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# SELF-EVALUATION REPORT

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**BUCHAREST 2013**

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## 1. INTRODUCTION

### 1.1 The members of the self-evaluation group

The university representatives attended the workshop for universities organized in Bucharest on the 16<sup>th</sup> of November 2012 by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and the European University Association (EUA). Shortly after that, the University Senate and the University's Management Board were informed on the international institutional evaluation process and about the requirements presented in the „Guidelines for institutions – Institutional Evaluation Programme: Ready to innovate, ready to better address the local needs. Quality and Diversity of Romanian Universities Project – the November 2012 version”.

To ensure the success of the self-evaluation process, the University Management Board nominated the members of the self-evaluation group (SEG), appointed to coordinate the self-evaluation process and to provide the University's self-evaluation report in accordance to the IEP Guidelines. The members of the SEG are as follows:

- Mr. Dumitru GHEORGHIU, Professor PhD – Vice-Rector in charge with education and quality assurance – Chairperson of SEG;
- Mr. Dan Florin UNGUREANU, Professor PhD – Senate President;
- Mr. Gabriel Liviu ISPAS, Assoc. Prof. PhD – Dean of the Faculty of Law;
- Mr. Iustin PRIESCU, Assoc. Prof. PhD – Dean of the Faculty of Informatics;
- Mr. Teofil PANC, Lecturer PhD – General Secretary of the University;
- Mrs. Mădălina VOICULESCU, Lecturer PhD – Academic Secretary of SEG;
- Mrs. Simona PETCU, Student – Faculty of Law;
- Ms. Roxana CHIREAC, Student – Faculty of Law.

The SEG members represent a broad view of the University and all agreed to participate in this process, understanding the meaning and the importance of this project for the institutional development of our University.

### 1.2 Organization of the self-evaluation activity

The present self-evaluation report is the result of a self-evaluating process that took place within our University during February – March 2013, coordinated by the SEG and under the responsibility of the Rector.

SEG collaborated directly with the members of the top-level management of the University, deans and heads of the academic and research departments, heads of office and administrative departments, faculty members and students, via the students' representatives in the University Senate and Faculty Councils. After the formal and informal discussion groups, especially the discussions in the regular meetings of SEG, a preliminary form of the self-evaluating report was discussed with the deans and heads of the academic and research departments and was posted on the University's website [www.utm.ro](http://www.utm.ro), and a communication channel was established by which all members of the academic community could interact with the SEG. The feedback collected has allowed the final formulation of the self-evaluation report.

### 1.3 Positive aspects and difficulties

Both the self-evaluation group and the members of the academic community, as well as the management of the University, considered that the work on the preparation of the self-evaluation report was an opportunity for reflection and consideration on the University's current situation, and an opportunity to identify solutions for institutional development.

The difficulties encountered were related to the relative low degree of interest of the academic community for the process, and the perceived short time for ideal completion of the Report, due to the pressure of current activities.

## 2. INSTITUTIONAL CONTEXT

### 2.1 A brief historical overview

*Titu Maiorescu* University of Bucharest (TMU) is a young university. It opened its doors for students in 1990 as a private, non-profit university, with 7 faculties and approximately 450 students. Since the 1990s, TMU has undergone a complex process of development, setting up new faculties and curricula, and redefining its priorities for the institutional development in accordance with the labor market demand.

In 2009, TMU has decided to apply for an institutional evaluation by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), and attend then a CONFIDENCE rating. In 2011, the University launched a new Charter with a new mission, that of generate and transfer knowledge by advanced research and education. After the 2011 National classification of the Romanian universities, coordinated by the Ministry of Education, Research, Youth and Sport (MECTS), TMU was nominated on the 7<sup>th</sup> position in the class of 48 educations centered public and private universities, being in the first place among the private universities in Romania.<sup>1</sup> Also, in 2012, TMU decided to apply for a second institutional evaluation by ARACIS, and obtained a HIGH CONFIDENCE rating – the highest rank that can be awarded to universities in Romania ([Appendix 1\\_ARACIS CERTIFICATE](#)).

Since 2005, TMU is a member of EUA, member of European Association of Erasmus Coordinators (EAEC), and since 2009 is a member of International Association Universities (IAU). Direct international relations that TMU has with the EU universities and its participation in the Erasmus/Long-life Learning Program are a guarantee of its value.

We also note that TMU is the only private university in Romania who was invited to participate in the MATRA program „Developing the National Strategy in the field of quality assurance in higher education in Romania” – 2001-2003.

TMU has over 31.000 graduates and this academic year it has around 7000 students enrolled in nine faculties, 15 times more than 23 years ago.

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<sup>1</sup> MECTS Order No. 5262/2011 on ascertaining the results of the universities classification, URL: <http://chestionar.uefiscdi.ro/docs/MonitorulOficial6septembrie%202011.pdf>.

## 2.2 The legal status and autonomy

TMU is a private higher education institution of public utility, and with a non-political status, part of the National Education System in Romania, accredited by the Law No. 239/2002. Its activities are governed mainly by the following regulations:

- National Education Law No. 1/2011;
- Government Decision No. 681/2011 on the organization of doctoral studies;
- Law No. 288/2004 on the organization of university studies;
- Government Decision No. 404/2006 on the organization of master studies;
- Order of the Ministry of Education No. 3617/2005 concerning the full implementation of the European Credit Transfer System;
- Emergency Ordinance No. 75/2005 on quality assurance in higher education, approved by the Law No. 87/2006, as subsequently amended by National Education Law No. 1/2011.
- *Titu Maiorescu University Charter.*

Like all the other universities in Romania, TMU has been involved in the Romanian higher education reform process in the last 23 years, although this process was often incoherent. The university autonomy is the institutional frame in which TMU exerts its academic liberties, according to the National Education Law No. 1/2011 (and before by the Education Law No. 84/1995) and the University Charter. Based on university autonomy, with all its shortcomings, TMU worked to decentralize its academic management, to develop its educational offer in accordance with the labor market demand and to create and develop its own structures of scientific research.

## 2.3 Geographical position

The Headquarter of TMU (the Rectorate) is situated in Bucharest, Dâmbovnicului Street No. 22, 4<sup>th</sup> District. Two main buildings for education and research are situated nearby: the so called *V* Building, Văcărești Avenue No. 187, and the so called *M* Building, Văcărești Avenue No. 189, where is located also the cafeteria for students and teachers and the Café-Club Pub ([Appendix 2\\_GEOGRAPHICAL POSITION, Campus Map no.1](#)). In Bucharest, another important building for the two medicine faculties of our University, the so called *IOR* Building, is situated in Pictor Gheorghe Petrașcu Street No. 67A, 3<sup>rd</sup> District ([Appendix 2\\_ GEOGRAPHICAL POSITION, Campus Map no. 2](#)). The student hostel of our University is situated in Gheorghe Șincai Blvd. No. 16, Bucharest, 4<sup>th</sup> District ([Appendix 2\\_ GEOGRAPHICAL POSITION, Campus Map no. 3](#)). TMU has also two university extensions for education and research in the town of Targu Jiu, the capital of Gorj County, located in the Southern Sub-Carpathians Mountains ([Appendix 2\\_ GEOGRAPHICAL POSITION, Campus Map no. 4](#)).

## 2.4 TMU and the labor market

Although our university is based entirely on self-financing, mainly from students fees receiving no state funds, we follow all lawful regulations, including the taxes to be paid to the state, as state universities, that receive found from the government budget. In this way, our University provides qualified graduates for the labor market in Romania without any expense from the government.

The Romanian labor market has changed significantly since the 1990', due to the transition to the market economy, EU membership, and the relative decline of the economy. In almost 23 years of existence, TMU has made considerable efforts to adapt to the changing of the labor market in Romania. As a result, many of our graduates have succeeded in finding jobs that match their qualification. In recent years, this process is hampered by the diminishing number of employment and the increased job instability, caused by the global economic crisis and the specific conditions of Romania.

## 2.5 Organization and structure

TMU is using for more than ten years the Bologna system. Today, TMU operates all levels of university studies, according to this system: undergraduate studies (US), master studies (MS), and – at the Law Faculty and the Dental Medicine Faculty – doctoral studies (PhD).

TMU currently includes nine faculties: *Law* (at Bucharest and Târgu Jiu), *Psychology, Computer Science, Economics* (at Bucharest and Târgu Jiu), *Medicine, Dentistry, and Social and Political Sciences*; each faculty includes one or two departments ([Appendix 3\\_ACADEMIC STRUCTURE](#)). Each of the faculties has developed various undergraduate and master programmes. Consequently, our University is currently running 17 full-time US programmes; for some specializations, there are also distance learning programmes (DL). Moreover, 13 MS programmes are currently running for full-time students. As mentioned above, TMU is an organizing institution for doctoral studies (OIDS). PhD studies are organized in two doctoral schools – one in Law, the other in Dentistry –, coordinated by the Council for Doctoral Studies (CDS).

In order to complete and support the educational activities, TMU has created, according to the law, several structures, as follows:

- *The Specialized Department with Psycho-Pedagogical Profile (SDPPP)*. This department is in charge of the psycho-pedagogical training of the students who choose to pursue a future career in undergraduate or graduate education. This department also offers an intensive program for the teaching staff from undergraduate education forms, in order to achieve specific training levels;
- *The Department for Distance Learning (DDL)*. This department coordinates and manages the study programmes offered to those people actively involved on the labor market and who cannot attend full-time courses;
- *Center of Psychological Counseling and Career Guidance (CPCCG)*. This center has as its main objective to increase students' employability in the labor market both during college and after graduation.
- *Council for Doctoral Studies (CDS)*. This council coordinates and organizes the activities of the doctoral schools within the University.
- *Center for Information Technologies (CIT)* as a specialized structure that ensures the coordination of IT infrastructure (hardware and software), Data Center, ITC systems, applications, information and data transmission, network and services, e-learning platform functionality and information security.

TMU pays special attention to the scientific research. The scientific activity is carried within the *Institute for Studies, Research, Development and Innovation (ISRDI)* and

nine research centers ([Appendix 4\\_RESEARCH STRUCTURE](#)). The activities of the Institute and research centers are still at an early stage, but the management structures of the University and of the Institute are constantly concerned about the long-term development of scientific research within TMU. It is worth mentioning that in December 2012 the University's Senate decided to establish a *Medical Research Institute* within the University structure.

The support services of the University are conducted in the following structures, coordinated by the Rector and the President of the Management Board:

- University's General Secretariat (UGS);
- Human Resources (HR);
- Economic Service (ES);
- Office for International Relations, Community Programmes and Foreign Students (OIRCPFS);
- Office for Communication, Public Relations and Marketing (OCPRM);
- Legal Office (LO);
- Administrative Service (AS)
- Social Service (SOS).

Each of these structures has its own internal organization and rules of operation. The University management supports each of these structures and intervenes in critical situations.

The University infrastructure has been significantly developed over the last five years, as we will show later in this report, offering a lot of opportunities and facilities for students and staff, including a cafeteria-restaurant, a hotel for students and a student club and other developments that will make the University more attractive.

## 2.6 Staff and students

**Staff.** The total number of TMU staff in this academic year is of 576, out of which 446 members of the teaching staff (276 tenured and 170 non-tenured), 74 members of the auxiliary teaching staff and 56 members of administrative staff. The tenured teaching staff is composed of 25 professors, 57 associate professors 93 lecturers, 97 assistants and 4 junior assistants. The junior assistant job refers to the full time PhD students who, in compliance with the law, may perform educational tasks. The non-tenured teaching staff is composed of 40 professors, 25 associate professors, 42 lecturers and 63 assistants ([Appendix 5\\_STAFF](#)). The tenured teaching staff is quite balanced in terms of gender, but not also in terms of age, for reasons which will be explained a little further.

**Students.** At all its levels, TMU educated students only on tuitions. The number of students per academic year in the last five years was seriously affected by the economic and financial crisis that has reduced the purchasing power of the population. As a consequence of this situation, the overall number of students has steadily decreased, from 15.790 at the beginning of the academic year 2008-2009 to 7.015 at the beginning of the present academic year ([Appendix 6\\_STUDENTS](#)). On the other hand, such areas as Medicine, Dentistry, Psychology and Law have been in much demand over the last fifteen years.



### 3. NORMS, MISSION, VALUES ANG GOALS

The **mission** of TMU, as described in the *University Charter*, drafted in 2011 in compliance with the new provisions of the *National Education Law no. 1/2011*, is **to generate and transfer knowledge through advanced scientific research and initial and ongoing training at undergraduate and postgraduate level** (Appendix 7\_TMU MISSION UNIVERSITY CHARTER). Consequently, the efforts of the university management team and of the entire academic community are directed towards developing and offering modern, efficient, competitive and pragmatic study programmes, related with the labor market, aiming at achieving excellence in scientific research, in accordance with the requirements of a knowledge-based society. The University Charter defines the mission of the University in the framework of the following principles:

- a. The principle of *university autonomy*;
- b. The principle of *academic freedom*;
- c. The principle of *public responsibility*, under which management structures and management officials are publicly responsible to university performance;
- d. The principle of *quality assurance*, under which the education and research activities are related to benchmarks and best practices in EU;
- e. The principle of *student-centered education*, under which the entire educational process is focused on the needs, abilities, interests and learning styles of students;
- f. The principle of *equity*, under which access to learning is done without any discrimination;
- g. The principle of *managerial and financial efficiency*;
- h. The principle of *transparency*, which ensures full visibility of the decisions and results through permanent communication with academic and non-academic staff.
- i. The principle of *respect for the rights and freedoms of students and staff*;
- j. The principle of independence from ideologies, religions and political doctrines;
- k. The principle of *freedom of national and international mobility of students and staff*;
- l. The principle of *consultation of social partners in decision-making*.

The new management team of TMU for the mandate 2012-2016 has revised the 2011 University Charter, in order to allow the creation of the framework for the implementation of the Rector's Management Program. In order to impose a qualitative change of the University, the new management team has aims to achieve the following main **goals** for the following years:

- a. To change the position of TMU in the classification of the Romanian universities, from the position of an education centered university, to the position of an advanced research and education university, in accordance with the mission assumed through the University Charter, and to improve the ranking of the study programmes on domains, obtained in 2011;
- b. To improve the relationships with the economic environment in order to define the goals of the students' professional training. develop new US, MS and PhD programmes, tailored to the national and European labor market;



- c. To develop study programmes in foreign languages and organization of study programmes with joint degrees granting;
- d. To develop research master studies in the faculties that have doctoral programmes;
- e. To organize new doctoral schools in the faculties of medicine, psychology, computer science and economics;
- f. To extend the lifelong learning system and to adjust the educational and practical training to the economic beneficiary needs;
- g. To create and develop interdisciplinary research centers and advanced research centers;
- h. To create and develop a coherent Quality Management System;
- i. To develop international partnerships with European universities and research institutes.

The above goals are currently under way and will be finalized at the same time with the new *Strategic Plan of TMU for the period 2012-2016*. TMU will sustain these goals by permanent review, adaptation and modernization of its services and processes, with a clear and unabated focus on quality and excellence.

## 4. GOVERNANCE AND ACTIVITIES

### 4.1 Governance and management

Until 2011, according to the *Education Law no. 84/1995*, the governing collective body at the university level was the *University Senate*, chaired by the Rector, elected by the University Senate from among its members. Since 2012, in compliance with National Education Law no. 1/2011, institutional leadership structures at the university level are the *University Senate*, as the highest decision and deliberation structure of the University, and the *Management Board*, in charge with the executive management of the University. The doctoral programmes are led by the *Council for Doctoral Studies (CDS)*.

The **TMU Senate** is composed of representatives of the academic staff (75%) and of students (25%). The representatives of the academic staff are elected by the universal, direct and secret suffrage of all academic staff from the University, and the representatives of the students are elected by the universal, direct and secret suffrage of all students from the University ([Appendix 8\\_SENATE STRUCTURE](#)). Each faculty within TMU has representatives in the University Senate, in compliance with a representativeness rule, rule that takes into account the number of teachers and students in each faculty. The University Senate is led by the *President of the Senate*, elected by the members of the Senate, and is assisted by a Secretary of the Senate. The role of the President is to represent the Senate in the relationships with the Rector and the Management Board, to chair the meetings of the Senate and to ensure

the communication of the Senate decisions to the academic community. Between the President of the Senate and the Rector there is a functional relationship of *collaboration*, which does not include subordination. The Senate adopts the *University Charter*, concludes the management contract with the Rector and approves strategic and operational management proposals of the Rector and Management Board. The Senate is also mandated to monitor and verify operational management through a number of *Specialized Committees*, composed of members of the Senate, including students, and other experts from the University ([Appendix 11\\_SENATE COMMITTEES](#)).

The **Rector** is elected by the universal, direct and secret suffrage of all academic staff and of the student representatives in the University Senate and Faculty Councils. The Rector realizes the executive leadership of the University and is the legal representative of the University in its relationship with third parties. The Rector, after consulting the Senate, appoints the Vice-Rector. The Rector coordinates the elaboration of the Strategic Plan, obtains its approval by the Senate and coordinates its implementation at operational level. Also, the Rector coordinates the activity of the Vice-Rector and Deans and implements the Senate and Management Board decisions. The Rector serves a four year mandate, which can be renewed only one time. The Vice-Rector for the mandate 2012-2016 is the executive responsible for teaching activities at undergraduate and master levels, e.g. curricula development and revision, selection and promotion of the teaching staff and student's admission, and also for international and community relations. The Director of CDS has the status of a Vice-Rector. For research related activities, the proposals come from the departments, the research centers and the Scientific Council of ISRDI, and these proposals have to be validated by the Senate and the Management Board.

The **Management Board** (MB) is appointed by the founding members of the University, legally constituted in the *General Assembly of the Founding Members Association of TMU* (FMA-TMU), according to the National Education Law no. 1/2011 and the University Charter. The Management Board includes the *President of the MB* – which is the President of FMA-TMU, according to the University Charter – the Vice-President, the Rector, the Vice-Rector and the faculty Deans ([Appendix 10\\_MANAGEMENT BOARD STRUCTURE](#)). The President of the Senate and the Administrative Director are permanently invited at the MB meetings. The MB ensures operational management of TMU and implements strategic decisions of the Senate. Also, the MB ensures coordination between different Faculties operational management. In order to encompass the entire range of activities from TMU, the MB has a number of *Specialized Committees* composed of members of the Board and other administrative officials of the University ([Appendix 11\\_MANAGEMENT BOARD COMMITTEES](#)).

The **Operational Executive Board**, consisting of the Senate President, the President and the Vice-President of the Management Board, the Rector and the Vice-Rector of the University, provides executive management between meetings of the University Senate and the Management Board.

The **Faculty Council** (FC) is the governing body for each faculty. The representatives of the academic staff in the FC (at most 75%) are elected by the universal, direct and secret suffrage of all academic staff from the Faculty and the representatives of the students in the Council (at least 25%) are elected by the universal, direct and secret suffrage of all students from the Faculty. The *Dean of the Faculty* is selected by public competition, organized by an Examination Commission chaired by the Rector, and

validated by the University Senate. The competition is open for candidates validated by the FC, which, according to the Law, validates at least two candidates. The Dean subordinates to the Rector, Vice-Rector and the FC. The Dean represents the Faculty and is responsible of the leadership and management of the Faculty. The Dean appoints the Vice-Dean/Vice-Deans responsible of different operational directions.

As mentioned above, each faculty includes one or two departments. The department is the functional academic unit of the University. The governing body at the level of the departments is the **Department Council**, which includes only representatives of the academic staff, elected by the direct and secret suffrage of all academic staff from the faculty, and is led by the *Department Director*, elected by the direct and secret suffrage of all academic staff from the department. The Department Director is responsible for curricula, payrolls and quality management of the department.

Academic activities and policies concerning teaching, learning and research are decided by the University Senate, at the proposal of the Rector and the AC. Funding issues (budget planning and execution) are approved by the MB and the University Senate. Activities of selection and promotion of academic and administrative staff and of student selection process are decided by MB, together with the Rector.

The *Organizational Chart of the Management Structure of TMU* ([Appendix 12\\_ORGANIZATIONAL CHART](#)) shows the way in which the management of education and research and human resources are comprised in the management structure, in connection with the administrative and support department and services.

The **TMU Charter** is the main document governing the TMU activity based on university autonomy. The Charter presents the major options of the academic community. It defines the University's mission and main objectives, the principles of organization and functioning, as well as the tasks assigned to each structure and management position. The TMU Charter is complemented by a number of specific regulations and methodologies to implement the provisions of the University Charter, in compliance with national legislation, which are analyzed and approved by the University Senate. Both the Charter and the regulations and methodologies are subject to periodic revisions, carried by the University representative bodies, in accordance with the higher education changes at national and European level and are available for the entire academic community of TMU and to the public at on the University website [www.utm.ro](http://www.utm.ro).

**University autonomy** is understood as the right of the academic community to establish its institutional mission and strategy, to organize and run its activities without any ideological, political or religious interference, in accordance with the national and European policies of quality assurance in higher education and in compliance with the current legislation. University autonomy is applied under the principles of academic integrity and respect for ethics, public responsibility and accountability in the performance of specific educational and scientific research activities, financial and managerial efficiency, quality assurance in the University.

In TMU are not permitted any discrimination on grounds of age, ethnicity, gender, social origin, political or religious orientation, sexual orientation or any other types of discrimination.

In order to ensure an ethical academic environment for students, teaching staff, auxiliary teaching staff and administrative staff, TMU has adopted and applies its own *Code of Ethics and Professional Academic Conduct*, part of the University Charter. The Code defines a set of moral principles and values, as well as potential conflict of interests and incompatibilities, together with the ways of settling litigations generated by the violation of these principles. An independent **University Ethics Committee** acts within TMU, based on its own regulations, and works in order to apply the Code of Ethics and Professional Academic Conduct.

The **Strategic management** of TMU is based on the *Strategic Plan of TMU*, developed in order to implement the strategic objectives of the Rector's Management Program and of the Management Contract signed by the Rector with the University Senate, designed for four years, a Rector's mandate. Accordingly, the University's current Strategic Plan was developed for the 2012-2016 period ([Appendix 13\\_STRATEGIC PLAN](#)). Each faculty has its own Strategic Plan, generally drawn up according to the Strategic Plan of TMU and filled with the faculty's specific strategy. The Strategic Plan is updated annually, to include the internal/external developments ([Appendix 14\\_UPDATING STRATEGIC PLAN 2013](#)).

As it was mentioned above, **the students are directly involved in institutional governance** by direct representation in leadership structures – University Senate and Faculty Councils – in large proportion (25%) and direct voting rights on all aspects of academic activity, including the approval of the competition results for occupying vacant teaching positions. In addition, the University Ethics Committee and the Senate Committees for *Quality Assurance, Student's Social Problems, National and International Academic Cooperation and Development and Enforcement of Regulations, Methodologies and University Rules* – with their subdivisions at faculty level – include also members of the student community.

Even if important steps have been taken during the last years in order to involve the students into the decision-making process, it seems to be still difficult for the students to constitute in an association at the level of the University, in order to communicate with the large students' mass, resulting a limited interest and involvement of the good performing students within the decision making process, and gaps in disseminating these decisions among the students.

Regarding the **external partners** representing the economic and social environment, although the TMU current regulations do not foresee their direct involvement into the institutional governance, a constant communication flow exists between the faculties of TMU and external partners, through the *Council for the Relationship with the Socio-Economic Environment* ([Appendix 15\\_RELATIONSHIP WITH THE SOCIO-ECONOMIC DEVELOPMENT](#)). The Council is composed of representatives of institutions and organizations related to each field of study in our University, such as the National Association for Property Restitution, the Chamber of Tax Consultants, the College of Psychologists of Romania, Ministry of Foreign Affairs, National Bank of Romania, SIEMENS Romania, Hewlett-Packard Company etc. The dialogue with such stakeholders is carried on in order to ensure an educational and research offer updated to the labor market needs.

**Human resources.** The recruitment and promotion of the teaching staff is done within the framework of the new national legislation and in compliance with the own *Methodology of academic competition for occupying vacant teaching and re-*

*search positions in Titu Maiorescu University.* The Management Board annually estimates the current and future need of human resources. It is mainly the responsibility of the Vice-Rector to foresight, in agreement with the faculties' management, the need for teachers in accordance with the quality criteria imposed by the Ministry of National Education through Government Orders for obtaining an academic position. The human resources policy of the former university management team (2008 – 2012), and of the present university management team, aimed at increasing the occupation rate for the teaching positions held by tenured staff in order to meet the quality/quantity indicators of ARACIS.

The wide range of choice offered especially to young people since 1990 by Romania's opening to the world has, on the one hand, a beneficial aspect on a personal level, but on the other hand it has led to a relative quality decrease for the Romanian education and research system, especially because the salaries offered in education and research are not attractive to young people. This situation largely explains the relative decrease in the number of teaching staff aged below 35, which will have medium- and long-term consequences on the quality of education and research in Romania. However, during the past years, the major emphasis lied on attracting our own young and valuable graduates towards the academic career.

The research staff currently consists mainly of members of the academic staff involved in research projects financed by European / national grants and contracts. In the first semester of the current academic year, TMU has put up for recruitment competition nine positions of researchers in the following fields: *aerospace engineering, robotics, psychology, physics, law, mathematics, computer science and management.*

TMU human resource policy encourages the development of highly qualified professionals by the two doctoral programmes, in Law and Dentistry, as future full time researchers or academics. The TMU goals in consolidating its position as an advanced research and education institution at national levels requires the development of the 3<sup>rd</sup> cycle in *all* fields of study of the first two cycles, and this is an ongoing process.

**Management policies are a reflection of TMU mission and goals.** The management policies of TMU aims to capitalization and development of university's strong points, identifying the weak points and finding solutions to correct them, considering the threats and trying to diminish the risks, and approaching the opportunities. The TMU Strategic Plan is closely related to this management policy and was produced both by a top-down approach and, above all, a bottom-up approach, from departments to faculties and University level. The role of the bottom-up approach of the management structures and policies is of high importance for the coherent and transparent decision making and communication processes, and therefore supports the University's sustainable development.

## 4.2 Academic profile

### 4.2.1 Education.

**Study programmes.** TMU has full autonomy, in the frame of the legal regulations, in designing and implementing its own strategy regarding educational activities.<sup>2</sup> Compared with the academic year 2008-2009, the number of study programmes slightly increased, in order to meet the labor market requirements ([Appendix 16\\_STUDY PROGRAMMES, Table 1](#)). Curricula are structured into cycles, based on the Bologna education system, which was adopted in TMU starting with the academic year 2005-2006. The study programmes currently provided by the 9 faculties of TMU are as follows:

- a. *Cycle I – Undergraduate studies.* TMU provides a total of 17 distinct undergraduate study programmes. Some study programmes are carried out both as full time programmes and as distance learning programmes ([Appendix 16\\_STUDY PROGRAMMES, Table 2](#)). The length of studies differs, in compliance with the national provisions and EU directives.
- b. *Cycle II – Master studies.* TMU provides a total of 13 full time master programmes ([Appendix 16\\_STUDY PROGRAMMES, Table 3](#)). The length of studies is of two years for the programmes in psychology, computer science and economics, and of one year for the programmes in law, except for the program *International and European Law*, which offers joint degrees with Université d'Orléans (France), whose length of studies is also of two years.
- c. *Cycle III – Doctoral studies.* As mentioned above, in TMU there are two doctoral schools: one in Law, and the other in Dentistry ([Appendix 16\\_STUDY PROGRAMMES, Table 4.1-4.3](#)). According to the Bologna system and in compliance with the national provisions, the length of studies in the doctoral schools is of three years.

The relatively increasing number and diversified curricula, especially in 1<sup>st</sup> Cycle and 2<sup>nd</sup> Cycle, aim to meet the needs of the labor market and to increase the number of students. However, TMU has no clear and methodical approach to identify the labor market requirements. This approach has been developed only for several master programmes and they often show an extremely wide variety of opinions regarding the topics of the university curricula, given the immediate interests of the companies. The academic view is that professional training must remain a complex goal. Therefore, a key objective of the new management team is to improve the relationships with the economic environment, and to organize workshops together in order to define the goals of the students' professional training.

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<sup>2</sup> The proposal of a new study program is done by a department, forwarded to the Faculty Council, and, after approval, to the University Management Board. The University Senate approves or rejects the proposal. If the Senate approves the program, the external evaluation follows, performed by ARACIS evaluators. If a confidence rating is obtained by the first external evaluation, the study program is *temporarily authorized*. After graduation of three successive generations of students, the program needs to obtain the *accreditation* by ARACIS. For keeping the accreditation, a periodic external evaluation is carried on each 5 years. Among other things, ARACIS establish the number of seats for the first year of study for each study program.



A top priority of the university strategy is the improvement of master programmes' quality. The number of master programmes is related to the number of graduating students (as well as the number of the tenured staff), and the aim of our University in this respect is to attract at least 50% of the graduating students for master programmes. In the future we intend to restructure the master programmes and to have maybe fewer, but stronger, master programmes, with increased relevance for the labor market.

**Admission to University.** TMU has a policy of recruitment and admission of students, in accordance with the National Education Law no. 1/2011. Admission to all cycles of study is done, in the limits of the seats for the first year of study established by ARACIS, through an entrance examination. The principle and the methodology of admission to the first two cycles of study are described in two regulations of TMU: the *Regulation of organization and carrying out of undergraduate and master studies* and the *Regulation of organization and carrying out of admission in the cycles of undergraduates and master studies*. The admission to the 1<sup>st</sup> Cycle is based on the general average of the average mark obtained at the baccalaureate exam and the mark obtained at a questionnaire admission, differentiated according to the study program. The admission to the 2<sup>nd</sup> Cycle is based on the general average of the average mark obtained at the graduation exam of the 1<sup>st</sup> Cycle and the mark obtained at a questionnaire admission, also differentiated according to the study program. In addition, the admission to the 2<sup>nd</sup> Cycle involves an interview with the candidate on particular topics of interest.

The admission at the 3<sup>rd</sup> Cycle – Doctoral Studies – is described in the *Regulation of organization and carrying out of doctoral study programmes*, in accordance with the *Code of doctoral studies*, approved by the Government Decision No. 681/2011. The entrance examination for admission to doctoral studies focuses on assessing the candidates' creative abilities, as well as their scientific skills.

It is worth mentioning that a number of foreign students, mainly from EU countries, but also from Iran, Iraq, Jordan, Lebanon, Moldavian Republic, Ukraine and U.S.A. are studying in TMU in full programs in Romanian language, especially in our two medical faculties ([Appendix 17\\_FOREIGN STUDENTS](#)). One of the goals of TMU is to implement study programmes, especially at master level, taught in foreign languages.

**Work of students.** The professional activity of students in TMU is carried on according to the stipulations of the *Regulation of the students' professional activity in the European Credit Transfer System (ECTS)* and the *Methodology for assessing student learning outcomes*. These regulations specify the development stages of the student-involving professional activities from their admission to the final examination, and the application of ECTS.

An academic year consists of 2 semesters, 14 weeks each, except the last semester of didactic activity for senior years of the 1<sup>st</sup> Cycle of study, which may be one to two weeks short, so that the students can complete their undergraduate thesis. The total numbers of credits required to complete a Bachelor's degree program varies between 180 (study programmes in: Psychology, Computer Science, Economics, Social and Political Sciences, Dental Technology), 240 (study programmes in Law and Nursing), and 360 (study programmes in Medicine and Dentistry). For a master degree program the total number of credits is of 60 or 120.



Education in TMU is **student centered**, as promoted by the Bologna process, and as stipulated in the National Education Law no. 1/2011 and in the University Charter. The curricula content, outcomes and evaluation methods, are presented to the students at the beginning of each semester. The outcomes of the courses are evaluated by mid-term examinations and a final exam. Besides these, complementary methods of evaluation (projects, individual homework etc.) are applied. Optional courses are offered, especially since the second year of study, being one of student-centered learning characteristics. Practical training, provided in the curricula of all programs of study, plays an important role in students' education, owing to the fundamental study and graduate areas promoted and run by TMU. Except for the Faculty of Medicine and the Faculty of Dentistry, where internships take place in hospitals and in dental offices of TMU, respectively, in the future, the University aims to extend internships in companies, as students should become more involved in finding companies for their internship. Therefore, each faculty develops its own portfolio of enterprises and collaboration agreements. However, practical training is still insufficiently developed and updated.

The **Doctoral studies**, organized by the Doctoral Schools of TMU in the Faculties of Law and Dentistry, provide education and formation of high-class specialists at two levels: general research management skills and individual research programmes, aimed at providing original research contributions. PhD titles are conferred by TMU only upon publication of research results in recognized scientific journals. Organization of PhD studies is viewed as a major strength of TMU and a significant competitive advantage at the national level.

**Educational infrastructure.** Academic management of the last decade, especially of the last five years, has focused on the modernization and development of the education infrastructure by consolidating and renovating the existing facilities and by building new facilities, equipment, new areas for practical training (e.g. the *Private Clinical Center for Dental Care*, modern laboratories and dental offices within the Faculty of Dental Medicine and the Faculty of Medicine, computer labs etc.)

The educational process within TMU is supported by a modern infrastructure consisting of lecture halls, equipped with multimedia and other resources for teaching, laboratories and seminar rooms ([Appendix 18\\_INFRASTRUCTURE, Table 1](#)). The currently infrastructure of TMU satisfies the needs but, considering the dynamic in the University's graduate areas, TMU will continue to update these resources, and train the technical staff accordingly.

In order to provide learning resources, TMU has a Central Library endowed with a large number of publications for all the university's study programmes and a computer network. The publications are structured as follows: courses and textbooks, Romanian and foreign scientific books and treatises, Romanian and foreign periodicals, encyclopedias, dictionaries, atlases and albums. The entire fund of publications is computer processed and is available on the website [www.utm.ro/Biblioteca](http://www.utm.ro/Biblioteca). Access to international scientific databases is limited by the cost of subscriptions.

The Central Library has three reading rooms (two in Bucharest and one in Târgu Jiu), with a total of 310 m<sup>2</sup> and 160 seats. Compared to the number of students, the TMU Central Library is insufficient, both in space and resources. The expansion and modernization of the Central Library is the oldest strategic objective of the University that has not yet been achieved.

**E-learning platform.** TMU is developing the project entitled „Modern Education and Quality for Future”, in partnership with Wallachia University from Târgoviște, in the frame of the Sectorial Operational Programme *Human Resources Development* (SOP HRD) 2007-2013, funded by European Social Fund. The project aims to implement an e-learning platform that will benefit over 6,000 students in the first two cycles of study. Students will be able to log and access learning instruments, their grades and other related information pertinent to their specific activities. Direct access to course-related material, students’ evaluations, efficient teacher-student communication, as well as the incentive to integrate new technologies in daily activities are but a few of the benefits obtained by implementation of this e-learning platform. In addition, a significant improvement in administrative flows and red tape reduction will become visible after the implementation of the platform.

**Students’ mobility.** Mobility programmes have decreased over the past five years. However, TMU carries on bilateral agreements within LLP/ERASMUS Program with 19 universities, which selects students for study programmes for a certain period of time ([Appendix 19\\_MOBILITY](#)). Recently, TMU has entered into a bilateral agreement for holding PhD joint programmes with Universidad de La Coruña (Spain). Also, students from the Faculties of Economics, Computer Science and Law have completed or will complete internship stages in the UK through World of Skills Program and EuroPartnership Agency.

Students’ activities in the university area of TMU are regulated also by the *Code of student rights and obligations*.

#### **4.2.2 Research**

Between the years 2008-2011, the University scientific research was conducted in nine independent research centers, corresponding to the faculties of the University. The capacity and productivity of the research centers were quite modest, so in 2011, The University Senate has decided to establish the *Institute for Studies, Research, Development and Innovation* (ISRDI). ISRDI encompass the nine centers ([Appendix 4\\_RESEARCH STRUCTURE](#)) and has planned targets concerning the organization, implementation and capitalization of scientific research in TMU.

The research activity within TMU is carried on according to the stipulations of the *Regulation of organization, carrying out and funding of scientific research*. The current and future research strategy of TMU is developed by the Scientific Council of ISRDI, headed by the Director of the Institute, and is approved by the University Senate.

Scientific research activities have mixed financing. Founding sources come mainly from the contracts/grants/research project with external funding earned through competition. In addition, an intramural research grant mechanism was implemented, funded by the TMU’s own internal revenue, aiming to provide initial funding for pilot studies with the purpose to increase the researcher’s capacity to access larger national or international research grants. Over the past five years, TMU benefited from more than 50 research contracts/grants funded by national and international organizations. ISRDI is currently preparing documentation, as a partner, for three projects financed with structural funds from the Sectorial Operational Programmes *Increase of Economic Competitiveness*.

All activities related to scientific research are performed in TMU through ISRDI mainly by academic staff and PhD students. Currently, ISRDI has only two full time scientific researchers and, as mentioned before, TMU has a policy to hire through competition full-time and part-time scientific researchers in specific fields.

Until 2007, each faculty within TMU organized annual scientific conferences with national and international participation, and the papers presented at these conferences were published in a volume published annually (*The Annals of the Faculty*). Thus, each faculty has its own collection of volumes published over time. The year 2007 has inaugurated the „International Scientific Conference *Education and Creativity for a Knowledge Based Society*”, divided into a plenary section which includes the presentation of large-scale scientific papers, and sections corresponding to the faculties’ areas of specialization. The papers of each edition of the conference were published in volumes listed ISSN, ISBN and were indexed in international databases (William S. Hein & Co., Inc. Buffalo, New York 1429, and Database Operator – Questa Soft GmbH Frankfurt). The papers of the edition 2012 edition were sent for indexing in IEEE, Cite Seer X, ACM and SCOPUS.

TMU has entered into partnership agreements on the promotion and achievement of common objectives in scientific research with: Ministry of Foreign Affairs, National Environmental Guard, Romanian Academy – Financial and Monetary Research Centre „Victor Slăvescu”, Polytechnic University of Bucharest – Faculty of Transports, Military Technical Academy, SC G4S SECURE SOLUTIONS SRL, SIEMENS SRL, SC AS-TI AUTOMATION SRL, HILL INTERNATIONAL SRL Bucharest.

As mentioned above, a recent initiative of TMU in the research fields was to establish a *Medical Research Institute* within the University structure. One aim of this initiative is to more efficiently manage the given research infrastructure and to develop medical research in TMU.

### 4.3 Academically-related activities

**Research and technology transfer; services to community.** TMU is involved in research and technology transfer and in providing services to community, in the frame of the Sectorial Operational Programme *Human Resources Development* (SOP HRD) 2007-2013, and the Operational Programme *Administrative Capacity Development* (OPACD), financed from European structural funds. From 2010 to now, TMU was and is involved in the following projects:

- SOP HRD/86/1.2/S/61434 „Modern Education and Quality for Future”;
- SOP HRD/PPP107/DMI1.5/S/77082 „Doctoral fellowships for complex economic and bio-economic training for food and feed safety of human ecosystems,,;
- SOP HRD/109/2.1/G/81566 „Internships in Bucharest-Ilfov Region”;
- SOP HRD/92/3.1/S/61289 „Managerial and entrepreneurial skills to enhance competitiveness and business opportunities”;
- SOP HRD/92/3.1/S/57836 „Center for information, advice and mentoring to promote entrepreneurial culture”;
- SOP HRD/32/3.1/G37316 „Promoting entrepreneurial culture and entrepreneurial skills to students of private and public universities in Bucharest by transnational partnership”;
- OPACD SMIS 30342 „Preventing corruption in education through information, training and accountability”.

Regarding the services to society, as mentioned above, in our University are functioning the *Private Clinical Center for Dental Care*. Also, at the end of the previous year, the Management Board has decided to establish a *Medical Center for Diagnosis and Treatment* within our University.

**Student support services.** Over the last 10 years, students' independence has increased in making their own decisions on their professional career and job search. In 2007, TMU founded the *Center of Psychological Counseling and Career Guidance* (CPCCG). This center has as its main objective to increase students' employability in the labor market both during college and after graduation. CPCCG offers support for dealing with problems that are specific to students by informing, counseling and helping them to position themselves, by means of conducted studies and surveys, psychological counseling and career development. It encompassed specialized assistance so as to make decisions regarding the choice of a professional itinerary by the assessment of the professional interest, of one's inner motivation, and the establishment of a personal career development plan. It also offers additional trainings referring to complementary competences of the students, such as entrepreneurship abilities, communication skills, personal marketing for the labor market (interview skills, CV elaboration, etc.).

**Social services for students.** During the past five years, a strategic objective of the University has been to increase the number and the comfort of students' accommodations. Thus, at present, TMU has a Students' Hostel, located closely to University Campus, offering 144 accommodation places. The hostel are endowed with various facilities (kitchenettes equipped with domestic appliance, Wi-Fi, cable TV etc.). The students benefit from food facilities provided by the cafeteria for students (200 seats), and from leisure facilities provided by the Café-Club Pub. Café-Club Pub is also host of scientific debates and conferences on topics of student life. Serve: tea, coffee, soft drinks, pastries, ice cream etc. Student club has 100 seats and Wi-Fi ([Appendix 18\\_INFRASTRUCTURE, Table 2](#)).

**Graduates and ALUMNI.** In 2010, the *Alumni Association of Titu Maiorescu University* was set up, aiming at initiating activities to develop a legal framework to promote relationships with the University graduates. Today TMU has an operational on-line platform for Alumni ([www.aafdutm.ro](http://www.aafdutm.ro)). TMU still has limited information on the graduates' career and we know that there is still plenty of work to do for reaching the relation that the European universities have with their Alumni. Especially when considering the degree employability of the graduates on the labor, there are still actions to be taken to systematically collect information on this. TMU acknowledges it is a weak point and aims to identify ways to improve the situation.

The University allows **distinctions** to international and national personalities, i.e. Doctor Honoris Causa and Honorary Professor, from other universities, research institutes, economic and socio-cultural environment from Romania and abroad.

**Funding.** TMU is based entirely on self-financing, mainly from students fees, receiving no state funds. [Appendix 21\\_FUNDING](#) summarizes the total budget of TMU for the past 5 years. The numbers represent Romanian currency (RON) with a EURO/RON exchange rate of 4.45 as of May 2012. TMU total budget for the year 2012, including previous year budget surplus, was of approximately 12.5 mills EURO. [Appendix 21\\_FUNDING](#) summarizes also the expenditures incurred by the University

and the share of these expenditures in the last five years. The analysis of the data presented in these tables shows, among others, that there is a good balance between revenue and expenditure. Out of the total of 7.5 mills EURO expenditures of TMU for 2012, 57% represent salaries and budgetary obligations, 4% supplies for education, and 13.5% endowments and investments. These are viewed as strengths of the financial management of TMU, as it ensures a good cash flow in the context of the economic and financial crisis and of a decrease in the number of students benefiting from the TMU programmes. It is also worth mentioning that the contribution of TMU to sustain projects funded by the EU structural funds increased year by year, which indicates the commitment and the capacity of our University to attract external funds, which is also viewed as a strength point.

Tuition fees are updated annually and are calculated according to the average annual cost of tuition for each program of study. Tuition fees are approved annually by the University Senate, at the proposal of the Management Board, and are communicated to students through the University website. Also, tuition fees are listed in the Annual Addendum to the Study Contract, signed by the Rector and the student.

## 5. QUALITY ASSURANCE PRACTICES

The University preoccupations for quality assurance have some notable achievements in the last ten years. TMU is the only private university in Romania who, along with 6 other public universities, participated as a pilot university in the MATRA program „Developing the National Strategy in the field of quality assurance in higher education in Romania” – 2001-2003.

The undergraduate study programmes and master study programmes offered by TMU were evaluated and some of them were reevaluated by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

In 2009, TMU has decided to apply for an institutional evaluation by ARACIS, and attend then a CONFIDENCE rating. After this result, the University has taken the necessary measures to improve the quality of all its activities at all levels and began another self-evaluation process, which lasted until 2012, when a second institutional evaluation by ARACIS was requested. After this evaluation, TMU obtained a HIGH CONFIDENCE rating – the highest rank that can be awarded to universities in Romania ([Appendix 1\\_ARACIS CERTIFICATE](#)).

At the University level, the activities of control and quality assurance are regulated by the *Code of Quality Assurance in Education and Research* and by the *Regulation of initiating, designing, monitoring and periodic evaluation of study programmes*. In compliance with these, the University Senate has included the *Committee for Quality Assurance in Education and Research* (CQAER). The Committee has corresponding structures operating within the faculties and departments. The Committee must perform an annual evaluation of how each mentioned structure performs specific activities in order to achieve the planned quality assurance objectives, and prepare a report containing its findings, which is presented to the University Senate.

In compliance with the National Education Law no. 1/2011 and the University Charter, the Rector must present annually, no later than April, a report concerning the state of the University. The report refers, among others, to the situation of quality assurance activities within the University. The report is presented to the University

Senate for analysis and approval. Also, the report is available on the website for all academic community.

The overall assessment of the teaching staff is annually performed based on a specific procedure which includes:

- assessment by students;
- self-assessment;
- assessment by the department director;
- Peer review.

The assessment of the teaching staff's activity by students plays the most important role in improving the teaching-learning methods. Further positive developments are expected based on feedback actions to the students' opinions formulated during the assessment process.

Data collection, processing and analysis on quality assessment are developed in a systematic way, through an IT program, elaborated by the specialists from the Faculty of Informatics.

The overall assessment results are used at the department, faculty and university level, to establish corrective measures and decision making, including decision making on the teaching staff salary.

These procedures have been developed according to the Rector's Management Program and are assumed by all management structures.

In the field of research, quality is controlled at the level of the project / scientific team, at the level of the department/faculty/Institute, and at the level of the University administrative structures.

Quality assurance and improvement of human resource is achieved by processes and instruments for planning the personnel structure according to the specific needs of the University/faculties/departments, promotion of academic staff and of other personnel categories in accordance with national standards in the field, and ensuring the labor security and health.

University management is aware of the weaknesses of the climate and culture created for quality assurance in TMU, involved at all levels, especially some difficulty in understanding the quality management language by employees, lack of motivation for staff involved in quality management and quality assurance activities, reluctance of some teachers to be assessed by students, opposition of some members of the management to the computerization of the quality management and quality assurance activities, and some lack of students' motivation to assess teachers. Under these circumstances, and considering the national and even international competition based on the quality management and quality assurance in education and research, the University's new development strategy will give high priority to the objectives concerning the implementation of a modern and high-performance quality management system, including the establishment of a specialized Department of Quality Management. As a first step in this direction, TMU has organized a course for training internal auditors for the quality management system (ISO 9001), attended by members of committees for quality from each faculty.



## 6. STRATEGIC MANAGEMENT AND CAPACITY FOR CHANGE

TMU promotes institutional change in relation to the ongoing national and European contexts, to the dynamics and evolution of the university environment, labor market demand, aiming at increasing customer satisfaction. A SWOT analysis, as part of this self-evaluation report, is designed to enable the academic management to identify the priority objectives for the near future faster.

### SWOT Analysis of TMU:

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>▪ TMU has already completed several institutional evaluation stages and is accredited by ARACIS with a HIGH CONFIDENCE RATING</li> <li>▪ TMU offers study programmes in the main three cycles: bachelor, master, and PhD</li> <li>▪ TMU offers a large range of study programmes in areas of great interest, including Medicine and Dentistry</li> <li>▪ Capacity to quickly adapt curricula to the European standards</li> <li>▪ Modern and adequate educational infrastructure, accommodation and facilities for students</li> <li>▪ The University academic staff are dedicated to education and some of them to research</li> <li>▪ TMU organizes annually an International Scientific Conference addressing a large number of scientific fields</li> <li>▪ Sound financial management</li> <li>▪ Commitment and capacity to attract external funds</li> <li>▪ Continuous concern for improving the quality of students' accommodations, and leisure activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Out of 10 undergraduate study programs ranked on fields in 2011, only 3 are in category B, 4 are in category C and 3 are in category D</li> <li>▪ Many study programmes are not represented in the third cycle of University studies</li> <li>▪ Relative decrease in the number of students in the last 5 years</li> <li>▪ Practical training is still insufficiently developed and updated</li> <li>▪ Relatively low interest of students to constitute an association at the University level</li> <li>▪ Some deficiencies in the quality management system, particularly the lack of a specialized Department of Quality Management</li> <li>▪ Limited information on the labor market needs and on the graduates' career; poor involvement of the Alumni Association</li> <li>▪ Lack of full-time research staff and, accordingly, relatively low number of research projects earned through competition</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>▪ TMU enjoys a good reputation and has a relatively stable basis for recruitments of candidates</li> <li>▪ TMU have a certain quantitative and structural stability</li> <li>▪ Decentralization of some processes and support for managerial performance in faculties and departments</li> <li>▪ Trends in innovation and research IN Europe for the 2014-2020 period</li> <li>▪ Wide array of EU funding opportunities</li> <li>▪ Development of new undergraduate, master and PhD programmes of study</li> <li>▪ Development of new European programmes type „Long Life Learning”</li> <li>▪ Development of new National priority programmes, e.g. human resources improvement and pole of competitiveness</li> <li>▪ Possibility to create and develop national and international partnerships for education and research</li> </ul>	<ul style="list-style-type: none"> <li>▪ National legislation in the field of education is often unstable and unpredictable, resulting in inconsistency of reforms in education</li> <li>▪ The demographic decrease trend in Romania with a negative impact on the dynamics of the number of students</li> <li>▪ The economic and financial crisis and the gradual increase of the cost of living leads to a decrease of the living standards are causing reluctance of high school graduates to pursue higher education on tuition</li> <li>▪ The current economic context, with relatively few medium-sized and large economic agents who can support the placement of students in internships</li> <li>▪ The significant reduction of national research funding during the last 5 years</li> <li>▪ Decrease in the attractiveness for an academic career due to the low wages on which the University is able to pay to young teachers and researchers</li> </ul>



The TMU top management surveys periodically the weak points and develop an action plan designed to undertake corrections, according to the SWOT analysis outcome (Appendix 22\_ACTION PLAN).

## **7. CONCLUSIONS**

The TMU institutional capacity for improving the above-analyzed issues means both having short-time initiatives (such as the creation of the Department of Quality Assurance and a strong Alumni Association) and long-time initiatives (such as setting up a coherent Quality Management System and full computerization of university activities).

The TMU Strategic Plan for the period 2012-2016 and the Action Plan includes courses of action that were identified by the faculties and the University management from the results recorded on the institutional classification in 2011, the institutional evaluation by ARACIS in 2012, and the SWOT analysis.

The strengths recorded in the SWOT analysis and the immediate or near-future opportunities identified so far, together with the suggestion expected at the end of the EUA-IEP external evaluation, will contribute to the development and implementation of the Strategic Plan and Action Plan, in order to eliminate the weaknesses and to place TMU as an university of advanced research and education in the European higher education and research area.

Bucharest, 16<sup>th</sup> of April 2013

**R E C T O R,**

**Professor PhD Smaranda ANGHENI**

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