with a student from the reserve list, until October 12, 2012 for 1<sup>st</sup> semester mobility and until February 15, 2013 for 2<sup>nd</sup> semester mobility.



Student mobility is carried out according to the selection performed within each faculty for the academic year 2012-2013.

# APPLICATION PROCEDURE FOR ERASMUS STUDY MOBILITY

Following the selection, students will fill out and send an application file to the partner university in order to obtain the permission to study. Basically, the student will send the documentation mentioned at points (a), (b), (d) required for the selection file, **only if these documents are requested for by the partner university**. If the documentation is to be sent, all **these documents have to be translated** in the language of instruction at the host university. Moreover, the file should **compulsorily** comprise:

- a letter signed by the ERASMUS Coordinator of that particular faculty, confirming that the student is the beneficiary of a mobility within the LLP-ERASMUS programme, mentioning the placement period (1<sup>st</sup> semester or/and 2<sup>nd</sup> semester) and requesting an official invitation letter for the student;
- the **Learning Agreement** which indicates the courses that are to be attended at the host university and the corresponding number of credits;
- the **Student Application Form** that the student will fill out with his/her personal data;
- the Accommodation Form which is exclusively obtained from the host university website or from its informative brochure. If the student does not find a standard accommodation form, he/she can send a letter mentioning the duration of the stay and the fact that he/she requests accommodation within the university campus.

If the Faculty or the Department of International Relations (the Documentation Centre) receives special student forms from the partner universities, students will fill these application forms out. Most universities have uploaded these student application forms on their website. Sometimes, there is only one form which comprises the information requested both in the *Learning Agreement* and the information from the *Student Application Form* and which, therefore, replaces both forms. In that case, the student must also fill out the UAIC Learning Agreement and bring the original upon his/her return.



When sending the application file, it is necessary to respect the deadlines in order to receive the official invitation in due time and for the registration of the accommodation request within the university campus.

For additional information, consult the partner university website.

The student will keep (during his/her stay at the host university) the copies of all documents included in the application file that he/she sent to the partner university.



This agreement describes the study abroad programme and comprises the list of courses that the student will follow during the time of study at the host university. The study programme will be mutually established by the student, the home university and the host university. One of the most important steps for an Erasmus student to take is to consult the website of the university he/she was selected by (in the last years, universities prefer to update their website as this represents one of the most accessible sources of information for the incoming students). At the same time, if the partner university sent an informative package, students can consult it within the Documentation Centre of the Department of International Relations. If such informative package was not received, the student could personally request the study programme to the ERASMUS coordinator of the partner university/faculty.

**Fill out:** In the main table the student fills in the code, the name and the number of credits allocated to each course that he will attend at the partner university. When signing the form, the faculty's ECTS Coordinator will fill out the column concerning the courses from the Alexandru Ioan Cuza University with their equivalent grades from the corresponding courses attended at the partner university (*Relevant for grade at the following UAIC courses*) as well as the table containing courses from the home study plan for which the student will have to pass certain examinations upon return (*The following examinations from home study plan will have to be passed at the home institution upon return*).

1. Once filled out, the Learning Agreement must be signed by the Faculty ECTS Coordinator (the Vice-dean with didactic activity or the Erasmus Coordinator, if the latter is member of the Recognition Committee) and the ECTS Institutional Coordinator (for this last signature, students must take the form to the European Programs Office). One copy of the Agreement will be attached to the application file and another will be taken abroad by the student so as to obtain the original signatures of the corresponding partner university coordinators (see the section - *Receiving Institution*).

Upon return, students will submit the original Learning Agreement to the European Programs Office along with all the other requested documents in compliance with the financial agreement.



# **STOP** If the student does not submit, upon return, the original Learning Agreement to the European Programs Office, he/she will support the consequences stipulated by the financial agreement.

2. If the study programme is modified from certain reasons (inconsistencies related to the schedule, the selected courses with respect to its level or content), the Learning Agreement has a second page (*Changes to original proposed study programme*) which foresees a possible change of the agreement programme which is signed before departure.

On the page containing the modifications, the student will mention the courses (selected before departure (according to the initial L.A.) he/she renounces to, by checking in the corresponding checkbox of the *DELETED* column. The new selected courses are written after the ones deleted, by checking in the corresponding checkbox of the *ADDED* column.

The courses (selected in the initial L.A.) that remain unchanged will not be mentioned again on the modifications page

Changes to the study programme have to be accepted by the three parties (student, home university and host university) right after the beginning of the mobility, so that the academic recognition of the achieved credits can be ensured upon student's return.

Changes to the study programme initially adopted and signed should be performed within three weeks from the beginning of the courses at the host university. Right after the changes will be adopted and signed by the Erasmus Coordinators of the host university, the student will send this document to UAIC by fax (0040 232 201 201) so as to be accepted and countersigned by our university representatives. At student's request, a copy of the document can be sent to the student <u>by fax or scanned</u>. The signatures of the partner university representatives will be on the original document, <u>not</u> <u>on the copy received by the European Programs Office by fax</u>.

Both <u>the initial Learning Agreement and the page with the subsequent changes</u> (if necessary) will be submitted <u>in original</u> upon completion of the mobility period, to the European Programs Office, together with all the other documents (see page 16, *Upon return to the home country*). If the page with the subsequent amendments of the Learning Agreement contains the signatures of the partner university representatives (in original), this page will be again signed by the UAIC representatives upon student's return so that all the 5 signatures will be in original.



After receipt of the invitation letter (permission to study) from the partner university, by mail, fax or email (scanned) each student selected for a mobility within the LLP-ERASMUS programme will be able to start the internal formalities for departure.



<u>A copy of the invitation sent by the partner university and a copy of the Learning Agreement</u> (filled in, dated and signed by the student and the university representatives) will be attached to the standard departure form (see Appendix) which can be found at the administrative office of each faculty and at the European Programs Office. Once the application is filled in, it will be endorsed by the beneficiary student, **the faculty's ERASMUS Coordinator** (bottom right corner, first signature); **the Faculty's Dean** (the left bottom corner, first signature); **the Faculty's Dean** (the left bottom corner, first signature); **the Faculty's Dean** (the left bottom corner, first signature); **the Faculty Registrar** (the top left corner of the page for the registration number); **Ms. Isabela Botez** (bottom left for the accounting visa) and **Ms. Dana Rusu from the Financial and Accounting Service** (top left corner of the page for the preventive financial control visa). Afterwards the application will be submitted to the European Programs Office. Following the approval of the University Senate Board, each student is provided with the following documents:

a) the Rector's Order for international mobility;

b) the certificate from the host institution confirming that the stage is to be carried out within the LLP-ERASMUS Programme and information related to the duration and financial support received in the programme (*Certificate/Attestation*)



c) For students who are not citizens of an EU/EEC country, a letter for the embassy/consulate of the country where he/she will study will be issued at the student's request. This document is necessary in order to obtain the visa.

#### The document mentioned at point (b) is required when registering to the host university.



If the departure applications of the students benefiting from the programme are to be included in the agenda of the Senate Board's weekly meeting, the required documents will be submitted no later than **Tuesday, until 14:00**. Any departure application submitted to the European Programs Office starting with Wednesday will be included in the agenda of the next weekly meeting of the Senate Board!



This agreement stipulates the University's responsibilities as provider of the mobility and the student's responsibilities as beneficiary of the LLP-ERASMUS mobility.

The Financial Agreement form can be obtained in electronic format from the European **Programs Office, exclusively**. Students must communicate their email address to the Erasmus Coordinator so as to obtain the form.

This form is filled out **only in electronic format** with student's personal information and his/her guarantor personal information (who might be a relative or a person designated by the student, employee or retired) and is printed in 3 copies. The addendum to the contract authenticated in 3 copies.

### **Important!**

The student and the guarantor will sign the agreement and the addendum only before a notary. Considering the fact that not all the signatories can be present at the moment of the authentication of the addendum (i.e. the university representatives), some notaries will authenticate: either a declaration of commitment which **must** have the same content as the addendum, except the signatures of the University representatives; or two declarations of commitment, one having the same content as the first half of the addendum (student's declaration) and the other having the same content as the second half of the addendum (guarantor's declaration).

### If the declarations' content is different from the one of the addendum, the Financial Agreement will not be signed by the university representatives.

After the authentication, the student will bring the Financial Agreement to university in order to obtain the signatures of the Legal Adviser and of the Financial Manager. In order to obtain the signature of the Chancellor, students must submit the agreement to the European Programs Office (at Ms. Oana Tonea) and will be able to pick it up after 10 days approximately. Besides the 3 copies of the Financial Agreement, the student will also present a bank statement with a Euro currency code for the account in which the Erasmus grant will be debited.

The 3 copies will be signed and distributed as follows:

- one copy should remain at the European Programs Office;
- one copy should remain with the guarantor;
- one copy should remain with the student and should be taken abroad together with the other required documents as it contains (at Article 2, letter i) the list of documents necessary upon the return from the Erasmus mobility.



# Students will be able to obtain the financial support of the program only when the Financial Agreement is signed. The financial support enters in the beneficiaries' possession only by bank transfer to a euro currency account opened at a Romanian bank before departure.

If the ERASMUS funds allocated to the mobilities have been transferred to the university account, the student should report to **Ms. Oana Tonea** (the Department of International Relations – Documentation Centre) at least 20 days before the mobility start date for the appointment. The bank transfer should be performed by the Financial and Accounting Service as early as the second day.

If the Erasmus funds are not transferred to the university account before student's departure, he/she will receive the financial support in two instalments: the advance fee that the university will try to pay from its own funds and that the student will receive in the Euro account at least 15 days before the mobility starts; the rest of the allocated amount will be transferred right after the reception of the Erasmus funds in the university Euro account (opened at a Romanian bank before his/her departure).

If that is the case, students should open a **credit card account** / **Euro account** at a Romanian bank, fill out the Financial Agreement with the details of the account and submit to the European Programs Office the following documents:

- a bank account statement for the Euro account opened at BRD-GSG;
- for the accounts opened at a different bank, a document containing the following information: **a.** full name and address of the bank; **b.** account holder's name; **c.** personal account number and **d.** IBAN (International Bank Account Number) code that comprises the personal account number.

Any commission for bank transfer will be paid by the student (from the amount received) according to the stipulations of the Financial Agreement.



Students benefiting from a mobility within the LLP-ERASMUS Programme are recommended to carefully read the Financial Agreement and to report to the European Programs Office for any question/doubt.

The total amount for a study mobility is of 500 Euro/month or the maximum amount set by the European Commission for the countries where this amount is below 500 Euro/month...

According to the rules set by the European Commission for the LLP-ERASMUS Programme, the minimum period for ERASMUS mobilities is of 3 months, while the maximum is 12 months (one academic year).

The real placement duration is confirmed by the Certificate of Stay/Attestation de présence and has to be at least equal to the financed period.

If the placement duration is shorter than 3 moths, the student is bound to return the entire financial support of the Programme. If the student chooses to remain at the partner university longer than 12 months, he will lose the status of ERASMUS student once the academic year is completed (September 30, 2013).



• The Legal Adviser – Legal Department, building A, second floor, at the Rectorate (follow the markers).

Finance and Accounting Department – building J, right next to the university entrance:

 Financial Manager Isabela BOTEZ – ground floor, the second office on the left (for the departure form visa).
 Financial Manager Dana BUSU – ground floor, near the new office, by the

- Financial Manager Dana RUSU – ground floor, near the pay office, by the stairway (for the departure form visa).

- Office of the University Registrar building A, in the entrance hall.
- Faculty Managers usually near the faculties' secretariats.



**UAIC Erasmus students benefit from a co-financing support from the university**, whose value depends on the mobility type: 200 Euro (counter-value in RON) for study mobility.

This financial support will be transferred in the student's account with a RON currency code upon his/her return from the mobility, only if the student achieved the 30 ECTS compulsory credits during the placement (at the partner university) and only after all the documents indicated in the Financial Agreement (at Article 2, letter i.) have been submitted to the European Programs Office. For the money transfer, the student will have to provide a <u>bank statement with a RON currency code</u> for his/her account together with a <u>copy</u> of the Identity Card.

If the documents mentioned in the Financial Agreement are not provided, the payment of any supplement of the initial grant will be stopped, the beneficiary will no longer be able to present himself/herself at the special examination period and the university diploma will not be available until fulfilment of his/her contractual obligations.



If the student obtained a sponsorship from a company, enterprise, institution etc., he/she has to fill out a Sponsorship Agreement. The agreement form that can be found at the Financing and Accounting Department (Gabriela Cernenco, Head of the Financial Service at UAIC) is filled out and signed in two copies – one of the copies remains here and the other copy is handed to the sponsor. The Sponsorship Agreement is signed before submission of the departure application. One copy of the agreement is brought to the European Programs Office so that the amount of money is justified within the Rectorate order.

Upon the return from the mobility, the reimbursement for the sponsorship financial support will also be realised at the Financing and Accounting Department. For this purpose it is required a copy of the Certificate of Stay and a copy of the travel tickets.



### **European Health Insurance Card**

- 1. The European Health Insurance Card provides the holder with the right to medical services during his/her temporary stay in a EU/EES country and can replace the health insurance for travelling abroad.
- 2. <u>Attention</u>! This document is issued at the request of the insured person and can be used only within the EU/EES member states.
- 3. <u>Attention</u>! The card validity period is of 6 months. The costs for the card issue are supported by the Unique National Fund of Social Health Insurances.
- 4. All persons insured according to the present legislation of the Romanian Social Health Insurance System, in temporary residence within a member state for specific purposes (tourism, profession, studies) can use the European Health Insurance Card issued by

the competent institution in Romania (the health insurance fund where the insured person is registered).

- 5. If the competent institution is not able to issue the European Card from objective reasons, a Provisional Replacement Certificate (document with a corresponding legal value) will be issued.
- 6. The European Card/the Provisional Replacement Certificate testifies the insured status of the holder and the period of the insurance.
- 7. The holders of the European Card/the Provisional Replacement Certificate will benefit from the necessary medical services, according to the type of medical care and the foreseen duration of the stay. The medical services can be granted for any type of treatment that exempts the insured person from returning to the home country (Romania). This will allow the resident to complete his/her temporary stay in secure medical conditions. Only the necessary medical services are offered during the temporary stay.
- 8. The medical services are provided in compliance with the legislation of the temporary stay in that particular state. This means that the holder of the European Card/the Provisional Replacement Certificate will be treated in the same manner as the patient insured within that particular state.
- 9. <u>Attention</u>! The European Card is not valid in the situation in which the insured person goes in another EU/ESS member state in order to obtain medical treatment.
- 10. During the Card validity period, if the holder no longer fulfils the requirements for which the Card was issued, including the health insurance payment condition, and he/she still benefits from medical services within a EU/EES member state, the person in question is the one that will support the equivalent costs for these services. If this is the case, the health insurance fund that issued the card will reimburse the equivalent value for these services to the involved institution from the EU/EES member state. Subsequently, the costs will be recovered from the person in question.
- 11. If the person insured according to the present legislation of the Romanian Social Health Insurance System goes to a EU/EES member state without requesting the European Card or in the case in which the card was lost, stolen or other similar scenarios, and during the temporary stay he/she needs medical care, the person in question can:
  - Request a Provisional Replacement Certificate from the health insurance fund where he/she is registered or
  - Support the equivalent value for the medical services and, upon return in the home country, recover the payment from the health insurance fund through the E126 form.
- 12. <u>Attention!</u> The European Card/Provisional Replacement Certificate holders can benefit from the medical services that prove to be necessary within the private health centres as well, provided that this centre is in a contractual relationship with the health insurance fund in the residence state. We recommend you to visit <u>www.ceass.ro</u> and <u>www.ceass.ro</u> for additional information.

### Other medical insurances

It is recommended that the additional *health insurance* be valid in all countries. Such type of insurance provides you with access to the emergency services from both public and private health systems (according to the type of insurance policy). After the conclusion of the insurance contract, check the coordinates of the partner insurance company in the country of destination or transit.

We recommend you conclude a *travel insurance*, before the departure. This is valid in all countries and covers common risks (e.g. illness, accidents, dental emergencies, repatriation in case of death) as well as travel risks (lost/stolen/damaged luggage, annulment of the departure abroad, airline bankruptcy etc.).

You do not need any special vaccination within the EU.

It is recommended to consider the following aspects when planning to travel abroad:

- Inform yourself about the disease risks in the areas you plan to visit;
- See a specialist and ask recommendations for preventing a possible illness;
- Ensure that the vaccinations recommended by the doctor are made on time;
- Make sure you have the recommended medication for your medical condition, if treatment is also required during travel;
- Find out how and where you can obtain medical care within the country you are going to; Romanian embassies and consulates can provide a list of hospitals and medical facilities that can offer specialised care;
- Conclude a travel insurance policy that will also cover costs for medical services, in case of illness, accident and death;
- Your luggage should include a travel health kit comprising first aid instruments, a thermometer, hygienic tissues, sanitary alcohol.

If you get sick or suffer an accident when you are abroad and you need medical care, we recommend you to:

- Immediately contact the closest medical centre;
- If you do not have access to a medical centre, report to the Romanian embassy/consulate; the consular personnel can present you the closest medical centres;
- Provide the doctor with information concerning your health condition, previous health problems, medication restrictions etc.;
- When going to the physician have with you the health insurance policy/travel insurance policy;
- If you are not familiar with the local language, request the presence of a translator or contact the closest Romanian embassy/consulate.

For more information, please consult the website of the Ministry of Foreign Affairs: <u>www.mae.ro</u>.

**INDIVIDUAL FORCE MAJEURE** 

If the student interrupts the mobility because of a force majeure case before the minimum period (3 months) is completed, it is possible to obtain another chance for a new study mobility.

### **COLLECTIVE FORCE MAJEURE**

In exceptional circumstances resulting in the interruption of the Erasmus activities for a group of students (strikes or natural disasters), the National Agency for European Programmes in the Field of Education and Vocational Training and the European Commission will agree, by analyzing each case of collective force majeure, upon the measures to be taken (accepted cases and the possible resumption of interrupted periods).



### **UPON RETURN TO THE HOME COUNTRY**

Each student benefiting from Erasmus mobility will respect the foreseen deadline for submitting the documents requested in the Financial Agreement that was signed with the University, before departure.

For the study mobility the documents needed upon return and mentioned at Article 2, (i) are the following:

1. Certificate of Stay for the study period at the partner university, signed and stamped (in original);

 Learning Agreement signed by the faculty ECTS Coordinator and the ECTS institutional Coordinators from Alexandru Ioan Cuza University and the host university as well (in original);
 Student's academic official record (grades + credits achieved), signed and stamped or other forms of evaluation (feedback from the teacher coordinator of the work performed by the MA/PhD student (in original);

4. Written report (the student will obtain the form upon return) on the activities carried out during the mobility period (in original);

5. Self Declaration form regarding the eventual use of funds from other sources (co-financing) and avoiding double funding (in original);

6. Documents for international transportation (return tickets, boarding passes – for air transportation) (in original);

7. Europass Mobility document filled out, signed and stamped by the host university (photocopy).



The recognition and equivalence of studies is realised within the faculty in compliance with the Senate Board Decision no. 34, February 12, 2004, Senate Board Decision no. 28, March 16, 2006 and Senate Board Decision no. 26, November 2, 2011 (see the Appendices).



• ERASMUS students are entitled to the scholarship provided by the Ministry of Education, Research, Youth and Sports from the home country, during the entire study period within the Programme (if, before departure, a scholarship was allocated to the student); also, if the student has to pay a tuition fee, he will continue to pay it during the entire Erasmus study period abroad.

• According to the LLP-ERASMUS Programme provisions, the mobility holder does not have to pay any fee to the host university (fees concerning the tuition, registration, examination, access to laboratories and libraries). However there might be some fees related to insurance costs, participation in various student organisations, and possible use of the host university equipment: copying machine, laboratory materials etc.

The financial support within the LLP-ERASMUS Programme aims at covering a part of the differences of the living standard costs of the home country and the host country and should be not considered a scholarship. In order to cover as well as possible the maintenance costs abroad, the student selected for a study mobility within the Programme must consider additional financing sources (sponsors).



# EILC COURSES (Erasmus Intensive Language Courses)

Erasmus Intensive Language Courses, administered and financed by the European Commission through the Romanian National Agency for European Programmes in the Field of Education and Vocational Training (NACPFEVT) in Bucharest, are organised every year by several universities from European countries with less widely known/used languages Belgium (Dutch), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Island, Italy, Lithuania, Latvia, Malta, Norway, Holland, Poland, Portugal, Slovenia, Slovakia, Sweden, Turkey, Hungary). These courses are intended for the students selected for study/internship mobility within the ERASMUS Programme in a particular country and take place during the following periods:

– July-September (before the beginning of the 1<sup>st</sup> semester);

- January-February (before the beginning of the 2<sup>nd</sup> semester).

The duration of the study mobility differs from one university to another, with a maximum duration of **6 weeks** and minimum **60 hours courses.** 

Through these courses, future ERASMUS students will acquire in a relatively short time basic knowledge in a language that they barely know and that they will need during their study/internship period in that particular country. The EILC courses are organised on a level basis – beginners and intermediate -; students are asked to choose one of the levels. In order to find out which are the organising universities, the contact persons and other information concerning the EILC courses (description of the objectives, structure of courses and the examination methods), please visit the European Union website http://ec.europa.eu/education/erasmus/doc902 en.htm.

Once the student chooses the university where he/she wishes to follow the EILC courses (this university may be different from the one where he/she is studying as an Erasmus student, but within the same country) and before getting in touch with the EILC contact persons from the host university, the ERASMUS student must announce his choice at the:

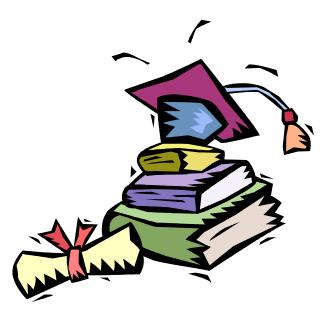
Department of International Relations European Programs Office Ioana PRISTAVU, ERASMUS Administrative Responsible Email: <u>erasmus@uaic.ro</u> Phone number: 0040 232 20 11 11, Fax: 0040 232 201 201

Students will fill out an EILC form (the standard form can be found at <u>www.uaic.ro</u> or can be requested through email at <u>erasmus@uaic.ro</u>) that will be sent through email to the UAIC Erasmus responsible (<u>erasmus@uaic.ro</u>) no later than **May 30** (for the courses organised between July-September), **May 29** (for the courses organised between January-February). Students will receive a feedback until **June 22** (for the courses organised between July-September) and **November 20** (for the courses organised between January-February). Afterwards, students will have to confirm their participation to the organising institution they chose and wait, in their turn, for the reception of acceptance confirmation for studies from that particular institution.

At the end of the EILC period, the ERASMUS student must fill out a questionnaire and send to the UAIC European Programs Office the diploma/original certificate issued by the organising institution that certifies the student's participation in courses and the achieved results.

The EILC mobility is financed with a maximum amount of 125 Euro/course week. The EILC course at the host institution is free of charge.

# **APPENDICES**<sup>1</sup>



<sup>&</sup>lt;sup>1</sup> Due to page format, the annexed forms have suffered slight changes. Students are recommended to fill out the forms provided by the Faculty's Coordinator and by the European Programs Office.

### **Declaration of Commitment**

I, the undersigned,	BA/MA/PhD student a	at the Faculty of
, year of study, born on	in	, with
permanent residence in Romania, place	St	County
phone number	e-mail	postal code
holder of Identity Card	issued by	on
, Personal Identification Number.	as	holder of a
LLP/ERASMUS mobility, undertake to respect the fo	llowing obligations:	

#### - not to use other European financing sources for the Erasmus mobility

- to contact the destination university by sending all the documents requested by it ;
- to immediately announce in written and under signature, in case of a force majeure situation, the European Programs Office, the Faculty's Erasmus Coordinator and the receiving university if it is impossible to complete the duration of the mobility;
- to pay all financial obligations (subsequent to the preparation for the mobility) to the partner university or tourism agency, if a possible unilateral renunciation to the mobility occurs too late, taking into consideration all the involved institutions. I am aware that, otherwise, I will not be issued the educational documents until reimbursement of debt.

I hereby declare that I am aware of the following rights arising from the holder status of an Erasmus mobility:

- to benefit from the European Programs Office counselling;
- to consult the existing informative materials of the Documentation Centre within the Department of International Relations;
- to receive (before departure) an advance payment set by the Senate Board from the total amount of money allocated for the mobility, from UAIC (if the NACPFEVT funds have not been transferred on time). The rest of the money will be transferred into my account in 2 weeks after the reception of the NACPFEVT funds;
- to receive the amount of 200 Euro from the UAIC funds as co-financing (after fulfilling all the academic and administrative obligations).

Name:							
Faculty:							
Signature:	(to	be	signed	only	before	the	Erasmus
Coordinator)			C	2			
Date:							

Erasmus Coordinator	
Name:	

Faculty:	•
Signature:	

**European Programs Office** 

### **Declaration**

benefited from any Erasmus	s <u>study mobility</u> .					
Number	, I take it upon i	nyself to declar	e that I	have <u>nev</u>	<u>er</u> until n	ow
Identity Card	issued by	on	, I	Personal 1	dentificat	ion
phone number	e-mail	post	al code .	1	nolder of	the
residence in Romania, locali	ty	St		County .		
PhD Degree studies), born	on	in		, wit	h perman	ent
, year	of study, leve	el of study		(Bachel	or / Maste	er /
I, the undersigned	l,	,	student	of the	Faculty	of

Name:	 
Signature:	
Date:	

Iași......

To Mrs./Mr. ... University of ...

Dear Sir /Madam,

We hereby confirm that Miss/Mr. ... has been selected as the beneficiary of a study mobility of ... months (1<sup>st</sup>/2<sup>nd</sup> semester), which she/he will carry out in your institution within the LLP-ERASMUS Programme 2012/2013. Please find here enclosed the application file of our student.

We would greatly appreciate if you would accept our student for her/his study mobility in your institution in accordance with the provisions of the bilateral agreement signed between our Departments/Faculties. We also kindly ask you to send us, by post, an official letter of invitation that will help our student start the internal departure formalities.

We thank you in advance for your kindness and support in the organisation of this student mobility and we are looking forward to hearing from you.

Yours sincerely,

Prof. ..... ERASMUS Coordinator of the Faculty of ...... Alexandru Ioan Cuza University of Iasi, Romania Tel. : 0040 232 ..... Fax : 0040 232 ..... Email: ..... Iași le .....

A l'attention de Mme/M ..... Université de ....

Chère Madame /Cher Monsieur,

Veuillez trouver ci joint le dossier de candidature de notre étudiant(e).

On vous saurait gré de bien vouloir nous donner votre accord à ce que notre étudiant(e) réalise cette mobilité d'études dans votre institution conformément aux stages prévus dans l'accord bilatéral signé entre nos Départements/Facultés. De même, on vous prie de nous envoyer par courrier une lettre officielle d'invitation qui va servir à l'étudiant à démarrer les formalités internes de départ.

En vous remerciant par avance de votre obligeance et de tout votre support dans l'organisation de cet échange, on vous prie de croire, Chère Madame, Cher Monsieur, à l'expression de nos sentiments les plus distingués.

Prof. ..... Coordinateur ERASMUS de la Faculté de ..... Université Alexandru Ioan Cuza, Iasi, Roumanie Tél. : 0040 232 ..... Fax : 0040 232 ..... Courriel: ....

## **STUDENT APPLICATION FORM**

### ACADEMIC YEAR 2012 / 2013

FIELD OF STUDY:

This application should be completed in BLACK in order to be easily copied and/or telefaxed.

SENDING INSTITUTION			
Name and full address:	Universitatea Alexandru Ioan Cuza (RO IASI02) Bd. Carol I, nr. 11, 700506 IASI, Romania		
Departmental coordinator – name, telephone and telefax numbers, e-mail box:			
·····			
Institutional coordinator – name, telephone and telefax numbers, e-mail box:			
Prot.ar. Henri LUCHIAN	N, email: <u>erasmus@uaic.ro;</u> fax: +40-232-201201.		

### STUDENT'S PERSONAL DATA

Г

(to be completed by the student applying)

Family name:	First name(s):	
Date of birth: Sex: . Nationality:		
Place of birth: Current address & telephone no.:	Email address:	

### THE INSTITUTION WHICH WILL RECEIVE THIS APPLICATION FORM

Institution	Country	Period of study		Duration of stay (months)	No. of expected ECTS credits
		from	to		cicuits
LANGUAGE COMPETENCE					

Mother	 Language of instruction at home institution (if different):	
tongue:	 Language of instruction at home institution (if different):	

(Photograph)

Other languages	I am current this languag		I have sufficient knowledge to lectures		I would have s knowledge to lectures if I ha extra preparati	follow d some
	Yes	No	Yes	No	Yes	No
	#	#	#	#	#	#
	#	#	#	#	#	#
	#	#	#	#	#	#

### WORK EXPERIENCE RELATED TO CURRENT STUDY (If relevant)

Type of work experience	Firm /organisation	Dates	Country

### PREVIOUS AND CURRENT STUDY

Diploma/degree for which you are current studying: Number of higher education study years abroad:	5	arture	·····
Have you already been studying abroad	? Yes #	# No #	
If yes, when? At which institution?			

The attached <u>Transcript of records</u> includes full details of previous and current higher education study. Details non known at the time of application will be provided at a later stage.

### **RECEIVING INSTITUTION**

We hereby acknowledge receipt of the application, the proposed learning agreement and the candidate's <u>Transcript of records</u>.

The abo	ove mentioned student is	# #	provisionally accepted at our institution not accepted at our institution
Departmental coordinator's signature		Institutional coordinator's signature	
• • • • • • • • • •	•		
Date:			Date:
	• • • • • • • •		

### **LEARNING AGREEMENT**

### ACADEMIC YEAR 2012/13

### **FIELD OF STUDY:**

### **First/Second Semester**

Name of student:

Sending institution:

Country:

### DETAILS OF THE PROPOSED STUDY PROGRAMME ABROAD/LEARNING AGREEMENT

.....

Course unit code	Course unit title (as indicated in	Number of	Relevant for grade at the
	the information package)	ECTS credits	following UAIC course:
	the mormation package)	EC IS cleans	following UAIC course.
• • • • • • • • • • • • • • • • • • • •	•••••••••••••••••••••••••••••••••••••••	•••••	••••••
		•••••	
			•••••
		•••••	
		•••••	

#### If necessary, continue this list on a separate sheet The following examinations from home study plan will have to be passed at the home institution upon

return*				
Course unit code	Course unit title	Number of ECTS credits		
		•••••		
		•••••		
		••••••		

If necessary, continue this list on a separate sheet

Student's signature	Date:	

### SENDING INSTITUTION We confirm that this proposed programme of study/learning agreement is approved. ECTS Faculty coordinator's signature: ECTS Institutional coordinator's signature: Date: Date: **RECEIVING INSTITUTION** We confirm that this proposed programme of study/learning agreement is approved. ECTS Faculty coordinator's signature: ECTS Institutional coordinator's signature:

Date:

Date:

609

.....

• a detailed justification will be provided by the faculty

Name of student: Sending institution: Country:

### CHANGES TO ORIGINAL PROPOSED STUDY PROGRAMME/LEARNING AGREEMENT (to be filled in ONLY if necessary)

Course unit code	Course unit title (as indicated in the information package)	Deleted course unit	Added course unit	Number of ECTS credits	Relevant for grade at the following UAIC course:
					·····
					·····
					·····

If necessary, continue this list on a separate sheet

The following examinations from home study plan will have to be passed at the home institution upon return\*

Course unit code	Course unit title	Number of ECTS credits

If necessary, continue this list on a separate sheet

Student's signature	Date:
SENDING INSTITUTION	
We confirm that this proposed programme of	study/learning agreement is approved.
ECTS Faculty coordinator's signature:	ECTS Institutional coordinator's signature:
Date:	Date:

#### **RECEIVING INSTITUTION**

We confirm that this proposed programme of study/learning agreement is approved.

ECTS Faculty coordinator's signature:	ECTS Institutional coordinator's signature:
---------------------------------------	---

Date:		

Date:

\* a detailed justification will be provided by the faculty

Preventive financial control visa
Dear Rector,
I, the undersigned, (professional degree / student)
at the Faculty of
request the approval of my travelling at :
place / places country / countries
for (action)
at the institution
between
The travel expenses shall be covered as follows:
international travelling on the route:
with (transportation means)
shall be borne by
Living costs abroad shall be covered by :
allowance
lodging
participation fee
visa fee + medical insurance
TOTAL (limited to the amount of )
I also request the issue of a letter for:
the Embassy, in order to obtain a visa.
If I do not benefit from an extension of the placement, I undertake to renew this request. IF I BENEFIT FROM AN ADVANCE, I SHALL REIMBURSE AND REPAY UNSPENT AMOUNTS WITHIN 24 HOURS FROM MY RETURN TO THE COUNTRY
(Applicant's signature)
Dean <sup>1</sup> / Head manager/ Head of the Department (and)
Executive General Manager Head of Office/ Dept. / Service Project manager <sup>1</sup> / Erasmus coordinator
Accounting visa <sup>2</sup> ,
$\frac{1}{1}$ If the applicant receives financial support from the faculty (acrossments (programs, the deap or the acrossment

<sup>1</sup> If the applicant receives financial support from the faculty / agreements / programs, the dean or the agreement / project manager is asked to indicate the amount given, in numbers and words. The Accounting Department shall do the calculation according to Government's Decision no. 518/July 10, 1995, as subsequently amended.

<sup>2</sup> Necessary only if the financial support is requested from the accounts of the Alexandru Ioan Cuza University of Iasi.



#### Alexandru Ioan Cuza UNIVERSITY OF IASI RECTORATE

### SENATE BOARD DECISION

NO. 23 from February 12, 2004 on the procedure of using the transferable credits (ECTS) for SOCRATES-ERASMUS students

- 1. Any mobility is carried out, from an educational point of view, based on the Learning Agreement.
- 2. The Learning Agreement shall include the courses / didactic activities that:
  - The student undertakes to take up and pass;
  - The host university undertakes to provide to the student;
  - Our university undertakes to validate when the student returns home.
- 3. The Learning Agreement is signed by the student, the ECTS duly authorized representative of the University and the ECTS duly authorized representative of the University.

From an educational point of view, the Learning Agreement is considered a contract.

- 4. If, by exceptional circumstances, there are specific subjects for which the student must pass an exam at his return, these subjects shall be included in the table attached to the Learning Agreement before signing it.
- 5. Any possible modification of the Learning Agreement can be made in the first two weeks of stay at the partner university, its having it signed by all three parties being mandatory.
- 6. At his return to our University, the student shall be <u>automatically</u> validated all credits obtained at the partner University, <u>according to the list of subjects in the Learning Agreement</u>; the acknowledgement of the credit transfer shall be made by the duly authorized representative that signed all the Learning Agreements;
- 7. The resolution of any possible unclear situation shall be made by a committee (3-4 persons), of which the ECTS duly authorized representative shall be a part. <u>The committee shall be the same for all faculty's students.</u>
- 8. Grades' recognition shall be done as follows:
- a) if there is a grade distribution for that particular subject at the partner University, the recognition shall be done by overlapping that distribution over the faculty's system of grades.
- b) If it is known the position occupied by the student in the hierarchy of the students that passed that subject at the partner University, the grade recognition shall be done based on that information;
- c) In all other situations, the recognition shall be done by the above mentioned committee.

If a reference distribution does not exist, the recognition shall be done according to the ECTS grade distribution:

 $10\,{-}{\rm first}\;10\;\%$ 

9 – next 25 %

8 – next 30 %

7 – next 25 %

6,5 –next 10 %

When the Agreements are signed, ECTS grades are requested by the host University.

9. At the end of each semester, the above mentioned committee of every Faculty shall present the Socrates Department a table of the nominal situation of all Socrates students, according to the Senate Board Decision no. 1/20 from February 5, 2004.

#### RECTOR,

#### Prof. dr. Dumitru OPREA



#### Alexandru Ioan Cuza UNIVERSITY OF IASI RECTORATE

#### SENATE BOARD DECISION

NO. 28 from March 16, 2006 Regarding academic recognition for ERASMUS students

In addition to the Senate Board Decision no. 23/February 12, 2004, the Senate Board decided the following:

- The Learning Agreement signed prior to the student's departure shall consist of the list of courses to be attended abroad, as well as the grade recognition system at faculty;
- All faculties shall follow the recognition principle according to which the recognition of credits achieved at the host university requires <u>the recognition of grades obtained.</u>
- The contact person at faculty level shall request the host university to provide him/her with an official signed and stamped document certifying the grades and credits obtained by the Erasmus student;
- In case the student attends a number of courses at the host university which is different from the number of courses he/she would have attended at his/her home university, the recognition committee shall take into consideration the most relevant grade obtained at the host university. The most relevant grade refers to the grade of the course which, from the point of view of the title, contents, objectives and learning outcomes, best corresponds to a similar course at the home university.
- The grades for all the courses are given by the recognition committee at faculty level and not by each course lecturer.

Breach of these provisions represents an offence and is punished according to the status of the teachers.

If a faculty considers that the provisions of this Decision cannot be applied, that faculty shall notify the Rectorate in writing about the fact that it withdraws itself from participating in the European Erasmus programme. This can occur due to the fact that the annual Erasmus agreement signed by the Rector of the University stipulates the obligation of the full academic recognition of the studies abroad by the students benefiting from mobility.

#### RECTOR, Prof. dr. **Dumitru OPREA**



#### Alexandru Ioan Cuza UNIVERSITY OF IASI RECTORATE

#### SENATE BOARD DECISION NO. 26 from November 2, 2011

Starting with the academic year 2009-2010, the student (Bachelor's or Master's Degree) selected and holder of an LLP-Erasmus mobility, upon his return from the mobility, will have the same status that he had before going abroad, namely:

- 1. free education / paid education
- 2. with scholarship / without scholarship
- 3. student benefiting from housing, if applicable (provided that lodging was requested via a registered request submitted to the faculty's manager)

If at the moment of studies' recognition, according to the Learning Agreement, he cannot be validated 30 credits / semester, the student shall reimburse the grant's quantum and / or the fee, accordingly.

Erasmus students going abroad in the  $2^{nd}$  semester that cannot take their exams at UAIC before they leave (a mobility where the  $2^{nd}$  semester begins before the end of the winter session at UAIC) also fall under the above provisions (they maintain the status they had in the semester before their leaving on a mobility)

#### RECTOR,

#### Prof. dr. Vasile IŞAN

#### For informative purpose only! Do not copy, to be filled in electronically

#### FINANCIAL AGREEMENT No.....

#### **LLP-ERASMUS**

## Grants of student mobility for studies <u>2011/2012</u>

According to the Order of the National Education Ministry no. 3644/May 3, 1998 and the Senate Board Decision no. 36 from October 6, 1998, the Beneficiaries of the ERASMUS mobility and the Alexandru Ioan Cuza University managing these funds for its students, according to the Agreement signed with the National Agency for European Programmes in the Field of Education and Vocational Training, concluded this Agreement on the LLP-ERASMUS mobility.

Between:

1. "Alexandru Ioan Cuza" University, headquarters at Bd. Carol I, nr. 11, loc. Iasi, Iasi county, hereinafter referred to as the "*Institution*", bank account opened at BRD-GSG (Romanian Bank for Development – Groupe Société Générale) Iasi, account no. S/240/SV10725142400/EUR represented by Mr. Rector, Prof. univ. dr. Vasile IŞAN, and Mrs Ec. Liliana IFTIMIA, Financial-Accounting Manager and:

The Parties agree on the Special Terms and Conditions and the Appendices below, which are an integral part of this Agreement:

Appendix i Learning Agreement

Appendix ii General terms and conditions

Appendix iii Final report form for the study abroad

Appendix iv ERASMUS student charter

#### SPECIAL TERMS AND CONDITIONS

#### Article 1 OBLIGATIONS OF THE INSTITUTION

(a) To pay, 15 days before the commencement date of the student's Erasmus mobility, the estimated amount for the number of effective LLP-ERASMUS student placement months at the host university, conditioned by the conclusion of this Agreement, right after reception of the funds from the European Commission via the National Agency for European Programmes in the Field of Education and Vocational Training, but no later than 15 days after these funds have been transferred in the account of the University.

The payment of the Erasmus grant shall be made in the bank account opened in EURO on the name of the Beneficiary, as follows:

Bank name:
Bank address:
Account name:
Account number (including the Bank Identity Code):
IBAN code:

The Alexandru Ioan Cuza University will co-finance the Beneficiary with the equivalent in RON of 200 EUR at the exchange rate applied on the payment day upon his return from mobility, only if the student achieved the 30 mandatory ECTS credits/semester at the host university and only after having delivered all the documents indicated at article 2, (i) to the European Programmes Office.

(b) To assure conditions both for including the study period at the host partner within the studies at the Alexandru Ioan Cuza University, as well as for the recognition and equivalence of the period studied at the host higher education institution, when the student returns to the country, according to the legal competencies falling under his/her responsibility.

During the period of study at ..... (name of the host institution and the country),

From:	То:

for a period of <u>.....</u> months, according to HBS no. 46/17.06.2009 and HBS 70/21.07.2009,

the Beneficiary will receive a total grant of ..... Euro, of which

Euro Erasmus ( <b>500</b>	200 Euro UAIC co-financing (equivalent in	
Euro/month)	RON)	

(c) If the Erasmus student benefits from a scholarship in Romania, to ensure the full payment of the said scholarship during the period of study abroad, if the student is entitled to receive it, according to the Scholarship Regulation.

#### Article 2 OBLIGATIONS OF THE MOBILITY BENEFICIARY

(a) To meet all ERASMUS eligibility criteria for mobility activities, indicated in the General European Call for Project Proposals 2010 (available at <u>www.anpcdefp.ro</u>), directly implying the condition of **not having benefitted from another ERASMUS study mobility.** 

(b) To use only one financing source from European programmes to cover one and the same expense. Erasmus grants cannot be used to finance expenses already covered by other programmes of the European Commission.

(c) To return to the country upon completion of the study /training period (according to the programme agreed by the host education institution) for which he/she was granted a mobility, only after full completion of the placement in question.

(d) Throughout the mobility, to take part in the activities, including participate in the activities, including the exams indicated in the Learning Agreement, signed and approved by both

institutions, according to the study programme of the host institution of the Alexandru Ioan Cuza University of Iasi within the LLP – ERASMUS programme.

Starting with the academic year 2009-2010, the student (Bachelor's or Master's Degree) selected and holder of an LLP-Erasmus mobility also preserves the status he had at the beginning of the mobility in the following semester of study following his return from mobility, namely:

- 4. free education / paid education
- 5. with scholarship / without scholarship
- 6. student benefiting from housing, if applicable (provided that housing was requested via a registered request submitted to the faculty's manager)

If at the moment of his/her return, according to the Learning Agreement, he cannot be validated 30 credits / semester, the student shall reimburse the grant's quantum and / or the fee, accordingly.

(e) To bear any bank commission necessary for paying the grant, from its quantum.

(f) If the Beneficiary of the mobility does not return to the Alexandru Ioan Cuza University of Iasi, with which he/she signed this Agreement, or if he/she did not fulfil his/her obligations (achieve the number of credits indicated in the Learning Agreement – signed and approved by both institutions) due for the period of stay at the host institution, at a minimum level of pass or if he/she studies at the host university for a period of time shorter than the one indicated in the Agreement without reasonable grounds, he/she shall fully reimburse the sending institution, in the currency in which the payment was originally made. If this deadline is exceeded, the Beneficiary shall pay penalties of 0.5% per day from the amount received.

(g) If the Beneficiary of the mobility receives, via an addendum to this Agreement, a supplement to the initial grant, the deadline for collecting that amount will be **November 15, 2012.** 

(h) The monthly quantum set for the mobility shall apply to the **effective period resulting from the information in the certificate indicated at letter i, no.3.** The initial minimum duration of an Erasmus mobility is 3 months. If a mobility with a duration of 3 months was initially approved to a student, in case he/she returns earlier, he/she shall fully reimburse the financial support received for the Erasmus mobility.

(i) <u>Upon his/her return to the country, the Beneficiary of the ERASMUS mobility</u>:

- shall provide the Alexandru Ioan Cuza University with the documents necessary for recognizing the study period within **no more than 5 days after the completion of the mobility**; - shall present the following documents **within maximum 5 business days from mobility completion** at the Department of International Relations (European Programs Office) of the Alexandru Ioan Cuza University of Iasi:

1. Certificate of Stay signed and stamped by the host university;

2. The Learning Agreement, signed by the faculty's ECTS coordinator and the ECTS institutional coordinator, both from the Alexandru Ioan Cuza University and the host university;

3. Transcript of records (grades + credits achieved) or other assessment methods (appreciations from the coordinator teacher for the activity carried out by the MA/PhD student;

4. Written report (the student will receive the form upon his return) on the activity carried out during the study period;

5. Self declaration form on the possible use of other sources (co-financing) and avoidance of double financing;

6. International travelling documents (return tickets, boarding passes – for travels by plane)

7. Erasmus mobility document, filled out, signed and stamped by the host university.

\* All these documents shall be delivered – in original – to the Department of International Relations, except for the ones mentioned at point 2, for which only copies will be delivered – the originals being presented to the Faculty.

\* Only in justified situations (for instance, extension of placement until September 30, 2012) the documents must be presented to the Department of International Relations until September 10, 2012 or sent by post, so that they arrive until that date. A student can benefit from Erasmus status until September 30, 2012.

If these documents are not handed in, the payment of any supplement to the original grant shall be suspended, and the Beneficiary shall no longer have the right to take his/her exams during the special examination period and he/she will not be issued his/her study diploma until contractual obligations are fulfilled.

(j) In case the Beneficiary of the mobility does not return to the country upon mobility completion, according to the provisions mentioned above (letter c), the person designated in the addendum to this Agreement as *guarantor* takes full responsibility for reimbursing the quantum received by the Beneficiary, to which contractual penalties shall be added. The term for the calculation of the penalties for every day of penalty starts to run 30 days (except for clear days) from his notification (the guarantor) by the University, on breaching the contractual obligations by the student being guaranteed for.

In case the Beneficiary of the mobility does not fulfil his contractual obligations during his/her stay at the host education institution (reflected in poor results, student failure), and his return to the country, the guarantor shall reimburse its equivalent value, in the currency in which the payment was originally made and bear calculated contractual penalties, in relation to the terms stipulated by the article 2, (f) of this Agreement, subject to the prior notification (formal notice) of the guarantor, according to the normal rules.

(k) To ensure registration of the full and real data of the person (parent, other close relative, sponsor, etc.) who guarantees for the equivalent value of the received quantum, according to the guarantor's commitment, **authenticated by a Notary Public.** 

(I) For a period of 5 years after completion of the Erasmus placement, to inform in writing the members of the European Programs Office about any modification regarding contact information (address, phone number, email), in order to be able to answer the requests coming from the European Programs Office or the National Agency for European Programmes in the Field of Education and Vocational Training.

(m) In case the student renounces at performing the Erasmus mobility before or during it, the Beneficiary has the obligation to inform in writing the representatives of the European Programs Office, the faculty's Erasmus coordinator and the host university, within 5 days from the date referred to before him/her leaving or from the date of him/her deciding to renounce to the placement.

Article 3 Force majeure, as defined by the law, exempts from liability the party invoking it under the conditions laid down by the law. The interested party has the obligation to inform the cocontractor institution no later than 15 days from the occurrence of force majeure, and to present justifying documents in the next 10 days.

There are no penalties charged for the period of an incident of force majeure.

Article 4 Any possible litigation between parties shall be amicably settled. If the dispute cannot be resolved amicably, they shall be resolved according to the substantive and procedural laws.

#### Article 5

The Parties can amend this Agreement only via addenda. Legal provisions from the documents on LLP-ERASMUS mobility, as well as the regulatory acts issued in this respect by the Ministry of Education and Research, are *de jure* considered occurrence and included in this Agreement until the due termination date of this Agreement.

Article 6 In case of a delay or failure to fulfil the obligations stipulated in this Agreement and irrespective of any provisions of national law applicable to this Agreement, the Institution is entitled to cancel the Agreement. Termination and rescission of the Agreement are subjected to substantive laws.

**Article 7** This Agreement is based on the agreement made between the Alexandru Ioan Cuza University of Iasi and the National Agency for European Programmes in the Field of Education and Vocational Training, responsible for managing the funds of the LLP-ERASMUS Programme in Romania.

Article 8. This Agreement is supplemented by an Addendum, aiming at warranting the reimbursement of the equivalent of the LLP-ERASMUS placement.

**Article 9**. The Agreement becomes effective upon the approval of the National Agency for European Programmes in the Field of Education and Vocational Training, institution under the Ministry of Education, Research and Youth, at the date confirmed by the foreign partners to start the placement.

This Agreement is made this |.........| day of |, ...............(date), in **3 copies**, one for each Contracting Party and one for the Guarantor.

According to the Senate Board Decision of the Alexandru Ioan Cuza University no. 9 from November 8, 2001, in case the mobility Beneficiary within the ERASMUS Programme did not comply with the contract period for which he/she received support from the LLP-Erasmus Programme or if he/she did not fulfil his/her contractual obligations stipulated by the Financial Agreement signed with the University, until the amounts are reimbursed:

- 1. If he/she is a graduate, he/she will not be issued the study diploma (undergraduate and postgraduate studies)
- 2. If he/she is still studying at the University, he/she will not be permitted to take part in the first examination period of the next academic year.

On behalf of the Institution:	Beneficiary:
Rector	(Last name and first name)
Prof.dr. Vasile ISAN	Beneficiary's signature:
Preventive financial control	Guarantor:
Ec. Dana RUSU	(Last name and first name)
	Guarantor's signature
	(natural person, according to the addendum)
Financial-Accounting Manager	
Ec. Liliana IFTIMIA	

Legal Adviser

#### ADDENDUM

to warrant the Beneficiary's fulfilment of the obligations undertaken under this Agreement (article 2)

I, the undersigned, ....., student at the Faculty of ....., year ...., born on ..... in...., residing in Romania, place ..... str........ county ....... phone number ...... postal code ....... holder of the Identity Card ....... issued by ..... on ......, shall fulfil in good faith the obligations undertaken under this Agreement as Beneficiary of the LLP-ERASMUS mobility

If I do not fulfil my contractual obligations, I agree to the sanctions of monetary limit consensusbased, in the equivalent in RON from the moment of effective payment, and contractual penalties for each day of delay.

and conditions of this Agreement

I agree that his document has an enforceable title with no prior formality in case I do not fulfil the contractual obligations and consensus-based terms in relation to reimbursing the amounts referred to in this Agreement and in the Addendum.

Signature Beneficiary of the Agreement

\_\_\_\_\_, son/daughter I. the undersigned, of and , born on\_\_\_\_\_, residing in , employee of al \_\_\_\_\_, with an average net revenue of as of the guarantor said , beneficiary of the LLP-ERASMUS mobility,

pursuant to the provisions of the article 2 of this financial agreement, I undertake to guarantee the reimbursement in good faith of the equivalent of the mobility making the object of this Agreement, and of the contractual penalties due in case the beneficiary of the mobility does not return to the country or breaches his contractual obligations undertaken according to the article 2. On behalf of the Institution Beneficiary:

Rector Prof.dr. Vasile ISAN Beneficiary: (Last name and first name) Beneficiary's signature:

Preventive financial control Ec. **Dana RUSU** 

Guarantor: (Last name and first name) Guarantor's signature

(natural person, according to the addendum)

Financial-Accounting Manager Ec. **Liliana IFTIMIA** Legal Adviser

#### Appendix ii

#### **GENERAL TERMS AND CONDITIONS**

#### Article 1: Obligations

Each Contracting Party shall exempt the other Party from liability for damages suffered by him/her or by his/her staff as a result of the fulfilment of this Agreement, on the condition that these damages are not the result of a serious and intentional incorrect management of the other party or of its staff.

The National Agency for European Programmes in the Field of Education and Vocational Training from Romania, the European Commission or their staff cannot be held liable in case of a complaint arising from this Agreement in relation to any damage caused during the study or placement mobility. Therefore, the National Agency for European Programmes in the Field of Education and Vocational Training of Romania or the European Commission shall not take into consideration any reimbursement exemption request part of such complaint.

#### **Article 2: Termination of the Agreement**

In case the Beneficiary does not fulfil an obligation undertaken under this Agreement and regardless of the consequences stipulated by the applicable law, the Institution is legally entitled to terminate or to cancel the Agreement without any legal formality if the Beneficiary does not take any action within one month after having received an official notification.

If the Beneficiary terminates the Agreement before the period stipulated in the Agreement or if he/she does not fulfil his/her contractual obligations, he or she shall reimburse the grant amount that he/she had already received. In case the Beneficiary terminates the Agreement due to a "force majeure" situation, for instance any unforeseeable **exceptional situation or event beyond the Beneficiary's control** and which cannot be attributed to his/her mistake or negligence, the Beneficiary shall be entitled to receive the grant amount for that effective period of the mobility. Any remaining fund shall be reimbursed.

#### **Article 3: Data protection**

All personal data included in this Agreement is processed according to the Regulation (EC) No.45/2001 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data by the European institutions and bodies and on the free movement of such data. The data will be processed only in relation to enforcing and fulfilling the Agreement by the home institution, the National Agency and the European Commission, without damaging the possibility of transmitting the data towards the bodies responsible for audits/inspections, compliant with the European law (Court of Auditors, European Anti-Fraud Office – OLAF and Fight against Fraud Department – DLAF).

The Beneficiary has the possibility, via a written request, to gain access to his/her personal data and correct any incorrect or incomplete information. He/she shall address any question related to the personal data processing to the home institution and/or the National Agency.

The Participant can file a complaint against his/her personal data processing by the National Authority for data protection in relation to the use of the data by the host institution and/or the National Agency or the European Data Protection Supervisor on the use of data by the European Commission.

#### Article 4: Control and audit

Contracting Parties undertake to provide any detailed information requested by the European Commission, the National Agency for European Programmes in the Field of Education and

Vocational Training of Romania or by any other external body authorised by the European Commission or by the National Agency to check whether the mobility and the contractual provisions are duly applied or not.

### **ERASMUS STUDENT CHARTER**

As an Erasmus student, you are entitled to expect:

Your home and host universities to have an inter-institutional agreement.

• The sending and receiving institutions to sign with you and before you leave a Learning/Training Agreement setting out the details of your planned activities abroad, including the credits to be achieved

• Not to have to pay fees to your host university for tuition, registration, examinations, access to laboratory and library facilities during your Erasmus studies.

• Full academic recognition from your home university for satisfactorily completed activities during the Erasmus mobility period, in accordance with the Learning/Training Agreement.

• To be given a transcript of records at the end of your activities abroad, covering the studies/work carried out and signed by your host institution/enterprise. This will record your results with the credits and grades achieved. If the placement was not part of the normal curricula, the period will at least be recorded in the Diploma Supplement

• To be treated and served by your host university in the same way as their home students

• To have access to the Erasmus University Charter and European Policy Statement of your home and host universities.

• Your student grant or loan from your home country to be maintained while you are abroad.

As an Erasmus student, you are expected to:

• Respect the rules and obligations of your Erasmus grant Agreement with your home university or your National Agency.

• Ensure that any changes in the Learning/Training Agreement are agreed in writing with both the home and host institutions immediately they occur.

• Spend the full study/placement period as agreed at the host university/enterprise, including undergoing the relevant examinations or other forms of assessment, and respect its rules and regulations.

• Write a report on you Erasmus study/placement period abroad when you return and provide feedback if requested by your home university, the European Commission or the National Agency.

If you have a problem:

• Identify the problem clearly and check your rights and obligations.

• Contact your departmental coordinator for Erasmus and use the formal appeals procedure of your home university if necessary.

If you remain dissatisfied, contact

The National Agency for European Programmes in the Field of Education and Vocational Training

Calea Serban Voda nr. 133, etaj 3, sector 4, Bucharest postal code 040205 Tel: +40 21 201.07.01 Fax: +40 21 312.16.82

Email: <u>agentie@anpcdefp.ro</u> Web: http://www.anpcdefp.ro

#### LLP/ERASMUS PROGRAMME

# ERASMUS INTENSIVE LANGUAGE COURSES 2011-12

Countries involved: Belgium (Flemish European); Bulgaria; Cyprus; Czech Republic; Denmark; Estonia; Finland; Greece; Hungary; Iceland; Italy; Latvia; Lithuania; Malta; the Netherlands; Norway; Poland; Portugal; Romania; Slovakia; Slovenia; Sweden; Turkey.

#### STUDENT APPLICATION FORM:

- 1. to be filled *in electronically*;
- 2. to be submitted <u>by e-mail</u> by the student to his/her university Erasmus office, no later than <date to be specified by the university>;
- 3. if accepted, to be endorsed by the university's Erasmus contact person;
- 4. to be forwarded by <u>e-mail</u> by the university Erasmus office to the EILC host institution.

#### <u>The organising institution will carry out selection of students and inform each applicant</u> and his/her home university of the final selection.

#### • STUDENT PERSONAL DATA

- Family name	
- First name	
- Sex (M =Male; $F = Female$ )	
- Date of birth	
- Nationality	
- Personal E-mail address (or fax n° if the	E-mail:
e-mail is not available)	(Fax:)
- Additional E-mail address to be used in	E-mail:
case of need (e.g. Erasmus office	
address, etc.)	

#### • **OTHER PERSONAL INFORMATION**

- Current address	Street:
(valid until/)	City:
	Postal code:
	Country:
- Tel n° of current address	+//
- Summer address	Street:
(valid until/)	City:
	Postal code:
	Country:
- Tel n° of summer address	+//

Home Institution	COUNTRY:
- Name and Erasmus code	
- Faculty/Department	
- Erasmus Contact person	
(Name/Surname)	
- E-mail/Tel./Fax of Contact person	E-mail:@
	Tel. : +//
	Fax: +//

• <u>Erasmus Host Institution</u>	COUNTRY:
- Name and Erasmus code	
- Faculty/Department	
- Erasmus Contact person	
(Name/Surname)	
- E-mail/Tel./Fax of Contact person	E-mail:@
	Tel. : +//
	Fax: +//

#### • ERASMUS STUDY PERIOD

- Number of months of Erasmus period	
- Starting date of Erasmus period	//
- Area code of your studies	
(please refer to the macro area code; e.g.:	
<u>04)</u>	

#### • LANGUAGE COMPETENCE

- Language of receiving Insti	tution	
- Level of competence		
I (beginner); II (intermediate)		

#### • <u>Requested EILC Courses</u>

	Organising institution	Date (from to)
- First choice		
- Second choice		

I confirm that the information provided in this application is true and accurate. In case I have to withdraw from the course, I will inform my Erasmus office as soon as possible, and no later than <data be<br="" to="">specified by the home institution&gt;. Student's confirmation (full name and surname)</data>	
 Date:	<to be="" by="" filled="" home="" in="" institution="" the=""></to>

# Erasmus partner universities for the academic year 2011-2012

COUNTRY	UNIVERSITY CODE	PARTNER UNIVERSITY	FACULTY/ FACULTIES WHICH HAVE SIGNED THE AGREEMENT
	A GRAZ01	Karl Franzens Universität	Orthodox Theology
	A INNSBRU01	Leopold-Franzens-Universität Innsbruck	Letters, Physics
	A KLAGENF01	Alpen-Adria-Universitat Klagenfurt	Letters
AUSTRIA	A KREMS01	Pedagogische Hochschule in Wien, Krems	Psychology and Education Sciences
	A SALZBUR01	Universität Salzburg	History
	A WELS01	Upper Austria University of Applied Sciences, Campus Linz	Economics and Business Administration
	A WIEN01	Universität Wien	Orthodox Theology
	A WIEN02	Technische Universität Wien	Chemistry
	A WIEN10	Kirchliche Pädagogische Hochschule in Wien	Letters
	A WIEN38	Fachhochschule des bfi Wien	Economics and Business Administration
	B ANTWERP01	Universiteit Antwerpen	Chemistry
	B ANTWERP59	Karel de Grotte Hogeschool	Economics and Business Administration
	B BRUSSEL46	Erasmushogeschool Brussel	Letters, Computer Science, Geography and Geology, Economics and Business Administration
BELGIUM	B BRUXEL04	Université Libre de Bruxelles	Philosophy and Social- Political Sciences
	B BRUXEL81	Institut Supérieur des Traducteurs et Interprètes	Letters
	B GENT01	Universiteit Gent	Biology, Geology, Mathematics
	B GENT39	Arteveldehogeschool, Gent	Economics and Business Administration
	B KORTRIJ01	KATHO - Katholieke Hogeschool Zuid- West-Vlaanderen	Economics and Business Administration
	B LEUVEN01	Katholieche Universiteit Leuven	Mathematics
	B LIEGE01	Université de Liege	History, Letters, Philosophy and Social-Political Sciences, Geography and Geology
	B LOUVAIN01	Université Catholique de Louvain	Orthodox Theology, Psychology and Education Sciences
	BG POVDIV05	University of Food Technologies	Economics and Business Administration
BULGARIA	BG SOFIA02	New Bulgarian University	Letters
	BG VELIKO01	St. Cyril and St. Methodius University of Veliko Turnovo	Letters
CZECH	CZ PRAHA07	Charles University in Prague	Physical Education and

REPUBLIC			Sports
	CZ PRAHA18	Metropolitan University Prague	Center for European Studies
CYPRUS	CY NICOSIA15	The Philips College	Economics and Business Administration
	D AUGSBUR01	Universität Augsburg	Letters
	D BERLIN01	Freie Universität Berlin	History, Philosophy and Social-Political Sciences
	D BRAUNSC01	Technische Universität Braunschweig	Chemistry, Biology
	D BREMEN01	Universität Bremen	Geography and Geology
	D COTTBUS01	Brandenburgische Technische Universität Cottbus	Physics
	D DRESDEN02	Technische Universität Dresden	Letters
	D EMDEN01	Fachhochschule Oldenburg, Location Ostfriesland	Economics and Business Administration
	D FRANKFU08	Europa-Universität Viadrina Frankfurt (Oder)	Philosophy and Social- Political Sciences
	D FREIBUR01	Albert-Ludwigs Universität Freiburg	Physical Education and Sports, Letters, Biology, Philosophy and Social- Political Sciences
	D GOTTING01	Georg-August-Universität Goettingen	Letters, Economics and Business Administration
GERMANY	D HAMBURG 01	Universität Hamburg	Computer Science
D	D HEIDE01	Fachhochschule Westkueste	Law, Economics and Business Administration
	D JENA01	Friedrich Schiller Universität Jena	Letters
	D KIEL01	Christian-Albrechts-Universität zu Kiel	Letters
	D KONSTAN01	Universität Konstanz	Biology, Chemistry, Law, Physical Education and Sports, Economics and Business Administration, Philosophy and Social- Political Sciences, Physics, Mathematics, History, Letters, Computer Science, Psychology and Education Sciences
	D MAINZ01	Joannes Gutenberg Universität	History
	D MUNCHEN01	Ludwig-Maximilians Universität Munchen	Psychology and Education Sciences
	D REGENSB01	Universität Regensburg	Chemistry
	D ROSTOCK01	Universität Rostock	Letters, Economics and Business Administration
	D SAARBRU01	Universität des Saarlandes	Letters
	D WILHELM02	Jade Hochschule	Economics and Business Administration
	D WUPPERT01	Bergische Universität Wüppertal	Philosophy and Social- Political Sciences
DENMARK	DK ARHUS01	Aarhus Universitet	Geography and Geology, Center for European Studies
	DK RISSKOV06	VIA University	Roman-Catholic Theology,

			Physical Education and Sports
	E ALICANT01	Universidad de Alicante	Letters
	E BARCELO01	Universidad de Barcelona	Biology, Philosophy and Social-Political Sciences
	E BARCELO02	Universidad Autónoma de Barcelona	Letters
	E BARCELO16	Universitat Ramon Lull, Barcelona	Philosophy and Social- Political Sciences
	E CORDOBA01	Universidad de Cordoba	Law
	E GRANADA01	Universidad de Granada	Computer Science, Economics and Business Administration, Law
	E HUELVA 01	Universidad de Huelva	Economics and Business Administration, Geography and Geology
SPAIN	E LA-CORU01	Universidad de La Coruña	Psychology and Education Sciences
	E LLEIDA01	Universitat de Lleida	Letters, Psychology and Education Sciences
	E MALAGA01	Universidad de Malaga	Psychology and Education Sciences
	E MURCIA01	Universidad de Murcia	Letters, Computer Science, Economics and Business Administration
	E MURCIA04	Universidad Politecnica de Cartagena	Economics and Business Administration
	E OVIEDO01	Universidad de Oviedo	Letters
	E PALMA01	Universitat de les Illes Balears	Law
	E PAMPLON01	Univesrsidad de Navarra	Economics and Business Administration
	E SALAMAN02	Universidad de Slamanca	Letters
	E SANTIAG01	Universidad de Santiago de Compostela	Biology, Mathematics
	E SEVILLA01	Universidad de Sevilla	Economics and Business Administration
	E TARRAGO01	Universitat Rovira I Virgili	Letters
	E TENERIF 01	Universidad de La Laguna	Letters, Psychology and Education Sciences
	E VALENCI01	Univesitat de València	Psychology and Education Sciences
	E VIGO01	Universidad de Vigo	Biology, Physics, Letters
	E ZARAGOZ01	Universidad de Zaragoza	Economics and Business Administration, Physics
	F AMIENS01	Université de Picardie Jules Verne	Geography and Geology
	F ANGER01	Université d'Angers	Law, Chemistry, Letters, History, Physics, Economics and Business Administration, Geography and Geology
	F ANGERS04	Universite Catholique de l'Ouest	Biology, Letters, Economics and Business Administration, Geography and Geology
	F AVIGNON01	Université d'Avignon et des Pays de Vaucluse	Letters, Geography and Geology

	F BESANCO01	Université de Franche-Comte	Psychology and Education Sciences
	F BORDEAU02	Université Victor Segalen Bordeaux 2	Philosophy and Social- Political Sciences
	F BORDEAU03	Université Michel de Montaigne BORDEAUX 3	Geography and Geology
FRANCE	F BORDEAU41	Université Bordeaux IV	Biology, Chemistry, Law, Economics and Business Administration, Geography and Geology
	F CACHAN03	Ecole Normale Supérieure de Cachan	Computer Science
	F CAEN01	Université de Caen Basse Normandie	Philosophy and Social- Political Sciences
	F CERGY07	Université de Cergy-Pontoise IUFM de l'Académie de Versailles	Mathematics, Psychology and Education Sciences
	F CHAMBER01	Université de Chambery	Psychology and Education Sciences
	F CLERMON01	Université d'Auvergne - Clermont 1 (IUP)	Biology, Economics and Business Administration
	F CLERMON02	Université Blaise Pascal Clermont Ferrand	Mathematics, Geography and Geology, Letters
	F DIJON01	Université de Bourgogne-Dijon	Philosophy and Social- Political Sciences, Geography and Geology, Law
	F DUNKERQ09	ISCID - Institut -Université du Littoral Côte d'Opale	Economics and Business Administration, Geography and Geology
	F EVRY01	TELECOM Business School	Economics and Business Administration
	F EVRY04	Université d'Evry Val d'Essone	Philosophy and Social- Political Sciences
	F GRENOBL02	Université de Grenoble	Psychology and Education Sciences
	F LE-MANS01	Université du Maine	Physics
	F LILLE01	Université des Sciences et Technologies de Lille	Computer Science, Philosophy and Social- Political Sciences, Economics and Business Administration, Biology, Physics, Chemistry, Mathematics, Geography and Geology
	F LIMOGES01	Université de Limoges	Letters, Mathematics
	F LYON01	Université Claude Bernard Lyon 1	Geology, Mathematics
	F LYON03	Université Jean Moulin (Lyon III)	Letters, Economics and Business Administration, Law, Philosophy and Social-Political Sciences
	F MARSEIL01	Université de Provence Aix-Marseille I	Mathematics, Psychology and Education Sciences
	F METZ01	Université Paul Verlaine Metz	Computer Science
	F MONTPEL02	Université Montpellier 2	Physics
	F MONTPEL03	Université Paul Valery Montpellier III	History

F MONTPEL08	Ecole Nationale Supérieure de Chemie de Montpellier	Physics, Chemistry
F MULHOUS01	Université de Haute Alsace Mulhouse	Mathematics
F NANCY02	Université Nancy 2	Philosophy and Social- Political Sciences, Letters, Psychology and Education Sciences
F NICE01	Université Sophia Antipolis de Nice	Law, Geography and Geology, Physical Education and Sports
F ORLEANS01	Université d'Orléans	Geography and Geology, Economics and Business Administration
F PARIS001	Université de PARIS 1 Panthéon Sorbonne	Geography and Geology
F PARIS003	Université Sorbonne Nouvelle - Paris 3	Letters
F PARIS004	Université Paris-Sorbonne (Paris IV)	Letters, Geography and Geology
F PARIS005	Université Paris Descartes	Letters
F PARIS006	Université Pierre et Marie Curie	Mathematics
F PARIS007	Université de Paris 7 - Denis Diderot	Geography and Geology, Letters
F PARIS010	Université Paris X Nanterre	Geography and Geology
F PARIS011	Université Paris-Sud (Paris 11)	Chemistry
F PARIS012	Université Val de Marne Paris 12	Computer Science, Letters
F PARIS054	Ecole Pratique des Hautes Etudes	Letters
F PARIS178	Institut National des Langues at Civilisation Orientales (INALCO)	Letters
F PAU01	Université de Pau et de Pays de l'Adour	Mathematics
F POITIER01	Université de Poitiers	Economics and Business Administration, Chemistry
F REIMS01	Université de Reims Champagne- Ardenne	Letters, History, Economic and Business Administration, Geograph and Geology, Psychology and Education Sciences
F RENNES02	Université Rennes 2 - Haute Bretagne	Letters
F ROUEN01	Université de Rouen	Economics and Business Administration
F STETIE01	Ecole Supérieure des Mines de Saint- Etienne	Geology
F STRASBO01	Université Louis Pasteur Strasbourg I	Computer Science, Psychology and Education Sciences
F STRASBO02	Université Marc Bloch Strasbourg 2	Orthodox Theology
F STRASBO48	Université de Strasbourg	Letters
F TOULOUS02	IUFM Midi-Pyrenees Toulouse	Economics and Business Administration, Psycholog and Education Sciences
F TOULOUS03	Université Paul Sabatier Toulouse III	Geography and Geology
F TOULOUS28	Institut National Polytechnique de Toulouse	Computer Science, Chemistry
F TOURS01	Université "Francois Rabelais, TOURS	Philosophy and Social-

			Political Sciences, Geography and Geology
	F VALENCI01	Université de Valenciennes et du Hainaut-Cambresis	Mathematics
	F VANNES04	Université Bretagne Sud	Letters
	F VERSAIL11	Université de Versailles Saint-Quentin en Yvelines	Physics
	G ATHINE01	Ethniko Kai Kapodistriako Panepistimio Athinon	Law
	G ATHINE02	ETHNIKO METSOVIO POLYTECHNIO (E.M.P)	Physics
	G ATHINE04	Athens University of Economics and Business	Economics and Business Administration, Computer Science
GREECE	G COMOTIN01	Democritus University of Thrace	Mathematics
	G IOANNIN01	University of Ioannina	History, Philosophy and Social-Political Sciences
	G KOZANI02	University of Western Macedonia	History
	G KRITIS01	Panepistimio Kritis	Philosophy and Social- Political Sciences, History
	G PATRA01	Panepistimio Patron	Psychology and Education Sciences, Physics
	G SERRES01	The Technological Educational Institute of Serres	Geography and Geology
	G THESSAL01	Aristotle University of Thessaloniki	Biology, Letters, History, Chemistry, Mathematics, Orthodox Theology
	G VOLOS01	University of Thessaly	Physical Education and Sports
CROATIA	HR RIJEKA01	University of Rijeka	Economics and Business Administration
HUNGARY	HU BUDAPES01	Eötvös Loránd University	History
	HU VESZPRE01	University of Pannonia	Chemistry, Physics
ITALY	I BARI01	Università degli Studi di Bari	History, Letters, Philosophy and Social-Political Sciences, Economics and Business Administration, Law, Computer Science, Mathematics
	I BENEVEN02	Università degli Studi del Sannio	Mathematics
	I BOLOGNA01	Università degli Studi di Bologna	Economics and Business Administration
	I CAGLIAR01	Università degli Studi di Cagliari	Chemistry, Mathematics, Geography and Geology
	I CAMERIN01	Università degli Studi di Camerino	Biology, Chemistry
	I CHIETI01	Università degli Studi "G.d'Anunzio" Chieti-Pescara	Mathematics
	I COSENZA01	Università della Calabria	Philosophy and Social- Political Sciences, Chemistry
	I FIRENZE01	Università degli studi di Firenze	Psychology and Education Sciences, Mathematics
	I FOGGIA03	Università degli Studi di Foggia	Letters,, Law

	I GENOVA01	Università degli Studi di Genova	Philosophy and Social- Political Sciences, Chemistry, Law, Physics
	I LECCE01	Università Del Salento Lecce	Mathematics
	I MILANO01	Università degli Studi di Milano	Mathematics
	I MODENA01	Università degli Studi di Modena e Reggio Emilia	Economics and Business Administration, Law
	I NAPOLI 01	Università degli Studi di Napoli Federico II	Psychology and Education Sciences
	I NAPOLI03	Università degli Studi di Napoli Parthenope	Physical Education and Sports
	I PALERMO01	Università degli Studi di Palermo	Letters, Mathematics
	I PARMA01	Università degli Studi di Parma	Economics and Business Administration
	I PERUGIA01	Università degli Studi di Perugia	History, Economics and Business Administration
	I POTENZA01	Università degli Studi di Potenza	Mathematics
	I ROMA02	Università degli Studi Tor Vergata	Mathematics
	I SALERNO01	Università degli Studi di Salerno	History, Mathematics, Letters
	I SIENA01	Università degli Studi di Siena	Physics
	I TORINO 01	Università degli Studi di Torino	Geology, Philosophy and Social-Political Sciences, Biology, Geography and Geology, Physics
	I TRENTO01	Università degli Studi di Trento	Computer Science
	I UDINE01	Università degli Studi di Udine	Letters, Theology, Mathematics
LITHUANIA	LT VILNIUS01	Vilnius University	Physics
LATVIA	LV RIGA 08	Latvian Academy of Culture	Philosophy and Social- Political Sciences
	LV RIGA 27	Riga Teacher Training and Education Management Academy	Economics and Business Administration
	N BERGEN01	University of Bergen	Letters
NORWAY	N NESNA01	Nesna University College	Psychology and Education Sciences
	N STAVANG01	University of Stavanger	Biology, Computer Science
	N TRONDHE03	SØR-TRØNDELAG University College	Economics and Business Administration, Orthodox Theology
	N VOLDA01	Volda University College	Letters
	NL AMSTERD02	Vrije Universiteit Amsterdam	Biology
	NL EINDHOV17	Technische Universiteit Eindhoven	Physics
THE NETHEDLANDS	NL ENSCHED03	Saxion University of Applied Sciences	Philosophy and Social- Political Sciences
NETHERLANDS	NL GRONING01	University of Groningen	History, Psychology and Education Sciences, Economics and Business Administration, Biology
	NL UTRECHT01	Utrecht University	Philosophy and Social- Political Sciences
	NL UTRECHT27	Marnix Academie, University for Teacher Education	Psychology and Education Sciences

	P ACORES 01	Universidade dos Acores	Economics and Business Administration
	P AVEIRO01	Universidade de Aveiro	Biology
	P COVILHA01	Universidade de Beira Interior	Philosophy and Social- Political Sciences, Letters
PORTUGAL	P FARO02	Universidade do Algarve	Economics and Business Administration, Letters
	P LISBOA02	Universidade de Lisboa	Letters
	P LISBOA03	Universidade Nova de Lisboa	Economics and Business Administration
	P MAIA01	Instituto Superior da Maia	Physical Education and Sports
	P PORTO02	Universidade do Porto	Biology, Letters, History, Psychology and Education Sciences
	P PORTO29	IPAM	Economics and Business Administration
	PL KATOWIC01	University of Silesia	Letters
	PL KRAKOW01	Uniwersytet Jagiellonski	Letters
	PL LODZ01	University of Lodz	Economics and Business Administration
POLAND	PL POZNAN01	Uniwersytet im. Adama Mickiewicza	History
	PL WARSZAW01	University of Warszaw	Philosophy and Social- Political Sciences, Letters
	PL WARSZAW07	Cardinal Stefan Wyszynsky University in Warsaw	History
	PL WARSZAW14	Lazarski School of Commerce and Law	Law
	PL WROCLAW01	Uniwersytet Wroclawski	Letters
	PL WROCLAW20	Philological School in Higher Education in Wroclaw	Philosophy and Social- Political Sciences
SWEDEN	S SUNDSVA01	Mid Sweden University	Biology
STILLE	S UPPSALA01	Uppsala Universitet	Biology
	SF HELSINKI01	University of Helsinki, Finland	Physics
FINLAND	SF JOENSUU01	Joensuun Yliopisto	Law
	SF ROVANIE01	University of Lapland	Law
	SF TURKU02	Abo Akademi University	Letters
	TR ANKARA01	Ankara University	Mathematics
TURKEY	TR ANKARA13	Polis Akademisi	Philosophy and Social- Political Sciences, Law
TORRET	TR AYDIN01	Adnan Menderes University	Physical Education and Sports
	TR BATMAN01	Batman University	Chemistry
	TR BOLU01	Abant Izzet Baysal University	Letters
	TR CANAKKA01	Canakkale Onsekiz Mart Üniversitesi	Physics
	TR DIYARBA01	Dicle University	Biology
	TR ELAZIG01	Firat University	Chemistry, Physical Education and Sports, Philosophy and Social- Political Sciences, , Economics and Business Administration, Geologie,

			Letters
	TR ESKISEH01	Anadolu University	History
	TR ISPARTA01	Suleyman Demirel University	Physics, Biology, Chemistry, Geography and Geology, Geologie, Law, Economics and Business Administration, Philosophy and Social-Political Sciences, History, Computer Science
	TR ISTANBU03	Istanbul University	Biology
	TR ISTANBU29	Istanbul Arel University	Economics and Business Administration
	TR KAHRAMA01	Kahramanmaras Sutcu Imam University	Geology
	TR KILIS01	Kilis 7 Aralik Universitesi	History
	TR KIRIKKA01	Kirikkale University	Mathematics
	TR ORDU01	Ordu University	Economics and Business Administration, Biology
	TR SAMSUN01	University of Samsun	Economics and Business Administration
	TR SANLIUR01	Harran University	Chemistry
	TR TYNCELI01	University of Tunceli	Biology
UNITED	UK DURHAM01	Durham University	Orthodox Theology
KINGDOM	UK LONDON010	Institute of Education, University of London	Letters
	UK LONDON067	Middlesex University	Letters

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#### Informative brochure "Mobility LLP-Erasmus 2011-2012"

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**Oana TONEA** Financial Manager



ALEXA, the mascot of the university, wishes you good luck!



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### **Annex IV.4 International Relations Report**

# EXCERPT FROM THE REPORT ON THE INTERNATIONAL RELATIONS OF THE UNIVERSITY (2004 - 2008)

#### I. MULTIPLE PARTNERSHIPS

#### Coimbra Group and Utrecht Network

Alongside the international recognition that the quasi-unanimous vote for UAIC as member of these groups has brought, it should be mentioned that these memberships brings new standards to the international cooperation of UAIC: that of active participation in the avantgarde of the European Higher Education, as well as that of representing Romania, being the only university in the country accepted in the Utrecht Network, and, one year and a half later, in the Coimbra Group.

#### I.1. COIMBRA GROUP <u>http://www.coimbra-group.eu/</u>

Founded in 1985, the **Coimbra Group** is an organisation of old-established European universities, dedicated to the formation of academic and cultural relations for promoting internationalisation, academic collaboration, excellence in education and research and services brought to the community. The group also aims to influence the European policies in education and to form an example of best practice, by means of academic exchange among members. In Europe, the Coimbra Group was one of the most important promoters of the Tempus projects and of implementing the ECTS system.

For its over 30000 students, professors, researchers and staff, Alexandru Ioan Cuza University's joining the Coimbra Group represents, first of all, the opening of new and important opportunities of collaboration by means of mobilities, initiatives, joint educational and research projects, etc.

The fact that Alexandru Ioan Cuza University is a member of the Coimbra Group will accentuate not only the development and branching out of already existent partnerships with many universities of the group (Poitiers, the Catholic University of Louvain, Groningen, Graz, Padua, Bristol, Geneva etc.), but particularly the coming into prominence of the Alexandru Ioan Cuza University in this prestigious multiple partnership, as a promoter of excellence in education, research and European cooperation.

*In 2010, The Annual Conference* was hosted by our university, and over 120 representatives of some of the most prestigious universities in Europe have participated.

The event was a special moment of *the 150 years anniversary* of the oldest academic institution in Romania.

#### I.2. UTRECHT NETWORK <u>http://www.utrecht-network.org</u>

The Utrecht Network covers entirely, through the activities it organizes, the diverse aspects of internationalising higher education. The network is active in domains like student mobilities, staff exchange, internationalisation of academic programmes and adopting common programmes, joint degrees diplomas awarding, organising cotutelle doctoral programmes and summer schools. The purpose was, even from the beginning, the cooperation at the institutional level, making the Utrecht Network be rightly considered an interdisciplinary, as well as multidisciplinary organism. The Utrecht Network has 31 members in 28 European countries. In addition, acting as a consortium, the Network collaborates with a series of external partners from the United States of America and Australia.

UAIC became a member in 2005 and has played an active role in several Task Forces. UAIC

hosted the Utrecht Network annual General Meeting in 2011.

#### I.3. R U F A C (RÉSEAU DES UNIVERSITÉS FRANCOPHONES ALEXANDRU IOAN CUZA)

In March 2005, "Alexandru Ioan Cuza" University had the initiative of founding a network with its main francophone partners, which would allow – to our own institution and to our traditional partners – the development of the francophone academic cooperation. *The R.U.F.A.C. Network (Réseau des Universités Francophones Alexandru Ioan Cuza)* aims to develop a multiple partnership that promotes excellence in education, in research and in academic management, having francophone means of communication. Its purpose is to promote the francophone education and research, especially by creating modules, study programmes, masters and doctoral studies diplomas (including in cotutelle), by organising meetings and international scientific colloquies, by means of publications and any other educational and research activity, in collaboration with other national or international institutions and especially with the International Organisation of the Francophonie. The RUFAC Network has, as founding members, the following institutions: Université d'Angers, Université de Genève, Alexandru Ioan Cuza University of Iaşi, Université des Sciences et Technologies de Lille (Lille 1), Université Catholique de Louvain and Université de Poitiers.

#### I.4. BALKAN UNIVERSITIES NETWORK

BUN was founded at the initiative of Aristotle University of Thessaloniki, a university with which UAIC has a cooperation agreement dating from 1993. The founding documents of the Network have been signed at meetings in Thessaloniki, on February 10 and June 22, 2006. The members of **BUN** are 2 universities form Greece, 2 from Albania, 1 from Bulgaria, 1 from Romania, 3 from Serbia, 1 from Turkey and 1 from FYROM.

#### I.5. AUF, EUA, EAIE, IAU, MAGNA CHARTA

As a member of numerous international organisations, UAIC has actively participated in events organised yearly by AUF (Agence Universitaire de la Francophonie), EUA (European University Association), EAIE (European Association for International Education) and IAU (International Association of Universities).

In September 2006, the Rector of the University has participated in the ceremony of signing of the *Magna Charta Universitatum*, organised at the University of Bologna.

UAIC is part of the fundamental principles of the *Magna Charta Universitatum* document, both by its mission – that of creating and preserving the values of science, culture and civilisation, the affirmation of cultural identity and national spirit, promoting free thinking and academic democracy, creating and maintaining an inextricable relationship between the didactic and research activities – and by its strategic objectives, which materialise the mission.

#### II. BILATERAL COOPERATION

Considering that a strong international orientation is of vital importance to the academic life, our institution has thenceforth given definite significance to collaboration with foreign universities. Between 2004 and 2008, a number of **18 new agreements** with universities of EU, Republic of Moldova, Norway, Canada, Chile, Japan and Singapore have been signed; at the same time, UAIC is an active promoter of regional academic cooperation with neighbouring countries. In this interval, the University celebrated 10 years of partnership with the University of Konstanz (2004) and 30 years of privileged partnership with "Albert Ludwig" University of Freiburg.

#### III. EUROPEAN PROGRAMMES

#### **III.1. ERASMUS**

Within the framework of the most complex European mobility and transnational higher education programme, SOCRATES-ERASMUS, Alexandru Ioan Cuza University has organized approx. 15% of the student mobilities in Romania. Over the past four academic years, the number of partner universities has significantly increased. Therefore, mobilities from 2007 to 2008 took place in the frame of 206 Erasmus bilateral agreements in 19 countries of the European Union. Statistics from the last four academic years show a considerable rise in the number of outgoing and incoming students. Whereas during the 1998/1999 academic year, based on the first 73 institutional agreements, 153 Erasmus students went abroad and only 7 foreign students visited our university, during 2004 – 2008 the number reached almost 1500 (approx. 330 per year), respectively 300. The favourite destinations for outgoing students and teaching staff alike are still Konstanz, Freiburg, Lille, Poitiers, Groningen, Thessaloniki, Bari, while students and teachers from France, Italy and Spain, particularly those in the field of humanities, prefer UAIC for an Erasmus mobility. At the anniversary of 10 years of Erasmus Programme in Romania, the Alexandru Ioan Cuza University was awarded the ERASMUS Diploma (Award) and the LEONARDO DA VINCI Diploma for its distinguished contribution to the development of the European Community Programmes in the field of education in Romania. More than 2500 UAIC students have benefited from the 10 years of Erasmus mobilities, and the number of UAIC teaching staff mobilities has surpassed 700 in these 10 years.

Also within the framework of the Erasmus Programme, UAIC has annually organized Romanian language courses for the Erasmus students in the UE. A number of 69 students have taken part in the EILC courses (Erasmus Intensive Language Courses), organized twice per year before each semester (August and January); 235 students have participated in the classes that take place throughout the academic year. The Department of Romanian Language and Literature for Foreign Students and the European Programmes Office are in charge of organizing these courses. Romanian language is also taught to the foreign students who do their preparatory year at UAIC. Over the last four years, a total number of 145 foreign students from China, Cyprus, Congo, Greece, Jordan, Israel, Morocco, Nigeria, Syria, Turkey, Ukraine, Yemen etc have benefited from these courses, at the completion of which they receive a certificate that allows them to study in a Romanian university.

#### III.2. LEONARDO DA VINCI

Aimed at implementing the vocational training policy of the European Community, the Leonardo da Vinci Programme has reached its main objective at UAIC as well: that of improving personal competencies, especially those of young people, with the purpose of facilitating their transition to the labour market.

In the frame of this programme, many of the UAIC faculties have managed to obtain funding particularly for student mobility projects (143 students have benefited from placements at various companies from the EU). In addition to this, 77 teaching and administrative staff have taken part in the activities organized within pilot projects and for linguistic competencies. Among these, the Faculties of Biology, Economics and Business Administration, Geography and Geology, Computer Science, Letters, Psychology and Education Sciences, as well as the Centre for European Studies should be mentioned.

		STUDENTS	SL			TEACHI	TEACHING STAFF	
FACULTY	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
BIOLOGY	10	14	14	13	1	3	9	S
CHEMISTRY	6	6	6	S	1	2	S	L
LAW	11	10	12	16	0	0	3	ε
ECONOMICS AND BUSINESS ADMINISTRATION	42	51	48	9	1	1	n	4
PHYSICAL EDUCATION AND SPORTS	6	Π	20	67	ε	v	×	7
PHILOSOPHY	18	15	24	35	4	2	S	9
PHYSICS	10	×	r	9	4	S	9	4
GEOGRAPHY AND GEOLOGY	35	38	33	31	4	4	9	ŝ
COMPUTER SCIENCE	12	12	17	18	0	0	-	0
HISTORY	8	10	16	18	9	L	6	12
LETTERS	68	93	77	96	14	16	20	21
MATHEMATICS	8	9	9	9	6	9	11	11
PSYCHOLOGY AND EDUCATION SCIENCES	20	24	12	16	1	1	Q	7
ORTHODOX THEOLOGY	1	8	1	S	7	1	1	3
TOTAL	261	303	296	338	50	56	89	89

TOTAL 1482 mobilities, out of which: 1198 students, 284 teaching staff

	<u> </u>				
ШХ	FUL BRIGHT	LEVCHING SLVEE	1	0,06 %	0,06 %
ШХ	GRUNDT VIG	TEACHING STAFF	7	0,12 %	0,12 %
Х		LEVCHING SLVEE	1	0,06 %	0,12 %
x	ONBSS	STUDENTS	1	0,06 %	0,12
	BRÂ	<b>LEVCHING STAFF</b>	7	0,12 %	0, 18 %
X		STUDENTS	1	0,06 %	
×	CEEPUS	LEVCHING SLVEF	1	0,06 %	%
XI	CEE	STUDENTS	ŝ	0,31 %	0,37 %
Ш	AUF	TEACHING STAFF	Ś	0,31 %	0,43 %
2	I	STUDENTS	7	0,12 %	0,43
ПЛ	JEAN MONNET	<b>LEVCHING STAFF</b>	×	0,51 %	0,89 %
^	JE MON	STUDENTS	9	0,38 %	0,89
VI	<b>COOPERATION</b> <b>AGREEMENTS</b>	<b>TEACHING STAFF</b>	31	1,97 %	4,84 %
~	COOPE] AGREE	STUDENTS	45	2,87 %	
^	DO	ADMINISTRATIVE STAFF	3	0,19 %	5,79 %
	LEONARDO	LEVCHING SLVEE	26	1,65 %	
	LE	STUDENTS	62	3,95 %	
N	R ES	ADMINISTRATIVE STAFF	4	0,25 %	13,19 %
	OTHER SOURCES	LEVCHING SLVEE	178	11,35 %	
		STUDENTS	25	1,59 %	
Ξ	UAIC (RECTORATE, FACULTIES	ADMINISTRATIVE STAFF	٢	0,44 %	15,75 %
		<b>LEVCHING STAFF</b>	80	5,10 %	
		STUDENTS	160	10,21 %	
П	SOCRATES (LLP Erasmus)	VDWINIZLKVLIAE SLVEF	6	0,57 %	28,91
		LEVCHING SLVEE	85 44	5,67 %	
		DOCTORAL STUDENTS	7	0,44 %	
		STUDENTS LICENŢĂ, MASTER	346 + 6	22,33 %	
Ι	RESEARCH GRANTS	ADMINISTRATIVE STAFF	7	0,12 %	28,95 %
		LEVCHING SLVEE	400	25,52 %	
		(INCEUSIV DOCTORANZI) STUDENTS	52	3,31 %	

MOBILITIES RANKED BY FINANCING SOURCES 1 January – 31 December 2007

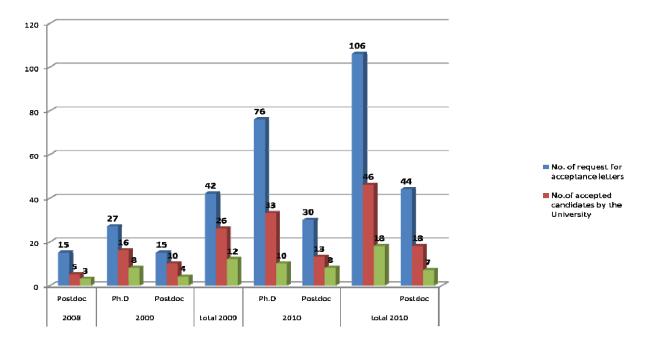
TOTAL: 1567 mobilities

S

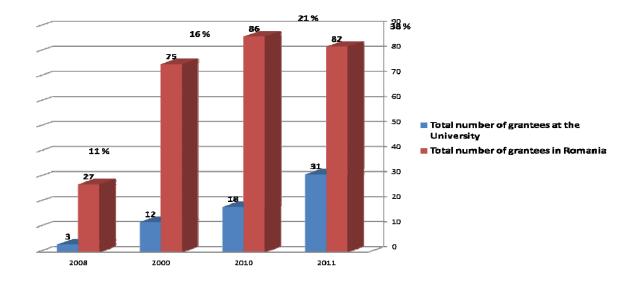
# EXCERPT FROM THE REPORT ON THE INTERNATIONAL RELATIONS OF THE UNIVERSITY (2008-2011)

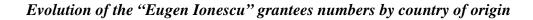
#### III.3. "EUGEN IONESCU" SCHOLARSHIP PROGRAMME

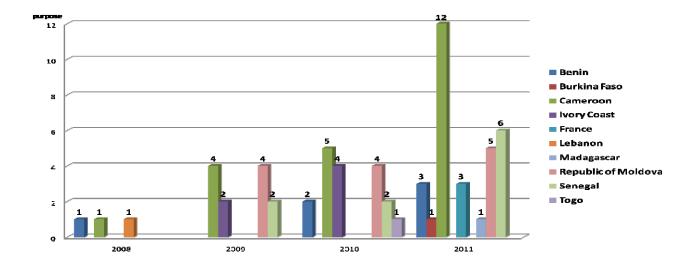
#### Applications between 2008 – 2011



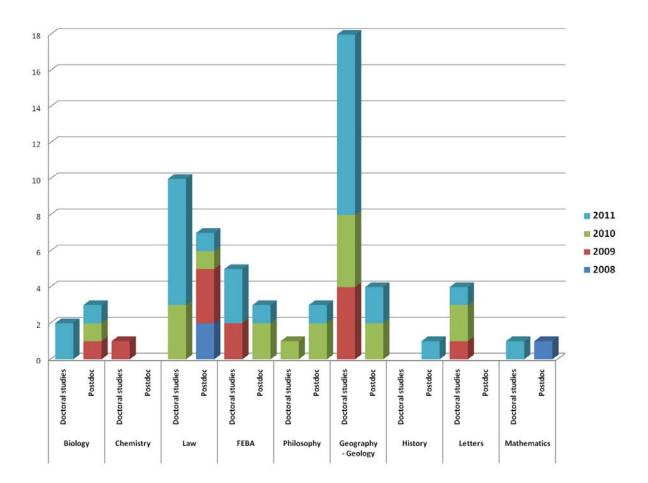
Evolution of the "Eugen Ionescu" grantees numbers at UAIC compared with the country - wide numbers







Evolution of the "Eugen Ionescu" grantees numbers by hosting faculty



III.4. EMERGE (Erasmus Mundus European Mobility with Neighbouring ReGion in the East: Ukraine, Moldova, Belarus) is an Erasmus Mundus mobility program, co-financed by the European Commission in the framework of the Erasmus Mundus programme, Action 2 - Partnerships with Third Country higher education institutions and scholarships for mobility (Lot 8 – Ukraine, Moldova and Belarus). The project is the first Erasmus Mundus Action 2 project in Romania, also coordinated by a Romanian University and will operate between 2011 - 2015.

EMERGE is designed to help students (Bachelor, Master and Doctoral level), post-doctoral fellows and academic staff to gain valuable experience, knowledge and contacts within the EMERGE network. All the 17 partner universities (9 from the Lot and 8 from EU – all EU universities being members of the Coimbra Group Task Force *European Neghbourhood*) provide valuable education and training opportunities not only for applicants inside the EMERGE project (Target Group 1), but also for nationals of Lot 8 countries either registered in a higher education institution which is not an EMERGE partner (Target Group 2) or being in a particularly vulnerable situation, for social and political reasons (Target Group 3).

**III.5.** AL IDRISI (Erasmus Mundus - Al Idrisi: A scholarship scheme for exchange and cooperation between Europe and the Maghreb) is an Erasmus Mundus Action 2 Strand 1 partnership for Lot 1 (Algeria, Morocco, Tunisia) that will establish an active institution-based mobility network among 3 Algerian, 4 Moroccan and 3 Tunisian universities on the one side and 10 European partners on the other. The project will allow undergraduate, master and doctoral students, post-doctoral fellows and academic and administrative staff to gain valuable experience, knowledge and contacts abroad. Some Maghrebian students will even have the possibility to return to their home countries holding a relevant master or doctoral degree. The project focuses strongly on regional needs in the Maghreb and the development of specific and relevant areas that will be defined by the partners. Furthermore, the project will provide improved education and training opportunities for vulnerable groups and socio-economically disadvantaged students and promote equal access to higher education for students from less developed areas.

**III.6. JOIMAN (Joint Degree Management and Administration Network: tackling current issues and facing future challenges)** <u>www.joiman.eu/</u>. Programme: LLP 2007 – 2013: Erasmus Structural Networks. The project was coordinated by Università degli Studi di Bologna, Italy. In UAIC, the project was managed in the Department of International Relations.

PROJECT OBEJCTIVES:

- Improve the management capacity of European Higher Education Institutions (HEI) regarding the administration and management of joint programmes;
- Create a common discussion platform among institutions with a relevant experience in the development and management of joint programmes;
- Analyse the existing administrative procedures and practices in the management of joint
- o programmes at master and doctoral level;
- Develop new guidelines, good practice reports and common tools for a consortium cooperation;

• Prepare European universities for the opportunities and challenges of the Erasmus Mundus II Programme.

In particular, the Network will provide the HEI community with good practice reports in the following domains:

- 1. Application, enrolment, selection and certification of students in joint master programmes;
- 2. Financial sustainability of joint master programmes;
- 3. Quality, organisation and services in joint master programmes;
- 4. Development and administration of joint doctoral programmes;
- 5. Development and administration of joint master programmes with "non EU" and "non Bologna" institutions.

The consortium was composed of 15 universities and 3 Erasmus Mundus National Contact Points (EM NCP). All 15 JOIMAN universities are prominent and broadly based research universities with intensive international co-operation among them and partners all over the world. 12 of them are members of the European Consortium *Utrecht Network*.

#### III.7. EMQT (ERASMUS MOBILITY QUALITY TOOLS)

Alexandru Ioan Cuza University of Iași was one of the partner universities in EMQT, an ERASMUS Structural Network project coordinated by the University of Padova, Italy and run between 2009 - 2011. The other partners in the project were: Alma Mater Studiorum Università di Bologna, Karl-Franzens-Universität Graz, Universidad de Deusto, Katholieke Universiteit Leuven, Aristotle University of Thessaloniki, CHE Consult, Erasmus Student Network, Coimbra Group Office, Universidad de Granada, Abo Akademi University, Aarhus Universitet, Université Paris-Sud 11, EuroPACE, Universität Leipzig, Friedrich-Schiller-Universität Jena, Charité - Universitätsmedizin Berlin, Agencia Nacional de Evaluación de la Calidad v Acreditación, Spain and two associated institutions: Trinity College Dublin and University of Turku. The general aim of the EMQT project was to identify organizational models, good practices, benchmarking procedures and related indicators, which should characterize the quality of the students' exchange mobility. The outcomes and results obtained in this two-year-project have been consolidated in the "EMQT Quality Tools' Box", which comprises a Questionnaire, a General Mapping Report, Guidelines for good practice and a List of Useful Indicators, which will hopefully support European Higher Education institutions to self assess their overall quality in students' exchange.

#### **III.8.** OTHER PROGRAMMES

A significant contribution to the international exchanges for teaching staff, researchers and students has been made by other organizations and traditional foreign institutions such as Fulbright (USA), DAAD and Humboldt (Germany), Monbusho (Japan), The Ministry of External Affairs (France). Starting with 1996, grants from the M.E.C.T. (CNBSS – The National Centre of Study Grants Abroad) have been introduced, and over the past years a new type of funding from the European Commission has become available, through the Jean Monnet Programme. Therefore, between 2004 and 2008, a Jean Monnet department (Centre for European Studies), three European modules (in the Faculty of Philosophy and Social-Political Sciences and the Faculty of Economics and Business Administration) and a centre for studies and research (Faculty of Economics and Business Administration).

#### IV. INTERNATIONAL SUMMER COURSES "ROMANIA – LANGUAGE AND CIVILIZATION"

One of the essential ways of accomplishing the UAIC mission is organizing the Summer Courses "Romania – Language and civilization", in which dozens of students of all ages and from various parts of the world participate annually. Approximately 70% of these are grantholders from the

Romanian Government, within the frame of the bilateral cooperation agreements, and the other 30% are foreign citizens who take part in these classes with their own financial means or within the frame of the cooperation Agreements with other European universities.

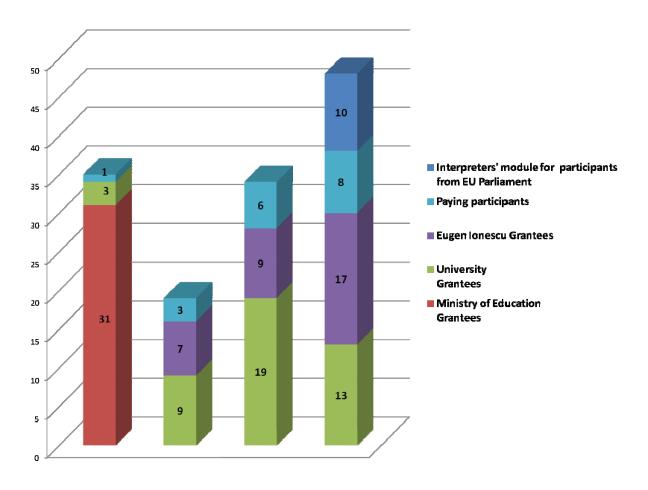
#### Participation in the XXXVII – XL Editions

2008 was the last year when the Ministry of Education still financed the participation of foreign students in the International Summer Courses, in the framework of inter-governmental cooperation agreements.

UAIC was the only Romanian University which continued to organized these courses in the year 2009, offering study grants to some students from universities members of the Coimbra Group, Utrecht Network, as well as to those from other partner universities.

The UAIC effort was repaid – as the evolution from 2009 to 2011 shows.

In the year 2011, a special module for 10 translators from the European Parliament was organized.



#### V. SUMMER SCHOOLS

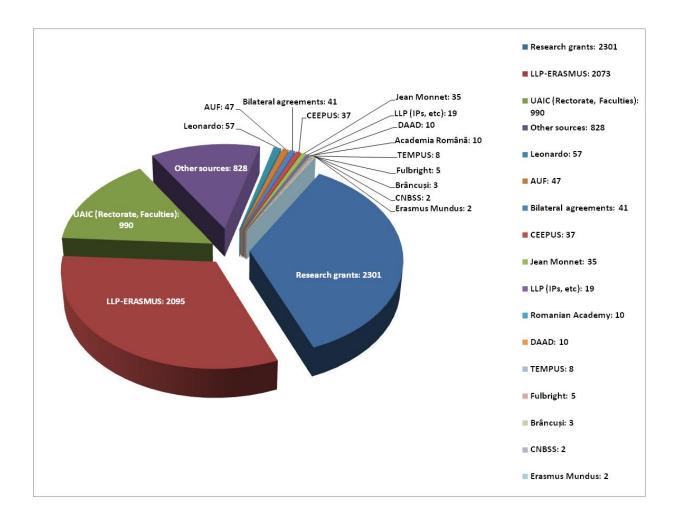
During the aforementioned period, several editions of various international summer schools (Biochemistry, Plasma Physics and Applications, Computational Linguistics, "La protection européenne des droits de l'homme", Limnology – Ecology, "Atmospheric Physics and Chemistry: from lab experiments to field campaigns", Children's European Citizenship: Information and Participation, The Methodology of Social Sciences, Centro di Studi Micaelici e Garganici, South-Eastern European Studies, Doctoral Intensive Summer School, Physics Without Borders), some of them in partnership with universities or other

organizations (University of Konstanz, The International Institute for Human Rights, in Strasbourg, Microsoft Research, "Friedrich Schiller" University of Jena, University of Bari, USTL – Lille 1 – France, the Environmental Protection Agency in Iași).

#### VI. MOBILITIES – STATISTICS

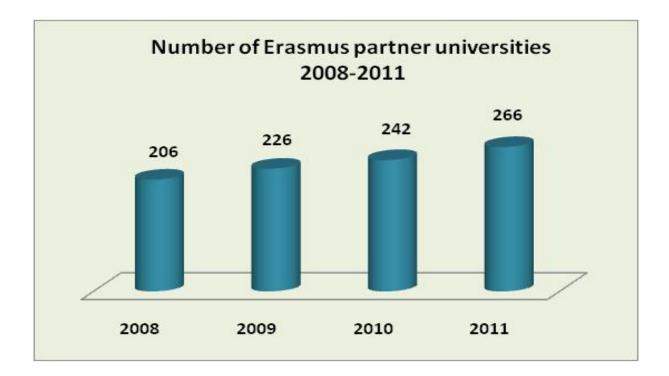
Alexandru Ion Cuza University showcases a distinct compatibility with academic values from all over the world through the fact that, from 1990 to 2008, more than 12.000 teaching staff and students (almost 5000 during 2004-2008) have represented the institution at international scientific events (conferences, congresses, seminars), study and placement mobilities etc. An important aspect worth mentioning concerns the costs and financing sources for these internal and international exchanges.

The main financing sources are the Erasmus Programme, for students, and research grants, for teaching staff.

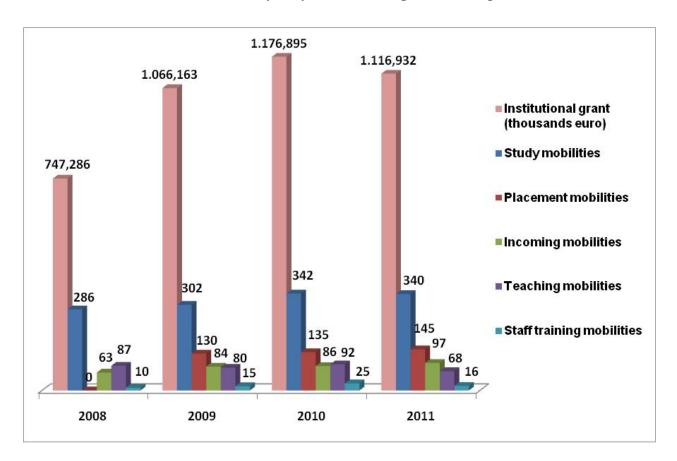


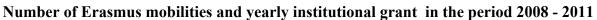
#### Number of mobilities by financing sources from 2008 to 2011 (total = 6490)

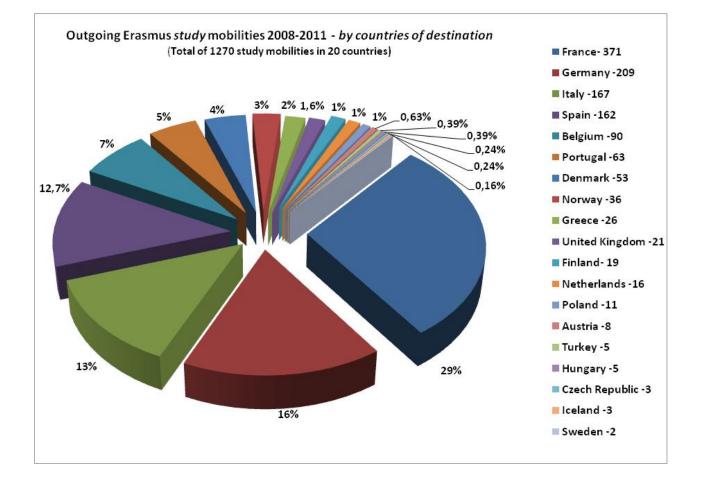
### LLP – ERASMUS Programme

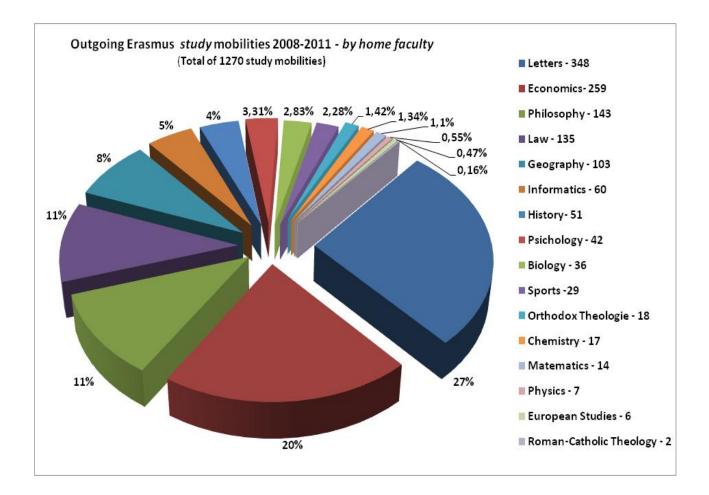


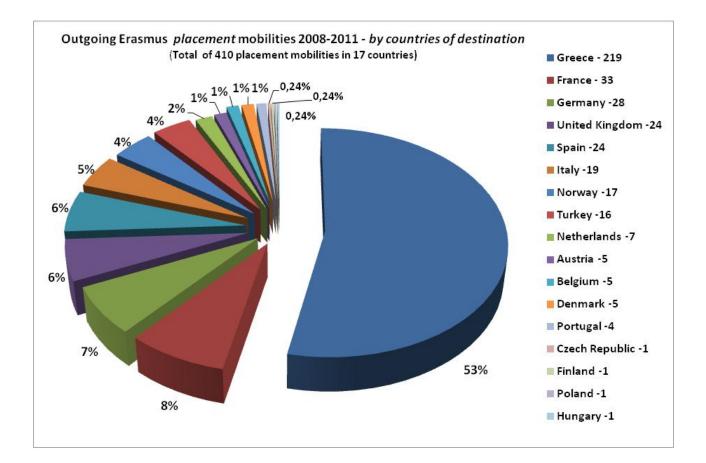
	Number of student mobilities		Number of staff mobilities		Erasmus institutional
Year	Study	Placement	Teaching	Training	grant (euro)
2008	286	0	87	10	747.286
2009	302	130	80	15	1.066.163
2010	342	135	92	25	1.176.895
2011	340	145	68	16	1.116.932
Total 2008-2011	1.270	410	327	66	4.107.276

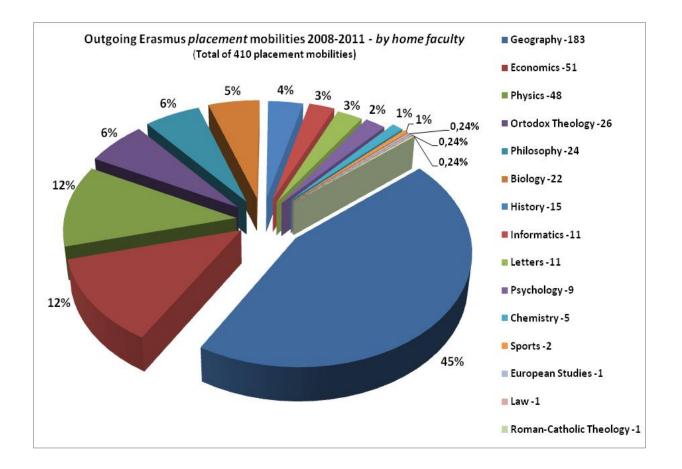


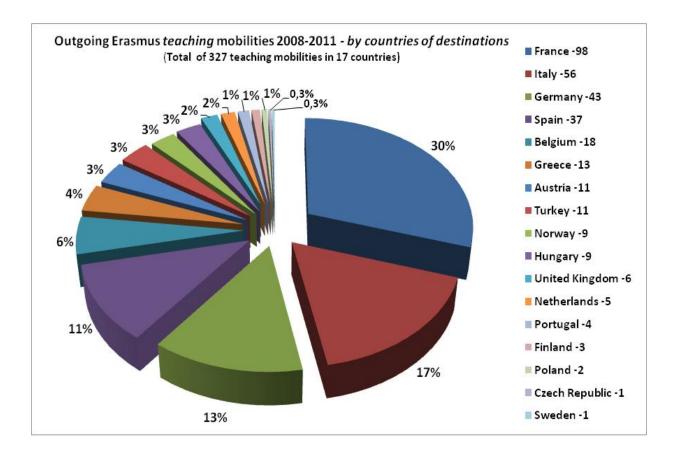


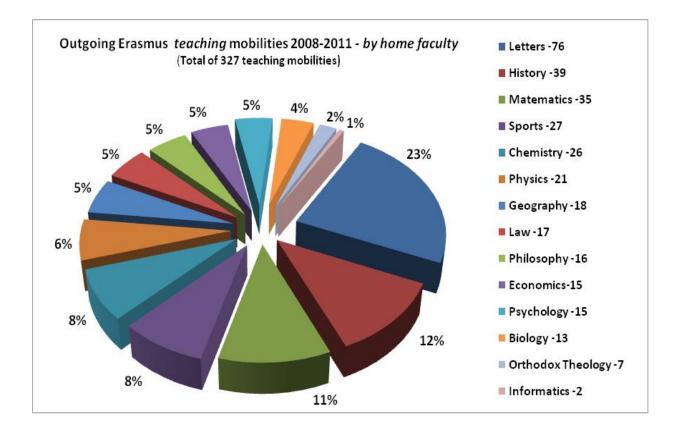


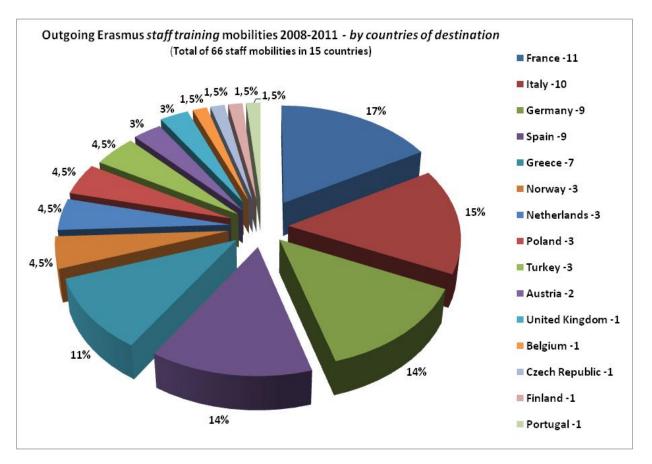














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## Annex IV.3.3.c. Inter-university Cooperation Agreements



## Bilateral Agreements of Alexandru Ioan Cuza University, valid during the academic year 2011 – 2012

No ·	COUNTRY	UNIVERSITY	СІТҮ	YEAR	OBSERVATIONS
1.	SOUTH AFRICA	University of Pretoria	Pretoria	2010, automatic renewal	All fields of study
2.	AUSTRIA	Innsbruck University	Innsbruck	2008, for 5 years	All fields of study
3.	BELGIUM	Université Catholique de Louvain	Louvain-la- Neuve	1998, automatic renewal	Theology
4.		Université de Liège	Liège	2010, automatic renewal	All fields of study
5.	BULGARIA	Dimitur A.Tsenov Academy of Economic Studies	Svishtov	2003, for 3 years, automatic renewal	Economics
6.	DULGANIA	St. Kliment Ohridisky University	Sofia	2007, for 5 years, automatic renewal	All fields of study
7.	CANADA	Université Laval	Québec	2005, for 5 years, automatic renewal	Geography and Geology
8.	CZECH REPUBLIC	Univeryita Palackého v Olomouci	Olomouc	2009, for 5 years	History, Philosophy a nd Social- Political Sciences, Le tters
9.	CHILE	Pontificia Universidad Catolica de Valparaiso	Valparaiso	2004, for 5 years, automatic renewal	All fields of study
10.		Universidad del Desarrollo	Santiago de Chile	2005, indefinitely	All fields of study
11.	CHINA	North China University of Technology	Beijing	1993, automatic renewal	All fields of study
12.	SOUTH KOREA	Hankuk University of International Studies	Seoul	1990, automatic renewal	All fields of study
13.		Chung-Ang University	Seoul	2008, for 5 years, automatic renewal	All fields of study
14.	CUBA	Universidad de Oriente	Santiago de Cuba	1997, for 2 years, automatic renewal	All fields of study
15.	SWITZERLAND	Université de Neuchâtel	Neuchâtel	1992, for 5 years	All fields of study

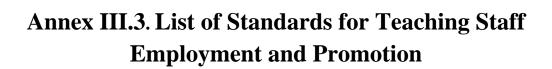
No					
•	COUNTRY	UNIVERSITY	CITY	YEAR	OBSERVATIONS
16.		Institut Maieutique de Laussane	Lausanne	1999, for 3 years, automatic renewal	Agreement with the Faculty of Psychology and Educational Sciences
17.		Université de Lausanne	Lausanne	2001, for 5 years, automatic renewal	Letters
18.		Université de Genève	Geneva	2001, for 5 years, automatic renewal	All fields of study
19.		Université d'Angers	Angers	2007, for 5 years	All fields of study
20.		Université d'Avignon	Avignon	2006, automatic renewal	All fields of study
21.		Université de Bourgogne	Dijon	2003, renewed in 2011, for 5 years	All fields of study
22.		Université d'Auvergne Clermont I	Clermont- Ferrand	1999, for 3 years automatic renewal	Economics
23.		Université Pierre Mendès, Grenoble 2	Grenoble	2001, for 5 years, automatic renewal	All fields of study
24.		Université de Poitiers	Poitiers	2000, for 3 years, renewed in 2011, automatic renewal	Letters, Economics, Chemistry
25.		USTL – Université de Lille 1 (Lillle2 & Lille 3)	Lille	1991, for 5 years, renewed in 2011 together with Lille 2 & 3, automatic renewal	All fields of study
26.		Université Paris - Sorbonne, Paris IV	Paris	2002, for 5 years, automatic renewal	Letters, Sciences
27.	FRANCE	Centre International de Recherche et d'Etudes Transdisciplinaires (CIRET)	Paris	2004, for 3 years, automatic renewal	interdisciplinary studi es
28.		Université de Cergy-Pontoise	Cergy- Pontoise	2004, for 5 years, automatic renewal	All fields of study
29.		Université Jean Monnet de Saint- Etienne	Saint Etienne	2003, for 5 years, automatic renewal	interdisciplinary studi es
30.		Université Paul Sabatier – Toulouse III	Toulouse	2006, for 5 years, automatic renewal	All fields of study
31.		Ecoles Nationales Supérieures de Chimie (ENS) de Clermont Ferrand, Lille, Rennes	Clermont Ferrand, Lille, Rennes	2008, for 5 years, automatic renewal	Chemistry
32.		Université d'Orleans	Orleans	2008, for 5 years, automatic renewal	Biology, Chemistry, Law, Physics
33.		Université Paris XII Val de Marne	Paris	2008, for 5 years, automatic renewal	Letters

No					
•	COUNTRY	UNIVERSITY	СІТҮ	YEAR	OBSERVATIONS
34.		Université Paul- Valery, Montpellier III	Montpellier	2010, for 5 years	All fields of study
35.		"Albert-Ludwigs" Universität	Freiburg	1971, automatic renewal	All fields of study
36.		Augsburg Universität	Augsburg	1992, automatic renewal	All fields of study
37.	GERMANY	Konstanz Universität	Konstanz	1994, automatic renewal	All fields of study
38.		Friedrich-Schiller Universität Jena	Jena	1993, for 5 years, automatic renewal	All fields of study
39.	GREECE	Aristotle University	Thessaloniki	1993, for 3 years, automatic renewal	All fields of study
40.	GREECE	University of Ioannina	Ioannina	2002, for 4 years, automatic renewal	All fields of study
41.	ISRAEL	Yozmot College Center for Interdisciplinary Studies	Tel-Aviv	2000 , for 4 years, automatic renewal	Public Administration, Marketing, Managem ent, Communication and Education Sciences
		Ben-Gurion University of the Negev	Beer-Sheva	2001, for 3 years, automatic renewal	All fields of study
42.		Università degli Studi di Perugia	Perugia	1994, for 5 years, automatic renewal	All fields of study
43.		Università degli Studi di Bari	Bari	1996, automatic renewal	All fields of study
44.	ITALY	Accademia Internazionale "Padre Pio" di Scienze; Lettere ed Arti	San Giovanni Rotondo	2003, for 1 year, automatic renewal	All fields of study
45.		Università degli Studi di Teramo	Teramo	2001, indefinitely	Physical Education and Sports
46.		Università degli Studi di Firenze	Florența	2007, for 5 years	Psychology
47.		Università degli Studi di Milano	Milano	2009, for 5 years	Mathematics
48.		Saga University	Saga	2001, for 5 years, automatic renewal	All fields of study
49.	JAPAN	Nagoya Institute of Technology	Nagoya	1991, for 5 years, automatic renewal	Physics
50.		Shizouka University	Shizouka	2004, for 5 years, automatic renewal	All fields of study
51.	LEBANON	Balamand University, St. John of Damascus Institute of Theology	Tripoli	2008, automatic renewal	Orthodox theology, Philosophy, History, Letters, Chemistry
52.	MOROCCO	Université Mohammed al V- lea Souissi	Rabat	2008, for 5 years, automatic renewal	Economics, Pedagog y

No ·	COUNTRY	UNIVERSITY	СІТҮ	YEAR	OBSERVATIONS
53.		Moldova State University	Chişinău	1998, for 5 years, automatic renewal	All fields of study
54.	REPUBLIC OF MOLDOVA	Alecu Russo State University	Bălți	2000, automatic renewal	Letters, Economics
55.	MOLDOVA	Academy of Economic Studies of Moldova	Chişinău	2008, for 5 years	Economics
56.	NORWAY	Stavenger University College	Stavanger	2004, for 5 years	Psychology
57.	NETHERLANDS	Rijksuniversiteit	Groningen	1997, renewed in 2010, for 5 years	All fields of study
58.	POLAND	Adam Mickiewicz University	Poznan	1996, indefinitely	All fields of study
59.	SINGAPORE	National University of Singapore	Singapore	2004, for 2 years, automatic renewal	All fields of study
60.	SPAIN	Universidad de Barcelona	Barcelona	2002, for 5 years, automatic renewal	All fields of study
61.	UGA	University Nebraska at Omaha	Omaha	1993, automatic renewal	All fields of study
62.	U.S.A.	University of Massachusetts Boston	Boston	2008, for 5 years, automatic renewal	All fields of study
63.	TUNISIA	Université de Sousse	Sousse	2003, for 5 years, automatic renewal	Geography
64.	TURKEY	EGE University of Izmir	Izmir	1998, automatic renewal	Chemistry, Biology
65.	IUKKEI	Firat University	Elazig	2010, automatic renewal	All fields of study
66.		Yuri Fedkovici State University	Cernăuți	1998, automatic renewal	All fields of study
67.	UKRAINE	Taras Shevchenko State University	Kiev	1993, for 5 years, automatic renewal	Letters
68.		Crimean University for the Humanities	Yalta	2007, for 5 years	All fields of study
69.	HUNGARY	Lajos Kossuth University	Debrecen	1994, automatic renewal	All fields of study



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#### Management and activities

#### Selection, recruting, promotion of administrative and teaching staff

1.1. In order to get a promotion or to occupy a teaching position through competitive process (University Assistant, Senior Lecturer, Reader, Professor), within the University, the candidates must meet minimum standards on university domains, as follows:

TEACHING		COMPETI	TION DOMAINS		
POSITIONS		SCIENCES	SOCIAL SCIE	NCES	HUMAN SCIENCES
UNIVERSIT Y ASSISTANT	BIOLOGY CHEMISTRY PHYSICS MATHEMATICS GEOGRAPHY AND GEOLOGY COMPUTER SCIENCE	<ul> <li>3 scientific articles published <i>in</i> extenso in internationals journals, of which 2 in Web of Sciences journals with impact factor;</li> <li>member of a research project team.</li> <li>3 scientific articles published <i>in</i> extenso in international journals.</li> <li>member of a research project team.</li> <li>3 scientific articles published <i>in</i> extenso in international conferences journals and volumes, of which 2 in ISI quoted journals;</li> </ul>	<ul> <li>3 scientific articles published <i>in extenso</i> in international journals, of which 2 in IDB quoted journals;</li> <li>member of a research project team.</li> </ul>		<ul> <li>3 scientific articles published <i>in extenso</i> in international journals, of which 2 in IDB quoted journals;</li> <li>member of a research project team.</li> </ul>
LECTURER	BIOLOGY CHEMISTRY PHYSICS MATHEMATICS GEOGRAPHY AND GEOLOGY COMPUTER SCIENCE	<ul> <li>member of a research project team.</li> <li>6 scientifc articles <i>in extenso</i> in international journals, of which 3 main author in Web of Science journals with impact factor;</li> <li>member of two research project teams.</li> <li>6 scientifc articles <i>in extenso</i> in international journals, of which 3 main author in IDB quoted journals;</li> <li>member of two research project teams.</li> <li>6 scientifc articles <i>in extenso</i> in international conferences journals and volumes, of which 3 in ISI quoted journals;</li> <li>member of two research project teams.</li> </ul>	3 scientific articles publi international IDB quoted jo author book publishe academic publishing house member of two research joint ECONOMICS AND BUSINESS ADMINISTRATION	ournals; d in a national e;	<ul> <li>3 scientific articles published <i>in extenso</i> in international IDB quoted journals;</li> <li>author book published in a national academic publishing house;</li> <li>member of two research project teams.</li> </ul>
ASSOCIATE PROFESSO R and UNIVERSIT Y PROFESSO R	professional degrees in included in P1 panel SCIENCES (Mathematic Earth Sciences), P2 – 1 Sciences) and P3 - B Biochemistry), as referr defined in Annex 2 of regarding the approval of needed for granting p research-development pi entitlement, needed for t fundamental domains P1 Engineering sciences an National Council for A	<ul> <li>m and mandatory standards for granting higher education for scientific domains –MATHEMATICS AND NATURAL cs, Computer Science, Physics, Chemistry, ENGINEERING SCIENCES (Geological IOMEDICAL SCIENCES (Biology and ed to in Annex 1 and based on the terms ORDER no. 4478 from June 23, 2011 of the minimum and mandatory standards professional titles in higher education, rofessional degrees and the certificate of he scientific domains afferent to panels on I – Mathematics and natural sciences, P2 – nd P3 – Biomedical sciences within the ttestation of University Titles, Diplomas DCU), published in The Official Monitor 148/27.06.2011.</li> </ul>	•Based on the minimum standards for granting pro- in higher education for s afferent to P4 panel – SO (Law, Political and Admin Economic Sciences Administration, Psycholog Sciences), as referred to based on the terms defier ORDER no. 4691 from regarding the approval mandatory standards nee higher education titles, pro- or any other professional for exercising all the re- included in the Nation Attestation of University and Certificates (CNATE Social Sciences, publishe Monitor of Romania, 535/28.07.2011.	h and mandatory ofessional degrees scientific domains CIAL SCIENCES istrative Sciences, and Business gy and Behaviorla in Annex 1 and d in Annex 2 of July 26, 2011 of the basic ded for granting ofessional degrees licenses, needed esearch activities nal Council for Titles, Diplomas OCU) P4 panel – d in the Official	•Based on the minimum and mandatory standards for granting professional degrees in higher education for scientific domains afferent to P5 panel – ARTS AND HUMAN SCIENCES (Phylology, Phylosophy, History and Culutral Studies, Teology), as referred to in Annex 1 and based on the terms defined in Annex 2 of ORDER 4692 from July 29, 2011 regarding the approval of the minimum and mandatory standards needed for granting professional titles in higher education, research-development professional degrees and the certificate of entitlement, needed for the scientific domains

TEACHING	COMPETI	TION DOMAINS	
POSITIONS	SCIENCES	SOCIAL SCIENCES	HUMAN SCIENCES
			afferent to panels on fundamental domains P5 – Arts and Human Sciences within the National Council for Attestation of University Titles, Diplomas and Certificates (CNATDCU), published in The Official Monitor of Romania, part 1, no. 540/29.07.2011.

1.2 In the case of the auxiliary and administrative teaching staff, the selection, recruiting and promotion conditions are punctually settled for each position subject to such a procedure at a certain time.



## Annex II.3. Analyses regarding the perception of the academic community of "Alexandru Ioan Cuza" University of Iasi

## Analyses regarding the perception of the academic community of "Alexandru Ioan Cuza" University of Iasi

#### (A) Excerpts from the study *Intensity of promoting the organizational cultural values within a Romanian university*, professor Panaite NICA, "Alexandru Ioan Cuza" University of Iasi, Faculty of Economics and Business Administration

The purpose of this study is to assess the intensity of value exercise and that of the three-dimensional level identified within the "Alexandru Ioan Cuza" University of Iasi: *orientation toward the authoritarian environment* in relation to the *orientation toward collaboration, trust and respect among the collaborators; what is asked of the members of an organization* in relation to *what is offered, orientation toward stability, tradition* in relation to the *orientation toward flexibility, innovation.* 

In this respect, a questionnaire was developed in order to take into account the opinions of the academic community members of the "Alexandru Ioan Cuza" University of Iasi on their perception of both *current situation* and *desired situation*. The questionnaire includes the OCAI instrument developed by Kim S. Cameron, Robert E. Quinn (1998. The study is based on the results obtained after the processing of 367 questionnaires, filled-in between January-February 2011, by the teaching, administrative staff and 1<sup>st</sup> cycle and Master students. The answers were collected in on-line format, by using the google.docs application, as well as in paper format. The questionnaire targeted the intensity of 37 possible values exercise, sources for obtaining information about these values and the fundamental orientations of the organizational culture in relation to the competing values model. The 37 formulations representing possible values at the university level were developed taking into account the results of previous studies conducted in universities, public institutions or companies in various activity fields.

The structure of the respondents, according to their position or seniority within the university is illustrated in figure 1. Among these, 34.06% come from faculties of Sciences, 58.04% from faculties of Social and Human Sciences and 7.9% from functional university departments.

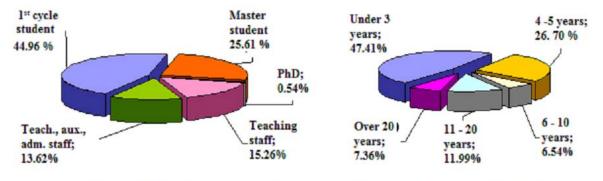


Figure 1. Structure of respondents according to position (a) and seniority (b) within the university

The data analysis process included the calculation of the average coefficients representing the *intensity degree of promotion of values* in percentage size. A scale from 1 to 5 was used in calculating the coefficients, as follows: value 1=5 points, value 2=4 points, value 3=3 points, value 4=2 points, value 5=1 point. The sum of all coefficients for the 37 values is 100. These average coefficients were used when calculating the average *intensity degree of promotion of values* on respondent categories and total university.

# Sources for obtaining information on the values system and the intensity of their promotion

Analyzing how the members of the academic community obtain information on the values promoted within the university, it can be noticed that most of the sources have an informal character, discussions with colleagues and direct observation representing 61.80% (table 1). The information obtained from regulations, meetings, trainings represent 19.10 and the information obtained from the consultation of sites, various university brochures and other sources give another 9.10%.

Information sources regarding the promoted values	<u>%</u>
Discussions with colleagues	32.15
Direct observation	29.65
University regulations	12.53
Website	10.29
Meetings, trainings	6.57
University brochures and various advertising materials	3.20
Others	5.62

#### Table 1. Sources for obtaining information on the values system

Figure 2 illustrates the 10 most intensely promoted values, in both the current and desired situation, per total university.

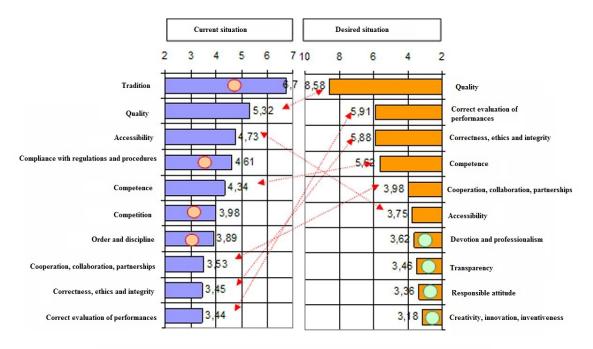


Figure 2. The most intense promoted values within the university

What can be noticed from the calculation of differences between values hierarchies, determined by the size of their intensity coefficients of their exercise in current and desired situation (Figure 3) is that the most wanted values to be promoted bearing a higher intensity are: "*Organizational excellence and individual performances improvement*", which goes up 24 positions on the hierarchy, "*Satisfaction of the teaching, administrative staff and students*" and "*Transparency*", which go up 16, 15 positions respectively. These values are followed by "*Improvement of work environment*"; "*Team spirit and mutual trust*" and "*Managers' respect for the others' opinions*". The values with too high intensities of promotion are "*Compliance with regulations and procedures*", that goes down 26 positions on the hierarchy, "*Tradition*", that goes down 24 positions, "*Order and discipline*", 21 positions, "*Competition*", 18 positions and "*Aggressiveness*", that goes down 12 positions.

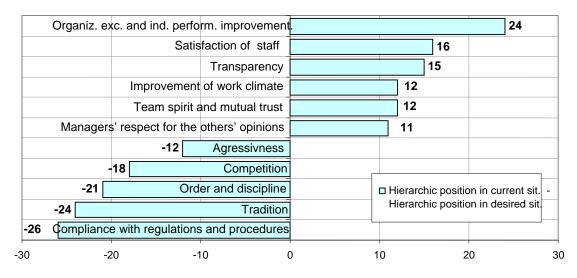


Figure 3. Diferences between values hierarchies in the current and desired situation

The analysis of these differences indicates the respondents' desire to reduce the formal aspects of management, of orientation toward stability, compliance with regulations, order and discipline specific to traditional organizations. The tendency among the respondents is to prefer the orientation toward organizational excellence, transparency, team spirit and improvement of the work environment to hierarchical culture specific values, which reflects the features of a culture oriented toward human relations.

#### Dimensions of organizational culture within the university

## (1) Orientation toward the authoritarian environment in relation to the orientation toward collaboration, trust and respect among the collaborators

As shown in Table 2 and Figure 4, the *orientation toward the authoritarian environment* is exerted with a 1.33 higher intensity (OA / OC = 10.33 / 7/77 = 1.33) than the intensity of the *orientation toward communication, trust and respect among the collaborators*. This ratio is seriously reduced in the desired situation by the respondents, where the ratio becomes 0.39.

# Table 2. Orientation toward the authoritarian environment in relation to<br/>the orientation toward collaboration, trust and respect among the<br/>collaborators

	Values / groups of values	Current situation	Desired situation
Α	Authority	10,33	3,60
1	Proper execution of managers' orders	1,83	0,51
2	Compliance with regulations and procedures	4,61	1,46
3	Order and discipline	3,89	1,64
В	Communication, collaboration	7,77	9,25
1	Open communication (between the members of the academic community)	2,22	2,42
2	Cooperation, collaboration, partnerships	3,53	3,98
3	Team spirit and mutual trust	2,03	2,85
A / B	Authority / Communication, collaboration	1,33	0,39

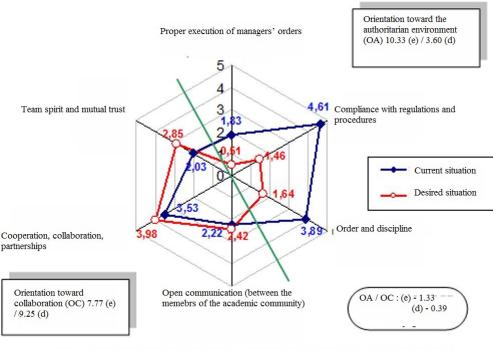


Figure 4. "Orientation toward the authoritarian environment in relation to the orientation toward collaboration, trust and respect among the collaborators"

There are considerable differences per respondent categories between both the current and desired situation from one category to the other, for the same situation (Figure 5). For the current situation, the most unbalanced ratio is registered in the case of the administrative staff (SA / SC =2.92), whereas for Master students, the ratio is the lowest (SA / SC =0.99). For the desired situation, the ratio varies between 0.29 at the faculties of Social and Human Sciences and 0.64 for the administrative staff.

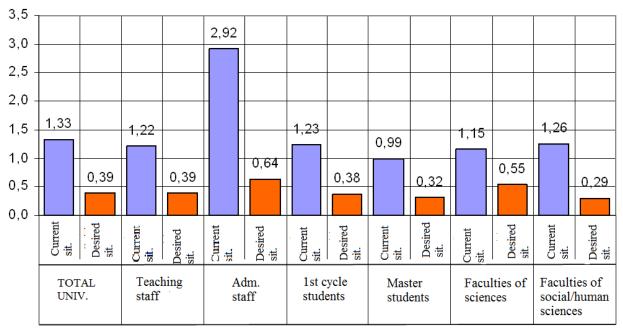


Fig. 5. Variation on categories of respondents of the "Orientation toward the authoritarian environment in relation to the orientation toward collaboration"

#### (2) What is asked of the employees in relation to what is offered to them

In a similar way, Table 3 and Figure 6 show the second identified dimension: "What is asked of the employees in relation to what is offered to them". What results is that for the total of respondents, what is asked of employees is exerted with a 1.48 higher intensity (CC / CO = 15.66 / 10.66 = 1.48) than the intensity of what is offered to them. This ratio increases in the desired situation by the respondents where the ratio becomes 1.65.

Table 3. : "What is asked of the	employees in relation	n to what is offered to them
----------------------------------	-----------------------	------------------------------

	Values / groups of values	Current situation	Desired situation
А	Is asked	15.87	23.44
1	Responsible attitude	2.77	3.36
2	Correctness, honesty, dignity, ethics and integrity	3.45	5.88
3	Quality	5.32	8.58
4	Competence	4.34	5.62
В	Is offered	9.81	14.07
1	Correct assessment of individual performances and recognition of merits	3.44	5.91
2	Transparency	2.12	3.46
3	Managers' respect for the others' opinions	1.36	2.00
4	Freedom of expression	2.90	2.69
A / B	Is asked / is given	1.50	1.53

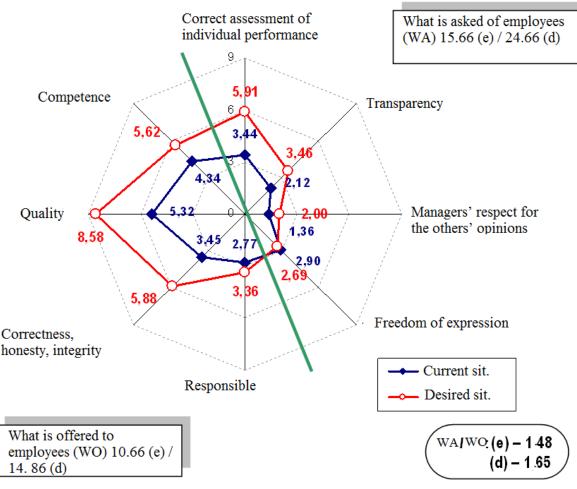


Fig. 6. "What is asked of the employees in relation to what is offered to them"

There are considerable differences per respondent categories between both the current and desired situation from one category to the other, for the same situations (Figure 7). For the current situation, a different perception of reality can be noticed, the most unbalanced ratio being registered in the case of the administrative staff (2.73), whereas for the  $1^{st}$  cycle students, the ratio is the most balanced (1.29). For the desired situation, the ratio varies between 1.76 in the case of the teaching staff and 1.31 for the administrative staff.

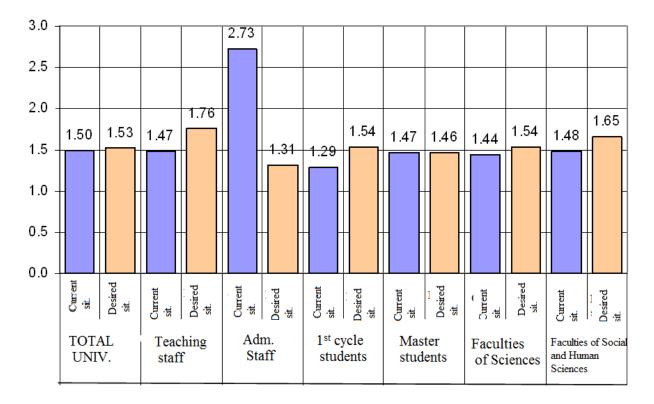


Fig. 7. "What is asked of employees in relation to what is offered" per categories of respondents

# (3) Orientation toward stability, tradition in relation to the orientation toward flexibility, innovation

Analyzing the third dimension of organizational culture within the university, approached in this study, "*Orientation toward stability, tradition in relation to the orientation toward flexibility, innovation*", as shown in Table 4 and Figure 8, what can be noticed is a reduction of the *Stability, tradition / Flexibility, innovation* ratio (OT / OI) from 1.31 in the current situation to only 0.50 in the desired situation. What is really important here is that the reduction of the ratio (OT / OI) is mostly a result of the reduction of *orientation toward stability, tradition* from 9.77 in the current situation to only 3.86 in the desired situation, without any substantial increase of the orientation toward *flexibility, innovation* (from 7.49 in the current situation to only 7.77 in the desired situation). This orientation toward *flexibility, innovation* is mainly a result of certain legislative changes with a negative impact on education, that took place in the last 2-3 years.

# Table 4. Orientation toward stability, tradition in relation to the orientationtoward flexibility, innovation

	Values / groups of values	Current situation	Desired situation
Α	Stability, tradition	9.77	3.86
1	Tradition	6.74	1.94
2	Consistency, tenacity, perseverance	1.06	0.81
3	Organizational stability	1.97	1.12
В	Flexibility, innovation	7.49	7.77
1	Creativity, innovation, inventiveness	2.70	3.18
2	Flexibility, adaptability	2.80	2.56
3	Initiative	1.99	2.03
A / B	Stability, tradition / Flexibility, innovation	1.31	0.50

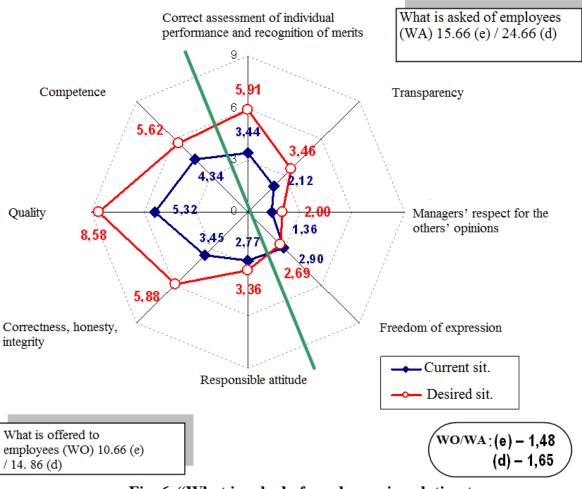


Fig. 6. "What is asked of employees in relation to what is offered"

There are considerable differences per respondent categories between both the current and desired situation from one category to the other, for the same situations (Figure 9). It is noticed that, in the current situation, the teaching staff perceives the *Stability, tradition / Flexibility, innovation* ratio as being very strong (OT / OI) – 2.94. In the desired situation, the lowest levels of the ratio (OT / OI) are registered in the case of students.

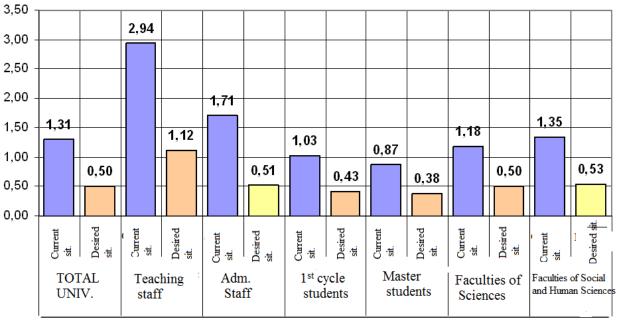
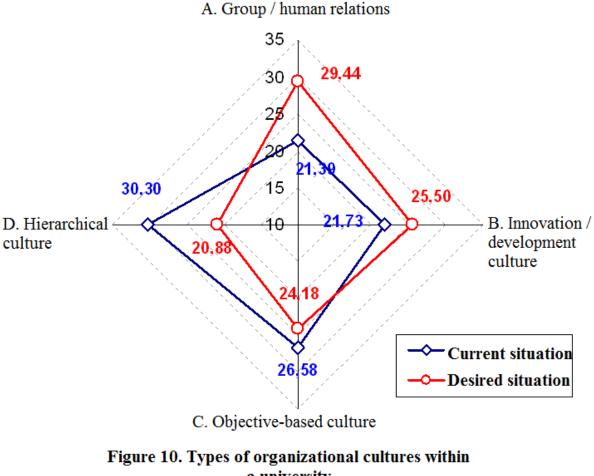


Figure 9. "Orientation toward stability, tradition in relation to the orientation toward flexibility, innovation" on categories of respondents

## Validation of determinations by using the Cameron – Quinn model

The results of the OCAI questionnaire are illustrated in Figure 10 which shows that in the current situation, the hierarchical culture is dominant (30.3%), whereas in the desired situation, the group culture, of orientation toward the human relations has the highest proportion.



a university (according to Cameron – Quinn model)

Per categories of respondents, there are some perception differences in applying this analysis model too (Figure 11). Thus, in the current situation, the administrative staff perceives the hierarchical culture more intensely than the other categories of respondents (35.0%). In the perception of the same staff category, the culture oriented toward human relations and innovative / development relation have the most reduced proportions, 19.6%, and 18.4% respectively. For the desired situation, assessments are very close and place the oriented culture toward human relation on the first position, with values between 29.3 and 29.6% for all categories of respondents. The last position in the respondents' options is occupied by the hierarchical culture, where are also registered the most substantial transfers between the current and desired situation (Figure 11.c).

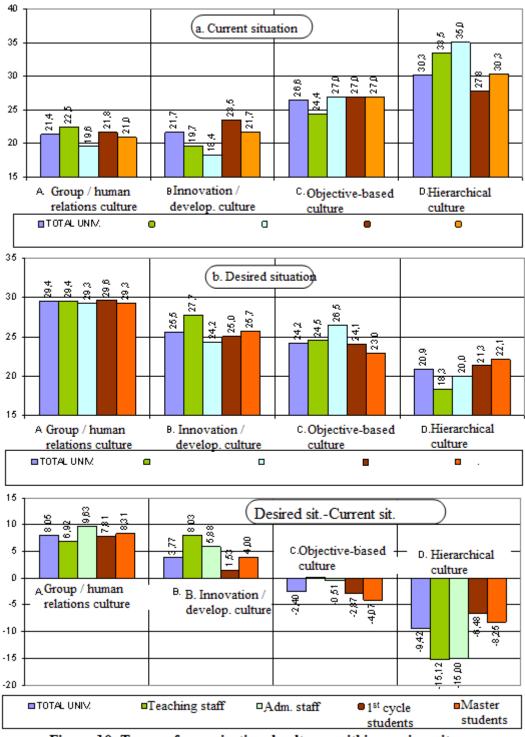


Figure 10. Types of organizational cultures within a university (according to Cameron – Quinn model)

#### (B) Excerpts from the study Diagnosis of communication in the "Alexandru Ioan Cuza" University", coordinated by professor Luminiţa IACOB, "Alexandru Ioan Cuza" University of Iasi, Faculty of Psychology and Education Sciences

The study is conducted within the POSDRU/86/1.2/S/61959 strategic project, "University community for quality management in higher education", co-financed project from the European Social Fund through the Sectoral Operational Programme Human Resources Development 2007 – 2013, Priority axis 1 ,, Education and training in support of economic growth and development of a knowledge-based society", major area of intervention 1.2 "Quality on higher education", beneficiary the "Alexandru Ioan Cuza" University of Iasi. The deadline is July 31, 2011.

Sample structure: 93 participants, of which: 43 employees in the administrative domain (32 women, 11 men; 37 in direct contact with the teaching staff or the students and 6 without direct contact; 16 with leading positions); 50 teaching staff (15 women, 35 men; 20 with leading positions).

Instrument: thematic questionnaire targeting: assessment of communication dysfunctions / blockages causes, (I); good practice (as existence and expectance on their benefice) (II); organizational culture, Hofstede model (III).

#### a. Factors that affect communication (questionnaire, item I)

#### a.1. Assessment made / performed by the teaching staff

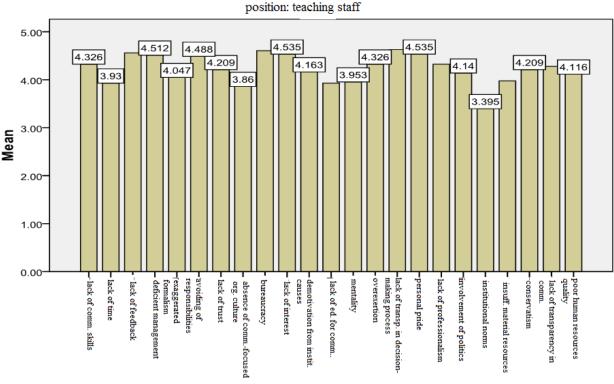
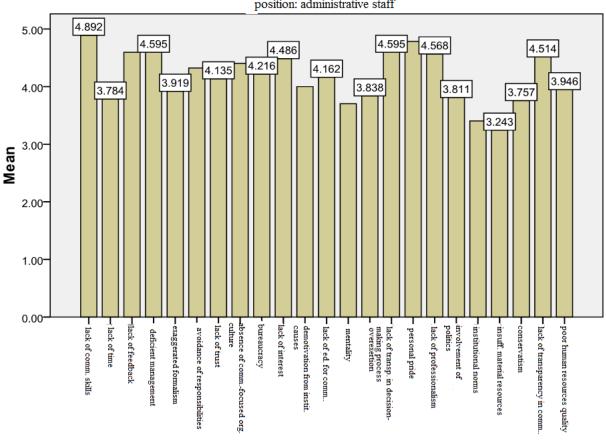


Figure no. 1 Assessment made by teachers

#### a.2. Assessment made by the administrative staff



position: administrative staff

Figure no. 2 Assessment made by the administrative staff

#### a.3. Comparison between teachers and the administrative staff

Assessments of both categories fall in the average area - "pretty serious", the administrative staff showing even more moderation given the fact that 10 assessments are included in the "a little serious" category.

The most incriminated factors are the absence of communication skills (more present among the administrative staff), and *pride* and *lack of interest*, factors incriminated by teachers.

Assessment similarities are obvious, the two categories in the University do not show significant differences at 19 of the factors taken into consideration. These four differences can be found in the following items:

- absence of communication skills ((t(91)=2,15, p=0,03) Fig. no. 3;
- absence of a communication-focused culture (t(91)=2.02, p=0,04) Fig. no. 4;
- insufficient material resources (t(88)=2,83, p=0,006) Fig. no. 5;
- *conservatism* (t(88)=2,32, p=0,02) Fig. no. 6.

Compared to teachers, the administrative staff considers that the absence of communication skills and the absence of a professional communication culture strongly affect the communication within the university. The situation is reversed in the case of material resources and conservatism, which are more serious for teachers.

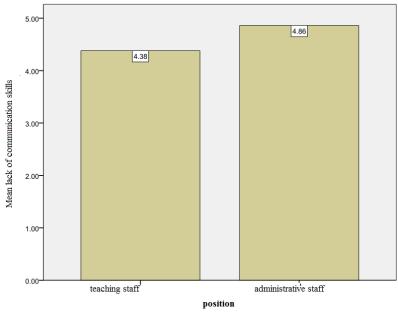


Figure no. 3 – Lack of communication skills

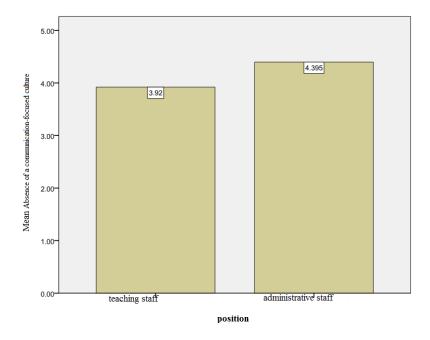
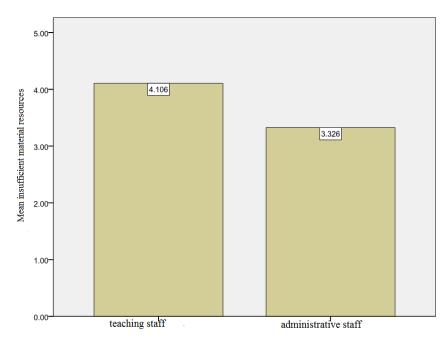


Figure no. 4 – Absence of a communication-focused culture



**position** Figure no. 5 – Insufficient material resources

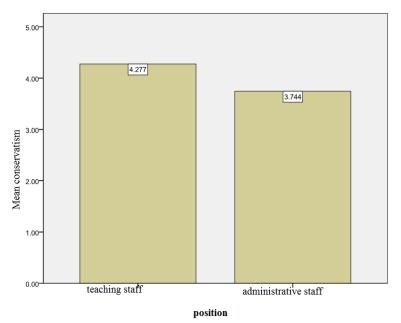
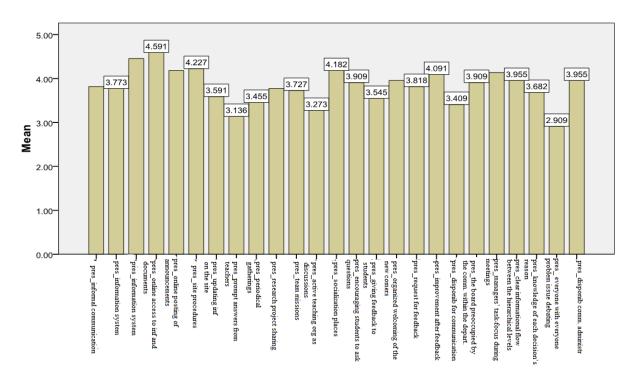
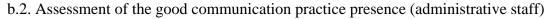


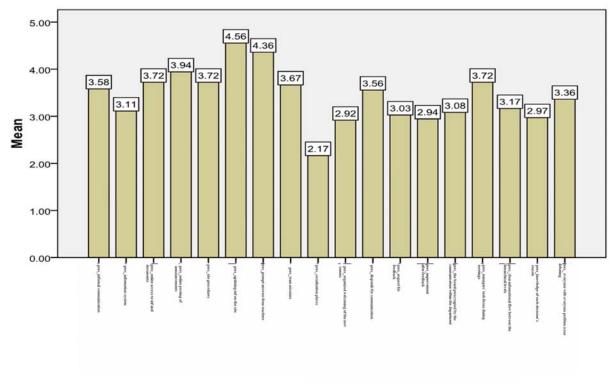
Figure no. 6 - Conservatism (t(88)=2,32, p=0,02)

#### b. Good communication practices (questionnaire, item II)



b.1. Assessment of the good communication practice presence (teachers)



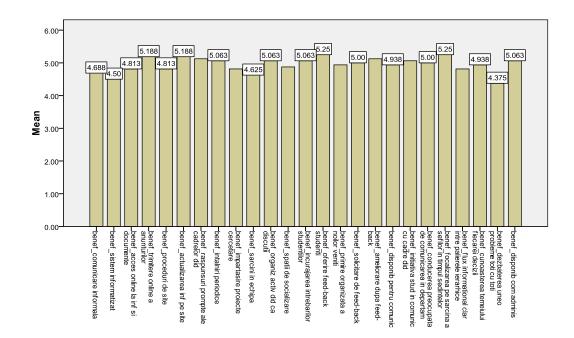


#### b. 3. Comparison between teachers-administrative staff

Both categories of subjects complain about the almost lack of presence of many of the communication practices: for teachers, 20 of the 25 taken into account, and for the administrative staff, 16 of the 18.

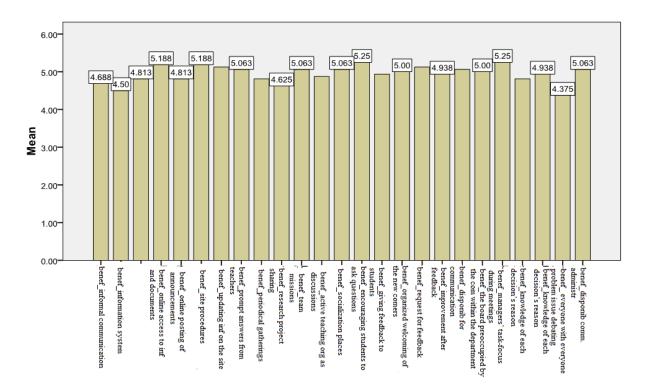
The most absent practices are the friendly debates, "everyone with everyone", of interest issues (teachers) and the existence of socialization places (administrative staff).

The best practices for both categories are the "Alexandru Ioan Cuza" University achievements in terms on on-line communication: daily information update, sites, and intranet.



b. 4. Expectancy assessment of the GP benefice, assessments made by teachers

#### b.5. Expectancy assessment of the GP benefice, assessments made by the administrative staff



#### b.6. Comparison between teachers-administrative staff

Both categories have high expectancies regarding the benefices of the vast majority of the assessed good communication practices. The expectancy rate of the administrative staff is even higher, which brings it closer to the maximum assessment area due to four items related to the on-line communication: *updating of sites, documents, announcements, on-line procedures.* 



# Annex II.7. Study on the labour market insertion of the higher education graduates





Invest in people! THE EUROPEAN SOCIAL FUND The Sectoral Operational Programme –Human Resources Development 2007-2013 Priority axis 2. "Correlation of lifelong learning with the labour market" Major field of intervention 1."Transition from school to active life" Project title: National study of monitoring the labor market insertion of higher education graduates Graduates and Labour Market Contract identification number: POSDRU/60/2.1/S/41750

Institutional Report presenting the results of the monitoring study on the labour market insertion of the higher education graduates

University: Al. I. Cuza of Iaşi Report elaborated by : Phd Professor Carmen Cretu, Phd Lecturer Netedu Adrian





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#### 1. Introduction



#### A. General information on Al. I. Cuza University

As mentioned on the website of "Alexandru Ioan Cuza" University from Iași, this prestigious institution is the oldest higher education one from Romania, founded in 1860. With over 38.000 students and 800 academic staff, the university collaborates with over 250 foreign universities at international level.

Once with the adoption of the Bologna process, Al.I.Cuza University became the first higher education instution in Romania centered on student learning. The university offers students freedom of choice from a wide range of programs provided by its faculties.

Research is also at its utmost level; Al. I. Cuza University ranks first in an international ranking survey based on the international standards from 2007. The teaching staff of the university is involved in more than 442 national and international projects, represented by 24 research and excellency centers, whose results are presented in numerous articles published in prestigious reviews. Through an unique approach of stimulating excellency in research and encouraging an interactive and creative teaching approach to attract valuable young students in the academic life, Al I.Cuza University strives for excellency in every academic field.

In order to provide details on the activity of the University we shall use internal data as it results from various public documents. We will report these data at the end of the year 2009 because they are a natural part of the research project "The national study of monitoring the labour market insertion of higher education graduates-The graduates and the Labour Market.". Thus, at the end of 2009, Al.I.Cuza University had a number of 15 faculties and a number of 30414 students. Their distribution according to faculty profile was as follows: Biology (959), Chemistry (246students), Law (2453), Economics and Business Administration (11341), Physical Education and Sports (1615), Philosophy and Social-Political Sciences(4009), Physics(319), Geography and Geology(2065), Computer Science(1636), History(457), Letters(1513), Mathematics (408), Psychology and Science Education (2170), Orthodox Theology (1157), Catholic Theology (66). In 2010, these B.D programs continued and even extended their activities in the Republic of Moldavia. From the activity report of the rector of Al.I Cuza University on 2010, we find out that the number of candidates dropped by 20% in comparison with 2009. From the same report we find out that at the moment there are 156 MD programs in the university, 111 being functional and 6 programs in foreign languages. At this educational level, an increase of the number of students is noticed (with 23% more than in 2009). An increase is also noticeable at the level of the PhD programs: 14 PhD programs(from 24 research fields) and the number of PhD candidates also increased (with 22% more than in 2009). The institutional development by means of grants and programs is also of significant importance: 25 international programs, 161 national ones in development, 42 new national ones, 10 contracts with economic organizations, 6 projects from structural funds-coordination, 7 projects from structural funds-partnership.



# B. General information regarding the implementation of the project "Graduates and the Labour Market"

The project "Graduates and Labour Market" inscribed from the beginning within some activities already initiated at institutional level by other projects, by specific monitoring services through the Alumni Fundation or the CIPO center. The amplitude of the project "Graduates and Labour Market" certainly brought many new novelties and in parallel we have succeeded to improve our own instruments. The monitoring of the graduate generations 2005 and 2009 was done also in Al..Cuza University but not on the scale and organization proposed by the actual project. A hopeful fact is the overture of the faculties to involve in the project and there are premises for the activities specific to the project to be continued at the level of the generations 2006 and 2010. Otherwise we propose that the generation 2006 to be forward investigated with the already tested instruments within this project. Once with the start of this extensive project the university objectives were the following:

1. The implementation of an institutional framework for the analysis of the insertion on the labour market from Romania or from other countries of the former and the new graduates of Al. I.Cuza University

2. The correlation of the existing databases at the level of the 16 faculties of Al.I.Cuza University in order to have a unique databasis for specific statistic processing.

3. The carrying out of comparative analyses after the generations 2005-2009 and the dissemination of the results at all levels of academic interest in the purpose of making necessary adjustements to the teaching activities correlated strictly with the requirements of the labour market.

4. The offer of suggestions and recommendations to future graduates by public presentation of results in order to better prepare them for the requirements of the labour market by sharing the experiences of those who answered the research questionnaires.

5. The increase of the intra-organisational collaboration capacity within Al.I.Cuza University among different departments which can be involved in such an extensive research: The Registrar Offices of the Faculties, The Department of Digital Communications (DCD), The The Centre for Career Information, Guidance and Counseling (CIPO), Alumni Foundation, The Department for Research and Project Management (DCMP) etc.

6. The continuation of the monitoring process of the graduates even after the close up of the project starting from the infrastructure already consolidated and the corroboration of those activities with reports received from other institutions which can offer real data from the Labour Market (AJOFM Iași, AIESEC Iasi, organisers of Job fairs, administrators of online sites specialized in recruiting etc.)

#### B.1. The relationship of the project "Graduates and the Labour Market" with other projects

The advantages of this project are already included in the above mentioned. Another perspective ist o be taken into consideration if we refer to the degree of interest of the *employment topic* in Europe as well as it concerns other projects implemented in Romania. In order to emphasize the importance of the project "Graduates and The Labour Market", we will present some important data extracted from a much more extended analysis from the Sociology and Social Assistance Annals, Al. I. Cuza University, tom IV, volume 2. december 2011.

I was drawing attention at that time to the fact that in the work *Combating poverty and social exclusion. A statistical portrait of the European Union 2010* for the 15-24 age segment, very different occupancy rates from one country to another were observed as well as the fact that Romania occupied the penultimate place in this respect:



Country	Occupancy rate	Occupancy rate		
	15-24 years	15-24 years according to gender		
		Men	Women	
EU-27	37.6%	40.4%	34.6%	
Iceland	71.7%	70.1%	73.5%	
Holland	69.3%	69.8%	68.8%	
Norway	57.3%	56.5%	58.1%	
Great Britain	52.4%	53.8%	51%	
Bulgaria	26.3%	29.3%	23.1%	
Romania	24.8%	29.1%	20.2%	
Ungaria	20%	23.2%	16.8%	

From the above mentioned examples, great differences among countries can be noticed as well as the fact that in some cases the occupancy rate for women is superior. The position of Romania surprises negatively which justifies a greater attention paid to this segment of active population. Another important research, on an European level, and which concerned the young population was carried out by Gallup Org. within the Eurobarometer: Employers' perception of graduate employability (nov. 2010), a survey that covered 27 European states and targeted companies with more than 50 employees. From this research we find out for example the main fields in which higher education graduates are integrated on the labour market: engineering, business and economics, communication and computer sciences. Related to the recruiting process Some of the aspects related to the recruiting process and considered very important will be outlined: team work (67%), skills specific to different sectors activity(62%), communication skills(60%), computer skills (60%), decision-making in new situations (60%), then follows writing, reading and problem solving skills. Only after planning, are decisional skills mentioned. An important place is held also by previous experience: 53% of the respondents totally agree that previous experience can have a crucial importance within the recruiting process as well as in possible internal training. All the above mentioned percentages represent an European average although it naturally exists specific differences among European countries. We made this enumeration because we can easily compare it with various hierarchies that appeared at the national level.

The interest in the opinions of the employers/people who work in the business area is a constancy of the research on the national level in Romania.Many research brought to light important aspects regarding both organizational levels(public and private).To mention, for example, the research named *The Public Employer(public and private)and the labour market(2008)* realized by TNS SCOP at the request of the Government of Romania.The results of the same research from before the economic crisis had an ambivalent tone: the perception of the respondents was that the labour market had too many specialists(40%) and that the evolution of the labour market made recruiting a difficult process(64%).The respondents also considered that a possible recovery of the labour market should be based on the reconversion of the employees(66%),on the attraction of labour force from the countryside(56%) or the attraction of autochtonous labour force. Some negative considerations are: the lack of qualified labour force, the lack of interest for work, the emigration of labour force etc.The same research confirmed the fact that most of the work contracts in Romania are permanent(88%) from where comes a certain immobility or lack of flexibility of the work program.

Project financed by the European Social Fund through The Sectoral Operational Program for The Development of the Human Resource 2007-2013



#### Absolvenții și Piața Muncii

Another type of research in Romania that points directly to the young population are those which refer to the the labour market insertion of the graduates. First, we would like to mention the DOCIS project-"The Development of an Operational System of Qualifications of the Higher Education System in Romania" (beneficiary ACPART Romania).Due to the fact that they are useful for this study also we present some conclusions summarized of that research:

-higher education graduates from Romania find a working place in a medium interval of four months after graduation;

-useful competencies for the first job are the transversal ones (a foreign language, computer knowledge etc.); only in medical sciences specific competencies come first

-half of the graduates believe that they do not have a stable job (more than half want to change their workplace in the course of the following year).

- for the Human Sciences graduates is more probable to work in a different specialization than that they were prepared for

- half of the graduates have a workplace in the private sector and only 20% were attracted in the public sector

- satisfaction with the workplace of young people is generally positive

-employers value more B.D.studies than the M.D ones ;they also appreciate rather the strict specialization related to a certain position; most of the employers do not make a distinction between public and private universities, and those who make it, prefer public universities; employers consider that the responsibility for the harmonization of the labour market with the educational offer lies on the faculties and then on students; graduates and employers agree that practical training during the academic period remains scarce

The already mentioned research highlights a series of important information and foreshadows in a first instance possible future educational policies. Their purpose cannot be otherwise than beneficial in an eventual calibration of demand and supply on the labour market. It is not less true that such an attempt is however difficult and risky: sometimes working in fields connected to that one was specialized in proves to be normal from the moment that transversal competences are of utmost importance most of the time. On the other side, there are numerous adjustements dictated by the economic agents ,adjustements that are difficult but not impossible to estimate.

The project "Graduates and the Labour Market" is closely related to another important project carried out in 2010 and 2011: Equality in Employment and in the Workplace-information and awareness campaign to change social attitudes and stereotypes in employment and at the workplace<sup>1</sup>. In 2011 an opinion survey was conducted on a representative sample of employees(1512 employees from companies and private institutions with an over-representation of 500 young people with ages between 15 and 24); the theoretical margin of error at the level of the entire sample was of +/-2,6% at a degree of reliability of 95%; the field research was conducted during the period of 1st July-7 August 2011. We consider that certain results of the research regarding the 15-24 population very useful here also. Therefore, these employees were asked how content they were of the following:

<sup>&</sup>lt;sup>1</sup>The project was cofinanced by the European Social Fund through the Operational Sectoral Program for the Development of Human Resources 2007-2013-Invest in People and had as partners: The University of Bucharest, "The applied Economics Group" Association ,"Babeş-Bolyai" University from Cluj-Napoca, "Alexandru Ioan Cuza"University from Iaşi, the Community Development Agency "Together" and the National Syndicate Block



	Satisfied and very satisfied(%)
1.Wages/ income	78%
2. The activities you do/perform	54%
3.Working conditions(facilities, equipment etc.)	60%
4.Work programme (schedule)	61%
5.Compensation package(car, insurances, leaves etc.)	32%
6.Relationship with colleagues	72%
7.Relaționship with superiors	68%
8.Qualification or training programs oferred by the employer	51%

As it can be noticed, the percentages regarding the satisfaction degree that refer to different work aspects are high, in general. However, we can notice the very low quota for items such as the compensation package(32%) or the qualification programs(51%) from where we can draw as a conclusion a high dregree of dissatisfaction of young generations for components in which employers do not invest sufficiently. In turn, employers recommend to young graduates: more practice during academic years, probationary employments, contracts between companies and schools, unpaid work/volunteering.

All the results from above prove the growing interest for the problem of employment ,for regulating the rapports demand supply on the labour market, for a better monitoring by universities of the situation of their own graduates and for the flexibility of study programs.

#### C.The institutional team

The institutional team was formed by PhD professor Carmen Cretu(institutional coordinator), PhD lecturer Netedu Adrian (institutional expert), Ciprian Halangescu (institutional assistant) and Ana Maria Doboş (institutional assistant). A number of 20 volunteers joined this team in order to help different stages of the implementation of the project. Among these Mr. Mihai Sterpu, MD student at Computer Science Faculty.

PhD professor Carmen Cretu is tenured professor at the Faculty of Psychology and Education Sciences, Department of Psychology and she also distinguishes herself by an exceptional scientific and teaching career which can be consulted on the website <a href="http://www.psih.uaic.ro/~ccretu/romana/date\_personale.html">http://www.psih.uaic.ro/~ccretu/romana/date\_personale.html</a> .During recent years, she distinguished herself by numerous European projects in which she involved actively.

Phd Lecturer Netedu Adrian is a tenured professor at the Faculty of Philosophy and Social Political Sciences and has as main discipline of study Computer science and Social Statistics. He is involved in many more European projects and has wide experience in sociologic field research.



Ciprian Halangescu(institutional assistent) ,PhD student in Economics, is employee of Al.I.Cuza University at The Project Management – Structural Funds Department, and he is also involved in other projects financed by structural funds.

Ana Maria Doboş (institutional assistant) is employee of Al.I.Cuza University at CIPO-Vocational Information Center for Career and Placement.She is an MD student at the Faculty of Psychology and Science of Education, also involved in other projects financed by structural funds.

The institutional team was responsible for the implementation of all the stages of the national monitoring study on the labour market insertion of the graduates at university level, in conformity with the requirements of the central team.

#### D. Study stages at institutional level

The implementation period of the study at university level	July 2010 - April 2011
The effective period of the survey application	<ol> <li>Stage 1 - 30 November 2010 (the date of transmitting the invitations by mail),</li> <li>Stage 2 - 24 - 27 December 2010 (the date of transmitting invitations by mail),</li> <li>Stage 3 - 27 January - 8 February (the date of transmitting invitations by mail),</li> <li>Stage 4 - 1 March 2011 (the date of transmitting invitations by mail ).</li> </ol>
Research method	On-line survey (hosted on the server of the central team ), Printed survey (provided at the request of the graduates who were not able to complete the on-line one(depending on the situation, first or both choices will be taken into account).
Population targeted by the study(at university level)	<ul> <li>We mention: <ul> <li>The study population was composed of a total of 13115 persons from which 4998 students (graduation year 2005)and 8117 students(graduation year 2009),</li> <li>The target group is the same as all the faculties of Al.i Cuza University partici[pated in the study,</li> <li>The total number of university graduates invitated to participate in the study is 9101 persons of which 3306 students(graduation year 2005) and 5795 students(graduation year 2009),for which there was available contact details with at least one contact address.</li> </ul> </li> </ul>
Study participation (university level)	From the total of the students contacted, 669 students( graduation year 2005) and 1164 (graduation year 2009) responded to the survey.
Gross response rate <sup>2</sup>	669 persons (graduation year 2005) responded to the survey which is the equivalent of a gross response rate of 14.4% whereas 1164 persons(graduation year 2009)responded to the survey, which is the equivalent of a gross response rate of 14.3%.
Net response rate <sup>3</sup>	669 persons(graduation year 2005)responded to the survey which is the equivalent of a net response rate of 20.2% whereas 1164 persons(graduation year 2009)responded which is the equivalent of a net response rate of 20.1%.

<sup>&</sup>lt;sup>2</sup>Number of answers by target group. The target group is the equivalent of the population if in the study all the faculties from the university participated or it is represented by a smaller number of graduates than that of the population if in the study not all the faculties of the university participated.

<sup>&</sup>lt;sup>3</sup> Number of answers compared to the number of graduates invited to participate in the study.

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#### 2. Methodology

#### 2.1. Population and contact details

The team of Al.I.Cuza University performed the following activities in regard of databases:

-prior information to all decision makers who can facilitate the access to existing databases

-analysis of existing forms within the The Centre for Career Information, Guidance and Counseling(CIPO) for the graduates of 2005

- preparation of necessary steps to access existing data for graduates of 2009 (for which there are no auto-fill forms as the model of those from 2005)

-repeated meetings with the University Board to expose work strategies for the project, to confirm access to databases and to establish the terms of collaboration and keep confidentiality over the respective data

-permission to access database was obtained thanks to the Statistics and Economic Informatics Department for the graduates of 2008-2009.

-the persons who did not provide any email or post address were called to update them; by means of these phone numbers, other phone numbers of "ex-colleagues" were found out and update was achieved in the same manner.

-the students contacted made part exclusively from the category of students who passed their Bachelor Degree examination, being therefore graduates with a Bachelor Diploma.

Indicators	Graduation year	Graduation year
	2005	2009
No. of university graduates (Bachelor studies)	4998	8117
No. of graduates registered in the database	4998	8117
No. of graduates with contact details (mail address or e-mail)	3306	5795
No. of graduates contacted (to whom the participation invitation was at least once transmitted)	3306	5795
No. of graduates contacted effectively (with at least one valid contact address)	1767	3813
No.of graduates with not valid contact details	1066	487
No. of graduates with updated contact details	625	382



#### 2.2 Testing the survey-undeclared pretesting

Al.I.Cuza University did not participate in the pretest of the questionnaires but made a series of observations concerning the working tool.

#### 2.3 The effective application of the questionnaire on an international level

The main interface of the project, the webpage namely, was created by the Media Department of Al.I.Cuza University after having had the project approved by the Rector of the University, PhD Professor Vasile Isan.

The databases were designed differently for the two generations: 2005 and 2009 respectively. For the 2005 generation the registers were quantified by 20 volunteers which collaborated actively with the Registrar offices of all the faculties in the university. In addition, existent databases of CIPO, Alumni, etc were consulted. For the 2009 generation, the existent databases, even those with incomplete data, constituted the strating point and data from different sources were added to them. In stages, the following procedures were used:

-The analysis of the recommendations suggested by the central team with reference to the effective application of the surveys for each of the two stages from this period-stages 3 and 4

-The formulation and the set up of effective methods to apply the questionnaire ,depending on the strategy prepare at the institutional level

-monthly sessions for the analysis of the activities performed during the months-previous stages and the organization of activities for next stages ;the corroboration of the data of the implementation stage at the instituional level with those at a national level

-Operational sessions with the institutional expert to prepare internal reports of work and to inform on the stage of the implementation of the project ,of the necessities to increase efficiency,collect and correct contact details from the graduates whose addresses were incomplete or mistaken and to inform the decisional bodies at the level of the institution(the Senate Bureau)

-working session with the institutional team in regard of the communication of the institutional assistant with the communication with the central team on the technical details of the transmitting stage of invitations to participate in the survey; administrative problems related to the necessary stock of consumable supplies for these stages

-working session with the institutional team on the stages of transmitting the invitation letters to graduates(according to the necessary volume)

-monitoring of the transmitting stage of the invitations; operational session with the entire team

-monitoring of the update activity and strenghtening of the database with regard to the contact details of the graduates; the preparation of the report activity on collecting these data

-monitoring of the transmitting process of electronic and paper invitations

-update of the database

-printing of the letters and labels ;the preparation of envelopes

-personalisation and final checking of the letters

-sending of emails with personalized letters

-the preparation of new personalized envelopes

-the correspondence by e-mails with graduates who wanted to access the survey but had difficulties in accesing it

-online checking of the answers

-update of the statute of the respondents



#### 2.4 Study participation

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- The number of university graduates with a Bachelor Degree who responded to the questionnaire, on a global level and by graduation year:

	Graduation year 2004-2005		Graduation year 2008-2009		008-2009	
	Women	Women Men Not V declared V		Women	Men	Not declared
Total number of university graduates	3447	1551	-	5585	2532	-
Total number of graduates who responded to the questionnaire (also those who did not respond)	132	365	172	219	661	284

- Gross response rate, on a global level and by graduation years(gross response rate is represented by the relation between the number of responses to the q and questionnaire and the target-group

	Graduation year 2004-2005		Gradu	ation year :	2008-2009	
	Total	Gross rate	Net rate	Total	Gross rate	Net rate
Response rate	669	14.4%	20.2%	1164	14.3%	20.1%

#### Table 3. Social demographic distribution of the population and respondents

	Total number of graduates graduation year 2005	Total number of graduates who participated in the study Graduation year 2005	Total number of graduates Graduation year2009	Total number of graduates who participated in the study Graduation year 2009
Gender				
Men	31 %	20%	30 %	19%
Women	69 %	55%	70 %	57%
Undeclared	-	25%	-	24%
Nationality <sup>4</sup>				
Romanian	98%	74.1%	98%	75.2%
Other	2%	0.1%	2%	0.1%
Undeclared	-	24.8%	-	24.7%

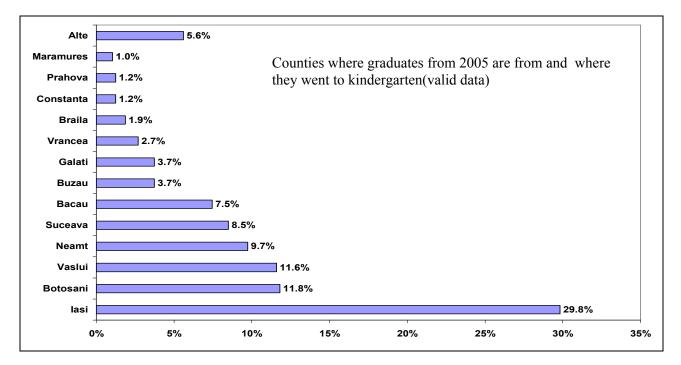
<sup>&</sup>lt;sup>4</sup> In case there are available data at university level and the final data set, for each particular graduation year

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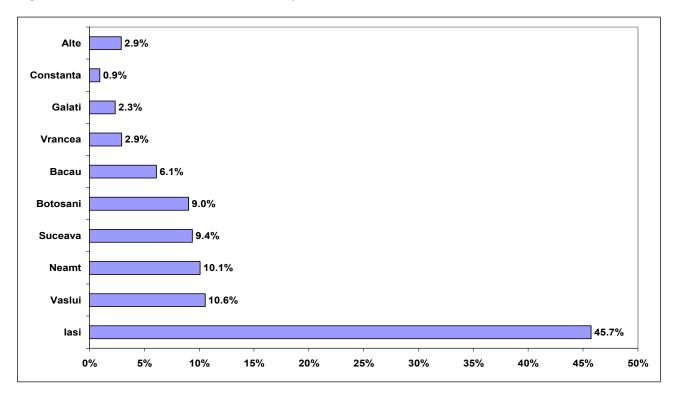
#### 3. Results

We mention the fact that we shall use in presenting the results mainly those valid values after having eliminated the no response situation or the abandon ones (situation in which a respondent accessed the questionnaire and due to different reasons he/she renounced at a certain moment to complete everything until the end)We will present the counties where graduates went to kindergarten:



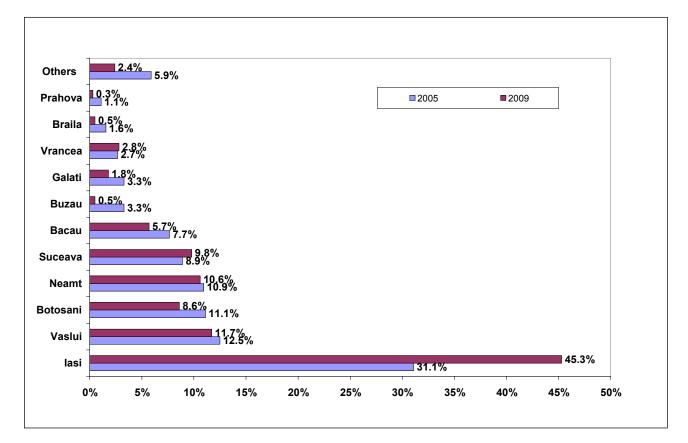


We can notice the most graduates come from the counties of Moldavia where they went to kindergarten. We expect the same situation more or less for the graduates of 2009:



The data from the graph confirm the expectancies with a significant growth of students coming from Iasi county!

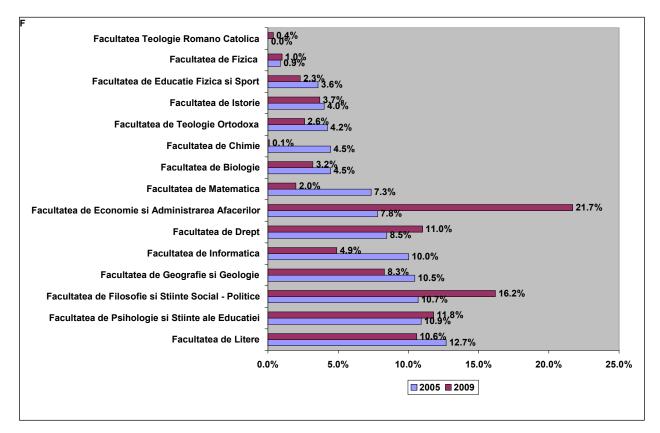
The same situation repeats itself if we refer to the counties where highschool graduation diplomas were obtained:





#### Absolvenții și Piața Muncii

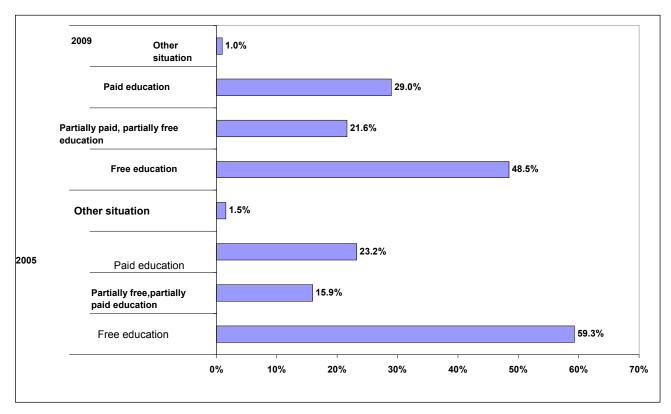
As it can be observed, highschool graduates with a graduation diploma concentrate also in the area of Moldavia and most of them originate in Iasi county. Their predominancy rate in 2009 can also be observed which means that part of the graduates from other counties continue their studies in smaller cities than Iasi but which have universities or other accredited education establishments. According to different profiles, the sample comprised the following:



Faculty of Catholic Theology ,Faculty of Physics, Faculty of Physical Education and Sports, Faculty of History, Faculty of Orthodox Theology, Faculty of Chemistry, Faculty of Biology, Faculty of Mathematics,Faculty of Mathematics, Faculty of Economics and Business,,Faculty of Law,Faculty of Computer Science,Faculty of Geography and Geology, Faculty of Philosophy and Social-Political Sciences,Faculty of Psychology and Science Education, Faculty of Letters

From the table above it can be noticed the proportions representing the faculties respondents graduated .The proprtions observed in the graph above reflect rather those university specializations which would be more receptive to take part in a survey..For 2005 a series of conclusions can be drawn in regard to the identification difficulties of the graduates.If we refer to the educational system according to the type of funding ,the situation is as follows:





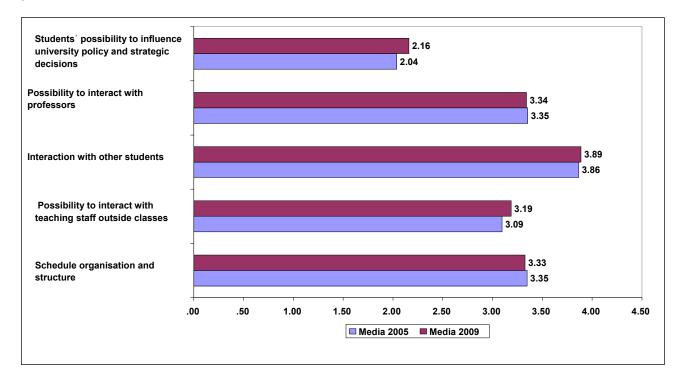
There is a growing tendency of dissapearance of the budget sector in the Higher Education. There is also a tendency of highschool graduates to specialize in other education forms of learning ,other than university studies. As it can be noticed graduates from 2005 had a longer period of time to complete such courses whereas many graduates from 2009 continue an MD program.

Gradua	tion year	Attendance	Percents	Valid percents
2005	Yes	268	40.1	46.8
	No	305	45.6	53.2
	Total	573	85.7	100.0
	NS/NR		14.3	
2009	Yes	301	25.9	29.7
	No	712	61.2	70.3
	Total	1013	87.0	100.0
	NS/NR		13.0	

We would like also to remind you that in our sample our graduates completed their studies with a diploma in their graduation year.



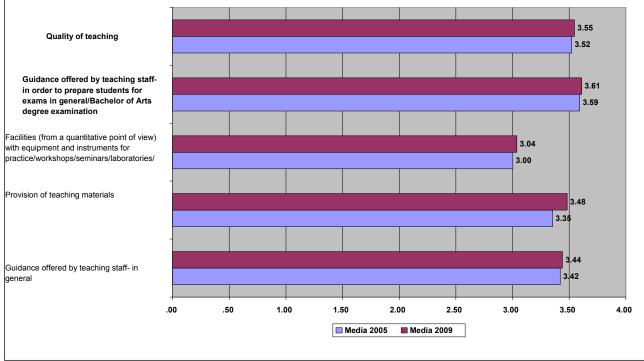
Very important was for us the evaluation of the study programs on the two generations in order to observe possible qualitative jumps or possible situations of qualitative regression. The twenty items used to evaluate study conditions will be divided in four different graphs:

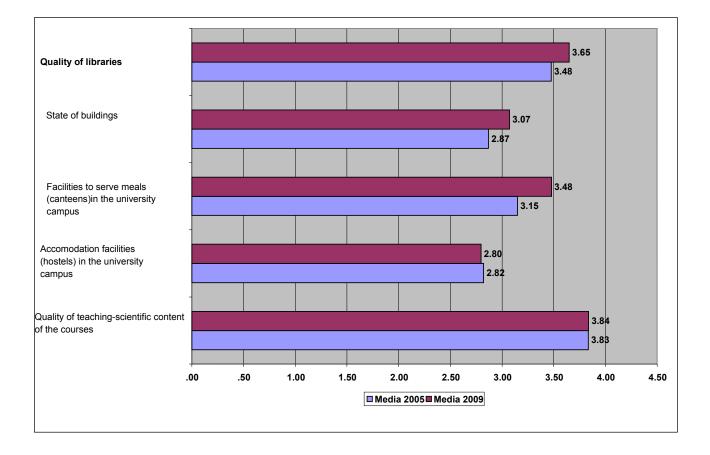


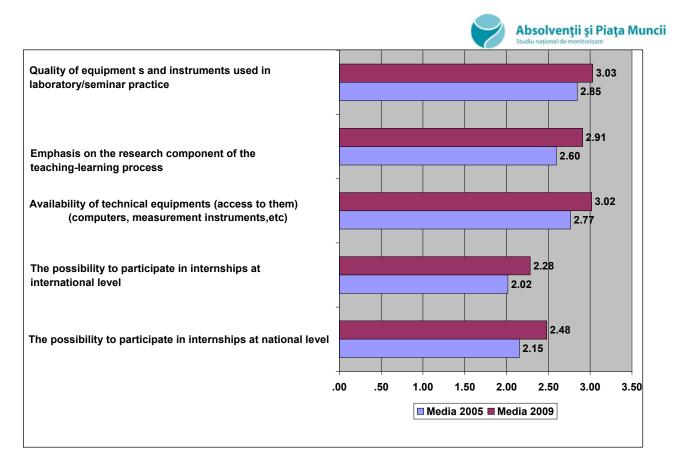
How do you evaluate the following options and working conditions within the study program you graduated?



#### Absolvenții și Piața Muncii

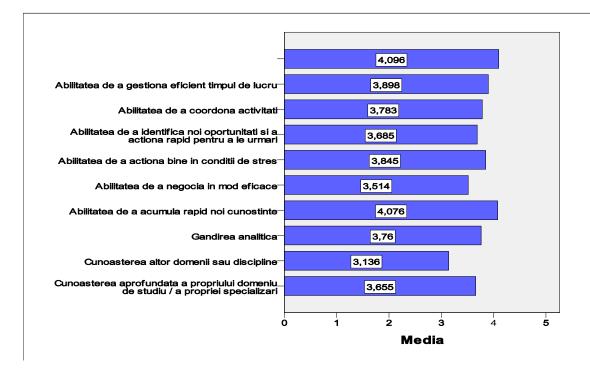






As it can be observed in most cases, the averages obtained in the case of all these options and study conditions are superior in the case of generation 2009.

The evaluation done by graduates of their own level of competencies in the graduation moment of their study program is very important. We will analyze these data including both graduate generations:

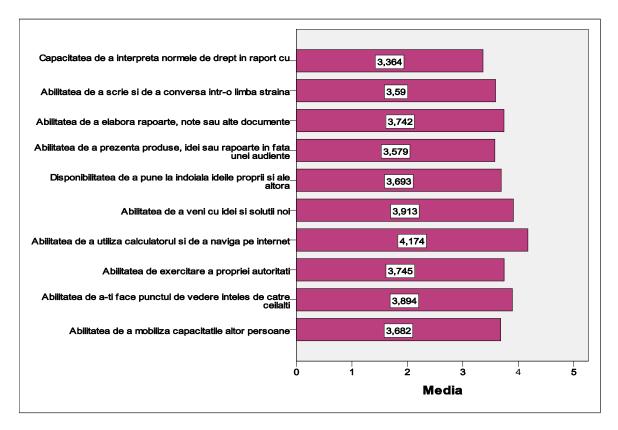


Ability to manage time efficiently at work

Ability to coordinate activities



- Ability to identify new opportunities and act rapidly to follow them Ability to act well under stress conditions Ability to negociate effectively Ability to accumulate new knowledge rapidly Analytical thinking Knowledge of other fields or disciplines
- Thorough knowledge of own field of study /own specialization



Ability to interpret law rules according to the situations created(only for law graduates)

- Ability to speak and write in a foreign language
- Ability to prepare reports, notes or other documents
- Ability to present products, ideas or reports in front of an audience
- Openness to critically think of own and others' ideas
- Ability to come with new ideas and solutions



Ability to use the computer and navigate on the Internet

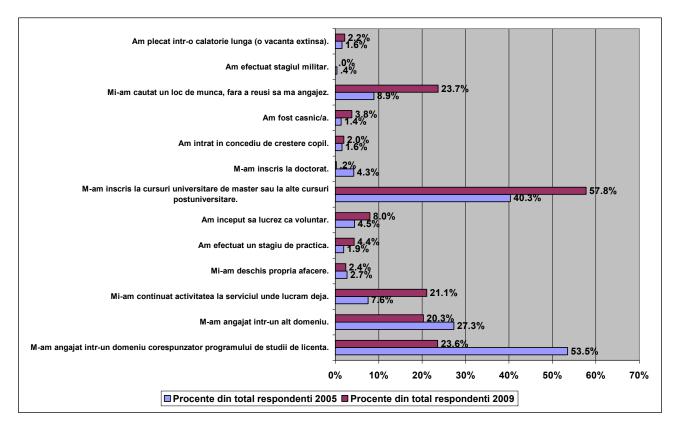
Ability to exercise own authority

Ability to make your point of view understood by others

Ability to mobilize other persons

All these values can be analyzed from two perspectives:basic abilities and transversal ones. As it was noticed in other research studies, the transversal abilities came to be more important for employers than those abilities strictly connected to a certain educational form of training. These abilities have to understood also in the two-term demand-supply :what competencies do you think you have and what competencies are in demand on the market!

Integration on the labour market after graduation can be evaluated in the following graph:



I left in a long journey(an extended holiday)

I undertook military training

I searched for a job but did not get hired

I stayed at home

I was in maternity leave

I enrolled in a PhD program



I enrolled in a MD program or other postgraduate studies

I started working as a volunteer

I did an internship

I opened my own business

I continued my job at the place where I was working at

I found a job in another field

I found a job in a field related to my program study

It can be noticed the fact that those who found a job in their field of study is dominant for the graduates of 2005.As forseen, the graduates from 2009 continued their studies in a greater proportion(57.8%)but the chances to find a job are more reduced (those from 2005 had a greater period to get hired and the situation on the labour market after 2009 confronts with the actual crisis). The weak tendency of the graduates to open their own businesses surprises in a negative way.We mention that the values from the graph above do not cummulate 100% because the question contained several answer choices.If we refer to the percents from the total of answers we obtain the percents of 34% for the graduates of 2005 whereas only 14% of the graduates of 2009 declared that they found a job exactly in the field they were educated in.The averages for the entire sample of research was 34%(graduates of 2005)and 35%(graduates of 2009).The conclusion would be that the graduates of 2009 are under the national average but these values are compensated by the propensity to continue their studies.Generally if we refer to the first employment ,than the graduates of 2005 had a proportion of 60% whereas for those of 2009 who were hired for the first time ,the proportion of work contracts on an undetermined period was of 48%.

If we refer to the relevant criteria for employment we noticed the following distribution of those(valid data for the entire sample):

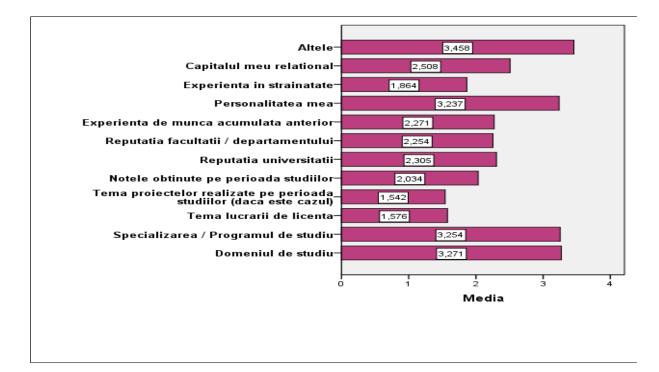
Others My relational capital Experience abroad My personality Previous work experience Reputation of the faculty/university Reputation of the university Grades obtained during academic years The topic of the projects achieved during studies (if it is the case)



The topic of the Bachelor Degree thesis

Specialization / Study program

#### Field of study



As it can observed young graduates value first thir field of study but they value also elements named in the specialized literature as being transversal abilities. We submitted all these criteria to a factorial analysis. Without going into the details of this analysis it has to be said that the statistical model proved valid (KMO=0.745, p=0.000) and we identified four factors that group the variables from the previous graph(the four factors explain 74% from the total variant).

Rotated Component Matrix <sup>a</sup>						
		Compon	ent			
	1	2	3	4		
Field of study	.937	.166	.054	.053		
Specialization / Study program	.928	.189	.060	.039		
The topic of the Bachelor Degree thesis	.107	.866	.138	.122		
The topic of the projects achieved during studies (if it is the case)	.119	.858	.127	.236		
Grades obtained during academic years	.367	.567	.196	010		
Reputation of the university	.360	.377	.763	046		
Reputation of the faculty/department	.430	.365	.729	011		



			Studio	i național de monitorizar
My personality	211	.038	.711	.418
Previous work experience	.073	.082	.140	.788
Work experience abroad	.065	.179	003	.749
My relational capital	126	.006	.525	.532

From the previous table we identify four factors named as follows:

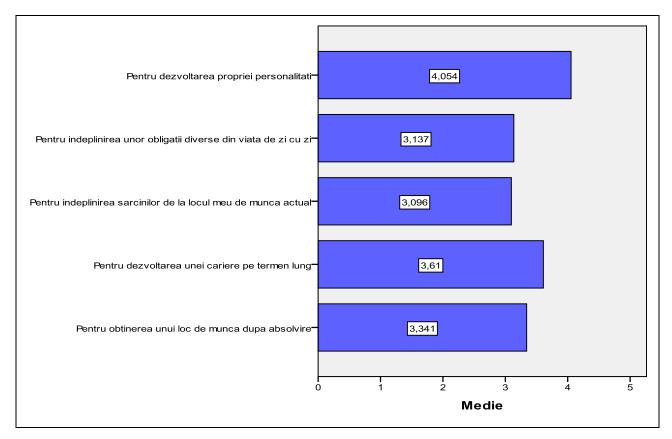
F1-field of study/specialization/study program

F2-study activity

F3-reputation of faculties (ranking?)

F4-professional and social experience

Interesting is the fact that the reputation of the faculties relates surprisingly or significantly to the personality of each respondent. It is a way to acknowledge the fact that depending on the personality of every individual ,the choice of a more or less known program takes place. In the graph below respondents evaluated the degree the academic studies at the Al.I.Cuza University were useful to them in different contexts ,as it follows:



To develop own personality

To accomplish different tasks and obligations in daily life

To accomplish tasks at present workplace

To develop a long term career



To find a workplace after graduation

#### 4. Conclusions and recommendations

- 1. The work modalities of research on its whole from the methodology of the questionnaire administration to the analysis of the sample obliges us to have some reserves concerning the results obtained. One cannot talk of representativity but without doubt that some tendencies can be easily detected.
- 2. The comparisons we can make between the two generations of graduates are beneficial for the analysis of the evolution of the Al.I.Cuza University in the sense of increasing the quality of teaching processes. Some conclusions related to educational policies applied in direct connection with the labour market can be drawn.
- 3. The chosen years for study 2005 and 2009 differentiate pretty much in concern of the methodology specific to the research. For the 2005 graduates lack of information was important whereas the 2009 graduates are in a toally different situation with regard to the labour market. That is why the comparisons between the two generations are to be made in context depending on a series of supplimentary variables.
- 4. In this report and other extensive research done in Romania we wanted to draw attention on the fact that we must corroborate the data of various research to draw a series of verosimile conclusions in regard of employability or flexisecurity.Only in this context we can recommend viable educational policies that should be a mirror of the phenomena of the labour market ,characterized nowadays by an increasing volatility.
- 5. The results of the research, many of them mentioned also in appendices, can suggest a series of aspects which can be changed for an increase of the quality of the teaching act, of providing equipment for the course and seminar rooms, of enhancing the communication between students and teaching staff etc.
- 6. We consider that all activities related to career guidance and counselling related to labour market etc.should be intensified to support students' integration in lucrative activities .



# Appendices

1. The use of some teaching methods

Graduat	ion year	N	Mean
2005	Lectures	536	3.72
	Demonstrations	534	2.83
	Participation in research projects	524	2.11
	Internships	532	2.70
	Feedback given by professors to students during courses/seminars	542	3.81
	Debates among students during courses/seminars	535	3.24
	Exercises and practical applications during courses/seminars	535	3.46
	Learning through individual or group projects (other projects than the research ones)	535	2.90
	Oral presentations of students	537	3.38
	Valid N (listwise)	496	
2009	Lectures	960	3.42
	Demonstrations	953	2.67
	Participation in research projects	941	2.37
	Internships	948	2.78
	Feedback given by professors to students during courses/seminars	965	3.97
	Debates among students during courses/seminars	961	3.55
	Exercises and practical applications during courses/seminars	960	3.55
	Learning through individual or group projects (other projects than the research ones)	955	3.42
	Oral presentations of students	961	3.67
	Valid N (listwise)	890	

# 2. Evaluation of study conditions

Graduation year		Ν	Mean
2005	The organization and structure of study program	518	3.35
	Possibility to interact with teaching staff outside course schedule	516	3.09
	Interaction with other students	517	3.86
	Evaluation/testing system	513	3.35
	Students possibility to influence the university policy and strategic decisions	514	2.04
	Guidanceprovided by the teaching staff-in order to prepare exams in general /Bachelor degree examination in particular	517	3.59
	Guidance provided by the teaching staff-in general	513	3.42
	Provision of teaching materials	515	3.35
	Provision(from a quantitaive point of view ) with equipments and instruments for practice/workshops/special classes	514	3.00
	Quality of teaching	512	3.52



		Studiu național de monito	
	Quality of teaching -scientific content of the courses	513	3.83
	Accomodation facilities (hostels)in the university campus	487	2.82
	Facilities to serve meals (canteens)in the university campusFacilitati de servire a mesei (cantine) in campusul universitar	494	3.15
	State of buildings	513	2.87
	Quality of libraries	517	3.48
	Possibility of participation to internships at national level	498	2.15
	Possibility of participation to internships at international level	504	2.02
	The availability (access to) of technical equipements(computers,measurement instruments)	512	2.77
	Emphasis on the research component of teaching –learning process	508	2.60
	The quality of equipments and instruments for laboratory /seminar practice	512	2.85
	Valid N (listwise)	432	
2009	The organization and the structure of the program study	932	3.33
	The possibility to interact with teaching staff outside classes	934	3.19
	Interaction with other students	929	3.89
	The evaluation/testing system	925	3.34
	Students' possibility to influence university policy and strategic decisions	922	2.16
	Guidanceprovided by the teaching staff – to prepare exams in general /Bachelor degree examination in particular	930	3.61
	Guidance provided by teaching staff –in general	929	3.44
	Provision of teaching materials	928	3.48
	Provision(from a quantitative point of view ) with equipments and instruments for practice/workshops/special classes	925	3.04
	Quality of teaching	930	3.55
	Quality of teaching-scientific content of courses	927	3.84
	Accomodation facilities(hostels)in the university campus	862	2.80
	Facilities to serve meals(canteens)in the university camps	878	3.48
	State of buildings	921	3.07
	Quality of libraries	926	3.65
	Possibility of participation to internships at national level	900	2.48
	Possibility of participation to nternships at international level	898	2.28
	The availability(access)of technical equipements(computers,measurement instruments etc)	915	3.02
	Emphasis on the research component of teaching-learning process	907	2.91
	The quality of equipments and instruments for laboratory/seminar practice	911	3.03
	Valid N (listwise)	773	



# 3. The self evaluation of the competency level

Graduat		Ν	Mean
2005	Thorough knowledge of own field of study/own specialization	501	3.89
	Knowledge of other fields or disciplines	498	3.16
	Analytical thinking	497	3.66
	Ability to accumulate new knowledge rapidly	497	3.85
	Ability to negociate efficiently	495	3.24
	Ability to act well under stress conditions	491	3.59
	Ability to identify new opportunities and act rapidly to take advantage of	492	3.39
	Ability to coordinate activities	494	3.46
	Ability to manage time efficiently	493	3.63
	Ability to work in a team	494	3.75
	Ability to mobilize other persons	493	3.40
	Ability to make your point of view understood by others	493	3.63
	Ability to exercise own authority	491	3.30
	Ability to use the computer and navigate on the Internet	492	3.49
	Ability to come with new ideas and solutions	490	3.57
	Openness to doubt own and others ideas	490	3.44
	Ability to present products, ideas or reports in front of an audience	486	3.43
	Ability to prepare reports ,notes or other documents	487	3.59
	Ability to write and speak in a foreign language	491	3.31
	Ability to interpret law rules according to the situations created (only for law graduates)	107	3.21
	Valid N (listwise)	98	
2009	Deep knowledge of own field of study/own specialization	890	3.91
	Knowledge of other fields or disciplines	887	3.27
	Analytical thinking	878	3.73
	Ability to accumulate new knowledge rapidly	886	3.90
	Ability to negociate efficiently	881	3.55
	Ability to act well under stress conditions	885	3.76
	Ability to identify new opportunities and act rapidly to take advantage of	881	3.64
	Ability to coordinate activities	884	3.76
	Ability to manage time efficiently at work	883	3.86
	Ability to work in a team	885	4.00
	Ability to mobilize other persons	878	3.64
	Ability to make your point of view understood by others	884	3.84
	Ability to exercise own authority	880	3.61
	Ability to use the computer and navigate on the Internet	880	3.73



Ability to come with new ideas and solutions	876	3.79
Openness to critically think of own and others ideas	870	3.61
Ability to present products, ideas or reports in front of an audience	872	3.70
Ability to prepare reports, notes or other documents	872	3.77
Ability to write and speak in a foreign language	877	3.46
Ability to interpret law rules according to the situations created(only for law graduates)	282	3.57
Valid N (listwise)	243	

# 4. The importance of criteria at employment

Graduat	ion year	N	Mean
2005	Field of study	422	3.86
	Specialization/study program	417	3.75
	Topic of Bachelor Degree thesis	386	1.70
	Topic of the projects achieved during the studies (if it is the case)	373	1.73
	Grades obtained during the studies	391	2.31
	Reputation of the university	396	2.89
	Reputation of the faculty/department	393	2.81
	Previous work experience	383	2.22
	My personality	412	3.60
	Experience abroad	373	1.68
	My relational capital	381	2.77
	Valid N (listwise)	346	
2009	Field of study	418	3.54
	Specialization/sudy program	423	3.46
	Topic of Bachelor Degree thesis	398	1.67
	Topic of the projects achieved during the studies(if it is the case)	391	1.65
	Grades obtained during studies	406	2.21
	Reputation of the university	413	2.72
	Reputation of the faculty/department	404	2.70
	Previous work experience	399	2.82
	My personality	425	3.77
	Experience abroad	383	1.84
	My relational capital	403	3.07
	Valid N (listwise)	352	



# 5. Finding a job after graduation

Graduat	uation year		Answers	
		N	Percents from answers	subjects
2005	I applied for a vacant job	185	19.1%	38.2%
	With help from family, friends or acquaintances	157	16.2%	32.4%
	Through the agency of the County School Inspectorate	137	14.2%	28.3%
	Through the agency of online job sites	129	13.3%	26.7%
	I contacted the employers by my own initiative without knowing of the existence of an available workplace	95	9.8%	19.6%
	I was contacted by an employer	68	7.0%	14.0%
	Through the agency of job fairs	58	6.0%	12.0%
	Through public placement agencies (ANOFM)	31	3.2%	6.4%
	Through private recruiting and placement agencies	31	3.2%	6.4%
	Through online professional social networks(for example LinkedIn)	20	2.1%	4.1%
	Through forums and e-mail lists on the Internet	18	1.9%	3.7%
	I work at the same employer as before graduation	16	1.7%	3.3%
	I have opened my own business	7	.7%	1.4%
	By placement on the labour market during academic studies	5	.5%	1.0%
	I work for the family business	4	.4%	.8%
	Through online social networks(ex.Facebook)	3	.3%	.6%
	Through university	2	.2%	.4%
	Through blogs	2	.2%	.4%
		968	100.0%	200.0%
2009	Through online job sites	339	16.7%	45.9%
	I applied for a vacant job	310	15.2%	41.9%
	With help from family, friends or acquaintances	290	14.3%	39.2%
	Thorugh the agency of job fairs	187	9.2%	25.3%
	I contacted the employers by my own initiative without knowing of the existence of an available workplace	164	8.1%	22.2%
	Through the agency of the County School Inspectorate	108	5.3%	14.6%
	I was contacted by an employer	106	5.2%	14.3%
	Thorugh private recruiting and placement agencies	98	4.8%	13.3%
	Through public placement agencies(NOFM)	91	4.5%	12.3%
	I work at the same employer as before graduation	79	3.9%	10.7%
	Through online professional social networks (for example LinkedIn)	72	3.5%	9.7%
	Through forums and e-mail lists on the Internet	69	3.4%	9.3%
	Through online social networks(ex.Facebook)	36	1.8%	4.9%
	Through blogs	26	1.3%	3.5%
	I have opened my own business	18	.9%	2.4%



Absolvenții și Piața Muncii

	St	udiu național de monitorizare	
I work for the family business	17	.8%	2.3%
By placement on the labour market during academic years	15	.7%	2.0%
Through university	8	.4%	1.1%
	2033	100.0%	275.1%



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# Annex II.7. Students'Satisfaction Study

#### "How satisfied are you with the University ?" Study for the evaluation of students' satisfaction regarding the quality of services offered by "Alexandru Ioan Cuza" University

□ This study aimed at *evaluating the students' perception* regarding the quality of services offered by "Alexandru Ioan Cuza" University of Iaşi

 $\square$  988 students registered as full time/part time at Bachelor's (years 1,2,3 and 4) and Master's Degree (1 and 2) participated

□ The questionnaire posted for being filled in on the university site (<u>http://360.uaic.ro/cat-de-multumit-</u>

facultatea

esti-de-universitate-completeaza-chestionarul-si-castigi premii/)

during the period 3<sup>rd</sup> of May-7<sup>th</sup> of June 2011.

□ The questionnaire "How satisfied are you with the university" evaluates 9 fields:

1. The Study Programme, the curriculum, the study offer (10 items)

2. Teaching-learning methods (5 items)

3. Students' evaluation (6 items)

4. Study resources and spaces (5 items)

5. Students' representation in the university management structures (4 items)

6. Student facilities (11 items)

7. Administrative services (8 items)

8. Extracurricular learning opportunities (5 items)

9. Qualitative observations that take into account: The

reason for choosing the studies at UAIC and the Perception regarding the employability (2 items)

		Frequency	Percent
Valid	Biologie	11	1.1
	Centrul de Studii Europene	10	1.0
	Chimie	26	2.6
	Biologie11Centrul de Studii10Europene26Drept38Educatie Fizica si Sport4FEAA485Filosofie108Fizica5Geografie si Geologie20Informatica33Istorie5Litere85Matematica18Psihologie si Stiinte ale125Educatiei14Teologie Ortodoxa14Teologie Romano- Catolica1	3.8	
Valid	Educatie Fizica si Sport	4	.4
	FEAA	485	49.1
	Filosofie	108	10.9
	Fizica	5	.5
	Geografie si Geologie	20	2.0
	Informatica	33	3.3
	Istorie	5	.5
	Litere	85	8.6
	Matematica	18	1.8
		125	12.7
	Teologie Ortodoxa	14	1.4
		1	.1
	Total	988	100.0

### Faculty

	Frequency	Percent
Valid Biology	11	11
Centre of European Studies	10	10
Chemistry	26	2.6
Law	38	3.8
Physical Education and Sports	4	.4
FEAA- Faculty of Economics and Business	485	49.1
Administration		
Philosophy	108	10.9
Physics	5	.5
Geography and Geology	20	2.0
Computer science	33	3.3
History	5	.5
Letters	85	8.6
Mathematics	18	1.8
Psychology and Education Sciences	125	12.7
Orthodox Theology	14	1.4
Romano-Catholic Theology	1	.1
Total	988	100.0

### Alpha-Cronbach coefficient

Section	Cronbach's Alpha	Number items	of Average
The study programme, the curriculum, the study offer	0.795	9	22.4828
Teaching-learning methods	0.783	4	10.7115
Students' evaluation	0.763	5	12.4949
Study resources and spaces	0.782	5	11.2996
Representing the students in the university management structures	0.871	3	4.8816
Student facilities	0.752	10	21.4899
Extracurricular study opportunities	0.809	5	9.3462

### □ Study results

1.	The study programme, the curriculum, the study offer		
►	More than 60% of students are satisfied to a high extent with the relevance and utility of courses		
	and the theme for the speciality chosen (60.4%, average 2.79)		
$\triangleright$	More than 30% of students are <b>satisfied</b> to a high extent with:		
	• The flexibility of the study track (36.2%, average 2.27),		
	<ul> <li>Weekly programme (36.2%, average 2.77),</li> </ul>		

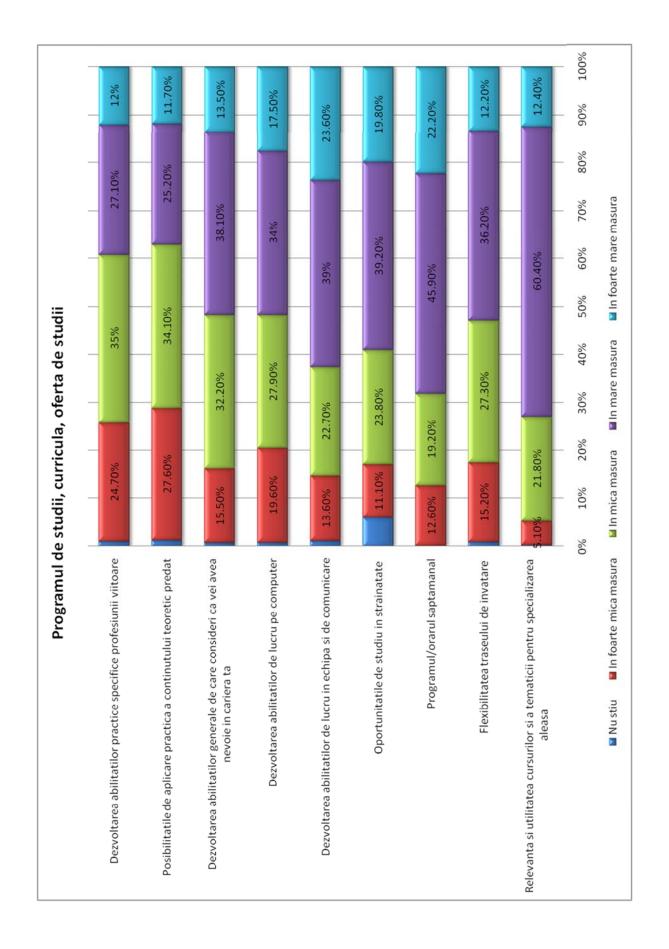
ities abroad (39.2%, average 2.55) or
f the communication and team work skills (39%, average 2.70), of computer
%, average 2.47) or general skills, necessary in the career (38.1%, average
) of students are dissatisfied with the development of practical skills specific
1
e dissatisfied with the possibilities of practical application of the theoretical
ods
respondents
and adequate the teaching-learning methods regarding the taught content
e 2.49)
a high extent with the general attitude of the didactic personnel (47.6%,
students
e information technologies are efficiently used in the didactic activity (45.2%,
e didactic activities have a high degree of interactivity (39.3%, average 2.49).
l
students are <b>satisfied</b> to a high extent with:
which the evaluation system was explained at the beginning of the semesters
93),
which the evaluation methods were appropriate to the subject (52.2%, average
ffered by the teacher with formative purpose (38.8%, average 2.39)
of contestation/re-evaluation/grade increments (32.6 %, average 2.26).
students are dissatisfied with the degree to which the grade received reflects
skills (35.8%, average 2.24).
nd spaces
6 of the students are <b>satisfied</b> to a high extent with:
functionality conform common interess (12.10/ cycross 2.52) sufficient
, functionality, conform, appropriateness $(43.4\%)$ , average 2.53) sufficient
tess (44.5%, average 2.58) into the classrooms, amphitheatres and laboratories $(42.5\%)$
unctioning (programme, reading rooms and equipment) (43.4%, average 2.50)
6 of the students are <b>dissatisfied</b> with:
oms from the students' residencies (30.3%, average 2.05)
tice spaces (27.5%, average 1.63)
n and communication between the representatives and the students (28.4%,
tation in the University management structures dents are dissatisfied with : <i>representation system</i> (choosing the representatives in the University ructures) (26.8%, average 1.65),

	• Students' involvement in the decisions taken in the University/Faculty (28.4%, average 1.48).
5.	Student facilities
	Most of the students are satisfied with the accommodation conditions from the university (24.7%
	average 1.53) however a percentage almost as high shows their dissatisfaction with the
	accommodation conditions (20,7%).
$\triangleright$	Approximately 40% of the students are satisfied with:
	<ul> <li>The university security service (40.7%, average 2.13)</li> </ul>
	<ul> <li>The scholarship system (31.8%, average 2.05).</li> </ul>
	• The quality of the information system (40.2%, average 2.41)
	• The activity of the cashier's office personnel (33.5%, average 1.31)
$\triangleright$	Over 50% of the students are satisfied with :
	<ul> <li>The cleaning conditions in the university spaces (50.5%, average 2.54),</li> </ul>
	<ul> <li>The canteens (53.1%, average 2.69),</li> </ul>
	• The quality of information available on the university site, the brochures or studen
	guides (50.1%, average 2.78).
$\triangleright$	The students are <b>satisfied</b> with:
	• The secretariat, regarding the functioning hours, the amiability of the personnel or the waiting
	time (26.2%, average 1.83)
	• The fees demanded by the university (28.8%, average 1.67).
6.	Administrative services
$\triangleright$	Over 80% never appealed at:
	<ul> <li>Professional Advice and Guidance services (CIPO) (88.5%, average 1.88)</li> </ul>
	<ul> <li>Social Service (94 %, average 1.94)</li> </ul>
$\triangleright$	Over 50% never appealed at
	<ul> <li>The Scholarship Department service (55.4%, average 1.55)</li> </ul>
	• The Medical Office in the campus ( 66.3%, average 1.66).
7.	The extracurricular learning opportunities
$\checkmark$	The students who participated in the study are satisfied with:
	<ul> <li>The student association environment (34.7%, average 2.06),</li> </ul>
	<ul> <li>The cultural university life (35.8%, average 2.13)</li> </ul>
	• Other extracurricular opportunities such as: conferences, debates, clubs, contest, scientif
	communications or summer schools (35.8%, average 2.04).
$\triangleright$	Are very <b>dissatisfied</b> with:
	<ul> <li>The practice opportunities in the trading companies</li> </ul>
	• The organizations. Institutions or internship in the country (35.8%, average 1.67) or abroa
	(35.8%, average 1.43).
	9.1. The reason for choosing the studies at "Alexandru Ioan Cuza" University of Iaşi
$\triangleright$	Most of the students have chosen to study at "Alexandru Ioan Cuza" University because :
	<ul> <li>Of the prestige of this institution (38.5%)</li> </ul>

### High satisfaction vs. Low satisfaction. Main fields.

Field	High satisfaction	Low satisfaction
Study programme, curriculum, study offer	<ul> <li>Relevance and utility of courses and of the subject area for the chosen specialty</li> <li>Flexibility of the learning track</li> <li>Weekly programme</li> <li>Development of communication and teamwork skills, computer skills and other general skills necessary in the career</li> </ul>	<ul> <li>Development of practical skills specific for the future profession</li> <li>Possibilities of practical application of the theoretical content taught</li> </ul>
Teaching/learning methods	<ul> <li>The teaching/learning methods are useful and appropriate to the content taught</li> <li>The efficient use of information technologies</li> <li>The general attitude of the didactic personnel</li> <li>The interactivity degree of the didactic activities</li> </ul>	
Students' evaluation	<ul> <li>Explaining the manner of evaluation at the beginning of the semester</li> <li>Appropriateness of the evaluation methods</li> <li>The feedback offered by the teacher with formative purpose</li> <li>The contestation/re-evaluation. Grade increment processes</li> </ul>	• The extent to which the grade received reflects the knowledge and skills
Learning resources and spaces	<ul> <li>The equipment, functionality, comfort, appropriateness, sufficient number and access to the classrooms, amphitheatres and laboratories</li> <li>The functioning of libraries from the point of view of the programme, reading rooms and equipment</li> </ul>	<ul> <li>Learning spaces, reading rooms from the student residencies</li> <li>University practice spaces</li> </ul>
The students' representation in the University management structures		<ul> <li>The students' representation system</li> <li>The students-representatives relationship</li> <li>The students' involvement in taking</li> </ul>

		decisions within the university/faculty
Student facilities	<ul> <li>Accommodation conditions from the university residencies</li> <li>Security service of the university</li> <li>Scholarship system</li> <li>Quality of the information system</li> <li>Activity of the cashier's office system</li> <li>Cleaning conditions from the university spaces</li> <li>Canteens</li> <li>Quality of information available on the university site, brochures or student guides</li> </ul>	<ul> <li>secretariat (functioning hours, amiability of the personnel or waiting time)</li> <li>fees requested by the university</li> </ul>
Extracurricular learning opportunities	<ul> <li>student association environment</li> <li>cultural university life</li> <li>other extracurricular opportunities such as: conferences, debates, clubs, contests, scientific communications or summer courses</li> </ul>	<ul> <li>practice opportunities in the trading companies and organizations/institutions or internship opportunities in the country or abroad</li> </ul>



# The study programme, the curriculum, the study offer

The development of practical skills specific to the future profession

The possibilities of practical application of the theoretical content taught

The development of general skills that you consider you will need in your career

The development of computer work skills

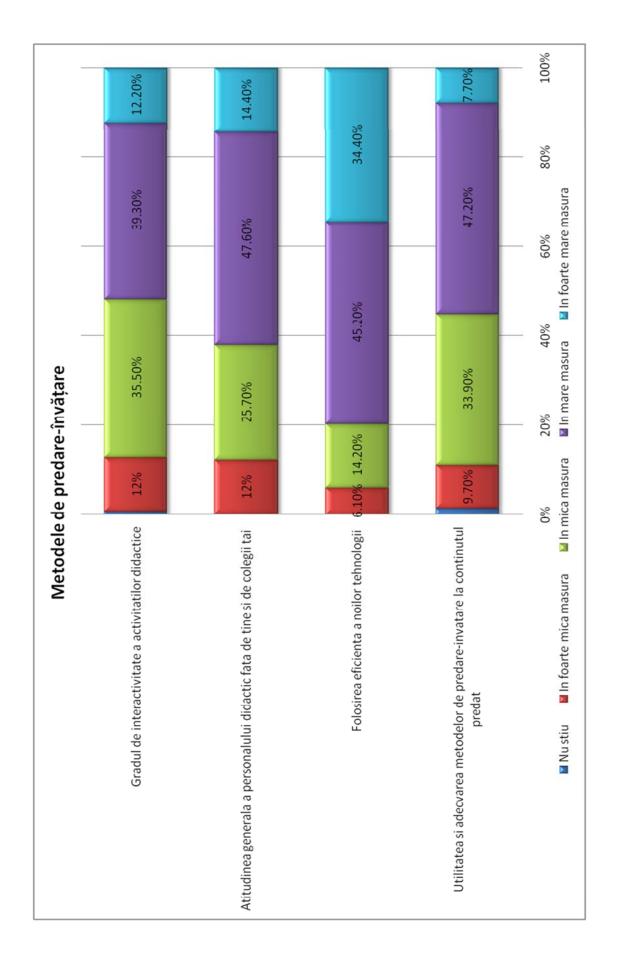
The development of team work and communication skills

Opportunities of study abroad

Weekly program/schedule

The flexibility of the learning track

The relevance and utility of courses and subject area for the chosen speciality



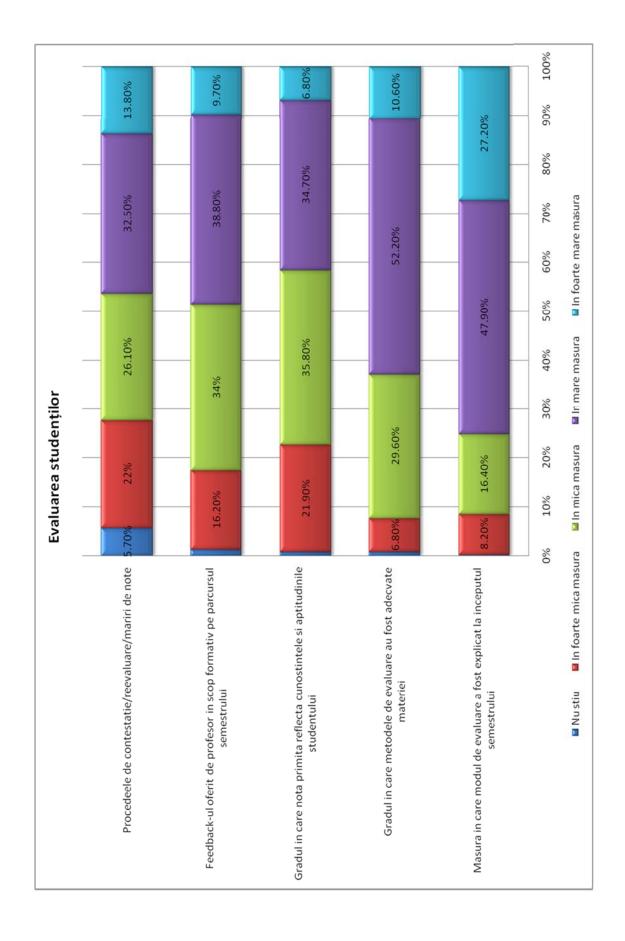
## The teaching-learning methods

The teachers' degree of interactivity

The general attitude of the didactic personnel towards you and your colleagues

The efficient use of the new technologies

The utility and appropriateness of the teaching-learning methods to the content taught



### The students' evaluation

The contestation/re-evaluation/grade increments processes The feedback offered by the teacher with formative purpose during the semester The extent t which the grade received reflects the student's knowledge and skills The degree to which the manner of evaluation was explained at the beginning of the semester



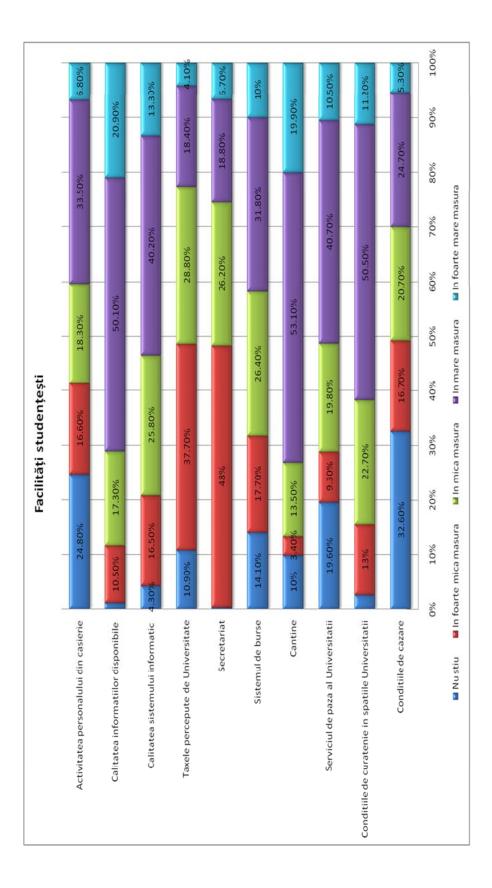
### Learning resources and spaces

University practice spaces (experimental laboratories, research stations)

Libraries' functioning (schedule, reading rooms, equipment)

Learning spaces/reading rooms (comfort, silence, sufficient places, schedule, functionality, adequate furniture)

Classrooms/amphitheatres/laboratories (comfort, equipment, functionality, appropriateness)



### **Student facilities**

Activity of the cashier's office personnel

Quality of the available information

Quality of the information system

Fees requested by the University

Secretariat

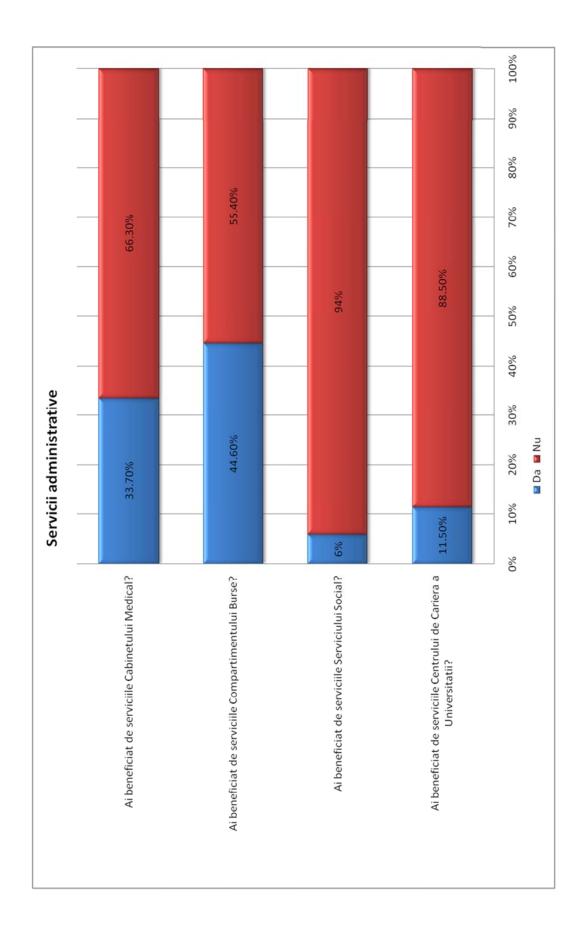
Scholarship system

Canteens

Security service of the University

Cleaning conditions in the University spaces

Accommodation conditions



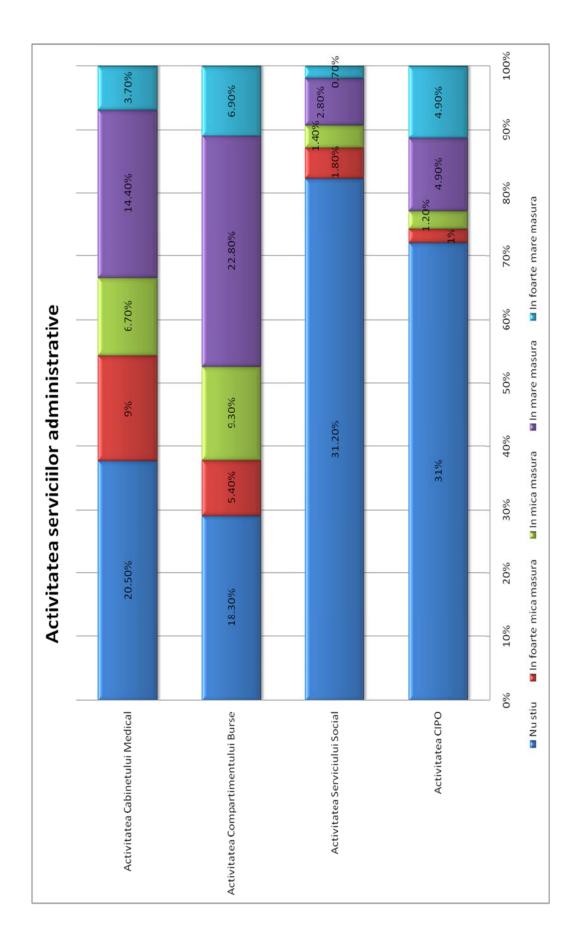
### **Administrative services**

Have you benefited from the services of the Medical Office? Have you benefitted from the services of the Scholarship Department?

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Have you benefited from the services of the Social Service?

Have you benefitted from the services of the University Career Centre?



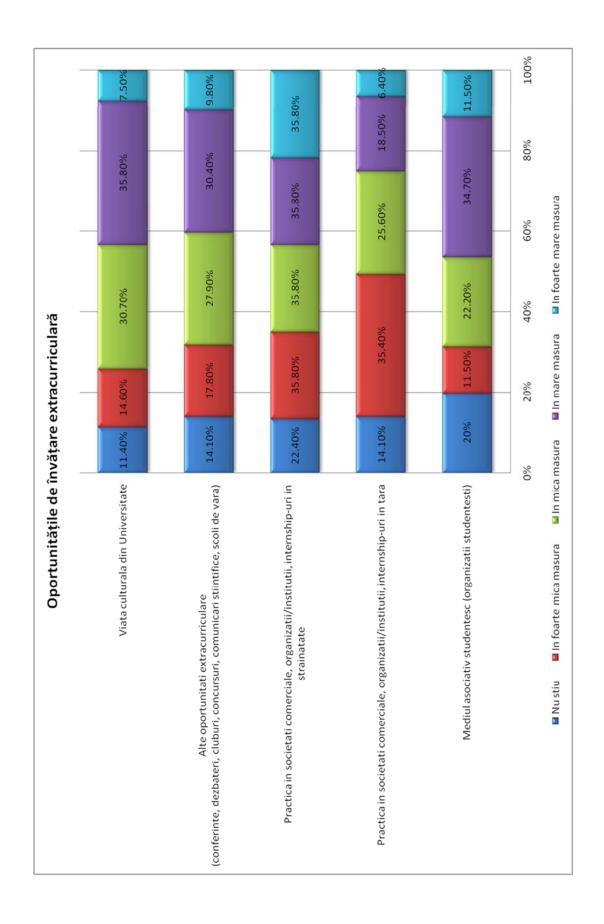
## Activity of the administrative services

Activity of the Medical Office

Activity of the Scholarship Department

Activity of the Social Service

CIPO activity



## **Extracurricular learning opportunities**

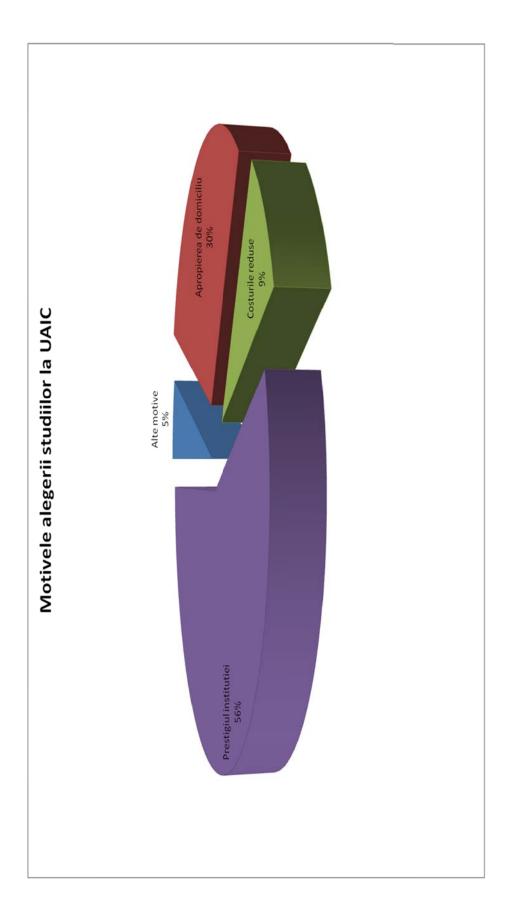
Cultural life from the University

Other extracurricular opportunities

Practice in the trading companies, organizations/institutions, internships abroad

Practice in the trading companies, organizations/institutions, internships in the country

Student association environment (student organizations)

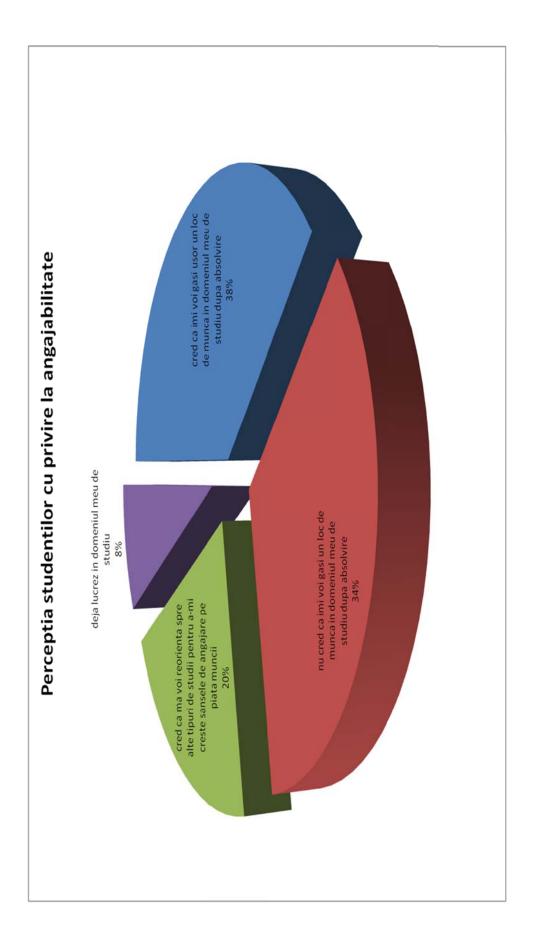


## Reasons for choosing the studies at UAIC

Other reasons

Institution prestige Proximity to the residence

Reduced costs



# Students' perception regarding the employability

I am already working in my field of studies

I believe I will re-focus on other types of studies to create employability chances on the work market

I believe I will find a job in my field of study after graduation

I do not think I will find a job in my field of study after graduation



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### Annex IV.4. UAIC's Erasmus Extended Charter



### ERASMUS EXTENDED UNIVERSITY CHARTER The European Commission hereby awards this Charter to:

### UNIVERSITATEA "ALEXANDRU IOAN CUZA" (UAIC)

#### The Institution has agreed to comply with the following fundamental principles of Erasmus mobility:

- Mobility shall be carried out only within prior inter-institutional agreements;
- No university fees for tuition, registration, examinations, access to laboratory and library facilities are to be charged to in-coming Erasmus students;
- Full recognition shall be given to students for satisfactorily completed activities specified in the compulsory Learning Agreement and Training Agreement.

#### The Institution has also agreed:

- to ensure the highest quality in the organisation of student and staff mobility;
- to ensure that curriculum information is up to date, easily accessible and transparent and that an academic credit transfer system (ECTS or similar) gives transparency to the procedures;
- to ensure equal academic treatment and services to home and Erasmus students;
- to support the integration of incoming Erasmus students in the Institution's activities;
- to provide incoming Erasmus students and their home Institutions with transcripts containing full, accurate and timely information at the end of their mobility period abroad;
- to ensure the highest quality in the organisation of student placements;
- to facilitate and acknowledge Erasmus teaching and training activities including those involving enterprises;
- to promote and give visibility to the activities supported by the Erasmus programme;
- to publicise this Charter and the related Erasmus Policy Statement of the Institution;
- to comply with the objectives on non-discrimination set out in the Lifelong Learning Programme.

This Charter entitles the Institution to apply to its National Agency and to the European Commission for grant support for Erasmus activities. For the European Commission: Brussels, August 2007

Michel RICHONNIER Director LIFELONG LEARNING : Education and Training, Programmes and actions



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Annex IV.4. Erasmus Ranking

### THE ERASMUS PROGRAMME 2009/2010

### ANNEXSM31OUT - SM - Outgoing Student by Institution

Ran	k ISO	HEI	NAME	Nr
1	ES	E GRANADA01	UNIVERSIDAD DE GRANADA	1851
2	ES	E MADRID03	UNIVERSIDAD COMPLUTENSE DE MADRID	1562
3	IT ES	I BOLOGNA01 E SEVILLA01	UNIVERSITÀ DI BOLOGNA UNIVERSIDAD DE SEVILLA	1548 1424
5	ES	E VALENCI02	UNIVERSIDAD POLITÉCNICA DE VALENCIA	1265
6	PL	PL WARSZAW01	UNIWERSYTET WARSZAWSKI	1255
7	IT	I ROMA01 E VALENCI01	UNIVERSITA' DEGLI STUDI DI ROMA 'LA SAPIENZA' UNIVERSITAT DE VALENCIA (ESTUDI GENERAL) UVEG	1201 1117
9	ES CZ	CZ PRAHA07	UNIVERSITAT KARLOVA V PRAZE	1070
10	IT	I PADOVA01	UNIVERSITA' DEGLI STUDI DI PADOVA	1051
11 12	AT	A WIEN01 SI LJUBLJA01	UNIVERSITAET WIEN	996
12	ES	E MADRID05	UNIVERZA V LJUBLJANI UNIVERSIDAD POLITECNICA DE MADRID (UPM)	917 899
14	ES	E MADRID04	UNIVERSIDAD AUTONOMA DE MADRID	869
15	ES	E BARCELO03	UNIVERSITAT POLITÉCNICA DE CATALUNA	858
16 17	PL PL	PL POZNAN01 PL KRAKOW01	UNIWERSYTET IM. ADAMA MICKIEWICZA W POZNANIU UNIWERSYTET JAGIELLONSKI	851 838
18	ES	E ZARAGOZ01	UNIVERSIDAD DE ZARAGOZA	816
19	ES	E VALLADO01	UNIVERSIDAD DE VALLADOLID	812
20 21	CZ ES	CZ BRNO05 E BILBAO01	MASARYKOVA UNIVERZITA UNIVERSIDAD DEL PAIS VASCO/EUSKAL HERRIKO UNIBERTSITATEA	780 759
22	ES	E BARCELO01	UNIVERSITAT DE BARCELONA	739
23	PT	P PORTO02	Universidade do Porto	727
24 25	IT DE	I MILANO02 D MUNCHEN01	POLITECNICO DI MILANO LUDWIG-MAXIMILIANS-UNIVERSITAET MUECHEN	725 715
26		NL MAASTRI01	UNIVERSITE IT MAASTRICHT	710
27	ES	E BARCELO02	UNIVERSITAT AUTONOMA DE BARCELONA	706
28 29	BE	B LEUVEN01 I TORINO01	Katholieke Universiteit Leuven UNIVERSITA' DEGLI STUDI DI TORINO	699 688
30	IT	I MILANO01	UNIVERSITÀ DEGLI STUDI DI MINIO	654
31	PL	PL WROCLAW01	Uniwersytet Wroclawski	649
32	GR DE	G THESSAL01 D KOLN01	ARISTOTELEIO PANEPISTIMIO THESSALONIKIS UNIVERSITAET ZU KOELN	643 622
33	IT	I FIRENZE01	UNIVERSITAE I ZO ROELN UNIVERSITAE DEGLI STUDI DI FIRENZE	622
35	IT	I NAPOLI01	UNIVERSITA' DEGLI STUDI DI NAPOLI FEDERICO II	620
36		D HEIDELB01	RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG	607
37	ES ES	E MADRID14 E MALAGA01	UNIVERSIDAD CARLOS III DE MADRID UNIVERSIDAD DE MALAGA	604 602
39	DE	D MAINZ01	JOHANNES GUTENBERG-UNIVERSITAET MAINZ	599
40	ES	E CIUDA-R01	UNIVERSIDAD DE CASTILLA-LA MANCHA	579
41 42	DE LT	D BERLIN01 LT VILNIUS01	FREIE UNIVERSITAET BERLIN VILNIAUS UNIVERSITETAS	577 570
43	BE	B GENT01	UNIVERSITEIT GENT	565
44		D MUNSTER01	WESTFAELISCHE WILHELMS-UNIVERSITAET MUENSTER	564
45 46	ES ES	E CORDOBA01 E SALAMAN02	UNIVERSIDAD DE CORDOBA UNIVERSIDAD DE SALAMANCA	559 559
47	ES	E CADIZ01	UNIVERSIDAD DE CADIZ	556
48	DE	D FREIBUR01	ALBERT-LUDWIGS-UNIVERSITÄT FREIBURG IM BREISGAU	554
49 50	ES DE	E VIGO01 D DRESDEN02	UNIVERSIDADE DE VIGO TECHNISCHE UNIVERSITÄT DRESDEN	548 540
51	ES	E MURCIA01	INIVERSIDAD DE MUCIA	537
52	IT	I GENOVA01	UNIVERSITÀ DEGLI STUDI DI GENOVA	533
53 54	DE SK	D BERLIN13 SK BRATISL02	HUMBOLDT-UNIVERSITAET ZU BERLIN UNIVERZITA KOMENSKEHO V BRATISLAVE	532 530
55	ES	E LAS-PAL01	UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA	527
56	BE	B LOUVAIN01	UNIVERSITE CATHOLIQUE DE LOUVAIN	523
57 58	FR HU	F STRASBO48 HU BUDAPES01	UNIVERSITÉ DE STRASBOURG EOTVOS LORAND TUDOMANYEGYETEM	516 516
59	DE	D HAMBURG01		516
60	DE	D GOTTING01	GEORG-AUGUST-UNIVERSITAET GOETTINGEN	508
61	LT DE	LT VILNIUS02	VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS (VGTU)	505
62 63	DE	D MUNCHEN02 D LEIPZIG01	TECHNISCHE UNIVERSITAET MUENCHEN UNIVERSITAET LEIPZIG	502 501
64	IT	I TORINO02	POLITECNICO DI TORINO	499
65	IT	I ROMA02	UNIVERSITA' DEGLI STUDI DI ROMA 'TOR VERSATA'	493
66 67	ES	E SANTIAG01 E ALICANT01	UNIVERSIDAD DE SANTIAGO DE COMPOSTELA UNIVERSIDAD DE ALICANTE	485 483
68	GR	G ATHINE01	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON	482
69	RO	RO IASI02	UNIVERSITATEA "ALEXANDRU IOAN CUZA" (UAIC)	477
70	UK	UK MANCHES01 I CAGLIAR01	THE UNIVERSITY OF MANCHESTER UNIVERSITÀ DEGLI STUDI DI CAGLIARI	476 475
72	FR	F POITIER01	UNIVERSITE DE POITIERS	468
73	FI	SF HELSINK01	HELSINGIN YLIOPISTO	462
74 75		E BADAJOZ01 I PERUGIA01	UNIVERSIDAD DE EXTREMADURA UNIVERSITA' DEGLI STUDI DI PERUGIA	461 461
76		HU BUDAPES03	BUDAPESTI CORVINUS EGYETEM	401
77	FR	F MARSEIL01	UNIVERSITE DE PROVENCE - AIX-MARSEILLE I	451
78 79	IT FR	I MILANO04 F NANTES01	UNIVERSITA' COMMERCIALE 'LUIGI BOCCONI' UNIVERSITE DE NANTES	451 449
80	DK	DK KOBENHA05		449
81	PL	PL LODZ01	UNIWERSYTET LÓDZKI	445
82	PT	P LISBOA04 I MILANO03	UNIVERSIDADE TECNICA DE LISBOA UNIVERSITÀ CATTOLICA DEL SACRO CUORE - MILANO	445 430
83		I PISA01	UNIVERSITA CI TOLICA DEL SACRO COORE - MILANO	430
85	DE	D MANNHEI01	UNIVERSITAET MANNHEIM	424
86 87	UK DE	UK NOTTING01	THE UNIVERSITY OF NOTTINGHAM JUSTUS-LIEBIG-UNIVERSITAET GIESSEN	421 414
87	CZ	D GIESSEN01 CZ OLOMOUC01	JUS I US-LIEBIG-UNIVERSITÄET GIESSEN UNIVERZITA PALACKEHO V OLOMOUCI	414
89	ES	E LA-CORU01	UNIVERSIDAD DE A CORUNA	411
90	DE	D WURZBUR01		411
91 92	NL UK	NL UTRECHT01 UK SHEFFIE01	UNIVERSITEIT UTRECHT UNIVERSITY OF SHEFFIELD	409 408
93	IT	I SASSARI01	UNIVERSITA DEGLI STUDI DI SASSARI	407
94		UK BRISTOL01	UNIVERSITY OF BRISTOL	406
95	IT DE	I PALERMO01 D TUBINGE01	UNIVERSITA' DEGLI STUDI DI PALERMO EBERHARD KARLS UNIVERSITAET TUEBINGEN	406 405
96		E BARCELO15	LDIENTATE POMPETABRA	403
96 97	ES	L DARGELOIS		
	ES NL TR	NL GRONING01 TR ISTANBU04	RIJKSUNIVERSITEIT GRONINGEN ISTANBUL TEKNIK ÜNIVERSITESI (ITU)	403 402

Source: European Commission



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### Annex IV.5. Employers of UAIC's graduates



### National and international employers of UAIC's graduates

	REGION:
	local,
NAME	national
	internationl
Administrații ale Finanțelor Publice, România	national
Administrația Națională de Meteorologie	national
Adobe România	international
Agenția de Plăți pentru Dezvoltare Rurală și Pescuit, București	national
Agenții Județene pentru Ocuparea Forței de Muncă - AJOFM, România	national
Allied Telesyn International, Canada	international
Alpha Bank, România	international
Alternative sociale, Iași	local
AMAZON, Iași	international
AMDOCS, Cipru	international
Arhivele Naționale ale României	national
Ascend NetSolutions, București	national
Auckland University –IT	international
Auxillium Vitae Voltera, Pisa- Italia	international
Axway Software, București	international
Banca Transilvania, România	national
Barouri de avocatură, România	national
Beacon Solutions, Praga, Cehia	international
Bechtel International Inc.	international
BESG Inc, Praga, Cehia	international
Biblioteci, România	national
Birouri de traduceri, România	national
Birouri notariale, România	national
BIT DEFENDER ROMÂNIA	international
BRD, România	international
Cabinete individuale de psihologie, România	national
Camera de Comerț și Industrie, România	national
CAPGEMINI - OUTSOURCING CENTRE IAȘI	international
Casa Copilului Iași	local
CEC Bank, România	national
Centre Hospitalier Princesse Grace, Monte Carlo, Monaco, Physique Medicale et Radioprotection	international
CENTRIC, România	international
	internationa



Centro de Fisica da Materia Condensada, Universidade de Lisboa, Portugalia	international
Centrul cultural "Doxologia"	local
Centrul de formare și consiliere "Sfinții Arhangheli Mihail și Gavriil" Iași	local
Centrul de Meteorologie Regional Moldova, Iași	national
Centrul Diecezan Caritas Iași	
Cercetători Lisabona, Portugalia	international
Clarkson University, Potsdam, New York	international
CLCONSULT, Roskilde, Danemarca	international
Coffey Geotechnics Pty. Ltd. Engineering Geologist	international
COMODO, Iași	international
Continental Corporation (Siemens VDO Automotive SRL)	international
Continental Teves AG, Frankfurt am Main, Germania	international
Coris Assistance 24 Ore Spa, Milano, Italia	international
Cotidianul "Lumina"	local
Cozac System SRL Botoşani	national
Darthmouth Medical Center, Darthmount	international
DELPHI, Iași	international
Department of Applied Physics, Eindhoven University of Technology, Olanda	international
Depozitele "Sf. Luca" și Librăriile mitropolitane "Cuvioasa Parascheva"	national
Deutsche-Finanz- consultanță financiară	international
DIRECȚIA APE PRUT IAȘI	national
DIRECȚIA APE SIRET BACĂU (S.H.I PAȘCANI)	national
Direcția de probațiune, România	national
Direcția Generală a Finanțelor Publice Județene - DGFPJ, România	national
Direcția Generală de Asistență Socială și Protecția Copilului - DGASPC, România	national
Direcții Județene de Cultură, Culte și Patrimoniu Cultural	national
ENDAVA ROMÂNIA	international
EON România	international
EOS KSI România SRL	international
Episcopia Romano-Catolică de Iași	
Exploration Geologist – Husky Energy	international
First Bike Brașov	national
Fundația Solidaritate și Speranță (Mitropolia Moldovei și Bucovinei)	local
G&G România	international



GC Tracer Operator Weatherford Surface Logging Systems (formerly International Logging Technology), United Kingdom	international
Gemini CAD Systems	international
Geological Analyst, M.Sc-InfoMine.Inc, Vancouver, Canada	international
Georg-Augustus Göttingen, Göttingen	international
GOOGLE ROMÂNIA	international
Green Soft SRL Iași	national
Hewlett Packard, România	international
IBM, Cehia	international
IFIN HH Măgurele - Horia Hulubei National Institute of Physics and Nuclear Engineering	national
Imperial College, Londra- Anglia	international
Inspectorate de Poliție, România	national
Inspectorate Școlare Județene, România(Botoșani, suceava, Iași, Bacău, Vaslui, Neamț, Galați, Vrancea)	national
Instanțe de judecată din România	national
Institute de Cercetare ale Academiei Române	national
Institutul "Petru Poni" Iași	local
Institutul de Fizică Teoretică Iași	local
Institutul de Investigare a Crimelor Comunismului și Memoria Exilului Românesc	local
Institutul de Matematică UFRJ, Rio de Janeiro, Brazilia	
Institutul de Oncologie Iași	national
Institutul de Sanatate Publica M Ciuca Iași	national
Institutul de Științe Spațiale, Măgurele	national
Institutul Fraunhofer, Umsicht, Oberhausen, Germania	local
Institutul Max Planck, Koln	local
Institutul Național Cercetare - Dezvoltare pentru Protecția Mediului, București	national
Institutul Național de Cercetare Dezvoltare in Optoelectronică, București	national
IQ PLUS SRL Iași	local
Irlanda Inst Farmaceutic	local
Johann Wolfgang Goethe University, Institute of Physical and Theoretical Chemistry, Frankfurt am Main, Germania	local
Kinstellar SRO, Praga, Cehia	local
KPMG ROMÂNIA SRL	local
Laboratoare de analize clinice din România	national
Laboratorul MEL Chemicals, Swinton - Manchester, UK	local
Lanworks Inc, Toronto, Canada	local
Lukas Invest SRL Harman, Braşov	national
MAXCODE, Iași	local
MEGAJOULE, Maia, Portugalia	local
Menthor Graphics, Grenoble, Franta	local
METRO Iași	local
MICROSOFT ROMÂNIA	local



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Microsoft, SUA	local
Middelfart Higschool, Danemarca	local
MIND CTI, Iași	local
Ministerul Administrației și Internelor	national
Mount Sinai Medical Center, New York	local
Mud Logger Geologist, Geolog International	local
Muzee din România	national
NESS, România	local
Nokia, România	local
Oficiul Național al Registrului Comerțului, România	national
Oracle, România	local
Orange România	local
OSF Global Services	local
OTP GRACIA ASIGURĂRI DE VIAȚĂ	local
OVB Alfinanz România	local
Oxford College, Anglia	local
Parchete de pe lângă Judecătorii din România	national
Patriarhia Română	national
Pentalog HighTech, România	local
Portugalia, Multiwave Photonics	local
Primării din România	national
Princeton University, SUA	local
Queen's University, Belfast, UK	local
Quintiles Milano	local
Radio Trinitas al Patriarhiei Române	national
Radio, TV din România	national
Raiffeisen Bank	local
RED POINT SA	national
Relad International SRL	local
Rockefeller University, New York	local
Rocklabs Ltd	local
Salvați copii, România	national
Şantiere de restaurare de pe lângă complexele monahale din România	national
SC ACCEPT SOFTWARE SRL, Rădăuți	national
SC Antibiotice SA, Iași	local
SC Arcadia Hospital, Iași	local
SC ARDAF SA SUCEAVA	national
SC Casa Lebăda SA, Iași	local
SC Darius Med SRL, Iași	local
SC Decaro Ideea SRL, Iași	local
SC Embarcadero Technologies SRL, Iași	local
SC EON IT România SRL	local
SC GFK Eurisko Rom SRL	local



SC IAŞISTING SRL, Iaşi	local
SC Intertranscom Impex SRL Buhuși	national
SC JXEE LAB SRL, Iași	local
SC Media-Punct com SRL, Vaslui	national
SC Movial România SRL, Iași	local
SC NeuroSoftware Iași	local
SC ORION EUROPE, București	national
SC Pencraft SRL, Iași	local
SC Romtelecom SA, România	national
SC Rulmenți Bârlad SA	national
SC SCC Services România SRL IAȘI	national
SC Selir SRL Galați	national
Serviciul Român de Informații	national
SIEMENS PSE BRAȘOV	local
Sloan Kettering Cancer Center, New York	local
Softescu, România	national
Spitalul de Neurochirurgie Iași	local
Spitalul de Recuperare Medicală Nicolina Iași	local
Spitalul Județean Botoșani	national
Spitalul Militar Iași	local
Spitalul Sf. Spiridon Iași	local
Stanford University, SUA	local
Star of Hope România	local
Televiziunea Trinitas a Patriarhiei Române	national
TEXAS, Spital Municipal DALLAS	local
The Harwich School, Harwich, Essex, UK	local
THINSLICES, Iași	local
Trustul "Basilica" al Patriarhiei Române	national
UniCredit Țiriac Bank, România	national
Uniklinik Freiburg, Infektiologie, Vaccine development, Freiburg	local
Universitatea "Dunărea de Jos" din Galați	national
Universitatea "Alexandru Ioan Cuza" din Iaşi	local
Universitatea Alberta, Canada	local
Universitatea Albert-Ludwigs Freiburg, Freiburg	local
Universitatea Chicago, SUA	local
Universitatea de Agronomie și Medicină Veterinară "Ion Ionescu de la Brad" Iași	local
Universitatea de Medicina și Farmacie "Gr. I. Popa", Iași	local
Universitatea din Bochum, Germania	local
Universitatea din Braunschweig, Germania	local
Universitatea din București	national
Universitatea din Konstanz, Germania	local
Universitatea Paris Sud	local
Universitatea Shizuoka, Japonia	local



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Universitatea Ștefan cel Mare din Suceava	national
Universitatea Tehnică "Gh. Asachi" Iași	local
Universitatea Tokio, Japonia	local
Universitatea Ulm, Germania	local
University of Groningen - Biochemistry Depart, Biotransformation and Biocatalysis Group, Groningen	local
University of Notingham, Anglia	local
University of Reading, Anglia	local
University of Utah, SUA	local
Universtitatea din Antwerp	local
Vodafone România	local
XL World Star SRL, Iași	local
Xwiki Software ROMÂNIA	local

## Ranking of the largest employers in Romania

Name	Activity Sector	Employees
COMPANIA NATIONALA POSTA ROMANA SA	services	35.520
OMV PETROM SA	commerce	30.398
COMPANIA NATIONALA DE CAI FERATE CFR SA	transportation	26.830
REGIA NATIONALA A PADURILOR ROMSILVA RA	forestry	19.605
SOCIETATEA NATIONALA DE TRANSPORT FEROVIAR DE MARFA		
CFR - MARFA SA	transportation	17.089
SOCIETATEA NATIONALA DE TRANSPORT FEROVIAR DE CALATORI		
- CFR - CALATORI SA	transportation	16.589
AUTOMOBILE-DACIA SA	commerce	12.698
REGIA AUTONOMA DE TRANSPORT BUCURESTI RA	transportation	11.994
ARCELORMITTAL GALATI SA	commerce	11.049
CONTINENTAL ROMANIA	Commerce	10.742
ROMTELECOM SA	telecommunication	10.128
BRD GROUP SOCIETE GENERALE	finances	9.300
DELPHI ROMANIA	commerce	9.289
KAUFLAND ROMANIA SCS	commerce	8.258
REAL,- HYPERMARKET ROMANIA SRL	commerce	7.896
CARREFOUR ROMANIA SA	commerce	7.738
G4S CASH SERVICES SRL	commerce	7.066
HIDROCONSTRUCTIA SA	construction	6.749
COMPANIA NATIONALA DE AUTOSTRAZI SI DRUMURI NATIONALE		
DIN ROMANIA SA	services	6.416
RCS & RDS SA	telecommunication	6.350



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DELPHI PACKARD ROMANIA SRL	commerce	6.262
METRO CASH & CARRY ROMANIA SRL	commerce	5.884
SOCIETATEA NATIONALA DE GAZE NATURALE ROMGAZ SA	extracted natural gas	5.725
SOCIETATEA COMERCIALA DE PRODUCERE A ENERGIEI ELECTRICE		
IN HIDROCENTRALE HIDROELECTRICA SA	electricity	5.233
E.ON GAZ DISTRIBUTIE SA	electricity	5.010
SOCIETATEA NATIONALÃ DE TRANSPORT GAZE NATURALE		
TRANSGAZ SA	extracted natural gas	4998
SELGROS CASH & CARRY SRL	commerce	4.893
METROREX SA	transportation	4.146
SOCIETATEA COMERCIALÃ COMPLEXUL ENERGETIC TURCENI SA	electricity	4.146
SOCIETATEA COMERCIALÃ COMPLEXUL ENERGETIC ROVINARI SA	electricity	4.103
LUKOIL ROMANIA SRL	commerce	3.655
FORD ROMANIA SA	commerce	3.655
DISTRIGAZ SUD RETELE SRL	extracted natural gas	3.452
VEL PITAR SA	commerce	3.178
VODAFONE	telecommunication	3.150
ORANGE ROMANIA	telecommunication	3.000

## Ranking of the largest employers in the North-East Region

Name	Activity Sector	Employees
INSPECTORATUL ŞCOLAR IAŞI	Education	9500
INSPECTORATUL ŞCOLAR SUCEAVA	Education	8500
INSPECTORATUL ŞCOLAR BOTOŞANI	Education	7400
UNIVERSITATEA "ALEXANDRU IOAN CUZA" din IAŞI	Education	2956
DIRECTIA PENTRU PROTECTIA COPILULUI	Services	2361
DELPHI IAŞI	Production	2000
SC ANTIBIOTICE SA	Production	1600
E-ON MOLDOVA	Industry	1300
APAVITAL SA	Industry	1250
PRIMĂRIA IAȘI	Services	1200



### Ranking of the largest employers in lasi

NAME	ACTIVITY SECTOR	EMPLOYEES
DIRECTIA PENTRU PROTECTIA COPILULUI	services	2.361
SPITALUL CLINIC SPIRIDON	services	2.011
UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IAȘI	education	1.854
E-ON MOLDOVA	electricity	1.601
UNIVERSITATEA TEHNICA IASI	education	1.577
DELPHI	commerce	1.489
ANTIBIOTICE SA	commerce	1.389
REGIA AUTONOMA DE TRANSPORT PUBLIC IASI	transportation	1.346
SC CET IASI SA	electricity	1.210
UNIVERSITATEA DE MEDICINA SI FARMACIE	education	1.203



# Annex VI 2.4 Number of scholarships-UAIC's Budget

<b>Scholarships-UAIC's budget</b>	2006-2011
Academic Year	<b>Scholarships</b>
2006-2007	438
2007-2008	158
2008-2009	249
2009-2010	112
2010-2011	122



Annex II.7. Students' Services

#### **Student's Services**

# **1.** UAIC structures at faculties, centers and departments and description of roles and responsibilities in each structure

The UAIC student's services are based on an integrated strategy. These services are provided by the following specialized departments: Career services Center – CIPO, Students' Information Center, Educational marketing, events and academic image – MEDIA, International Affairs Department, Administrative Department for students' social services and Vice Secretariat for student activities and partnerships with the business community and public sector established at the rectorship administrative level. All these services are supervised by the Vice Rector charged with students and alumni affairs and the respective Vice Rectorate Council which includes academical senior representatives from all the UAIC faculties.

The main services provided:

**Educational counseling** - educational orientation and reorientation through: support for choosing bachelor, master studies support choice, identification of educational opportunities (scholarships, internships), learning strategies and TIC advice.

**Psychological counseling** - managing problematic situations through: overcoming emotional, crisis interventions, stress management sessions, development of personal resources.

**Career counseling** - planning professional success through: support for career decision making, assessing interests/ values/ professional skills, assistance with technical means of finding a job (resume, letter of motivation), preparation for presentation to the interview selection, career guidance on carrying out the career plan, identify opportunities for skills development and vocational skills.

**Partnerships** with business representatives and local community: promotion offers jobs/ internships, presentations of the organization and its activities in the University, placing students in internships.

During last 4 years the partnership with the industry environment was significantly facilitated by of the following **European** sustainable major **projects**:

• "Practical training and activities to stimulate the labor market inclusion for students and graduates", POSDRU 31367 - ran from 2009 to 2011, ended 34 partnerships and 263 were made traineeships.

• "Managing communication with alumni for higher education in Romania", POSDRU 56283, implementation started in 2010.

Statistical studies on:

• Monitoring employability of graduates. There are two main projects in this field:

a) The UAIC internal project of monitoring the ALUMNI employability (<u>http://www.uaic.ro/uaic/bin/view/Students/ConsiliereInCariera</u>)

b) The national project "Graduates and Employment - National Monitoring Study of insertion in the labor market for graduates of higher education" -POSDRU 41750, ran from 2009 - 2012 (<u>http://www.absolvent-univ.ro/</u>)

• One of the most relevant statistic survey, annually implemented is the student satisfaction inventory.

**Training** for skills development and skills that increase employability: Entrepreneurial skills development, Teamwork, Time Management, Information Management, Career Management, Project Management.

**Events** information and guidance: Caravan Cuza, Open Days, Welcome to UAIC, Job Fair.

**Career Publications** - Guides and useful books for career development: Student guide, Guide your career, Entrepreneurial ABC

#### 2. Acomodation Facilities

#### Campuses

#### Târguşor-Copou Campus

The campus is made up of four hostels Altogether there are 1.714 places in 2, 3, 4 or 5 bed rooms. The hostels have recently been rehabilitated and modernized. All hostels have reading rooms.

#### Titu Maiorescu Campus

The campus is made up of four hostels Altogether there are 2.223 places in 5 bed rooms. All hostels have reading rooms.

#### Codrescu Campus

The campus is made up of four hostels Altogether there are 1.786 places in 2, 3 or 5 bed rooms. All hostels have reading rooms.

#### Gaudeamus Centre

Gaudeamus Centre is situated in the campus, within walking distance from the main University Building, the University Library, and "Titu Maiorescu" Students' Canteen.

Places are available in double or triple rooms, fully furnished, including a TV set and a refrigerator. Each room has a private bathroom and a little balcony. Access to Internet is possible without making a special request. There is a kitchen fully equipped for cooking on each floor.

There is an accommodation fee to be paid by stundets per/month for a place in a double room or triple room. It is not possible to choose a single room.

#### Akademos Student Hostel

*It* is the most recent and modern dormitory among Alexandru Ioan Cuza University accomodation facilities. The hostel has a central location, in the Râpa Galbenă area, in order for the students who live here to reach the lecture halls in less than 10 minute walk time.

Places are available in double or triple rooms, fully furnished, including air conditioning, private bathroom, refridgerator and interenet connection.

At the ground floor you can also find a private restaurant.

#### Meals

Students can cook their own meals (Gaudeamus Centre for International Exchanges offers facilities for cooking) or eat at the university student cafeteria (Titu Maiorescu Canteen). This cafeteria is situated in Titu Maiorescu Campus, near the main University building.

#### **Student Medical Center**

Services offered to students may include:

- o medical consultations and therapy:
- o preventive medicine
- o curative medicine
- signing and stamping medical documents:
- o medical certificates
- o medical certificates for scholarships
- o medical certificates for suspension of studies
- o family planning and counseling:
- o contraceptive counseling
- o special case counseling
- special case counseling

#### **Facilities for Special Needs Students**

"Alexandru Ioan Cuza University" promotes student equality by providing certain facilities for students with special needs: counseling, practical support, kinetopherapy.. International students with special needs are invited to contact the Department for International Relations well in advance so the necessary arrangements can be made upon arrival. IR Staff can also refer you to other student services which provide information on educational programmes for people with disabilities and ongoing illnesses.



# Annex II.5.2. Academic Departaments

	FACULTIES	DEPARTMENTS	DESCRIPTION
Ч	Biology	Department of Biology	The Faculty is as old as Alexandru Ioan Cuza University itself as it was at first a department of the Faculty of Natural Sciences. Faculty's fundamental and applicative research concerns: biodiversity, modern biotechnologies, ecology, integrated and biological obliteration of harmful agents, genetics, biochemistry, biophysics, celular biology, anatomy, cytology, vegetal physiology, histology, etc.(http://www.bio.uaic.ro)
8	Chemistry	Department of Chemistry	At present, the teaching and research domains are Chemistry, Chemistry – Physics and Technological Biochemistry. Due to an excellent theoretical and experimental training, our graduate and postgraduate students can easily adapt to the evolution of new investigation techniques, which allows them to undergo chemical analysis in any industrial or medical laboratory.( http://www.chem.uaic.ro)
ε	Law	Department of Law	The Faculty of Law is the first Moldavian juridical faculty, having begun its existence in 1830 with a first law course in Romanian languageln 1860 the Faculty of Law was the first to function with all the three academic years and with the greatest number of teachers.( http://laws.uaic.ro)
4	Economics and Business Administration Administration	Department of Economics, Quantitative Analysis and Information Systems Department of Business Administration	Economics and Business Administration Faculty's mission is to offer high standard education to its students in order to develop top scientific research and to form new elites, which are the premises of economic and social progress. (http://www.feaa.uaic.ro)
Ω	Sports		The Faculty of Sports has been functioning as a department in different faculties and in 1994 it became independent. The Faculty has contributed to the building up of more than 1200 Physical Education and Sports teachers as well as specialists in performance sports.
9	Philosophy and Social- Political Sciences	Department of Philosophy	The Faculty of Philosophy has been created in 1856 and it represents the starting point of the foundation of the Alexandru Ioan Cuza University in 1860, together with the Faculty of Theology and the Faculty of Law http://philosophy.uaic.ro

2	Physics	Department of Physics	The Faculty of Physics offers its students, through its curriculum, the possibility of practising as: physicist, Physics teacher, researcher, informatician – physicist, bio – physicist, medical physicist, engineer. The curriculum includes an array of classical and modern Physics, stressing upon perspective domains such as: Computing Physics, Complex Systems' Study, Materials' Science, Image Processing, Non – distructive Materials' Control, Nanotechnologies. http://www.phys.uaic.ro/
ø	Geography and Geology	Department of Geography Department of Geology	The Faculty puts a strong emphasis on research, having several partnerships with prestigious universities from Europe (France, Belgium, Great Britain, Germany, Switzerland, Italy, Spain) and other regions (e.g. Japan, USA) and having already been represented at international scientific events and documentation internships in different parts of the globe: North Africa, South Asia, Far East, South America, North America, Iberic Peninsula, West Europe, Central Europe. geoiasi@uaic.ro
6	Computer Science	Department of Computer Science	Computer Science Faculty's mission is to train top specialists capable of developing the Informational Society in Romania in the context of the European integration. After completion of their studies, our students can work as software developers, system engineers, network administrators, system managers, etc. or as computer science teachers.( http://www.infoiasi.ro)
10	History	Department of History	he Faculty of History is training high qualified specialists for Romanian teaching and history research. History is among the oldest disciplines that have been taught in the higher education system of the Romanian Principalities. http://history.uaic.ro
11	Letters	Department of Foreign Languages and Literatures Department of Romanian Language and Literature and Comparative Literature	The Faculty of Letters was founded together with the Alexandru loan Cuza University, in 1860. As for its teaching infrastructure, the institution owns a computer room, a video room, an Internet room, a multimedia laboratory and four language laboratories. http://letters.uaic.ro
12	Mathematics	Department of Mathematics	The Faculty of Mathematics has been functioning in laşi since 1860, since the foundation of the University. At present, the Faculty has numerous specialists recognized both nationally and internationally. Moreover, many teachers or faculty graduates collaborate as visiting professors or employees at prestigious universities and research institutes from the USA (Princeton, Berkeley, IBM, Microsoft), France, Canada, Italy, Germany etc. The high quality specialized education is also attested by the 100 doctor diplomas obtained by Romanian students from the Faculty of

			Mathematics at top European and American universities: Cambridge University, Ecole Normale Supérieure-Paris, Université Paris VI, Université Paris XI, Université de Pau, Princeton University, Massachussets Institute of Technology, Duke University, Michigan University etc. http://www.math.uaic.ro
13	Psychology and Education Sciences	Department of Psychology and Education Sciences Department of Training for Educational Staff	Psychology has been taught in the higher education system before the foundation of the Research at our Faculty situates us among the most dynamic in the country: own reviews and scientific volumes 4 book collections coordinated at the Polirom Publishing House 12 international grants participation at 7 international research projects Alexandru Ioan Cuza University. http://www.psih.uaic.ro
14	<ul> <li>Orthodox Theology</li> </ul>	Department of Orthodox Theology	The Faculty of Orthodox Theology assumes a fundamental role in training future priests, With a joint honours, both as Religion teachers and specialists in eclesiastical art and cutural heritage. Furthermore, the Faculty of Orthodox Theology attributes itself the mission to contribute to the ecumenical collaboration between the Orthodox Church and the other Christian Churches existing in Romania, as well as to realize the inter-religious and inter-cultural dialogue. http://www.teologie.uaic.ro
15	Roman-Catholic Theology	Department of Roman – Catholic Theology	The Catholic Church of Moldavia has a long time ago reached maturity from all points of view and there was a need for a teaching institution that would meet the Catholic youngsters' desire of having access to a superior Catholic - specific culturalization. The Faculty of Roman – Catholic Theology assumes the mission to respond promptly and aptly in order to promote opening towards the international academic community. http://www.ftrc.uaic.ro
16	Center for European Studies	Center for European Studies	The Center for European Studies (CES) was established in 2000 through the project PHARE RO 9706-01-02. It functions as a inter-faculties department, subordinated to the Rector's office and the Senate of the "AI. I. Cuza" University. The Center for European Studies' mission is to contribute to the development of its students in increasing their capacity of understanding the changes in the European civilization and also to contribute to the cultural, economic and social development in the North-Eastern region of Romania, supporting in this way the integration in the European Union. http://www.cse.uaic.ro/



# Annex II.2 UAIC's Charter

### The Charter of "Alexandru Ioan Cuza" University

- summary -

### **Chapter I Principles**

**Art. 1** The University functions as a state university, on the basis of The Universal Declaration of Human Rights, The Constitution of Romania, The Education Law and The Law of the Teaching Personnel's Status.

Art.2 The University assumes a fundamental role in:

- preserving the values of science, culture and civilization

- involving Romanian science in the development of universal science

- promoting national identity and spirituality

- the development of Romanian society in a just, free and democratic state

- setting a tradition of free thinking and academic democracy

**Art.4** (1) The "Alexandru Ioan Cuza" University is a distinct academic community. Its activity is based on university autonomy and academic democracy principles. It has its own space and budget, the latter being guaranteed by The Law of Education.

(2) The academic community is made up of the teaching staff, the research staff and the students of all the faculties.

(3) University autonomy, ensured by The Constitution of Romania and by The Law of Education, means the freedom of the University to take decisions regarding its structure, leadership, administration, function, relations with other Romanian and foreign universities. The university is independent from state and political institutions, having its own regulations.

(4) Academic freedom allows every member of the academic community to freely choose and interpret his/her study and research topics.

(6) The budget of the University, as an important element of its autonomy, is made up of the budgetary allowance from the state, donations, subventions, taxes, its own legal income, contributions from societies, private and public organisations, income from specific activities.

**Art. 5** (1) The academic community of "Alexandru Ioan Cuza" University is open to both Romanian and foreign citizens, without discrimination.

Teaching and research positions are filled only by exams, validated by the Senate Board.

(2) The fundamental criteria for belonging to (obtaining and maintaining) and promotion in the academic community are: professional competence, subordinated to teaching and research excellence, morality and devotion to University. The employees of the University are prohibited from working (teaching, research and any other activities) for private educational institutions in Romania and vice versa.

**Art. 6** The academic community is not involved in political activities and debates. The space of the University cannot be used for political activities.

Academic membership does not limit the political activities of its members, as private persons, outside the University.

Art. 7 The members of the academic community have the right to form unions in order to protect the rights they have by law.

The members of the academic community can form or belong to national or international associations for scientific, cultural or didactic purposes.

**Art 9** The entire academic life is based on the relationship between education and research, that has a long tradition in "Alexandru Ioan Cuza" University and on the present tendencies of Romanian and universal education and science.

Art 10 Education in this university is conducted in Romanian. The only exceptions are the didactic activities that either by form or by content imply the use of another language.

**Art 11** "Alexandru Ioan Cuza" University promotes co-operation relations with universities and research centers from Romania and from abroad, except the private university system from Romania. That means that human, material and financial resources of the university will not be involved in the private system or vice- versa. The co-operation relations are based on the universal character of culture and of scientific knowledge and on the principles of democracy, academic freedom, equality and openness towards integration in the international scientific community and in the space of European culture and civilization, with respect for national identity.

#### **Chapter II Regulations of the University Community**

**Art.14** In the selection, formation and promotion of the personnel the Senate of the University has the following attributions:

- establishing selection and promotion criteria
- organizing competitions
- awarding rewards, scholarships, study and research leaves etc
- establishing and giving sanctions

**Art.15** The administration of patrimony is under the jurisdiction of the General Administrative Department, led by the General Manager.

**Art.16** The publications of the University are scientific, didactic, literary and cultural. All the magazines published at the University press must have editorial staff and a chief editor, approved by the Senate, who decide whether to publish articles or not, based on the reports from well known specialists. The main magazine of the University is the yearly *Scientific Annals of "Alexandru Ioan Cuza" University* that has several sections. All the articles published in this magazine must be original. There is a recommendation for these articles to

be published in a widely spoken language. However all articles must have a summary in one of these languages, in which the originality of the articles will be emphasized.

**Art.17** The documentation for teaching and research activities is especially conducted in "Mihai Eminescu" Central University Library. Its manager is a professor of "Alexandru Ioan Cuza" University and he or she must have the Senate's approval to apply for this position.

#### **Chapter III Decision Makers**

Art.19 The academic community makes decisions regarding teaching and scientific activities:

- the curriculum
- number of available places for admission
- admission conditions
- research programmes and the management of the resources involved in them
- organization of national and international scientific events
- awarding academic degrees: philosophical degrees, Doctor Honoris Causa and honorary titles
- recognition of studies, in Romania and abroad

Art.20 The Senate of the University makes decisions regarding:

- its own organization structures: faculties, colleges, post- university schools, departments
- teaching and scientific co- operation agreements with institutions within the country and from abroad
- the management of human, material and financial resources
- the setting up of specific activities for getting funds and their efficient management
- the setting up of foundations and/ or the affiliation to existing foundations
- the setting up and the support of Romanian departments abroad

**Art.21** The University Senate is the highest authority of "Alexandru Ioan Cuza" University. It is presided over by the Rector. It issues decisions and approves of compulsory regulations for all the members of the University.

The Senate Board ensures the management of current activities and carries out the decisions of the Senate.

**Art.22** The Senate is made up of the representatives of the faculties – teachers, researchers and students, each faculty having a number of two to five representatives.

The Senate members are elected for four years by the councils of the faculties.

The Deans of the Faculties, the General Manager and the Director of the Central University Library are members of the Senate.

**Art.23** The election of the Rector, Vice- rectors and Chancellor is carried out by the secret vote of the Senate, for a period of four years.

Art.24 The activity of the faculties is governed by the Faculty Councils, made up of the representatives of the Departments and of students, elected for four years.

Art.25 The Dean is the president of the Faculty Council.

Art.26 The Heads of Departments are members of the Faculty Councils.

### **Chapter IV Procedure of Endorsement and Change**

Art.27 The Charter of the University is adopted by the Senate.

Art. 28 The change of this Charter must be approved by at least one third of the Senate members.

Art. 29 This Charter was adopted by the Senate in its meeting on  $14^{th}$  June 2001 and it will be implemented starting with 2001/2002 academic year.

#### RECTOR, Prof.dr. Dumitru OPREA

This text was presented to the Senate by a commission formed by:

- 1. Prof. dr. Dumitru OPREA Rector
- 2. Prof. dr. Teodor PRECUPANU Vice- rector, commission co- coordinator
- 3. Prof. dr. Ştefan AVĂDANEI Vice- rector
- 4. Prof. dr. Alexandru CECAL Dean, Faculty of Chemistry
- 5. Prof. dr. Ioan MACOVEI Dean, Faculty of Law
- 6. Prof. dr. Ioan CIUPERCĂ Dean, Faculty of History
- 7. Prof. dr. Teodor COZMA Dean, Faculty of Psychology and Education Sciences
- 8. Student Ștefan TĂNASE Faculty of Computer Science
- 9. Student Adrian MIHALACHE Faculty of Orthodox Theology



# **Annex II.6 Code of Ethics and Professional Conduct**



#### THE CODE OF ETHICS OF THE ALEXANDRU IOAN CUZA UNIVERSITY of IAŞI

#### FOREWORD

The Code of academic ethics represents a framework of consensual rules among the members of the academic community, regarding the way of acting in the same social space, in order to provide an authority gain inside the society in general.

As part of the assembly of mechanisms meant to guarantee institutional quality, the Code of academic ethics aims at helping the continuous improvement of the professional, moral and civic formation process, the enactment of exemplary attitudes and behaviours, according to the academic integrity status.

By providing a model of good conduct, the Code is a moral contract between the members of the academic community, maintaining its cohesion through adhesion, devotion, appreciation, impartiality and professional communication.

Combining morality and law, the Code of academic ethics is a guiding instrument for the evaluation and improvement of the morality of the academic community actions, on the basis of general standards such as "good for everyone, but also for the society". It reconciles competition and cooperation, individualism and solidarity, respect for generic rules and free will, striving to protect the liberty and dignity of the individual, as well as the community wellbeing.

An expression of ethical principles defining what is allowed or not, the Code consists of a number of rights and obligations resulting from fundamental civic values and principles; these are to be flexibly applicable in current situations in the spirit of harmonious social interaction – thus constituting a framework for efficient and equitable achievement of the human and intellectual potential of the entire academic community.



**Annex II.2. Founding Document** 

#### I, Alexandru Ioan I By the Grace of God and National Will Prince of the United Principalities of Moldavia and Wallachia

Having regard to the public education regulation of 1851 that stipulates the foundation of four faculties for the higher education in Moldova: Philosophy, Law, Theology and Medicine;

Having regard to the total removal of the obstacles that have for a long time prevented higher education from being founded, seeing that there is a large number of pupils who have graduated from high school and teachers able to teach sciences in Romanian, as stipulated in article 6 of the school regulation;

Having regard to the interest of the developing country and especially the multiple needs that have arisen since the new regime was installed in the United Principalities by the Convention dated 7/19 August 1858 which require that most attention should be paid to public education;

Having regard to decision of the Legislative Assembly in 1859-1860 which not only voted a significant budget for public education, but also granted several loans to our government, especially to purchase premises for the faculties;

Having regard to the fact that Mr. Muruzi's old palace has already been purchased for good, following the vote of the Chamber;

Having regard to the fact that time has come to lay the final stone to the great national institution planned by the Law of 1851, implying the foundation of all four faculties in the same place;

Having regard to the circumstances fully described in the report of Our Minister State Secretary at the Public Education Department dated 16 October, no 13794.

By the Grace of God and the authority of the Law of 1851,

I hereby decide and approve the foundation of the University of Iaşi with all its four faculties in the premises especially assigned for them;

Therefore I have decided as follows:

**Art.** I The University of Iaşi shall be a legal entity with the right to manage its own scientific and disciplinary issues, within the limits of the law.

**Art. II** The University shall have four faculties: Philosophy, Law, Theology and Medicine. Education in these faculties shall be open, free of charge and in Romanian.

The faculties represent a national Institution, in which all branches of science will be impartially studied.

All members of the University shall be considered high clerks of the State; they shall be Romanian. If necessary, foreign languages shall be taught by foreign teachers with legal rights granted by special national laws. Members of the University shall not be dismissed. None of them shall be removed without a decision of the Academic Council subsequently approved by the Prince.

**Art.III** The University shall have an Academic Council made up of active teachers in all faculties, as well as retired teachers who taught for ten years, presently considered honorary members.

This Council shall be chaired by the Rector, who is elected every year by and amongst the teachers of the faculties, with the recommendation of the Ministry of Culture and Public Education and the Prince's approval.

The Council shall make decisions regarding all matters of common interest to the University and issue special regulations for all faculties.

**Art.IV** Each faculty shall yearly elect a Dean amongst the active teachers of that faculty. The Dean shall oversee the fulfillment of the teachers' and students' tasks.

**Art.V** The candidate teachers will be recommended to the Prince by the Ministry of Culture and Public Education, following the examination of their records by the Academic Council.

Art.VI The University shall have a Chancellor under the jurisdiction of the Rector.

Art.VII The Academic Council shall have disciplinary jurisdiction over teachers and students.

**Art.VIII** The University shall have the exclusive right and prerogatives to award titles and the highest academic honors in different sciences, as well as the doctoral degree, the bachelor degree, the magister degree, diplomas for engineers, architects and others. These diplomas will be issued, with the Rector's and the Dean's approval, by the Ministry of Public Education, in the Prince's name.

In the future no youth shall be employed in the public service of the State unless he or she has the necessary diplomas, according to the job he or she shall hold. This shall be stipulated by laws establishing the rights and prerogatives of the students who graduated from University.

Those who have a Bachelor or a Doctoral Degree in Law shall be able to become lawyers.

Those who have a Doctoral Degree in Medicine shall be able to become doctors without any further examination, but only if they meet the requirements and regulations of the faculty.

Those who have a Bachelor, Magister or Doctoral Degree in Theology shall have the right to occupy any position within the Church.

Graduates from the Faculty of Philosophy shall be employed by the State and they shall be preferred over foreigners.

Whoever intends to become a lawyer, a doctor, an engineer, an architect etc. without a diploma issued by any University of the United Principalities, shall pass an exam according to the regulations of each faculty.

The current decision shall not apply to Romanians who have graduated from universities abroad.

From this date on, any Romanian who has graduated from a foreign university shall not be employed in the country unless his/her diploma is recognized by the Academic Council.

Romanian youth shall be sent to study abroad only after having graduated from a faculty in the United Principalities.

**Art. IX** The University, as a legal entity, shall have its own financial department and *quaestor*, as well as the right to make income. It shall also have its own archives where all documents of the University and other schools in the country are kept.

**Art. X** The special statuses of the University and especially those of the faculties shall stipulate the tasks and responsibilities of the University staff, as well as rights and duties of all students.

Since these statuses outlimit the administrative competence, they will be submitted by the Ministry of Public Education to the deliberation of the legal organisations.

**Art. XI** Our Minister Secretary of State at the Public Education Department shall present to the legislative body the budget of the University, libraries and different collections that shall be founded, raised or improved, according to the ensuing needs.

I hereby make the above decision public and decree that it be carried out precisely, once it is invested with the State seal and published in the Official Monitor. Therefore it is the duty of our Minister Secretary of State at the Department of Culture and Public Education from Moldavia to take all the measures necessary to comply with the Decision.

This document was signed in my princely residence in Iași on 26 October 1860, the second year of my reign in the United Principalities.

Signs:

#### Alexandru Ioan Cuza

Seal

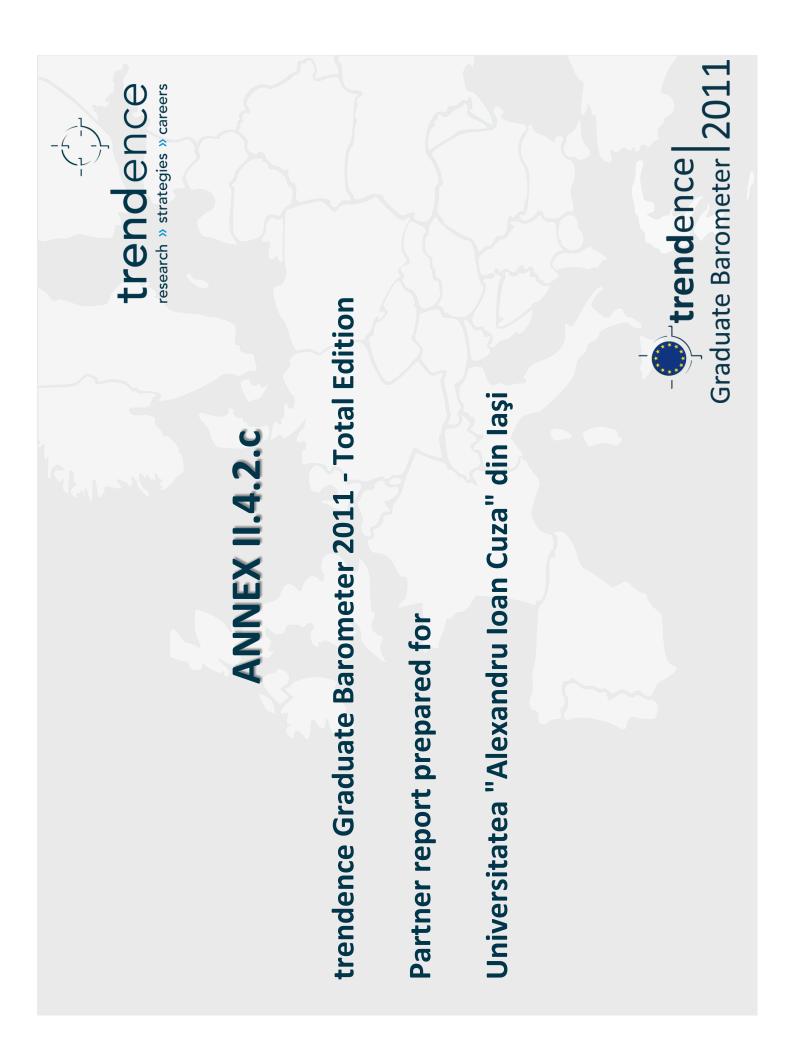
Countersigns: Mihail Kogălniceanu Minister of Culture and Education

Iași, 26 October 1860 No. 13795



www.uaic.ro

Annex II.4.2.c. Trendence Graduate Barometer 2011





## 1. General information / methodology

- 2. Education and university evaluation
- 3. Career
- 4. Focus on Top Employers 2011
- 5. Profile



# Methodology: trendence Graduate Barometer - European Edition

#### **Global Information**

Method:	Online-questionnaire
Field phase:	September 2010 to January 2011
Participation:	Invitations via careers service email; anonymity assured; prize draw & donation
Analysis:	Data analysis with statistical tools; MRS and ESOMAR codes and ISO 20252 observed
Student groups:	Europe sample and various sub-groups analyzed, including students from Romania and Universitatea "Alexandru Ioan Cuza" din Iaşi
Media coverage:	FAZ 06/2011

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GBE 2010 GBE 2011	859 1,077	219,790 310,945	
GBE 2009 GB	779	196,019 21	
	Participating universities	Respondents	

#### USPs

## USPs of the trendence Graduate Barometer 2011:

- The trendence Graduate Barometer has grown to be the largest survey on career, education and employer topics in Europe. 1,077 institutions in 24 countries took part and 310,000 students answered the survey.
- Finland, France, Germany, Greece, Hungary, Ireland, Italy, the Netherlands, Norway, Poland, Portugal, Romania, The survey was conducted in the following countries: Austria, Belgium, Bulgaria, Czech Republic, Denmark, Russia, Slovakia, Spain, Sweden, Switzerland, Turkey and the United Kingdom. ≈
- The students were asked about their preferences and expectations in their future career, their satisfaction with their university, and the attractiveness of future employers.
- however, we are of course interested in hearing the opinions of all students. Therefore we have three editions of the trendence Graduate Barometer Partner Report: business, engineering and total (including students of all The main target group for the survey was business/economics and engineering/IT/natural science students, fields of study).

# trendence Graduate Barometer 2011: participation



# trendence Graduate Barometer 2011: participation (cont.)

Country Ans	Answers Country		Answers
Austria 10	10.189 Netherlands		5.245
Belgium 7	7.962 Norway		1300
Bulgaria 6	6.755 Poland		14.106
Czech Republic 10	10.255 Portugal		11.433
Denmark 3	3.273 Romania		5.354
Finland 11	11.715 Russia		6.541
France 26	26.440 Slovakia		13.851
Germany 25	29.960 Spain		56.017
Greece 1	1318 Sweden		2602
Hungary 25	29.871 Switzerland		6.093
	4.614 Turkey		4546
Italy 26	26.320 United Kingdom		15.185
	Total		310.945
	Universitatea "/	Jniversitatea "Alexandru loan Cuza"	194

din laşi

#### Contents

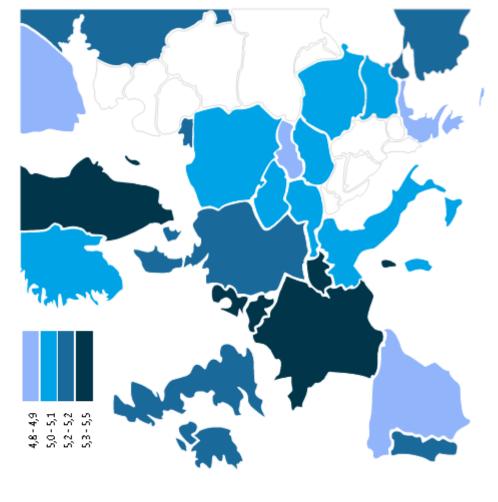
- 1. General information / methodology
- 2. Education and university evaluation
- 3. Career
- 4. Focus on Top Employers 2011
- 5. Profile





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## Overall satisfaction with university in Europe



- crendence Graduate Barometer 2011 Page 8

# Overall satisfaction with university in Europe (cont.)

Country Sc	Satisfaction	Country	Satisfaction
Europe	5,1	Netherlands	5,5
Austria	5,1	Norway	5,1
Belgium	5,3	Poland	5,1
Bulgaria	5,1	Portugal	5,2
Czech Republic	5,1	Romania	5,1
Denmark	5,2	Russia	5,2
Finland	4,8	Slovakia	4,9
France	5,3	Spain	4,9
Germany	5,2	Sweden	5,3
Greece	4,8	Switzerland	5,4
Hungary	5,0	Turkey	5,2
Ireland	5,2	United Kingdom	5,2
Italy	5,0	Universitatea "Alexandru loan Cuza"	0 1
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						tren	<b>trend</b> ence
Important factors when choosing a university course	oosing	a univ	ersity	course			
Academic reputation			1	I			
Teaching quality			I	I			
Reputation among employers			ł				
Course content and structure		I	l				
International orientation		l	I				
Practical course content		l	ł				
University facilities		l	i				
Cheap location		ŀ					
Good location		L					
Cooperation with employers		l					
Assistance with career planning	l	1					
Accommodation availability	h						
Campus activities / student life		i					
IT facilities		J					
Lecturer/tutor availability and helpfulness		l					
University administration service	I						
	0% 2	20%	40%	60%	80%	100%	
Universitatea "Alexandru Ioan Cuza" din Iaşi	loan Cuza" din	laşi	<ul> <li>Romania</li> </ul>	lia	Europe		
Question: Which are the most important factors for you when choosing a university / university course?	ien choosing a	university / un	niversity cour	se?	Gradu		Page 10

# Important factors when choosing a university course (cont.)

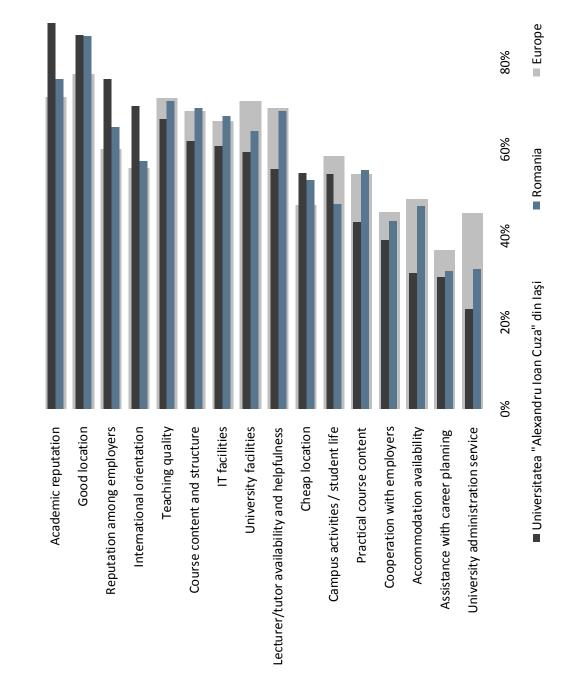
	Universitatea "Alexandru loan Cuza"		
	din laşi	RUINAINA	Europe
Academic reputation	67,8%	53,6%	52,4%
Teaching quality	65,1%	66,4%	70,5%
Reputation among employers	57,9%	52,3%	45,8%
Course content and structure	48,7%	49,8%	57,0%
International orientation	48,0%	38,1%	33,7%
Practical course content	46,7%	50,0%	43,1%
University facilities	45,4%	48,0%	39,8%
Cheap location	38,2%	29,2%	18,6%
Good location	30,3%	23,2%	35,7%
Cooperation with employers	29,6%	35,2%	29,7%
Assistance with career planning	26,3%	27,3%	29,8%
Accommodation availability	23,7%	14,4%	13,8%
Campus activities / student life	23,0%	18,3%	26,5%
IT facilities	21,1%	27,9%	22,2%
Lecturer/tutor availability and helpfulness	20,4%	33,8%	36,3%
University administration service	11,8%	12,4%	14,9%



Question: How does your university perform on these factors?



100%



## Evaluation of university performance

trendence

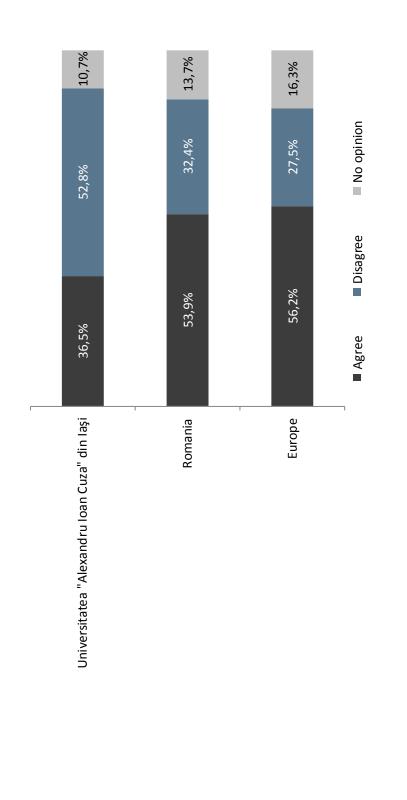
## Evaluation of university performance (cont.)

	Universitatea "Alexandru loan Cuza"		
Satistaction	din laşi	NUIIIaIIIa	curope
Academic reputation	89,3%	76,3%	72,1%
Good location	86,4%	86,3%	77,4%
Reputation among employers	76,4%	65,2%	60,1%
International orientation	70,1%	57,4%	55,7%
Teaching quality	67,1%	71,1%	72,0%
Course content and structure	61,9%	69,6%	68,8%
IT facilities	60,8%	67,8%	66,7%
University facilities	59,5%	64,4%	71,2%
Lecturer/tutor availability and helpfulness	55,4%	69,0%	69,7%
Cheap location	54,7%	53,0%	47,2%
Campus activities / student life	54,4%	47,5%	58,6%
Practical course content	43,2%	55,3%	54,3%
Cooperation with employers	39,2%	43,6%	45,5%
Accommodation availability	31,5%	47,0%	48,5%
Assistance with career planning	30,6%	32,0%	36,8%
University administration service	23,1%	32,5%	45,3%



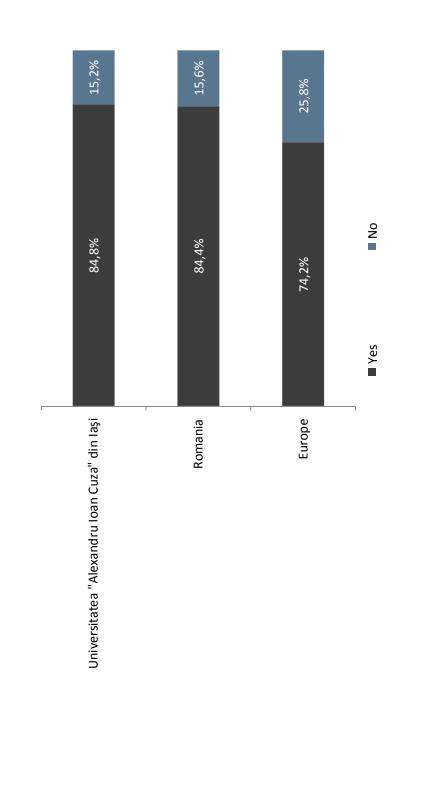
#### Opinion

My university course provides me with the skills necessary for the labour market.



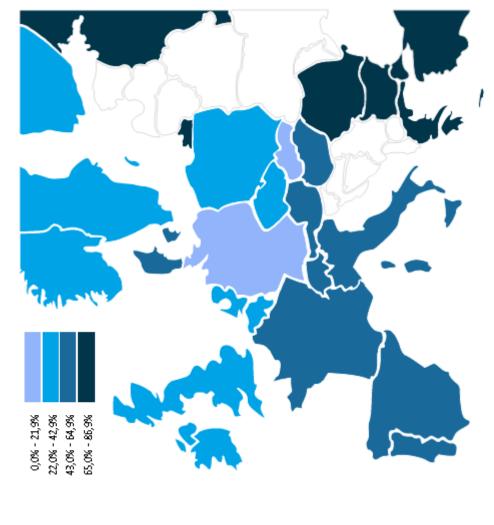
• trendence Graduate Barometer | 2011 | Page 14 |

### Use of university careers fair



- trendence Graduate Barometer 2011 Page 15 رانیند trenden<u>ce</u>

## Interest in studying a master course abroad



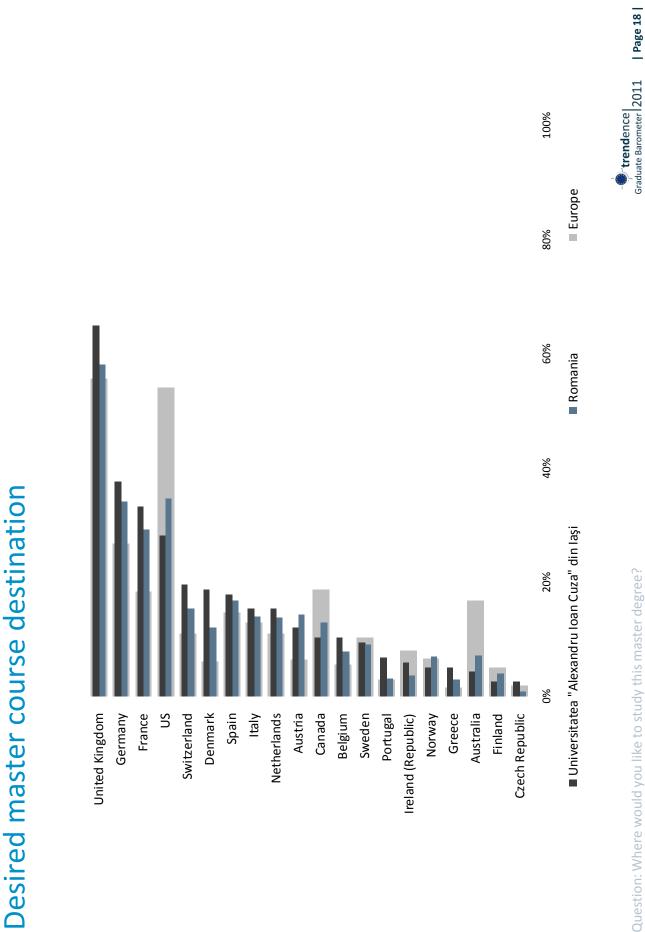
Question: Are you interested in studying a master degree in a foreign country? This question has not been asked in Germany.

# Interest in studying a master course abroad (cont.)

Country	% Country	%
Europe 50,	50,7% Netherlands	40,7%
Austria 45,	45,1% Norway	37,6%
Belgium 38,	38,9% Poland	38,8%
Bulgaria 71,	71,2% Portugal	43,6%
Czech Republic 29,	29,3% Romania	68,4%
Denmark 54,	54,9% Russia	69,4%
Finland 31,	31,1% Slovakia	21,5%
France 50,	50,7% Spain	58,7%
Germany 0,(	0,0% Sweden	42,9%
Greece 78,	78,4% Switzerland	44,0%
Hungary 44,	44,3% Turkey	86,1%
Ireland 40,	40,4% United Kingdom	40,0%
Italy 56,	56,5% Universitatea "Alexandru loan Cuza"	77 5%
	din lași	0/0/11

Question: Are you interested in studying a master degree in a foreign country? This question has not been asked in Germany.

- trendence 2011 Page 17



Question: Where would you like to study this master degree?

## Desired master course destination (cont.)

Master course destination	Universitatea "Alexandru loan Cuza"	Romania	Europe
	din laşı		
United Kingdom	65,0%	58,1%	55,8%
Germany	37,6%	34,1%	26,8%
France	33,3%	29,3%	18,4%
US	28,2%	34,7%	54,1%
Switzerland	19,7%	15,4%	11,1%
Denmark	18,8%	12,0%	6,1%
Spain	17,9%	16,8%	14,7%
Italy	15,4%	14,1%	13,0%
Netherlands	15,4%	13,8%	11,0%
Austria	12,0%	14,3%	6,4%
Canada	10,3%	13,0%	18,8%
Belgium	10,3%	7,8%	5,6%
Sweden	9,4%	9,1%	10,4%
Portugal	6,8%	3,1%	2,9%
Ireland (Republic)	6,0%	3,7%	8,1%
Norway	5,1%	7,0%	6,6%
Greece	5,1%	3,0%	1,6%
Australia	4,3%	7,1%	16,9%
Finland	2,6%	4,0%	5,0%
Czech Republic	2,6%	0,8%	2,0%



# Students wanting to study a master course in Romania

%6'0	0,7%	0,7%	0,5%	0,5%	0,5%	0,5%	0,4%	0,4%	0,4%	0,4%	0,3%	0,3%	0,3%	0,3%	0,3%	0,2%	0,2%	0,2%	0,2%	0,2%	0,1%	0,0%
Hungary	Greece	United Kingdom	Poland	Portugal	Sweden	Turkey	France	Netherlands	Russia	Spain	Austria	Belgium	Bulgaria	Norway	Slovakia	Czech Republic	Finland	Ireland	Italy	Switzerland	Denmark	Romania

Question: Where would you like to study this master degree? This question has not been asked in Germany.

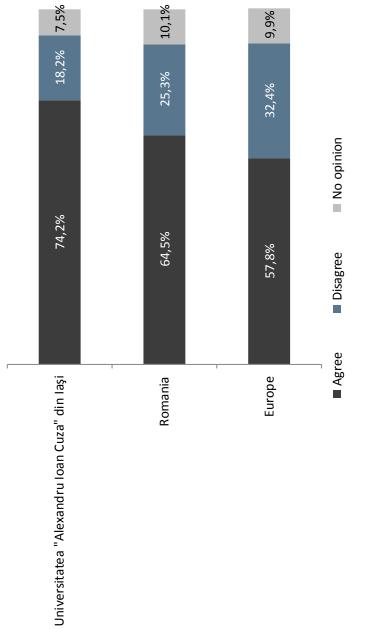




- 1. General information / methodology
- 2. Education and university evaluation
- 3. Career
- 4. Focus on Top Employers 2011
- 5. Profile



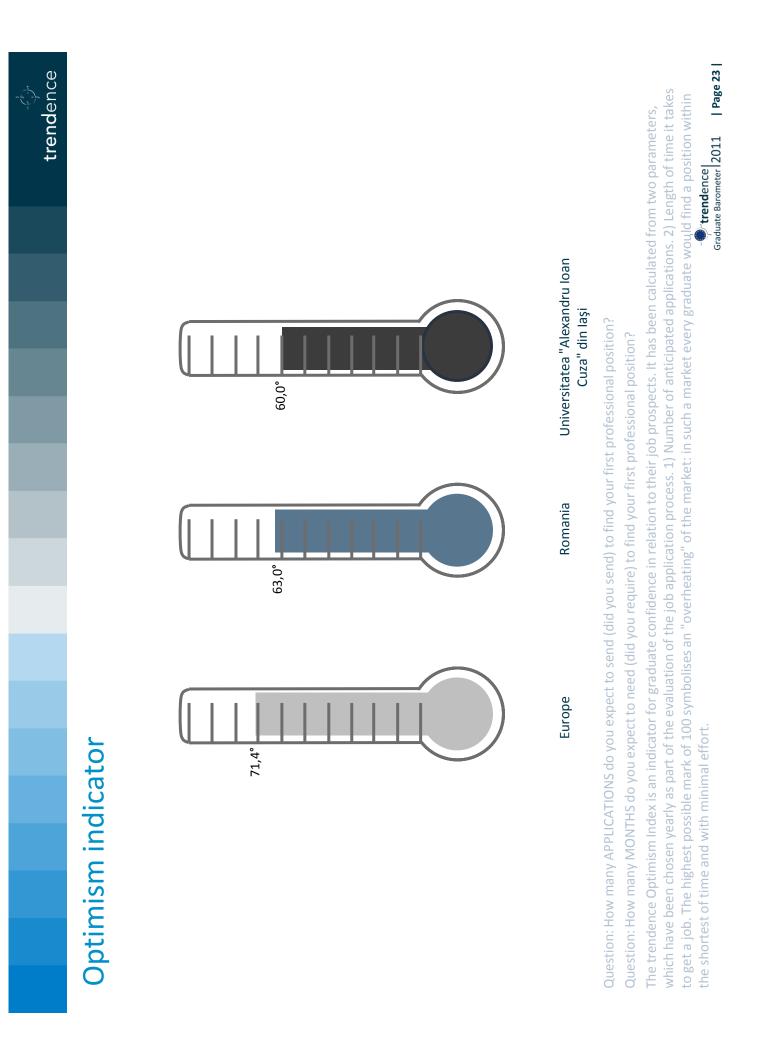
- trendence Graduate Barometer 2011 Page 22



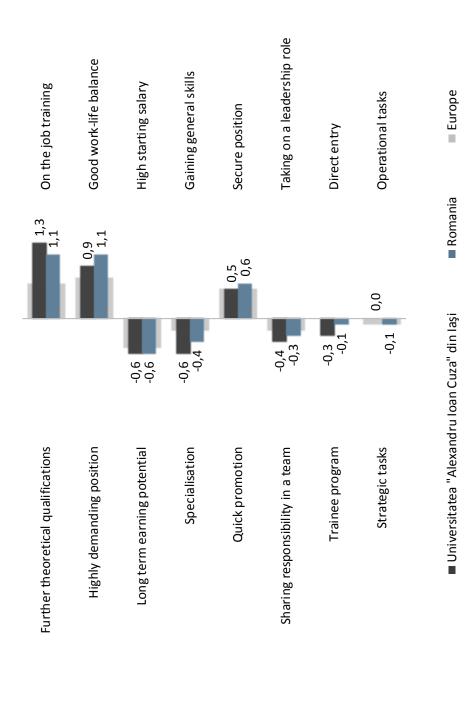
Opinion

trendence

I am worried about my future career

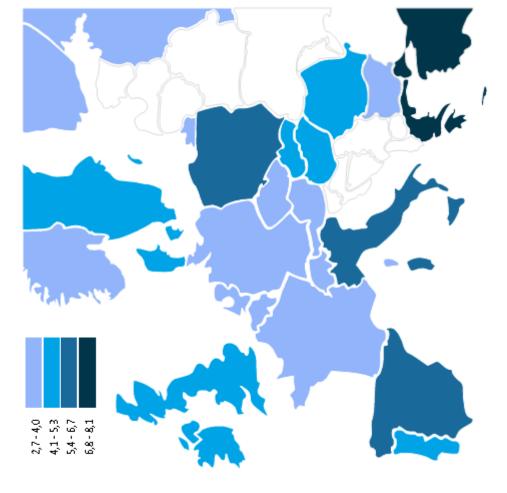


#### **Career priorities**



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#### Estimated timeframe to find first position Job application process



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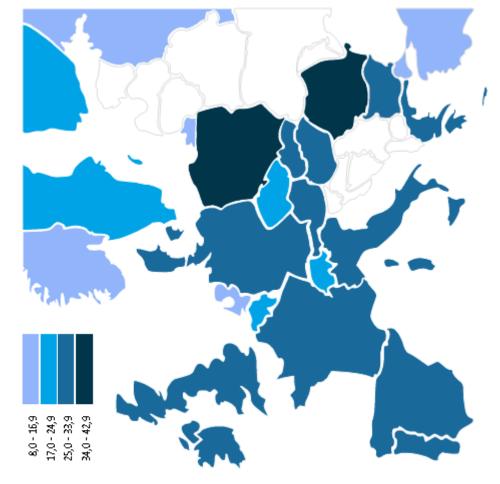
#### Job application process Estimated timeframe to find first position (cont.)

Country	Months	Country	Months
Europe	4,8	Netherlands	3,8
Austria	3,5	Norway	3,2
Belgium	3,7	Poland	5,4
Bulgaria	3,8	Portugal	4,4
Czech Republic	3,6	Romania	5,0
Denmark	4,1	Russia	2,7
Finland	3,5	Slovakia	4,7
France	3,1	Spain	5,5
Germany	3,8	Sweden	4,5
Greece	8,0	Switzerland	3,4
Hungary	4,7	Turkey	8,1
Ireland	5,1	United Kingdom	4,9
Italy	6,5	Universitatea "Alexandru Ioan Cuza"	с л
		din lași	1,1



### Job application process

Estimated number of applications to find first position



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### Job application process

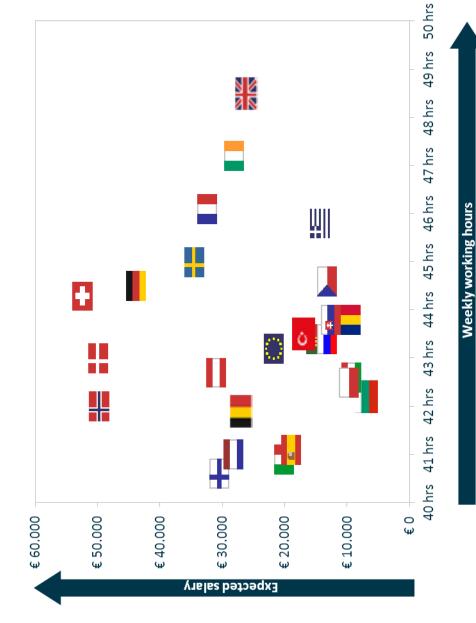
Estimated number of applications to find first position (cont.)

Country	Number of applications	Country	Number of applications
Europe	28,7	Netherlands	11,6
Austria	25,7	Norway	13,7
Belgium	17,9	Poland	42,6
Bulgaria	29,3	Portugal	27,3
Czech Republic	22,2	Romania	37,7
Denmark	26,5	Russia	16,6
Finland	19,1	Slovakia	28,7
France	29,9	Spain	31,6
Germany	26,0	Sweden	23,4
Greece	33,1	Switzerland	18,2
Hungary	30,4	Turkey	8,5
Ireland	28,1	United Kingdom	25,2
Italy	27,8	Universitatea "Alexandru loan Cuza"	8 UV
		din lasi	0



### Expectations of first position

Expected gross annual salary / expected working hours relationship in Europe

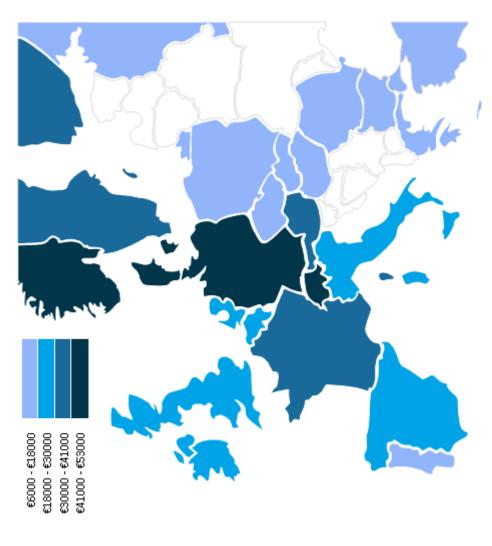


Question: How much do you expect to earn per year (gross income, including bonus) in your first professional Question: How many hours are you prepared to work per week in your first professional position after position after graduation?

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### Expectations of first position

Expected gross annual salary



position after graduation?

### Expectations of first position

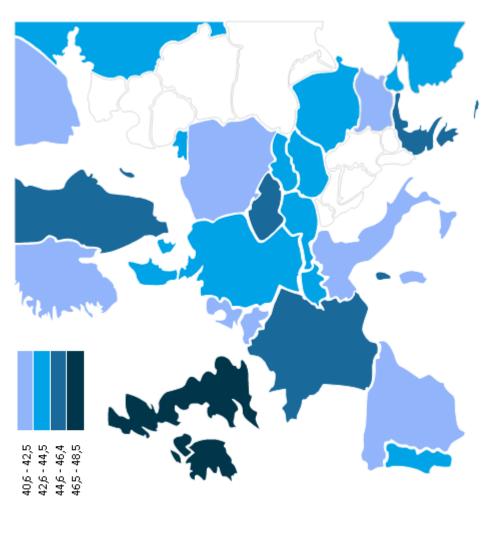
Expected gross annual salary (cont.)

Country	Expected income (Euros)	Country	Expected income (Euros)
Europe	21.576,6€	Netherlands	28.033,3€
Austria	30.861,5€	Norway	49.581,4€
Belgium	26.842,2€	Poland	9.591,5€
Bulgaria	6.819,8€	Portugal	14.756,1€
Czech Republic	13.036,0€	Romania	9.240,2€
Denmark	49.750,2€	Russia	13.038,8€
Finland	30.304,9€	Slovakia	12.458,2€
France	32.256,2€	Spain	18.846,1€
Germany	43.652,0€	Sweden	34.325,5€
Greece	14.221,6€	Switzerland	52.248,9€
Hungary	9.177,1€	Turkey	16.875,9€
Ireland	27.939,6€	United Kingdom	26.022,0€
Italy	19.983,8€	Universitatea "Alexandru loan Cuza"	8 838 <i>J E</i>
		din laşi	0.000



### Expectations of first position

Expected working hours



- trendence Graduate Barometer 2011 Page 32 Question: How many hours are you prepared to work per week in your first professional position after

graduation?

### Expectations of first position

Expected working hours (cont.)	
ed working h	
d work	hours
Expected	¥
	Expected

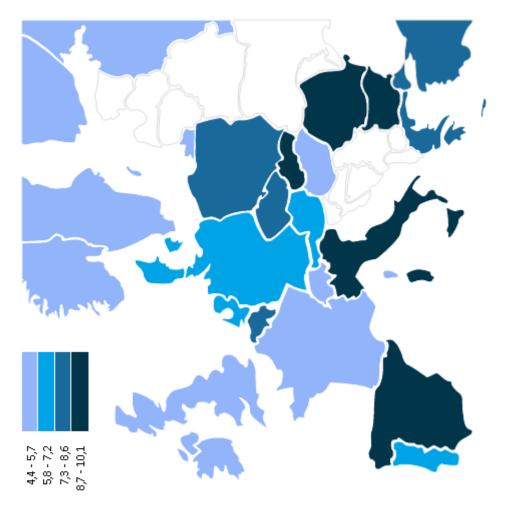
Working	ing Country Working	ing
Country hours		Irs
Europe 43,2	2 Netherlands 41,0	0
Austria 42,7	7 Norway 42,0	0
Belgium 41,9	9 Poland 42,5	ъ
Bulgaria 42,2	2 Portugal 43,4	4
Czech Republic 44,6	5 Romania 43,8	∞
Denmark 43,0	0 Russia 43,4	4
Finland 40,6	5 Slovakia 43,8	∞
France 46,1	1 Spain 41,1	1
Germany 44,5	5 Sweden 45,0	0
Greece 45,8	3 Switzerland 44,3	ŝ
Hungary 42,6	5 Turkey 43,5	ß
Ireland 47,2	2 United Kingdom 48,5	5
Italy 40,9	Universitatea "Alexandru Ioan Cuza" A3 6	U.
	din lasi	<b>,</b>

Question: How many hours are you prepared to work per week in your first professional position after graduation?



### Expectations of first position

Expected time in first position



- trendence Graduate Barometer | 2011 | Page 34 |

#### Expectations of first position Expected time in first position (cont.)

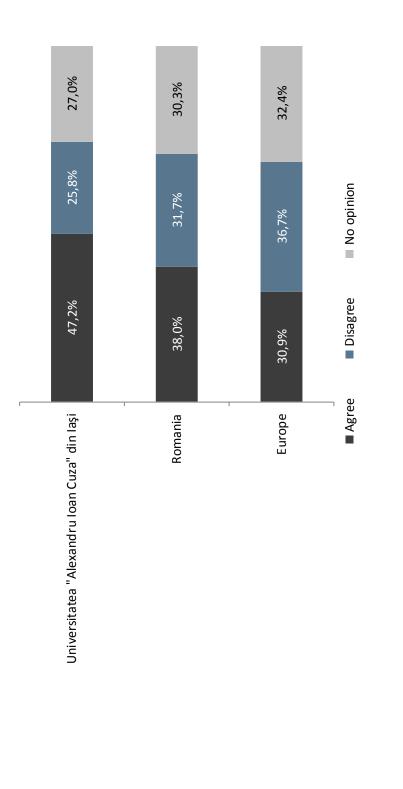
Country	Years	Country	Years
Europe	7,4	Netherlands	5,9
Austria	5,9	Norway	5,4
Belgium	8,4	Poland	7,3
Bulgaria	9,0	Portugal	6,7
Czech Republic	7,5	Romania	9,3
Denmark	6,7	Russia	4,4
Finland	4,9	Slovakia	8,7
France	4,6	Spain	9,7
Germany	6,1	Sweden	5,6
Greece	7,5	Switzerland	4,8
Hungary	4,5	Turkey	7,9
Ireland	5,3	United Kingdom	5,2
Italy	10,1	Universitatea "Alexandru Ioan Cuza"	7 5
		din lași	2



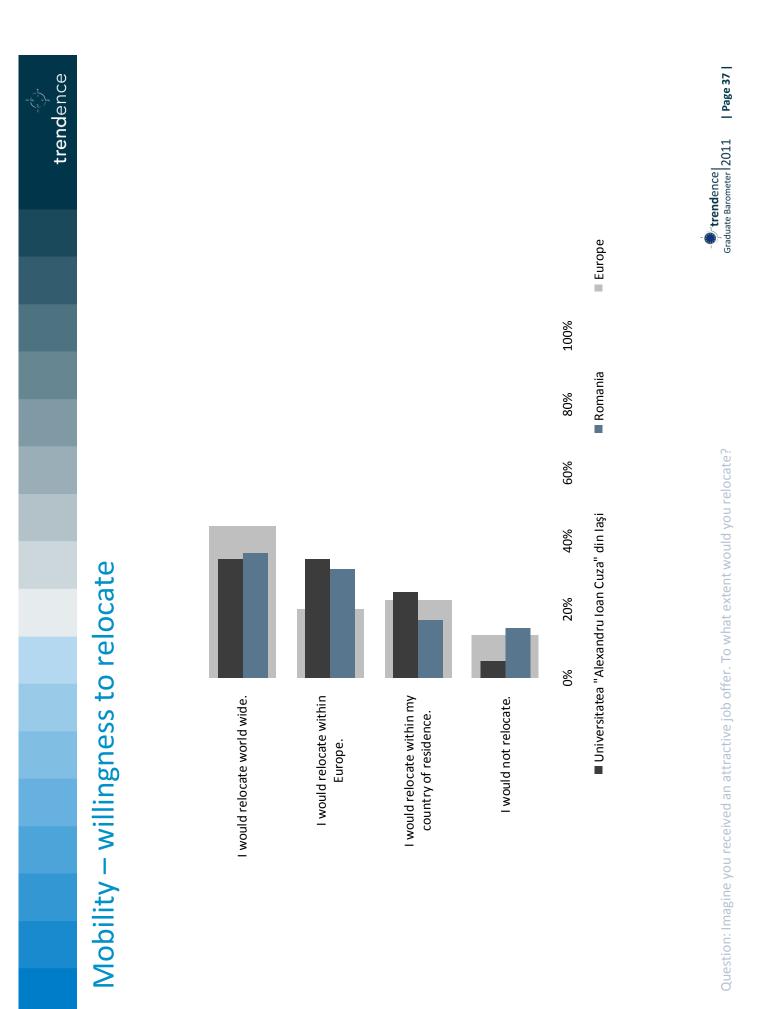
trenden<u>ce</u>

#### Opinion

After graduating I will leave my country to find a professional position abroad



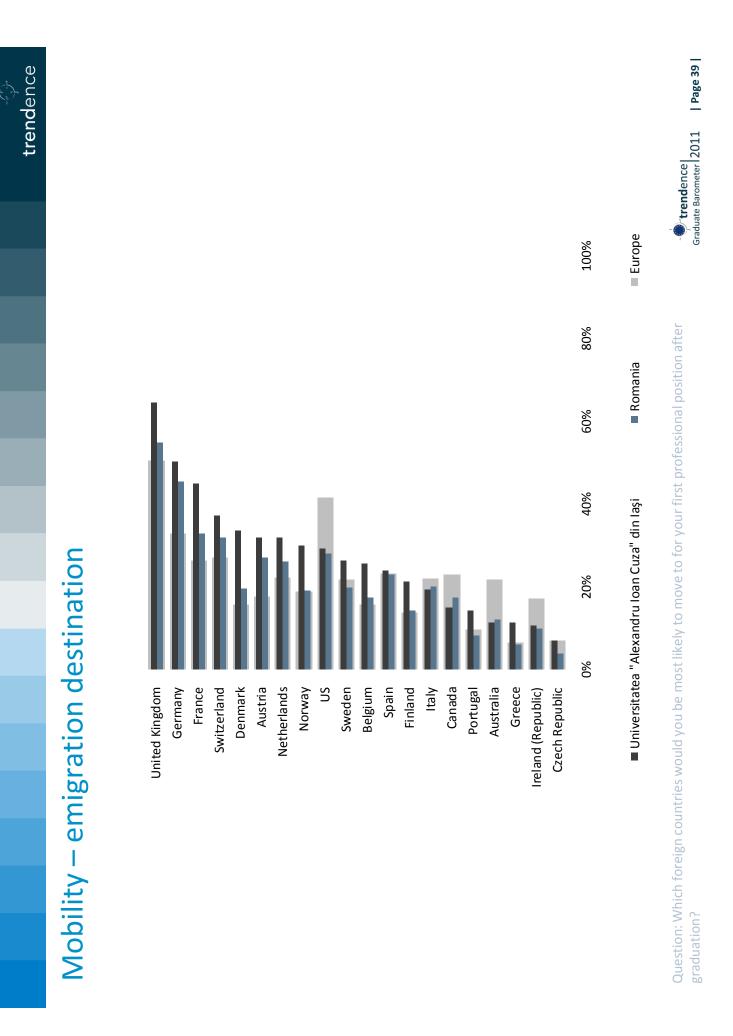




## Mobility – willingness to relocate (cont.)

	Universitatea "Alexandru loan Cuza"		
Ινιοριτικ	din laşi		Eulope
I would relocate world wide.	35,0%	36,7%	44,4%
I would relocate within Europe.	35,0%	31,8%	20,2%
I would relocate within my country of residence.	25,2%	16,9%	22,8%
I would not relocate.	4,9%	14,6%	12,6%





## Mobility – emigration destination (cont.)

64,6% 50,4% 45,1% 37,2% 33,6% 31,9% 31,9% 30,1% 29,2% 29,2% 29,2% 29,2% 29,2% 21,2% 19,5% 11,5% 11,5%	Emigration destination	Universitatea "Alexandru loan Cuza" din laşi	Romania	Europe
any 50,4% 45,1% 45,1% 37,2% 37,2% 37,2% 31,9% 31,9% 31,9% 31,9% 31,9% 31,9% 30,1% 29,2% en 26,5% 11,9% 11,5\% 11,5\%	United Kingdom	64,6%	54,9%	50,6%
erland 37,2% 33,6% 37,2% 33,6% 33,6% 31,9% 31,9% 31,9% 31,9% 31,9% 31,9% 30,1% 29,2%	Germany	50,4%	45,4%	33,0%
erland 37,2% 33,6% 33,6% 33,6% 33,6% 31,9% 31,9% 31,9% 30,1% 29,2% en 26,5% 29,2% en 22,2% en 22,2% en 21,2% en 15,0% 31 and 25,7% and 23,0% and 2	France	45,1%	33,0%	26,4%
ark 33,6% 31,9% 31,9% 31,9% 31,9% 31,9% 31,9% 31,9% 30,1% 20,1% 20,2% 29,2% 29,2% 29,2% 23,9% 10 22,5% 23,9% 11 25,7% 23,9% 11 19,5% 23 31 11,5% 23 31 11,5% 23 31 11,5% 23 31 11,5% 24 11,5\% 24 11,5\%	Switzerland	37,2%	31,9%	27,0%
a 31,9% 31,9% 31,9% 31,9% 31,9% 30,1% 30,1% 30,1% 20,2% 29,2% 29,2% 29,2% 23,9% 10 22,5% 11,9% 23,9% 11,9% 23,9% 11,9% 23,9% 24 11,5\% 24 11,5\% 11,5\% 1	Denmark	33,6%	19,7%	15,7%
Irlands     31,9%       ay     30,1%       an     29,2%       en     29,2%       im     25,7%       im     25,7%       im     25,7%       im     21,2%       a     19,5%       alia     11,5%       e     11,5%	Austria	31,9%	27,2%	17,8%
ay 30,1% 29,2% en 26,5% im 25,7% 23,9% d 21,2% a 19,5% alia 11,5% e 11,5%	Netherlands	31,9%	26,2%	22,3%
en 29,2% im 26,5% d 25,7% 23,9% 21,2% 19,5% all 14,2% all 11,5% e 11,5% e 11,5%	Norway	30,1%	19,1%	18,9%
en 26,5% 25,7% 25,7% 25,7% 23,9% d 23,9% 23,9% 24,2% 21,2% 19,5% 24,19,5% 24,19,5% 24,11,5% e 11,5% e 11,5\% e	US	29,2%	28,0%	41,5%
Im 25,7% 23,9% 23,9% 21,2% 21,2% 19,5% 21,2% 23 11,5% 23 11,5% 23 11,5% 24 11,5% 24 11,5% 25 11,5\% 25 11,5\% 1100011100000000000000000000000000000	Sweden	26,5%	19,9%	21,9%
d 23,9% d 21,2% a 19,5% gal 15,0% alia 14,2% e 11,5%	Belgium	25,7%	17,4%	15,7%
nd 21,2% 19,5% da 15,0% Jgal 14,2% ralia 11,5% ce 11,5%	Spain	23,9%	22,9%	23,3%
19,5% da 15,0% Jgal 14,2% ralia 11,5% ce 11,5%	Finland	21,2%	14,3%	13,8%
15,0% 14,2% 11,5% 11,5%	Italy	19,5%	20,2%	22,0%
14,2% 11,5% 11,5%	Canada	15,0%	17,4%	23,0%
11,5% 11,5%	Portugal	14,2%	8,2%	9,7%
11,5%	Australia	11,5%	12,1%	21,7%
	Greece	11,5%	6, 1%	6,6%
10,6%	Ireland (Republic)	10,6%	9,9%	17,1%
Czech Republic 7,1% 3	Czech Republic	7,1%	3,9%	7,1%



Question: Which foreign countries would you be most likely to move to for your first professional position after graduation?



- 1. General information / methodology
- 2. Education and university evaluation
- 3. Career
- 4. Focus on Top Employers 2011
- 5. Profile



# Who are the most attractive employers in Romania?

011	Rang 2011 Employer	Romania
<u> </u>	Banca Comercială Română (Erste Bank)	11,4%
<	Apple	9,8%
	ufthansa	9,5%
~	Vodafone	8,8%
ш.	BRD - Groupe Société Générale	8,6%
$\mathbf{U}$	Carrefour	8,4%
~	Microsoft	7,7%
	Goldman Sachs	7,2%
	Banca Transilvania	7,1%
	ING	6,2%





# Who are the most attractive employers at your university?

Rang 20:	Rang 2011 Employer	Universitatea "Alexandru loan Cuza" din laşi
-	Microsoft	14,6%
2	Carrefour	13,5%
2	Goldman Sachs	13,5%
2	Lufthansa	13,5%
ŋ	Hewlett-Packard	12,4%
9	adidas	11,2%
7	BRD - Groupe Société Générale	10,1%
7	Ernst & Young	10,1%
7	Procter & Gamble	10,1%
10	Banca Comercială Română (Erste Bank)	9,0%





# Who are the most active employers in Romania?

Rang 201	Rang 2011 Employer	Romania
1	Carrefour	20,0%
2	BRD - Groupe Société Générale	18,3%
ŝ	Banca Comercială Română (Erste Bank)	14,0%
4	CFR	12,6%
ŋ	RCS & RDS	11,4%
9	Banca Transilvania	8,3%
٢	Lufthansa	7,2%
∞	Vodafone	7,0%
6	ING	6,9%
10	McKinsey & Company	6,8%



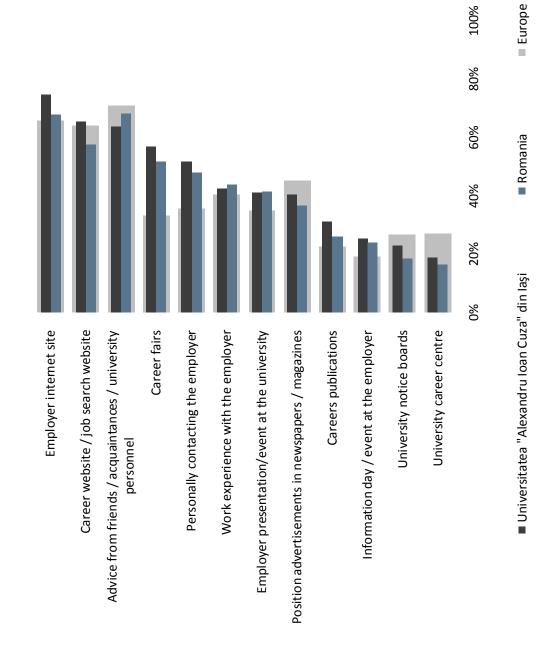
# Who are the most active employers at your university?

Pane 7011	Bang 2011 Employer	Universitatea "Alexandru loan Cuza"
	citibio)ei	din laşi
1	BRD - Groupe Société Générale	39,1%
2	Carrefour	31,9%
ŝ	Banca Comercială Română (Erste Bank)	27,5%
4	Lufthansa	24,6%
ъ	Capgemini	14,5%
9	adidas	11,6%
7	BNP Paribas	10,1%
8	Banca Transilvania	8,7%
∞	Hewlett-Packard	8,7%
8	ING	8,7%









## General communication channels used

**trend**ence

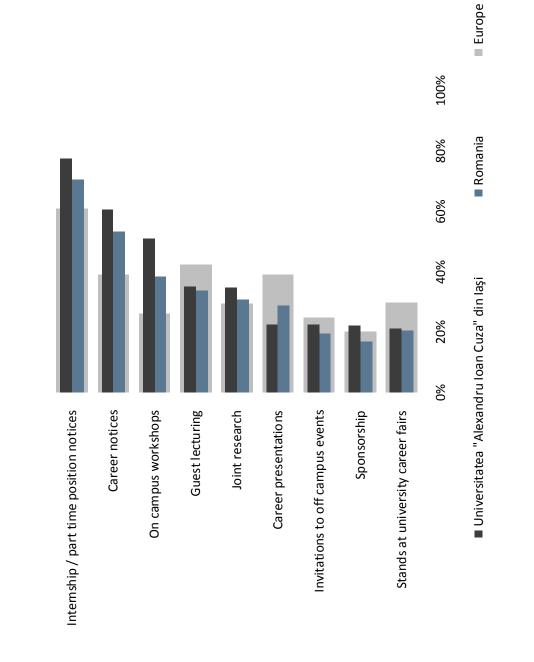
## General communication channels used (cont.)

Gonord communications channels	Universitatea "Alexandru loan Cuza"	Cincand	
	din laşi		гиоре
Employer internet site	75,0%	67,9%	65,9%
Career website / job search website	65,6%	57,6%	64,2%
Advice from friends / acquaintances / university personnel	63,8%	68,4%	70,9%
Career fairs	56,9%	52,0%	33,4%
Personally contacting the employer	51,9%	48,0%	35,8%
Work experience with the employer	42,5%	44,0%	40,4%
Employer presentation/event at the university	41,3%	41,5%	35,1%
Position advertisements in newspapers / magazines	40,6%	36,7%	45,5%
Careers publications	31,3%	26,3%	22,7%
Information day / event at the employer	25,6%	24,0%	19,4%
University notice boards	23,1%	18,7%	27,0%
University career centre	18,8%	16,4%	27,1%

Question: Which of the following methods do you use most often to find out more about potential employers?







Most appealing campus marketing activities

**trend**ence

# Most appealing campus marketing activities (cont.)

Campus marketing activities	Universitatea "Alexandru loan Cuza" din laşi	Romania	Europe
Internship / part time position notices	77,8%	70,6%	61,0%
Career notices	60,8%	53,5%	39,2%
On campus workshops	51,3%	38,5%	26,4%
Guest lecturing	35,4%	33,8%	42,5%
Joint research	34,8%	31,0%	29,5%
Career presentations	22,8%	29,0%	39,2%
Invitations to off campus events	22,8%	19,7%	25,0%
Sponsorship	22,2%	17,1%	20,5%
Stands at university career fairs	21,5%	20,7%	29,9%



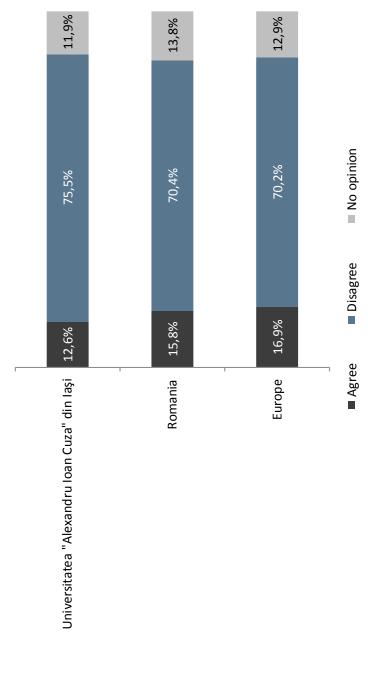


- 1. General information / methodology
- 2. Education and university evaluation
- 3. Career
- 4. Focus on Top Employers 2011
- 5. Profile



### **Opinion** Students should pay for their tertiary education





#### Profile

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Age	Years
Europe	22,9
Romania	22,9
Universitatea "Alexandru loan Cuza" din lasi	22,6
-	

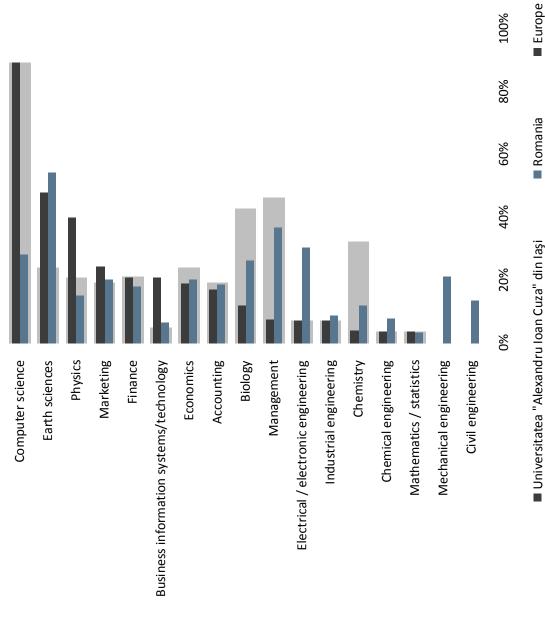
Country	Male	Female
Europe	49,0%	51,0%
Austria	44,4%	55,6%
Belgium	49,7%	50,3%
Bulgaria	35,6%	64,4%
Czech Republic	44,5%	55,5%
Denmark	48,1%	51,9%
Finland	36,2%	63,8%
France	56,8%	43,2%
Germany	68,1%	31,9%
Greece	48,3%	51,7%
Hungary	41,8%	58,2%
Ireland (Republic)	44,8%	55,2%
Italy	47,6%	52,4%
Netherlands	43,9%	56,1%
Norway	50,4%	49,6%
Poland	47,2%	52,8%
Portugal	52,0%	48,0%
Romania	42,1%	57,9%
Russia	38,4%	61,6%
Slovakia	57,7%	42,3%
Spain	47,5%	52,5%
Sweden	49,4%	50,6%
Switzerland	61,6%	38,4%
Turkey	61,6%	38,4%
United Kingdom	36,4%	63,6%
Universitatea "Alexandru loan Cuza" din lași	37,5%	62,5%

Question: How old are you? Question: You are... (a man / a woman?)

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#### Profile (cont.)

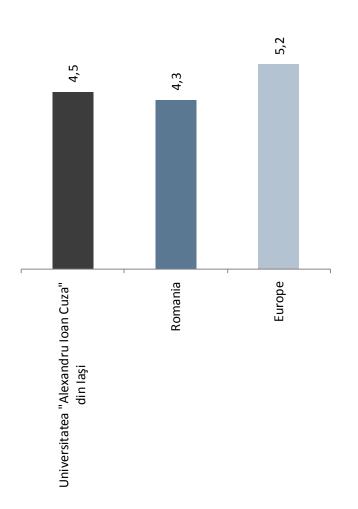
Subjects

#### Profile (cont.) Subjects (cont.)

Computer science89,3%Earth sciences48,0%Earth sciences40,0%Physics40,0%Physics24,5%Narketing20,8%Finance20,8%Business information systems/technology20,8%Economics13,9%Accounting13,9%Biology12,0%Management7,1%Electrical / electronic engineering7,1%	
ences ng s information systems/technology ics ing ment ment	
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iformation systems/technology	
iformation systems/technology	
Iformation systems/technology	
nt electronic engineering	
ing ment Il / electronic engineering	
ment Il / electronic engineering	
ctronic engineering	
ctronic engineering	7,5% 36,9%
	7,1% 30,3%
	7,1% 8,9%
Chemistry 4,0%	4,0% 12,1%
Chemical engineering 3,6%	3,6% 7,8%
Mathematics / statistics 3,6%	3,6% 3,4%
Mechanical engineering 0,0%	0,0% 21,2%
Civil engineering 0,0%	0.0% 13.6%



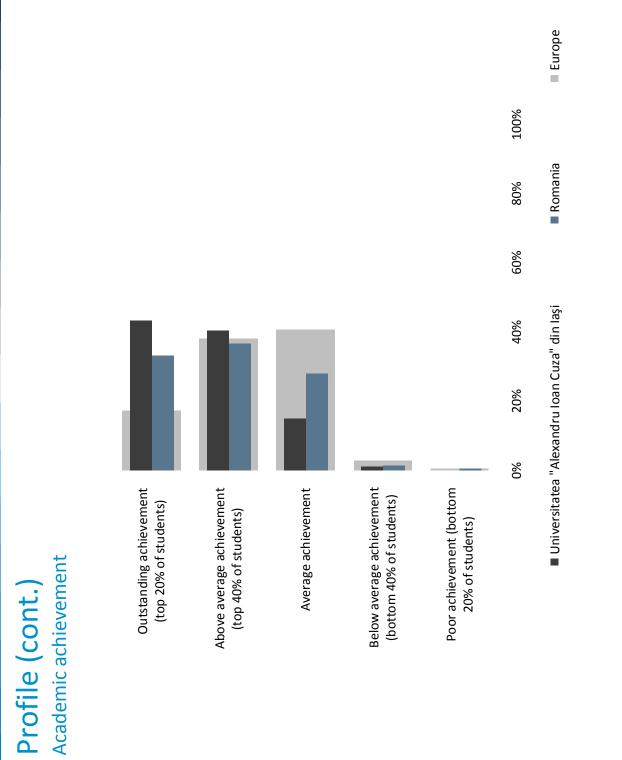
Profile (cont.) Length of education



Question: When did you start studying your first course at university? Question: When do you expect to start your first professional position after graduation?

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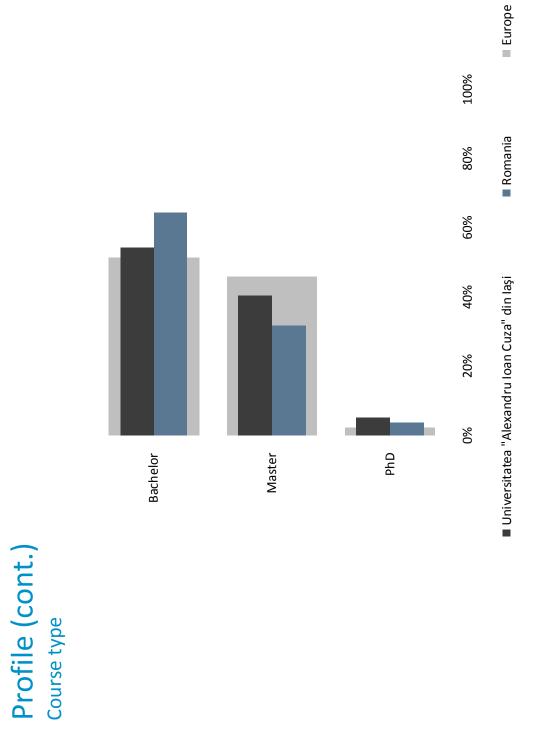
#### Profile (cont.) Academic achievement (cont.)

A codomic achieves at	Universitatea "Alexandru loan Cuza"		
	din laşi	KUIIIdIIId	Europe
Outstanding achievement (top 20% of students)	43,4%	33,2%	17,5%
Above average achievement (top 40% of students)	40,5%	36,7%	38,3%
Average achievement	15,0%	28,1%	40,9%
Below average achievement (bottom 40% of students)	1,2%	1,5%	2,9%
Poor achievement (bottom 20% of students)	0,0%	0,5%	0,5%



Question: How would you describe your academic achievements?





Profile (cont.) Course type (cont.)

Course type	Universitatea"	Romania	Europe
	din laşi		
Bachelor	54,3%	64,6%	51,6%
Master	40,4%	31,7%	46,0%
PhD	5,3%	3,7%	2,5%

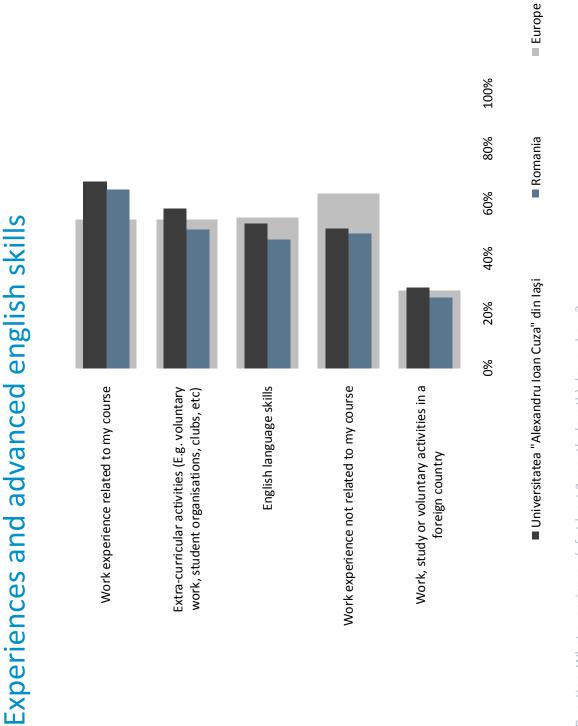


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Question: Do you speak English at a HIGHLY ADVANCED LEVEL? In this sense 'highly advanced level' means that you can speak, write and understand the language without any difficulties. I.e. You are fluent, have a large Question: What experience s(of at least 3 months length) do you have? vocabulary and make very few grammatical errors.



**trend**ence

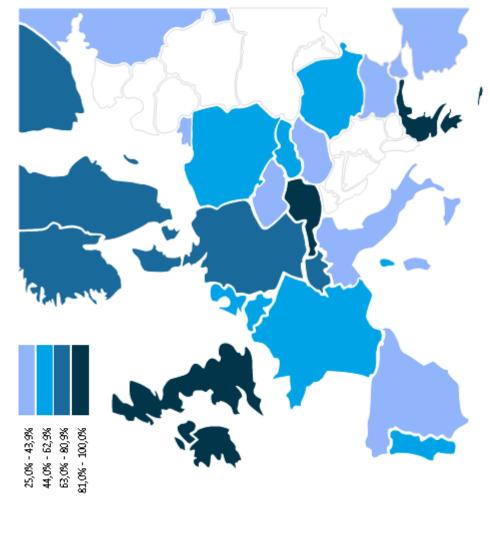
## Experiences and advanced english skills (cont.)

Experiences	Universitatea "Alexandru loan Cuza" din laşi	Romania	Europe
Work experience related to my course	68,0%	65,2%	54,4%
Extra-curricular activities (E.g. voluntary work, student organisations, clubs, etc)	58,2%	50,6%	54,2%
English language skills	52,8%	47,1%	54,8%
Work experience not related to my course	51,0%	49,3%	63,7%
Work, study or voluntary activities in a foreign country	29,5%	26,0%	28,5%

Question: What experience s(of at least 3 months length) do you have?

Question: Do you speak English at a HIGHLY ADVANCED LEVEL? In this sense 'highly advanced level' means that you can speak, write and understand the language without any difficulties. I.e. You are fluent, have a large vocabulary and make very few grammatical errors.

### Advanced english skills in Europe



Question: Do you speak English at a HIGHLY ADVANCED LEVEL? In this sense 'highly advanced level' means that you can speak, write and understand the language without any difficulties. I.e. You are fluent, have a large vocabulary and make very few grammatical errors.

Graduate Barometer 2011 Page 62

## Advanced english skills in Europe (cont.)

Country	%	Country	%
Europe	54,8%	Netherlands	59,8%
Austria	81,4%	Norway	75,5%
Belgium	54,7%	Poland	51,6%
Bulgaria	43,8%	Portugal	53,0%
Czech Republic	33,8%	Romania	47,1%
Denmark	79,0%	Russia	34,9%
Finland	72,4%	Slovakia	54,9%
France	54,1%	Spain	29,0%
Germany	71,7%	Sweden	65,8%
Greece	82,7%	Switzerland	65,0%
Hungary	25,0%	Turkey	41,1%
Ireland	100,0%	United Kingdom	100,0%
Italy	31,4%	Universitatea "Alexandru loan Cuza"	C7 8%
		din laşi	74,0/0

Question: Do you speak English at a HIGHLY ADVANCED LEVEL? In this sense 'highly advanced level' means that you can speak, write and understand the language without any difficulties. I.e. You are fluent, have a large vocabulary and make very few grammatical errors.

Graduate Barometer 2011 Page 63

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BY DAVID CROSIER, LEWIS PURSER & HANNE SMIDT





**Socrates** 



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# TRENDS V:

# UNIVERSITIES SHAPING THE EUROPEAN HIGHER EDUCATION AREA

# AN EUA REPORT

# Written by

David Crosier, Lewis Purser & Hanne Smidt

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# FOREWORD

*Trends V* is perhaps the most ambitious project yet completed by EUA. This report provides the most comprehensive view available of the state of European higher education - as seen by higher education institutions themselves. Indeed, more than 900 European higher education institutions contributed to this report, either by responding to a wide-ranging questionnaire, or by hosting visits of research teams, or through providing input in other meetings. EUA is deeply grateful to everyone in the higher education community who has contributed to this common endeavour.

The report shows the progress made by Europe's universities in implementing the Bologna reforms, and outlines the main challenges ahead. It is thus a significant publication for all those concerned with European higher education, whether universities and students, or governments, business and industry, or other stakeholders.

*Trends V* is also the European universities' report to the Conference of Ministers of Education meeting in London on 17/18 May 2007 to discuss the culmination of the Bologna process by 2010. It thus mirrors issues addressed by the stocktaking exercise of the Bologna governments - degree structures, Bologna tools, quality and recognition. In addition Trends V also examines the response of higher education to lifelong learning, pays attention to the services in place to support students, and looks at the particular challenges being faced in the countries that are recent entrants to the Bologna process.

As the 2010 deadline set for the realisation of the European Higher Education Area approaches, the report demonstrates that there has been extraordinary change in European higher education, and that institutions are engaging seriously with the implementation of these reforms. Yet the report also points out that the cultural impact of the Bologna process has often been under-estimated, that there remains much work to be done throughout society, and that the European Higher Education Area will continue to be "work in progress" well beyond 2010.

The findings in this report will do much to shape the European Higher Education Area, and in turn the European Higher Education Area will be central to Europe's future. *Trends V* thus adds credence to EUA's central conviction that Europe needs strong universities for a prosperous future.

Deorg Kincher

Professor Georg Winckler EUA President

# ACKNOWLEDGEMENTS

This study would not have been possible without the support of the European higher education community as a whole. EUA is deeply grateful for the trust invested by these numerous member and partner institutions to reflect the information they have provided well.

In many countries, the high response rates to the Trends V questionnaire would not have been achieved without encouragement from National Rectors Conferences. The National Rectors Conferences have also provided invaluable information themselves to help situate national developments accurately, as well as assisting in the organisation of the fifteen site visits which have provided crucial qualitative information for the report.

The authors acknowledge that not only has the research for this project been a collective effort, but so too has the writing of the report. Professor Sir Roderick Floud, EUA Vice President, deserves particular thanks for his insightful comments on different drafts. Lesley Wilson, EUA Secretary General, and Andrée Sursock, EUA Deputy Secretary General, have also given continual advice, support and good guidance.

Bogdan Voicu from the Romanian Institute for Quality of Life in Bucharest, has been responsible for the statistical analysis of the questionnaires. Without his tremendous commitment and great expertise, this report simply would not exist.

The research team (see Appendix 3b) who undertook site visits for the report are responsible for the important insights in the report. They did great work, under considerable time pressure, and have also contributed valuable comments as the drafting of the report has progressed. Their work was also made possible by the group of national experts (see Appendix 3b) who accompanied them on the site visits and provided essential information on the national context.

The authors would also like to thank colleagues in the EUA secretariat for the immense help and support they have received in all aspects of the project. Charoula Tzanakou deserves particular thanks for participating enthusiastically and intelligently in every aspect of the work, and not least for ensuring that the project kept to schedule. The authors are also grateful to Diana David, who worked on the coordination of the questionnaires, and liaison with the Romanian Institute for Quality of Life during the early phase of the project.

Finally, EUA is grateful to the European Commission for the financial support granted to this project which has helped to ensure the necessary conditions to undertake this project successfully.

David Crosier, Lewis Purser, Hanne Smidt

### 1. Trends V

For the first time in the series, this Trends report is based on both quantitative and qualitative research, while previous Trends reports relied on one or other of these two methodologies. Trends V analyses the nature and extent of implementation of the Bologna reforms, and attempts to assess the impact that changes are having on a wider range of institutional development processes. Through comparison with the outcomes of earlier Trends projects, and in particular the Trends III results (2003) that to a large degree addressed the same questions, the report is able to measure the progress that has taken place in implementing higher education reforms. It also points to the challenges that institutions face at a time when they are being asked to respond to multiple societal demands. Bologna can increasingly be seen as a reform of structures that allows a wide range of other institutional development challenges to be addressed.

# 2. The European Higher Education Area – a shared objective for Universities

Trends V confirms that higher education institutions (universities in the broad sense of the term) are increasingly taking responsibility for the emerging European Higher Education Area. The focus has shifted from governmental actions, including legislation, to implementation of reforms within institutions, with broad support for the underlying idea of more student-centred and problem based learning. This confirms initial findings from Trends IV. In addition, and perhaps more importantly, Trends V shows that the general attitude displayed by institutions has also changed considerably in the past four years, with the vast majority of the 908 institutions involved stating that they consider it vital to move rapidly towards a European Higher Education Area.

#### 3. Degree structures

Trends V gives clear evidence of dramatic progress in relation to the implementation of structural reform, with 82% of institutions answering that they have the three cycles in place compared to 53% in 2003. Across Europe, there is no longer any question of whether or not reform of degree structures will take place, but rather a shift to considering whether the conditions and support are adequate to enable the process to be successful. In this respect the national understanding of reforms becomes crucial, and important questions remain with regard to different national interpretations of the nature and purposes of the three cycles, and whether these different national interpretations will prove to be compatible. Trends V identifies, among other substantial issues to be addressed, the articulation between the cycles, admission to the first cycle, the different types of bachelors and masters being developed (for example, academic versus professional qualifications), while also pointing out the particular problems posed by the continued co-existence in some countries of old and new structures.

## 4. Employability

Trends V suggests that employability is a high priority in the reform of curricula in all cycles. This concern transcends national boundaries and implementation priorities. However, the results also reveal that there is still much to be done to translate this priority into institutional practice. This is a paradox for a reform process inspired, at least in part, by a concern that higher education should be more responsive to the needs of a changing society and labour market. It indicates that one of the main challenges for the future is to strengthen dialogue with employers and other external stakeholders. For many institutions this requires a change in culture that will take time. It is essential that both governments and higher education institutions increase their efforts to communicate to the rest of society the reasons why the reforms are taking place, as a shared responsibility. It is also important for all governments to ensure that their own public sector

employment structures adapt to take account of the new degree structures – an issue pointed out in Trends IV, but not yet entirely resolved.

## 5. Student centred learning

Although new degree structures are still commonly perceived as the main Bologna goal, there is increasing awareness that the most significant legacy of the process will be a change of educational paradigm across the continent. Institutions are slowly moving away from a system of teacher-driven provision, and towards a student-centred concept of higher education. Thus the reforms are laying the foundations for a system adapted to respond to a growing variety of student needs. Institutions and their staff are still at the early stages of realising the potential of reforms for these purposes. Understanding and integrating the use of a learning outcomes based approach remains a key medium-term challenge. When achieved, it will enable students to become the engaged subjects of their own learning process, and also contribute to improving many issues of progression between cycles, institutions, sectors, the labour market and countries.

# 6. Bologna tools: ECTS, Diploma Supplement and Qualifications Frameworks

The use of *ECTS as both a credit accumulation and credit transfer system* continues to become more widespread across Europe, with almost 75% of institutions reporting use of ECTS as a transfer system and over 66% as an accumulation system. Yet while a vast majority of institutions are now using ECTS, there remains much work to be done to ensure that they use it correctly. Incorrect or superficial use of ECTS is currently still widespread. Such usage hinders the re-structuring of curricula, and the development of flexible learning paths for students, while also making both mobility and recognition more difficult. Institutions have to take responsibility for driving the development of ECTS in a way which enables them to respond effectively to the challenges of an open and truly European Higher Education Area.

Slightly less than half of Trends V respondents confirmed that they issue a *Diploma Supplement* to all graduating students. This is disappointing – even if a further 38% say that they have plans to use the DS – given the 2003 Berlin Communiqué commitment that all students would be issued a Diploma Supplement free of charge by 2005, and suggests that some national systems are lagging behind. Efforts to promote and publicise the Diploma Supplement also need to be renewed in order to enhance its usefulness to students and employers.

Although following the adoption in Bergen of the *Qualifications Framework* for the European Higher Education Area, qualifications frameworks are a topic of considerable policy debate, Trends V shows that there is much work to be done in informing higher education institutions and involving them in development at national level. Currently institutions – with the exception of those in Ireland – are generally confused as to whether or not their national system has such a qualifications framework, as well as to the purposes that it serves. There is a danger that without proper understanding of the reasons for the development of qualifications frameworks, the result may be that they remain little known in institutions, thus seriously limiting their impact.

# 7. Student services

Trends V shows a growth in the provision of student services over the last four years. However, the results of the qualitative research undertaken indicate that while it appears that many institutions and systems offer a wide range of services, these may not be sufficiently developed or adapted to the growing needs of a diverse student body. Guidance and counselling services in particular merit greater attention, on the part of both institutions and governments. Professional staffing and adequate resourcing are key challenges, as is the monitoring of the quality of provision. Involving students – as users and beneficiaries – is sound practice and should be seen as a principle for further development.

## 8. Quality

The focus on quality in the Bologna process has certainly raised awareness within higher education institutions of the potential benefits and challenges of effective quality assurance and enhancement activities. More constructive discussion between institutions, quality assurance agencies, stakeholders and public authorities appears to be taking place, and the involvement of students in quality assurance activities also seems to be gaining ground. Indeed in some parts of Europe, quality assurance seems to be replacing degree structure reform as the main topic of interest in the Bologna process.

The results of the questionnaire (based on the criteria set out in the European Standards and Guidelines for Quality Assurance (ESG) adopted by Ministers in Bergen) demonstrate that much work has been done to develop internal quality processes in institutions; student services, nonetheless, being one area that is still not widely evaluated. However, relatively few institutions seem to take a holistic approach to quality improvement. In this respect Trends V confirms the findings of Trends IV and the EUA quality culture project, that extensive internal quality processes are correlated with a higher degree of institutional autonomy.

External quality assurance systems also need to demonstrate that they actually produce an improvement in quality. Considerable concern still remains about the increasing bureaucratic burden on institutions. Meanwhile institutions need to continue to embed a responsible and responsive quality culture as a means of enhancing creativity and innovation in fulfilling their missions.

#### 9. Mobility

The Trends V questionnaire data indicates that, although there are still major deficits in capturing reliable information on mobility, many institutions have a general perception that student mobility is increasing. It is important, however, to distinguish between different forms of mobility – within countries and between countries, within degree cycles and between degree cycles, and within organised mobility programmes or as "free movers".

With regard to mobility between countries it seems that "free mover" mobility could be on the increase in some parts of Europe. However, another explanation of institutions' perception of increased mobility is that greater attention is being given to international student mobility, largely as a result of the additional revenue streams that can be provided through international education. In terms of mobility flows, there is evidence that, as in the past, many central and eastern European institutions are exporting more students and staff than they are importing, while certain western European countries are clearly strong importers.

Mobility flows seem to be closely related to funding policy and socio-economic issues, while the changes in degree structures so far seem to have had only a marginal impact. Indeed, the potential for greater mobility between cycles is not greatly exploited at this stage, and is rarely an element of national or institutional policy. Indeed many national funding systems currently act as a disincentive to mobility, rewarding institutions that retain students, but not providing incentives to mobility.

Recognition of student learning also remains an important challenge, with considerable difficulties still existing in relation to the recognition of learning that has taken place outside a national environment. Because of the importance attached to mobility as an essential characteristic of the European Higher Education Area, an increased effort needs to be made to encourage academics to accept the long established principle of "mutual trust and confidence" in the recognition of learning and qualifications offered by others. Fine tuning in the use of learning agreements is also essential.

# **10. Lifelong Learning**

"Lifelong learning" is a term used, confusingly, to cover both continuing education and training for wellqualified graduates and initial education for disadvantaged groups, possibly through part-time higher education. While many institutions perceive lifelong learning as an emerging priority, Trends V provides little evidence that they have taken strategic action to consider their missions in one or other of these endeavours or to anticipate the challenges ahead. Thus no coherent picture of the understanding and implementation of lifelong learning emerges from the report, although there are indications that this is an area where diversified funding sources exist and where there is considerable scope for cooperation with local partners. Once again, questions arise regarding the recognition of prior learning which need to be addressed. Some institutions suggested that the implementation of Bologna reforms has taken priority over developing lifelong learning strategies, but now consider that the conditions have been created for a more adequate response to be developed.

In relation to access in particular, while almost all institutions consider widening participation to be important, their expectations of being able to contribute to this development are rather low. This demonstrates the importance of government policy in this area and the need for incentives, all the more so given the obligation felt by many institutions to improve competitiveness by attracting the best students; they sometimes falsely believe that this precludes improving the diversity of the student base.

## **11. New member countries**

The Trends V report has looked at the situation of some of the new member Bologna countries separately, discovering as much diversity within and between these countries as across the rest of Europe. The addition of Russia to the Bologna process in 2003 added a vast new territory and enormous number of institutions to the potential European Higher Education Area. While there is a significant vanguard of institutions pushing forward reforms, the Bologna process nevertheless encapsulates both ideological and geographical issues, and it is not yet clear if a unified national strategy to implement reforms will emerge. There remains much to be done to support the work of the reform-minded academic community.

Institutions in South East Europe clearly perceive the Bologna process as providing a direction that is essential for societal development. Among the many challenges being faced, the step to move away from a culture of self-managed faculty independence is still the key issue if reforms are to prove sustainable and effective.

Georgia offers a case study of how the Bologna process can be used effectively to support a profound reform of higher education, with extraordinary change taking place in very little time. A key element to success has been the effort made to provide basic information on European texts in the national language.

# 12. International attractiveness

The reforms across Europe are also taking place in a context of increasing global interaction. The Trends survey shows that institutions are receptive to developments outside as well as inside Europe, and there is also increasing evidence of institutions in other world regions responding strategically to European developments. The responses of higher education institutions show interestingly and very clearly that as in 2003 inter-European cooperation remains the highest priority. However, relationships with higher education institutions and systems in Asia have become vastly more important in the past four years. There is also some evidence that attention is also focusing more than in the past on cooperation with the Arab world and Africa. It is difficult, however, to evaluate whether these institutional perceptions will prove to be ephemeral or part of a sustained trend. Nevertheless, higher education reforms in Europe are no longer a matter of interest only to Europeans, but also have an impact in the global arena.

## **13. Future challenges**

All of the issues addressed in Trends V have implications for the development of the European Higher Education Area, but three key challenges for the future can be highlighted:

- Strengthening the relationship between governments, higher education institutions and other societal stakeholders is essential to anchor and sustain the goals of the Bologna process. One major priority must be to broaden debate with employers, students, parents and other stakeholders, and thus enhance trust and confidence in the quality and relevance of institutional engagement. In addition, institutions and governments need to join forces not only in implementing reforms, but in communicating widely the results and implications of the structural and curricular reforms which are taking place.
- 2) Institutions need to develop their capacity to respond strategically to the lifelong learning agenda taking advantage of the opportunities provided by the structural changes and tools that have been developed through the Bologna process. This means that institutions must use these tools correctly, and develop them further to enhance student-centred and flexible learning, as well as greater mobility. Increasing dialogue with employers is again required if university courses, at all levels, are to meet the needs of a society and economy in which knowledge becomes rapidly out-of-date and in which, therefore, constant training and retraining is required. Through addressing these lifelong learning challenges, institutions can also tackle the social objective of ensuring equality of access to higher education for all those qualified and able to benefit from it.
- 3) Finally, institutions must begin to think through the implications of the existence of theEuropean Higher Education Area after 2010. Some aspects of Bologna are likely still to require implementation or reconsideration, and it will be particularly important to do this with greater European vision to overcome some of the local and national obstacles that currently prevail. The European Higher Education Area is also being developed in an increasingly inter-connected global context, and its international reception is therefore of the utmost importance. Once again the responsibility lies with governments and institutions to explain reforms, and to support these major cultural processes that have now been set in motion.

# LIST OF ACRONYMS

ACA	Academic Co-operation Association
APCL	Accreditation of Prior Certificated Learning
APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
DAAD	German Academic Exchange Service
DS	Diploma Supplement
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ENIC	European Network of Information Centres
EUA	European University Association
HEI	Higher Education Institution
HRK	German Rectors' Conferences
LLL	Lifelong Learning
NARIC	National Academic Recognition Information Centres
NQF	National Qualifications Framework
QA	Quality Assurance
SME	Small and Medium-Sized Enterprise
VET	Vocational Education and Training

WBL Work-Based Learning

# **METHODOLOGY**

This Trends V report has been produced through an analysis of both quantitative and qualitative data. The primary data source for the project is a survey of higher education institutions undertaken between November 2005 and March 2006. The Trends V questionnaire was sent by email to all EUA member institutions, as well as to many other higher education institutions in the Bologna countries. It is impossible to quantify the precise number of institutions who received the questionnaire, as the survey was sent not only from EUA's office in Brussels, but also by National Rectors' Conferences to their members, and in addition a hyperlink to the questionnaire was placed on the EUA website. A number of other partner organisations also informed institutions of the survey.

908 individual institutional questionnaires are included in the analysis for this report. Part of the analysis involves a comparison with the Trends III institutional findings, based upon a similar questionnaire sent to institutions in 2002. The Trends V questionnaire maintained as many questions as possible from the Trends III survey, so that assessment of change during this four year period would be possible.

In order to have a comparable analysis of the two institutional samples, some of the responses to the Trends V survey have been treated separately when specific points of comparison over time are sought. This relates in particular to countries where no or very few institutional questionnaires were received in 2002. Mostly these are countries which joined the Bologna process either in 2003 or in 2005. It should also be noted that Serbia and Montenegro was a single state at the time of the survey, and is considered thus in any national analysis.

When national information is displayed regarding the Trends V questionnaire analysis, several countries have been excluded as too few institutions responded to give a reliable picture of national trends. This is the case for Albania (no responses) Armenia (no responses) Azerbaijan (1 response), Belarus (1 response), Holy See (2 responses), Moldova (2 responses).

Institutional questionnaires were also complemented by updates of questionnaires completed for the Trends IV project by National Rectors Conferences. These provided background information on recent national legislation and developments along the various Bologna action lines.

In addition to questionnaires, this report also draws upon qualitative research from site visits to 15 higher education institutions in 10 countries, undertaken between October and December 2006. A list of the institutions visited can be found in Appendix 3. The visits lasted 1.5 days in each institution and were conducted by a research team consisting of two international researchers and one national expert. The two international researchers were responsible for leading the discussions and reporting from the institution. The national expert, recommended by the relevant National Rectors' Conference, supported the international researchers by providing contextual information on the national situation, and by clarifying any general questions that arose during discussions.

All site visits followed the same pattern of small group interviews with different actors within the institution: institutional leadership (rector, vice-rectors, deans); academics; junior lecturers/early-stage researchers; students from all cycles; administrative staff. Researchers were asked to consider the main issues under the Trends V institutional questionnaire themes, but not necessarily to report on every aspect. Reports from the site visits aimed to reflect the importance attached to different issues in the particular institutions.

The decision to limit the number of institutions and countries visited was taken because the primary source of information – the Trends V questionnaire – already covered the entire geographical area of the Bologna process. It was therefore felt more appropriate to concentrate efforts on a few institutions in as much depth as possible. The sample was not intended to be representative of institutions in Europe, but rather to provide an insight into some of the challenges being faced on the ground. It was felt important to visit both university and other higher education institutions, to include more comprehensive and more specialised institutions, and to have a balance of institutions in large cities and in regions.

As well as questionnaires and site visits, the report has also drawn upon information gathered from focus group discussions. These discussions took place during regular meetings held by groups of universities or partner organisations that generously allowed EUA researchers a space to bring questions to the table in the context of the Trends V project. This also includes meetings organised by EUA in the context of its own project on doctoral programmes – the primary source for information on this topic. A list of the focus group meetings which took place can be found in Appendix 5.

# 1. STRUCTURAL REFORM: IMPLEMENTING THE THREE CYCLES

# Introduction

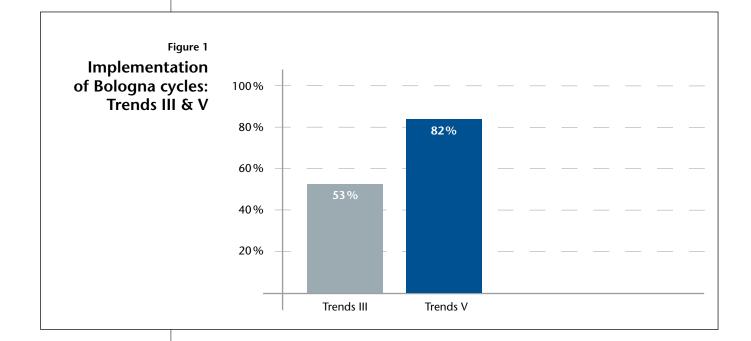
For many in Europe, the Bologna process has become synonymous with the reform of degree structures. The years following the signing of the Bologna Declaration stimulated widespread and ongoing debate, particularly in countries which had a long first cycle, regarding the quality of higher education systems. Many felt that there was nothing to be gained by reforming degree structures, and in a number of disciplines the view was often expressed that it was impossible to provide any meaningful higher education in a shorter first cycle.

This initial phase of the Bologna process can be seen to have culminated in important changes in national legislation, setting the framework for new degree structures. While some higher education institutions had been very much encouraging and anticipating these developments, others had been waiting to see whether movement for reform would be sustained. Once legislation was in place, however, even sceptical institutions began, albeit reluctantly, to engage with the reform process. The Trends III survey, undertaken in 2002/3, indicated that many institutions were then in a process of considering the implications of change, but were not fully committed to all aspects of it.

These findings were developed in greater depth in Trends IV in 2004/5. This major qualitative research project revealed that reforms were a highly complex affair for institutions, with societal demands increasing, but with policy messages often conflicting with each other, and priorities difficult to establish.

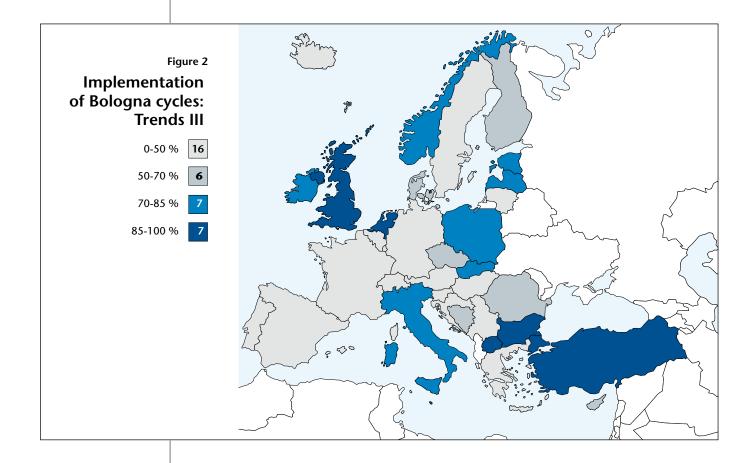
Two years later, the situation has moved on, and this Trends V report contains significant findings not only on the implementation of new Bologna degree cycles but also on the attitudinal shift that seems to have taken place across the higher education sector. The findings for this chapter are drawn both from the analysis of institutional questionnaires, and from qualitative research from the institutional site visits, while the section on developments in the third cycle (1.5) also uses information gained through EUA's project on the development of doctoral programmes in the context of the Bologna process as a primary source.

# 1.1 Implementation of degree structures



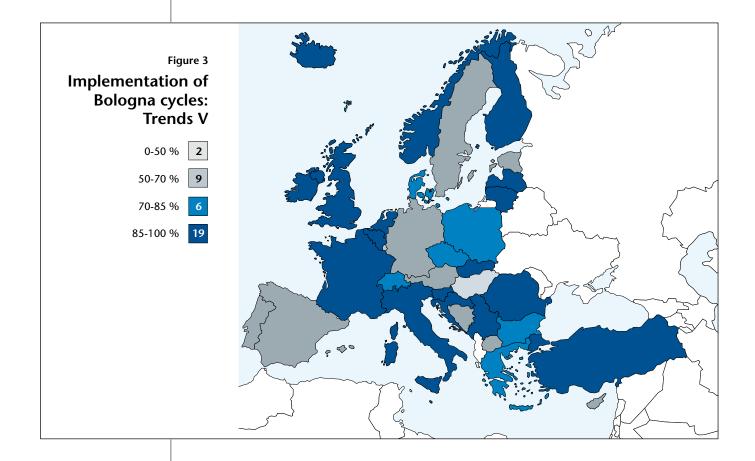
The evidence from the Trends V questionnaire responses on reform of degree structures is striking. All across Europe, institutions report that they have been changing to the Bologna degree structures, with only a small minority of institutions still in the process of preparing to do so. Compared to four years ago, the situation has changed dramatically, to the point where now it no longer seems relevant to question whether or not structural reforms will take place, but rather to examine in greater depth how these reforms are being implemented.

As far as the Bologna three cycle structure is concerned, 82% of institutions replying to the questionnaire stated that the three cycles are in place. This compares to a figure of 53% from the Trends III survey four years earlier, and is evidence that the situation around Europe is moving extremely fast. Moreover, less than 2% of the institutions stated that they do not plan to have a Bologna degree structure. Four years previously this figure was 7.5%. Only 15.4% stated that the three cycles are being planned rather than being implemented.



Comparing the Trends III and Trends V European maps of this situation, it is also clear that progress is taking place across the entire European continent. Indeed although some countries may be moving faster than others, all are moving. The responses also indicate that there are no significant differences when the sample is divided into university and other higher education institutions, nor when looked at from the perspective of the mission of institutions (regional, national, European, worldwide). The phenomenon of structural reform is quite clearly having an impact on the entire higher education sector.

From the survey answers, the new structures also appear in some ways to be posing fewer problems than many had foreseen. Only 2% of respondents to the questionnaire consider that the Bologna degree cycles are not functioning very well, while 85% consider that they function either extremely well (24%) or reasonably well (61%). It is also interesting to note that the general attitude towards the idea of the European Higher Education Area is very positive. Indeed in institutions in all countries with the exception of the United Kingdom, the response "it is essential to make rapid progress towards the European Higher Education Area" was most often given. In the UK, the majority response was "the European Higher Education Area is a good idea, but the time is not yet ripe."



As some of the most significant debates regarding Bologna concern why and whether radical change is necessary to move towards a coherent system of degree structures across Europe, these findings have to be considered as a signal of the major impact that the Bologna process is having on European higher education. It is unlikely that even the most far-sighted or optimistic of Education Ministers expected, when signing the Bologna Declaration in 1999, that seven years later, higher education institutions across Europe would have moved so far towards a common three cycle degree system. However, the qualitative research for the Trends V project, examined in greater depth in the next section, revealed that there are many complex issues to be addressed in moving towards three cycles, and that national or local interpretations of concepts and goals have a critical influence. Thus if the European Higher Education Area is to become a reality that really meets the objectives of the Bologna process, there are still many issues to consider and much work to be done.

#### Key Finding:

• Across Europe, there is no longer any question of whether or not Bologna reforms will be implemented, but rather a shift to considering the conditions in which implementation is taking place.

# **1.2 Institutional attitudes**

While the questionnaire findings offer impressive evidence of wide-reaching change, the picture is of course far more diverse and complex than statistics alone can reflect. This report examines many issues being faced by institutions regarding implementation, but it is important to state at the outset that the picture of change was largely confirmed in the institutional site visits. The general attitude encountered in institutional leaders emphasising the opportunities that they perceive through reform rather than highlighting obstacles and drawbacks. It also appeared that where institutions have had more time to adapt to change, and where the Bologna reforms have already had more time to mature, there is a tendency for their impact to be viewed more positively.

Indeed, only in very few institutions was a predominantly negative attitude to reform encountered. In such institutions many academics complained that they did not see the value of reforms and tended to feel that the Bologna process was being imposed on them – either by the institutional hierarchy and/or by the ministry. In some institutions, students also linked reform with greater risk to their study conditions, and considered that the learning process was being disrupted with few visible benefits.

The site visits also had the effect of confirming many of the findings made two years earlier in the Trends IV report. Importantly, and in a totally different sample of institutions, one of the key findings of Trends IV, that there is widespread support for "the underlying ideas of a student-centred approach and problembased learning, even if staff were critical of various features of the implementation process", remains valid two years later.

# 1.3 Issues regarding implementation of the three cycles

#### **Relationship between national authorities and institutions**

The overall positive impression should not detract from the major challenges that institutions are facing, and many concerns were explored during the site visits. The majority of the problems concerning implementation which were raised in institutions reflect difficulties in institutional relationships with national authorities. The issues most often identified here concern insufficient institutional autonomy to implement reforms in the way in which they would be most effective, and insufficient government support for reform. In one institution, in response to a question on the motivation for engaging in reform, the leadership team answered spontaneously "because we have to, and we have no choice". Yet even in this institution, the same people stated that the reforms have reached a tipping point where nobody would now choose to go back to the old system.

Institutions were often critical of governments with regard to support for reform. This was most often mentioned in relation to lack of financial support to reform, reinforcing the finding of the Trends V questionnaire where two thirds of respondents stated that they had not received any additional financing to implement reforms. However, comments were not limited to financial matters. In many instances, institutions reported that dialogue with government over the policy objectives for higher education was insufficient, and that legislative changes had not been made with adequate involvement of the key stakeholders in society. This was not a feature limited to the Bologna process – more a reflection of "normal" societal practices. Yet as many legislative measures have been explained by governments in terms of necessary system adjustments to meet Bologna objectives, the Bologna process has sometimes become a focus of tension, with institutions perceiving their government as being more interested in the rhetoric of reform than in providing genuine support to institutions. Many academics questioned how they could be expected to make a radical change to their thinking about curriculum, at the same time as adapting to more rigorous quality demands, while receiving no incentives for additional work, and while the overall level of financial support from government was decreasing.

#### Divorcing structural reform from its objectives

While governments need to be confronted with these questions regarding the nature of their support to institutions in implementing reforms, there are also important questions to be asked within institutions about their motivation for undertaking reform. In this respect there was considerable diversity in site visits and focus groups, and a clear distinction can be highlighted between those institutions which have so far engaged in more cosmetic and superficial implementation – often to meet the basic requirements of compliance with new legislation – and those where reform has been appropriated and is being implemented intelligently, as part of an institutionally driven strategy.

It would be wildly unrealistic to expect complete coherence in implementation from all institutions when government support is often lacking and other stakeholders are not involved in broad societal discussion. Nevertheless the site visits revealed that the spirit and attitude towards reforms clearly have a strong correlation with their impact. In some institutions the researchers observed that the shift to a three-cycle system seems to have taken place largely in isolation from a debate on the reasons for doing it. It was noteworthy that where negative views on implementation were expressed, these were almost always made by people who made no connection between structural reform and the development of student-centred learning as a new paradigm for higher education, and who did not perceive any strong necessity for the institution to re-think its role in society. Conversely, where attitudes were positive, they were nearly always connected to the view that reforms were enabling a better-suited, more flexible educational offer to be made by institutions to students.

In some institutions and parts of Europe, implementation of the three cycles seems to have become a task which is considered as a goal in itself, rather than a means to achieve other objectives. The focus has been on changing structures before attention is paid to the real substance of reform. On occasions, questions that addressed perceptions of the underlying forces driving reforms at institutions were met with reactions of surprise, as if the fact of structural reform were self-sufficient and self-evident. One university leader responded thus to the question of why his institution was engaging in reforms: "for the past six years, we have been trying to implement Bologna reforms: and now you come and ask us why we're doing it?"

#### Lack of attention to student-centred learning

Although progress in implementing new Bologna degree structures is clear, student-centred learning was mentioned surprisingly infrequently during the site visits as a guiding principle of curriculum reform. Paradoxically, however, this does not necessarily imply the absence of a move towards more student-centred learning, but rather that the shift in thinking may follow instead of precede a reform of structures. Indeed it was found that in many cases, reforming degree structures and curricula has obliged reflection on student needs. Thus, even where institutions had by their own admission initially engaged "reluctantly" in reforms, many now perceive benefits in terms of greater flexibility and variety of course offer for students.

It is important to highlight, however, that the mention of much of the terminology of the Bologna process – whether qualifications frameworks and learning outcomes, or to a lesser extent diploma supplements and ECTS – often met rather blank reactions. In many cases, further exploration revealed that a considerable amount of the content of reform takes place but using different local terminology. Meanwhile, the opposite phenomenon may also arise, as "Bologna" terminology is applied locally in a manner which may not be immediately understood from outside the particular system. Implementation of what appears to be a single European process is thus altered by the variety of national contexts in which the reforms are taking place. An additional cause of this problem is no doubt that the "Bologna language" that is spreading across Europe is developed within an overly restricted circle of "European specialists", with not enough attention being paid to the process of dissemination of ideas. As one of the purposes of common terminology is to increase understanding and transparency, this is a serious issue in looking at how institutions and systems relate to each other, and one which has perhaps been underestimated.

#### Introducing change while maintaining elements of the previous system

One important issue picked up in the site visits is that, while the overall statistics regarding degree structures are impressive, they may in some instances not tell the whole story. For while the Trends V questionnaire asks about the new Bologna degree structures, it does not specifically ask whether in introducing a new system the old system has been replaced. And in some parts of Europe, the old system appears to be taking longer to disappear than in others. This can be the result of deliberate national policy and strategy. For example in Germany the new system has been introduced in parallel to the old, and while new degree structures are offered, many institutions still continue to enrol students into the old degree programmes.

This approach to reform is clearly having consequences which will continue for a considerable amount of time into the future. It can certainly be argued that a process of gradual reform gives both institutions and societies more time to adapt to change, thus becoming more evolutionary than revolutionary. Moreover, in countries where such an approach has been adopted, researchers in several site visits learned of some significant shifts in attitude among academic groups that were initially sceptical towards reform, but now are convinced of its necessity and have become champions of the process.

Yet fears were also expressed that failure to suppress the "former" degree programmes may create problems for citizens embarking on both old and new degree programmes alike. It can also be highly confusing both within the country and outside it to have two systems in coexistence.

This issue should be recognised as a widespread phenomenon. While Germany, as a larger country, is perhaps the most noticeable example of this general approach, in other parts of Europe, close examination of institutional practice and behaviour reveals that there are still very strong remnants of the old system persisting in many countries. This is perhaps part of the way an unregulated European process is adopted and appropriated by national systems, and it can create a misleading impression of similarity and convergence. Very few of the institutions visited considered the reforms that were taking place to be a central element of a European process: rather their perception tended to be much more guided by local and national developments.

Practices from the previous system which continue into the new often cause confusion about such basic matters as naming cycles and qualifications, or specifying the purposes of different cycles and qualifications. If all these national particularities are cumulated, rather than presenting a picture of more convergent national systems in Europe, the picture is rather one of greater similarity at a superficial level, but significant diversity within and between national systems in all manner of details.

While diversity in thinking and culture is a great strength of European higher education, diversity in understanding and implementation of structures is likely to prove an obstacle to an effective European Higher Education Area. It seems as difficult in 2007 as in 1999 to find evidence that the "European dimension" of higher education is becoming a tangible aspect of institutional reality. While the process may seem to be providing the same structural conditions for all, closer inspection reveals that some "little differences" may confuse the picture.

There is therefore still considerable work to be undertaken to examine the relationships between institutions and systems, and to coordinate the implementation of common structures. The first step towards this is to examine some of the main developments in each of the three cycles.

#### **Key Findings:**

- Important questions at this stage of the Bologna process concern the national understanding of reforms, and whether the processes are being adequately supported.
- "Little differences" in national implementation of Bologna degree structures are creating problems of articulation between institutions and systems.
- In many cases, reform of structures seems to be taking place in advance of reform of substance and content, and without an explicit link being made to institutional strategic objectives.

## 1.4 The three cycles

#### **Re-thinking the role of the first cycle**

Although it is clear that most countries and institutions have now embraced the three cycle system, the site visits revealed that it would be unrealistic to suggest that there is a shared vision and philosophy of the first cycle underpinning the reform process across Europe.

In the process of creating the first cycle degree – particularly where one long cycle previously existed – evidence from the site visits suggests that many institutions pass through a series of similar phases in the reform process. Often processes are initially driven not by responses to perceived challenges on the horizon but by more prosaic concerns and obligations. Many institutions stated that national requirements had obliged them to introduce a first cycle or bachelor qualification, but that they had been involved in little consultation, and received scant guidance or support. Hence the early stages of development within these institutions have been characterised by a mixture of reluctant compliance coupled with a search to find institutional advantage and meaning from these obliged reforms.

Unsurprisingly, when starting in this mode, the process has sometimes been implemented rather superficially. Rather than thinking in terms of new educational paradigms and re-considering curricula on the basis of learning outcomes, the first reflex has been to make a cut in the old long cycle and thus immediately create two cycles where previously one existed. With minimal effort, the onerous task of "reform" is thus seemingly achieved. However, this approach inevitably has few positive consequences, and often has a counter-productive impact.

One common problem mentioned is that the length of studies for many students may actually increase rather than decrease as a consequence of reform. For example, a programme which theoretically lasted for a period of 4 years becomes adjusted as a combination of first and second cycle programmes of 180 plus 120 ECTS, or in years 3 + 2, thus adding a year to the point of exit for the majority of students.

In such cases, it is also common to hear claims that the space for student mobility periods has been squeezed, as there is a concentration of content loaded into the first cycle, while during the second cycle there is apparently insufficient time to undertake a mobility period. Thus there is apparently a lack of time for mobility periods, and only if it is planned as part of the curriculum does it appear possible.

The argument is often also made that the reform has not encouraged greater exit to the labour market at the end of the first cycle. This was the case in several institutions when responding to the question of what students could do, and what they actually do with their first cycle qualification. In several institutions the most common response was that nearly all students continue to the second cycle. Yet if first cycle programmes have not been designed as a self-standing entity, and if little effort has been made to consider whether or not the contents of the new first cycle are relevant for the labour market, it is not surprising that students will normally see little option but to continue to a second cycle programme.

The advisory role of trusted academic staff is also critical in this respect, and there is little evidence that there has been a major shift in mentality at this level. Instead, students continue to be advised to remain at the same institution for the second cycle, rather than to move to a different institution or enter the labour market. The institutional expectation is that students will continue to the second cycle, and as parents and other stakeholders often tend to be uninformed about new first cycle qualifications, there is a coalition of factors leading to a state of inertia.

While these phenomena are rather typical in many countries, it would be unrealistic to expect institutions to behave differently, given the fragmentation of policy thinking and action in many national contexts. Indeed, one of the major influences on institutional behaviour clearly appears to be government funding policy. Researchers noted that in several systems, universities are financed to a large extent on the basis of either numbers of enrolled students or numbers of successful graduates – in the second as well as the first cycle. Such a funding system acts as a clear financial incentive for institutions to encourage their students to continue to the second cycle rather than to explore other options. It also acts as a brake to any development of vertical mobility between the cycles. Thus, from a student perspective, the first cycle qualification is seen more as a "staging post" than a real qualification in its own right. Academics and parents alike will often advise that the "real degree" is obtained at the master level, and in the absence of effective measures to promote the societal recognition of first cycle degrees, many students will inevitably continue to study in the same institution.

Moreover in several institutions visited, the link between first and second cycle was extremely strong, with a direct path from a first cycle programme to a particular programme in the second cycle, coupled with a lack of consideration of alternative routes for first cycle graduates. If the two cycles are to be used as a means of creating more flexibility in learning paths, these practices will have to be reconsidered.

It is also important to look at the effect that the new first cycle is having on the articulation with the rest of the educational world, and especially with the school system. In some institutions visited, this seemed to be a rather neglected aspect of reform. Neither secondary school professionals nor parents had been engaged in discussion on the nature of reforms taking place in higher education, and hence were often advising potential students on the basis of outdated information. Moreover, there is little evidence that re-thinking higher education cycles has led to any reassessment of higher education admission procedures. Yet if the purposes of the cycles are changing, and institutions aim to attract a more diverse student population, surely there is a need to consider which kinds of admission processes would be appropriate. These questions are all linked to the problem that guidance and counselling services are often woefully inadequate for a more diversified higher education population, an issue explored in greater depth in Chapter 3.

In some countries visited, particular issues were raised regarding coherence between first and second cycle programmes, and in particular regarding professional and academic tracks. In Italy, for example, many degree qualifications are issued as a state certificate with a "legal value" that has consequences for public employment. University professional or vocationally-focused bachelor programmes are, however, seldom recognised with this legal value. This causes confusion because many "non-legally validated" qualifications are being developed by universities in response to labour market demands. To add to the confusion, such "non-legally validated" programmes are often called "masters," even though little attempt is made to ensure coherence with the European understanding of master programmes. For example, such "professional" master programmes can be found after the first or the second cycle, and do not necessarily give access to further academic studies. This muddled state of affairs obviously runs counter to the Bologna reforms.

Although the Trends V research has paid more attention to institutional implementation rather than subjectspecific issues, it was interesting to find some examples in site visits of disciplines, which have often been rather uniformly considered as exceptions to the reform process, now also changing. Notably, examples of introducing cycles to medicine were identified, and this was perceived within the discipline as having achieved positive outcomes. To those who do not see the utility of a first cycle medical degree, the employment market apparently reacts differently – at least in the countries where such qualifications exist. Indeed the opportunities for graduates who may combine a good basic knowledge of medicine through a first cycle programme with other skills and competences obtained through a second cycle programme in another field can be extremely attractive. Despite the many challenges that remain, there are good reasons to be optimistic. Even in the institutions where initially debate on the purpose of structural reform was insufficient, it is impossible to travel too far down the road of reform without raising the question of why it is being done. Hence, the process cannot be considered as a one-off reform, but rather the manifestation of a shift towards an attitude where the concept of change becomes a permanent feature of educational thinking. Hence academics who a few years ago had perhaps never considered whether students would or would not be able to achieve a qualification in the notional timeframe of a programme are now addressing the relationship between content and time seriously. Moreover, the discussion on the purposes of the first cycle is leading to interesting debates within institutions about understanding of terms such as "employability", and this in turn is leading to a reflection on curriculum. Questions of broadening access to higher education, and creating a better educated society are also undoubtedly growing, and higher education institutions are at the heart of these crucial societal discussions.

The amount of time needed to embed such radical reform to educational thinking has undoubtedly often been underestimated. While the 2010 deadline for implementation of the Bologna action lines is necessary to encourage developments, there is no doubt that it will take considerably more time to reap the benefits of long-term cultural change.

#### **Reforming the second cycle**

Although institutions have achieved significant reform of the cycles, the manner in which countries and institutions have appropriated and adapted the concepts to their own system has seemingly led to considerable diversification of the second cycle degree across Europe. Indeed the nature of programmes considered to be part of the second cycle would certainly merit a study of its own. In many ways, it is at the second cycle level that institutions are becoming most innovative and creative, and the rise of new types of master programmes should therefore be seen as a basis on which to build specific institutional strengths in Europe. While it may be necessary to assess whether qualifications are actually becoming more transparent and understandable, and to consider ways in which more coherent developments can evolve, societies also need to be able to cope with a certain amount of flexibility and uncertainty with regard to qualifications.

There are now examples of master programmes tied strongly to first cycle programmes, and also master programmes developed as preparatory qualifications for the third cycle. During the site visits, the Trends researchers came across a considerable number of "national peculiarities" which affected the implementation of the three cycles, but were predominantly related to the second cycle. For example, there are several systems in Europe where it is common for institutions to offer both a master programme and a "post-master" master programme. While this is once again a continuation of previous systems – and many of the anomalies found across Europe can be explained by the introduction of a new system without completely letting go of the past system – it is a strange phenomenon to grasp for countries that have not had such a tradition. Meanwhile institutions were even found where a master qualification is offered within the third cycle – a practice difficult to understand from outside the system. It is also difficult to understand how such qualifications could be compatible with the European Qualifications Framework for higher education adopted in Bergen.

The site visits also revealed that terminology such as "professional master" can also cover a wide variety of realities. In some systems, the term may designate a specific qualification with a different legal and/or cultural value than an "academic master". It may be common for such qualifications to be offered by more professionally-oriented higher education institutions, although this is one area where distinctions between institutional types are becoming increasingly blurred. In other countries, however, a programme may have a specific professional orientation but would not be considered as different in nature to any other master qualification. It is perhaps a similar distinction that can be drawn between countries that distinguish

institutional types in terms of a binary divide, and those that have a unitary system with a range of institutions with diverse missions.

Another issue that is important to highlight is that in certain systems second cycle programmes are considered to carry greater academic prestige than first cycle programmes, and hence there are some consequences of reform that were not anticipated. Indeed, in certain academic cultures there seems to be a proliferation of new second cycle programmes, often driven by academic staff seeking greater professional and peer recognition. While to some extent this may result in greater innovation and a wider educational offer, the disadvantage is that such developments may also be contributing to fragmentation within the system, as well as to an uneconomic use of financial resources.

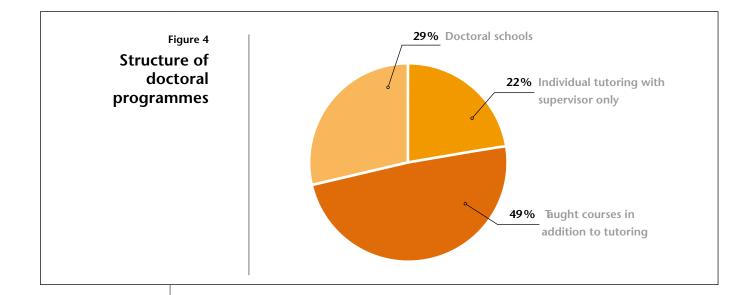
It is also not a trivial consideration, although one that is often overlooked, that the age of entry of postsecondary students varies considerably across Europe. While in some countries, such as the UK, a typical first year student may be eighteen or nineteen years old, her or his counterpart in Sweden or Finland would be three to five years older. Such considerations can have a major impact on the way in which programmes are developed, and the expectations that societies may have of students in terms of their personal development. This becomes a matter that is of particular relevance in the second cycle, as many more programmes appear to be consciously developed with a clear intention to be more internationally attractive. Yet the "typical" student for whom such courses are developed may be rather different from one national context to another, and these issues are likely to become more complex as lifelong learning becomes more of a reality across the continent. Although these phenomena are not new, the profile of students may often be taken for granted in national discussions, and hence their impact may be underestimated in terms of an emerging European Higher Education Area.

#### **Reshaping the third cycle**

Doctoral programmes are not only the third cycle of higher education, but also constitute the first phase of a young researcher's career. The core component of the third cycle is the advancement of knowledge through original research, and this makes the third cycle unique and different from the first and second cycles. The doctoral training phase constitutes the main link between the European Higher Education and Research Areas, and high quality doctoral programmes are therefore crucial in achieving Europe's research goals.

While the specific character of the third cycle needs to be taken into consideration, this does not mean that doctoral programmes should be seen in isolation, but rather as part of a continuum of implementation of the three cycles. It is important for all institutions offering research-based higher education to ensure that a research component is included and developed in all cycles thus allowing students to acquire research experience and encouraging an interest in research as a possible career.

The Bologna process was late in considering the impact of reform on the third cycle, and indeed only in the Berlin Communiqué in 2003 was the doctoral cycle brought into the reform of degree structures. It is evident, however, that many of the questions which have arisen with regard to first and second cycles are now being posed increasingly with regard to the third cycle. What are the purposes of the cycle? Is there a need for better, or at least clearer structures? What should be the conditions for access? How can funding be used most effectively? How can inter-disciplinary collaboration be strengthened? How can mobility be improved and increased? Should the third cycle be made more relevant for the labour market, and if so, how? How is the labour market for third cycle graduates changing? What is the role of doctoral candidates in the reforms? How can the primary emphasis on research be kept as other demands are considered? Are credits necessary and helpful? Are the changes that are taking place all coherent?



The Trends V questionnaire and site visits yielded fascinating results and an insight into a fast-changing situation that has also been confirmed through the findings of EUA's project on doctoral education. Institutions were asked whether taught courses are offered as part of the third cycle, and 49% of the sample answered that indeed they are. Institutions were also asked if their third cycle programmes are based exclusively on the model of supervisor tutoring, and here 22% responded that this was the case. 29% of the sample answered positively to the question of whether a part of their doctoral programmes are offered in doctoral schools. In addition, 27% of institutions said that they use credits within the third cycle.

Taken together these findings indicate a quite astonishing development taking place across the continent. Even if nothing else were happening in European higher education, the speed of change within doctoral education would amount to a mini revolution.

Questions on the structure of doctoral programmes were also asked to Ministries in the survey of Bologna process member countries carried out for the EUA doctoral project. Out of the 36 countries that responded, 16 countries reported that their institutions have introduced doctoral, graduate or research schools, alongside existing models such as traditional individual training or "stand alone" structured doctoral programmes.

### Figure 5

Organisation of doctoral education

Organisation of doctoral education	Number of countries	Countries
Individual education only (1)	5	Bosnia-Herzegovina, Cyprus, Georgia, Malta, Montenegro
Structured programmes only (2)	4	Croatia, Estonia, Lithuania, Spain
Doctoral/graduate research/ schools only (3)	3	France, Liechtenstein, Turkey
Mixed (1) and (2)	11	Andorra, Austria, Belgium- Flanders, Czech Republic, Greece, Iceland, Latvia, Poland, Romania, Russia, Slovak Republic
Mixed (2) and (3)	2	Italy, Norway
Mixed (1) and (3)	2	Belgium-Wallonia, Netherlands
Mixed (1), (2) and (3)	9	Albania, Armenia, Germany, Denmark, Finland, Scotland, Sweden, Switzerland, UK

New organisational models

Different structural solutions are appropriate to different contexts, and the choice should be a matter for each institution, based upon the specific institutional aims which these structures are designed to meet. Two main organisational models are emerging as vehicles for promoting high quality, internationally oriented and networked doctoral programmes:

- Graduate school an organisational structure that includes doctoral candidates and often also master students. It provides administrative, development and transferable skills development support, organises admission, courses and seminars, and takes responsibility for quality assurance.
- Doctoral/Research school an organisational structure that includes only doctoral students. It may be
  organised around a particular discipline, research theme or a cross-disciplinary research area and/ or it
  is focused on creating a research group/network and is project-driven. It may involve one institution
  only or several institutions in a network.

These models are not mutually exclusive and often have shared characteristics. Countries and even individual institutions may also adopt both models. The advantages and added value of such schools may be summarised as follows:

- Offer a framework for a shared mission or vision that facilitates the process of turning doctoral candidates into excellent researchers
- Provide a stimulating research environment and cooperation across disciplines
- Facilitate clear administrative structure for doctoral programmes, candidates and supervisors, and clear profile and status for doctoral candidates
- Ensure critical mass and help to overcome the isolation of young researchers
- Bring junior and senior researchers together
- Support and facilitate the task of supervising candidates and the role of supervisors
- Organise admission with transparent rules and regulations
- Provide an environment conducive to transferable skills training
- Enhance career development opportunities, including advice on funding opportunities (scholarships, projects)
- Guarantee quality assurance and monitoring
- Provide a framework for the development of codes of practice, procedures and mechanisms within the university structure and acting as a an independent arbitrator or ombudsman where necessary
- Enhance opportunities for mobility, international collaboration and inter-institutional cooperation

While these advantages are apparent to different degrees in different institutions, the site visits emphasised that the reality within institutions is extremely diverse, and it will take time to integrate and consolidate these newly emerging structures.

#### New types of doctoral programme

As well as new structural models, a range of innovative doctorate programmes are also emerging to respond to the changing demands of a fast-evolving labour market. Employability of doctoral candidates within and outside academic institutions, as well as individual and societal needs for lifelong education and training, have acted as a catalyst to the development of new programmes, including professional doctorates, more university – industrial collaboration based doctorates and increased European and international cooperation, often leading to joint or European doctorates.

Programmes known as "Professional doctorates" or practice-related doctorates merit particular attention. They focus on embedding research in a reflective manner into professional practice. In order to develop a broad discussion on this topic it will be important to ensure the dissemination of information from those European countries that have experience in this area, and particularly the UK, where the number of professional doctorates is growing rapidly. While they must meet the same core standards as "traditional" doctorates to ensure the same high level of quality, institutions involved in the EUA doctoral programmes project felt that it may be appropriate to consider using different titles to distinguish between this type of professional doctorates and PhDs. In the future, qualifications frameworks may help to clarify the relationship.

Diversity of doctoral programmes reflects the increasing diversity of the European Higher Education landscape in which higher education institutions have the autonomy to develop their own missions and profiles and thus their own priorities in terms of programmes and research priorities. Nevertheless, the discussion on new developments has led to the consensus that there should be no doctorate without original research - the main component of all doctorates - and that all awards described as doctorates (no matter what their type or form) should be based on core processes and outcomes.

#### Access to doctoral programmes

There is evidence from the site visits that many institutions are opening up their admission to doctoral programmes more broadly than in the past. In a fast-changing environment, it is essential to maintain flexibility in admissions to doctoral programmes. The diversity of institutional missions and context, and the growing importance of lifelong learning mean that there are good reasons for different access requirements in different institutions and for different programmes provided fairness, transparency and objectivity are ensured.

Particular attention is also being paid to the articulation between the second and third cycles. In general, institutions have few problems with access from the second cycle, but there is a considerable variety of practice with regard to other forms of admission. This is a matter for institutional and academic autonomy, and it is entirely in keeping with policy goals at national and European level that candidates with the potential to benefit from a third cycle degree should be encouraged.

One emerging concern with regard to the third cycle, however, is the socio-economic status of potential candidates. While much of the discussion with regard to the social dimension has, until now, focused on the first and second cycles, it is equally important that higher education institutions and national systems pay attention to the third cycle. Many graduates will have acquired considerable levels of debt by the end of the first and second cycles, and a hidden trend could be developing whereby access to the third cycle is determined in part by the ability of candidates to afford a further period of study with little income.

#### Mobility and internationalisation

Doctoral programmes are a key component of institutions' international strategy – whether this focuses on attracting the best doctoral candidates from all over the world, encouraging mobility within doctoral programmes, or supporting European and international joint doctoral programmes and co-tutelle arrangements. For some institutions and indeed, some smaller countries, mobility may be the only means of training their own young researchers in disciplines and transdisciplinary research areas where a critical mass of doctoral candidates or infrastructure does not exist at home.

It was noted in several institutions that there is a lack of financial support at European level for the type of mobility that doctoral candidates would appreciate. Hence although shared supervision or co-tutelle arrangements may suit some, there is a bigger unsatisfied need to cover shorter term mobility, and to use money flexibly during the course of a doctoral programme. Candidates often find themselves at the whim of their faculty and departments with regard to mobility arrangements. Moreover there is insufficient recognition of the added value of mobility for the career development of early stage researchers. Funding instruments are therefore needed to facilitate the mobility of doctoral candidates from all 46 Bologna countries. Legal, administrative and social obstacles, for example concerning visas, work permits and social security issues also need to be addressed by all partners in the process.

Finally increasing internationalisation inside universities, especially at doctoral level, should not be forgotten. Doctoral training is per se international in nature and sufficient opportunities should be provided for doctoral candidates to engage internationally. This can be done, for example, through the recruitment of more international staff; the organisation of international workshops, conferences and summer schools; the development of more European and international joint doctoral programmes and co-tutelle arrangements. The use of new technologies, such as using teleconferences, e-learning etc. should also foster the internationalisation of doctoral programmes.

#### **Key Findings:**

- While considerable change is taking place in the first cycle, employers are rarely involved in these curriculum reform processes, and many other stakeholders are equally unaware of the nature of reforms.
- The level of diversification in second cycle programmes is particularly significant. While implementation of reforms here gives space for creativity and innovation, attention also needs to be paid to the overall system-level goals.
- While the third cycle came late to the Bologna process (or vice versa), the speed of change now revealed is quite extraordinary. Institutions need to take responsibility for the further developments in this crucial cycle to sustain and enhance Europe's research and innovation capacity.

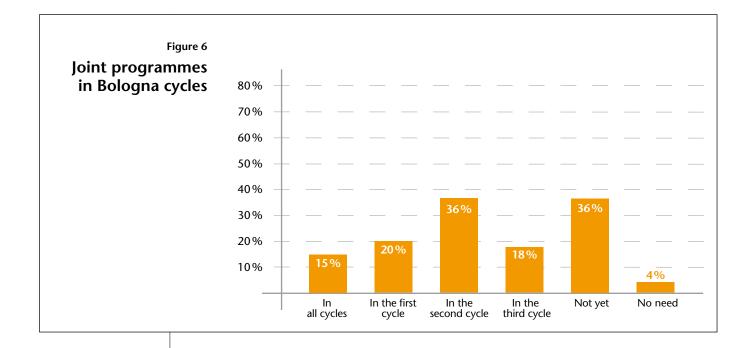
### 1.5 Joint programmes and degrees

Joint programmes and degrees have been given considerable attention as the Bologna process has developed. As early as the Prague Communiqué in 2001, Ministers were encouraging joint programmes as a major feature of attraction of the European Higher Education Area. At this time joint programmes were an interesting, but very marginal, phenomenon in Europe. Political rhetoric was given additional substance through the launch of the Erasmus Mundus programme, which has acted as a catalyst for institutions to develop new joint master programmes, and as an additional stimulus to governments to review legislation to ensure that joint degrees can be awarded.

The findings of the Trends V questionnaire suggest that many institutions in Europe have now experimented with the development of joint programmes, or that if they have not yet done so, they intend to. 60% of institutions state that they have joint programmes in at least one of the three cycles, while only 4% answered that they do not see the need for joint programmes. The majority of joint programmes are in the second cycle, although the number of institutions that claim to have joint programmes in all three cycles is close to 15%.

When these statistics are examined in terms of countries, there are certain countries that seem to have more joint programme activity than others. These include Germany, Spain (which has a large concentration in the third cycle), France, Italy, UK, and the Netherlands.

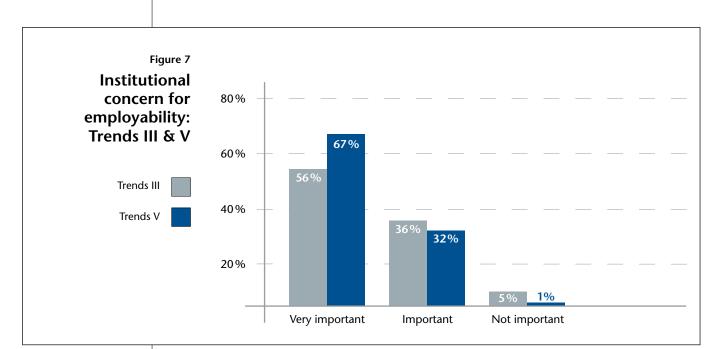
Although the percentages of institutions with joint programmes are high, the statistic may give a slightly distorted image of reality. For although a large number of programmes may have been developed, there may be few examples in many institutions, and they may still represent a very small number in comparison to the overall programme offer. More importantly, in terms of students participating in such programmes the numbers may be even less significant. A recent study by the German Academic Exchange Service (DAAD) and the German Rectors Conference (HRK) of joint programmes in Germany and other European countries identified a large number of programmes, mostly created since 2003, but where the average number of students participating was only 24. If this experience is representative – and as the study reached 33 of the 45 Bologna countries, there is good reason to consider that it is – it suggests that it may be premature to assess the potential impact of joint programmes.



Nevertheless the site visits confirmed that undoubtedly joint programmes are an important aspect of the learning process for European higher education institutions in a phase of engaging in and constructing the European Higher Education Area. Indeed, they are one of the main ways of understanding how other institutions are adapting to a changing environment, and of developing trust across national frontiers through facing certain challenges together.

Yet joint programmes also require significant additional resources, and in an era where financing is being squeezed and institutions are required to be increasingly accountable for expenditure, it is difficult to imagine that in the future a significant percentage of students will be experiencing higher education through such programmes. Indeed, given the additional costs involved, and with no sustainable funding source on the horizon, it is likely that many programmes that are in an early start-up phase may be difficult for institutions to prioritise, unless a specific funding source is identified. It is also unlikely that joint programmes will be able to deliver the significant increase in international mobility that was perhaps expected by Bologna reforms, but has so far yet to be realised.

At this stage, it would seem reasonable to suggest that joint programmes are playing a significant role in constructing the European Higher Education Area, by giving institutions opportunities to work together and learn from each other. However, whether in a decade's time there will be a significant increase in joint programmes, and whether more than an elite of European and global citizens will have any practical experience of such programmes, remains a matter of speculation.



# **1.6 Employability issues in a changing European higher education landscape**

The responses to the Trends V questionnaire suggest that employability has grown in importance as a driver of change. 67% of institutions consider the concern for employability of graduates as "very important". This figure has risen by 11% when compared to Trends III. A further 32% consider the issue "important". Conversely, the number of respondents who answered that the concern for employability is "not important" is now less than 1% of the sample, whereas in Trends III it was 5%. Hence, the perceived importance of employability is certainly significantly greater in 2007 than it was in 2003.

Yet these data should not be considered in isolation from other responses. When asked if professional associations and employers are involved in the design of curricula, 29% responded that there is close involvement. This figure is very similar, and actually slightly less than the corresponding figure in Trends III (31%). While the number of institutions that answered that employers and professional associations are rarely if ever involved in curriculum design has dropped slightly, (from 25% to 20%) this particular question reveals a fairly static situation.

The Trends V questionnaire also asks institutions about their expectations for student choices after the first cycle degree. Here, only 22% report that most will enter the labour market.

Lack of employer awareness of reforms appears to be a key issue in this respect. Many institutions, particularly in systems where re-structuring has been recently undertaken, reported that employers are on the whole unsure what to expect from a university bachelor graduate. As the phenomenon of bachelor graduates is new, and there are relatively few examples, it will require time for the cultural change to take root. Moreover, in many countries, there has been little effort made either by governments or by institutions to involve employers in debate on the reforms. This issue, raised already in Trends IV, needs to be urgently addressed if the Bologna process is to be a sustainable success.

The issue of institutional differentiation also has an important impact on employability, and institutional attitudes had significant common features, particularly in countries where there is a clear differentiation between universities and other professional higher education institutions. In such cases, many within universities consider it a reasonable division of labour that other institutions concentrate on professionally relevant first cycle degrees, or on the question of first cycle employability. Meanwhile the typical profile of a university graduate will be a graduate at the master level. While there may be an element of institutional wishful thinking that this situation will continue, nevertheless it is a strong feature of reality in many countries at the moment.

It is also clear that, although employability of graduates is a general topic of discussion, there has so far been a lack of attention to relating this to the policy agenda linked to lifelong learning. Indeed, although lifelong learning is a rhetorical priority of higher education policy in most countries in Europe, there is little evidence that institutions have considered lifelong learning challenges as a priority during the process of reforming curricula. Again this may signal that structural change is preparing the way for further changes to come. From this perspective, it can be anticipated that the Bologna process will come to be perceived as a radical reform of structures that enables a wide range of other higher education challenges to be addressed.

### **KEY ISSUE**

Although the momentum of reform has clearly been gaining pace as the Bologna process advances, the greatest challenge is to communicate far more broadly the nature of these structural and curricular reforms. Without attention to this societal dialogue - involving institutions, public authorities, employers and citizen - the impact of the reforms risks being diminished, and qualifications misunderstood.

# 2. BOLOGNA TOOLS FOR MOBILITY AND RECOGNITION

## Introduction

The main European tools that have been developed to help in the process of curriculum reform and recognition of learning outcomes are the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement (DS), and more recently, qualifications frameworks.

ECTS is a credit transfer and accumulation system that is at the heart of the reforms taking place in higher education institutions. Previous Trends studies have reported the continual rise of ECTS as the credit system for the European Higher Education Area. However, the Trends IV report already noted that many institutions called for "a more European implementation of ECTS that would preclude inconsistencies caused by national or institutional approaches", indicating their concern that ECTS was still not always being used correctly. The extent and quality of the use of ECTS has thus become a matter of key importance to Europe's higher education institutions and students.

The Diploma Supplement is an instrument to improve transparency - developed to describe the nature, context, content and status of the studies successfully completed - and which all Bologna governments pledged to provide to all students free of charge by 2005.

The idea of qualifications frameworks is to provide the overarching system-level architecture into which individual qualifications fit. Their purpose is to enhance transparency, and to make it understandable to citizens how qualifications can be used in a variety of ways – whether for further study or for the labour market. The Framework for Qualifications of the European Higher Education Area (also known as the Bologna Framework) was adopted by Ministers of Education in Bergen in 2005 as an overarching framework with which national frameworks can relate. In Denmark, Ireland, and the UK, qualifications frameworks have also been established, while a number of other national qualifications frameworks are currently under construction – or at least under discussion. At this stage in the Bologna process, however, most institutions are unaware of these developments.

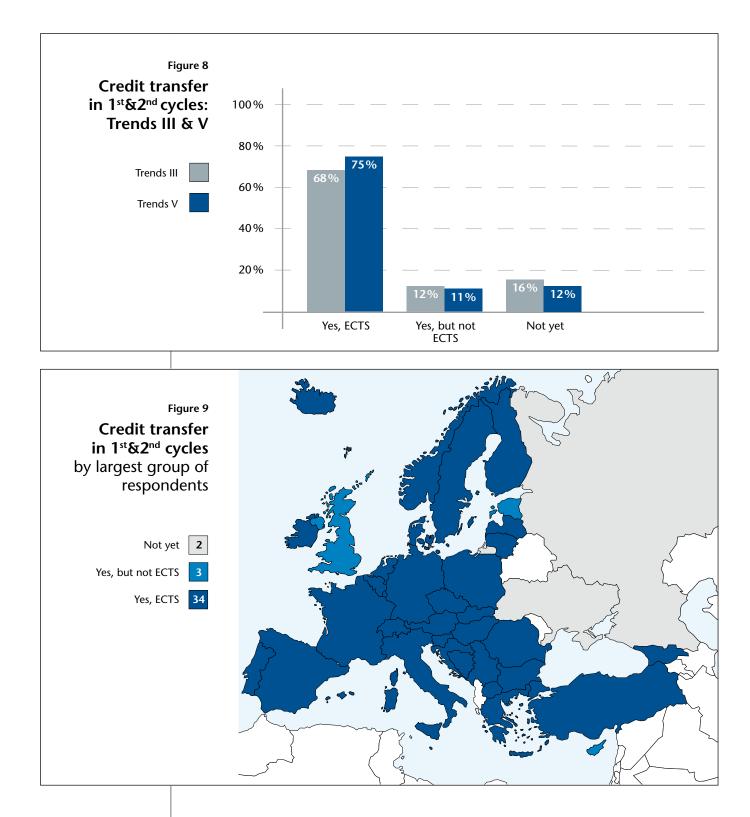
To assess progress with ECTS and the Diploma Supplement since Trends III, questionnaire responses on this topic have been compared both across the sample as a whole and by country. In addition, issues on the usage of ECTS and the Diploma Supplement were addressed specifically in all the institutional site visits. This chapter also considers developments in institutional approaches to internationalisation over the past four years. As qualifications frameworks were clearly not well known in most institutions, questions on their development have been considered mostly in the context of lifelong learning (see Chapter 5).

## 2.1 Credit systems

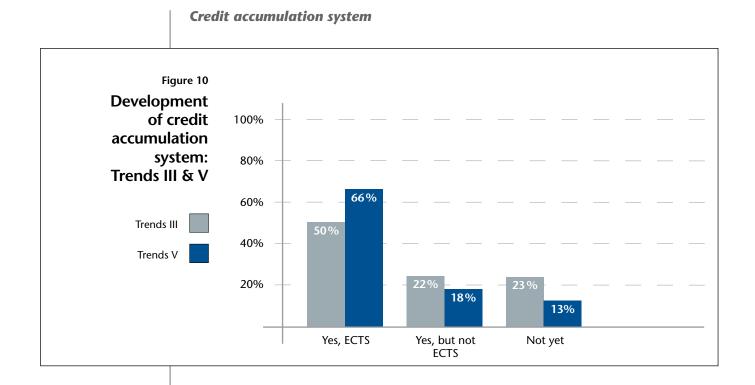
Originally conceived twenty years ago as a credit transfer system to structure and improve the quality and recognition of student mobility in the ERASMUS programme, ECTS has been given additional significance since the goal of creating a European Higher Education Area was formulated. Indeed the Bologna process has acted as a catalyst for the development of ECTS, not only as a European credit transfer system, but also as a European credit accumulation system.

#### **Credit transfer system**

Three quarters of institutions responding to the Trends V questionnaire reported using ECTS for credit transfer in all Bachelor and Master programmes, compared to 68% in 2003, and the number of those intending to use a credit transfer system in the future dropped from 16% to 12% over the four year period. In both cases, the numbers of those not intending to use a credit accumulation or transfer system, or not responding, were negligible.



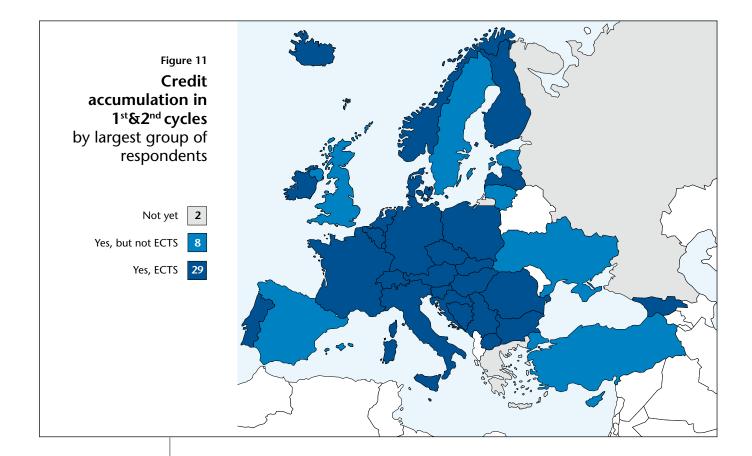
Geographically, the distribution across countries for Trends V also reflects significant swings towards the use of ECTS as a credit transfer system for all 1st and 2nd cycle degree programmes. 34 countries now have a majority of institutions reporting the use of ECTS for credit transfer, and only 3 countries have an overall majority of respondents saying that they use a different credit transfer system.



As a credit accumulation system, ECTS is able to support curricular reform and facilitate flexible learning paths within institutions and national systems, as well as internationally. Similar trends can be observed regarding the increasing use of ECTS for credit accumulation as for credit transfer.

Two-thirds of responding institutions report that they now use ECTS in this way, compared to 50% who responded positively to this same question in 2003. The number of institutions reporting the use of a credit accumulation system other than ECTS dropped from 22% to 18%, while the number intending to use a credit accumulation system in the future dropped from 23% to 13%.

The geographical distribution shows that a majority of institutions in 29 countries now use ECTS as a credit accumulation system for all their 1st and 2nd cycle programmes. In 8 countries another credit system is used. These are the same countries as in 2003, with the exception of Finland, which has left the group by moving to ECTS in the intervening period, and Spain which has joined this group and is now implementing a national system. Greece and Russia are the only countries where the majority of institutions report that no credit accumulation system is in place.



#### Assessment of learning outcomes

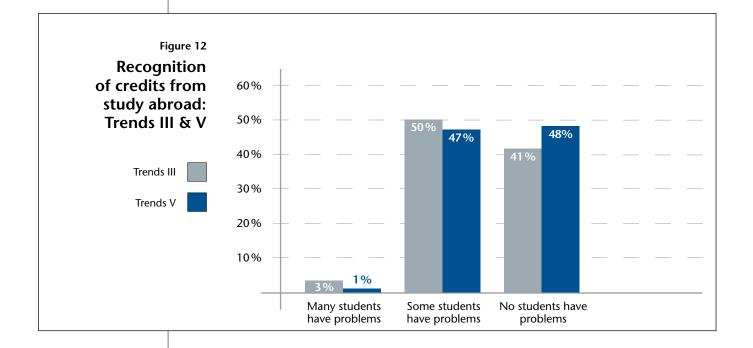
Despite the findings on increased use of ECTS, a majority of institutions continue to rely on traditional endof-year examinations to assess student knowledge. As the assessment of learning outcomes is required for credits to be awarded, this raises questions about how profoundly programmes have been restructured when introducing ECTS. Only 34% of Trends V respondents stated that the award of degrees/diplomas is made in all subjects on the basis of accumulated credits only, while 42% replied that awards are made on the basis of accumulated credits plus traditional exams. The comparative Trends III figures were 20% on the basis of accumulated credits only, and 46% on the basis of accumulated credits plus traditional exams.

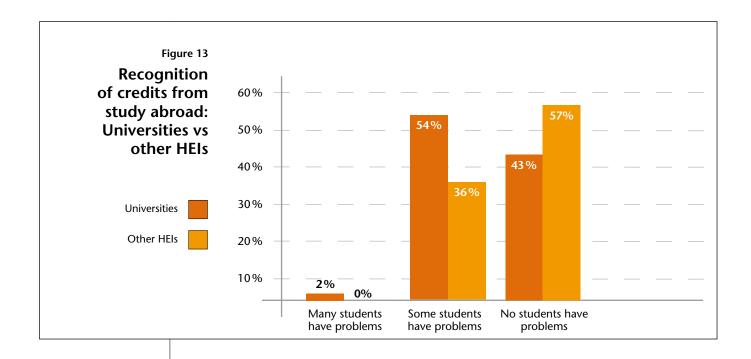
While some institutions may have found questions on this issue confusing, the responses indicate clear national differentiation. A significant majority of institutions in Estonia, Finland, Iceland, Macedonia, the Netherlands, Norway, Slovenia, Sweden, Turkey, as well institutions in Andorra and Malta, report that they award degrees/diplomas in all subjects on the basis of accumulated credits only. At the other end of the scale, a third or fewer respondents say that they make their awards on the basis of accumulated credits in Austria, Belgium, Bosnia-Herzegovina, Bulgaria, Czech Republic, Germany, Georgia, Greece, Hungary, Italy, Latvia, Poland, Portugal, Russia, Serbia and Montenegro, Slovakia, and the Ukraine. In these countries in particular, therefore, it would be important to examine further how the process of programme reform is taking place. Are new programmes, modules and student-centred learning paths being introduced within an organisational model that still includes traditional end of year examinations? Are learning outcomes being assessed more than once? Are reforms staying at the surface rather than dealing with the substance of curricula?

Although ECTS is already being used for a variety of purposes, and this process needs to be consolidated, further demands on the system can and should be anticipated. The recognition of informal, non-formal and work-based learning remains a key challenge to institutions in the context of lifelong learning, and ECTS now needs to be developed more holistically in order to ensure that learning outcomes are recognised appropriately in all institutions and for all types of learning. Moving to another level of ECTS development should not, however, deflect attention away from the crucial task of ensuring that the fundamental elements of the system – learning outcomes and student workload – are well understood and implemented.

#### 2.2 Recognition

The level of problems associated with the recognition of credits for students returning from a period of study abroad remains stubbornly high. 47% of institutions admit that some students have problems with the recognition of their credits gained abroad, an insignificant decrease since 2003. 48% venture to state that none of their students have such problems, which is likewise only a small improvement from the Trends III response.





In those countries where a majority of institutions state that no returning students have problems with the recognition of their credits, this majority is only a small one, and only in Denmark, Portugal and Serbia and Montenegro does it exceed 60% of respondents. Countries where less than a third of responding institutions venture to claim that none of their students encounter such problems include Bosnia-Herzegovina, Bulgaria, Finland, Hungary, Latvia, Macedonia, Slovenia, Switzerland, and the Ukraine.

Differences between universities and other higher education institutions can also be observed, with the level of problems reported by universities being significantly higher than in other higher education institutions. This may be linked to greater student mobility between universities, but nevertheless the finding is striking.

These continued high levels of non-recognition have two possible implications: that institutional recognition procedures are not working optimally; and/or that ECTS is not being used properly. The evidence gained during the site visits would suggest that while the former is prevalent, the latter is also frequent.

The responses to the Trends V question on institution-wide recognition procedures back this up – since there is little change in the percentages of institutions with established recognition procedures since 2003. However, universities, particularly those founded pre-1900, are more likely than other higher education institutions to have such procedures, particularly for the recognition of foreign degrees (67% of universities, 51% of other higher education institutions).

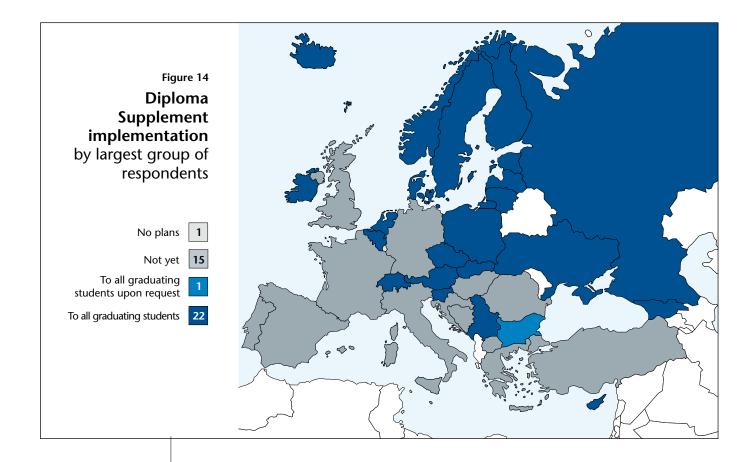
The site visits confirmed the Trends III and IV data findings that although ECTS has emerged as *the* European credit system, familiar problems regarding recognition of credits still remain, albeit at a slightly lesser scale in some institutions. ECTS was used in all institutions visited, and the increased experience in the use of learning agreements for mobile students has led in many cases to some improvement in recognition processes. However, problems continue to be encountered, with mobile students often finding on arrival that courses are no longer available or that they do not correspond to the initial description, thus causing difficulties for the learning agreement. Flexible approaches to this problem have been developed in a number of cases, allowing for the learning agreement to be modified with a minimum of disruption for the student. A number of calls were made for the introduction of an electronic tool to facilitate these administrative processes surrounding the management of learning agreements.

Although familiar problems persist, statements were made during a number of site visits to the effect that Bologna has made recognition within Europe much easier. There is certainly increased awareness of recognition issues, and in some countries evidence of increasing levels of cooperation with ENIC/NARIC structures.

#### 2.3 Diploma Supplement

At the Berlin conference in 2003, Ministers set an objective that every student graduating from 2005 onwards should receive the Diploma Supplement automatically and free of charge, in a widely spoken European language. Data on this topic was not gathered in the Trends III survey, since the survey was undertaken prior to the Berlin conference. Disappointingly, in view of the Ministerial commitment, slightly less than half of the Trends V respondents confirmed that they issued the DS to all graduating students, with a further 11% saying they issued it to all graduating students who request it. A further 38% of higher education institutions say, however, that they plan to use the DS.

Within these overall figures, there are interesting variations between types and focus of institution. In general, universities are 10% less likely than other higher education institutions to issue the DS to all graduating students. 62% of those institutions who see themselves primarily as serving a European community state that they issue the DS to all graduating students, while only 41% of institutions serving a regional community say they do so, suggesting that perhaps the DS is perceived as a valuable tool for international mobility or the international labour market, but with less relevance locally.



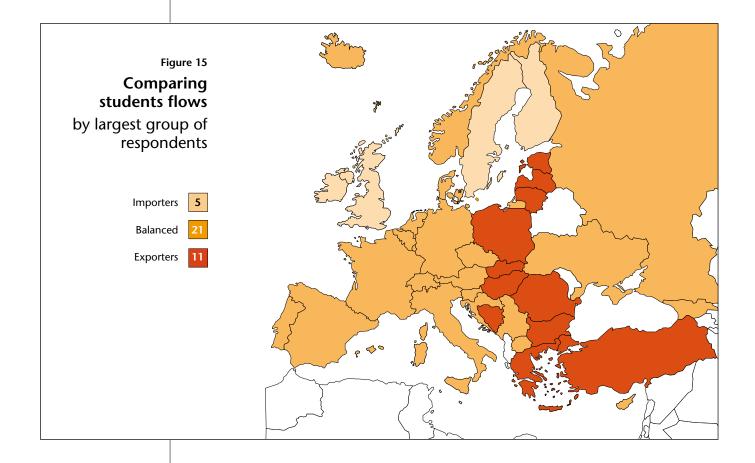
National analysis reveals that Europe divides very clearly between countries that have introduced the DS and those that are yet to do so. Three-quarters or more of respondents in Belgium, Denmark, Finland, Georgia, Iceland, Latvia, the Netherlands, Norway, Poland, Slovenia, Sweden and Switzerland say that they issue the DS to all graduating students. However, 20% or less are able to make this claim in Bosnia-Herzegovina, Bulgaria, Croatia, France, Greece, Italy, Portugal, Spain, Turkey, and the UK. Interestingly, a third or more respondents in Bulgaria, Hungary and Romania say they deliver the DS to all graduating students who request it. This no doubt indicates that the cost of producing the DS for all students is leading some institutions and national systems to a pragmatic approach of delivering the DS only when they perceive a genuine need.

The implementation of the DS is well under way in almost all visited institutions, despite technical difficulties linked with student records and, as noted in some cases, a lack of understanding regarding learning outcomes. However, introducing the DS has been and continues to be a costly exercise in administrative terms, and many universities report that employers are not using the DS, or if they are it is only in the case of the first employment after graduation. This should provide a clear message to Ministries and other authorities, as well as to higher education institutions themselves, regarding the need for greater communication and links with the labour market.

#### 2.4 Mobility

In Bergen 2005, Ministers acknowledged the difficulties experienced over many years in obtaining reliable and comparable data regarding student and staff mobility, and charged the Bologna Follow-up Group to address this issue. In parallel, the Trends III and Trends V surveys asked higher education institutions to record the relative increases/decreases in student mobility, both incoming and outgoing, over the previous three years. The results reported by institutions show further increases in mobility in both directions. This growth is of course relative to previous levels, and in many cases may be from a very low basis, but if institutional perceptions are accurate it nevertheless represents sustained and cumulative year-on-year growth, stretching back to the year 2000.

However, this finding does not sit neatly with other studies, such as the 2006 ACA Eurodata study on Student Mobility in European Higher Education, which in addition to highlighting the fact that reliable data is not obtainable, does not offer evidence of a dramatic improvement in student mobility.



Mobility flows across Europe continue to be quite variable and the same strong East-West imbalances appear as in Trends III. This time, Sweden and Finland join Ireland and the UK, along with Malta, in the list of countries where at least 80% of institutions report significantly more incoming than outgoing students. At the other end of the scale, at least 75% of institutions in Bosnia-Herzegovina, Bulgaria, Lithuania, Poland and Turkey report significantly more outgoing than incoming students. Greece and Hungary join the list of exporters when compared to Trends III, while Slovenia now joins the larger group of countries where most institutions report similar levels of incoming and outgoing students. It should, however, be remembered that these data refer to perceptions of student mobility between institutions, and do not therefore include students who may leave countries to study abroad as "free movers".

Many voices within the institutions visited considered that the introduction of the Bologna first and second cycle degrees have had, and will continue to have, a negative effect on mobility, through shortening the overall length of studies and therefore reducing options for student mobility. However, these claims in many cases do not appear to be supported by the Trends V findings – even though the lack of concrete data should lead to rather cautious interpretation of any information in this field. Incoming and outgoing student mobility is reported to have risen over the last three years in over 70% of Trends V respondents, and evidence from the site visits also points to student mobility holding up well and even improving under the new Bologna system. In institutions that pointed to an adverse effect of reforms, there was usually also an obvious explanation. Often a decline in mobility could be directly attributed to the inflexible nature of some programmes, for example all modules being made compulsory, and/or rules being implemented stating that thesis work must be done at the home university. Such measures effectively leave little room for students to consider a semester or year in a partner university abroad.

In terms of responses to the need for increased mobility, there is widespread evidence from the site visits that the institutional focus is in many cases on international rather than EU students. Partly this is due to the need to balance incoming and outgoing numbers of Erasmus students. However, there is also a growing attention in some countries on the recruitment of non-EU fee-paying students. As well as furthering academic and research links with other regions of the world, these students provide an independent funding stream for the institution, which in some cases is used to make up part of the shortfall in national funding to meet the full economic cost of EU students.

The site visits also revealed rapid advancements in the provision of programmes through English, especially at Master and PhD levels. The introduction of these "Bologna" 2<sup>nd</sup> and 3<sup>rd</sup> cycle programmes has certainly boosted the international attractiveness of many universities. However, some systems do not allow teaching in the first cycle through English, but insist on the national language. Some universities offer parallel first-cycle programmes through English for international students – but staff and students often do not consider these courses to be of the same quality as the "national language" programmes. Language barriers therefore continue to pose major obstacles to mobility, even where programmes are now offered through English.

In larger countries with diversified higher education systems, the introduction of Bologna reforms is sometimes leading to greater student mobility between institutions in the same region, as institutional collaboration is developing more systematically in teaching, research and other activities. This regional collaboration would appear to be strongest at postgraduate levels and is often linked to institutional research strategy. These initiatives also have an international dimension, as one of the goals of such enhanced cooperation is in many cases to strengthen the collective international presence and competitiveness of the institutions and regions concerned.

Overall levels of student mobility are certainly affected by the fact that in almost all countries, a majority of students work on a part-time basis during their student years, and either cannot afford, or do not wish to lose this income. It was also pointed out in some institutions in Central and Eastern Europe that improving conditions at home universities and in the national environment generally meant that students are less likely to participate in mobility programmes. As seen from the Trends V data, however, many of these countries are still overall net exporters of students, as they have not yet become popular destinations for large numbers of students from other European countries.

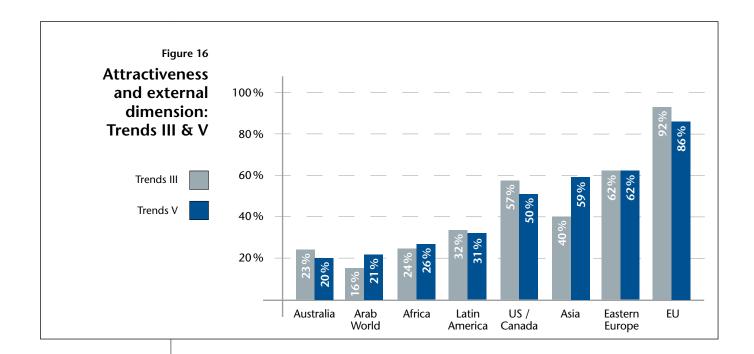
Information was also gathered from the site visits regarding staff mobility, although hard evidence here is even more difficult to discern than for students. Physical mobility for academic staff appears to be far more often linked to research than to teaching. Indeed, the new Bologna curricula combined with traditional academic structures and cultures often provides an array of difficulties for those who aspire to organising regular staff mobility programmes for teaching purposes. No obvious incentives currently exist for institutions to develop such mobility, and individual efforts will often be countered by arguments of insufficient teaching and administrative backup to cover colleagues who are abroad. As such mobility is usually neither recognised nor rewarded by the employer institution; the staff member may also face a backlog of additional work on returning home.

The lack of physical mobility does not necessarily mean that institutions are becoming more isolated. As international cooperation can be developed and maintained through the use of the internet and associated information and communication technologies, this is more often the preferred approach. Nevertheless, opportunities for relatively large numbers of students to benefit from academic mobility for teaching purposes are not currently being exploited to any significant degree.

#### 2.5 Internationalisation

Increasing the attractiveness of the European Higher Education Area for the rest of the world has been a driving force of the Bologna Process since its inception, and is one of the main goals which many of the action lines are intended to support. Both the Trends III and Trends V questionnaires therefore gathered data on this topic, in order to gauge the evolving positions and opinions of higher education institutions.

In terms of the geographical areas in which institutions would most like to enhance their international attractiveness, the EU remains the first choice by a margin of 25%. The small drop since 2003 can be attributed to EU enlargement and the fact that many Trends III respondents for whom the EU was a priority are now EU members themselves. Eastern Europe remains the second priority for enhancing attractiveness, with institutions in Spain, Sweden and Switzerland mentioning it least. Asia overtakes North America as the third priority, with an important increase since 2003, and over 70% of institutions in Finland, France, Hungary, Lithuania, the Netherlands, and the UK citing it as a priority. The US and Canada drop to fourth place, with Latin America remaining in fifth. Australia, the Arab world, despite some increase in attention, and Africa remain the lowest priority areas for higher education institutions across Europe.



Universities are considerably more likely than other types of higher education institution to list the US/ Canada, Asia, Latin America and the Arab world in Trends V as priority areas for increasing their attractiveness. Not surprisingly, institutions which see themselves with primarily a European focus also see the EU and Eastern Europe as higher priorities. Likewise, institutions with a world-wide focus are more likely to list all other continents and world regions as priorities than institutions with a regional, national or European focus.

In what could be interpreted as a vote of confidence in the Bologna process so far, Trends V respondents remain faithful to their Trends III predecessors, with a small but similar majority still considering that the European Higher Education Area will provide better opportunities for all students in their institutions, and for all participating institutions. However, an increasing number of institutions answer that mainly mobile students (incoming, outgoing or non European) will be the greatest beneficiaries, indicating that there is a lack of consideration of the benefits to all students of an international environment. Meanwhile, there has been a significant increase in the number of institutions that consider that the competitive institutions will benefit from the Bologna process, thus indicating that competition is more firmly a part of institutional reality than four years previously.

#### Key Findings:

- ECTS continues to gain ground as the credit system for the European Higher Education Area. Yet attention to correct understanding of the two key elements of the system – student workload and learning outcomes – is still imperative.
- The Diploma Supplement is being widely issued is many countries, with others still in a preparation phase. Dialogue with employers is again needed to ensure the utility of the tool.
- Although the perception of mobility is increasing, there remain many barriers to address. Institutions
  could and should do more to ease problems with recognition of qualifications and periods of study
  abroad.
- Internationalisation is an increasing priority for institutions, with Asia having become a major region of interest to European higher education institutions in the past four years.

#### **KEY ISSUE**

The tools developed to assist the Bologna process (ECTS, DS) are not always being exploited to their full potential. The challenge is therefore to ensure that tools are well understood and properly implemented so that everyone can benefit. It is particularly important for staff and students to think in terms of learning outcomes to ensure that curricula are re-considered in appropriate depth.

## **3. STUDENT SUPPORT SERVICES AND STUDENT PARTICIPATION**

#### Introduction

The topic of student support services has been largely neglected in European policy debates. The Trends IV report, however, noted that, *"in re-designing more student-centred curricula, institutions must foresee that students will need more guidance and counselling to find their individual academic pathways in a more flexible learning environment"* (Trends IV, p.20). This was followed by the first explicit mention of the topic in a Bologna Ministerial communiqué in Bergen 2005, where Ministers recognised that, *"The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access".* 

The Trends IV study also found that institutions where student participation is active and encouraged were in general more positive about the implementation of reforms than those where students were very little involved.

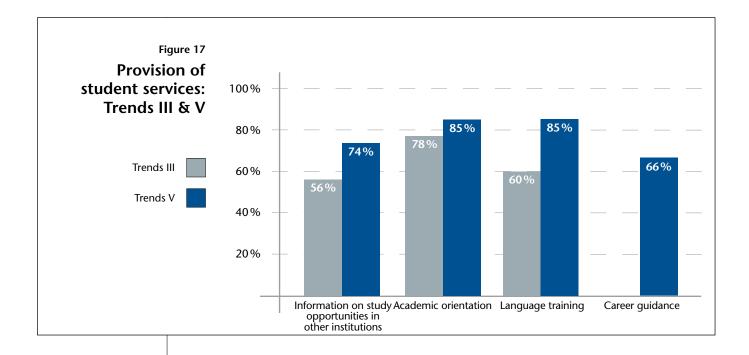
It was therefore considered essential to pay strong attention in the Trends V project both to student support services and to developments in student participation. This has been done through analysis of specific questions in the Trends V survey, and also by greater focus on these issues during the site visits. The research team has also benefited from in-depth focus group discussions with professionals in various aspects of guidance and counselling provision during the 2006 annual conference of the European Forum for Student Guidance (FEDORA) network.

#### 3.1 Student support services

Student support services are necessarily wide-ranging, and should be adapted to the needs of the student body. As the Bologna reforms begin to take root within higher education institutions, students across Europe are experiencing important changes in matters such as degree structures, study programmes, teaching and learning methodologies, as well as the range of academic choices and progression routes open to them. Students should be, and hopefully are, the primary beneficiaries of these reforms, but if failures occur, they will also be the first affected. Any change process brings uncertainty, and it can be anticipated that students will routinely need explanation and advice in such a context – hence the need for effective services. It is also an aspect of democratic society that those who are the users of services should provide feedback on their quality and have a stake in their development. This is particularly the case when the shift in educational paradigm is from teacher to student-centred learning.

Student services such as academic guidance, career services, accommodation, psychological counselling and welfare services, play an increasingly important role when it comes to enhancing the attractiveness and the competitiveness of the European Higher Education Area. They provide national and international students with the infrastructure to assist each individual student to navigate through higher education in the best possible way, and ideally should be adapted to each student's goals, objectives and personal circumstances.

Such services are also crucial in realising the aspiration of widening access to higher education to more diverse groups of learners, especially those currently under-represented in the student population who may need greater levels of support. Student services therefore form a vital part of the infrastructure required to support the lifelong learning mission of institutions, and are also crucial when attracting international students.



The Trends V survey indicates a growth in the provision of student services during the four-year period from Trends III to Trends V. The areas included in the survey were: information on study opportunities in other institutions (56% to 74%), academic orientation services (increase from 78% to 85%), language training (60% to 85%), career guidance services (new - 66%),

The results from the Trends V site visits indicate, however, that the questions on student services may have been answered by some institutions more in the context of mobility rather than with the whole student body in mind. Indeed the Trends III questions of 2003 in this area were explicitly set in the context of student mobility, and this assumption may have continued in the Trends V responses.

The sample of universities participating in the Trends V site visits all provided language training, guidance and counselling and accommodation as part of their service towards international students. This increase in the provision of services for international students also matches the Trends V findings regarding increases in student mobility, outlined in Chapter 2.

While the statistics from the Trends V institutional questionnaire indicate that many higher education institutions offer a considerable range of student services to at least a part of their student body, what is not captured in the data are the key issues of how these services are staffed, the level to which they are funded, and whether or not there is any evidence that they are delivered effectively.

#### Language training

One example that indicates that answers have often been considered in the context of mobility is the provision of language training, which takes place in 85% of all institutions - an increase of 25% since Trends III. The site-visits found no evidence supporting such an increase in language training for the whole student body, but did find that in all institutions visited the provision of language training for outgoing and incoming students had increased. These interpretations are given further validity by the responses to the Trends V question regarding language and cultural support to incoming international students, to which 67% stated that they provided such services to incoming students, but only 18% provided them to all students at the institution. A further 13% admitted that they did not have any such support services.

#### Information on study opportunities in other institutions

74% of all participating institutions answered that they provide information on study opportunities in other institutions. However, the site-visits and focus groups would suggest that this answer was also made with consideration to information on institutions in other countries. Indeed, very few institutions visited, apart from in Romania, appeared to have any significant mobility between national institutions from bachelor to masters level. On the other hand, all the institutions visited provide information on their international partner institutions within mobility schemes during particular cycles.

#### **Guidance and counselling**

Attention to a supportive environment for learning has been growing throughout the Bologna process. The Berlin Communiqué highlighted *"the need for appropriate studying and living conditions for the students, so that they can successfully complete their studies within an appropriate period of time without obstacles related to their social and economic background"*. The Bergen Communiqué also further emphasised the need for governments to support students from socially disadvantaged groups both financially, and through providing guidance and counselling services. In addition to broadening participation, an underlying goal in many countries is to improve the student completion rate.

It is clear from the site visits and focus group discussions, that there is great diversity across Europe regarding guidance and counselling provision. Whereas diversity is often strength of European higher education, with regard to guidance and counselling services it should perhaps be recognised as a weakness.

One aspect of this diversity is in terms of where responsibility for guidance and counselling lies: with the state, with local public authorities, with public or private agencies, or with the higher education institutions themselves. The services themselves are defined in different ways, fulfilling different missions in different institutions and countries across Europe. The key services can be divided into academic orientation and career guidance on the one hand, and professional psychological counselling on the other.

There is diversity in terms of the value and support given to these services. Overall, there is insufficient recognition that in order to meet the ambitions set for higher education by the Bologna process and the Lisbon Strategy, and ease the pathways between secondary education, higher education, and the labour market, more solid guidance and counselling services are essential. These services are needed to support students in making choices linked to their academic studies and professional careers, and overcoming difficulties along the way, whether the students are local or international, and engaged in formal, nonformal or informal education. Guidance is especially important in institutions with a strong focus on lifelong learning, and which are working to attract a diversified student population. It is essential as part of an institutional approach to improving student retention, and should also be seen as a tool to support employability.

However, as discussed in Chapter 4, the Trends V data shows that student learning services – including guidance and counselling services – are rarely included in internal quality assurance. This was supported by the findings from the site visits. It would therefore appear crucial to start evaluating whatever services do exist in this field, and to build on these evaluations to expand provision and possibly to develop norms, whether at institutional or national level, to ensure the quality of these services. Such steps have already taken place in some systems, and are reported to have helped to develop sustainable and professional services for students.

#### **Career guidance services**

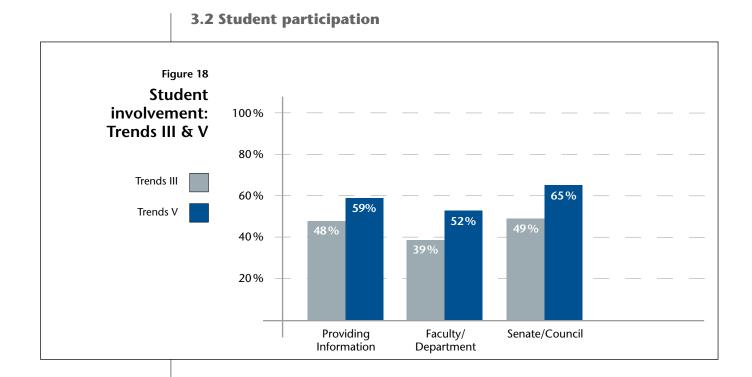
The Trends V survey shows that 66% of European HEIs provide career guidance services for their students. This data cannot be compared with 2003 since the question was not included in the Trends III questionnaire. However, it is possible that career guidance provision at institutions is increasing with the introduction of the three-cycle system. This would be coherent, since institutions say that they are concerned with employability, and increasing numbers of new bachelor degree holders will graduate and wish to enter the job market. The site-visits also showed some developments in the areas of tracking graduates and in improving contacts with the labour market, not least through the development of specific lifelong learning programmes, such as professional masters or other courses aimed at the regional labour market.

While career guidance has been carried out for a long time in some countries, it is clear that this is a service that needs to be expanded as the Bologna bachelors start to enter the labour market. Large numbers of these bachelor graduates can be expected from the academic year 2006-07 onwards. In some countries, universities have begun to evaluate the impact of the new degrees on the labour market so far through the tracking of graduates. However, the site visits indicated that there did not appear to be much feedback yet from employers, nor of their expectations.

#### Part-time and double degree students

Echoing the findings reported in Trends III and IV, the Trends V site visits showed that significant proportions of students in many institutions across all countries of Europe are working part-time to support themselves, alongside their "full-time" studies. In many countries, a majority of students are *de facto* part-time due to their work commitments, but not registered as such. In other countries, it is common practice for students to register for two degrees in parallel, in areas that might support their research interests, or to improve their employability. The result is that the student is only part-time in each of the degree programmes. Such double registration is especially common in countries where interdisciplinary degrees are not well developed, or where the introduction of the new degree structure has not lead to more flexible practice in the choice of elective modules, or in the choice of subject when moving from the bachelor to the master level.

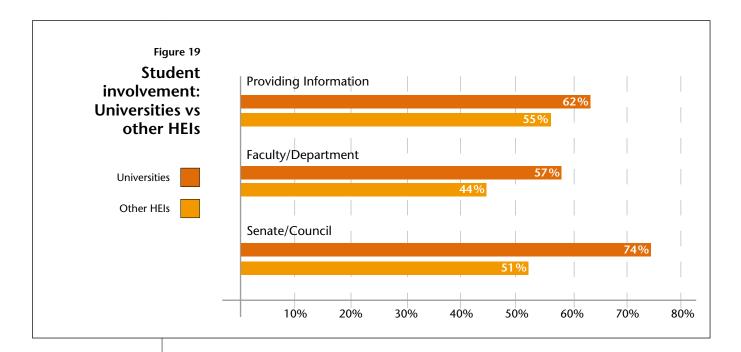
These phenomena are not new, but have received insufficient attention at European level. National systems and institutions plan and behave as if most students study full time, whereas all must be aware that this is less and less the case. This is a sensitive issue, as it in linked to the question of financial support for students and pressure on the public purse, as well as to the question of access for those facing socio-economic disadvantage. While part-time working may be a positive and complementary element of the higher education experience for some students, it can become an obstacle to success for others, and solutions therefore need to be found by increasing flexibility of educational programmes in response to the needs of learners.



# There has been a positive development since 2003 in the involvement of students in the implementation of reforms at institutional level. An increase in student participation of more than 10% overall has taken place, the most significant change being a 16% increase in central level participation. The Nordic countries tend to report very high levels of participation, as do Bosnia-Herzegovina, Croatia, Estonia, Germany, Hungary, Latvia, Macedonia and Romania. The site-visits support these trends, with students better involved both formally and informally than in the Trends IV site visits in 2005. The general level of knowledge of the aim of the Bologna process has improved among student representatives and, perhaps to a lesser extent, among "ordinary" students also.

A future challenge outlined in the Trends III report referred to the need for improved involvement of students at institutional and particularly at departmental level in the reform process. While improvement has taken place since then, this remains weakest at faculty/departmental level, as the aggregate Trends V data shows, with only just over half of responding institutions involving students at this level. A third or fewer of institutions responding from Austria, Hungary, Iceland, Portugal and the UK responded positively in this respect. Evidence emerged from the site-visits that student knowledge at faculty/departmental level varied considerably, as a consequence of different levels of involvement and reflecting the prevailing attitudes of staff within those units to the Bologna process. The site visits also raised questions about the level of involvement of students. While they may be involved formally in decision-making bodies, many pointed out that they are not involved in discussion to prepare key decisions, and it is at this stage that their input could be most effective.

Regarding the other challenge in this area highlighted in Trends III, the site-visits showed that overall student information regarding the Bologna process has improved, and that discussions now focus on the implementation of the various action lines and objectives, rather than just on the overarching goals. In only a very limited number of cases was there an ideological discussion on the perceived relationship between Bologna and a purely economic agenda.



Interestingly, the survey found significant differences between the student involvement in universities and other higher education institutions, especially at the more formal levels of the faculty/department and senate/council. The difference may often be explained by the fact that, within universities, students in most European countries have formal participation at the different levels of governance, while this is not true for all other higher education institutions. However, there is no reason, for instance, why there should be a difference of 7% between the numbers of universities and other higher education institutions that provide information to their students on Bologna issues.

#### **Key Findings:**

- Guidance and counselling provision for students differs greatly across European higher education institutions, and in most systems these essential services are neither given sufficient priority, nor are monitored in quality assurance activities.
- Large numbers of full-time students across the whole of Europe are working part-time to support themselves during their studies, or indeed are undertaking two study programmes in parallel.
- Overall levels of student participation in the implementation of reforms at institutional level have increased since 2003, although increases are not spread evenly across all countries, and institutional types.

#### KEY ISSUE

The value of student support services needs to be better recognised, supported and developed in the interests of all students. In particular guidance and counselling services play a key role in widening access, improving completion rates and in preparing students for the labour market.

# 4. QUALITY ASSURANCE

#### Introduction

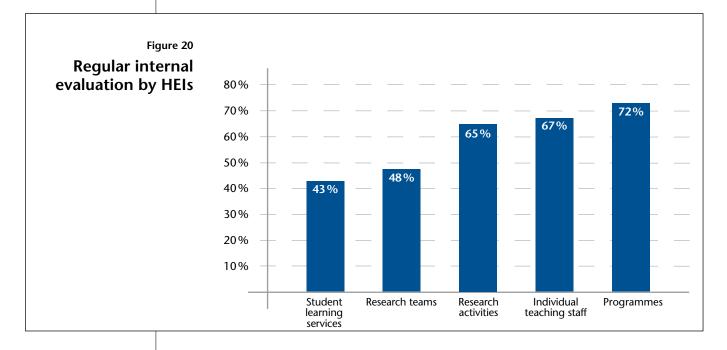
The context affecting quality assurance in the emerging European Higher Education Area has evolved significantly since 2003. Increasingly there is an awareness that concern for quality must be at the heart of the system, as exemplified by the Norwegian example, where the Bologna process has been assimilated into the national system, and is now referred to nationally as "the Quality Reform".

A significant impulse for new developments took place at the Berlin Ministerial meeting in 2003 when Ministers declared that, "the primary responsibility for quality assurance lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework." Although this was the basis on which a number of national systems had already been operating, and was the concept which EUA had been promoting since the mid 1990s, the explicit statement by Ministers from 39 countries can now be seen to have sparked a significant change in attitude and perception in many countries across Europe, as well as in many academic and institutional European networks.

These changes in turn provided the basis for agreement on European standards and guidelines for internal and external quality assurance, which were the result of intensive work between quality assurance agencies, higher education institutions, and student representatives during the two years following Berlin. These standards and guidelines were formally adopted by Ministers in Bergen in 2005 and have since been widely disseminated, discussed and promoted. The questions which have been asked of institutions in the Trends V questionnaire - on the different objects of internal evaluation - as well as the themes pursued in the site visits, are all based on the European Standards and Guidelines. Further information on national developments has been provided by National Rectors Conferences.

#### 4.1 Internal evaluation: questionnaire findings

Given the major policy changes in the field of quality assurance which have taken place on a European scale since 2003, the objective of the Trends V questionnaire in this field was to ascertain to what extent higher education institutions were taking a pro-active approach to internal quality assurance, and whether or not this was supported by external quality assurance processes. The aim was to explore the frequency of evaluations for programmes, student services and research teams. The institutions were also asked to indicate the character (obligatory or voluntary) of processes evaluating the individual teaching staff.

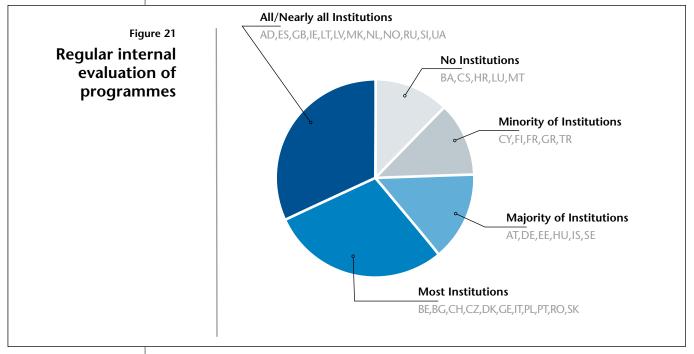


When comparing the relative reported levels of internal quality assurance activity, it can be seen that programmes are evaluated most regularly, while student learning services and research teams much less so. While the questionnaires did not explore the extent or consequences of these internal evaluations, nevertheless the responses provide a clear signal that most higher education institutions do undertake various forms of internal quality assurance. Furthermore, although Trends V and Trends III data are not directly comparable, it can be observed that considerably greater proportions of higher education institutions are now undertaking activities key to developing an active internal quality assurance system than in 2003.

#### Internal evaluation of programmes

Over 95% of responding higher education institutions stated that they conduct internal evaluations of their programmes, of which over 70% do so on a regular basis, while 24% do so "sometimes". This compares favourably with the Trends III findings, where 82% answered that they had some form of internal mechanisms for monitoring the quality of teaching.

When examined nationally, it is clear that there are strong system trends underlying these responses, with 12 countries clustered in the category of all/nearly all institutions conducting regular evaluations, and a further 11 countries where most institutions undertake these processes. At the other end of the spectrum, it is not surprising to find that some of the institutions where none or only a minority of higher education institutions conduct such evaluations can be found in countries where there is not yet an operational quality assurance system.



See abbreviations on page 91

Linguistic confusion regarding the wording of this question is possible. In particular, the concept of "internal evaluation" may have been confused with "self-evaluation" as a preparatory phase for external quality assurance. Higher education institutions in those countries which have recently introduced new "Bologna" programmes, and where the QA mechanisms are so far linked to an external accreditation process, may also have responded with this in mind. Nevertheless, the overall responses give a clear indication of the extent of the regular use of internal QA mechanisms for academic programmes across Europe.

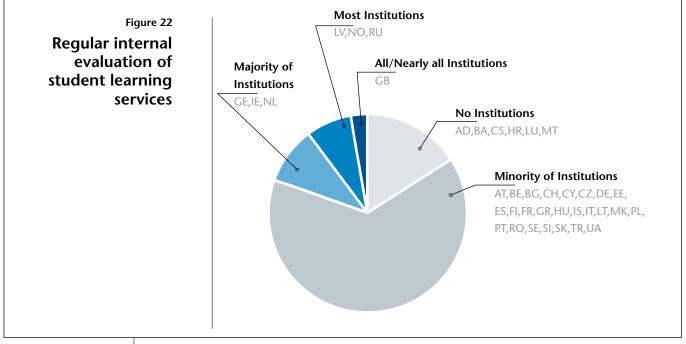
#### **Evaluation of student learning services**

The overall response is far less affirmative regarding the evaluation of student learning services, such as libraries, academic orientation/advisory services, etc. Only 43% of higher education institutions respond that they regularly evaluate such services, with a further 36% stating that they do so "sometimes". 20% of responding institutions do not evaluate these services at all.

These rather low figures compare favourably, however, with the Trends III findings, where 26% stated in 2003 that they had internal mechanisms to monitor the quality of activities other than teaching and research.

The geographical variations in these Trends V responses are striking. In only a handful of countries do a majority of higher education institutions include such vital services as libraries and student advisory offices in their regular quality assurance procedures. These figures are also disturbing when viewed in relation to the provision of student services (see Chapter 3), where 85% of institutions report that they offer academic orientation services, a significant increase from 2003. Most of these services must either be so new that they have not yet been evaluated, or alternatively there are no plans to evaluate them on a regular basis.

There is a clear need for a more concerted approach to improving quality of these key elements of the teaching and learning environment. Effective quality culture is difficult to envisage if these services are neglected.



See abbreviations on page 91

#### **Evaluation of research teams**

In the research field, slightly less than half of the higher education institutions stated that they regularly evaluate their research teams, while a quarter replied that they "sometimes" do so, and a further quarter responded "no". However, nearly two-thirds of higher education institutions stated that they collected quantitative data systematically on all research activities, with a further quarter answering that they did so for some activities. Again, these figures are improvements on the Trends III data from 2003, where 53% of institutions stated they had some form of internal mechanism for monitoring the quality of research.

#### **Evaluation of individual teaching staff**

Regarding the evaluation of individual teaching staff, two-thirds of responding higher education institutions stated that they had obligatory procedures, while a further 17% stated that voluntary procedures were in place. 16% stated that they did not have such procedures.

While these trends in increasing internal evaluation are evident, the main challenge appears to be to broaden the scope of institutional quality assurance activities. Extending quality assurance to the provision of vital student services, especially those related to guidance and counselling and thus to supporting students with the greatest needs, remains a particular challenge.

#### 4.2 The rise of quality culture

A significant development in the quality assurance arena, supported by these findings on internal evaluation, has been a growing focus on quality culture, essential for institutions striving for excellence in their various fields of activity. This has been accompanied by a perceptible change in vocabulary since 2002, both on the part of QA agencies and higher education institutions, as the concept of quality culture has become assimilated. The rise to prominence of this concept can be attributed mainly to the EUA quality culture project, which ran from 2002 to 2006 and involved 134 higher education institutions grouped in eighteen networks. The work of this project can be seen as one tangible response to the call from Ministers in Prague in 2001 for collaboration and dissemination of best practice between higher education institutions.

The institutional site visits provided considerable supplementary information to back up the questionnaire data and assess the development of quality culture. In all the institutions visited, it was apparent that a significantly increased emphasis is now being placed on internal QA mechanisms. This is a major development, all the more so since it is taking place across such a variety of institutions and range of countries. At the heart of these internal mechanisms lie a greater use of student and graduate feedback, and increasingly sophisticated uses of information platforms, which provide comparative internal data regarding student and staff performances, based on a wide range of criteria linked to the effectiveness and efficiency of teaching, learning, research and other activities.

Many institutions appear to have taken the opportunity offered by Bologna and the various structural reforms underway to introduce new systems for management of information, performance management and resource allocation. The administrative support system needed for ECTS, modularisation and the Diploma Supplement likewise provides relevant and up-to-date data which can support a pro-active internal quality assurance process. Once these administrative developments are fully operational, they will have the potential to provide far-reaching benefits for the strategic management and daily operations of the institution.

Another significant finding from the site visits was that students are increasingly present in the QA process within institutions. In many cases this is due directly to Bologna and the introduction of new degree structures, new academic programmes, and indeed to new concepts in quality assurance. This increased student "presence" at all levels of the institution, but particularly in terms of feedback mechanisms on the teaching and learning process, is in turn stimulating greater awareness of QA issues among staff. The EUA research teams heard on a number of occasions that this increased student involvement was in fact a driver of QA within the institutions concerned. In one case, the introduction of student fees was seen as driving the new focus on QA. In institutions with more experience of internal QA and in the more mature external quality assurance systems, high levels of student involvement were taken for granted and regarded as highly beneficial by both students and institutional leaders alike.

The site visits also provided evidence of the increasing use of external experts in various aspects of quality assurance across many types of academic activities. These included experts from other universities in the same country, or from abroad. Many of the activities were of an informal nature – such as bringing together groups of experts to advise on curriculum reform and new types of learning. Academic networks, both national and European, played an important role in such activities. Other more formal examples included the participation of international experts in external evaluation processes. The increasing importance attached by institutions to internationalisation (see Chapter 2) has resulted in some cases in the deliberate use of international experts in the quality assurance process.

#### 4.3 Autonomy

In 2003, when institutions were asked to state whether the legal framework supported or undermined autonomous institutional decision-making in their countries, just over 50% of respondents responded that the framework supported or significantly supported such autonomy, while a further 40% stated that the framework both supported and undermined to varying degrees. Two years later, Trends IV site visits clearly found "that the institutions with the most systematic approach to quality are also those that benefit from the greatest institutional autonomy. Conversely, the institutions with the lowest degree of autonomy have not started to develop a systematic approach to quality." (Trends IV, p.32)

The Trends V data show that over three-quarters of all institutions now state that their institution has sufficient autonomy to make decisions and manage its affairs in the best interests of students and society. Although this topic would need considerably more detailed exploration, it may be a preliminary indication that the many legislative and procedural reforms which have been taken place across most European higher education systems are in fact devolving greater autonomy to institutions. Difficulties obviously still remain, particularly in the area of financing, but the general direction would appear to be the right one, supporting the overall drive through the Bologna process to ensure greater autonomy for institutions, and thus encouraging them to become more responsive and accountable.

Major problems were however encountered in a number of cases when trying to match the need for a forward-looking innovative internal quality assurance system and a standardised accreditation procedure. The EUA research teams heard on several occasions how some accreditation procedures stand in the way of curricular innovation and reforms, for example preventing interdisciplinary programmes and inhibiting experimentation within new Bologna programmes. In countries where the national accreditation system is based at programme rather than institutional level, there is frequent tension with emerging institutional quality improvement strategies and procedures. It would also appear that in some cases, the accreditation objectives are not always in line with Bologna objectives.

A further problem linked to the accreditation procedures and the introduction of new Bologna programmes was widely reported. Given the number of new programmes in preparation, and the limited capacity of many accreditation bodies, higher education institutions were having to wait considerable lengths of time before a programme could actually go through the accreditation procedures and then be offered to students. Although essentially a logistical problem, it was causing important problems for a number of higher education institutions, at both first and second cycle levels, and highlights some of the disadvantages of such *ex-ante* accreditation procedures.

The influence of external QA procedures could also be observed in other ways during the site visits. Where, for example, the QA agency is moving towards an institutional audit approach to quality, institutions are focusing very much on their own internal processes in preparation for the external audit. Some of the same logistical problems were also being encountered in these cases, with institutions disappointed that they were being asked to wait several years before such an audit could take place. The difference in these cases is, however, that in the meantime the institution can implement the programmes and take full responsibility, and the audit process will later examine whether the higher education institution was using suitably rigorous internal QA mechanisms to ensure the quality of its programmes.

One outcome of these various developments in the fields of both internal and external quality assurance is that there is a growing quality assurance community within higher education institutions, with emerging practitioner networks across Europe. Linked to this, and encouraged by these emerging networks and by the shift in focus of national quality assurance systems, considerably greater understanding and acceptance now exists within higher education institutions of the need for internal quality assurance policies and practices. The link between institutional responsibility, accountability and autonomy, on the one hand, and the need for reliable and transparent quality assurance mechanisms, on the other, would now appear to be firmly established and understood. The tendency seems to be that as institutions become more responsible and accountable, external quality assurance evolves to become less intrusive. This is reflected by the number of mature quality assurance systems which have moved away from a system of programme accreditation, replacing it with a focus on institutional evaluation or audit.

This emerging consensus across the higher education community, bringing the agencies, the institutions and the students closer together around overall goals and methodologies for quality assurance, has been accompanied by the continued growth and development in national and regional quality assurance systems across Europe. This growth and change, together with the increasing awareness within higher education institutions themselves of the benefits and challenges of effective quality assurance and enhancement activities, have paved the way for a considerably more constructive approach to quality assurance in general.

#### Key Findings:

- Progress in developing internal quality culture, and in improving the relationship with external QA agencies, is very encouraging.
- Essential student support services are often neglected in both internal and external QA processes.
- Many institutions and agencies currently consider only local or national dimensions to quality assurance and enhancement. Greater communication about developments across Europe in the QA field is vital.

#### KEY ISSUE

Many higher education systems are currently being held back from Bologna implementation – and thus from offering improved services to students and society - by national QA systems that are costly, offer no evidence of overall quality improvement, and stifle institutions' capacity to respond creatively to the demands of evolving European knowledge society.

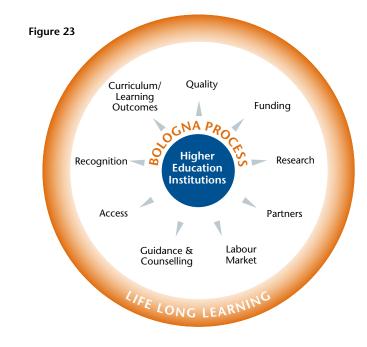
## 5. LIFELONG LEARNING AND WIDENING ACCESS

#### Introduction

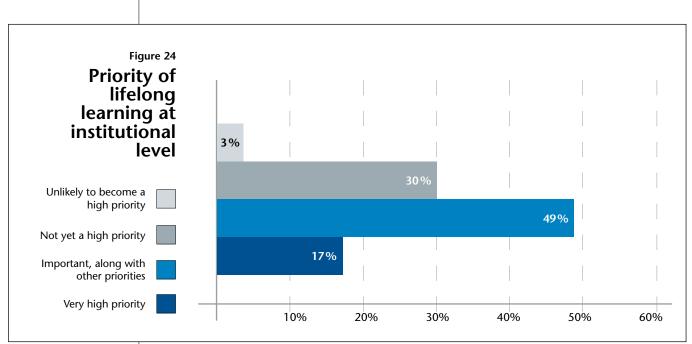
Lifelong learning offers ways to rethink approaches to higher education, as well as for institutions to develop relationships with other formal and informal education providers and the rest of society. However, the term "lifelong learning" is itself the subject of conceptual misunderstanding, used confusingly both to cover continuing education and training for qualified graduates, and initial education for disadvantaged groups often through part-time education. Although it may have been expected at the beginning of the decade that lifelong learning would be central to institutional reform processes, this has so far failed to happen, with issues of structural reform taking precedence over these challenges. Lifelong learning has thus been developed more on the periphery of institutional strategy, rather than as a driving element of it.

Yet economic imperatives seem to be bringing the agenda once again to the forefront of attention, as national and European policy discussions focus on the development of a more effective workforce for the knowledge society. Europe's changing demography, with ageing societies, declining younger generations, and the dramatic increase in representation of women in the student population, is inevitably set to have a major impact. In some countries, institutions may merge or close, but many can also be expected to diversify their educational offer and target different profiles of students.

The lifelong learning agenda challenges institutions to reorient provision to enable a broader range of individuals to fulfil their potential. Widening access is therefore a central element of the lifelong learning agenda. These issues have therefore been given considerable attention in the Trends V project, to find out to what extent the renewed political focus is mirrored in institutional reality. Questions posed in the Trends V questionnaire are not, however, directly comparable to the information gathered in 2003. At that time, the focus was on the strategic development of lifelong learning, whereas Trends V has concentrated on the activity that institutions are pursuing, and on the utility or otherwise of tools such as qualifications frameworks in this context.



The Bologna process and lifelong learning



# 5.1 The priority of lifelong learning in European higher education institutions

The Trends V questionnaire responses indicate that lifelong learning is a part of the educational landscape for the large majority of higher education institutions. The questionnaire looked at what priority European higher education institutions give to lifelong learning. Two thirds of the institutions (66%) answered that it either had high priority or had priority along with other priorities. However, only 17% indicated that it had very high priority for their institution.

Only in five countries (Croatia, Georgia, Greece, Italy and Serbia and Montenegro) did over 50% of the responding universities indicate that it is not yet a priority, but it may become one. The countries where over 30% of the responding institutions considered it to be a high priority were Austria, Denmark, Ireland and Russia. Interestingly, there is no notable difference in the distribution between universities and other higher education institutions, nor if the sample is divided by the way they define their communities: regional, national, European or worldwide.

Although these findings are not directly comparable with Trends III, it is interesting to note that in 2003, 35% of institutions indicated that they had developed an overall strategy for lifelong learning and 31% that they were in the initial stages of doing so. Thus in 2003 66% of institutions were engaged in strategy discussions on lifelong learning, while exactly the same percentage of institutions today consider that lifelong learning has high or very high priority.

Although these statistics suggest uncanny coherence in the development of lifelong learning, little or no evidence was found from questionnaires or site visits of comprehensive national debates on lifelong learning strategies. Indeed no institution mentioned that it had taken part in a consultation process on the development of a national strategy despite the fact that the Trends III survey had pointed out that:

"a majority of countries have the intention or are in the process of developing a LLL strategy. Such policies already exist in one third of Bologna signatory countries, namely in Belgium, Denmark, Finland, France, Iceland, Ireland, the Netherlands, Norway, Poland, Slovakia, Sweden and the UK." (Trends III p.91)

National Rectors' Conferences also reported as part of the Trends V exercise that institutions have yet to consider lifelong learning as providing an overall framework for education in a cradle-to-grave perspective. Thus, it seems that while rhetoric on lifelong learning has been a constant feature of policy discussion throughout the Bologna period, action has still to follow.

# 5.2 Lifelong learning practices at European higher education institutions

The reports from the diverse sample of European institutions reveal no coherent picture of the understanding and implementation of lifelong learning, although a number of institutions indicated that lifelong learning is an area of growth, an area where diversified funding sources can become more dominant, and an area of great possibilities for regional cooperation and development. The regional stakeholders ranged from other higher education institutions to local or regional SMEs and public employers who through lifelong learning can update their staff and act as sounding boards for other full-time programmes.

The site-visit teams encountered a number of different examples of how the provision of specialised courses had improved cooperation between higher education institutions and local or regional industry - often as a result of partnership with the innovation office of the university. One example was found in Romania where EC Structural Funds financed the provision of professional up-dating for civil servants by the university in co-operation with the public authorities.

Although no institution visited defined its mission in a comprehensive lifelong learning perspective, the site visits revealed that universities have a variety of offers under the heading of non-formal or informal education together with offers of professional education. Definition of educational offers and practices vary between countries and include education for:

- full-time mature students
- liberal adult education
- part-time degrees
- diplomas for those in work (post-experience)
- continuing professional development and training courses
- staff development
- open access courses
- regional development through open and distance learning, and networks of partnerships and collaboration with local stakeholders

A range of innovative practice was also identified in a variety of institutions. "Junior" university courses is a term used in some places for courses that prepare or motivate young people to take an interest in higher education. Some institutions were targeting specific secondary schools in order to attract the best students through this type of outreach activity. However, during the course of these site-visits no examples were found of access courses directed specifically towards socially disadvantaged students.

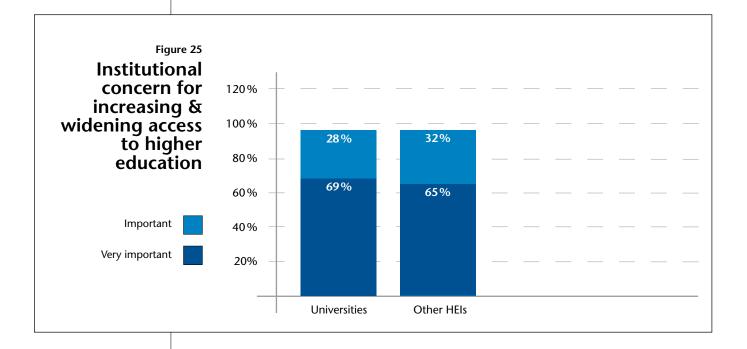
At the other end of the age spectrum, "senior" university courses also illustrated the diversification of the educational offer. Many of these courses are of a "self- improvement" character and are targeted specifically at the over 55 year old or retired population. Such senior university courses were found in several countries, but the course structure was different in each. In Portugal the "University studies for Seniors" (started in 2006) were intended for graduates over 55 years and, according to the course description, would give them:

"an opportunity to re-evaluate the knowledge acquired both theoretically and through professional practice. Even though this kind of course falls neatly into one of the traditional university tasks, i.e. service to the community, it may also be seen as being part of teaching and research activities, since the programme aims at developing a self-questioning and research attitude".

Part-time or open university students also play an increasingly important role in a large number of universities in Europe. Such students should not be confused with the large number of full-time students who are in fact only studying part time (see chapter 3). In some countries this profile of student is regarded as an important possibility for institutions to diversify both access and funding as typically such students will pay for their study programme or the costs are paid, at least in part, by employers. In the UK, for example 40% of all students are part-time and, according to a report by Brian Ramsden for Universities UK, the UK government is currently considering measures for funding this student category.

#### 5.3 Lifelong learning, widening access and the social dimension

The Trends V data shows that 97% of all European higher education institutions find the widening of participation to be either very important or important, with very little distinction to be made between universities and other higher education institutions. Indeed, if the sample is divided into universities and other higher education institutions, 69% of universities find it very important to increase and widen access to higher education while the corresponding figure for other higher education institutions is 65%.



Curiously, although 97% of European higher education institutions support widening participation, only 17% of all European higher education institutions expect socio-economically disadvantaged students to have better opportunity to access higher education in the future, while 69% think that opportunities will improve a little or stay about the same.

This lack of optimism for improving access for disadvantaged students is even more difficult to understand given the finding that institutions tend to consider that autonomy is improving. One explanation could be that access to higher education is only partially affected by institutions themselves, and to a large extent is a function of government policy and the prior educational system. This is perhaps also the reason why, when asked specifically on the need to take action in their institution more than 50% consider that their institution is already taking sufficient action to improve access for socio-economically disadvantaged students. Meanwhile 40% of all higher education institutions find that there is insufficient action taken at their institution.

Broken down by country, only in Bulgaria, Croatia, Cyprus, Estonia, Georgia, Greece, Ireland, Macedonia, Poland, Romania and the UK did more than 25% of all institutions expect better opportunities for access of socially and economically disadvantaged students. In Finland, Hungary, the Netherlands, Slovakia, Slovenia, Switzerland and the Ukraine more than 50% of all institutions expect the possibilities to remain the same and in Germany and Russia more than 20% expect less opportunities. In Germany, where institutions are seemingly the most pessimistic, as many as 35% of the sample expect fewer opportunities for the disadvantaged in the future.

On the question of the need for further action to improve access by the higher education institutions themselves, more than 60% of respondents in Belgium, Denmark, Finland, Hungary, Ireland, Malta, the Netherlands, Norway, Slovenia, Switzerland, Russia, and the UK consider that sufficient action is being taken. On the other hand, in Bulgaria, Croatia, Estonia, Latvia, Macedonia and Spain 60% or more of the respondents considered that they could improve the access of disadvantaged students to their institution, while in Bosnia-Herzegovina, Georgia, Germany, Iceland, Lithuania and Ukraine more than 20% of the institutions did not think that it was part of their responsibility.

The survey thus found no consistency between the overwhelming consensus (97%) on the importance of widening access and the low expectation that European institutions have on their own possibilities of further assisting in the widening of access.

The site visits tended to confirm the impression that improving the diversity of the student profile is often not a major concern for institutions. On the contrary, there are few or no incentives to take action in favour of widening participation, while future funding seems increasingly dependent on demonstrable "academic quality". In such a climate many institutions are therefore focusing on improving their competitiveness by trying to attract the best students possible rather than by aiming consciously to improve the diversity of the student base.

The social agenda of lifelong learning is a complex societal issue, and does not only involve the widening of access, but also the diversification of the educational offer and the funding of wider opportunities with the goal of improving employability. The site visits revealed an ongoing debate on the relationship between quality and diversification, with many considering the idea of diversifying the student body as being equated with lowering quality. The prevalence of this perception in the European academic community suggests that serious and broad debate on these issues is overdue.

While quality of education will increasingly be perceived in relation to institutions' capacity to respond to the diversity of citizen needs, perceptions of academic quality and associated institutional behaviour merit attention. If widening participation is to be a goal for higher education institutions, action will need to be taken on matters such as career structures, so that not only excellent research is rewarded in academic careers, but also excellent teaching, and student success. Such debates are yet to take place in many institutions and countries, but unless they do, it is difficult to see why individuals and institutions would alter their behaviour.

Trends V shows that there is still much work to be done to address this agenda, and that it is closely related to national policies, culture and attitudes to retention and employability of students. The site visits did not indicate widening of participation through non formal or informal programmes as an important issue, yet both increasing and widening participation in higher education are key elements for the creation of a European knowledge society. There remains much work to be done to open up access to learning opportunities for citizens throughout their lives.

#### 5.4 Lifelong learning and the qualifications framework for the European Higher Education Area

"New style" qualifications frameworks are tools that are designed with the goals of making qualifications more transparent and learning paths more flexible. They build on the Bologna tools for creating the European Higher Education Area, including ECTS and the DS. Yet the results of the Trends V survey and the reports from Rectors' Conferences show that, so far, national qualification frameworks have not been adopted or implemented except in a very few countries, and even when they exist, many institutions as well as citizens are unaware of them.

Implemented national qualification frameworks exist at the moment only in Denmark, Ireland and the United Kingdom, while a number of other countries have adopted legislation, but have yet to proceed with implementation. Yet the main finding in the survey is that institutions are currently either unaware of this issue or confused by it. European higher education institutions do not at the moment have any clear conception of national qualification frameworks, and indeed many institutions are unaware of whether or not there is a qualifications framework in their country.

Part of this confusion can perhaps be explained by the fact that the majority of European countries have some system of classification of qualifications, albeit one that has tended to act as a barrier between different levels or types of learning. Thus institutions may consider that a qualifications framework is in place if there is a system that specifies that an individual would have to complete one level in order to access the next level – from primary to secondary and from secondary to tertiary. Such existing systems may be confused with NQFs, even though the purpose of the new-type qualifications frameworks is to overcome barriers rather than to underline them.

Only Irish institutions appear to have a coherent understanding on this topic, since none responded that there is no NQF and 56% find the NQF useful when developing LLL. This is no doubt related to the fact that, since before the Irish framework was put in place in 2003, extensive consultation and communication activities were undertaken with all stakeholders, including the higher education institutions. The key to establishing a qualifications framework successfully therefore appears to be this element of broad societal dialogue, ensuring that all potential beneficiaries are involved in the process of development. The policy goals of increasing flexibility in learning paths between different educational sectors also need to be stated explicitly.

#### 5.5 Lifelong learning and recognition of prior learning

While the vast majority of European institutions support the concept of lifelong learning, its implementation is hugely complex. Institutions in the process of reconsidering their traditional curriculum in the light of current needs should acknowledge that learning takes place in many contexts and this has implications for the design of study programmes in terms of structure, delivery and assessment. Flexible learning paths, and the accreditation of work placements, blended learning, company in-house training, distance education, e-learning and learning through work schemes all need to be increased and formally integrated within mainstream higher education provision.

These are issues that as yet seem to have been considered only on the margins of institutional strategic development. Yet the introduction of flexible learning paths is pivotal to the European Higher Education Area, and combining the different tools developed through the Bologna process gives the potential for major innovation and transformation. If implemented in a flexible way these tools have the potential to enhance the provision of education to a diverse population, but it is essential that they are developed and implemented simply, and that work is undertaken to ensure they are understood by all stakeholders. As Stephen Adam points out in his introduction to the Bologna Process seminar on recognition in Riga, 2007:

"When developments in qualifications frameworks, cycles, learning outcomes, quality assurance, credits, recognition and lifelong learning are put together something new and powerful will be created. The European Higher Education Area (EHEA) will provide immense opportunities for countries and institutions providing they fully embrace the changes inherent within the new architecture for higher education that is emerging... However, it must be remembered that for most countries the difficult task of producing and implementing qualifications frameworks and learning outcomes is just commencing."

Among the instruments to support flexibility, transparency, mobility and academic quality are a range of tools and processes to recognise prior learning, including Accreditation of Prior Learning (APL), Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Experiential Learning (APEL), and Work-Based Learning (WBL). In the future, these will surely be combined with ECTS to express learning outcomes of prior learning through credits, and then also linked to the different levels of qualification frameworks. However, such processes are currently only in their early infancy, and institutions need to take responsibility to ensure positive developments. Particular care should be taken not to develop overcomplicated, time-consuming, bureaucratic and expensive systems which deter academics as well as citizens seeking recognition of their skills and abilities.

The Trends V survey, the site visits and the focus group meetings all show that European universities are working with a broader range of issues related to higher education and lifelong learning than is generally recognised. Each individual university is at the centre of a growing number of processes and demands, and effort must be made to connect processes that sometimes appear to have different drivers, but which all rely on well-functioning institutions for coherence and sense.

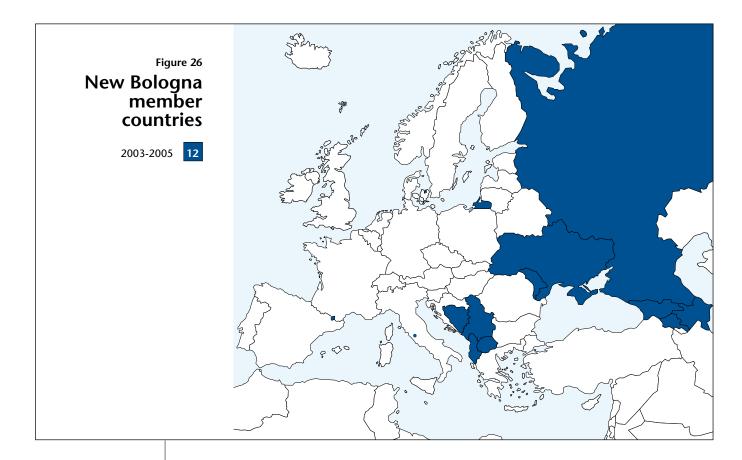
#### Key Findings:

- Dialogue on lifelong learning provision with employers and other societal stakeholders is currently lacking.
- Excellence in all higher education missions needs to be rewarded, as institutions require greater incentives to respond to the challenges of broadening their educational offer to "non traditional" students.
- National qualification frameworks are currently an aspirational rather than an actual tool for most systems. To be effective, they should be designed coherently with broad societal consultation and strong involvement of higher education institutions.

#### **KEY ISSUE**

Institutions in the process of reconsidering their traditional curriculum need to give a higher priority to lifelong learning, and to consider this agenda as a central element of institutional strategic development.

### 6. NEW MEMBER COUNTRIES: IMPLEMENTING BOLOGNA



#### Introduction

Since 2003 the Bologna process membership has swelled to 45 countries, dramatically affecting the conception of the European Higher Education Area. These additional countries comprise Albania, Andorra, Bosnia and Herzegovina, Holy See, Russia, Serbia and Montenegro, and "the Former Yugoslav Republic of Macedonia" who all joined the process at the Berlin Ministerial conference in 2003, and Armenia, Azerbaijan, Georgia, Moldova and Ukraine who in 2005 became the latest countries to be welcomed to the Bologna process.

The scope of information gathered from the Trends V institutional questionnaire has also broadened considerably compared to Trends III, in particular by gathering responses from more institutions in these new member countries. Comparative analysis of how the situation has developed over the period between the two surveys is, however, not possible, as few institutions from some of these countries responded to the Trends III questionnaire.

For this reason it was felt important to consider the situation of at least some of the new member Bologna countries through separate analysis of the Trends V questionnaire, and also to use other methods to learn about developments. EUA has therefore taken the opportunity of undertaking more qualitative research, including a focus group meeting with universities in South East Europe that was held on 2/3 March 2006 in Vienna during a conference on higher education in South East Europe under the Austrian Presidency of the European Union. In addition, Trends researchers participated in a conference on Russian higher education organised by the Council of Europe in Moscow in May 2006, and were able to gain further understanding of developments in the Russian Federation. EUA also organised a well-attended meeting on the Bologna process for Georgian universities at Tbilisi State University in December 2006, and this provided an opportunity to explore developments in Georgia.

The first, and perhaps obvious point to make, is that there is as much diversity in and between the new member countries as there is among the rest of the countries in Europe. While this is a rather banal observation, it is important to bear in mind. Often it can be rather convenient to imagine that "new member states" may all be addressing similar challenges in a similar way. In reality there is considerable diversity of challenges, responses and priorities, and therefore no easy solutions can be offered as to how best to support positive developments.

#### 6.1 The impact of the Bologna process in the Russian Federation

Consideration of the Russian Federation illustrates that there is not only diversity between new member states but also within them. The scale of the country and of the higher education system is the first element to grasp, as the addition of Russia to the Bologna process dramatically expanded the geographical scope of the European Higher Education Area, as well as adding a vast number of new higher education institutions. EUA was delighted that, thanks to help with publicising the survey within the country – particularly by the Russian ENIC member – 50 institutional responses were received to the Trends V questionnaire. This is a significant number, particularly as EUA has only 19 member universities in the country, and provides interesting data about the perceptions of the Bologna process. However, these 50 responses represent only a small proportion of the total number of higher education institutions in the country, as there are 1146 accredited higher education institutions in the Russian Federation, according to the 2007 National Report to the Bologna process by the Russian Ministry. Moreover this Trends V sample may well be a biased one as it is a reasonable assumption that institutions that are not interested in the Bologna process may be less likely to answer than those that are. It is therefore impossible to draw any definite conclusions about the influence of the Bologna process in this huge country from an analysis of this sample of responses.

There are, however, many interesting points revealed from the Russian Trends V responses. Firstly, the sample of institutions reveals a very positive attitude towards the European Higher Education Area. 33 institutions consider that "it is essential to make rapid progress towards the EHEA", 15 institutions answer that, "the EHEA is a good idea, but the time is not yet ripe", and only one institution agrees with the statement, "I do not trust the idea of the EHEA".

When visiting the country, however, Trends researchers learned that there are clearly distinct camps in Russian higher education – those for and against the Bologna process, or those for and against "westernising" higher education. Not only does this division encompass ideological differences, but it is also linked to geographical regions. It is mostly in the western parts of Russia that there is a strong interest among higher education institutions in adapting to the approach taken by the rest of Europe. In the central and eastern regions of the country, institutions tend to consider cooperation in Asia as the primary objective, with important attention also paid to the relationship with the US system.

Analysis of the questionnaire responses indicates that there seems to be some confusion about the nature of the Bologna three cycles. 30 of the institutions felt that they already had the three cycle system before the Bologna process, while 12 answered that the three cycle structure was introduced as a result of Bologna, and 8 said that they do not yet have a three cycle system but that this is planned. It would appear that some institutions may consider the number of cycles to be the focus of the question, rather than the fact that cycles are constructed along Bologna lines. Whatever the reason for this confusion, the Trends researchers who visited the country were informed that only a small percentage of the student body actually follow programmes within a Bologna degree system. This is also confirmed in the 2007 Russian National Report to the Bologna process, which indicates that of the more than 7 million students currently enrolled in higher education, only 7% are in a bachelor programme and 0.6% in a master programme, while 92.4% are in programmes described as "specialist", which correspond to the "former" 5 year first cycle programmes. Meanwhile doctoral programmes continue to be divided into two cycles – leading firstly to a "candidate" qualification, and then to a doctorate.

With regard to implementation, some issues also seem to be more advanced than others. Only 7 of the 50 institutions state that curricula have been re-considered in connection with the Bologna process in all departments, while 34 state that this is the case in some departments. A further 8 institutions say that curriculum reform has not yet happened. ECTS is not used, and it is unlikely that the discussion on "learning outcomes" has been influential. Indeed, although in many respects the questionnaire sample gives a very positive impression towards some aspects of Bologna reforms, on the ground it was found that there is now considerable discussion on Bologna, but concrete measures seem to be few.

The Ministry of Education clearly has a very significant impact on how the situation will develop. Although many institutions answered that they have enough autonomy, in conversation, institutions give little sense of autonomous decision-making, and point to the Ministry's decision-making role in many areas. For example, it is currently stipulated in law that 85% of the curriculum must be decided by the Ministry, although a forthcoming law will change this percentage – but not the practice - to 50%. Centralisation therefore seems still to be the prevailing principle for governing this enormous system, and there is no doubt a particular concern to "control" quality. The approach towards quality assurance has been particularly developed as a response to the phenomenon of the emergence of many new and mostly private institutions established in recent years. One university commented in the Trends V questionnaire that, "Participation of Russian universities in the EHEA depends on the policy of the Russian ministry of higher education", and this indeed seems to sum up the situation.

Nevertheless, there very clearly are networks and universities that are engaging with Bologna, that have thought through implementation measures effectively, and that have a thirst for greater European cooperation and discussion. It will be important to build sustainable relationships on these significant foundations in the future.

#### 6.2 South East Europe

For the new independent states that emerged from former Yugoslavia, the Bologna process has been perceived as a key driver for rebuilding and reinvigorating higher education systems that all share a common heritage from their Yugoslav past. International support has also focused on the Bologna process, as this provides a European direction that is essential for the integration of these new nation states. Yet despite this, progress has been slow and difficult to sustain. While particular reasons vary from country to country, one of the main issues constantly pointed out is the legacy of Yugoslav self-management, and its embodiment in the notion of faculty independence. Despite the efforts that have been put into reform, the fundamental step of integrating universities into a coherent and manageable structure has only been achieved in very few instances.

This feature of former Yugoslav states was again a central consideration during the focus group discussion that took place on 3 March 2006 in Vienna, and that involved representatives of most of the universities in the region. As faculties rather than institutions still enjoy high levels of legal, functional and academic autonomy, it is extremely difficult to introduce coherent reforms even in one university, let alone across a national system. The structure of academic programmes and examinations makes it almost impossible for students to study and graduate within the normal timeframe. Curricula tend to be overloaded and overspecialised, with theoretical knowledge predominating over practical learning. There is a general and urgent need for a learning-oriented approach.

Universities all stated, however, that they had introduced the ECTS system, which is a significant change across the entire region compared to the Trends III responses. Yet when asked if this means that students are able to study a degree programme by selecting some modules from different faculties within their institution, the reply was that this would be very exceptional. Indeed, further exploration of the issue revealed that ECTS had been superimposed on a model of teaching and learning in place, rather than

being used to re-think and re-organise teaching and learning through a more deep-rooted reform. Given the low levels of student mobility, and the lack of will or ability to address more profound questions of curriculum reform, it is difficult to see what potential benefits are to be derived from ECTS in this context, unless there is a serious attempt to make the fundamental change that is necessary for Bologna reforms to be effective.

Effective quality assurance is also proving to be an extremely difficult challenge to address. The responses across the SEE region to the Trends questions regarding internal quality procedures reveal little activity in this area, and with little or no change from Trends III to Trends V, with the exception of Macedonia. Many explanations were offered for this, but one significant aspect is that the basic tools for quality assurance are often lacking. University-wide data is rarely available in a coherent form when faculties are independent, and equally the lack of effective central management and administrative systems means that data gathering and analysis is time consuming and unreliable. Feedback and monitoring mechanisms are weak and inconsistent across institutions, and the institutional and governmental resources to provide incentives to implement change are often missing.

A further issue is that the expert pool in any single country that could be used to evaluate the quality of programmes is extremely limited, and this is clearly an issue where regional cooperation would seem to offer a solution. Yet, despite some notable disciplinary exceptions, regional cooperation in the context of countries that have emerged through conflict is unlikely to meet great enthusiasm at this stage of societal development.

A final and crucial issue that emerged in discussions is that student involvement is less evident in many South Eastern European countries than elsewhere in Europe. To many, this may be surprising as at European level, students from countries emerging from the former Yugoslavia have had a major impact through ESIB. Formally, many SEE institutions do involve students at institutional and faculty levels, yet in the national and institutional contexts, it is evidently a great challenge for student voices not only to be heard, but for what they say to be taken into account and acted upon. Of course, a non-integrated institution means that the student presence and voice is often fractured, along with the voices of other important players, adding to the overall incoherence and disparities across many institutions in the region, including in their approach to the Bologna reforms.

It is therefore important to underline the main message that was sent from the meeting of South East European universities in Vienna: "governments in the region should continue to amend higher education legislation to integrate universities into one legal entity in order to accelerate the coherent implementation of the Bologna and European research agendas."

#### 6.3 Georgia

Despite joining the Bologna process only in Bergen in 2005, the status enjoyed by the Bologna process in Georgia is particularly elevated. Indeed, the Trends researchers who attended a national seminar on Bologna implementation in December 2006 were astounded at the overall level of awareness of the Bologna process in the academic community. Not only is this noticeably higher than in many countries – including some that have been a part of the process since the beginning - but the enthusiasm for engagement with the main objectives of the process, and the sophisticated adaptation of the instruments and action lines to the local environment are quite exemplary. Indeed, the Bologna process has been grasped as a way of tackling problems inherent in the national system. It is now the central pillar of a new vision, inspired by the "rose revolution" of November 2003, that is transforming the higher education landscape.

Moreover, although some very strong measures have been taken by government to address problems of corruption and inefficiency in the university system, this has resulted in a generally very positive working relationship between the Ministry of Education and the higher education institutions. This can no doubt be explained by the shared feeling that the system had reached a point of near disintegration, and drastic measures were needed. Students and staff alike explained that their main concerns in the recent past have been of such a basic level that it is difficult to find common ground for any discussion with representatives from outside the country. Official staff salaries were set at a level that would make it impossible even to survive, yet alone to live reasonably – and hence also contributed to the endemic corruption. Meanwhile, lack of money to maintain even a minimum infrastructure meant that many teaching and learning processes simply had to be abandoned for several months of the year. These issues, fundamental to any higher education system, have all been addressed by government reforms, and although the legacy of neglect to buildings, and the inadequacy of libraries and other facilities is evident, the benefits of new policy are also very clear for all.

It became clear that enormous progress had been made in re-shaping the higher education system through Bologna reforms. The three cycle structure is not only in place, but this has been done with a considerable amount of reflection and debate about what the goals of higher education should be. Thus the three cycles reflect an agreed response to dealing with the challenges of employability in society, and with a common desire to align to Europe. Evidence of this can be seen in the answers of the Georgian universities to the Trends V question on the importance of employability. Of the 14 institutions that responded, 10 institutions consider the issue as being very important, and the other 4 consider it to be important. These proportions are also mirrored in the answers on the attitude to the European Higher Education Area, with 10 institutions answering that it is essential to make rapid progress towards the EHEA, and the other 4 considering that the "EHEA is a good idea, but the time is not yet ripe."

Not only has there been rapid progress in implementing the three cycles, but curriculum reform is taking place throughout the system, and ECTS is widely used and seemingly well understood. This no doubt has much to do with the fact that the main texts explaining the Bologna process, including the ECTS User's Guide, have been translated into Georgian, and are not only disseminated in the institutions, but also available to download from the Ministry website. Over two-thirds of institutions responding to the Trends V questionnaire stated that they used ECTS for both accumulation and transfer, 50% claimed that none of their students have problems with the recognition of credits when returning from study abroad, and over 80% said they issued the Diploma Supplement to all graduating students. However, as in all other countries, these reforms are very much still work in progress, and everyone recognises that there is much more to be done.

The step which seemed most urgent to the Georgian academic representatives was the development of reliable quality assurance. The legislative base for reform has now been achieved, and some key measures have been taken with regard to university governance, including introducing a separation of powers regarding academic and financial matters, and giving a strong voice to students. A number of key questions are now, however, being faced in establishing a quality assurance system: the law stipulates that there should be accreditation of both institutions and programmes, but who should be responsible for what in practice? There is an awareness that a system requiring external evaluation of every programme would produce an enormous effort that would remove attention from other matters of institutional strategic development, and would lead to stifling bureaucracy. Thus the Georgian system is now seeking advice to identify the best way to support institutions in becoming responsible for the quality of their activities. As regards current practice, over two-thirds of responding institutions stated that they conducted regular internal evaluations of programmes, that they had obligatory processes for evaluating individual teaching staff, and that they also had processes for regularly evaluating student learning services: when seen across all Bologna participating countries, these responses are above average.

Quality has also been considered in a broad framework, and although there has not been a great deal of attention to lifelong learning goals, the researchers had the impression that the Georgian academic community was aware of these challenges.

For any countries in need of renewed vigour in their approach to reform, Georgia would stand as an inspirational case study, illustrating how Bologna reforms can really be used effectively to respond to societal challenges.

#### Key Findings:

- Bologna new member states cannot be considered as a homogeneous group, as there is enormous diversity within and between them.
- In Russia, although it is difficult to develop a coherent national Bologna strategy, a significant proportion
  of the academic community is interested in Bologna as a means to transform the higher education
  system in line with the rest of Europe.
- Institutions in South East Europe clearly perceive the Bologna process as providing a direction that is
  essential for societal development, but the culture of independent faculties is holding back effective
  implementation.
- Georgia offers a case study of how the Bologna process can be used effectively to support a profound reform of higher education, and a key element to success has been the effort made to provide basic information on European texts in the national language.

#### KEY ISSUE

European countries could do more to support each other in implementing higher education reforms. While challenges may vary, all countries could benefit from increased cooperation.

# **7. FUTURE CHALLENGES**

Although this report confirms the ongoing momentum of an extraordinary and wide-ranging process of higher education reform across the European continent, the findings also point to significant lack of information about the nature and value of this reform throughout society. This suggests that the greatest current challenge facing both institutions and governments is to communicate the results and implications of the structural and curricular reforms which are being implemented as a result of the Bologna process.

It is particularly important for institutions to work closely with employers, and their representative organisations, to spread knowledge of the new degree structures and their learning outcomes in different academic disciplines. There is otherwise a danger that the new degrees, particularly at the first cycle, will be misunderstood or mistrusted within the labour market.

Another neglected group in need of information on reforms are the parents of Europe's potential students. They exert enormous influence on the choices made by their children, and also need to be inspired, rather than discouraged, by reforms.

A second and related challenge is to develop further the processes of quality assessment and enhancement in institutions. The trends in this respect are positive, with institutions taking greater responsibility for the quality of their provision. Nevertheless, there remains considerable progress still to be made, and no institution can afford to be complacent about quality in an increasingly competitive environment. Governments, who normally sponsor or control quality assurance agencies, have a responsibility to ensure that systems are neither overly bureaucratic nor excessively costly or burdensome on institutions. After a first quality assurance cycle, agencies should adopt a risk-based approach, recognising that most assessment regimes have concluded that quality is generally satisfactory or better, even if continued vigilance is required both of academics and regulators. In this, as in many other aspects of Bologna reforms, the best guarantee of success is the efforts of autonomous and properly funded institutions that have well developed internal quality processes.

Trust in quality is the fundamental prerequisite of mobility and of systems of credit transfer and accumulation. ECTS, the Diploma Supplement, national and since 2005 the overarching European qualifications framework have provided the building blocks towards such mutual trust, but this report suggests that there is still much to do to ensure that academics, administrators, employers and governments fully understand these instruments and will encourage their rapid adoption in practice. Ensuring the participation of all stakeholders in discussions on the development of national qualifications frameworks is one important element, while there is also a need for institutions to take forward the adaptation of ECTS in the context of a fast-evolving environment.

Trends V suggests that institutions have a need to develop further their strategies and activities in the field of lifelong learning, and to think of lifelong learning as a core mission. Once again, an increasing dialogue with employers is required if university courses, at all levels, are to meet the needs of a changing society and economy in which knowledge becomes rapidly out-of-date and in which, therefore, constant training and retraining is required. Higher education institutions have a major role to play in giving substance to the rhetoric of lifelong learning, and need to recognise that their own role is changing within this new paradigm. Higher education demands the same level of service no matter how it is delivered, and attention to the quality of lifelong learning provision is therefore essential.

The "social objective" of the Bologna process is to ensure equality of access to higher education for all those qualified and able to benefit from it. Once again, institutions need further to develop their strategies for making this aspiration a reality, working in collaboration with governments who are responsible for the earlier years of schooling and with employers who have an interest in part-time education for those who have been unsuccessful in education at earlier periods of their lives. Universities and their leaders have a responsibility to stress that widening access does not imply any reduction in quality. On the contrary, the

quality of education systems needs to be evaluated in terms of how successfully the diverse educational needs of all citizens are met throughout their lives.

The international reception of the Bologna process is of great importance in a world of increasing student and employment mobility. Once again, governments and universities share responsibility for enhancing knowledge of the reforms which have taken place. They also share responsibility for assisting the more recent entrants to the Bologna process to implement the reforms, learning from all aspects of their experience.

Institutions must begin to think through the implications of the existence of the European Higher Education Area after 2010. Some aspects of Bologna are still likely to require implementation or reconsideration, and it will be particularly important to do this with greater European vision, moving away from local and national interpretations which, although seemingly coherent in a specific context, make interaction throughout the EHEA more difficult to realise.

There will also remain a need to pay attention to various impediments to student and staff mobility, as well as to continue to ensure the link to research and innovation through continuing to develop doctoral programmes and career opportunities for young researchers. Institutions also have to consider the future needs of society and the labour market, together with the implications for mobility, quality and access of the different methods of funding higher education which are, or are likely to be, adopted in the many countries of the EHEA.

Many have begun to question the timeline provided by Bologna. 2010 has clearly served as a significant and meaningful deadline, and one that has been used not only in the context of establishing a European Higher Education Area, but also as a target for the European Union's Lisbon strategy, including the European Research Area and the Copenhagen process in vocational education. Yet the closer 2010 becomes, the stronger the realisation that the processes set in motion will neither be fully achieved nor come to a sudden end. Indeed these processes represent major cultural shifts that have been under-estimated in many ways, and will take more time to be fully integrated into societal reality. Far from reform coming to an end in 2010, the likelihood is that Europe has only begun to lay the initial foundations for a more permanent process of societal innovation and change, in which the role of higher education is fundamental.

Strengthening the relationships between governments, higher education institutions and other societal stakeholders is essential to anchor and sustain the goals of the Bologna process. No institution can claim to be offering high quality education if it lacks adequate funding, good governance, research-based teaching, broad access, guidance and counselling services, and attention to employability. Governments need to examine whether they are really providing the support that institutions need, as well as ensuring that institutions have the necessary autonomy required to fulfil their missions. Broad stakeholder dialogue is also needed to raise awareness of how institutions can and do contribute to societal challenges and to ensure that incentives are put in place to encourage action on priority issues.

Whereas many doubts were cast in the early years of the Bologna process, it is now clear that institutions have appropriated the concept of a European Higher Education Area and are taking action to move forward as quickly as possible. It is noteworthy that this has happened without any central driving force or legally binding steering mechanisms. There has been no single "Bologna coordination centre" with the solutions to what to do and how to do it, nor any central monitoring system. Some have pointed to this as a weakness of the process, yet given the extent to which reforms have been made in a sector often perceived as resistant to change and development, it would perhaps be wise to revise this view. As they have done throughout their long history, universities and other higher education institutions are again showing that not only are they capable of adapting to meet the needs of a changing society, but that their role is fundamental if progress is to be sustained.

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# 9. APPENDICES

## Appendix 1: Trends V Questionnaire: TRENDS in European higher education (V)

**I. General Questions** 

Q1. How many academic staff are employed at your institution? (Please give an approximate figure)

Q2. a) How many full time students are enrolled at your institution? (Please give an approximate figure)

b) How many part time students are enrolled at your institution? (Please give an approximate figure)

Q3. When was your HEI founded? Please mention the (approximate) year:

Q4. What is the highest level (or equivalent) to which your institution trains students? (Please choose one)

- 1. Bachelor (first cycle)
- 2. Master (second cycle)
- 3. Doctorate (third cycle

Q5. Which community do you see your institution primarily as serving? (Please choose one)

- 1. Regional
- 2. National
- 3. European
- 4. World-wide

Q6. How would you describe the profile of your institution? (Please choose one)

- 1. Primarily research-based
- 2. Primarily teaching-oriented
- 3. Both research-based and teaching-oriented

Q7. In the medium-term, does your institution plan to: (Please choose one)

- 1. increase its share of teaching activities
- 2. increase its share of research activities
- 3. maintain the existing situation
- **Q8.** How important for your institution is the concern in society to increase and widen access to higher education? (Please choose one)
  - 1. Very important
  - 2. Important
  - 3. Not very important

Q9. Does your institution have a Bologna coordinator? (Please choose one)

- 1. Yes
- 2. No

- **Q10.** Would you say that your institution has sufficient autonomy to make decisions and manage its affairs in the best interests of students and society? (Please choose one)
  - 1. Yes
  - 2. No
- Q11. Has your institution received additional financing to support the implementation of the Bologna Process? (Please choose one)
  - 1. Yes, we have received sufficient additional financing
  - 2. Yes, but additional financing has not been sufficient
  - 3. No
- Q12. Which statement best represents your opinion regarding the creation of a European Higher Education Area (EHEA)? (Please choose one)
  - 1. It is essential to make rapid progress towards the EHEA
  - 2. The EHEA is a good idea, but the time is not yet ripe
  - 3. I do not trust the idea of the EHEA
  - 4. I do not have an opinion on the EHEA
- II. Degree structures and curricula

Q13. Does your institution have a degree structure based on either two or three main cycles (Bachelor, Master, PhD) in most academic fields? (Please choose one)

- 1. Yes, we already had it before the Bologna process
- 2. Yes, we introduced it as a result of the Bologna process
- 3. Not yet, but this is planned
- 4. No, we do not plan to do this

Q14. If yes, would you consider that the two/three-cycle structure functions (Please choose one)

- 1. Extremely well
- 2. Reasonably well
- 3. Not very well
- 4. Not at all well
- **Q15.** Has your institution recently re-considered curricula in connection with the Bologna process, particularly with regard to adapting programmes to the new degrees structure? (Please choose one)
  - 1. Yes, in all departments
  - 2. Yes, in some departments
  - 3. Not yet, but we will do so in the near future
  - 4. No, we do not see the need for this

- Q16. Does your institution offer any joint programmes with other institutions in a different country? (several answers allowed)
  - 1. Yes, there are examples of joint programmes in all cycles
  - 2. Yes, there are examples of joint programmes in the first cycle (bachelor)
  - 3. Yes, there are examples of joint programmes in the second cycle (master)
  - 4. Yes, there are examples of joint programmes in the third cycle (doctorate)
  - 5. Not yet, but some departments are planning joint programmes
  - 6. No, we do not see the need for joint programmes
- **Q17.** When designing or restructuring curricula in your institution, how important is the concern with the future "employability" of graduates? (Please choose one)
  - 1. Very important
  - 2. Important
  - 3. Not important
- **Q18.** Are professional associations and employers involved in designing and restructuring curricula with the relevant faculties and departments? (Please choose one)
  - 1. Yes, they are closely involved
  - 2. Yes, they are occasionally involved
  - 3. No, they are rarely if ever involved

Q19. What do you expect your students to do after the first cycle (Bachelor) degree? (Please choose one)

- 1. Most will enter the labour market, while a minority will continue to study at Master level
- 2. Some will enter the labour market, and some will continue to study at Master level
- 3. A minority will enter the labour market, but most will continue to study at Master level
- 4. Difficult to say at this stage
- **Q20.** If your institution awards doctoral degrees, what structure of doctoral degree studies exists at your institution? (several answers allowed)
  - 1. Individual tutoring with supervisor only
  - 2. Taught courses in addition to tutoring
  - 3. Doctoral schools

Q21. Does your institution systematically track the employment of graduates? (Please choose one)

- 1. Yes, we track the employment of all recent graduates
- 2. Yes, we track some graduates
- 3. No, there is no system

- III. Credit systems and recognition
- Q22. Does your institution use a *credit accumulation* system for all BA and MA programmes? (Please choose one)
  - 1. Yes, ECTS
  - 2. Yes, but not ECTS
  - 3. Not yet, but we intend to develop one in the future
  - 4. We do not intend to implement one

Q23. Does your institution have a credit transfer system for all BA and MA programmes? (Please choose one)

- 1. Yes, ECTS
- 2. Yes, but not ECTS
- 3. Not yet, but we intend to develop one in the future
- 4. We do not intend to implement one
- Q24. If your institution uses a credit system, is it used for the award of degrees/diplomas? (several answers allowed)
  - 1. Yes, in all subjects on the basis of accumulated credits only
  - 2. Yes, in all subjects on the basis of accumulated credits plus traditional end of year exams
  - 3. Yes, in some subjects on the basis of accumulated credits only
  - 4. Yes, in some subjects on the basis of accumulated credits plus traditional end of year exams
  - 5. No

Q25. If your institution has a credit system, is it also used at doctoral level? (Please choose one)

- 1. Yes
- 2. Yes, only for taught courses in doctoral programmes

3. No, we do not intend to apply credits at the doctoral level

- **Q26.** Do students returning to your institution from study abroad encounter problems with the recognition of their credits? (Please choose one)
  - 1. Many have problems
  - 2. Some have problems
  - 3. None have problems

Q27. Does your institution issue a Diploma Supplement to graduating students? (Please choose one)

- 1. Yes, to all graduating students
- 2. Yes, to all graduating students who request it
- 3. Not yet, but this is planned
- 4. No, there are no plans to do this

Q28. Does your institution have institution-wide recognition procedures? (several answers allowed)

- 1. Yes, for the recognition of foreign degrees
- 2. Yes, for the recognition of periods of study abroad
- 3. Yes, for the recognition of degrees from other institutions in our country
- 4. Yes, for the recognition of periods of study in other institutions in our country
- 5. No

#### **IV. Mobility**

- **Q29.** Does your institution keep *central* records of students who come to study from abroad, and who leave to study abroad? (Please choose one)
  - 1. Yes, central records are kept of all these students
  - 2. Yes, but only for students on official study exchange programmes (Erasmus, Tempus etc)
  - 3. No, information is kept only by faculties, schools or departments
- **Q30.** If your institution keeps *central* records, has *incoming* student mobility increased at your institution over the last three years? (Please choose one)
  - 1. Yes, significantly
  - 2. Yes, slightly
  - 3. No change
  - 4. No, it has decreased
  - 5. No information available
- **Q31.** If your institution keeps central records, has *outgoing* student mobility increased at your institution over the last three years? (Please choose one)
  - 1. Yes, significantly
  - 2. Yes, slightly
  - 3. No change
  - 4. No, it has decreased
  - 5. No information available

Q32. Comparing incoming and outgoing student mobility, what is the balance? (Please choose one)

- 1. Significantly more incoming than outgoing students
- 2. Similar levels of incoming and outgoing students
- 3. Significantly more outgoing than incoming students

- **Q33.** Does your institution provide language and cultural support to incoming international students? (Please choose one)
  - 1. Yes, we offer special support services to incoming international students
  - 2. Yes, we offer such support services to all students
  - 3. No, we don't have any such support services

Q34. Has teaching staff mobility increased at your institution over the last three years? (Please choose one)

- 1. Yes, significantly
- 2. Yes, slightly
- 3. No change
- 4. No, it has decreased
- 5. No information available

#### V. Student Services & Student involvement

Q35. Which of these services does your institution provide for its students? (several answers allowed)

- 1. Academic orientation services
- 2. Accommodation facilities
- 3. Career guidance services
- 4. Psychological counseling services
- 5. Sports facilities
- 6. Information on study opportunities in other institutions
- 7. Language training
- 8. Social and cultural activities (bars, cinema clubs, theatre, music etc)

Q36. How have you involved your students in the implementation of the Bologna Process at your institution? (several answers allowed)

- 1. Formally, through participation in senate/council
- 2. Formally, through faculty/department level
- 3. By providing information on the issues involved
- 4. By supporting our students to attend national discussions on the issues
- 5. Other (please specify: )
- 6. Not applicable

#### **VI. Quality Issues**

Q37. Does your Institution conduct internal evaluations of its programmes? (Please choose one)

- 1. Yes, regularly
- 2. Yes, sometimes
- 3. No

Q38. Does your Institution have regulations for student examination and assessment? (Please choose one)

- 1. Yes
- 2. No

Q39. Does your Institution have processes for evaluating individual teaching staff? (Please choose one)

- 1. Yes, they are obligatory
- 2. Yes, they are voluntary (each teacher decides whether or not to participate)
- 3. No
- **Q40.** Does your Institution have processes for evaluating student learning services (e.g. libraries; student orientation/advice services etc.)? (Please choose one)
  - 1. Yes, regularly
  - 2. Yes, sometimes
  - 3. No

Q41. Does your Institution have processes for evaluating research teams? (Please choose one)

- 1. Yes, regularly
- 2. Yes, sometimes
- 3. No

Q42. Does your Institution collect quantitative data systematically on its research activities? (Please choose one)

- 1. Yes, on all activities
- 2. Yes, on some activities
- 3. No

**Q43.** Do your external quality processes (Quality Assurance / Accreditation Agency) include an evaluation of the internal quality processes of your Institution? (Please choose one)

- 1. Yes
- 2. No

#### VII. Lifelong Learning and qualifications framework

Q44. What priority does Life-Long Learning (LLL) have at your institution? (Please choose one)

- 1. It has a very high priority
- 2. It is important, along with other priorities
- 3. It is not yet a high priority but may become one
- 4. It is unlikely to become a high priority
- **Q45.** If there is a National Qualifications Framework, is it useful when developing LLL programmes? (Please choose one)
  - 1. Yes
  - 2. Sometimes
  - 3. No
  - 4. Too early to say
  - 5. There is no National Qualifications Framework in our country
- **Q46.** If there is a National Qualifications Framework, is it useful when developing curricula corresponding to the (new) Bologna degree system? (Please choose one)
  - 1. Yes
  - 2. Sometimes
  - 3. No
  - 4. Too early to say
  - 5. There is no National Qualifications Framework in our country
- **Q47.** How useful do you consider an overarching European Qualifications Framework will be in developing programmes and understanding qualifications from other countries in Europe? (Please choose one)
  - 1. Very useful
  - 2. Quite useful
  - 3. Not useful
  - 4. We don't know what a European Qualifications Framework is

#### **VIII. Social dimension**

Q48. Do you think that in the future socio-economically disadvantaged potential students will have (Please choose one)

- 1. much more opportunity to access higher education than today
- 2. a little more opportunity to access higher education than today
- 3. about the same opportunity to access higher education as today
- 4. a little less opportunity to access higher education than today
- 5. much less opportunity to access higher education than today

**Q49.** Do you consider that there is a need for action at your institution to improve access for disadvantaged students? (several answers allowed)

1. yes, there is insufficient action taken in our institution

2. no, there is sufficient action already in our institution

3. no, our institution considers that this is not part of its responsibility

#### IX. Attractiveness and the External Dimension of European Higher Education

**Q50.** Do you expect that the emerging European Higher Education Area (EHEA) will provide better opportunities for:

#### Q50\_1. Students: (several answers allowed)

- 1. All students at your institution
- 2. Most out-going students from your institution
- 3. Most in-coming students to your institution
- 4. Mainly the more affluent students at your institution
- 5. Non-European students considering higher education in your country
- 6. None

Q50\_2. Higher education institutions: (several answers allowed)

- 1. All institutions part of the EHEA
- 2. Mainly the institutions most competitive on the European higher education market
- 3. Mainly the most prestigious institutions
- 4. Mainly trans-national providers
- 5. Mainly postgraduate institutions
- 6. Mainly institutions within the larger countries in the EHEA
- 7. None

Q51. In which geographical areas would your institution most like to enhance its international attractiveness? (several answers allowed)

- 1. EU
- 2. Eastern Europe
- 3. US /Canada
- 4. Australia
- 5. Arab World
- 6. Asia
- 7. Latin America
- 8. Africa
- 9. None

### COMMENTS

Please use the space below to share with us some of your hopes and fears regarding the European Higher Education Area. Please add any comments and reactions to this questionnaire as well.

	Country	Trends III	Trends V
AL	Albania	2	2
AD	Andorra	1	1
AM	Armenia	1	0
AT	Austria	32	30
AZ	Azerbaijan	0	2
BY	Belarus	0	1
BE	Belgium	31	32
BA	Bosnia Herzegovina	4	4
BG	Bulgaria	13	12
HR	Croatia	5	5
СҮ	Cyprus	5	4
CZ	Czech Republic	29	24
DK	Denmark	45	38
EE	Estonia	7	11
FI	Finland	27	18
МК	Former Republic of Macedonia	2	3
FR	France	78	88
GE	Georgia	0	14
DE	Germany	58	52
GR	Greece	20	17
VA	Holy See	3	2
HU	Hungary	39	15
IS	Iceland	2	6
IE	Ireland	15	16
IT	Italy	27	63
LV	Latvia	29	21
LT	Lithuania	16	14
LU	Luxemburg	1	1
MT	Malta	1	1
MD	Moldova	0	2
NL	Netherlands	12	22
NO	Norway	29	22
PL	Poland	38	99
РТ	Portugal	32	20
RO	Romania	15	15
RU	Russia	1	50
CS	Serbia & Montenegro	6	2
SK	Slovakia	9	11
SI	Slovenia	3	3
ES	Spain	28	32
SE	Sweden	15	22
СН	Switzerland	14	16
TR	Turkey	19	30
UA	Ukraine	0	8
GB	United Kingdom	44	56
	Other (Eastern-Mediterranean University)	0	1
	Total	758	908

# Appendix 2: Country distribution of received filled-in questionnaires

.

## **Appendix 3: Trends V Site Visits**

#### a) Institutions participating in Trends V site visits:

- Masaryk University, Czech Republic
- University of Vaasa, Finland
- Université Nancy 2, France
- Aachen University of Applied Sciences, Germany
- German Sport University, Germany
- Politecnico di Milano, Italy
- Libera Università di Lingue e Comunicazione, Italy
- Leiden University, Netherlands
- Norwegian University for Life Sciences, Norway
- Warsaw Agricultural University, Poland
- Poznan University of Technology, Poland
- University of Oporto, Portugal
- Alexandru Ioan Cuza University of Iași, Romania
- University of Aberdeen, United Kingdom
- University of Sheffield, United Kingdom

#### **b) Trends V Team Members**

#### **Research Team**

- Antoinette Charon Wauters, University of Lausanne
- Filomena Chirico, Tilburg University
- David Crosier, EUA
- Lars Ekholm, former Secretary General of Association of Swedish Higher Education
- Viera Farkasova, Slovak Academic Association for International Cooperation
- Michael Gaebel, EUA
- Ruth Keeling, Cambridge University
- Dionysis Kladis, University of Peloponnese
- Ewa Krzaklewska, Erasmus Student Network
- Tapio Markkanen, former Secretary General of Finnish Rectors' Conference
- Vicky Petrounakou, University of Peloponnese
- Lewis Purser, Irish Universities Association (IUA)/EUA
- Cornelia Racke, University of Maastricht
- Hanne Smidt, EUA
- Athanassia Spyropoulou, University of Peloponnese
- Charoula Tzanakou, EUA
- Annamaria Trusso, EUA
- Lazar Vlasceanu, UNESCO CEPES

#### National Experts

- Christian van den Berg, Association of Universities in the Netherlands
- Stefan Bienefeld, German Rectors' Conference (HRK)
- Antonio Brito Ferrari, Universidade de Aveiro
- Jan Honzik, Brno University of Technology
- Andrzej Krasniewski, Conference of Rectors of Academic Schools in Poland
- Pascal Level, Conférence des Présidents d'Universités
- Roberto Moscati, University of Milano Bicocca
- Jessica Olley, Universities UK
- Alan Runcie, QAA Scotland /Universities Scotland
- Liisa Savunen, Finnish Rectors' Conference
- Ola Stave, Norwegian Association for Higher Education
- Peter Zervakis, German Rectors' Conference (HRK)

# Appendix 4: National Rectors' Conferences that completed questionnaires

- Austria, Austrian Rectors' Conference
- Austria, Association of Universities of Applied Sciences
- Belgium NL, Vlaamse Interuniversitaire Raad
- Bulgaria, Bulgarian Rectors' Conference
- Czech Republic, Czech Rectors' Conference
- Denmark, Rektorkollegiet
- Estonia, Estonian Rectors' Conference
- Finland, Finnish Council of University Rectors
- France, Conférence des Présidents d'Université
- Germany, German Rectors' Conference
- Greece, Greek Rectors' Conference
- Hungary, Hungarian Rectors' Conference
- Italy, Conferenza dei Rettori delle Università Italiane
- Latvia, Latvian Rectors' Conference
- Netherlands, Association of Universities in the Netherlands
- Norway, Norwegian Council for Higher Education
- Poland, Conference of Rectors of Academic Schools in Poland
- Slovakia, Slovak Rectors' Conference
- Slovenia, Association of Rectors of Slovenia
- Spain, Conferencia de Rectores de las Universidades Espanolas
- Sweden, Association of Swedish Higher Education
- Switzerland, Conférence des recteurs des universités suisses
- Turkey, Turkish University Rectors' Conference
- United Kingdom, Universities UK

# **Appendix 5: Focus Group Meetings**

- 15<sup>th</sup> EAN Annual Conference, "The Social Role of Universities: Reaching out to the Community", The Aristotle University of Thessaloniki, Greece, 30<sup>th</sup> August - 2<sup>nd</sup> September 2006.
- 16<sup>th</sup> EURASHE Annual Conference, "The Dynamics of University Colleges" University of Dubrovnik, Dubrovnik, Croatia, 27-28 April 2006.
- Coimbra Group Annual Meeting, University of Tartu, Estonia, 17-19 May 2006.
- EUA Bologna Seminar in Tbilisi State University, Georgia, 18-21 December 2006.
- EUA Seminar on Higher Education and Research in South East Europe <u>"Strengthening Higher Education</u> <u>in South East Europe: Priorities for Regional and European Cooperation</u>" University of Vienna, Austria, 2-3 March 2006.
- International Seminar co-organised by the Peoples' Friendship University of Russia together with the Council of Europe within the framework of the Russian Chairmanship of the Committee of Ministers of the Council of Europe, "Making the European Higher Education Area a Reality: The Role of Students", Moscow, Russia, 2-3 November 2006.
- IX<sup>th</sup> FEDORA Congress, "Guidance and Counselling within the European Higher Education Area"/ "L'orientation et le Conseil dans l'Espace Européen de l'Enseignement Supérieur" Vilnius/Lithuania 22-25<sup>th</sup> October 2006.

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Annex II.4.2.c. Salzburg Report



# The Universities Project of the Salzburg Seminar Visiting Advisors Program

## Summary Report of the Follow-Up Visit to the Alexandru Ioan Cuza University, Iaşi, Romania May 17-21, 2004

# Team Members:

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**Ms. Anna Glass**, Coordinator for Central and Eastern Europe, Visiting Advisors Program, Universities Project, Salzburg Seminar

# Introduction

This report provides a summary of the observations and experiences of the Visiting Team, as a result of a follow-up visit at the Alexandru Ioan Cusa University (AICU) of IASI, Romania from May 17 to 21, 2004. This and the first visit that occurred in October 18-22, 1999 were both carried out under the auspices of the Visiting Advisors Program (VAP) of the Salzburg Seminar. The team leader participated in both visits, while others on the second team joined the group because their particular expertise related to the issues raised by AICU for further discussion.

Prior to the first visit in 1999, AICU provided detailed factual information, data, statistics, and different descriptive materials from the host university. The summary report of the first visit reflected all that information, thus the current report for the follow-up visit is not intended to provide further description of AICU, the University and its programs. It focuses rather on the specific topics identified by the University for discussion.

This second group of visiting advisors came to AICU upon the invitation of Rector Dumitru Oprea. Our team was very much impressed with the dedication and commitment of the University leadership, as well as with the cooperative and open attitude of all colleagues attending the meetings. Furthermore, the team was impressed by the number and diversity of participants involved in the discussions during this re-visit. We were also delighted by the hospitality of the University; we would like to express our special thanks to all staff members at AICU who were involved in the preparation and the implementation of the visit. The Visiting Team learned a great deal over the course of the many discussions at AICU and we are glad to take the opportunity to share our views through the following comments and recommendations.

## Visit Overview

During the follow-up visit the advisors were asked to focus on six topics. Some of these were also discussed during the first visit in 1999, so the second team was able to focus on the progress what the University achieved over the last five years. Other issues are related to new initiatives originating from the recently emerging challenges of higher education in Europe, specifically the Bologna Process.

The topics are timely and thorough discussions of these areas of interest may certainly initiate further decisions and actions at AICU concerning the challenges ahead as the University prepares to join the emerging Common European Higher Education Space.

The discussion topics were as follows:

- Scientific research: mobilizing successful individual work toward participation in major international projects.
- Quality assurance: structures and procedures. Case studies: ODL, doctoral studies, services.
- Resource management in an entrepreneurial university.
- 3-cycle reform: how to render student formation flexible in accordance with the market demands.
- Educational marketing, image promotion, internal and international cooperation.
- Interdisciplinary and transdisciplinary studies.

Prior to the meetings with different groups, the advisors met with the rector and his deputies to discuss the general framework of the visit. The team was also briefed about recent developments in higher education (HE) in Romania, where lots of activities are taking place at the legislative level. The law that introduced a new financing mechanism in 1998 has been amended so that the current system of budget allocation takes some quality elements into account as well. A new law is now being prepared to create a framework for the adaptation of the Bologna scheme, which should begin to be implemented just next year, in 2005.

In the process of collecting information on follow-up actions by AICU in relation to the VAP Report of 1999, the new team learned that the University has a strong commitment to become an entrepreneurial university, and several actions have been taken in order to meet that objective. These include, among others: the major restructuring of internal budget allocation to improve local mobility; improvement in earning extramural revenue sources; opening a kindergarten in order to provide service for those in need of child care in order to study (in the framework LLL); upgrading student dining halls; and establishing high quality infrastructure for international exchange by completing the attractive Gaudeamus Center, which has the quality of a three star hotel. Although the team had limited opportunity to explore the details of the progress made in the last five years, some of the achievements

presented to us were very impressive. We believe that AICU is moving in the right direction to develop to a broadly recognized entrepreneurial university.

Among the important and impressive changes already achieved is the unique action of AICU prohibiting the teaching staff from holding academic positions outside of the University. This restriction has been combined with a markedly increased salary level, thus making it an attractive condition of employment at the institution. It was possible to take this imperative step toward quality enhancement because of the substantially increased revenue sources made available by the University.

An important degree of solidarity among the colleagues at AICU has also been demonstrated in the decision to provide considerable additional support for Faculties involved in basic science. This was achieved because it was widely recognized throughout the University that the value of those Faculties contributes to the overall reputation of the institution.

# Scientific Research

AICU, as a comprehensive university, has a strong emphasis on research activity. The University is involved not only in the domestic areas of scientific research, but also in many international projects (including: 5<sup>th</sup> and 6<sup>th</sup> Framework Research, NATO, EURECA, COST, etc.). However, AICU continues to strive in this area and is determined to find a strategy to improve the situation. The current conditions for the funding of scientific research, however, make it impossible for a single university to be competitive in all fields. In addition to the international trends, the sudden disappearance of industry-based research support, which was available before 1999 almost automatically, created a vacuum in research funding. The legacy of the former system, which - for political reasons - obliged academic institutions to be involved in every possible scientific field has resulted in a rather heterogeneous quality in certain areas of science. Thus, the University leadership has the very difficult but imperative task of concentrating on those areas where AICU already has outstanding expertise or to which it will direct future attention. Defining those research foci is crucial in order for the University to define the niche it will fill within the European HE community. Meanwhile, in order to maintain the academic profile of the institution as a whole, support must also be maintained for those units outside of the special focus areas.

During the discussions, the Visiting Team received information about the major actors of the research area in the national arena. It is obvious that the competition for research grants is substantially increasing, since universities must contend with research institutes (supported by the Ministry of Education & Research), Institutions of the National Academy of Sciences, and enterprise-related institutions, which are all allowed to apply for the funds available.

In order to strengthen AICU's position in relation to scientific research, the following recommendations are offered for consideration:

1. Efforts should be made at the national level to convince funders to provide fewer but substantially larger grants.

- 2. AICU, on the other hand, should provide matching-fund grants to make the competition more attractive to university colleagues.
- 3. It is crucial to increase the number and strengthen the involvement of PhD students, as the most important resource for innovation. According to certain international examples, 15 to 20 % of graduates from the Master's level should go on to join PhD programs. Resources must be made available to support an increased number of PhD students, which in turn can be used as additional support for the academic staff.
- 4. In accordance with its strategic plan, the University should identify a limited number of research foci to be publicized widely to encourage people to join those designated areas. By doing this, AICU might overcome the paradox of having a great number of papers published yet being able to attract only limited research funds.
- 5. New initiatives for creating networks among some formerly neglected fields (such as sociology, psychology, education, etc.) should be encouraged and supported.
- 6. It must be a priority to improve the success rate of research grant applications. The University should establish an office and hire a professional to assist in the proper elaboration of grant proposals and to regularly provide the latest available information on funding opportunities.
- 7. The University must make its expertise visible to the international funding authorities in order to successfully attract them.
- 8. The academic community throughout AICU should access those more competitive grants available domestically, which are currently being successfully approached mainly by research institutes

# Quality Assurance (QA)

The traditional understanding of Quality Assurance, based mainly on the concept that a good professor knows and does what is good for the students provided he/she has got the means to do so, no longer applies today. Due to the many new trends (globalization, massification, alternative knowledge providing, diversified educational needs, etc.), fundamental reconsideration of QA issues are inevitable.

There are issues that need initial clarification, such as:

- What do we mean by quality?
- Shall we rely upon market mechanisms or have quality defined and controlled by national, European or other authorities?

Another essential aspect of the topic is accreditation. While this is a very important measure of consumer protection, and undoubtedly an important achievement

throughout Central Eastern Europe where the quality of educational institutions must be recognized by the many different States, it is still only a part of the quality assurance system yet to be developed. It is essential to understand the complexity of QA. Quality is about stakeholder satisfaction and academic standards. It is also about institutional culture, rather than rules and regulations. Quality is specific and not universal, concrete and not abstract. Quality must be constantly monitored in a university in order to establish a healthy balance between short term and long term quality issues and to periodically revisit and revise the entire QA system.

QA has become a high priority internationally, partly through recognition of the need for strengthening the overall competitiveness of European higher education. This important need made QA an integral element of the Bologna concept during the Berlin follow-up meeting in 2003. Apart from the many initiatives establishing an internationally comparable framework for QA, and beyond the central regulations for all universities in Romania stipulated by the new law on HE, each university has to work out its own stimulating and sustainable internal system, which must be accepted by the institution's constituents.

QA is an umbrella under which all manner of activities must be established and managed, from issues on how to run cafeteria to the quality of doctoral studies. Quality assurance is much more than collecting data and filling out forms, but without a transparent, reliable, and accountable system for handling data, or without a clear mechanism for procedures to describe and monitor activities of the university at every level, no powerful quality assurance system can be established. This is why it is absolutely essential to create an effective and efficient management information system.

In light of the achievements that have already been made at AICU, and the clear commitment of the University toward the further elaboration on QA matters, the Visiting Team offers the following recommendations:

- 1. In order to create a coherent QA mechanism for the entire University, the existing elements of QA must be further developed and converted into a coherent procedure that is:
  - Systemic
  - Comparable
  - Consistent and
  - Formative.
- 2. Based on a thorough analysis of the internationally available examples, AICU should develop a QA system model appropriate for Romania and specifically for lasi. The QA system of AICU must be adapted to the complexity of problems, issues, and history particular to this University. The system will have to be customized to meet specific needs, and it must remain flexible enough to accommodate substantial changes as necessary, according to future developments.
- 3. During the establishment of an institution-wide QA system at AICU, a sandwich approach should be followed, meaning that both the rectorate and

the decentralized units (down to the department level) are equally involved in the process of elaboration and implementation.

- 4. In order to support this process, a special Department or Center should be established specifically dedicated to QA. This office would coordinate the entire QA system and provide a diversity of well proven tools, while stimulating all members of the University to take an active part in it. (The demonstrated achievements in assuring quality within the ODL system may serve as a good example.)
- 5. It is especially important to emphasize the necessity of a university-wide student-based evaluation system to be established by the principles mentioned above. This system should guarantee that every course and every professor will be evaluated each semester and that the students will receive a timely response to their assessments.
- 6. The student-based evaluation should be used as important feedback for the appraisal of academic staff and as a significant element in the restructuring of curricula.
- 7. AICU should create a procedure for grievances (violations of rules and rights) and a forum for student and staff complaints/concerns.
- 8. Beyond a well functioning University level QA system, a periodic external review must be made of the entire institution (this may soon be required anyway in accordance with the new national law on QA).
- 9. AICU must establish an effective method for tracking alumni (graduates of the University), with the goal of tracing their success during their careers and obtaining feedback for improving curricula and learning/ teaching methods.
- 10. It is strongly recommended for AICU to establish a Benchmarking Club, perhaps beginning with the cooperation of those universities in Romania that have hosted advisory teams from the Salzburg Seminar.

# **Resource Management**

In order to better understand the overall framework of resource management, some striking weaknesses of the HE system within the Central Eastern European region must be mentioned, namely:

- Inefficient governance and administration
- Unreliable and frequently changing financing mechanisms
- Inefficient use of resources

The current trends in finance and management are:

A constant increase of costs

- Introduction and/or increase of tuition fees
- > The need for alternative (non-state) revenue sources
- Limitations on capacity and accessibility

Public revenues for HE are more and more limited, because of competition with other public fields (general education, health, infrastructure, etc.). Therefore new strategies have to be established for financial viability (greater efficiency, cost-sharing, etc.).

The Visiting Team is convinced that AICU has done extremely well in creating a stable financial basis in a very difficult economic environment. The University and its leaders have managed a dramatic increase in the number of students and have opened a broad variety of income sources as supplement to the decreasing state funding. AICU has also developed a convincingly elaborated internal financial management by transferring significant responsibility and autonomy to the middle tier of the University and by making arrangements for an internal market, i.e. use of space. The Visiting Team sees this as a remarkable and wise response to the fact that an important part of the University's income is dependent on the activities of the Departments and their ability to adapt to the market's demands.

In a short but very informative session, the Visiting Team received insight as to the status and some of the main problems at AICU in regard to resource management. As we learned, the diversity of sources of income is relative to the variety of expenditures. We also learned that AICU supports *additional burdens* that go along with being the leading university in the region, such as the very impressive botanical garden, a museum and a wide range of infrastructure for students. All these additional facilities require maintenance and/or capital appropriations for modernization. This will include financial risks that should be thoroughly controlled and which have the danger of coming into conflict with the core business of a university: teaching, learning, and research. A healthy balance can always be maintained, however, when the university has a sound commitment towards the core mission, while being entrepreneurial in ways compatible to those priorities.

AICU has also proven itself to be aware of its social responsibility in caring for retired staff members. The University contributes a substantial amount to the state's retirement payments for these individuals. In the long run, these expenses should be transferred to the public budget.

We understand that the sustainable and well-structured development of AICU's budget does not rest in the hands of the University alone. As is the case for public institutions everywhere, the budget is greatly subject to the rule of the state and the Ministry of Higher Education. The Visiting Team sees at least two of the state rules to be problematic, however, since they will certainly lead to serious disadvantages for the present and future budget of the University. Therefore we would like to encourage the central government to reconsider the following issues:

 The basic income structure of a Romanian university of two main sources – the state budget based on the number of non-fee-paying students and the fees gained from additional students – is understood to be a motivating method in support of entrepreneurialism. But this scheme also has negative consequences both internally and externally in respect to quality and equity. Therefore, for the long-term, the introduction of a scheme for fair fees from all students should be established. It would be a means to reduce inequalities between students, Faculties, and Departments and it would also establish terms for fair competition between the different higher education institutions throughout the country. Such a scheme with general fees for all must be implemented in parallel with a reliable loan system for students with financial difficulties.

2. The University should be granted more flexibility in handling and managing resources earned by the university on an entrepreneurial basis. The legal framework supporting the above would serve as a good instrument to take care of unexpected expenses, financial crises, or co-financing competitive projects (i.e. EU projects).

To the leaders of AICU, the Visiting Team offers the following recommendations:

- 1. We learned that the internal budgeting process is based on a strategic plan that comes from the decentralized units to the central level, where it is coordinated. The Visiting Team also understood, however, that this plan does not support internal resource management because the distribution of the budget is mainly based on the respective income of the decentralized unit minus a 25 % overhead for the central level. It seems that there are no special funds for innovations such as the creation of new study programs or other innovative ventures. In order to sharpen the future profile of the University's teaching program and to create a plan for centers of excellence or for clusters for research, a strategic plan covering a period of 3 to 5 years must identify the direction in which the University wants to move and how it will allocate funds for those innovations.
- 2. In order to strengthen basic research, the University could reconsider the student-based formula in respect to the spread between the more and less expensive programs, departments, and subjects. It seems that the chances to buy and maintain modern research equipment, necessary in order to attract funds nationally and internationally, are inhibited by too narrow a spread.
- 3. In respect to the *additional burdens* mentioned above (see page 7), which already require a substantial share of the budget and very likely will need more in the future, the Visiting Team feels that AICU must differentiate between those tasks of the current mission that should be maintained (what the University *needs* to have) and those that are not essential for the development of teaching, learning, and research but rather are a generous offering to the society (which are *nice* to have). These decisions have to be connected with the profile and the focus that the University chooses as guiding principle.
- 4. It should be discussed whether the salaries of professors could be oriented more towards the mission of the University, to their market position (employability outside of the University), and their performance rather than only in terms of their financial contributions to the University's income.

- 5. It seems advisable to offer more incentives for inter- and trans-disciplinary studies and programs. This could be accomplished by opening the way for inter-Faculty compensation, for example.
- 6. Since the person holding the position of Dean of Faculty is responsible for the decentralized budget, his/her term should begin with a sort of introductory training course addressing the financial and personnel challenges of this important job. This course should be offered at the central level for all employees who hold or who plan to apply for a management position.

### 3-cycle reform: how to render student formation flexible in accordance with the market demands

The world of European higher education has recently undergone significant and substantial changes. Current major trends influencing HE include:

- Mega-trends: globalization, revolutionary explosion of informationcommunication technology, expansion of the knowledge-based society.
- Meta-trends: massification, emergence of private-, corporate-, and foundationbased HE institutions, nontraditional knowledge providing services (ODL, virtual university, e-learning), growing needs for quality assurance mechanisms, etc.

The above trends led to the recognition of the need to strengthen the overall competitiveness of the European HE. Initial efforts have been made at the Sorbonne Forum, where a joint declaration on the harmonization of the architecture of European HE has been accepted. The Bologna Declaration in 1999 further extended the concept and led to an agreement on joint objectives for the development of a coherent and cohesive European HE area by 2010. The follow-up meetings in Prague (2001) and Berlin (2003) clarified many details and the decision was made to accelerate the process of reform. Romania, as a signatory country, is among those countries that have committed themselves to the above process.

In two very intensive discussion sessions, the Visiting Team was made aware that all members of AICU are very well informed about the Bologna Process and its framework. The understanding of the team, however, was that many academics still see this process more as a risk than as a chance; more as a new rule coming from outside and above than as an incentive from within the country/institution to be creative and innovative; more as an untimely and unwelcome additional chore than as a necessary step towards mastering massification and globalization. This is highly understandable considering the conditions surrounding the higher education law now in preparation, not to mention the experiences in this region from the past and the current-day difficulties, especially in relation to the dramatic increase in student numbers.

However, everyone involved in the discussions agreed that the coming reforms are inevitably going to happen. In order to meet the pending challenges in the best way possible, the University must create its own strategy in relation to the Bologna Concept, establish its own goals and present a unique profile reflecting the University as a whole. This will help AICU to act in a proactive way toward the Bologna objectives, for which there is no prescribed strategy. Every European institution must create its own method for successfully reaching the common goal.

Creating a two-tier degree structure involves establishing a system for the transfer and accumulation of credits, and cannot be accomplished without an accepted lifelong learning scheme. The new credit transfer system will influence the modular structures of study programs. A new definition of quality and a new quality assurance system must be established in order to define learning outcomes in terms of knowledge, competencies and skills. AICU already has a broad range of acceptable learning outcomes, so the University can certainly achieve a trusted mutual recognition and also boost mobility. The appropriate answer to Bologna, therefore, is not just to reduce 4 years of undergraduate studies into 3 years, cutting two majors back to one, but a more far-reaching and meaningful change in terms of content and in teaching and learning methods.

AICU has already adopted the credit system, but the Visiting Team is under the impression that this is attached more to the traditional system of grading and the traditional system of academic examinations. Assessment of learning outcomes should, however, recognize different learning/teaching efficiencies and should also inform students, teachers, and employers not only about the content learned, but also of the capabilities and skills of the students, his/her intellectual development, professional, vocational, and corporate qualifications.

The Visiting Team would like to draw the attention of all Departments to one of the dominating objectives of the Bologna Process, which is to create and foster employability. Participation in a study program should lead to an outcome that is not only of high quality in academic terms, but which also enables the student to solve problems, to understand the world, to fulfill duties, or to perform in a social or professional situation better than before. All the stakeholders expect some sort of learning outcomes, which mean a set of competencies including knowledge, understanding, and skills that the graduate is expected to know/ understand/ demonstrate after completion of the process – whether it be a short or long one. Competencies can be divided into two types: A) generic competencies, which in principle are independent of the subject that was studied, and B) subject-specific competencies. Competencies are normally obtained throughout the study program, including via the study environment (the hidden curriculum).

The discussions on this topic seemed to be mainly content-oriented and less concerned with competencies or with how to define, reach, and assess the outcomes of a study program. For everyone who has to develop and deliver programs, it is essential to know which part of the study process imparts the various competencies. Learning outcomes can be identified and related to whole programs of study (first or second cycle) as well as for individual units of study (modules).

It goes without saying that competencies and learning outcomes should correspond to the final qualifications of a learning program. It would be presumptuous to prescribe to all individuals and institutions the one best or the only way to achieve optimal learning outcomes just because we don't have enough reliable insight. This is why the method AICU has already successfully introduced to provide more choices to the individual learner, should be continued further, rather than creating new comprehensive programs.

Employability is an open concept and has to be interpreted according to the regional and national labor market, the path that determines a national or regional higher education system and the demands of the students for more general competencies in the increasingly dynamic knowledge society. The academic tradition of providing an elite education mainly for the civil service and for some special professions in the fields of law and medicine cannot be preserved, because as a result of massification all upper levels of social activities should be accounted for in higher education.

Considering this situation, the Visiting Team would like to give the following recommendations in respect to the adaptation to the Bologna Process by AICU:

- 1. In relation to the Bologna-oriented program structure, instead of waiting for a prescribed central framework, all Faculties and Departments should design their options, enter into discussions with students and other stakeholders of the region, professional organizations, and partner departments in other universities (nationally or internationally) in order to establish opportunities for their own initiatives and innovations. Even if there is only a small chance to bring forward the University's own concept, this process will be productive and it will open prospects for new concepts and variations. It will bring the University into a better position in the bargaining process with the Ministry. It will help the Faculties and Departments to enrich the parameters prescribed by the state in accordance with the University's profile.
- 2. Since employability is one of the objectives of the Bologna Process, new programs have to include new aspects of teaching and learning that provide generic competencies in addition to the subject-related competencies. Since these new integral parts of BA/MA programs have to be designed in accordance with the special profile of the respective Department/program, there is an urgent need for a strategic debate. AICU should use to its advantage the fact that it is a partner in the EU Tuning Project, which is focusing on these issues.
- 3. There was some discussion about a downgrading effect for the BA-level. We would like to draw attention to the opportunity for AICU and all its Departments to re-examine the entire structure of all the undergraduate programs, taking into account not only the shift from teaching to learning and the trend towards more individual choices and self organization of the learning process, but also the new mission of higher education in times of massification as mentioned above.
- 4. This changing role of higher education also means that the balance between content-oriented elements and other competencies, between disciplinary and trans-disciplinary elements must be reconsidered. We will come back to this point again (below) under the topic of inter- and trans-disciplinary studies.

- 5. At the graduate level, the Visiting Team recommends the development of three types of Master's:
  - a consecutive Master's with the purpose of deepening the competencies within a specialty and a research orientation,
  - a non consecutive Master's with the objective of widening the competencies in a specialty or to add a new specialty (for example: economics to geography or pedagogy to literature), and
  - as an offering in the new field of lifelong learning, a Master's for people returning to the University after some years of work experience.
- 6. Lifelong learning is not only an important aspect of the Bologna Process but also a way the University can reach new frontiers. An entrepreneurial university – like AICU – should take this chance to be one of the first and than one of the best on the market. In the view of the urgency of the Romanian society and economy to adapt to the new knowledge society, the Visiting Team is sure that lifelong learning will be a very promising activity for most of the AICU Departments. Early steps in that direction are therefore highly recommendable.

### Educational Marketing, image promotion, internal and international cooperation

With the convergence of globalization forces and the Bologna Process, student and professorial mobility has increased and is likely to increase even more dramatically in the coming decade. Proactive management of an institution's reputation is essential in order to retain the current size and composition of the student population. If the institution wishes to expand its numbers or enhance the quality of incoming students, proactive marketing and recruitment efforts will be necessary.

At AICU, little has been done in the area of educational promotion thus far. In 1999, the University published a brochure in Romanian, which is just now in the process of being re-printed. The University and all Faculties also have Web sites with basic information available but in uneven levels and different stylistic approaches. A few Faculties have attempted to do localized promotion, notably the Math Faculty's publication and dissemination of a brochure to secondary schools.

The University's leadership clearly sees marketing, promotion, and recruiting as a priority in terms of need and future focus. Efforts toward educational promotion will have payoffs in almost every other arena addressed in the Visiting Team's report: such promotion can help attract more research funding and can help recruit students from abroad as Europe moves to a 3-cycle system. Furthermore, a quality assurance study would provide much fodder for use in marketing the value of an AICU education.

To this end, the Visiting Team offers the following recommendations:

1. AICU should first identify *what* it wants to promote and *why*; then identify the *target audience*; and finally, identify *how* to do the promotion. The leadership of AICU should solicit input from all constituencies in formulating these plans.

- 2. AICU should establish a separate Office of Educational Promotion staffed by professionals trained in educational marketing, public relations and recruitment. This office should have a strong working relationship with the offices of admissions and international relations.
- 3. Because students are attracted both to a field of study and the reputation and services of an institution, AICU should aim to promote *both* the University as a whole and the individual Faculties. Furthermore, because students go to study at an institution in a particular location, AICU should work with the city of lasi to promote *both* the University and the city.
- 4. In this increasingly technological world, the World Wide Web serves as an important vehicle for educational promotion and recruitment. AICU should therefore update and enhance the University and Faculty Web sites. As AICU seeks to be a destination for students from across Romania, Europe and beyond, the Web site should offer parallel, comprehensive versions in English and perhaps in French or German as well. All important information, including some representative photos of the University and the city, should be on the *first two or three levels* of the Web site.
- 5. AICU leadership should work with students and professors to identify an agreed upon University "brand" and motto, and use them in all promotional materials.
- 6. Because student and alumni satisfaction is essential to AICU's reputation and ability to recruit new students from afar, the University should make the enhancement of student services a priority.
- 7. The new Office of Educational Promotion should collect data, through surveys and focus groups, on why students choose to come to AICU and why they stay at AICU. This information can be used in promotional materials and planning.

### Interdisciplinary and Transdisciplinary Studies

Interdisciplinary studies is increasingly recognized as an important vehicle for understanding processes of economic and political change, the development of science and culture, and the challenges of integration and mobility. Interdisciplinarity in theory or methodology may yield new discoveries, academic fields, and policy prescriptions. Furthermore, in an era in which graduating students are likely to have not just one or two jobs over their lifetimes, but multiple careers, cross-disciplinary learning can facilitate their success in these multiple venues and across such life changes.

Clearly, the value of interdisciplinarity is understood by those at AICU. The Visiting Team was very impressed by the multiple levels and facets of interdisciplinary and transdisciplinary studies already achieved at AICU. Of particular note are the emerging Women's Studies Program, the established Center for European Studies

and the Center of Aegeo-Mediterranean Studies, the bachelor's programs in History and Language and in Geography and Geology, and the many research projects undertaken by professors.

However, while AICU seems to put a high value on interdisciplinarity academically, there appear to be structural barriers to interdisciplinary and transdisciplinary studies at the national level and within the organization of the University. In terms of the power structure and the budget process, there is a clear bias among most Faculties and in the organizational structure of AICU in favor of traditional disciplinary studies. Furthermore, there appears to be a communication lag within AICU that has led to a lack of knowledge at all levels about the depth and breadth of what is already being done in interdisciplinary studies throughout the institution.

Interdisciplinary studies is likely to continue to gain stature nationally and internationally; AICU is poised to be an important contributor to interdisciplinary studies in the international arena and should be the leader in this area in Romanian higher education. To this end, the Visiting Team offers the following recommendations:

- 1. AICU should expend considerable effort to facilitate and encourage the addition of interdisciplinary and transdisciplinary programs to the state-approved list of majors/degrees.
- 2. The Bologna Process opens a window of opportunity for Romanian higher education, and AICU specifically, to increase its level of discussion and commitment to interdisciplinary and transdisciplinary programs. In particular, AICU should capitalize on the transition of undergraduate studies from 4 years to 3 years to explore possibilities for enhancing interdisciplinary studies across the curricula.
- 3. The leadership of AICU should facilitate internal communication so that everyone at the University is aware of AICU's current interdisciplinary and transdisciplinary efforts. As well, AICU should actively promote the existence and benefits of interdisciplinary programs to potential employers and to government officials within Romania and neighboring countries.
- 4. AICU should re-examine current funding and organizational patterns that give power and funds to disciplinary-based Faculties over and above interdisciplinary centers.
- 5. With the goal of infusing interdisciplinarity into the University culture, AICU should embed the rhetoric and practice of interdisciplinarity within all parts of AICU this includes incorporating issues of interdisciplinary studies into the rector's speeches, the Senate meetings, the Web site, and student expectations.
- 6. Beyond the Faculty-specific research support that already exists, AICU should create a new University-wide competitive fund to support interdisciplinary and transdisciplinary research by professors.

7. AICU should establish scholarships to enable students to pursue interdisciplinary and transdisciplinary degrees and research.

### Conclusion

The Visiting Advisors wish to express once again our commendation to AICU for the impressive progress the University has made over the last five years. The developments observed by this team provide further examples of what commitment and dedication may create. The effort devoted at AICU to establishing a competitive entrepreneurial university will certainly result in further strengthening the University's reputation not only in Romania, but internationally as well. These efforts combined with the willingness to participate in the new European trend – the Bologna Process – in a proactive manner will substantially help AICU to fulfill its mission. Naturally there are considerable challenges ahead as well, and the recommendations provided by the Visiting Advisors are intended to offer influential leverage in order to promote those changes necessary to reaching the declared goal of the University.

### Visiting Advisors and AICU Leadership Team:



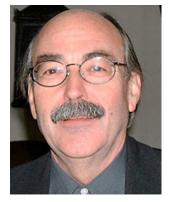
### Visiting Advisors:

László FRENYÓ (Team Leader) is president of the Strategic Committee of Higher Education and Research Council and professor of immunophysiology of the Szent Istvan University, Budapest, Hungary. He serves as dean of faculty for McDaniel College, USA (formerly known as Western Maryland College) Budapest Program. Dr. Frenyó is involved in the higher education restructuring project by UNESCO-CEPES within the framework of the Task Force Education and Youth (within the Stability Pact for SEE). He served as president of the Hungarian Higher Education and Research Council from 1997 to 2000, and was head of the task team responsible for the Higher Education Reform Project of Hungary from 1995 to 1998. Dr. Frenyó was president of the Hungarian Rectors Conference from 1995 to 1997, and served as chairperson of its International Committee from 1991 to 1995. He served as rector of the University of Veterinary Science in Budapest from 1990 to 1997, the same institution from which he earned both D.V.M. and Ph.D. degrees. Dr. Frenyó was a member of the Salzburg Seminar's Universities Project Advisory Committee.

Hans BRINCKMANN was president of the University of Kassel, Germany from 1989 to 1999 and professor of public law and public administration from 1972 to 2002. He holds a Ph.D in law from the University of Bonn and a Dipl. Ing. degree in applied mathematics/communication engineering from the Technical University of Darmstadt. Professor Brinckmann has served for more than 12 years as member of the Board of Directors of the Center for Research on Higher Education and Work in Kassel, and was involved there in many projects in higher education. He has been an active participant in the Salzburg Seminar's Universities Project and Visiting Advisors Program. Professor Brinckmann's scientific studies focus on the modernization of the public sector and on the changes of structures, processes and products in public services, administration and politics, mainly by means of new information and communication technologies. He currently runs the partnership B<sup>2</sup> Bremeier & Brinckmann, consultants in public administration, and serves as an advisor in academic offshore activities at Kassel University.

**Tracy FITZSIMMONS** is vice president for academic affairs at Shenandoah University, Virginia, USA, where she previously held the position of dean of the College of Arts and Sciences. Prior to moving to Virginia, Dr. Fitzsimmons was chair and associate professor of government for the College of Arts and Sciences at the University of Redlands, California. She is a member of the Association of American Colleges and Universities in Washington, DC. Dr. Fitzsimmons holds an M.A. in Latin American studies and a Ph.D. in political science from Stanford University, California.







**Anna GLASS** is the coordinator for Central and Eastern Europe, Visiting Advisors Program, Universities Project. She began working at the Salzburg Seminar as a program assistant in 1999 and joined the Universities Project in 2000. Originally from Maine, Ms. Glass has lived in Switzerland and France during the course of her studies. She is a graduate of Middlebury College, Vermont, where she studied French, German, and English literature.



### THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. From 1998 to 2003, the Salzburg Seminar's Universities Project focused on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefined their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project was a multi-year series of conferences and symposia convening senior representatives of higher education from the designated regions with their counterparts from North America and West Europe. Discussion in the Project's programs focused on the following themes:

- University Administration and Finance
- Academic Structure and Governance within the University
- Meeting Students' Needs, and the Role of Students in Institutional Affairs
- Technology in Higher Education
- The University and Civil Society

### OBJECTIVES

Universities and other institutions of higher learning are seeking to reshape themselves in ways that will prepare them more fully for the twenty-first century. Even as these institutions are considering extensive systemic changes in their academic design, structure, and mission, all desire autonomy in governance and in their intellectual life. Accordingly, the Universities Project aimed to promote the higher education reform process by inviting senior administrators to participate in conferences and symposia concerning issues of university management, administration, finance, and governance.

### THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this Program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the end of the Program in June 2004, seventy visits were conducted at universities in Central and East Europe and in Russia. The addition of the Visiting Advisors Program brought to the Universities Project an applied aspect and served to enhance institutional and personal relationships begun in Salzburg.

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which provided funding for the Universities Project and the Visiting Advisors Program respectively.

### Salzburg Seminar website: www.salzburgseminar.org



www.uaic.ro

### Annex II.4.2.a. QS Results

ALEXANDRU IOAN CUZA UNIVERSITY 2011 FACT FILE
Dear colleague,
2011 has seen over 2,000 universities considered, over 700 evaluated as well as record response levels to our academic and employer surveys,
making the QS World University Rankings $\hat{A}$ <sup>®</sup> the largest and most extensive exercise of its kind.
We are delighted to inform you that the QS World University Rankings® 2011/2012 will be published on Monday 5th September at 00:01
GMT +1 on www.topuniversities.com, partner websites such as Chosun Ilbo, LÂ'Express.fr and in other leading media around the world.
Below you will find the fact file of your institution with its ranking position and the scores for each of the indicators considered in our
methodology. This information is protected by embargo until Monday 5th September, 00:01 GMT+1, hence cannot be published or broadcast
until then.
We would appreciate your collaboration in ensuring that this information is passed on to any relevant colleagues, whose details we may not
have. The fact file should enable you to prepare your internal and external communication in relation to the launch of these results. If you also
wish to receive the embargoed press release or would like to speak with our experts for comment, kindly email your request to our PR team at
gspressoffice@qs.com.
The QS Intelligence Unit remains committed to engaging in open dialogue with all stakeholders of this important and influential study, please
don't hesitate to contact us with any detailed questions or follow our blog.

## AL

Subject: QS World University Rankings 2011/2012 - Your fact file

From: "QS Intelligence Unit" <noreply@qemailserver.com>

Date: Thu, September 1, 2011 12:09 am

alexandra.vosniuc@uaic.ro

To:

------ Original Message ------

985

Kind regards,

Ben Sowter

Head of Division

PUBLISHED OR REFERENCED WHOLE OR IN PART UNTIL 0001 GMT+1 05/09/2011OVERALLScoreRank QS World University QS Intelligence Unit FACT FILETHE DATA CONTAINED HEREIN IS RELEASED UNDER EMBARGO AND MAY NOT BE RE-Rankings® 20118.9601+

## SURVEY INDICES Score Rank

7.2 301+	2.9 301+
Academic Reputation	Employer Reputation

### FAST FACTS CountryRomania

Foundation Year 1860 FACULTY AREAS Score Rank

Arts & amp; Humanities--

Engineering & amp; Technology-

Life Sciences & amp; Medicine-

Social Sciences & amp; Mgmt-

CLASSIFICATION SizeXL - Very Large

FocusCO - Comprehensive

Research MD - Moderate

Age5 – Historic

View classifications methodology

## DATA INDICES Score Score Rank

 Faculty Student
 23.3:1
 15.1
 301+

 Citations per Faculty 1.4
 2.7
 301+

reactions per 1 actual 1:4 2:1 201

International Faculty 11.9% 35.5 276

International Students 1.5% 4.8 301+

**PERSONNEL DATA** 

Faculty\*1,460

International Faculty\*174

Students\*33,990

International Students\*512

SCOPUS METRICS Papers1,910\*\*

Citations3,568\*\*

Citations (excluding self-citations)2,045\*\*

Rankings® since 2004. The team now numbers 15 people and, in addition to these rankings, by the end of 2011 will have published regional UsBlog | Twitter | Facebook About the QS Intelligence Unit The QS Intelligence Unit (QSIU) has been operating the QS World University USEFUL LINKS Survey ResponsesAcademic | Employer MethodologiesMain | System Strength ResultsMain | Subject Rankings Follow

rankings in Asia and Latin America as well as discipline level rankings in 26 separate subjects. For details of our work, including detailed
descriptions of our methodologies, please visit our website on www.iu.qs.com.
For more detailed analysis of the performance of your own institution and benchmarking with respect to selected others or national and regional
norms, please contact us on intelligenceunit@qs.com. Source: QS World University Rankings®
Copyright © 2011 QS Intelligence Unit (a division of QS Quacquarelli Symonds Ltd)
* These data may differ from those supplied. Ratio calculations involve Full Time Equivalent (FTE) numbers of faculty and students. Where
these were not supplied adjustments have been made to ensure comparability between institutions. Adjustments are made based on ratios derived
from the analysis of other institutions in the country or region.
** Data is drawn from Scopus for a five year window - in this case 2006-2010. Numbers relate to publications during the given period and
citations for those papers during the same period. Numbers may differ from those retrieved from Scopus as QS has conducted additional
mapping that aggregates multiple records and may retrieve more data. Additionally Elsevier frequently add records to Scopus and backfills for
editions during the evaluated period. In 2011 we have been able to exclude self-citations for the first time.
- - 1

Feedback



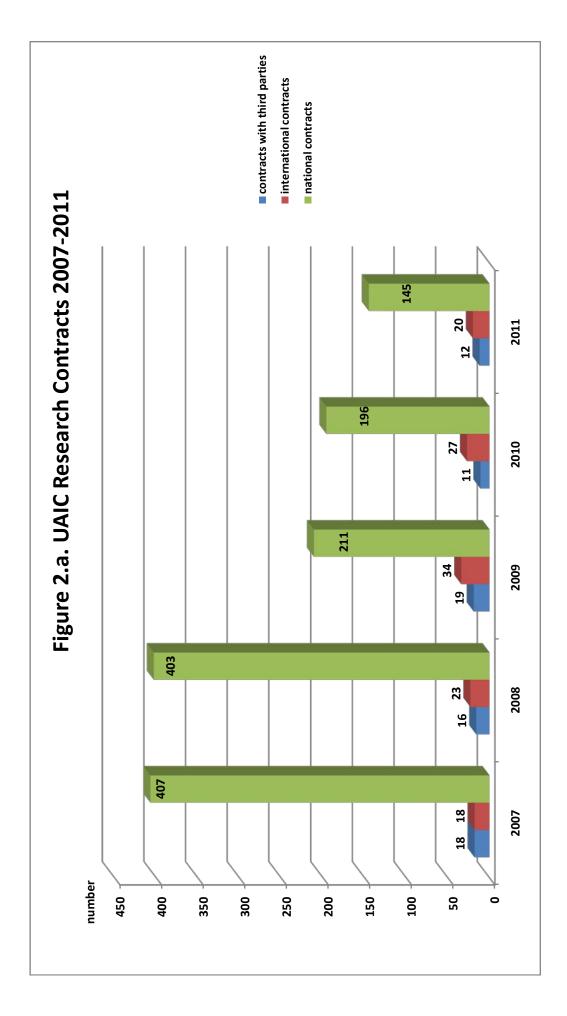
### Annex IV.2.1. Funding Resources. Research Contracts and Projects

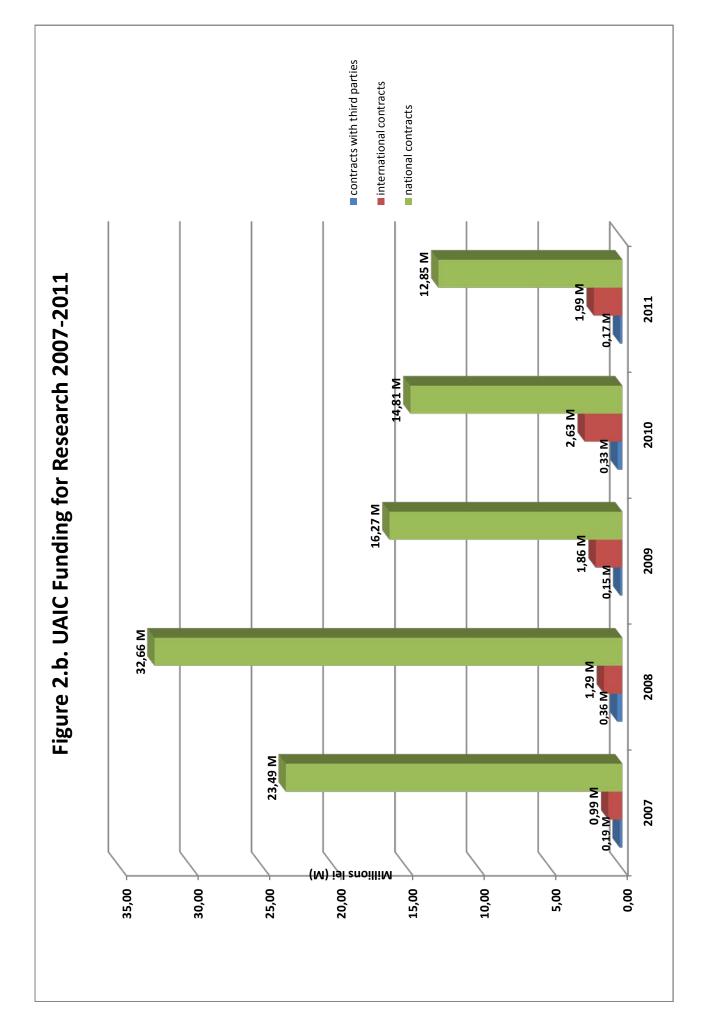
structural funds	
- research & s	
Inding Resources	
Table 1 Fu	

Fundings Resources		2	<b>Number</b>					Funding (lei)			TOTAL
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007-2011
Individual projects (suported by university)	0	0	33	34	34	0	0	1.060.837	1.264.282	980.209	3.305.328
Research - national (by CNCS, ANCS, AR)	407	403	211	196	145	23.488.029,72	32.662.822,37	16.268.177,67	14.807.568,56 12.852.541,61	12.852.541,61	100.079.139,93
Research - international by FP6, FP7, CIP, COST, INTAS, ESPON, other)	18	23	34	27	20	985.982,21	1.290.181,06	1.863.659,97	2.629.821,22	2.305.015,76	9.074.660,22
Research - contracts/projects/services with companies, other national and international	18	16	19	1	12	186.665,28	357.007,26	150.015,97	326.931,25	166.366,53	1.186.986,29
Structural Funds	0	e	13	56	59	0,00	342.283,35	4.155.505,29	18.227.750,06	45.238.648,20	67.964.186,90

Ta	abel 2 UAIC Research Contracts 2007-2011	<mark>esearch Co</mark>	ontracts 2	007-2011		
	2007	2008	2009	2010	2011	2007-2011
contracts with third parties	18	16	19	11	12	76
international contracts	18	23	34	27	20	122
national contracts	407	403	211	196	145	1362
	2007	2008	2009	2010	2011	
contracts with third parties	186.665,28	357.007,26	150.015,97	326.931,25	166.366,53	
international contracts	985.983.21	<u>985.983.21                                    </u>	1.863.660.97	2.629.821.22	1.994.954.76	

	2007	2008	2009	2010	2011
contracts with third parties	186.665,28	357.007,26	150.015,97	326.931,25	166.366,53
international contracts	985.983,21	1.290.181,48	1.863.660,97	<u>985.983,21 1.290.181,48 1.863.660,97 2.629.821,22 1.994.954,76</u>	1.994.954,76
national contracts	23.488.029,81	32.662.822,41	16.268.177,71	23.488.029,81 32.662.822,41 16.268.177,71 14.807.568,61 12.852.541,61	12.852.541,61



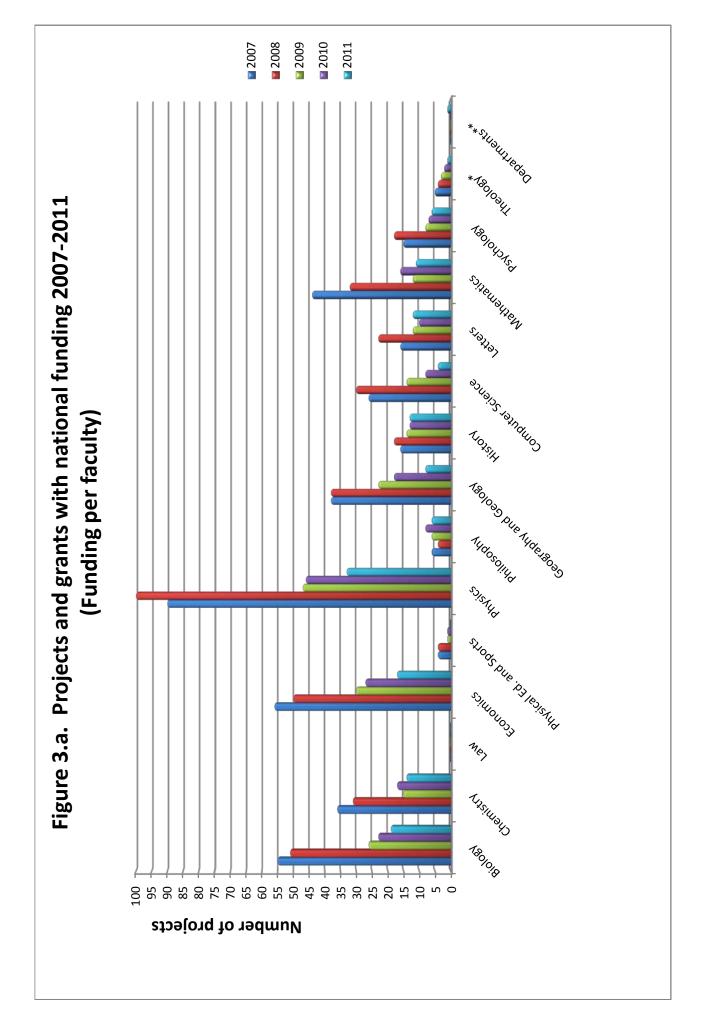


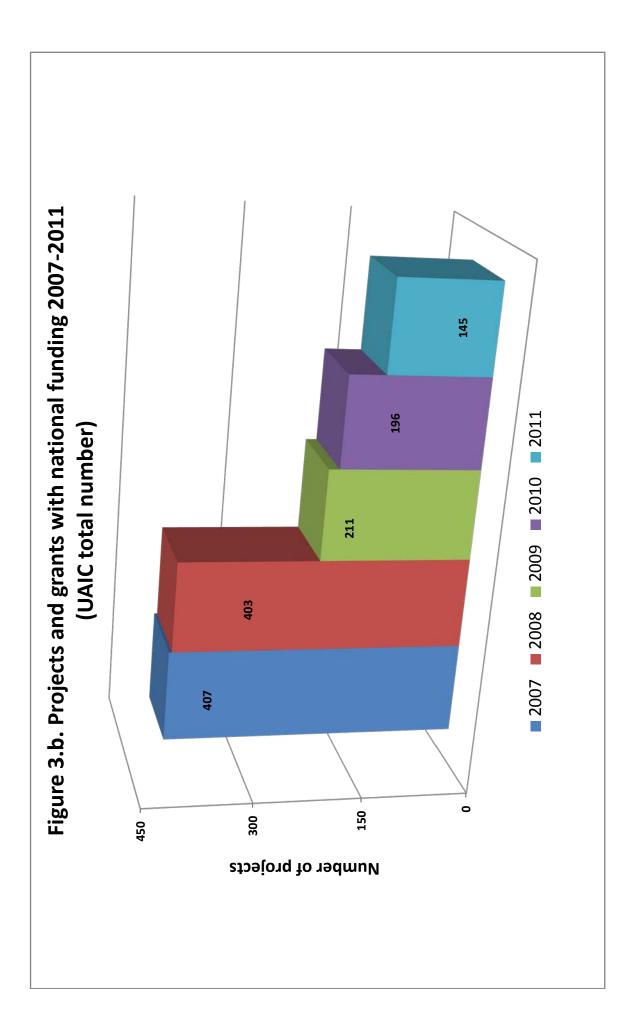
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(1)         (1) <td></td> <td>4</td> <td></td> <td>4</td> <td>351.406,81</td> <td>1</td> <td>149.157,50</td> <td>1</td> <td>129300</td> <td>0,00</td> <td>0,00</td> <td></td>		4		4	351.406,81	1	149.157,50	1	129300	0,00	0,00	
Id Social-       Id Social- <thid social-<="" th="">       Id Social-       <thid social-<="" th=""></thid></thid>		60		100		47	4.616.014,20	46	4065188	33,00	3.509.019,76	
ICES         6         209.856,90         4         292.059,00         6         519.735,45           Id Geology         38         2.212.736,24         38         2.127.390,00         23         1.088.868,39           Id Geology         38         2.212.736,24         38         2.127.390,00         23         1.088.868,39           ence         16         1.263.623,23         18         4.546.324,01         14         838.697,06           ence         26         811.661,58         30         1.922.747,73         14         833.43,26           ence         12         735.460,11         14         833.43,26         743.046,45           ence         16         529.323,13         23         1.235.460,11         12         743.046,45           ence         16         529.323,13         23         1.235.460,11         12         743.046,45           nd Education         14         2.779.266,53         32         4.202.210,19         12         743.046,45           nd Education         15         1.286.365,90         18         2.325.790,94         8         460.710,54           nd Education         15         183.697,00         18         2.325.790,94         8	ny and Social-											
Id Geology       38       2.127.390,00       23       1.088.868,39         Id Geology       16       1.263.623,23       18       4.546.324,01       14       838.697,06         ence       26       811.661,58       30       1.922.747,73       14       838.697,06         ence       26       811.661,58       30       1.922.747,73       14       893.343,26         ence       26       811.661,58       30       1.922.740,11       12       743.046,45         ence       44       2.779.266,53       32       1.235.460,11       12       743.046,45         nd Education       44       2.779.266,53       32       4.202.210,19       12       1.641.662,76         nd Education       15       1.286.365,90       18       2.325.790,94       8       460.710,54         nd Education       15       1.83.697,00       18       2.325.790,94       8       460.710,54         nd Education       15       183.697,00       18       2.325.790,94       8       460.710,54         nd Education       15       183.697,00       18       2.325.790,94       8       347.940,50         nd Education       0       18       2.325.890,84       8 <td>ciences</td> <td>9</td> <td></td> <td>4</td> <td>292.059,00</td> <td></td> <td>519.735,45</td> <td>8</td> <td>706.644,14</td> <td>6,00</td> <td>868.275,72</td> <td></td>	ciences	9		4	292.059,00		519.735,45	8	706.644,14	6,00	868.275,72	
16         1.263.623,23         18         4.546.324,01         14         838.697,06           ence         26         811.661,58         30         1.922.747,73         14         893.343,26           ence         16         529.323,13         23         1.235.460,11         12         743.046,45           model         44         2.779.266,53         32         4.202.210,19         12         743.046,45           nd Education         15         1.286.365,90         18         2.325.790,94         8         460.710,54           nd Education         15         1.286.365,90         18         2.325.790,94         8         347.940,50           nd Education         0         10         2.348.029.81         4.3         347.940,50         9           nd Education         0         0         0         0         0         0	ly and Geology	38		38	2.127.390,00		1.088.868,39	18	1.083.119,86	8,00	747.211,41	
ence         26         811.661,58         30         1.922.747,73         14         893.343,26           743.046,45         743.046,45         23         1.235.460,11         12         743.046,45           743.041         743.046,45         32         1.235.460,11         12         743.046,45           743.041         743.046,45         32         4.202.210,19         12         743.046,45           743.041         74         2.779.266,53         32         4.202.210,19         12         1.641.662,76           74         743.046,45         743.046,45         743.046,45         743.046,45         743.046,45           74         743.667,90         18         2.325.790,94         8         460.710,54           74         743.667,00         18         2.325.790,94         8         460.710,54           74         743.667,00         74         743.667,00         7         747.940,50           74         743.667,00         74         743.667,00         3         347.940,50           74         743.678,00         7         743.268,01         7         742.68.177.71           74         743.288,029,81         403         25.989,828,81         71         16.268.177		16		18	4.546.324,01	14	838.697,06	13	1.142.590,24	13,00	1.189.434,78	
16       529.323,13       23       1.235.460,11       12       743.046,45         44       2.779.266,53       32       4.202.210,19       12       1.641.662,76         nd Education       15       1.286.365,90       18       2.325.790,94       8       460.710,54         nd Education       16       16       2.325.790,94       8       347.940,50         nd Education       0       0       0       0       0       0         nd Education       16       183.697,00       4       442.872,00       3       347.940,50         nd Education       10       23.488.029.81       403       25.989.828.81       21       16.268.177.71	· Science	26		30	1.922.747,73		893.343,26	8	740.848,60	4,00	112.350,62	
nd Education       44       2.779.266,53       32       4.202.210,19       12       1.641.662,76         nd Education       15       1.286.365,90       18       2.325.790,94       8       460.710,54         15       1.286.365,90       18       2.325.790,94       8       460.710,54         15       1.286.365,90       18       2.325.790,94       8       460.710,54         16       10       10       2.325.790,94       8       347.940,50         16       183.697,00       4       442.872,00       3       347.940,50         16       16       16       16       16       16       16         17       16.268.177.71       21       16.268.177.71       16       16		16		23	1.235.460,11	12	743.046,45	10	820.434,56	12,00	896.197,12	
nd Education     15     1.286.365,90     18     2.325.790,94     8     460.710,54       15     1.286.365,90     18     2.325.790,94     8     460.710,54       15     183.697,00     4     442.872,00     3     347.940,50       16     0     0     0     0     0     0       17     16.268.177.71     23.488.029.81     403     25.989.828.81     211     16.268.177.71	ics	44		32	4.202.210,19		1.641.662,76	16	1.553.329,79	11,00	980.496,24	
15         1.286.365,90         18         2.325.790,94         8         460.710,54           5         183.697,00         4         442.872,00         3         347.940,50           6         0         0         0         0         0         0         0           407         23.488.029.81         403         25.989.828.81         211         16.268.177.71	gy and Education											
5         183.697,00         4         442.872,00         3         347.940,50           0		15		18	2.325.790,94		460.710,54	7	562687	6,00	514.628,74	
0         0		5			442.872,00		347.940,50	5	211358	1,00	00'0	
23.488.029.81 403 25.989.828.81 211 16.268.177.71	ts**	0		0	0		0	0	0	1,00	87.900,00	
		407	23.488.029,81	403	25.989.828,81	211	16.268.177,71	196	14.807.568,61	145,00	12.852.541,61	

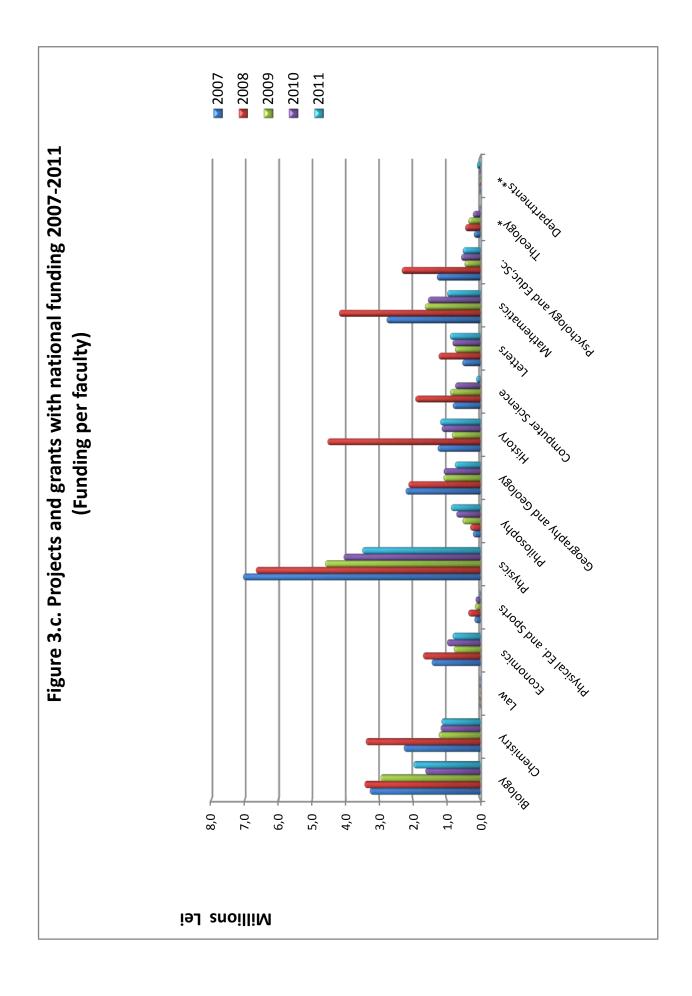
Table 3 Projects and grants with national funding 2007-2011

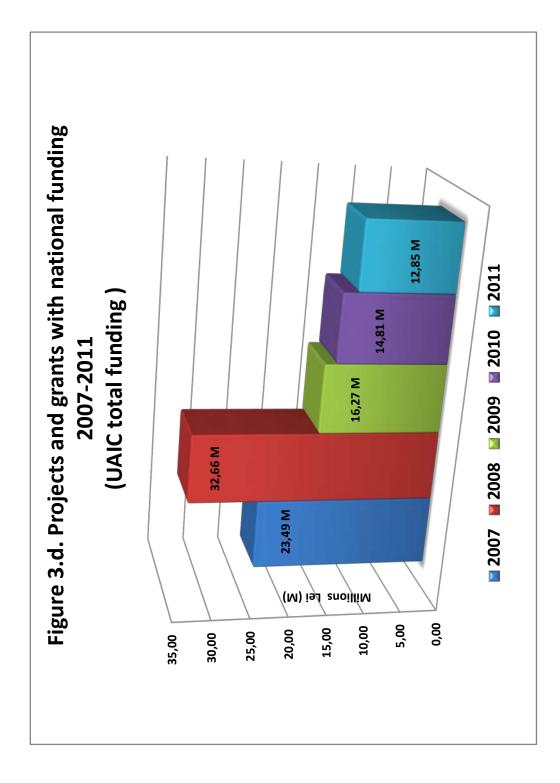
\*Orthodox & Roman-Catholic Theology

\*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies



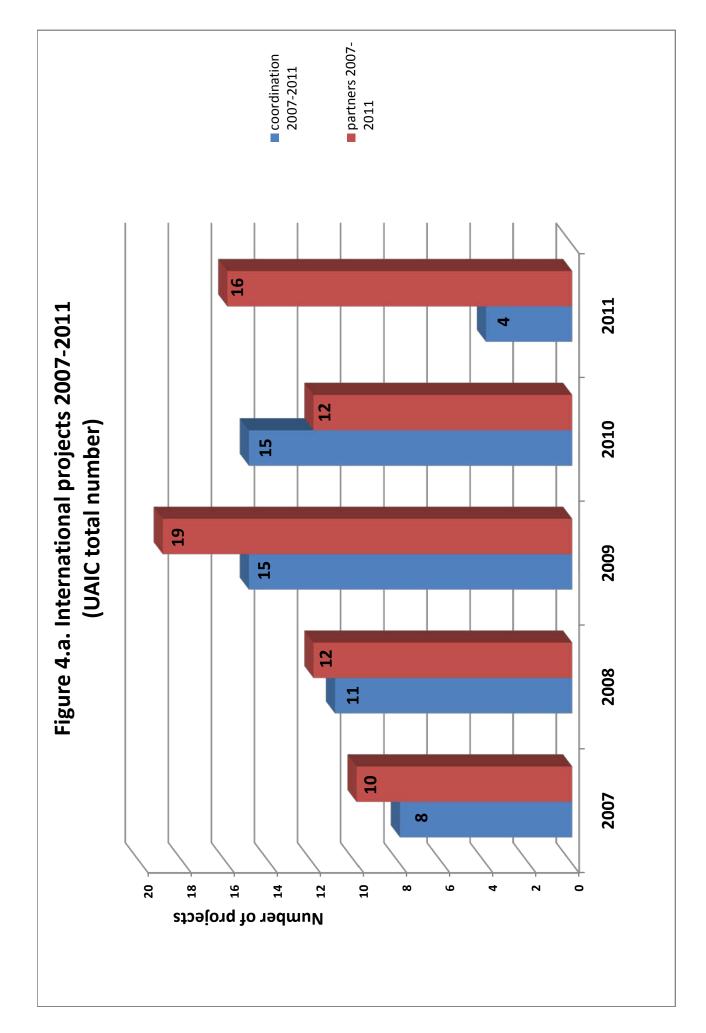


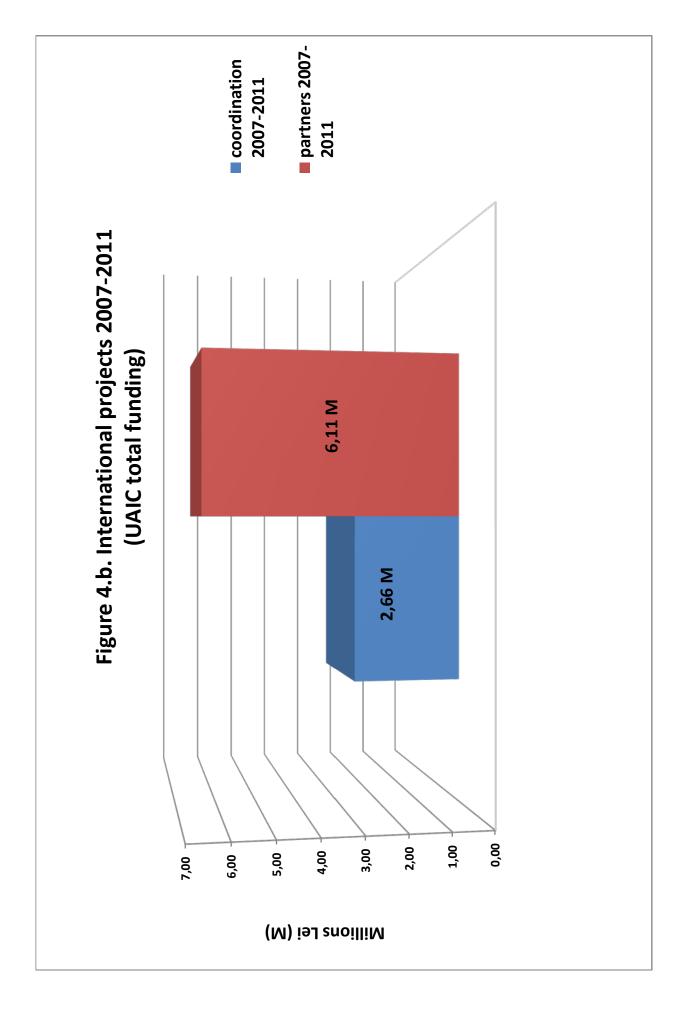


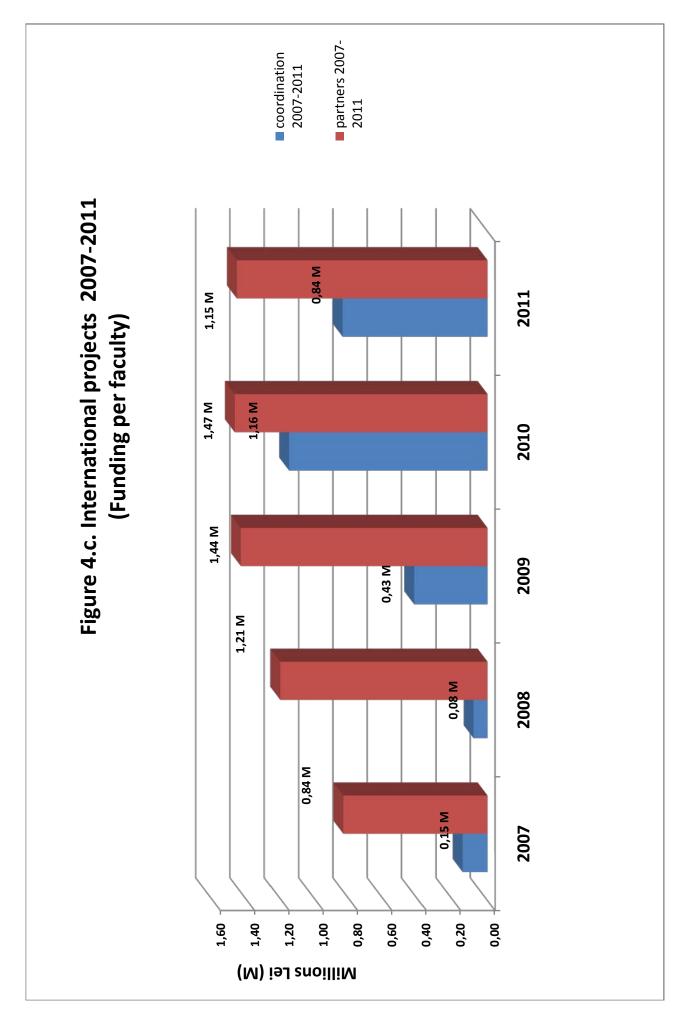


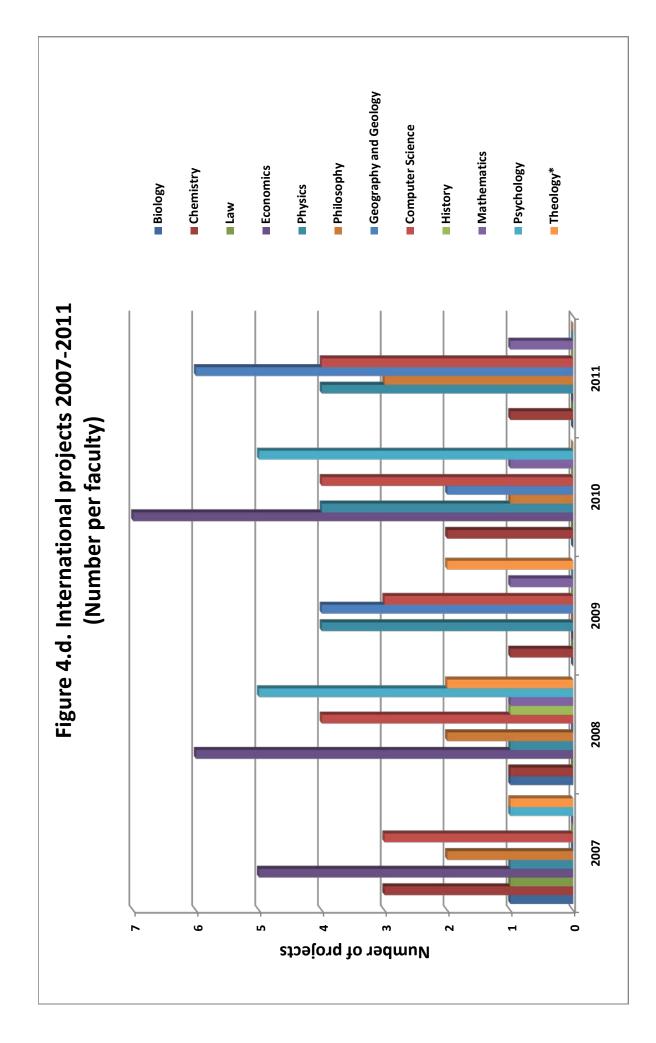
		Tab	Tabel 4 In	Iternatior	al Proj	International Projects 2007-2011	7-2011			
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Faculty/	number funding		er	funding	number	funding	number	funding	number	funding
<b>Department</b>	2007	2007	2008	2008	2009	2009	2010	2010	2011	2011
Biology	1	23.520,00	1	15.031,00	0	00'0	0	0,00	0	00'0
<b>Chemistry</b>	3	7.897,57	1	26.869,00	1	63.762,00	2	83.654,00	1	107.515,00
Law	1	81.309,00	0	00′0	0	00'0	0	00'0	0	00'0
<b>Economics and</b>										
Business										
<b>Administration</b>	5	137.580,13	6	54.880,28	0	66.647,78	7	200.428,80	0	00'0
<b>Physics</b>	1	92.347,00	1	155.906,00	4	279.363,00	4	658.819,50	4	305.117,61
<b>Philosophy</b>	2	118.840,58	2	205.565,13	0	227.456,69	1	120.405,06	3	216.773,00
Geography and										
Geology	0	0,00	0	0,00	4	173.125,00	2	215.875,00	6	431.336,95
<b>Computer Science</b>	3	168.390,33	4	384.529,07	3	367.330,50	4	337.783,02	4	417.747,62
History	0	0,00	1	00′0	0	00'0	0	00'0	0	00'0
<b>Mathematics</b>	0	0,00	1	00′0	1	296.165,00	1	809.740,84	1	826.525,58
<b>Psychology</b>	1	132.886,00	5	220.270,00	0	229.113,00	5	203.114,82	0	00'0
Theology *	1	223.212,60	2	227.131,00	2	160.697,00	0	0,00	0	00'0
	18	985.983,21	23	1.290.181,48	34	1.863.659,97	27	2.629.821,04	20	2.305.015,76

\*Orthodox & Roman-Catholic Theology







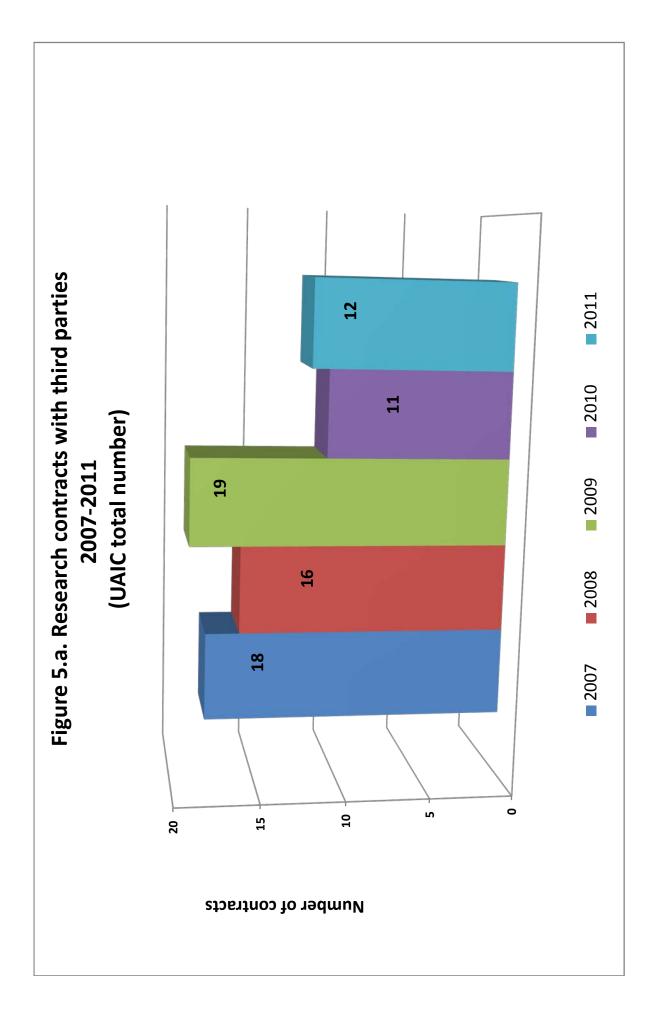


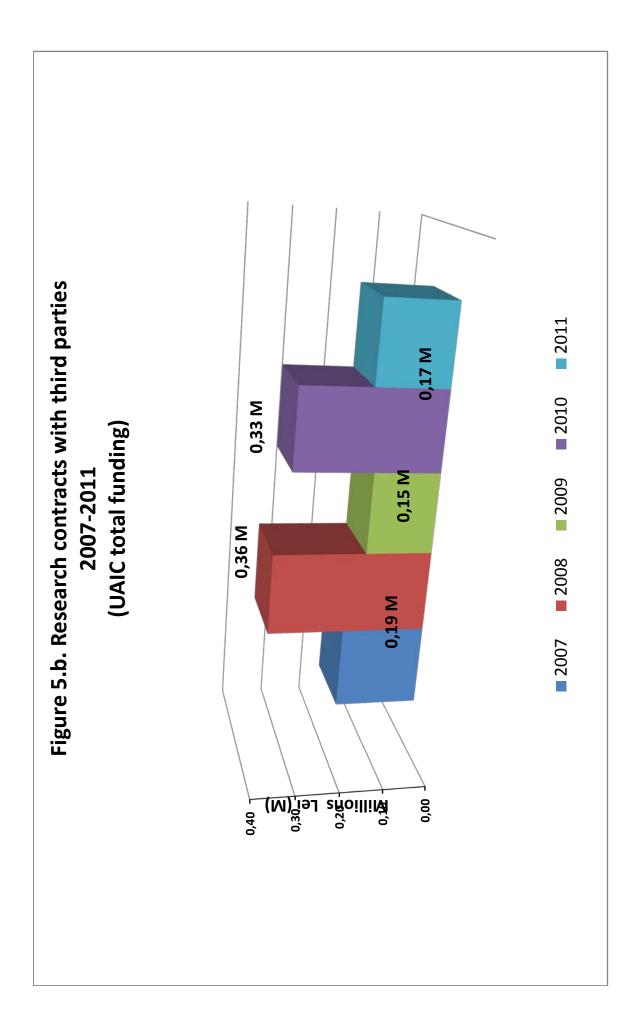
	Total	Total	Total	Total	Total	l otal	Total	Total	Total	Total
Faculty/Department	number 2007	tunding 2007	number 2008	tunding 2008	number 2009	tunding 2009	number 2010	tunding 2010	number 2011	tunding 2011
Biology	Υ Γ	7222,67	1	100000	2	40206,98	2	202217,41		
Chemistry	1	2694,35								
Law										
<b>Economics and Business Administration</b>	1	25000					1	12578,39	2	
Physical Education and Sports	1	1177,47	1	0					2	4930,52
Physics	2	3740,34	2	2779,36	1	840	1	0009	1	
Philosophy and Social-Political Sciences			1							
Geography and Geology	9	121838,45	С Э	10979,28	9	66473,03	3	99705	£	110060,1
History	2	15500	3	79646,91	2	22739,49	3	6430,45		
Computer Science	1	. 9492	1	3765,41	1	3550,27				
Letters	1		3	6988,23	1	11403				
Mathematics										
<b>Psychology and Education Sciences</b>			1	152848,07						
Theology *					1	4803,2	1	0		
Departments**									4	51375,91
Total	18	186665,28	16	357007,26	19	150015,97	11	326931,25	12	166366,53

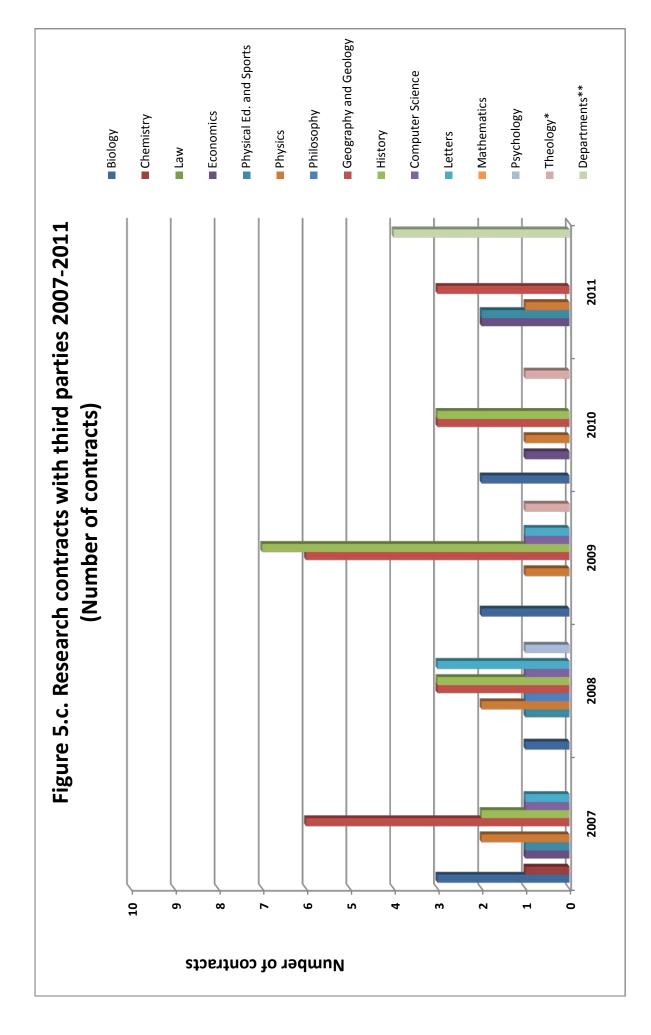
# Tabel 5 Research contracts with third parties 2007-2011

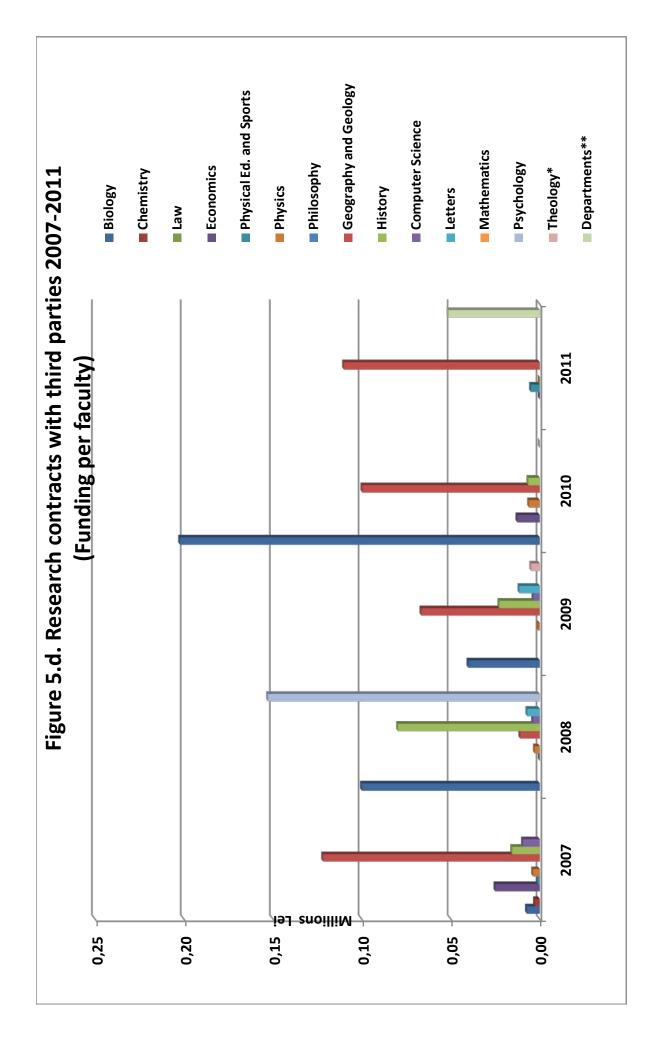
\*Orthodox & Roman-Catholic Theology

\*\* Interdisciplinary Departments for Natural Sciences & Mathmatics and Social Sciences & Humanities , Center for European Studies



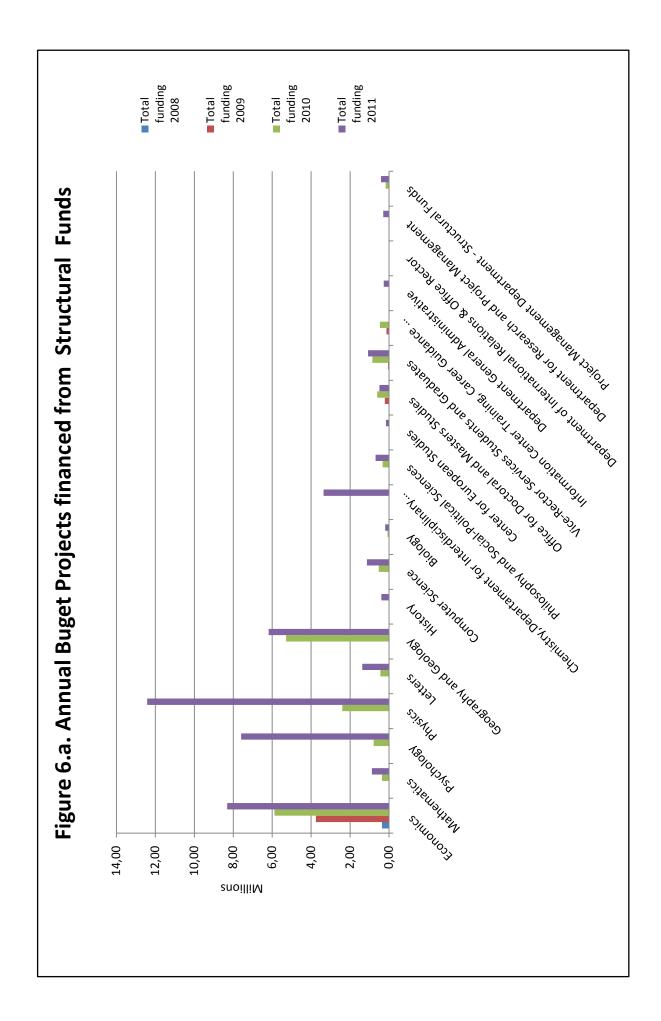


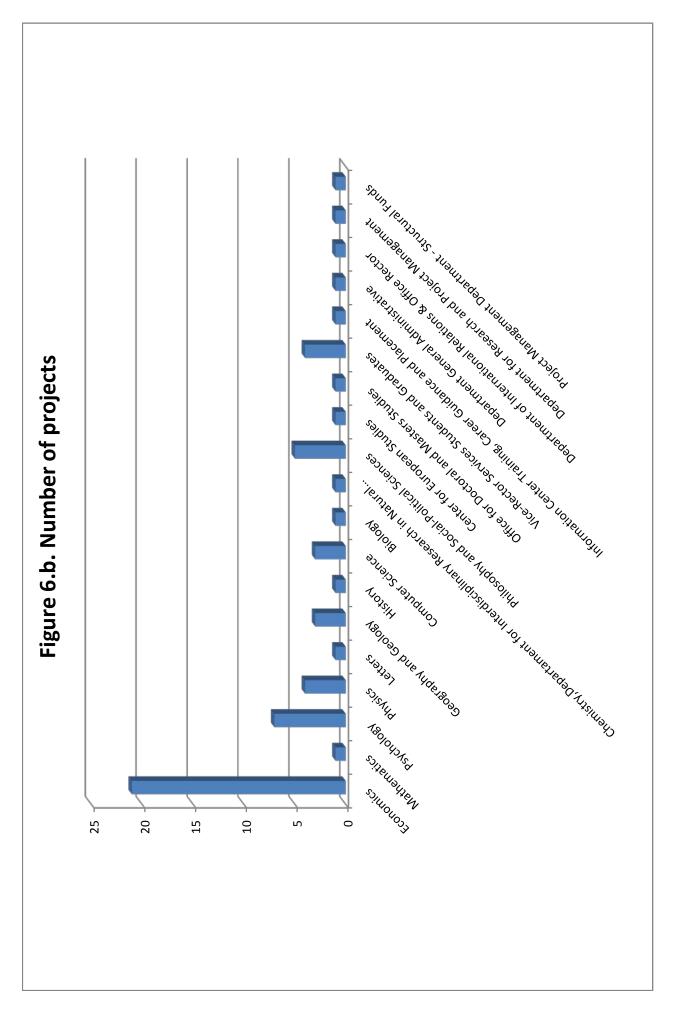




## Tabel 6 Number and annual values for projects with structural funds

tor p	rojects	WITH STR	tor projects with structural tunds	ds	
Faculty/Department	Number of proiects	Total funding Total funding 2008	Total funding 2009	Total funding 2010	Total funding 2011
<b>Economics and Business Administratid</b>	21	342.283,35	3.760.867,55	5.888.527,56	8.309.941,28
Mathematics	1	0	0	358.576,35	881.062,50
<b>Psychology and Education Sciences</b>	7	0	0	790.751,18	7.593.130,22
Physics	4	0	0	2.400.213,74	12.422.071,41
Letters	1	0	0	443.149,34	1.370.760,19
Geography and Geology	3	0	0	5.286.156,12	6.179.344,94
History	1	0	0	00'0	397.907,28
Computer Science	3	0	0	529.976,43	1.132.704,41
Biology	1	0	0	72.591,83	195.593,93
Chemistry,Departament for Interdisciplinary Research in Natural	1	0	0	430,84	3.365.977,53
Philosophy and Social-Political	5	0	0	333.226,43	686.652,59
Center for European Studies	1	0	0	0,00	155.607,82
Office for Doctoral and Masters Studies	1	0	214.338,74	610.393,68	496.826,71
Vice- Rector Services Students and Graduat es	4	0	48.818,00	855.535,77	1.079.355,34
Information Center Training, Career Guidance and Placement	1	0	131.480,99	470.531,81	0
Department General Administrative	1	0	0	0	269.364,57
Department of International Relations & Office Rector	1	0	0	0	0
Department for Research and Project Management	1	0	0	18.077,44	294.797,40
Project Management Department - Structural Funds	1	0	0	169.611,58	407.550,08
Total	59	342.283,35	4.155.505,28	18.227.750,10	45.238.648,20





Tabel 7 Research international projects (FP6, FP7, INTAS, COST, others)

Status	closed	closed	active	closed	active	active	closed	closed	closed
Funding	total: 6964	total: 45000	2010: 41580	total: 25846	2010: 81884	2012: 232670,35	2011: 5040	total: 97980,04	total: 57999,53
Total EU funding for UAIC EURO	7000	45,000	66,600	25,846	148,880	423,037	5040	97,978	58,000
Total EU funding for the project EURO	80000	45,000	190,800	25,846	2,682,813	2,789,759	5040	1,140,000	922,300
Start Date/ period	February 2006 30 months	1 October 2007 36 months	13 September 2010 36 months	1 June 2005 12 months	1 January 2010 36 months	16 December 2011 48 months	2011	26 April 2006 36 months	6 December 2006 36 months
Project Type	INTAS Collaborative Call with Moldova 2005	FP-7-PEOPLE-2007-2-2- MERG	FP7-PEOPLE-2009- IRSES	ERG MARIE CURIE European Reintegration Grant	FP7-HEALTH-2009 Collaborative Project (STREP project)	FP7-Science -in-Society- 2011-1	COST	STREP Specific Targeted Research Project	SSA Specific Support Action
Programme Type	INTAS	243	FP7	FP6	243	FP7	COST	FP6	FP6
TINU	Biology		Chemistry				Philosophy and Social-Political	Sciences	

active	closed	active	closed	closed	active	closed	closed	closed	active	active	active	active	closed
2009-2011: 26722,56	total: 9557	2011: 20790	total: 133.677	total: 247600	2010: 2000	total: 14722	2009-2011: 88974,05	Total: 53579,80	2011: 26249	2010-2011: 27680	2010-2011: 5837	2010-2011: 8763	2008-2010: 66029
34,810	9,706	37,800	133,677	247,600.00	2000	14,722.00	106,440	100,000.00	114,000.00	46,365.00	37,000.00	25,000.00	77,682
2,000,000	51,863	136,500	10,470,000	2,870,000	2000	14,000.00	1,490,076	1,300,000.00	1,300,000.00	881,973.00	436,875.00	525,081.56	4,100,000
1 October 2008 48 months	8 June 2009 7 months	1 November 2011 35 months	1 May 2005 48 months	24 April 2009 24 months	11 December 2010	3 December 2009 7 months	1 January 2009 38 months	06.2008-02.2011	02.2011-12.2014	16.02.2010 - 30.06.2012	15.11.2010 - 31.01.2013	30.09.2010 – 31.12.2013	1 January 2008 42 months
FP7-Fusion-2007 -Fusion education Coordination action	FP7 SP3 People RESEARCHERS' NIGHT 2009	FP7-PEOPLE-2010-IRSES	NoE Network of Excellence	RADO, Norwegian Gov	COST	Workshop ESF	FP7-SSH-CT-2008 Collaborative Project	CE- ESPON Project (ESPON Database)	CE- ESPON Project (M4D)	CE- ESPON Project (Interstrat)	CE- ESPON Project (ESPON TRAIN)	CE- ESPON Project (CaDEC)	INFRASTRUCTURES- 2007-1 Combination of CP & CSA
FP7	FP7	FP7 FP6 NO cooperation with RO COST ESF					FP7	ESPON ESPON ESPON ESPON					FP7
			Filysics						Geography and	Geology			Computer Science

closed	active	active	closed	closed	closed	active	closed	closed
2008-2011: 196916	2010-2011: 98341	2011: 220140	total: 116155,2	total: 40266,29	total: 5741	2008-2011: 611220,55	total: 49500	total: 214472,31
224,412	140,000	366,693	116,155	40,266	5754	719,083	49,500	224,434
3,399,222	1,660,000	2,649,997	1,508,000	896,824	65000	3,761,677	914,999	2,590,238
1 February 2008 36 months	1 March 2010 36 months	1 February 2011 24 months	1 December 2005 30 months	12 July 2005 25 months	1 April 2006 24 months	1 October 2008 48 months	1 July 2008 24 months	15 October 2005 48 months
FP7-ICT-2007 Collaborative Project	CIP-ICT-PSP-2009-3	CIP-ICT-PSP-2009-4	STREP Specific Targeted Research Project	CRAFT SMEs-Co-operative Research Project	INTAS Collaborative Call with Moldova 2005	FP7-PEOPLE-2007-1-1- ITN	FP7-ICT-2007.7.2 Collaborative Project (STREP)	Marie Curie Host Fellowships for Early Stage Research Training Fellowships
FP7	FP7	FP7	FP6	FP6	INTAS	FP7	FP7	FP6
						Mathematics	Psychology and Education Sciencesl	Orthodox Theology



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## Annex IV.5. List of projects in the implementation stage

						1	
		son	E-mail	tanase @ uaic.ro	gcpas@u aic.ro	veronica. popescu @uaic.ro	
CLZA		Contact person	Intern al teleph one	1358	1318	1130	2350
ALEXANDRU IOAN CUZA UNIVERSITY IASI		Con	First name and surna me	Catalin Tanase	Gabriela Pascariu (Ramona Frunza)	Veronica Popescu	Nicolae Craciun
			Faculty	Botanical Garden	Centre for European Studies	Faculty of Physical Education and Sports	Ezareni Station
ROMANIA – UKRAINE – MOLDOVA Cross Border Cooperation		Grant	awarded to "Al. I. Cuza" University	106,122.72	95,721.52	132,625.80	2,257,438.99 384,470,04
	<b>COJECTS</b>	Co-financing	amount paid by "Al. I. Cuza" University	11,791.41	14,500.00	14,736.20	250,826.55 41,027 61
Structural instruments 2007 - 2013	ONGOING PROJECTS		I otal value of the project	166,153.29	164,582.64	147,362.00	3,254,302.42 478,007.98
			External Partner 2		National University of Cernauti		
GOVERNMENT OF ROMANIA			External Partner 1	Science Academy of Moldova – Botanical Garden Chisinau	Economic Studies Academy - Centre for European Studies, Republic of Moldova	State University Chisinau	Science Academy of Moldova – Institute of Zoology
		Ð.	ามร <sub>ั</sub> ธุลM	3.2	б С	3.2	⊐a Ja
z		K	Priorit	n	m	m	N
* * * * * * * * * * * * * * * * * * *			Project title	Cross-border initiative for developing playful topiary art for education and leisure	Cross border educational exchanges in European Studies favourable framework in the diminishing the border effects at the Eastern frontier of EU	Cross- border cooperation for common needs: Health, Environment, Sport- HES	Resources pilot centre for cross- border preservation of the aquatic biodiversity of Prut River Total (EURO)
			No.	-	N	m	4

		Faculty	Faculty of Economics and Business Administration	
ALEXANDRU IOAN CUZA UNIVERSITY IASI		Project manager name	Mihaela Onofrei	
Innovation in Administration Operational Programme "Administrative Capacity Development"	ဂ	AI. I. Cuza University co- financing amount	0	
Opp."	<b>ONGOING PROJECTS</b>	Grant amount	861,382.22	
GOVERNMENT OF ROMANIA Ministry of Administration and the Interior	ONGOIN	Priority axis (PA) Major intervention domain (MID)	PA 1. Structural and process improvements of the public policy management cycle MID 1.3. Improve organisational effectiveness	
EUROPEAN UNION European Social Fund		Project title	Lifelong learning programme for the public administration management staff, aiming to develop the administrative capacity and improve	
		No.	-	

nu@feaa.uaic.r prorectorcretuc tcozma@uaic.r adinu@uaic.ro int. UAIC 1662 daniel.homocia int.UAIC 1746 int.UAIC 1071 int.UAIC 1020 0744523842 Telephone @uaic.ro E-mail & Strategic and grant projects approved for funding where "Alexandru loan Cuza" University is a partner Psychology and Contact person Economics and Administration Department Education Faculty/ Business Sciences History Teacher ALEXANDRU IOAN CUZA First name and UNIVERSITY IASI Teodor Cozma Carmen Cretu Dinu Airinei Homocianu Ion Sandu surname Daniel <u>Un</u>iversity financing expenses (eligible and noneligible amount 77,505 (RON) ģ AIC Structural instruments 0 C 2007 - 2013 awarded to **Total grant** University 7,455,922 3,875,278 amount 749,720 (RON) Ы А Cinematograp **European Social Fund** University of SOP HRD 2007 - 2013 Theatre and Cluj Napoča Ministry of Applicant University Academy Bucharest Bucharest hy Arts "Babeş-Bolyai" National Police MID 1.2 Quality in higher MID 1.2 Quality in higher growth and development in education and training growth and development growth and development resources development training in support for training in support for PA 1. Education and training in support for PA 1. Education and of knowledge based PA 1 Education and of knowledge based of knowledge based PA 1. Education and Major intervention Priority axis (PA) MID 1.3 Human domain (MID) education education society society society SOP HRD Management Authority Ministry of Labour, Family and GOVERNMENT OF ROMANIA Social Protection 63908 63169 ≙ Quality, innovation scientific research secondary school in judicial activity teach economics competencies related subjects Communication teachers who achievements **Project title** Training of Promoting criminology education EUROPEAN UNION \* \* No. 2 ო 4 ~

and communication in the lifelong training system of teaching methodology professors	Doctoral studies in the fields of life and earth sciences	<ul> <li>Practice-oriented training based on simulated/practice company</li> </ul>	Monitorization of the socio- professional inclusion of the graduates from technical professional education	Real access to the job market through the use of simulated companies	CITYAUDIT.RO – On-line system providing information and training in marketing and business tools for entrepreneurs	Postdoctoral studies in the ethics of health policies
nd ication in elong iystem of hing dology ssors	studies in Is of life earth nces	-oriented based on t/practice bany	Aonitorization of the socio- professional inclusion of the graduates from technical professional education	ess to the larket he use of lated anies	YAUDIT.RO – Hine system providing rmation and training in arketing and ness tools for trepreneurs	Postdoctoral studies in the ethics of health policies
	13714			63442	63907	
training in support for growth and development of knowledge based society MID 1.3 Human resources development in education and training	PA 1. Education and training in support for growth and development of knowledge based society MID 1.5 Doctoral and post-doctoral programmes in support of research. Doctoral grants	AP 2. Linking lifelong learning and labour market MID 2.1 Transition from school to active life	AP 2. Linking lifelong learning and labour market MID 2.1 Transition from school to active life	AP 2. Linking lifelong learning and labour market MID 2.1 Transition from school to active life	PA3. Increasing adaptability of workers and enterprises MID 3.1 Promoting entrepreneurial culture	PA 1. Education and training in support for growth and development of knowledge based society MID 1.5 Doctoral and post-doctoral
Education, Research and Innovation	University of Bucharest	Leris Foundation	School Inspectorate of lasi County	"Ovidius" University Constanta	s.c. Operations Research S.R.L. Bucharest	"Gr.T.Popa" University of Medicine and Pharmacy Iasi
	0	144,000	695,245	1,133,350	1,379,700	799,200
	0	5,460	32,000	o	65,700	o
	Ovidiu Gabriel Iancu Alin Andrieş	Ticu Constantin	Mioara Borza	Livia Baciu	Maria Sava	Mihaela Onofrei Sorin Anton
Training Department	Geography - Geology	Psychology and Education Sciences	Economics and Business Administration	Economics and Business Administration	Project Management – Structural Funds Departament	Economics and Business Administration
o int.UAIC 1280 0722518786	ogiancu@uaic.r o int.UAIC 1455 0727761702	t.const@uaic.ro 0744643467 0332402327	mioara@uaic.ro int.UAIC 1444 0726061613	baciu_livia@ya hoo.com int.UAIC 1401 0756423111	maria.sava@ua ic.ro int.UAIC 2350 0743453228	sorin.anton@ua ic.ro int. UAIC 1436

			programmes in support of research						
7	Equality in employment and at the workplace – information and awareness campaign in the aim of changing social attitudes and stereotypes related to employment and workplace	41911	AP 6. Promoting social inclusion MID 6.2 Improving the access and participation of vulnerable groups on the labour market	University of Bucharest	1,000,000	0	Nicu Gavriluță	Philosophy and Social-Political Sciences	nicolas@uaic.r o 1055
12	Quality assurance in international master's level education. Developing the national framework to make it consistent with The European Higher Education Area	59367	PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher education	"Babeş- Bolyai" University Cluj Napoca	1,871,451	37,429	Marin Fotache Daniel Homocianu	Economics and Business Administration	daniel.homocia nu@feaa.uaic.r o int. UAIC 1746
13	Integrated collaborative knowledge system for the improvement of the management in economics universities, in the context of the new National Framework for Higher Education Qualifications	58160	PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher education	Bucharest University of Economic Studies	523,537	0	Dinu Airinei Daniel Homocianu	Economics and Business Administration	adinu@uaic.ro int.UAIC 1071 daniel.homocia nu@feaa.uaic.r o int.UAIC 1746 0744523842
4	Training for academic staff and students in the use of modern information tools in university management	62689	PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher education	Oil and Gas University Ploiesti	844,508	58,365.14	Bogdan Plescan	University Administration Office	int. UAIC 1020
15	Defining the psychologist qualification and the sectorial learning descriptors in		PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher	University of Bucharest	2,536,029	0	Ticu Constantin	Psychology and Education Sciences	t.const@uaic.ro 0744643467 0332402327

	16	17	<b>7</b>	6	20
order to adapt the psychology master programmes to the requirements of the job market in Romania	The management of communication between the higher education institutions in Romania and the ALUMNI	Applying a competence system consistent with the European one to the masters in the field of economic analysis and assets and business evaluation	Developing entrepreneurial and managerial skills in the field of innovative SMEs in Romania, in the aim of promoting and establishing national and transnational partnerships	Training and assistance in the managerial – entrepreneurial field for small and future entrepreneurs, managers and SMEs employees in the North- Eastern, North- Western, Central and South- Eastern regions	Knowledge entrepreneurship
		53849			
education	PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher education	PA 1. Education and training in support for growth and development of knowledge based society MID 1.2 Quality in higher education	PA3. Increasing adaptability of workers and enterprises MID 3.1 Promoting entrepreneurial culture	PA3. Increasing adaptability of workers and enterprises MID 3.1 Promoting entrepreneurial culture	PA3. Increasing adaptability of workers
	Ministry of Education, Research, Youth and Sports	"Babeş- Bolyai" University Cluj Napoca	National Institute for Small and Medium Enterprises Foundation	Ernst & Young SRL	Bucharest I Iniversity of
		0	000'006	795,056.61	1,474,000
		0	48,000	o	0
	Carmen Creţu	Neculai Tabără	Teodora Roman	Manolescu	Dinu Airinei
	Prorector's office	Economics and Business Administration	Economics and Business Administration	Economics and Business Administration	Economics and Business
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Administration	Economics and Business Administration
Daniel Homocianu	Irina Manolescu
	0
	15,460
Economic Studies	The Pre- university education union in Galati county
and enterprises MID 3.1 Promoting entrepreneurial culture	PA3. Increasing adaptability of workers and enterprises MID 3.3 Development of partnerships and encouraging initiatives for social partners and civil society
academy	The undergraduate syndicate – success through social partnership and highly efficient human capital
	21

ALEXANDRU IOAN CUZA UNIVERSITY IASI		Faculty	Agigea Station
		Project manager name	Victor Surugiu
<b>Posmediu</b>		Grant amount	527,557.48
<b>POSN</b> We invest in the er	ROJECTS	AI. I. Cuza University co- financing amount	7
	<b>ONGOING PROJECTS</b>	Total project amount	647,630.50
OF ROMANA DF ROMANA CF ROMANA CF ROMANA 2007 - 2013	0	Priority axis (PA) Major intervention domain (MID)	PA 4. Implementation of Adequate Management Systems for Nature Protection MID 4.1. Development of infrastructure and management plans to protect biodiversity and Natura 2000
EUROPEAN UNION		Project title	Preparation of supporting documents in the aim to implement the process of maintaining and improving of conservation status of Agigea Marine Sand Dunes Natural Reserve
		No.	1



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## Annex V.4. Set of quality indicators for the year 2011

Table 3: The quality indicator table for 2(	ត	<b>ZULL</b> (NCHE proposition – December, 2010)	Tot	Total FBt ratio	tio
Subgroup		Quality indicators for 2009	2011 (NCHE proposition)	2010	2009
<b>Juality of didactic</b> nnel (4% of FB	he ratio b scord of e inanced f	The ratio between the number of Academic staff course leaders with a record of employment and the number of unitarily equivalent students (financed from national budget or through tuition fees)	3.00%	3.00%	3.00%
UUAL) The ratio be the unitarily tuition fees)	he ratio ie unitar iition fee	The ratio between the number of University course leader professors and the unitarily equivalent students (financed from national budget or through tuition fees)	1.00%	1.00%	1.00%
	he ratio nitarily uition fe	The ratio between Lecturer course leader professors and the number of unitarily equivalent students (financed from national budget or through tuition fees)	1.00%	1.00%	1.00%
total) The ratio of r.D The ratio total) The ratio number of through the result of the ratio through the result of the ratio for	he ratio umber o trough t	The ratio between Academic staff with the honorary title of Doctor and the number of unitarily equivalent students (financed from national budget or through tuition fees)	1.50%	1.50%	1.50%
The ratio number c through t	he ratio umber c rrough t	The ratio between the Academic staff course leaders under 35 and the number of unitarily equivalent students (financed from national budget or through tuition fees)	2.00%	2.00%	2.00%
<b>II.A. Performance level of</b> The level Scientific Research (7% indicator of FB total)	he level idicator	The level of performance in Scientific Research (complex structure indicator	7.00%	7.00%	7.00%
ntific	he ratic octoral ational	The ratio of unitary equivalent students that study for a Master's or Doctoral Degree and the unitary equivalent students (financed from national budget or through tuition fees)	1.00%	1.00%	1.00%
total) (2 % 01 FD The rappresented to tal) refers to funding.	he rapp sfers to inding.	The rapport (percentage) between the value of the research contracts (this refers to the total revenue of 2010 to the budgetary allocation for the basic funding.	1.00%	1.00%	1.00%
<b>III.A Base quality (2% of</b> The ratio <b>FB total)</b> physically physically tuition fee	he ratio nancing hysically iition fee	The ratio between the value of expenses (disbursements, regardless of the financing source) for facilities and investments and the number of physically present students (financed from national budget or through tuition fees) with the exception of the students registered in Distance	1.00%	1.50%	1.50%

		Learning studies.			
		The ratio between material expenses value (disbursements, regardless of the financing source) and the number of physically present students (financed from national budget or through tuition fees) with the exception of students registered in Distance Learning studies.	1.00%	1.00%	1.00%
l III. Material b (£)) from mori	III.B. The quality of documentation means (1% of FB total)	The ratio between the expense value for the acquisition of books, magazines and manuals (disbursements, regardless of the financing sources) and the physically present students (financed from national budget or through tuition fees) with the exception of students registered in Distance Learning studies.	1.00%	1.00%	1.00%
	IV.A. The quality of academic, administrative	The expense ratio for investments from the budgetary allocations intended to this purpose. Total quality of academic and administrative management (complex	0.00% 3.75%	0.50% 3.00%	0.50% 3.00%
	and financial	structure indicator)			
iversity managemen 23% from total FB	management (7.25% of the total FB)	The revenue ratio from other sources than budgetary allocations (this refers to the total revenue of 2010, collected from all financial sources) in the total revenues of the university (this refers to the total revenue of 2010 from all financial sources).	2.00%	2.00%	2.00%
		The revenue ratio from other sources than budgetary allocations spent for the institutional development (this refers to the total revenues of 2010) in the total revenues of the university (this refers to the total revenues of 2010)	1.50%	1.50%	1.50%
	IV.B The quality of student social and administrative services	The quality of social and administrative student services (complex structure indicator)	2.00%	2.00%	2.00%
V. Permanent education (0,25% from total FB)		The development of permanent education in universities.	0.25%	0.00%	0.00%
			30.00%	30.00%	30.00%