

Soros Foundation Romania

Romanian Academic System
Teachers' and Students' Opinions

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Introduction

As of December 2006, the Soros Foundation Romania has been implementing the programme *Politici Educaționale în Învățământul Superior (PEIS) – Educational Policies in Higher Education*. The programme is aimed at contributing to the educational policies' reform in higher education through situation analyses, case studies, policy analysis, debates and advocacy actions, public policies formulation. The project derives from the observation that, in Romania, the education reform effort focused mostly on compulsory pre-academic education. Although, in theory, the universities should be the main openness and social progress factor, they have generally remained closed systems.

In Romania, there does not yet exist a coherent mechanism of analysis and formulation of public policies in higher education, and particularly there are too few independent centres of expertise, which should, at the same time, monitor the progress, attract attention to the errors and suggest alternatives, all based on scientifically founded analyses. This is one of the reasons for which the regulation of this field is incoherent and incomplete, but also one of the causes that lead to the lack of top performances in the Romanian higher education.

Lately, the main phenomenon that marks the progress of higher education at European level is the Bologna Process, and Romania is not excepted. The transformations proposed through the 10 chosen objectives at European level are ambitious and require a major investment in terms of political will, energy and resources. For Romania in particular, the debates and studies (quite few) on higher education show that the important matters for the current context include the financing mechanisms, the training of the graduates to become teachers in the pre-academic education system, ethics in higher education, the quality of education and the development of private education.

The programme is aimed at approaching two directions. The first direction is mainly of analytical nature and focuses on providing a starting point for future projects, as well as substance for public debates and advocacy actions, through further information on the Romanian academic environment, obtained mainly by means of two mechanisms: quantitative research, which should include a representative sample of students and one of teachers, respectively a series of case studies, in universities selected based on the analysis of the previously collected data regarding the mechanisms through which these establishments intend to meet the Bologna objectives. The studies will focus on formulating a set of good practice guidelines.

The second direction proposed is aimed at performing a series of key point analyses, such as: financing mechanisms, graduates' training, ethics etc. At the same time, public debates will be held, with the participation of the representatives of the academic environment, of the civil society, of the mass-media and of the state authorities. This programme component is developed in partnership with Centrul Educația 2000+ (the 2000+ Education Centre) (www.cedu.ro).

The quantitative research was carried out in May 2007 and consisted of two representative surveys for the teaching staff, respectively for the students in the public or private higher education. As far as the students were concerned, the questionnaires were given to those in the first study cycle (bachelor's degree). The two surveys had the following methodological profiles:

Representative survey for the teaching staff in Romanian higher education

Sample size	1,007 persons
Maximum statistical error	± 3.1%, guaranteed with a probability of 95%
Data collection period	April 25 – May 8

Representative survey for the students in Romania

Sample size	1,171 persons
Maximum statistical error	± 2.8%, guaranteed with a probability of 95%
Data collection period	April 25 – May 8

We remind the fact that the results of the two surveys (teaching staff, respectively students) represent estimates of the opinions of the entire teacher population. The probable percentages that can be noticed when investigating the population as a whole may vary, as shown in the table below:

Student sample (1171 interviewees)

Percentage noticed for sample	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Probable variation range (maximum error)*	±1.72 percentage points	±2.29 percentage points	± 2.62 percentage points	± 2.81 percentage points	± 2.86 percentage points

* guaranteed with a probability of 95%

Example: If 30% of the students in the sample state that they have the opinion A, then it is expected that, at the level of all the students in Romania, those who have the opinion A should be between 27.38% and 32.62%.

Teaching staff sample (1007 interviewees)

Percentage noticed for sample	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Probable variation range (maximum error)*	±1.85 percentage points	±2.47 percentage points	± 2.83 percentage points	± 3.03 percentage points	± 3.09 percentage points

* guaranteed with a probability of 95%

Example: : If 20% of the teachers in the sample state that they have the opinion B, then it is expected that, at the level of all the university teachers in Romania, those who have the opinion B should be between 17.53% and 22.47%.

Data collection and seizing were provided by **The Gallup Organization Romania**. The design of the methodological instruments (questionnaires and samples), as well as the analysis of the results, were performed by the project team, made up of Mircea Comşa (questionnaire, analyses) Claudiu D. Tufiş (questionnaire, analyses), Bogdan Voicu (questionnaire, sampling, analyses) and Ovidiu Voicu (Project Manager).

Data collection was impeded, in many universities, by the refusal of the respondents to participate in the survey. As far as the students were concerned, the refusals were less and their cause was the lack of interest or time. In general, the students cooperated with the interviewers and openly answered to all the questions in the questionnaire.

As far as the teachers were concerned, both the number and the types of refusals were more numerous. Among the teachers, there were also refusals caused by the lack of interest or time. In several universities, from almost all university centres, there were a lot of refusals of the teachers to participate in the survey, the main reason being the questions on corruption. Some teachers would begin to fill in the questionnaire, and then, when they got to these questions, they would refuse to continue filling in the questionnaire or to return it. There were teachers who, although they knew cases of this type, would not mention them in the questionnaire, for fear of the dean's reaction. The approval of the dean – more precisely, the lack of his approval – was another reason adduced by the teachers in order not to participate in the survey; there were faculties where the interviewers first had to seek the approval of the dean's office, although they explained the fact that it was an anonymous, individual questionnaire and that the questions referred to the respondents' opinion, with no connection to the academic hierarchy.

There were several situations in which the interviewers were compelled to resort to “reserve” faculties in the sample because they were faced with firm refusals of the management of some universities or faculties. In one case, the interviewers were faced with difficulties concerning the access to the building, the access to the Secretariat and, subsequently, to the faculty's dean who refused to allow the teachers to participate in the survey without the rector's approval. The interviewers tried to establish a meeting with the university's rector, but he/she couldn't be contacted. At another faculty, the dean was suspicious of the survey and refused to allow the participation of the teachers of this faculty, arguing that the information requested in the questionnaire is confidential, and the survey company is not entitled to request them. At another faculty, the pro-dean objected to the questions in the “academic career” section, in the sense that his/her identity might be revealed, reason for which he/she tried to also influence the answer of his/her colleagues to this survey, ending up by withholding the questionnaires. There were two cases in which the management of some universities (both private universities) forbade the teachers, as well as the students, to come into contact with the interviewers. The name of the faculties and universities are irrelevant in this context. However, we noticed a mentality problem in an environment that should be, par excellence, transparent and open to dialogue and debate.

The survey shows the analysis of the answers to the questions in the questionnaire. This volume is made up of three sections. The first section, *People*, shows some of the factual aspects that characterise the teachers and the students of the Romanian higher education. The second section, the *Organization and Operation of the Academic System*, shows the analysis of the perceptions that the teachers and the students have of the academic system; (with the help of the data in Barometrul de Opinie Publică™ - the Public Opinion Barometer, some perceptions are compared to those of the

entire population), the opinions of the interviewees on the stage of implementation of the Bologna objectives in the Romanian universities, their perceptions of the university autonomy, as well as those of the academic corruption. The final section, *Procesul educațional – Educational Process* starts with the analysis of the respondents' opinions on the assessment-marking system in the universities and continues with reflections on specialized practice, scientific research and their satisfaction with the equipment of the universities.

The entire survey is available on the web page of the Soros Foundation Romania, at the address www.soros.ro. As of January 2008, the databases, too will be available free of charge.

A. The people

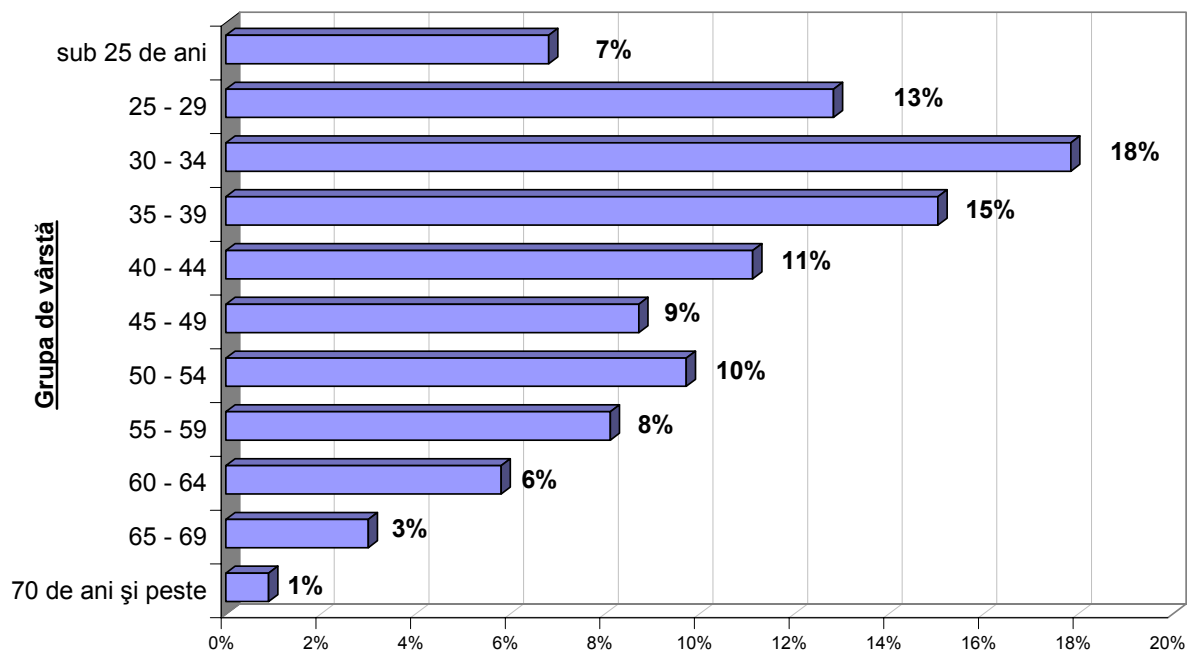
Teaching Staff in the Higher Education System

This chapter is aimed at synthetically introducing some of the factual aspects that characterise the teaching staff in the Romanian higher education. We have analysed the age and gender distributions, the coverage of university qualifications, the time allotted for educational, research and administrative activities, seeking the differences that may help sketch a general picture of those who teach in and manage the Romanian faculties. At the end, we have also added a brief review of some of the teachers' intentions to grow professionally or to leave the academic system.

Age

One of the often encountered stereotypes on the education system is related to the age of the teachers. The population has a quite general perception of the fact that most teachers are old and too conservative. At European level, the political decision-makers give special attention to this aspect. Over the past few years, countries such as Italy, for example, are confronted with intense debates on the occupation of positions in the academic system, certain reforms seeking to reduce the average age and remove a conservative system of promotion.

Figure 1. Age distribution of the teachers in the higher education system



* The percentages represent the percentage of that age group in the teachers total.

Caption: grupa de varsta = age group; sub 25 de ani = under 25; 70 de ani si peste = 70 and over

In Romania, the teachers' age structure seems to indicate another situation (Figure 1). About one third of the teachers are under 35 years of age, the 30-35 age group being the largest of all age

groups.

We should also remark the extremely important fact that, except for the 25-29 age group, all the other age groups have similar percentages to the percentages these age groups have in the total number of the population with university qualifications. The very young age groups (20-24 and 25-29 years of age) have a special status: a large number of those who fall into these categories have not yet completed their studies, it is the age when a large number of women give birth (and, being on maternity leave, they could not be part of the investigated sample), it is the age when a large number of those who are still studying (for example, in doctoral programmes) choose universities outside Romania or have simply won brief grants or research grants abroad.

In conclusion, in broad outline, the age distribution of the teachers in higher education reflects that of the population with university qualifications, that from which the teaching staff is recruited.

There are some differences regarding the age structure, differences induced by the university's years of operation, but they are not major ones (Table 1). The newer universities (established after 1990) tend to have more teachers between 30 and 34 years of age, the 55-64 age group being underrepresented. The relation is natural: upon establishment, the new universities had to recruit more young people, the latter being exactly part of the generation who is now between 30 and 34 years of age.

Table 1. Age distribution of the teachers in universities, according to the year of establishment of the university

		Year of establishment of the university			Total
		before 1940	1940-1989	after 1990	
Teachers' age	over 65 years of age	5%	3%	3%	4%
	55-64 years of age	15%	16%	10% (-)	14%
	45-54 years of age	18%	24%	15%	18%
	35-44 years of age	27%	26%	24%	26%
	30-34 years of age	15% (-)	15%	26% (+)	18%
	under 30 years of age	20%	16%	21%	20%
Total		100%	100%	100%	100%

Reading: 5% of the teachers at the universities established before 1940 are over 65 years of age. The percentages in bold represent significant (negative or positive) deviations from the average. For example, the universities established after 1990 have significantly fewer teachers with ages between 55 and 64, and have significantly more teachers aged between 30 and 34.

With regard to age distribution, private and public universities established after 1990 are not significantly different, except for the fact that, in the new universities category, the teachers over 65 years of age can be found almost exclusively in private universities. The explanation also derives from the history of these universities. Most of the new public universities were established in new university centres, often with new staff who had little teaching experience. In return, most of the

private universities are located in the recognized university centres, most of them being established around well-known university teachers and attracting senior lecturers, lecturers or professors from the existing universities.

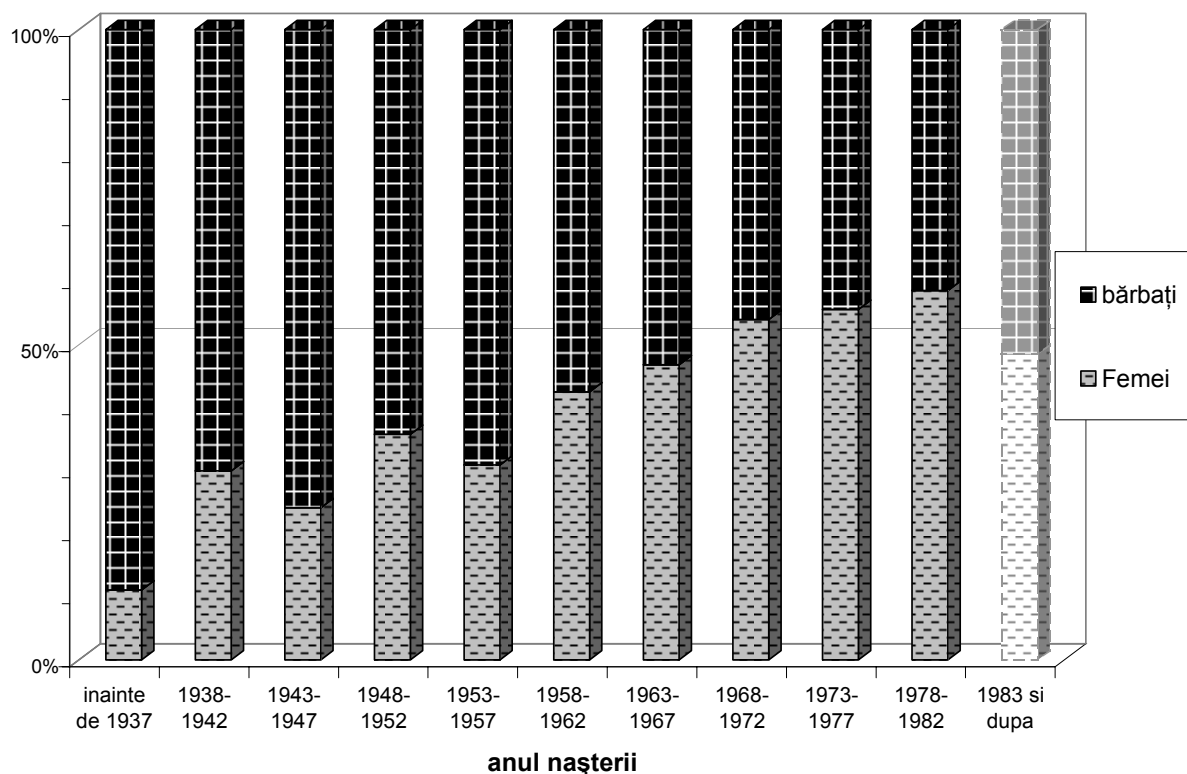
At present, according to this survey, the average period of service in education, in private universities, is 10.8 years, while the period of service of the teachers in the new state universities is 9.2 years, that is less by one fifth. In comparison, in the universities established between 1940 and 1989¹, the average period of service in education of the teachers is 12.9 years, and in those established before 1940, the average teaching experience reaches 14.1 years. While age distributions do not have significant differences, these differences in the periods of service speak fully of the teacher recruitment paths in the middle '90s and in the 2000s. In addition, they also indicate the fact that, at least until now, in the conditions of the increase in the number of students and of a narrow teacher recruitment pool (because of the low percentage of the people with university qualifications in the active population), the penetration of young people among those who teach in universities occurred quite easily.

Gender

54% of the interviewed teachers are men, the remainder of 46% being women. The figures alone are irrelevant, if not compared to what happens in the population as a whole. In the adult population of Romania, aged over 25, among those with university qualifications, 54% are men and 46% are women. The figures indicate exactly the same distribution as that noticed for university teachers and suggest a certain equal access to academic positions of men and women with university qualifications.

¹ In fact, between 1940 and 1963.

Figure 2. Gender distribution of teachers in higher education, according to the birth year



Caption: barbati = men; femei = women; inainte de 1937 = before 1937; 1983 si dupa = 1983 and after; anul nasterii = birth year

Figure 2 provides further information about the dynamics of the gender ratio in higher education. The percentage of women has constantly increased from one age group to another. If, in the generations who are now between 60 and 69 years of age, women represent about one third, for the generations born after 1972, among those who teach in higher education, women are more numerous. The upward trend still persists at present.

The data for those born after 1983 (under 24 years of age) have to be carefully analysed: the higher percentage of men may be deceiving. In this age group, the percentage of women who have just gave birth and are on maternity leave may be higher. However, this is probably not the main cause of the clear contrast with the upward trend of the percentage of women in the education system. Just like in the case of the pre-academic education, occupying positions in the academic system may constitute, for young graduates (particularly for men), just a temporary solution. Low wages, poor equipment and little chances of being rapidly promoted may make them change orientations and choose a better paid job outside the academic field.

Table 2. The percentage of women in the teacher population, respectively in the total population with university qualifications, according to the birth year

Birth year	Population with university qualifications*			Teachers in higher education		
	Women	Men	total	Women	Men	total
before 1937	34%	66%	100%	11%	89%	100%
1938-1942	38%	62%	100%	30%	70%	100%
1943-1947	43%	57%	100%	24%	76%	100%
1948-1952	43%	57%	100%	36%	64%	100%
1953-1957	42%	58%	100%	31%	69%	100%
1958-1962	46%	54%	100%	43%	57%	100%
1963-1967	49%	51%	100%	47%	53%	100%
1968-1972	52%	48%	100%	54%	46%	100%
1973-1977	54%	46%	100%	56%	44%	100%
1978-1982	59%	41%	100%	59%	41%	100%

*The figures regarding the entire population are taken from the 2002 Population Census.

Reading: Among those who have university qualifications and were born before 1937, women represent 34%. Among those who teach in higher education and were born before 1937, women represent 11%.

The parallel analysis of the figures that indicate, according to age (birth year), the presence of women in the academic environment and of those that indicate the women percentage in the total population of university graduates provides two similar pictures: for the younger generations, women are generally more educated than men, therefore their presence as teachers in universities is expected to continue to increase. In a few years, the women teachers will probably be more numerous than the men who teach in universities.

Finally, one last observation concerning age is related to the underrepresentation of older women in the academic environment. In the total of those with university qualifications born before 1937, women represent 34%. In return, from those in the same age category who teach in higher education, only 11% are women. Among the causes that lead to this situation, two of them are probably the most important. On the one hand, there is the traditionalism from the middle of the 20th century, with less women accepted in higher education. On the other hand, there is the discriminatory effect of the retirement age, still substantially younger for women than for men.

Who manages the faculties

This survey did not explicitly interviewed those who occupy management positions in universities. However, in the teacher sample, there are included several rectors, deans, scientific secretaries or heads of departments². What we would like to do next is to describe these “management position holders” in comparison with the rest of the teachers, according to some of their socio-demographic characteristics.

² In the sample, among the 1007 teachers, there are 9 rectors/pro-rectors, 51 deans/pro-deans, 41 scientific secretaries, 89 heads of departments. In total, they represent 19% of those who answered the questionnaire.

First of all, we still have to take two precautions: on the one hand, as shown above, the discussion is about teachers, not about those teachers who occupy management positions. Second of all, the conclusions may be easily biased by the fact that, through the sample design method, less senior managers may have been included in the sample: we selected, in every faculty investigated, the teachers who had classes that day. As the deans, rectors, heads of departments should, at least in theory, have less classes, the probability of them being selected in the sample may have been lower. In practice, this survey proves to us that things are not like this. With regard to the number of classes held, the differences between those who hold management positions and the rest of the teachers are insignificant. On the other hand, in the faculties where there weren't enough teachers present, on the day/days of investigation, the interviewers may have preferred or may have been compelled to also question the dean/pro-dean³, in order to fill in the number of questionnaires required to establish the sample. Most probably, these phenomena combined lead to an equal probability of selection for a teacher holding a management position and one not holding a management position. However, there is the risk (minimum, that's true) that one of the above-mentioned factors may have been relatively stronger.

Taking into consideration these precautions, we may now go on to analyse the results.

As would be expected, older people are those who more often occupy management positions than younger people do (Table 3). The relation is a natural one and is related to the development process of any organisation, to the conditions for occupying a management position: satisfying the respective academic criteria requires several years of study.

Table 3. Occupation of a management position according to age

		Do you hold a management position?				Total
		Dean/ Pro-dean	Scientific secretary	Head of department	No	
Age group	over 65 years of age	8%	0%	19%	72%	100%
	55-64 years of age	14%	4%	22%	60%	100%
	45-54 years of age	8%	8%	20%	65%	100%
	35-44 years of age	3%	6%	4%	87%	100%
	30-34 years of age	2%	2%	2%	94%	100%
	under 30 years of age	3%	2%	2%	93%	100%
Total		5%	4%	9%	81%	100%

**The percentages in bold and on grey background*

However, there is a significant discrepancy in the gender distribution of management positions: 8%

³ As a rule, at least one senior manager is present every day at the faculty.

of the interviewed men are deans or pro-deans, the corresponding percentage of women being only 2%. Similarly, 11% of the interviewed men teachers are heads of departments, while only 7% of the women are in this situation. The position of head of department is occupied by women and men in proportion to their representation in the teaching staff total.

The differences induced by gender in the access to management positions are, however, just apparent. The multivariate analysis of (simultaneous) effects of age, scientific title (doctor, doctoral candidate, master's graduate etc.), scientific performance⁴ and gender reveals the fact that gender does not at all matter in occupying a management position. In other words, two individuals of the same age, with the same scientific title and the same presence in scientific magazines have the same chances of occupying a management position in the academic system, regardless of whether he/she is a man or a woman⁵.

In practice, the gender differences regarding the occupation of positions in the academic system are not determined by the woman or man status, but by the disparities in academic title coverage. Women, for example, in the younger age groups (see Table 4) are significantly fewer than men in holding the title of doctor. This can be explained by the fact that, at the beginning of the academic career, women usually lose a few years due to maternity. They also lose the opportunity of being more quickly promoted to senior lecturer, lecturer or professor positions and also – implicitly – to management positions. On the other hand, women are fewer than men when it comes to being authors of ISI quoted publications. 48% of the interviewed men state that they have such publications, compared to only 37% of the interviewed women.

Table 4. Percentage of those who have a doctorate, according to gender and age

		women	men
Age groups	over 65 years of age	80%	72%
	55-64 years of age	84%	86%
	45-54 years of age	84%	89%
	35-44 years of age	56%	63%
	30-34 years of age	29%	30%
	under 30 years of age	16%	24%

Reading: among women teachers aged between 55 and 64, 84% have a doctorate. The corresponding figure for men of the same age is 89%.

⁴ Measured quite roughly, through the existence of at least one ISI publication.

⁵ The conclusion is based on a logistic regression model, with the occupation of a management position (rector, dean, head of department, scientific secretary) as dependent variable. Independent variables were gender (dummy variable), age, scientific title (treated in different models, as categorical variable or interval variable – the results were the same) and the status of author of at least one ISI quoted publication (dummy variable). Age proved to be the strongest predictor, followed closely by scientific title. ISI publications, as rough performance criterion, proved to have significant, yet lower influence. Gender has no significant influence (sig=0.193). The model explains about 29% of the studied variation (R² of Nagelkerke).

Table 5 provides information about some other characteristics of those who manage Romanian education at faculty level. Those who manage the Romanian faculties tend to speak a foreign language more than the rest of their colleagues, they are more involved in international research projects, and they have had more specialised training courses in universities outside Romania. It must also be noted that the more frequent involvement in international projects is a normal one. A possible opposite situation could have surprised: as a rule, the involvement of Romanian university staff in international projects is one initiated by European researchers in search of partners. The deans, heads of departments or scientific secretaries are the persons whom a researcher outside Romania, with no other contacts in our country, is most likely to contact for starting possible joint projects.

Table 5. Competences, activity, recent training for various categories of teachers, according to the position held in the higher education system

	States that he/she can give a lecture in a foreign language	How many international research projects have you been/are you involved in these past five years?	He/she has had (research or teaching) experience outside Romania in the past 5 years	What mark, from 1 to 10, would you give yourself with regard to working on a computer?
	%	average	%	average
Dean / Pro-dean	75%	1.9	47%	8.0
Scientific secretary	86%	1.3	31%	8.3
Head of department	81%	1.5	43%	8.3
Does not hold a management position	71%	0.8	29%	8.2

Reading: 75% of the deans state that they can give a lecture in a foreign language; scientific secretaries participated on the average in 1.8 international research projects in the past 5 years etc. As far as the number of international projects is concerned, considering the specifics of self-filling questionnaires, we treated the lack of answer (one third of the respondents) as non-involvement in any international project in the past 5 years.

Summarizing the above, we can say that the Romanian academic system is managed relatively rationally. Experience and performance criteria generally play the most important part in the selection of senior management from the entire teacher population.

Use of time

Time is an extremely rare resource in Romania. The existing data from many other researches indicate the fact that, within the European Union, Romanians are those who spend the most time at their work places, by more than 10 hours, on the average, than the EU average. In addition, Romanians are the nation that uses, on the average, more hours per week than the other European societies in order to carry out various household activities (other than child caring), from cleaning, cooking, washing of clothes up to small repair works around the household⁶.

⁶ Agricultural works or any other direct productive activity are excluded here.

With the almost 38 hours spent per week working in the university, the Romanian teachers probably exceed the European average. Educational activities take, on the average, half of the work time, but there is a quite significant variation, according to the characteristics of the teacher, the faculty and the university. In big universities, in the faculties with many students, and in state universities, the number of hours allotted weekly to educational and administrative activities is significantly greater, however, without affecting the time allotted to research.

Those who spend more time working usually come from households with higher income per capita, are higher in rank⁷, are men, tend to have greater performances (state more often that they have ISI publications, get involved in more international research projects), state more often than the others that they can teach in a foreign language and that they know how to use a computer well.

Table 6. Teachers' way of using time

In a week, on the average, how many hours approximately do you allot to...	under 10 hours	10-20 hours	20-40 hours	over 40 hours	Total	Average per sample	Average percentage of the respective category in total*
research	50%	34%	15%	1%	100%	14.3 hours	36%
educational activities	23%	57%	19%	2%	100%	17.4 hours	49%
administrative activities	82%	15%	3%	0%	100%	7.9 hours	20%
TOTAL hours spent weekly on university activities	4%	11%	48%	37%	100%	37.8 hours	-

**It concerns the average percentages of the respective activities in the time budget of each teacher. The sum of the figures does not necessarily have to be 100%. Also, the total does not represent the sum of the averages per each category.*

Reading: 50% of the teachers allot weekly less than 10 hours to scientific research activities. On the average, a teacher dedicates 17.4 hours per week to educational activities. The average time spent by a teacher working (in the university) is 37.8 hours/week.

The deans assume more administrative activities than the heads of departments and scientific secretaries, and the latter dedicate more of their time to managing the faculty than those who hold no management positions. The percentage of time allotted to research does not vary according to the position occupied. In return, those with no management positions teach significantly more in terms of time. However, on the whole, the deans spend significantly more hours per week working than the heads of departments and the scientific secretaries do, and these two latter groups work more working hours than those with no management positions.

Men declare more hours worked and, in their time budget's structure, research and administrative activities have significantly higher percentages than in the case of women. The relation is inverse when it comes to the time allotted to teaching: women teach, on the average, two hours more than men do per week. As percentage in the time budget, the difference is of 6%.

⁷ The teachers are the ones who consume the most time, in total, with educational, administrative and research activities, the difference arising, in particular, from the time allotted to administrative activities.

For those who have ISI quoted publications, the number of hours dedicated to research is significantly greater, exceeding by almost two hours per week the time allotted to research by the rest of the teachers. However, with regard to educational and administrative activities, there are no differences between those who have ISI publications and the others. Also, there are no differences between the time allotted to research by a senior lecturer, a lecturer, a professor or an assistant, even if there is a slight tendency that – the higher the rank – the more important research becomes. In return, the associated teachers dedicate to research almost 8 hours more per week than a professor.

As percentage in the time budget, those from private universities allot less time to teaching and administrative activities and more time to research. In absolute terms, the difference is given only by the shorter time used for teaching. In practice, the teachers in private universities manage to have more time that they can use for non-academic activities.

In smaller universities, the teachers use as many hours for teaching as in big universities, but they manage to obtain additional time resources by reducing the number of hours dedicated to research.

We reviewed all these comparisons in order to underline what is typical in the time structuring of a Romanian teacher. No doubt that the teaching activities are predominant and also those that seem to generate both income, and prestige. The increase in the number of hours spent for administrative activities, for example, does not reduce the time dedicated to teaching.

The situation is different from what happens in the European and American universities. The tendency in the latter, at least in those considered to be more competitive, is to allot a lower percentage of time to teaching, dedicating more time to research⁸. The teachers seek to reduce the time allotted to teaching under 25%, increasing in return the number of hours of research.

In Romania, the data indicates the opposite. Teaching is the one activity that takes the lion's share, being probably perceived as more lucrative, there being a wide-spread practice that, in higher education, the teachers should have several teaching loads. Some facts speak for themselves in this respect.

The size of the faculties in our sample varies quite a lot, both as number of students, and as number of members of the teaching staff. It would have been expected that, where there are less students per teacher, the members of the teaching staff should allot less hours to teaching. In the faculties where there are more students per teacher, it would have been expected that those who teach should have a much loaded schedule, as they have to give more classes. In reality, things are exactly the opposite. Where the number of students per teacher is greater, the average number of hours dedicated to teaching by a member of the teaching staff is smaller. The explanation is simple: the groups of

⁸ For the argumentation of the motives of this phenomenon, see the chapter dedicated to the Bologna process.

students are merged, teaching is carried out simultaneously to several students, thus reducing the number of hours weekly allotted to teaching. There are two immediate effects: a wages increase (the class taught simultaneously to two groups can be paid twice) and a risk of lowering the quality of the education process (students have less time at their disposal to address questions to the teacher, the class becoming a mere monologue).

Another important aspect of the way in which time is allotted can be found in the number of subject matters taught. The average number of subject matters taught per year is identical for professors, senior lecturers, lecturers and assistants, being slightly under 3 subject matters/year. The associated members of the teaching staff usually teach 1 or 2 subject matters per year. This implies another important thing: one and the same course (subject matter) is repeated several times during the same year, otherwise the number of hours taught weekly could not be so great.

Table 7. Number of subject matters taught per year

<i>How many different subject matters do you teach this academic year?</i>	%
1 subject matter	17%
2 subject matters	32%
3 subject matters	23%
4 subject matters	16%
5 subject matters	10%
6 subject matters	3%
Total	100%

Four out of ten members of the teaching staff have at least one more job outside the activity at the university where they are employed. Almost half of them work in research or also teach at other universities. One third work on the market, either as employees, or as owners (Table 8). We must note the fact that the newer and the older universities/faculties tend to have several members of the teaching staff whom they “borrow” from other organisations or “lend” to other organisations. The universities/faculties established between 1940 and 1989 usually operate in smaller university centres, where they have a monopoly in higher education or they are specialized in narrow niches, the opportunities (and the temptation) to also work in places other than the university being somewhat little. In their turn, private universities depend more on the “rented” labour force from other sectors.

There are no significant differences between the members of the teaching staff: professors, senior lecturers, lecturers or assistants also equally work in other universities; the same goes for different age groups (except for those over 65 years of age, who are more loyal to a single work place); the deans and pro-deans tend to have another job to a smaller extent, but this isn’t also the case for the heads of departments or the scientific secretaries. Finally, men work more often in other places than women teachers do.

Table 8. Percentage of teachers who also have other work places

He/she has another job ...	Size of the faculty			Faculty's year of establishment			University		Total
	under 500 students	500-1499 students	over 1500 students	before 1940	1940-1989	after 1990	State	Private	
In research	14%	18%	13%	25%	15%	12%	16%	15%	15%
At another state university	9%	6%	7%	7%	6%	8%	6%	16%	7%
At another private university	5%	5%	7%	4%	4%	7%	5%	10%	5%
As employee/collaborator in a business firm	20%	15%	18%	18%	13%	19%	17%	17%	17%
As owner	14%	6%	6%	7%	8%	10%	8%	11%	8%
In public administration	3%	2%	2%	2%	2%	3%	2%	5%	3%
Public dignitary	2%	3%	2%	2%	2%	3%	2%	3%	2%
In a NGO	8%	5%	9%	6%	6%	7%	6%	13%	7%
Another work place	11%	13%	16%	12%	8%	14%	13%	12%	13%
Any of the above	42%	39%	38%	42%	32%	42%	38%	47%	39%

Reading example: 14% of the teachers at the universities that have under 500 students also have a job in research.

Those who have a second job allot, on the average, per week, one hour and a half less to educational activities, but they dedicate as much time as their other colleagues to research and administrative activities.

The survey did not collect information about the actual time allotted weekly to the second job. However, accepting an average of about 10 hours, this would mean that the average number of hours spent working weekly by the teachers who have a second job is around 46. These would be close to the equivalent of a 6-day working week. The impact of such a great load on the schedule is easy to infer: poorly prepared, repetitive courses (the same course is held many years in a row, with no progress, thus reducing the interest of the tenured lecturer in the subject matter taught), tired teachers, with practically no spare time, the temptation to permanently reduce the time allotted to research and personal and professional development.

Some intentions for the future

We have reviewed by now some of the concrete, objective characteristics of the teachers from Romanian universities. For a full picture of this human resource and of its future dynamics, we believe that it would be interesting to also note some of their intentions of professional development, respectively of remaining in the academic system.

The questionnaire used here, even if not very generous in this respect, provides enough information for an overview of the intentions of specialising abroad and of emigrating.

A first aspect is that of the desire for further training. More than half of those under 45 years of age wish to have a training course abroad, this intention being more precise among those aged between 30 and 35, who aim explicitly at postdoctoral studies. This happens in the conditions in which about

one third of each age group analysed (respectively one quarter for those under 30 years of age) has already had experience outside Romania in the past 5 years.

Table 9. Some intentions for the future of the teachers

		Age group			
		45-54 years of age	35-44 years of age	30-34 years of age	under 30 years of age
Do you plan to attend the courses of a higher education establishment outside Romania?	Yes, in a postdoctoral programme	15%	30%	42%	25%
	Yes, in a doctoral programme	5%	5%	14%	21%
	Yes, in a master programme	0%	3%	1%	3%
	No	81%	61%	44%	51%
Total		100%	100%	100%	100%
In the following years, do you intend to go on a <u>study/research experience in another country?</u>	Definitely no	17%	15%	10%	8%
	Probably no	26%	22%	22%	21%
	Probably yes	48%	51%	51%	53%
	Definitely yes	9%	11%	16%	18%
Total		100%	100%	100%	100%
In the following years, do you intend to settle <u>in another country?</u>	Definitely no	71%	51%	43%	35%
	Probably no	23%	36%	37%	48%
	Probably yes	5%	10%	16%	13%
	Definitely yes	1%	3%	5%	4%
Total		100%	100%	100%	100%

In bigger universities, the assistants, laboratory assistants and lecturers, those who have already had such experience, those who master a foreign language well state more often than the others that they would like to or that they intend to have a training/research experience abroad.

Those from private universities and, generally, those from the faculties established after 1990 aim more often than the others at a doctoral programme or even a master's programme outside Romania. However, on the whole, those from smaller universities seem to be less interested in such professional development, while the differences between state universities and private universities are minor in this respect.

Very few of those who teach in Romanian universities, regardless of their age, seem to be determined to emigrate. Combined with the great desire of further training abroad, this can be good news for the academic system, testifying to a relative stability of a human resource who wishes to develop professionally. Considering that, in the past years, wages have been on the increase, preventing massive losses towards the non-academic sector, the perspectives could be positive, from this point of view. Yet it remains to be seen to what extent the teachers are really satisfied with their situation.

Who today's students are

The students are the essential part of the education system. They are the ones in which society invests knowledge and the ones who can subsequently contribute to the prosperity of all. What we intend to do in this brief chapter is to describe them as they are as a whole, with regard to their “objective” characteristics: gender, age, civil status, background, parents' education, place of work etc.

Not at all surprising, considering the evolutions in the past 30 years (see Table 2 of the previous chapter), the number of female students exceeds the number of male students: 62% of the students who answered this survey are females.

Most of the students come from urban backgrounds, just 11% being born in rural backgrounds. From the latter, two thirds have lived more than 5 years in a town, this being in essence their locality of origin. In practice, the percentage of students from rural backgrounds does not exceed 5-6% of the total number of students.

We would like to remind the fact that the students to whom we are referring in this report are those from the first academic cycle (the cycle that ends with the bachelor's degree examination; *Bachelor*). Their age is generally between 19 and 23. There were very few who, in the spring of 2007, had not yet turned 19. Those over 24 represented 15%: 9% were between 24 and 29 years of age, and 6% were 30 or over. Older students are especially found in private universities, which confirms the fact that these universities continue to be generally considered a secondary solution in choosing a faculty.

7% of the students are married, 5% cohabit, 4% are already widows or widowers, 1% are divorced. The remainder (most of them) are single.

The well-known law of social reproduction also occurs in the case of Romanian students. Half of them come from families in which at least one parent graduated from a form of tertiary education (Table 10). In return, in the adult population who could have children of student age, just 14% have such studies.

Table 10. Students' distribution on levels of education of the families of origin in comparison with the distribution on levels of school education of the adult population

<i>The highest graduated school level</i>	maximum education in the students' families*	adult population education	education of the adult population between 40 and 70 years of age**
lower secondary education at the most	3%	34%	34%
basic (apprentice) vocational education, unfinished high school or vocational education	12%	25%	28%
high school (9 – 12 years of study)	24%	25%	21%
foreman school	9%	2%	3%
post-high school education	12%	4%	6%
short-term or long-term academic studies	31%	8%	7%
post-academic education	9%	1%	1%
Total	100%	100%	100%

* the maximum level between the mother's and the father's level of education;

** the age group with the highest probability of being the parents of those who are students

For the adult population, the data is estimated based on *Barometrul de Opinie Publică - the Public Opinion Barometer of FSD of May 2007*.

6% of the interviewed students also go to another faculty, and 3% previously graduated from another faculty.

Almost one quarter of the Romania students have a job. They spend, on the average, 32 hours per week at their place of work, just 4 hours less than, for example, the weekly working time of an average Dutch. In private universities, the percentage of students who are working increases up to more than one third (35%), while in state universities decreases to 19%.

Table 11. Students' involvement on the labour market and in community life

<i>Percentage of students who ...</i>		<i>Average time used for the side activity by the students who perform it</i>
Have a job	23%	31.8 hours/week
Are members in student associations	10%	4.5 hours/week
Performs voluntary services in NGOs	7%	8.4 hours/week

The students get involved more often than the rest of the population in voluntary and association activities (Table 11).

The intentions for the future of Romanian students with regard to continuing their education and emigrating are summarized below:

- almost half of them would like to settle in another country (43%) or haven't decided it yet (4%);
- half would like to go to study courses in another country (50%) , and other 5% haven't decided it yet (for private universities, the percentage of those who would like to continue

their education in another country is lower: 37%, while in state universities it increases up to 54%).

- 90% of the students from state universities and 80% of those from private universities intend to attend master's courses. Most of them want to do this in Romania, but 17% of those from state universities and 11% of those from private universities intend to attend the master's programme abroad.
- With regard to the doctorate, 30% of the students intend to attend it in Romania, 13% abroad. Other 43% of the students say that they have no intention to attend doctoral studies, and 14% haven't decided it yet. In this case, too, the students from state universities are more willing to attend doctoral studies than those from private universities.

The overview reveals a high risk that an important part of the higher education graduates will emigrate. In addition, it highlights the difference of aspirations between the students from state universities and those from private universities.

43% of the students state that they can fluently speak and write in a foreign language, while other 41% say that they have no problem taking part in a conversation had in a foreign language. Thus, the percentage of students who relatively easily masters at least one foreign language is higher by 10 percentage points than that of the teachers who can give a lecture in a foreign language.

In return, with regard to the use of a computer, things tend to be different: both the students and the teachers were asked to self-assess themselves on a scale of 1 to 10 with regard to the capacity to use a computer. The marks of the students (the average is 7.7) are generally lower than those of their teachers, which average of 8.2 is higher by half a point⁹. However, this does not necessarily indicate a better literacy of the teachers when it comes to working with a computer, but it may also be the effect of a greater strictness in marking of the students. Given these motives, the certain conclusion remains that according to which, in today's Romania, the students and their teachers are probably very close with regard to the degree to which they master a computer.

⁹ The difference is statistically significant.

B. The organisation and operation of the academic system

Perceptions of higher education

A few essential questions can mark the evolution of the education systems in the past one hundred years. Among them, one refers to quantity: how many students are needed and how much time they have to spend in the education system. Another one refers to quality: how good the education systems are and to what extent there is or there should be a connection between them and real life. These are the topics treated in this chapter. We do not provide answers to the questions thus generated, but we would rather let the teachers, respectively the students, speak and present their perspective.

I. Quantity: how many students

I.1. Objective context

International comparisons may constitute a good method of objective evaluation of the existing reality. They are actually quite easy to make: take some countries or groups of countries, from among those that represent the reference given by the aspirations and the cultural similarities with the society analysed. Then compare the indicators for these countries to those for the country concerned.

In the case of Romania, the natural reference is Europe. We chose two indicators for comparisons. The first – the percentage of those with tertiary education in the active population total – provides a picture of the historical situation of the access to tertiary education, in which academic education almost has the majority¹⁰. The second indicator is highly sensitive to the current situation and represents the ratio of the number of students to the size of the population between 20 and 29 years of age, population from which students are generally recruited. This indicator provides a picture of the current investment that society makes in higher education¹¹.

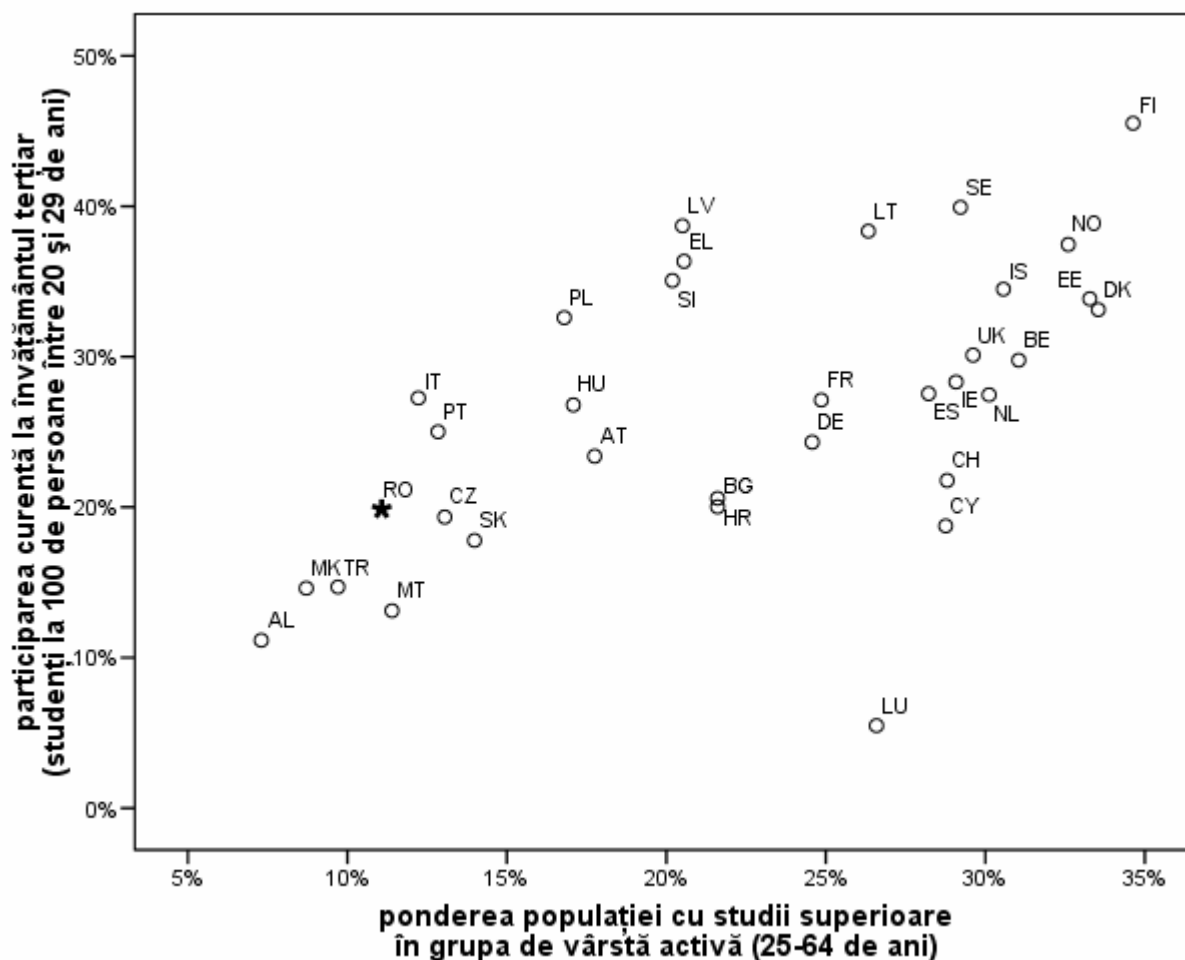
It can be easily noted (Figure 3) that Romania is a relatively poor country with regard to the

¹⁰ Tertiary education includes academic education, post-high school education and foremen schools. Academic education holds more than 80% of the total number of graduates of tertiary education.

¹¹ A similar indicator is the number of university graduates in the current year compared to the population of 20-24 years of age. Taking into consideration the European countries, the correlation between the two indicators of current investment in higher education (<students/population 20-29>, respectively <graduates/population 20-24>), is very great, indicating the fact that these two indicators accurately measure the same reality.

“quantity” of holders of university qualifications and the “quantity” of students.

Figure 3. Objective indicators of the access to higher education in the European countries



Sources: own calculations based on the data provided by Eurostat regarding the participation in tertiary education (the data is for 2004), the European Innovation Scoreboard 2006 regarding the percentage of population with university qualifications (the data is for 2005). For the percentage of population with university qualifications, we used data provided by the National Statistics Bureaus in the case of Macedonia (data from 1994) and Albania (data from 2000). For Turkey, the percentage of population with university qualifications is that of 2003. For Luxembourg, the indicator of current participation in tertiary education is probably greatly distorted by the fact that most students of Luxembourg study in Belgium, France or Germany.

Caption: ponderea populației cu studii superioare in grupa de varsta activa (25-64 de ani) = percentage of population with university qualifications in the active age group (25-64 years of age); participarea curenta la invatamantul terțiar (studenți la 100 de persoane între 20 și 29 de ani) = current participation in tertiary education (students to 100 people between 20 and 29 years of age)

In the active population of Romania, in 2005, there were only 11.1% graduates of tertiary education. In the active population of the countries shown in the figure above, only Turkey (9.7%), Macedonia (8.7%) and Albania (7.4%) are poorer in graduates of higher education. Moreover, if we consider the fact that the data for Albania and Macedonia are older, it is likely that the difference compared to Romania should be, in fact, smaller (in the past 10-15 years, in all European countries, the percentage of graduates of higher education has known an upward trend). From the countries of the European Union, Malta (11.4%), Italy (12.2%) and Portugal (12.8%), but also the Czech

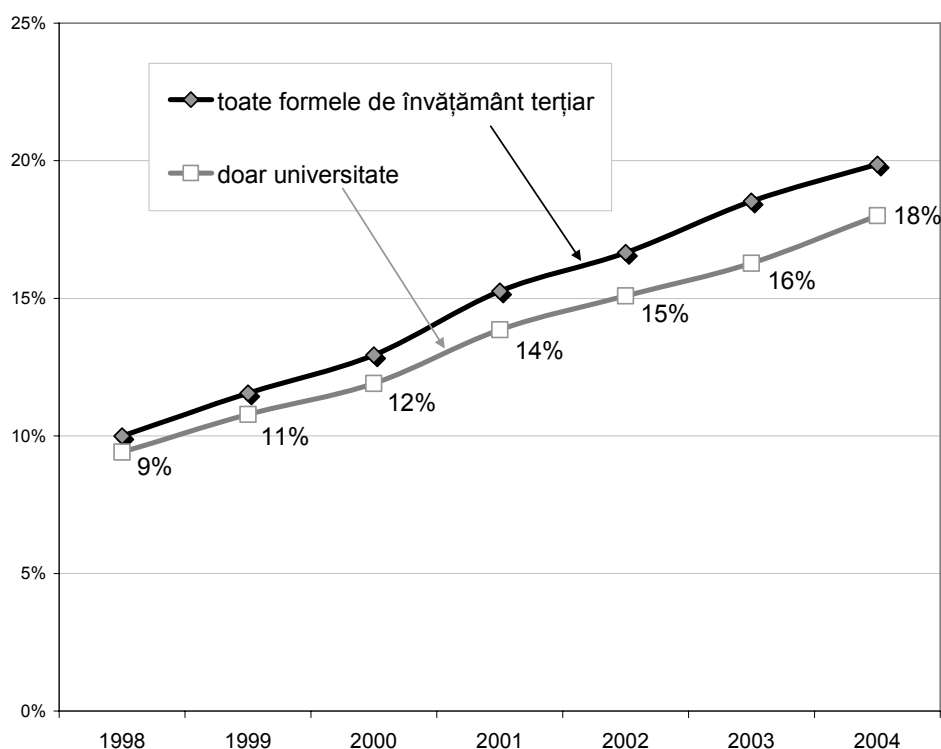
Republic (13.1%) and Slovakia (14%) ranked close to Romania in this respect. The rest of the European countries, especially western countries, have much more educated populations than the Romanian population. From the countries that are not in the figure, Moldavia and Serbia have a similar status to that of Romania.

There should also be noted the general tendency, recorded in the past one hundred years in all societies, first to generalize secondary education and then, nowadays, to increase more and more the access to tertiary education, probably going towards its generalization. The percentage of graduates with university qualifications has increased and continues to increase every year, reflecting human development, the development of knowledge that requires more time spent in the education system, the increase of life expectancy (which gives the time necessary to be able to stay more in the education system), the needs of the market which require an ever-stronger specialisation, for practically all positions¹².

The current investment in higher education reflects these trends. In Finland, for example, approximately three quarters of a generation attend nowadays some forms of tertiary education. In Romania, hardly one third of a generation does so. The indicator used in Figure 3 illustrates this reality: the level of Romania is again close to that of Malta, Albania, Turkey, Macedonia, the Czech Republic and Slovakia, but also to that of Bulgaria and Croatia. In the rest of the countries, the level of the indicator used is much higher. The average for the European union is 1.5 times higher than the value of the indicator for Romania. This simply means that, at the current rate, not only that we do not reduce the gap, but, compared to most European societies, we develop more slowly, thus increasing this gap.

¹² A simple example may be instructive: once, in order to be a typographical worker, having high school education was already too much; today, without knowledge of operating a computer, one can not make it in that industry.

Figure 4. Dynamics of participation in tertiary and academic education in Romania, between 1998 and 2004 (students to 100 people between 20 and 29 years of age)



Sources: own calculations based on the data provided by Eurostat.

Caption: toate formele de invatamant terțiar = all forms of tertiary education; doar universitate = just university

This happens when, in Romania, the participation in higher education has increased in the past years both in relative terms (compared to the reference population size – see Figure 4), and in absolute terms: between 1998 and 2004, the number of students in Romania almost doubled. In 1998, there were 339,569 students in academic education, while in 2004 there were 621,501 students.

In Romania, the level of the indicator of participation in academic education shown in Figure 4 was, in 2004, 9 percentage points higher than that recorded in 1998. The increase is quite significant. It exceeds the average of the European Union (5 percentage points), but it is lower than the levels recorded in all Northern countries and in a few former communist countries¹³.

Such rate of increase, if sustained for a long period of time, can contribute to drawing near to the European average, but the gap will still remain quite significant for a long time from now. For example, Hungary recorded a similar increase to that of Romania: 9 percentage points¹⁴, from 16%

¹³ The following countries have recorded increases that are greater or at least equal to those of Romania: Denmark (15 percentage points), Iceland (16), Sweden (13), Finland (12), Lithuania and Latvia (14 each), Poland (11), Norway (10), Hungary (9).

¹⁴ In fact, Romania recorded an increase by 8.6 percentage points, while Hungary increased by 9.1. However, by rounding off, it comes to the same figure: 9 percentage points.

to 25%, thus maintaining the difference of 7 percentage points. Italy increased by just 5 percentage points, the indicator of participation in academic education being now higher in Italy, compared to Romania, by 8 percentage points. In the event in which the current tendencies will continue, Romania will be at the same level as Italy with regard to the participation in academic education in 12 years, and it will never catch up with Hungary or any of the countries that have had greater increases.

It is also interesting to note that, given the narrow pool out of which teachers can be recruited (as shown above, the percentage of population with university qualifications in Romania is the lowest in the European Union), a policy of increasing the participation in academic education would come up against some important obstacles. In the short term, it is practically impossible to significantly increase the number of teachers, even if the wages substantially increase. One solution might be bringing teachers from abroad, but the teaching language might become a problem, while the level of the wages would be another problem. The increase in the existing teachers' teaching load would inevitably lead to drops in quality. In the medium and long term, such problems find their natural solution in the massive entry to the tertiary education system of the generations born after 1991, reduced to almost half the number of persons in the generation born in 1989.

I.2. Opinions

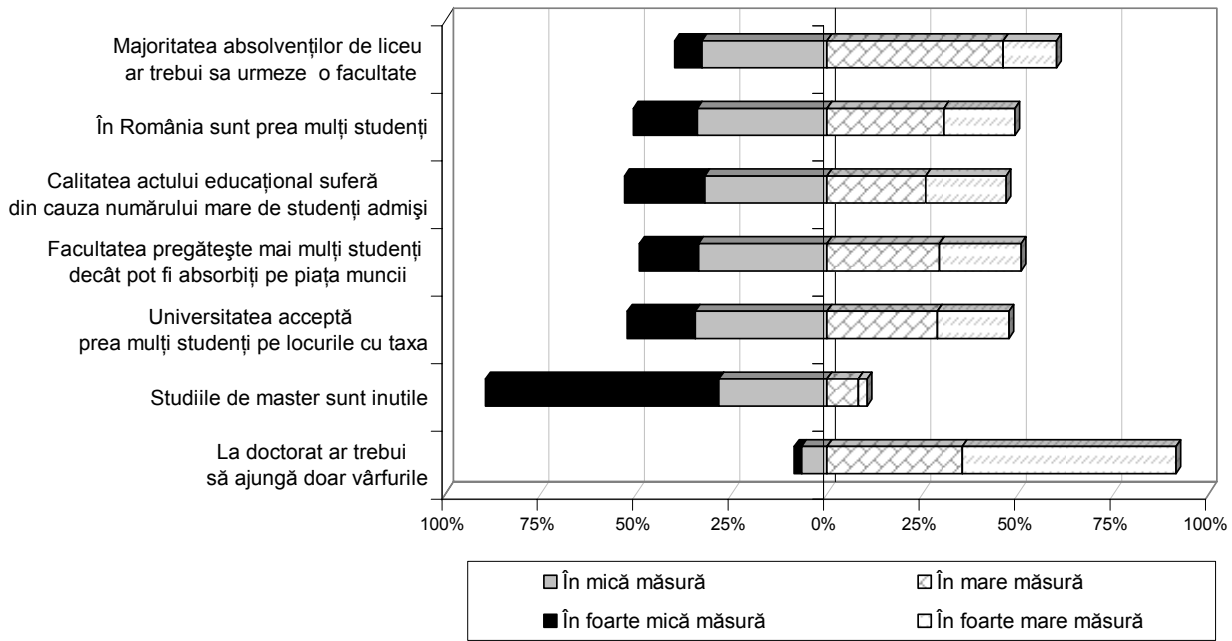
Too many students?

We ask both teachers and students questions concerning the number of students in Romania and the need to attend the courses of a faculty.

The data in Figure 5 indicates that, for teachers, the perceptions of the size of the participation in academic education are far from being consensual. Half of interviewees say that most students should attend the courses of a faculty, while the other half stands on opposite positions. Half of them believe that there are too many students in Romania, while the other half rejects the idea at issue.

However, there are consensual perceptions, some even very strong, with regard to the duration of the studies. Almost 90% of the teachers reject the idea that master's studies would be useless. In return, the quasi-majority claims that the doctorate should only be reserved for the very best.

Figure 5. Teachers' opinions on the extent to which young people should participate in academic education



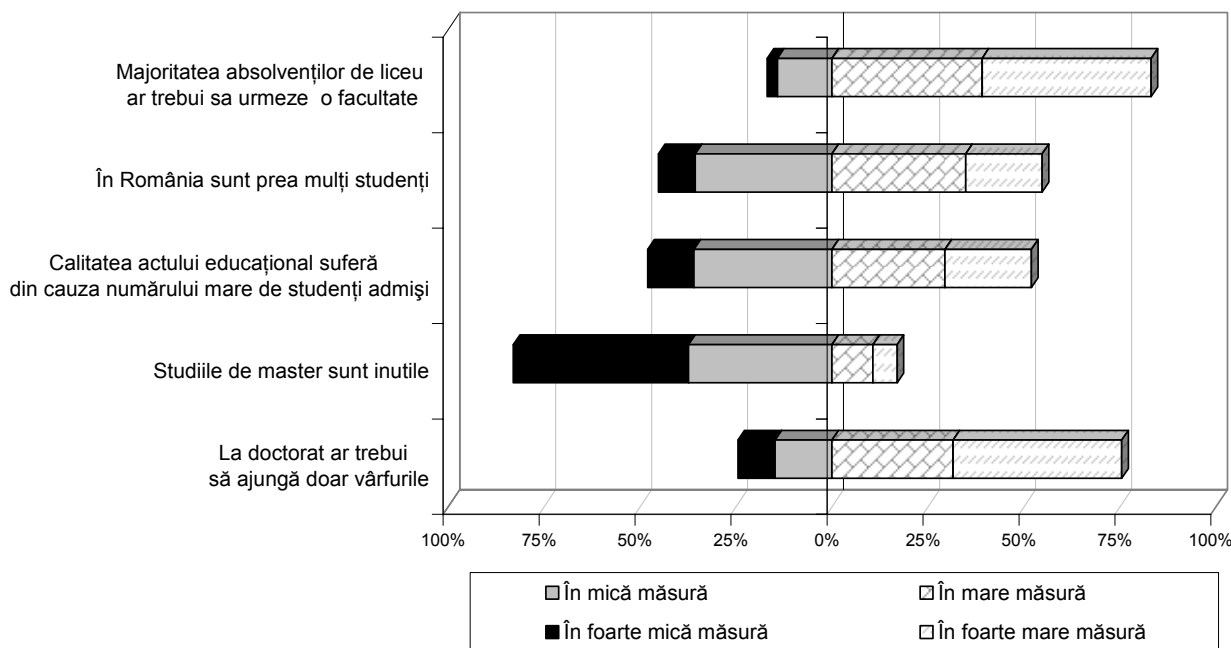
Note: the refusals to answer the question have been removed from the calculation of the percentages shown in the figure. For each question, they were under 4% of the sample total.

Caption: majoritatea absolvenților de liceu ar trebui să urmeze o facultate = most high school graduates should attend the courses of a faculty; în România sunt prea mulți studenți = there are too many students in Romania; calitatea actului educațional suferă din cauza numărului mare de studenți admiși = the quality of education suffers because of the great number of students admitted; facultatea pregătește mai mulți studenți decât pot fi absorbiți pe piața muncii = faculty trains more students than the labour market can absorb; universitatea acceptă prea mulți studenți pe locurile cu taxă = university accepts too many students on paid places, studiile de master sunt inutile = master's courses are useless; la doctorat ar trebui să ajungă doar vârfurile = only the very best should attend doctoral courses; în mică măsură = to a small extent; în foarte mică măsură = to a very small extent; în mare măsură = to a large extent; în foarte mare măsură = to a very large extent

The students have the same opinions on the length of the courses: the master's is seen as useful by 4 in 5 students, while three quarters consider the doctorate as being reserved only for the very best (Figure 6).

The same polarization as in the teachers' case is present as to the number of students: half of the students believe that there are too many students in Romania, the other half rejecting this opinion. In return, there is a consensus on the fact that most high school graduates should attend the courses of a faculty.

Figure 6. Students' opinions on the extent to which young people should participate in academic education



Note: the refusals to answer the question have been removed from the calculation of the percentages shown in the figure. For each question, they were under 2% of the sample total.

Caption: see Figure 5.

For the past years, we have often used, in the teaching process, the question regarding the number of students in Romania. We have asked students from different specialisations, levels of study and universities¹⁵ to express their opinions on the access to higher education, in various seminar exercises. The opposition to the increase in the number of students has two main sources. The first source is rather a rationalization, related to the needs of the labour market. It begins to crumble every time the group of students who debate this matter is reminded (or, more precisely, is made aware) that immediately after World War II, the percentage of high school graduates was rather small. Here begins the discussion about how the labour market diversifies and changes its structure, attracting the need for a more and more specialized and productive labour force, with necessary references to the human capital theories.

The second motive, which is much more important than the first, is almost never explicitly expressed, but it is quite easy to identify by a various range of indirect manifestations. An important part of the students believe that faculty should be only for the most valuable individuals in a society. Faculty confers the symbolic acknowledgement of value, and they, the students, are the ones who have just been acknowledged as valuable. The transformation of this acknowledgement in rare resource, accessed only by a few individuals (or, in other words, allowing access to higher

¹⁵ From the University of Bucharest and from "Lucian Blaga" University in Sibiu, from the sociology, social assistance, education sciences and social theology specialisations, from the master's programme and from the first study cycle (Bachelor).

education only to a small number of students), may bring a relative advantage for those who have already accessed this resource.

With regard to the opinions on the number of students, there is no significant difference determined by the year of study, the students' age, the averages of the marks obtained for the previous semester, the parents' education, the presence on the labour market, the attendance of courses of another faculty, the gender etc. The only factor that induces differences is the size of the university: the smaller the university is, the more the students tend to believe that there are too many students in Romania. For the rest, the pros and cons are almost equally divided, proving the difficulty of the answer, also accentuated by the lack of public debates in this respect.

The same thing happens with teachers. Their opinions continue to be equally divided within any status group we would line them up in.

It is also interesting to note that the disagreement as to the number of students also persists at the level of the entire population. The Public Opinion Barometer of BOP-FSD included, in May 2007, two questions similar to those addressed to the teachers, respectively, to the students. Half of the population claims that "There are too many students in Romania". In return, just like with the opinions of the teachers and the students, there is a majority of two thirds who considers that "Most high school students should attend the courses of a faculty". The younger age groups claim to a larger extent the need to follow the academic path. The same goes for the graduates of higher education (but not for those of colleges).

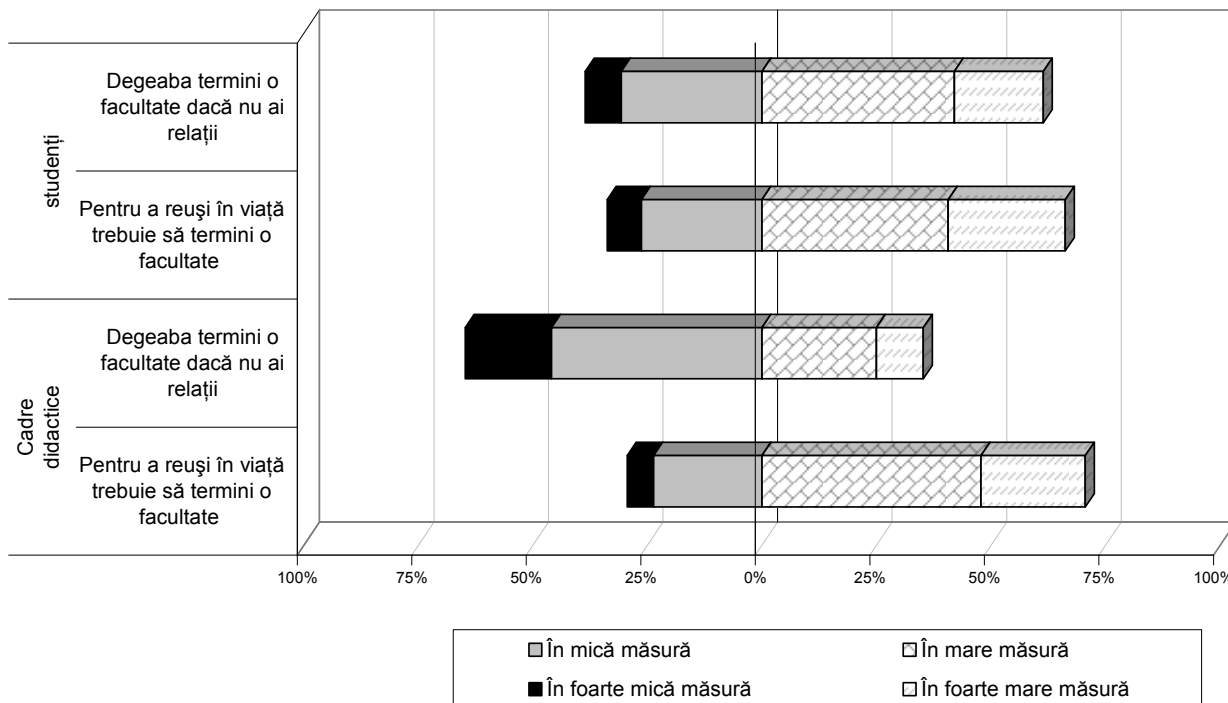
Importance of higher education

Let's get back to teachers and students. A wide-spread stereotype in Romanian society is that of the lack of importance of education for guaranteeing a successful life. Some intensely mediated examples in the media seem to have created the opinion that, in order to succeed in life, one rather needs to have connections, the ability to flatter or to cheat the State, these being qualities more important than work, honesty and professional capacity. It is exactly this intense mediation in the media of the examples that seem to prove such realities, examples of some *nouveaux riches* often lacking education and good manners, that represents a signal that they are rather exceptions from the rule. The analysis of the statistical data actually reveals a very consistent relation between people's level of education and their income.

The data in Figure 6 show that both students, and teachers decisively associate a successful life with obtaining an academic degree. 71% of the students and 67% of the teachers believe this, agreeing with the idea that "In order to succeed in life, one must graduate from a faculty". On the other hand, higher education is seen by the students as a necessary, but not sufficient condition. Almost two

thirds of them (64%) believe that “There is no use in graduating from a faculty, if one does not have connections”. Only one third of the teachers agree to this.

Figure 7. Opinions on the importance of a faculty for a successful life



Note: the refusals to answer the question have been removed from the calculation of the percentages shown in the figure. For each question, they were under 2% of the sample total, except for the opinions on the need of connections, where, in the teachers' case, the percentage of non-answers arises to 5%.

Caption: studenti = students; cadre didactice = teachers; degeaba termini o facultate daca nu ai relatii = there is no use in graduating from a faculty, if one does not have connections; pentru a reusi in viata trebuie sa termini o facultate = in order to succeed in life, one must graduate from a faculty; in mica masura= to a small extent; in foarte mica masura = to a very small extent; in mare masura = to a large extent; in foarte mare masura = to a very large extent

The fact that confidence in education as provider of a successful life is great represents a gratifying element. The extremely high percentage of students who directly express their lack of confidence in the correctness of operation of the contemporary social system¹⁶ may, however, represent an important risk factor. The belief that connections are a condition that surpasses the importance of education may generate strategies of adjusting to this reality from faculty graduates, by internalising and perpetuating it. In other words, when they are in a position to decide on employment criteria, for example, the generations now young may reproduce these internalised values, giving a relatively high percentage to connections to the detriment of competence¹⁷.

However, we should note that for the teachers, as well as for the students, the essential criteria for a

¹⁶ The formal rule of democratic organisation promotes meritocracy as essential selection criterion.

¹⁷ Education as determinant factor of a successful life generally includes an implicit assumption of the competences of those who have reached certain levels of education.

successful life are work and intelligence (Table 12). In the teachers' opinion, education has practically the same importance as intelligence¹⁸. In the students' case, education shares third place with connections and luck.

Intelligence, in the context of the question, is part of a conceptual family which is close to that of education, that through which it is usually expressed¹⁹. On the whole, work and education become key elements of a successful life for those involved in the academic system, which creates the premises of long-term development of a social system based on their stating as central values. We would also like to remind that the data of other surveys show that, in contemporary Romania, the association between the level of education and income is a strong one, similar to the other European societies.

Table 12 also highlights the differences compared to the entire population, more traditional. In comparison with the teachers and the students, the adult population of Romania puts more emphasis on work, to which it adds two factors derived from a more fatalistic view, that of having lower control over one's personal destiny: luck and faith. Education and intelligence are less important, but, jointly, they continue to have a significant percentage. Connections, surprisingly for the Romanian public discourse, but in accordance with the actual reality, are perceived as less important in comparison with the rest of the factors²⁰.

Table 12. Main criterion for a successful life

	Students	Teachers	Adult population of Romania
Work	32%	37%	43%
Luck	13%	7%	20%
Faith	6%	3%	13%
Connections	10%	5%	4%
Intelligence	24%	22%	8%
Education	12%	18%	9%
Others	3%	5%	3%
I don't know/I don't answer	1%	2%	1%
Total	100%	100%	100%

**The figures represent the distribution of the answers of the students, of the teachers and, respectively, of the population over 18 years of age (according to BOP-FSD, May 2007) to the question "In your opinion, what does one need first of all in order to succeed in life?". The answer categories were predefined. Each respondent could choose a single answer (the question did not accept multiple answers).*

¹⁸ The difference of a few percentage points is statistically insignificant in the case of this distribution.

¹⁹ The persons who are clearly intelligent, yet uneducated are rather exceptions in any contemporary society from our space of reference.

²⁰ No doubt, in absolute terms, connections are an extremely important criterion in any society. It is enough to remind that previous references play everywhere the part of guarantee of the individuals' capacity to integrate with a working group; the same thing happens with social integration and social relationships with respected members of the community.

The profile of the student who has more confidence than the others in the opportunities that education provides for him is one quite well shaped: he/she comes from better educated, wealthier families, he/she has more pocket money, studies in an older university, having more than 10,000 students, and he/she is in an advanced year of study (the ones in the 4th year of study are those who give the most credit to education compared with connections, even if most of them claim that connections matter decisively). At the opposite end, there are the students who intend to emigrate, who are in their first years of study, who come from poor families. In addition, the students who are on paid places tend to be more fatalistic (compared to those on subsidised places, they consider to a larger extent luck as a determinant factor of a successful life). Male students give more credit to work in comparison with their female colleagues. The latter, in their turn, give more importance to education²¹.

On the whole, the students who are more self-confident through resources and the fact that they go to a university with a better consolidated prestige are the ones who tend to a larger extent to credit education as a factor of success.

As far as teachers are concerned, those who have more confidence in education are rather found in big universities, they occupy management positions and they have published ISI quoted articles, and they are mostly men. At the opposite end, there are the teachers from small, newly established faculties, those who, although their majority opinion is that education is almost compulsory for a successful life, do not believe in this to a smaller extent than the rest of their colleagues.

Optimum length of studies

We have already shown that most students and teachers reject the idea that master's studies would be useless. Moreover, most students intend to enrol, after graduation, on a master's programme, and half of them aim at the doctorate.

What should be the optimum duration of the studies or at least that at the end of which one can be employed on the labour market? Most teachers consider that this should be the end of the master's. To the question "In your opinion, at the end of which cycle would it be more useful for graduates to be already specialized for their future profession, at your faculty?", 38% of the teachers answered that this would be the first cycle (Bachelor), 55% claimed the master's, 6% the doctorate, and 1% post-doctoral studies. Still, students incline to believe that the specialisation could end in the Bachelor cycle (49%), those who indicated the master's being just 40%, while 9% place the specialisation at doctorate level and 2% at the level of post-doctoral studies.

²¹ Among the determinant factors of success, female students still put work in first place, but they give more importance to education than their male colleagues do.

Let's also remark the perception – still dominant – that the doctorate is mainly reserved for the very best (Figure 5 and Figure 6). 10 years ago, the same thing was said about master's studies. Nowadays, most students intend to enrol on a master's programme, and half of them say that they wish to enrol on a doctorate.

II. Quality: How good is Romanian education?

II.1. “Objective” context

It is very hard, if not impossible, to characterise the value of higher education in a given country. No matter what indicator you would choose, it will depend on a multitude of conjectural factors.

We may speak about the graduates' capacity to integrate into the labour market, but this may be affected by many factors: during an economic crisis characterised by massive unemployment, the performance of the education system is almost insignificant in order to estimate the chances of integration of the graduates into the labour market.

We may speak about the quality of the teachers, using their academic performance as indicator. Some recent attempts of organising world's universities into a hierarchy have taken into consideration such an indicator, focusing on the much-discussed index of the number of ISI articles weighted with the impact of the publication²². The critics of this index may argue the linguistic and geographical barrier imposed by the Thomson Institute through the way of selecting the considered publications, predominant being those in English and coming from the American space.

However, beyond all that, the quality of education depends on two essential factors: the quality of the students and that of the teachers. The students depend on fundamental characteristic that derives from the structure of their respective society: the ones coming from more educated families tend to have better chances of a successful life, irrespective of the quality of the education system. In Romania, the percentage of families in which at least one member holds tertiary education degrees is among the lowest in Europe. Teachers are, in their turn, recruited from the population with university qualifications. The more numerous this is, the wider the selection pool is and the probability of having more quality teachers increases. When the selection pool is narrow, the few people with university qualifications practically have the monopoly in this field, and there is the risk that quality will drop and corruption will appear.

²² From among Romanian universities, only the University of Bucharest has, in one of the classifications prepared, a few of its faculties in the first 500 faculties in the respective field.

The quality of the students also depends on how they were trained in the pre-academic cycle. Unfortunately, the performances of the European high school systems are difficult to compare as far as mass education is concerned. With regard to top students, regular international contests on subjects can provide a series of useful information. For Romania, the results obtained at these school contests in the past 12-13 years indicate significant performances in informatics and mathematics, fluctuating results in physics, relatively low results in chemistry and biology (Table 13). For an academic education system that exclusively recruits top students, these figures might be relevant. However, as the academic system opens more and more for most high school graduates, and those who represent the country in international contests tend to choose to emigrate, the results obtained at school contests become less interesting.

Table 13. Place occupied by Romania at the international school contests 1994-2006

Year	Subject				
	mathematics	physics	chemistry	informatics	biology
1994	9	-	13	8*	-
1995	2	8	-	2	-
1996	-	2	-	5	-
1997	8	8	-	7**	-
1998	9	28	-	7	-
1999	4	18	-	9*	27*
2000	12	39	33	2*	-
2001	15*	-	13	6*	16
2002	8	9*	-	7*	33
2003	7	15*	16	3*	22
2004	10	11**	13	6*	18
2005	6	4**	22	10*	21
2006	6	10**	29	6*	12
Number of participating countries per year, between 2000 and 2006	82-91	59-85	53-66	69-82	36-48
Year when the first school contest took place	1959	1967	1968	1989	1990

Data sources: own calculations based on the information available on the web sites of the International School Contests (<http://olympiads.win.tue.nl/index.html> contains updated links to the sites of each edition, as well as some results at those editions of the contests for which there is no web site). The procedure used to establish the position occupied by Romania required the calculation of the average number of points obtained by the competitors of each country. Yet, in some cases, forced by the available data, we also resorted to other estimates:

* We only had available the score obtained by the competitors who won medals. For the other participants we used a score equal to the average of the scores under the threshold of award granting.

** We only had available the classification on medals, therefore we gave each medal winner the average between the maximum score and the minimum one with which the respective award could be won.

For the cells marked with a line (-) we had no available data.

There is also an Astrology Contest, initiated in 1996. Romania participates since 2002. The competitors are not individuals, but teams representing one country. In 2006, there have been teams from 15 participating countries, this actually being the maximum participation. We did not analyse the data due to the still low participation. The same goes for the International Philosophy Contest, initiated in 1993 (Romania being one of the five founding countries); this contest attracted, between 2001 and 2006, 15-18 participating countries at each edition (the existing data does not allow for the organisation of the countries in a hierarchy). Finally, the International Geography Contest, initiated in 1996 and organised once every two years, attracted 16 countries in 2004, and 23 countries in 2006. Romania participates in this probably since 2000, and occupied 1st place in 2002 (of 12 participating countries), respectively 3rd place in 2006 (for the rest of the years we were not able to establish a hierarchy).

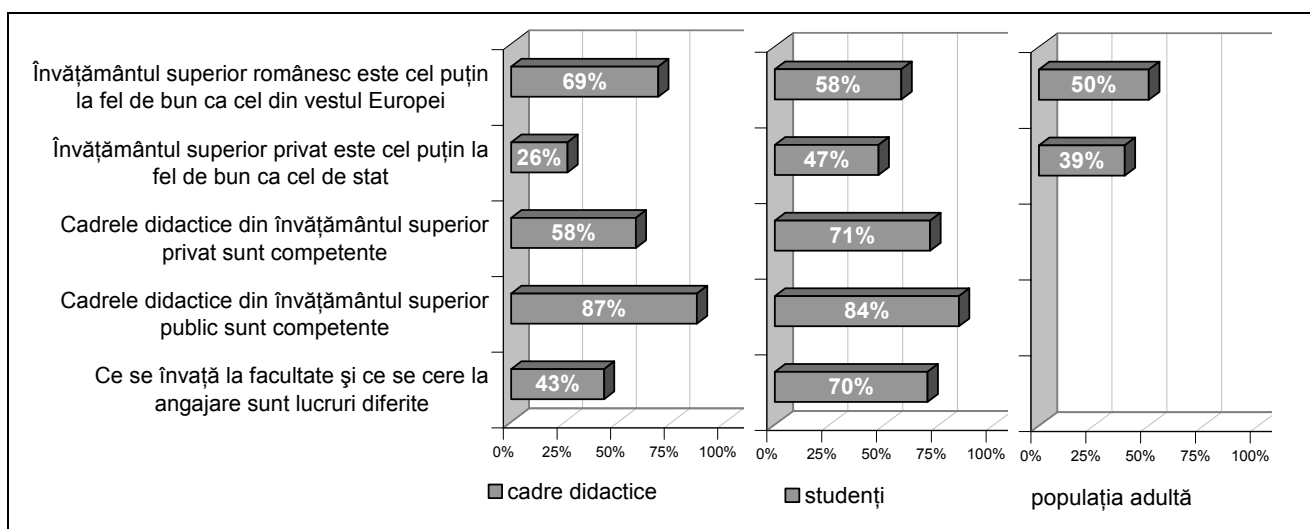
The only comparative information as to the average quality of education in the European countries (including Romania) is available for the primary and lower secondary education. In the surveys carried out in the past 10 years for the pupils in 4th grade, respectively 8th grade (TIMSS, PIRLS, PISA), Romania usually ranked among the last European countries, on all tested dimensions (calculating, reading, respectively mathematics, sciences).

II.2. Opinions

Quality of the academic system

Figure 8 shows contrasting representations of the quality of higher education. If the population of Romania, as a whole, is divided with regard to the quality of Romanian education compared to European education, the students and especially the teachers have more favourable opinions as to the competitiveness of our universities.

Figure 8. Opinions on the quality of Romanian higher education



**The figures graphically illustrated represent the percentage of those who agree with each and every statement. For the "adult population", we used the BOP-FSD (Public Opinion Barometer of FSD), the wave of May 2007, in which we only had data for the first two questions presented.*

Caption: invatamantul superior romanesc este cel puțin la fel de bun ca cel din vestul Europei = Romanian higher education is at least as good as that of Western Europe; invatamantul superior privat este cel puțin la fel de bun ca cel de stat = private higher education is at least as good as state education; cadrele didactice din invatamantul superior privat sunt competente = teachers in the private higher education are competent; cadrele didactice din invatamantul superior public sunt competente = teachers in the public higher education are competent; ce se invata la facultate si ce se cere la angajare sunt lucruri diferite = things learnt at faculty and things required on employment differ; cadre didactice = teachers; studenti = students; populatia adulta = adult population.

As far as teachers are concerned, the optimism as to the quality of Romanian education decreases in the case of big universities, state universities, associated teachers, younger age groups, as well as in the case of those who have carried out several international projects, those who declare that they can give a lecture in foreign languages, those who have had experience abroad, those who come from faculties with an average number of students, from faculties that benefit from international grants. Practically, any previous interaction with other education systems tends to lower the confidence in the quality of the Romanian academic education.

The equal quality of private education and public education polarises the opinions of the teachers in the two types of university. If 80% of those who teach in state universities consider private education to be of a lower quality, among those who teach in private universities, 71% believe that

the two systems propose an approximately similar quality. Students have the same opinions as their teachers.

The polarisations also concern the image of the teachers (see Figure 8): those who teach in private education are generally considered by the students and those who teach in public universities as having lower competences in comparison with the teachers in state universities. In return, the students of private universities and those of state universities have the same type of (positive) perception of those who teach in public higher education.

Quality of the students and of their training in high school

Half of the interviewed teachers consider that their students take little or very little interest in learning. This happens while 80% of the teachers consider that their students “are capable to earn the knowledge and practical abilities implied by the subject” they teach.

The teachers who have better opinions than the average about their students have the following profile:

- they come from smaller universities
- they are associated teachers
- they are authors of ISI quoted publications
- they are women
- they come from small faculties, with less students
- they are older.

81% of the teachers consider that students come to the faculty poorly trained from high school. The differences between the categories of teachers are minor. This important majority of those who believe that high school education has a low quality should be an (another) element of concern for the decision-makers in this field. It reflects, in fact, a tension not only between the high school education system and the academic education system, but especially within academic education, that which probably does not manage to adjust its methods to the interests, needs and life style of the students, that is of the clients whom the system was created to serve. It is no accident that those who consider that students come poorly trained from high school are mainly the same who consider that their students are not interested in learning²³.

On the other hand, there is also a major problem of the high school system itself. 72% of the students themselves consider that students come poorly trained from high school to the faculty. This isn't probably just a matter of perception, but an extremely harsh reality: the chronic under-

²³ The symmetric coefficient of association between the two ordinal variables: gamma=0.387, significant at p<0.0005.

financing that started in the '90s, the extremely narrow selection pool of human resources, the quality of the pupils itself, proven both by the modest results at international tests of the pupils in pre-high school education, and also by the performances at international contests – apparently not that great as the media tend to present them, these all lead to a relative underdevelopment of the entire Romanian education system compared to contemporary standards.

About plagiarism

Plagiarism is not a direct part of the theme of this chapter. However, it represents a manifestation of a poor quality education, a way to avoid the fulfilment of the objectives of the education process.

42% of the interviewed teachers claim that they are often or very often confronted with phenomenon. The percentage increases to 54% in private universities and drops to 37% in state universities. Also, plagiarism is significantly more often reported by teachers in big universities, big from the point of view of the number of students.

In many western European universities, discovered plagiarism equals drastic punishments, often leading to expulsion. From the teachers' statements, in Romania, in case of plagiarism, the student is hardly likely to be expelled. Just 5% of the respondents say that a student who plagiarised is likely to be expelled. Just as many (4%) say that more likely nothing happens. In state universities, it is most likely that the student will fail the examination on the respective subject (54% of the teachers indicate such approach as the most probable choice; in private faculties, the corresponding figure is 44%). In private universities, 49% of those who teach indicate the loss of points at the examination as the most probable choice (in state universities, the corresponding percentage is 37%).

Consequently, plagiarism seems to be quite tolerated, obviously to the detriment of quality.

CLAUDIU D. TUFİŞ

II.3. Some differences of perception of the quality of the Romanian academic education

Table 14 shows the perceptions of the students and the teachers of the quality of higher education on two comparison dimensions: private education versus state education and Romanian education versus western European education.

Table 14 Perceptions of the quality of higher education (% of agreement)

Private higher education is	Romanian higher education
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	as good as state education		is as good as western European education	
	Students	Teachers	Students	Teachers
Type of education:				
State	34	20	48	70
Private	76	82	57	71
Region:				
Bucharest	50	17	45	71
Moldova	50	41	67	73
Muntenia	50	28	67	70
Transilvania	48	30	39	68
Year of establishment:				
Before 1940	36	14	45	68
1940 - 1989	35	26	60	70
After 1990	65	53	50	73
University centre size:				
Small	83	25	50	74
Medium	39	30	56	68
Big	54	26	47	70
University size:				
Very small	55	41	33	83
Small	63	26	75	71
Medium	47	26	50	67
Big	57	29	57	56
Very big	27	14	36	70
Total	48	27	59	70

Reading: 34% of the students in state education consider that private education is as good as state education. 76% of the students in private education consider that private education is as good as state education. 20% of the teachers in state education consider that private education is as good as state education. At the level of the entire sample, the corresponding percentage for students is 48%, and for teachers is 27%.

At the level of the entire sample, just 48% of the students and just 28% of the teachers consider that private education is at least as good as state education. The distribution of the results according to the type of education generates, as expected, very great differences in the answers to this question, suggesting that private education is assessed rather based on stereotypes than on objective criteria. Thus, if 76% of the students at private universities consider that private universities are as good as state universities, just 34% of the students of state universities agree with this statement. As far as teachers are concerned, this difference is even greater: 82% of the teachers in private establishments consider that these are as good as state establishments, while just 20% of the teachers in state universities agree with this statement. The teachers who have a less positive opinion on the quality of private higher education come from state universities (20%), from the universities in Bucharest

(17%), from the universities established before 1940 (14%), and from very big universities (14%)²⁴.

If teachers are more critical than students when comparing private universities with state universities, in the case of the comparison between Romanian education and western European education, students are more critical than teachers: while 70% of the teachers consider that Romanian higher education is as good as western European education, just 59% of the students agree with this assessment. In this case, too, we may say that the quality of Romanian education is mainly assessed on the basis of some stereotypes (this time, positive ones). Considering the fact that Romanian universities do not manage to be classified in international classifications, it is somewhat hard to understand what criteria the 70% of the Romanian teachers used in order to come to the conclusion that Romanian education is as good as western European education. It is also worth noting that, generally, the assessment of the quality of the Romanian higher education in comparison with the western European education does not significantly vary according to the characteristics of the universities.

²⁴ However, we must mention that all the universities established before 1940 and all very big universities are, in fact, state universities, which explains these significant differences.

The Bologna Process

Initiated at the beginning of the 2000s, the Bologna Process represents, by its scale and objectives, the most important process of transformation ever known by the European academic education systems. Named like this after the city where the first official agreements were signed, the Bologna Process is aimed at increasing the competitiveness of European education. In practice, its objectives materialise in the stimulation of the convergence of the systems in different European countries (both within and outside the EU), in the increase of appeal for students and teachers, in measures that can contribute to the increase in the quality and development of efficient control mechanisms.

At present, there are ten major lines of actions that mark the Bologna Process, imposing ten sets of objectives:

1. Adoption of a system of comparable and easily readable degrees in any country
2. Adoption of an academic system based on three cycles (Bachelor, Master's, Doctorate)
3. Establishment of a system of transferable credits at European level
4. Promotion of student and teacher mobility
5. Promotion of the European cooperation as to quality assurance
6. Promotion of the European dimension of higher education
7. Promotion of lifelong learning
8. Students and higher education establishments
9. Promotion of the appeal of the European Higher Education Area (EHEA)
10. Doctoral studies and the synergy between EHEA and ERA (European Research Area).

The first six objectives above were introduced through the initial declaration, signed by the European ministers of education in Bologna, in 1999, the next three objectives were added in Prague (2001), and the last objective was introduced in Berlin, in 2003²⁵.

There are several ways to monitor the progress of each European society as to the ten lines of action. The most known objectives are those of the working groups called the Standing Conference of the European Ministers of Education, known as the *Bologna Process Stocktaking Reports*²⁶. To these, there are added those proposed by the European University Association, in the series *Trends in Higher Education*²⁷.

The first reports above-mentioned are mainly based on official data, reported by the National

²⁵ Bologna-1999, Prague-2001, Berlin-2003, Bergen-2005, London-2007 are the locations where the Standing Conference of the European Ministers of Education was held, conference which is held once every two years.

²⁶ These documents are available online at <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/>.

²⁷ The series of reports is available at www.eua.be

Statistics Bureaus and the Ministries of Education, as well as on the analysis of the legislation. In the report of 2005, Romania was on an average place with regard to the progress in achieving the objectives of the Bologna Process. The weak points were identified in the field of quality assurance, international participation, and, particularly, in that of the access of the students to the second study cycle (Master's)²⁸. Since then, the already adopted legislation has started to produce effects and progress on all these dimensions is probable, at least formally, at the level of most countries in the European Union.

The EUA reports (the series *Trends...*) are based on information collected from universities, either through qualitative methods (it is the case of Trends I and Trends IV), or through surveys initiated among the European universities (Trends II, Trends III and Trends V). The countries can be compared based on the statements of the university rectors. Romania was, in 2007, according to the opinions of the rectors who answered the survey, on an average place in Europe, making relatively great progress on all the dimensions of the Bologna Process. In 2003, Romania was behind the European average only with regard to the attraction of students from other countries. In the report of 2007 (based on data collected in the 2005-2006 academic year), the statements of the rectors placed Romania at least at the level of the European average on all dimensions. However, international orientation was again the least developed.

In this context, it is interesting to see to what extent the statements that present the formal achievement of the Bologna lines of action match the reality. For this, we chose some of the Bologna objectives and we analysed the corresponding statements of the teachers and students. Given the specifics of the analysis, the teachers' statements are the most useful for providing a picture of the studied process (they know the system better), reason for which these statements are predominant in the following sections. However, we also used the students' statements, when they were relevant for the respective theme, every time we had the chance, as a natural complement to the perceptions provided by their teachers.

The three cycles

The passage to the 3+2+3 system (with its variants according to the subject matter)²⁹ was and is still perceived by relatively many teachers as the main, if not the only dimension of the Bologna Process. Its immediate visibility, in terms of the change in the structure of academic education is what brought it at the forefront of the discussions at the beginning of the 2000s.

Initially, the compulsory implementation of the two pre-doctoral cycles was met with relative

²⁸ The *Bologna Process Stocktaking Report 2005* did not assess the progress on the tenth line of action of the Bologna Process.

²⁹ 3 years of Bachelor, 2 years of Master's, 3 years of Doctorate, however designed as « doctoral school », where doctoral candidates attend advanced courses, with no need for a tutor at the beginning of the doctoral period.

hostility by the teachers. On the one hand, the Master's was seen, in the middle of the '90s, as being mainly reserved to the top students. On the other hand, the reduction of the duration of the Bachelor studies from 4 to 3 years (respectively, from 5 to 4 years) was often seen as a threat: there were going to be less courses and, implicitly, less teaching loads, their jobs and income being in danger. One reaction was the "crowding" of the courses from four years into three years, without essentially modifying their number.

Currently, the situation not only knows a relaxation, but also an at least interesting development. As shown in the chapter on students' profile, 90% of the students at state universities and 80% of those in private universities intend to attend master's courses. This means that, in essence, the duration of studies was not reduced, but, on the contrary, it followed the paradigm started some centuries ago, that of continuously increasing the average duration of schooling.

The current reactions of the teachers depend on these realities:

- As shown in the chapter dedicated to the perceptions on the education system, the quasi-majority considers master's studies to be useful, thus imposing them as standard.
- 80% of the interviewed teachers consider that "the system based on three cycles (Bachelor, Master's, Doctorate) is an efficient (educational) way to organise academic studies".
- 55% of the teachers say that specialisation for the future profession should be achieved at the end of the Master's, just 38% indicating the Bachelor studies (the rest mentioned doctoral or post-doctoral studies).

The essential question is: what do master's studies consist of nowadays? What is their content?

- Only one in five teachers says that, in the master's programme, all the courses given to the students are new compared to those taught in the Bachelor programme.
- However, most subject matters are new courses. It still remains an important matter of concern the fact that one third of the respondents indicate that most courses are, in fact, resumptions of the courses taught during the 1st cycle (the Bachelor cycle).
- For teachers, this is the strategy that implies the least effort: they did not prepare a new course, they do not have to raise the level in any way, they rapidly earn more money (the courses taught at the master's are better paid than those taught in the Bachelor cycle).
- However, for students, as well as for the entire academic education, this approach has important advantages and disadvantages. It allows the students to change the subject matter

attended between cycles, having the possibility to retake courses of Bachelor level within the Master's. We believe that this advantage implies too high costs: the rest of the students (those who do not change their subject matter) gain nothing from attending the same course twice. They are thus demotivated to attend the courses, especially when the master's, predominantly held in afternoon/evening courses, after the students return from work (most of them are employed full-time), is often seen as optional anyway.

Table 15. The content of the master's courses (opinions of the teachers)

The courses within the master's programmes of your faculty/department	The university is		number of students in faculty			Total
	Public (state)	Private	Under 500	500-1400	Over 1400	
1 they all resume the subject matters taught in the first cycle (Bachelor)	2%	1%	2%	1%	1%	2%
2 most of them resume the subject matters taught, others are new subject matters	19%	32%	30%	16%	15%	20%
3 most of them are new subject matters, some still resume the subject matters taught in the first cycle	57%	52%	56%	55%	63%	57%
4 all of them are new subject matters	22%	15%	11%	27%	21%	21%
Total	100%	100%	100%	100%	100%	100%

- State faculties, the faculties with a great number of students, the faculties in bigger universities are those which tend to offer newer courses within the master's programmes.
- 13% of the teachers say about the master's courses that "all of them are highly specialised on narrow fields". Other 72% believe that "most of them are highly specialised courses, others are yet more general subject matters". Finally, 15% believe that the subject matters taught at the master's continue to be relatively general. The same differences between the types of universities and faculties above-mentioned are also valid in this respect, of the degree of specialisation of the courses.

Similar opinions appear in connection with doctoral studies.

- Most students and teachers continue to consider that these are reserved only to top students, but half of the students in the first cycle intend to attend doctoral courses.
- 25% of the teachers say that, in their faculty, the courses taught at the doctorate are completely new, different from those in the previous cycles. Other 41% claim that most courses are new, while about one third (35%) say that all or most courses within the doctoral school are, in fact, also taught at master's or bachelor level.

- 85% of the teachers say that the specialisation of the courses within the doctoral school is extremely high.

What is interesting is that there are slight differences of perception among teachers. In comparison with the average teachers, those who satisfy several performance criteria (have reached a higher teaching degree, have ISI publications, can teach in a foreign language etc.) tend to consider the master's and doctoral courses taught as being more highly specialised and in general, as being new subject matters. In this context, it is likely that the assessment of the master's, respectively the doctoral courses will especially relate to their own courses.

The fact that most teachers seem to claim that there is a clear difference between the cycles, derived from the newness and the degree of specialisation of the courses in the superior cycles (master's, doctorate), does not necessarily represent a true reflection of the reality. The statements mentioned only provide an overview of the teachers' perceptions of the system in which they work.

On the other hand, the majority tendency to label the master's and doctoral courses as new and highly specialised compared to the previous cycles is very clearly marked, indicating a very well consolidated current of opinion. Thus, it is very likely that we are faced with a real tendency, generalised as practice in Romanian education, to provide differentiated courses in the three cycles. Even if, at present, this may happen to a smaller extent, the way in which the system as a whole currently defines its situation will lead, in the short term (a few years), to the quasi-generalisation of a pyramid structure of the information content of the courses in the three cycles: basic subject matters in the Bachelor cycle; courses specialised on narrow fields at the master's; courses dedicated to specific, highly specialised issues, directly related to top scientific research, offered to the students in doctoral programmes.

Promoting students' mobility, diploma recognition and the credit system

For a long period of time, Romanian academic degrees have faced recognition problems in Western Europe and North America. In the case of subject matters such as medicine, the problems still continue today. The topic is consequently sensitive, in terms of the need for external recognition. Consequently, nothing surprising in the quasi-total support of the teachers and students to the recognition of academic diplomas and degrees in different countries (Table 16).

There is also a strong support for the recognition of the diplomas obtained in different Romanian universities. It is interesting to note that, on this dimension (as well as with regard to the international recognition of qualifications), there are no significant differences between the respondents as to the form of property, the age or size of the university and/or of the faculty. Only the students and teachers in big state universities tend to be more reserved with regard to the

recognition of the diplomas in the country, probably trying to protect the prestige advantage of the establishment they come from. Anyway, even in the case of these respondents, the support for the recognition of the diplomas is very great.

Table 16. Opinions on the recognition of qualifications

	Teachers	Students
<i>To what extent do you believe that diplomas obtained from <u>universities in different countries</u>, for the same specialisation, at the same study level, should be recognised?</i>		
To a very large extent	47%	47%
To a large extent	49%	48%
To a small extent	4%	4%
To a very small extent	0%	1%
Total	100%	100%

To what extent do you believe that diplomas obtained from different universities in Romania, for the same specialisation, at the same study level, should be recognised?

To a very large extent	51%	50%
To a large extent	41%	28%
To a small extent	7%	10%
To a very small extent	0%	2%
Total	100%	100%

The recognition of diplomas also implies, among other things, the existence of a system that should allow the transfer of credits obtained by the students and, implicitly, an open door to student mobility. Both the teachers and – particularly – the students claim that mobility is a good thing (second part of Table 17). We wanted to see what happens in Romanian universities when a student returns to his/her university after a study period in another university. As student exchanges between Romanian universities are practically inexistent, we put the respondents in the hypothetical situation of having a student returned after an Erasmus scholarship, and we asked them to tell us what usually happens in their university with regard to the recognition of credits.

The major surprise was the great number of students (a quarter of those who answered) who don't know what an Erasmus scholarship is. Apart from them, there are also almost one third of the students who don't know what happens with the credits obtained after a study period resulted from such scholarship.

The students who don't know what an Erasmus scholarship is, are more likely than others to:

- Study in private universities;
- Come from universities that have between 2 and 10 thousand students;
- Come from universities established between 1940 and 1989 or after 1990;
- Come from faculties with more than 1500 students

- Have lower averages of the marks obtained at the examinations in the previous semester
- Pay their studies
- Be enrolled in the first year of study

Table 17. Opinions on the recognition of credits and student mobility

	Teachers	Students
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If a student is granted an Erasmus scholarship, which of the following situations is most often met at your faculty with regard to the recognition of the credits obtained:

the credits <u>are recognised</u> regardless of the examinations that led to their obtaining	10%	12%
credits are recognised <u>only for similar subject matters</u> studied during the Erasmus scholarship, for the rest of the subject matters the student has to take exams	56%	22%
<u>the student has to take exams for all subject matters</u> , regardless of the credits obtained during the Erasmus scholarship	5%	9%
I don't know what an Erasmus scholarship is	4%	28%
I don't know what happens with the credits	25%	30%
Total	100%	100%

To what extent do you believe it is useful for their training that students spend study periods in other universities?

To a very large extent	36%	50%
To a large extent	47%	28%
To a small extent	13%	10%
To a very small extent	3%	2%
Total	100%	100%

In this context, teachers can provide a better picture of what happens after a study period: credits are not generally recognised, despite the formal agreement of Romania with this principle and the statements of the (rectors of the) universities³⁰.

In private universities, the percentage of the teachers who state that students don't know what happens with the credits is much higher (45%), indicating once again the weak incidence of such scholarships for private education.

In small universities, as well as in the faculties with less than 500 students, there increases the percentage of the teachers who do not know what an Erasmus scholarship is, and also the number of those who say that, after such study period, the student has to take exams for all subject matters anyway.

³⁰ In the EUA Trends V surveys.

The big state universities are the only ones where several teachers (21%) state that the credits are fully recognised, but even here, more than half of the teachers state that recognition only takes place when the student attended, during the mobility, similar courses to those he had to study at the faculty of origin.

Consequently, despite the stated support for student mobility, in reality, the mechanisms that should encourage it are very little developed. Erasmus scholarships are the closest at hand for the students to be mobile. The lack of information regarding these scholarships represents an alarm signal. The partial recognition of the credits, beyond the formally agreed rule, constitutes another risk factor regarding the progress on the Bologna lines of action.

Beyond all these, student mobility does not only imply students who leave Romania to study for one or a few semesters in other universities, but also the attraction of foreign students to Romanian universities for brief study periods.

Language does not seem to constitute a barrier:

- Three quarters of the interviewed teachers state that they can give a lecture in a foreign language. The same thing happens with the students, 4 in 5 students state that they could attend a lecture in a foreign language.
- One third of the students believe that most of their colleagues would have no problem understanding a course in another language, and another third believes that half of their colleagues would be able to deal with such a situation.
- 78% of the students, respectively 78% of the teachers (exactly the same percentage!) consider that “faculty should offer (specialised) courses in foreign languages to the students”.

It is hard to understand why Romanian universities do not try to stimulate the attraction of foreign students for (actual) study periods, through richer offers of courses in foreign languages. From what we noticed, the courses in English (contemporary lingua franca) are absolutely rare outside the faculties with teaching in this language.

In these conditions, the foreign students who come to Romania for study periods have as main objective tourism or saving, for one semester, the financial resources necessary for education (the case of some Italian students who came to study in Romania, that I know of). Somewhat surprisingly, 45 of the 74 faculties investigated³¹ declared to us that, in the past 2 years, they had students from other universities who were on a study period at the respective faculty.

³¹ In each investigated faculty, a “faculty sheet” was filled in, usually by a person in its management.

Let's also note the fact that teacher mobility is naturally encouraged, out of need: 56 of the faculties investigated (more than three quarters) had, in the past two years, teachers who teach at other universities. This is the effect of the fact that most Romanian universities are recently established and they generally attract teachers from the already existing faculties, thus generating high mobility. Unfortunately, this is low at national level, few universities managing to attract teachers from outside Romania, and just 15% of the interviewed teachers have taught abroad in the past 5 years.

<Education and research> or <education or research>?

"I don't understand why I should know things like this. I just teach, I'm not interested in research". This is a phrase that we heard in various ways from many of our colleagues in Romanian education. The soviet system that we inherited and continue to use implies the formal separation between research and education: the first is carried out in research institutes (of the Academy, of certain Ministries, private etc.), while the second is the attribute of universities. Formally at least, the interferences are minor. The western system, with a few partial exceptions (France, for example), integrate nowadays research and education into those research-universities, about which appearance Toynbee said that it represented a crucial moment in the history of the past centuries. This is also the direction of the last line of action of the Bologna Process, added in 2003, to bring education and research closer together, to make them converge.

In Romania, according to the statements of the interviewees, in the past 5 years...

- 42% of the interviewed teachers have been involved in at least one international research project.
- Two thirds of the investigated faculties have had at least one CNCSIS grant.
- Almost half of the investigated faculties have accessed excellence grants given by MEC.
- A quarter of the faculties have had partnerships within certain grants given through the 6th Framework Programme of the European Communities.

The strict formal differentiation between education and research is partially eliminated by teachers' mobility: 15% of them state that they also have a job in a research institute.

The immediately visible elements of the research activity are reflected in the publication of scientific articles:

- One third of the teachers state that they are authors of at least one ISI quoted publication, while 8% do not know if they are in this position or not.
- 85% of the teachers state that it is important for their specialised training to publish articles in scientific magazines in Romania. 86% have the same opinion when it comes to

international scientific magazines. The percentages are slightly lower when it comes to private universities, and higher when it comes to bigger, state universities.

Apparently, Romanian academic education is consequently one in which research plays a substantial part. However, it is likely that things are different than the formal indicators show. Most often, the part played by the Romanian partners in international projects is limited to being the ones who collect the data that are subsequently analysed by the foreign partners. In the absence of transparent information about what an ISI publication is, it is likely that many reports of such articles are slightly distorted, the teachers also considering – involuntarily – in this category some articles published in scientific journals that are not ISI quoted. As shown in the chapter dedicated to the teachers, the average time allotted to research is more reduced than that dedicated to teaching, unlike the tendency in western universities. In addition, an important part of the time allotted to research represents, in fact, course preparation.

Conclusions

We analysed, in this chapter, a few elements that mark the lines of action and the objectives associated with the Bologna Process. The results confirm the previously existing studies, coming from the monitoring initiated by the Standing Conference of the European Ministers of Education or from the independent evaluations performed by the European University Association. The Romanian academic system proved to have made important progress on the contemporary directions of development of the European higher education, even if there are fields where there continue to be significant lags.

Sometimes, the double moral inherited from the communist period – to say one thing, and do another thing – affects the education process. We saw, for example, how the entire system supports by statements student mobility, but, in reality, obstructs it by the limited recognition of credits.

We also saw how master's courses, initially seen as only being reserved to the elite, little by little become available to all students, and doctoral courses are already the aim of half of the students in the Bachelor cycle. Moreover, in spite of the initial stumbles, master's courses, as well as the courses within the doctoral school have favourable premises for their differentiation from Bachelor courses, in respect of ever-narrower specialisation.

We also analysed the surprising statements of the teachers that seem to suggest an involvement in research activities deeper than the formal distinction between research and education imposed by the Romanian formal structures, but also than the direct interaction with the education system seems to indicate.

All these speak of an awareness and an internalisation of the values that lie at the heart of the Bologna Process. In the medium and even short term, they will transform the education system in its essence, making it more efficient and, probably, contributing to an increase in quality. The way to Europe is still, probably, one with many ups and downs and strewn with questions and misunderstandings. We doubt, for example, that everything the teachers defined as research is always research. We suspect that the preparation of courses was defined by many as research. And it is so in essence, but it is research that lacks its innovative and creative features.

There are also a few external elements to higher education establishments that nowadays give an impulse to change, bringing the universities closer event to what is called research-university. This is especially the case of the financing system, which, through the ever-wider range of potential grants³² offers additional, very important benefits to those actors in the academic world concerned with the development of research projects, of international cooperation projects, interested in promoting mobility, quality assurance etc., that is exactly the essential points of the Bologna Process. Even if, sometimes, they don't explicitly do it, Romanian universities and university teachers also turn towards such objectives, adjusting to the financing facilities that arise, but also internalising the principles of the contemporary transformations.

³² Those of CNCSIS, the excellence grants and the new grants from the National Research and Development Plan, from the 7th Framework Programme are just the most visible ones. Apart from these, there is also an entire range of grants given to individuals, establishments and, especially, consortia.

Perceptions of the university autonomy

In Romania, university autonomy is a right guaranteed both by the Constitution (Art. 32 paragraph 6), and by the Education Law (Law no. 84/1995 Art. 13), and it is defined as being “ the right of the academic community to self-government, to the exercise of its academic liberties without any kind of ideological, political or religious interferences, to the assumption of a range of competences and obligations in accordance with the national strategic options and orientations of development of the higher education, established by law” (Law no. 84/1995 Art. 89 paragraph 1)³³.

The new project of the Higher Education Law, proposed by the Ministry of Education, Research and Youth, has brought up again for discussion the subject of the university autonomy³⁴. The law is mainly criticised because of the fact that it does not contain a chapter dedicated to university autonomy, and because of the perception that the ministry is trying to control the universities³⁵. In this context, an analysis of the teachers’ opinions on university autonomy, its effects and how the rector and dean positions are occupied may bring further information to this debate.

University autonomy

Table 18 shows the assessments of the teachers in higher education regarding the degree of autonomy that universities have. At the level of the entire sample, 62% of the teachers consider that universities have real university autonomy. At the same time, 43% of the teachers consider that the Ministry of Education still has too much control over the universities, and 18% considers that the universities abuse university autonomy.

The distribution of the answers depending on the different characteristics of the universities indicates a series of significant differences. Thus, while 75% of the teachers in private education consider that universities have real autonomy, the teachers in state establishments have a more critical attitude: just 60% agree with this statement. A similar difference can also be observed when it comes to the second item in Table 18: if almost half (45%) of the teachers in state universities consider that the Ministry of Education has too much control over the universities, when it comes to the teachers in private universities the percentage is just 28%.

Apart from the distinction between state universities and private universities, there are also significant differences depending on the region, the year of establishment of the university and the size of the university. Teachers from Muntenia agree to a larger extent with the statement that

³³ For more details, see the Law no. 84 / 1995, Chapter IX, Section 7.

³⁴ The text of the law can be read on the web site of the Ministry of Education, Research and Youth, at <http://www.edu.ro/index.php?module=uploads&func=download&fileId=5031>.

³⁵ For more details, see “Rectors accuse ...”, published in the newspaper *Adevărul* (November 25, 2006), and “Minister Hărdău...”, published in the newspaper *Curentul* (November 27, 2006).

universities have real autonomy (71% compared to the average of the sample, which is 62%), while teachers from Transilvania consider to a larger extent that the Ministry of Education has significant control over the universities (47%). Teachers from the universities established before 1940 are significantly more dissatisfied with the level of autonomy of the universities than teachers from the universities established since 1990 (56% in the first case, compared to 69% in the second case). However, we must mention that this difference is explained to a large extent by the fact that all private universities were established after 1990 (at the level of the entire sample, 87% of the teachers work in state establishments, and 13% in private establishments, while in the case of the teachers who work in universities established after 1990, 58% work in state establishments, and 42% in private establishments).

Table 18 Opinions on university autonomy (% of agreement to a large and very large extent)

	Universities have real university autonomy	The Ministry of Education has too much control over the universities	Universities abuse their autonomy
Type of education:			
State	60	45	18
Private	75	28	21
Region:			
Bucharest	57	39	15
Moldova	59	45	13
Muntenia	71	35	29
Transilvania	62	47	20
Year of establishment:			
Before 1940	56	44	17
1940 - 1989	64	47	17
After 1990	69	38	22
University centre size:			
Small	64	59	21
Medium	66	45	19
Big	59	40	18
University size:			
Very small	61	44	20
Small	64	41	12
Medium	67	43	17
Big	60	40	30
Very big	50	45	18
Total	62	43	18

Reading: 60% of the teachers in state education consider that universities have real autonomy. 75% of the teachers in private education consider that universities have real autonomy. At the level of the entire sample, the corresponding percentage is 62%.

Teachers in very big universities (those with more than 30,000 students) are also more dissatisfied with the level of autonomy of the universities (50% versus 62% at the level of the entire sample). With regard to the third item in the table, just 18% of the teachers consider that universities abuse their university autonomy. With the exception of the teachers from Muntenia and those in big universities (between 20,000 and 30,000 students), who agree with this statement to a larger extent than the rest of the teachers, in all the other cases there are no significant differences in the answers to this item.

Most differences of opinion as to university autonomy depending on the personal characteristics of the respondents are insignificant. One difference attracts attention: the teachers who had research and/or teaching experience at universities from abroad consider to a smaller extent that university autonomy is real (56%) than those who did not have such experience (64%).

The results in Table 18 show that a significant part of the teachers (approximately 40%) consider that university autonomy is not real and that the Ministry of Education still has too much control over the universities. This suggests the existence of a certain level of dissatisfaction generated by the relationship between the Ministry of Education and the universities. A possible source of this dissatisfaction may be identified in Table 19, which shows the level of satisfaction with university autonomy in the administrative, teaching and scientific fields.

More than 80% of the interviewed teachers are satisfied with the teaching and scientific autonomy of the universities. However, when asked about the administrative autonomy of the universities, the percentage of the teachers satisfied with this aspect drops to just 65%. The satisfaction with the administrative autonomy of the universities is strongly correlated with the opinions on the level of autonomy of the university, in general: while 77% of the teachers satisfied with the administrative autonomy believe that universities have real autonomy, just 23% of those who are dissatisfied with the administrative autonomy believe that the university autonomy is real.

The distribution of the answers, depending on the type of university in which the respondents work, shows that there only are significant differences when it comes to the administrative and teaching autonomy, but not when it comes to the scientific autonomy.

The most important differences can be noted when it comes to the satisfaction with the administrative autonomy. Teachers in private higher education are significantly more satisfied than teachers in state universities with the administrative autonomy (a difference of 20%) and the teaching autonomy (a difference of 9%). Teachers from the universities in Bucharest, those from the universities established before 1940 and those from big and very big universities (with more than 20,000 students) are also more dissatisfied with the administrative autonomy of the universities.

Table 19 Satisfaction with the university's autonomy in the fields ... (% satisfied and very satisfied)

	Administrative	Teaching	Scientific
Type of education:			
State	63	84	81
Private	83	93	87
Region:			
Bucharest	59	82	79
Moldova	71	91	85
Muntenia	69	90	84
Transilvania	66	83	82
Year of establishment:			
Before 1940	60	83	81
1940 - 1989	64	89	85
After 1990	75	85	82
University centre size:			
Small	63	84	83
Medium	66	86	82
Big	65	85	82
University size:			
Very small	76	87	87
Small	77	89	84
Medium	64	86	84
Big	55	76	75
Very big	46	81	75
Total	65	85	82

Reading: 63% of the teachers in state education are satisfied with the administrative autonomy of the university. 83% of the teachers in private education are satisfied with the administrative autonomy of the university. At the level of the entire sample, the corresponding percentage is 65%.

Taking into consideration the personal characteristics of the teachers, the foreign experience and the level of knowledge of a foreign language of international circulation, these all have a substantial impact on the satisfaction with university autonomy. Thus, teachers with research experience in universities from abroad are less satisfied both with the administrative autonomy (55% compared to 70% of those with no research experience), and with the teaching autonomy (81% compared to 87%). Teachers who can teach a course in a language of international circulation have a similar profile to those who had research experience: just 63% are satisfied with the administrative autonomy (compared to 72% of the teachers who can not teach in a foreign language). If we interpret the research or teaching experience and the knowledge of a foreign language as indicators of contact with the foreign higher education systems, then these results suggest that the level of satisfaction with university autonomy is lowered by the comparison with the situation of the universities in other countries.

Table 20 shows the teachers' opinions on the impact of university autonomy on the situation in their own university. In all four situations presented, more than half of the teachers consider that the effects of university autonomy were, generally, positive: 62% consider that university autonomy led to an improvement in the financial status of the university, 56% consider that it led to the increase in the quality of education in the university, and 52% consider that it enabled the employment of better prepared teachers. With regard to a possible negative effect of university autonomy, the division of the teaching staff into different interest groups, most teachers (64%) consider that this did not happen.

The perception of the effects of university autonomy is significantly influenced by the type of university in which the teachers work. Thus, teachers in private higher education consider to a larger extent that university autonomy improved the financial status of the university (a difference of 15%) and enabled the recruitment of better prepared teachers (a difference of 13%). Teachers from the universities established after 1990 are also more satisfied than the rest with the effects of university autonomy in these fields (again, this difference is probably determined by the overrepresentation of private universities in this category).

Table 20 Opinions on the effects of university autonomy (% of agreement to a large and very large extent)

	University autonomy led to ...			
	the increase in the quality of education in the university	the employment of better prepared teachers	the improvement in the financial status of the university	the division of the teachers into interest groups
Type of education:				
State	56	51	60	37
Private	58	64	75	35
Region:				
Bucharest	58	55	65	32
Moldova	46	43	62	28
Muntenia	60	53	56	34
Transilvania	59	53	62	44
Year of establishment:				
Before 1940	54	48	61	36
1940 - 1989	60	51	52	30
After 1990	58	61	70	41
University centre size:				
Small	48	49	62	38
Medium	64	56	60	36
Big	54	51	63	37
University size:				

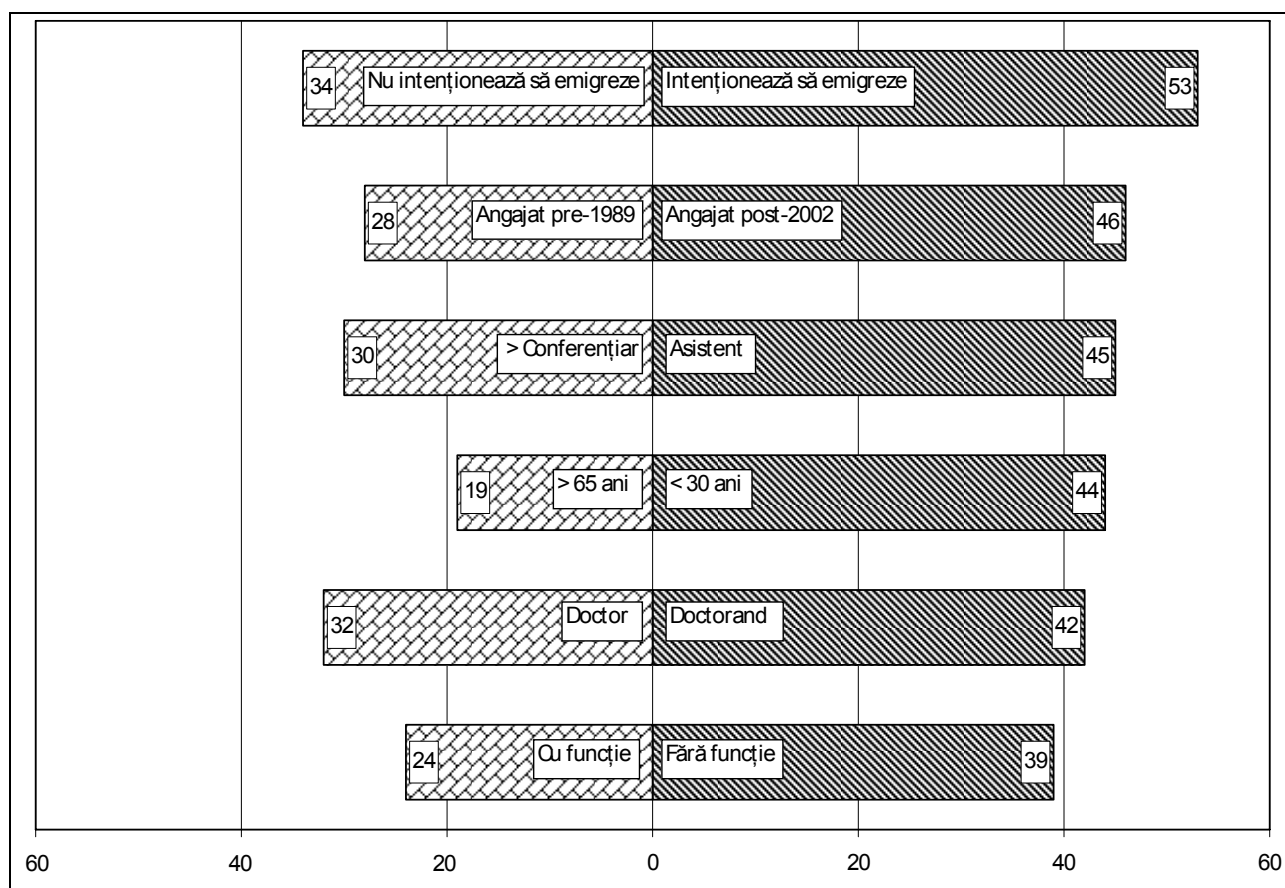
Very small	68	65	67	36
Small	60	51	69	25
Medium	51	50	58	36
Big	49	43	53	53
Very big	51	48	59	42
Total	56	52	62	36

Reading: 56% of the teachers in state education consider that university autonomy led to the increase in the quality of education. 58% of the teachers in private education consider that university autonomy led to the increase in the quality of education. At the level of the entire sample, the corresponding percentage is 56%.

The perception of the division of the teaching staff into interest groups, as a result of university autonomy, varies around 36%, with just a few significant differences: teachers from the universities of Transilvania notice this effect to a larger extent (44%), while those from the universities in Moldova notice it to a smaller extent (just 28%). This negative effect seems to be less important (25%) in small universities, which have between 2,000 and 10,000 students, and significantly more important (53%) in big universities, which have between 20,000 and 30,000 students.

The perceptions of the division of the teachers into different interest groups are much more strongly influenced by the personal characteristics of the respondents. The groups that are more predisposed and those less predisposed to admit the existence of this negative effect of university autonomy are shown in Figure 9. The results presented in this figure suggest that the perception itself of the division of the teaching staff proves to be a strong factor of conflict among teachers, putting face to face two groups that seem to be defined by age.

Figure 9 Perception of the division of the teaching staff into interest groups, according to the respondents' characteristics



Reading: 34% of the teachers who do not intend to emigrate believe that university autonomy led to the division of the teaching staff into interest groups. 53% of the teachers who intend to emigrate believe that university autonomy led to the division of the teaching staff into interest groups.

Caption: nu intenționează să emigreze / intenționează să emigreze = does not intend to emigrate / intends to emigrate; angajat pre-1989 / angajat post-2002 = employed prior to 1989 / employed after 2002; conferențiar / asistent = senior lecturer / assistant; > 65 ani / < 30 ani = over 65 years of age / under 30 years of age; doctor / doctorand = doctor / doctoral candidate; cu funcție / fără funcție = with management position / with no management position

On the one hand, we have young teachers, at the beginning of their career in education, who see to a larger extent the appearance of various interest groups among the teaching staff. At the opposite end, there are the teachers who have worked in education long enough to obtain the title of doctor, the senior lecturer degree or a management position, and who are to a much smaller extent willing to admit the division of the teaching staff.

Faculty autonomy within the university

The teachers who participated in this survey were asked to express their opinions not only on university autonomy, but also on the autonomy of the faculties within the universities. The answers given to these questions are shown in Table 21. At the level of the entire sample, 61% of the teachers consider that faculties should have greater autonomy, and 53% consider that faculties should be autonomous from the universities, from a financial point of view.

Table 21 Opinions on the faculty autonomy within the university (% of agreement)

	Faculty autonomy should be extended	The faculty should be financially autonomous
Type of education:		
State	63	55
Private	45	41
Region:		
Bucharest	62	55
Moldova	72	61
Muntenia	45	41
Transilvania	60	54
Year of establishment:		
Before 1940	69	61
1940 - 1989	55	46
After 1990	49	45
University centre size:		
Small	52	47
Medium	57	51
Big	63	55
University size:		
Very small	53	44
Small	52	49
Medium	64	52
Big	74	72
Very big	67	58
Total	61	53

Reading: 63% of the teachers in state education consider that faculty autonomy should be extended. 45% of the teachers in private education consider that faculty autonomy should be extended. At the level of the entire sample, the corresponding percentage is 61%.

Teachers in private higher education support to a much smaller extent the idea of decentralisation within the universities: 55% consider that faculty autonomy should not be modified or should be limited, while 59% are against the financial autonomy of the faculties. Taking into consideration the other characteristics of the universities, we may notice that faculty autonomy is supported to a larger extent by the teachers from the universities in Moldova (72%), those from the universities established before 1940 (69%), and those from big (74%) and very big universities (67%), while this idea seems much less attractive to the teachers from the universities in Muntenia (45%), those from the universities established after 1990 (48%), and those from small and very small universities (approximately 52%). Similar differences can also be noticed as to the idea of financial autonomy of the faculties.

How management positions are occupied

Pursuant to the Education Law, the rectors are elected by the university's Senate, and are confirmed by order of the minister of national education (Law no. 84 / 1995 Art. 93 paragraph 2). The results presented in Table 22 show that, at the level of the entire sample, approximately three quarters of the teachers agree with this method of selection of the rectors. 13% of the university teachers would prefer that rectors be appointed by the Ministry of Education or by the Board of Governors, while the rest of 10% would prefer a more democratic method, by which the rectors should be selected either through elections, in which all the teachers have a voting right, or through competitive examination³⁶.

Table 22 Rectors should be ... (%)

	Appointed by the Ministry of Education	Appointed by the Board of Governors	Appointed by the University Senate	Elected by the teaching staff	Selected by competitive examination
Type of education:					
State	7	6	77	9	2
Private	6	8	83	2	1
Region:					
Bucharest	7	4	81	8	1
Moldova	4	8	79	7	2
Muntenia	12	11	70	4	3
Transilvania	7	6	77	9	2
Year of establishment:					
Before 1940	7	5	79	8	1
1940 - 1989	10	7	72	8	3
After 1990	6	8	79	7	1
University centre size:					
Small	2	5	81	8	5
Medium	9	9	72	8	2
Big	7	5	79	7	1
University size:					
Very small	9	4	76	9	2
Small	6	4	84	6	0
Medium	5	9	75	8	3
Big	6	10	73	9	2
Very big	13	5	75	7	1
Total	7	6	77	8	2

Reading: 7% of the teachers in state education consider that rectors should be appointed by the Ministry of Education. 6% of the

³⁶ The new higher education bill proposes that rectors are to be selected by the Senate, based on competitive examination.

teachers in private education consider that rectors should be appointed by the Ministry of Education. At the level of the entire sample, the corresponding percentage is 7%.

With regard to the differences, depending on the characteristics of the universities, we may notice that, irrespective of the type of university, the current method used for occupying the rector position is preferred by most teachers. Teachers from the universities in Muntenia prefer to a larger extent than the rest that rectors be appointed by the Ministry of Education (12%) or by the Board of Governors (11%), but these differences are only significant from a statistical point of view.

As far as the selection of the deans is concerned (see Table 23), the method preferred by most teachers is that used at present, through which deans are elected by vote in the Council of the faculty (69%). 22% of the respondents would prefer that this decision be made at the level of the university, either by appointment by the rector (8%), or by appointment by the Senate (14%). The rest of 9% would prefer that deans be elected by the entire teaching staff or by competitive examination.

Table 23 Deans should be ... (%)







	Appointed by the Rector	Appointed by the University Senate	Appointed by the Teachers' Council	Elected by the teaching staff	Selected by competitive examination
Type of education:					
State	8	13	69	9	1
Private	8	22	67	3	0
Region:					
Bucharest	8	20	65	6	1
Moldova	2	11	74	11	1
Muntenia	11	15	65	6	3
Transilvania	9	10	71	10	1
Year of establishment:					
Before 1940	7	12	73	8	0
1940 - 1989	10	16	60	12	3
After 1990	8	17	68	6	1
University centre size:					
Small	11	14	64	6	6
Medium	8	13	66	12	1
Big	7	15	70	7	0
University size:					
Very small	13	27	52	8	2
Small	5	21	67	7	0
Medium	4	9	73	11	3
Big	7	4	78	11	0

Very big	13	4	78	5	0
Total	8	14	69	8	1

Reading: 13% of the teachers in state education consider that deans should be appointed by the Senate. 22% of the teachers in private education consider that deans should be appointed by the Senate. At the level of the entire sample, the corresponding percentage is 14%.

There are significant differences, depending on the type of university: university teachers from private education prefer to a larger extent than the rest that deans be appointed by the Senate (22%). This method is preferred by a similar percentage of teachers from the universities in Bucharest (20%), as well as by those from very small (27%) and small universities (21%).

Conclusions

-  Approximately 40% of the interviewed teachers consider that universities do not enjoy real university autonomy, and that the Ministry of Education still holds too much control over the universities. This percentage is significantly higher among the teachers from very big universities, and significantly lower among the teachers from private education.
-  The main reason of dissatisfaction seems to be the universities' autonomy in the administrative field. If more than 80% of the teachers are satisfied with the teaching and scientific autonomy, when it comes to the administrative autonomy, the percentage of those satisfied is just 65%. Teachers from Bucharest, those from state universities, those from universities established before 1940, and those from big and very big universities have a much more critical attitude regarding the administrative autonomy of the universities.
-  University teachers who had research or teaching experience in foreign universities, and who, therefore, had direct contact with other education systems are more dissatisfied than the rest with the level of university autonomy.
-  More than half of the teachers consider that university autonomy had a series of positive effects on the status of higher education. At the same time, just 36% of the respondents consider that university autonomy led to the formation of certain interest groups among the teaching staff.
-  The perception of the division of the teaching staff creates a clear distinction between two subgroups defined by age: young teachers, at the beginning of their academic career (who perceive, to a larger extent, the existence of certain interest groups), versus older teachers, with a long academic career (who admit, to a smaller extent, the existence of the interest groups).
-  The views on extending the faculties' autonomy within the university are divided. When asked about extending autonomy, in general, 61% of the teachers have a favourable view. However, just 53% consider that faculties should be financially autonomous from the universities. As far as teachers in the private system are concerned, less than half of them support the extension of the faculties' autonomy.

- ✎ With regard to how the rector and dean positions are occupied, between 70% and 75% of the teachers prefer the current system. A significant part of the teachers (one fifth) would prefer that the decision regarding deans' selection be made at the level of the university, and not at that of the faculty.

- ✎ On the whole, the results presented here suggest that, although most teachers positively assess university autonomy and would like it to be extended, this majority is relatively fragile.

Academic corruption

From the perspective of most university teachers, corruption is not one of the main problems with which the Romanian higher education system is confronted (just 7% of the teachers choose this problem – two choices together). Things are not the same as far as students are concerned. 38% of them (two choices together) place corruption among the main problems of higher education (in third place, after low wages and poor equipment). Starting from these observations, this article intends to treat (from the perspective of the main actors involved: students and teachers) the following topics: the sources of information about corruption, the perceived corruption, corruption pressures, and involvement in acts of corruption.

Sources of information about corruption

Most students (83%) and teachers (70%) have knowledge of cases of academic corruption (Table 24). In general (except for the media), students know more cases of corruption compared to the teachers. As expected, the main sources from which academic actors find out about cases of corruption are the discussions with the others and the media. Some subjects admit the fact that they know about corruption cases from their own experience (24% of the students, 14% of the teachers). Given the discrepancy between directly experienced corruption and mediated corruption (by the others or by the media), less subjects know cases of corruption from their own faculty/university than from other faculties/universities.

Table 24 Contact with cases of corruption (% YES), according to different types of universities

I know a case of corruption from ... Type of university	my own university		my own faculty		mass-media		discussions with others		my own experience		any source	
	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.
state	42	29	38	21	54	57	78	59	25	15	85	72
private	28	15	20	8	51	59	68	62	17	11	75	74
established < 1940	42	29	39	22	56	56	81	62	27	15	87	71
established 1940-1989	48	32	43	23	49	53	74	54	27	17	84	69
established > 1989	31	20	24	10	53	62	71	58	19	12	79	76
general	37	31	32	21	50	61	72	64	20	16	80	78
medicine and pharmacy	53	23	51	21	62	53	81	53	31	10	91	62
agriculture and animal science	24	32	24	32	48	58	81	58	10	18	81	74
polytechnics	52	19	44	9	54	41	81	43	26	9	93	50
arts	41	19	41	15	53	48	79	56	35	15	85	60
police	32	25	21	16	77	73	86	55	30	13	96	76
architecture and town planning	39	11	29	4	64	47	86	60	36	4	89	72
Transilvania	38	29	33	20	48	57	75	62	22	15	81	76

Muntenia	39	28	32	22	55	53	73	50	22	15	82	64
Moldova	46	28	38	17	49	52	76	57	22	14	86	66
Bucharest	37	24	34	17	60	62	77	61	27	14	84	74
Population total	39	27	27	19	53	57	75	59	24	14	83	70

Reading examples: 42% of the students in Romanian state universities state that they know a case of corruption from their own university. 28% of the students in Romanian private universities state that they know a case of corruption from their own university. 29% of the teachers in Romanian state universities state that they know a case of corruption from their own university. From the Romanian students total, 39% state that they know a case of corruption from their own universities.

The contact with the cases of corruption in one's own university/faculty varies quite a lot, depending on the type of university. Thus, students and teachers declare a greater contact with such cases, in state universities or in those established before 1990. With regard to the same aspect, the students of the universities in Moldova declare, on the average, a greater contact.

The contact with cases of corruption through the media is present in most groups, only the students and teachers from the universities in Bucharest declaring, to a larger extent, the information from this source.

The information about the cases of corruption is relatively equally spread, irrespective of the reference group. Students at private universities or in those established after 1990 discuss with others (or admit this), on the average, less about the cases of corruption in the academic environment (it is possible that this situation is the result of a more reduced contact between these students as a result of a less systematic attendance of the courses).

One's own experience, as recognised source of the information about cases of corruption, is somewhat more unequally spread. Thus, the percentage of those who admit the fact that they know about cases of corruption from their own experience is higher in the case of state universities or of those established before 1990. Also, higher values also appear in the case of the students in architecture and town planning, arts or those from Bucharest.

Perceived corruption

The level of the perceived corruption differs very much, depending on the position in which the actors involved are (Table 25). Thus, regardless of the reference situation (state universities in general, private universities in general, own university, own faculty), students consider, to an overwhelmingly larger extent, in comparison with the teachers, that the level of corruption is high or very high (corruption is widely/ very widely spread). As expected, the perceived corruption is significantly greater when the object of assessment is more general, more distant, less related to one's own situation. Thus, a significantly higher percentage of the respondents consider that the level of corruption is high in Romanian universities, and much less of them that this situation characterises their own university or faculty.

Table 25 Perceived corruption at different levels, according to different types of universities (%)

Corruption in ... is widely/very widely spread Type of university	State universities in Romania		Private universities in Romania		Own university		Own faculty	
	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.
state	77	35	78	52	49	19	39	11
private	78	45	57	30	33	8	29	3
established < 1940	77	35	77	53	50	19	43	11
established 1940-1989	72	30	72	47	48	18	35	9
established > 1989	79	42	70	44	39	15	32	9
general	74	38	70	52	42	21	33	10
medicine and pharmacy	86	37	81	41	62	22	59	20
agriculture and animal science	81	34	81	47	38	13	33	11
polytechnics	96	30	85	30	69	18	46	8
arts	74	39	67	52	44	4	38	3
police	91	33	91	55	38	9	27	9
architecture and town planning	80	26	84	53	55	4	50	2
Transilvania	76	41	75	51	45	19	39	11
Muntenia	72	33	67	45	42	22	33	13
Moldova	83	37	72	43	50	16	32	7
Bucharest	78	31	76	52	45	15	39	10
Population total	77	36	73	49	45	17	37	10

Reading examples: 77% of the students in Romanian state universities estimate that the level of corruption in Romanian state universities is high (corruption is widely/very widely spread). Just 35% of the teachers in state universities believe the same thing, respectively 45% of the teachers in private universities.

Within the same category of actors (students or teachers), the perception of the level of corruption in Romanian (state or private) universities significantly varies only according to the type of university: state vs. private (Table 25). Approximately three quarters of the students at state or private universities, to the same extent, estimate that the level of corruption in state universities is high or very high. To the same extent, students at state universities also say the same thing about private universities. The percentage of students in the private system who have the same opinion is, however, somewhat lower (57%). As far as teachers are concerned, the perception depends more strongly on whether they work in a private or a state establishment. Each of the two categories of teachers (state vs. private) sees a higher level of corruption in the other's "backyard". Thus, a quarter of the teachers in state universities, respectively almost half of those in the private system, estimate that the level of corruption is high in state universities. With regard to private universities, the situation is reversed, half of the teachers in state universities, respectively one third of those from the private system, estimating that the level of corruption is high there.

When it comes to their own university/faculty, both students and teachers in the state system declare a level of perceived corruption which is significantly higher compared to the actors in the private system. Quite probably, this difference is, in part, (also) the result of a greater pressure of the

society and the institutions on the private system (it may have as a result a distorted perception or a tendency not to declare the perceived situation).

The level of the perceived corruption about one's own university/faculty also differs quite a lot depending on the profile of the university. Higher levels of perceived corruption appear in the case of the students of medicine and pharmacy, polytechnics, architecture and town planning. The teachers from the universities of medicine and pharmacy also state the existence of higher corruption, and those from the universities of arts, police, architecture and town planning consider that the level of corruption in their own university/faculty is lower, on the average. Two special situations are worth mentioning: the relative concord between the perceptions of the students and the teachers from the universities of medicine and pharmacy (high perceived corruption), respectively the lack of concord in the case of the universities of architecture and town planning (students perceive a relatively higher corruption, teachers on the contrary).

The level of the perceived corruption differs quite a lot between the categories of actors in the academic environment (Table 26). The most corrupt categories (at perception level) are in order: dormitory managers (31% of the students, respectively 17% of the teachers, consider that they are corrupt), secretaries (19%, respectively 5%), and then, on the same level, students and teachers (10-12%, respectively 2-3%). Again, irrespective of the assessed category, teachers perceive lower levels of corruption.

Table 26 Corruption relatively perceived by different actors, according to different types of universities (%)

Almost all/a large part of the ... are corrupted Type of university	Students		Professors and senior lecturers		Lecturers and assistants		Secretaries		Dormitory managers	
	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.
state	12	2	12	3	11	2	21	5	36	17
private	6	1	11	2	8	1	11	2	17	14
established < 1940	13	2	13	4	11	2	28	7	46	21
established 1940-1989	12	3	11	4	10	2	12	4	24	16
established > 1989	8	1	11	2	9	1	12	3	20	10
general	11	1	10	3	9	1	16	5	27	19
medicine and pharmacy	12	1	19	5	18	1	30	4	51	11
agriculture and animal science	5	0	5	0	0	0	5	0	43	16
polytechnics	4	1	19	1	17	0	31	4	57	18
arts	11	9	15	10	11	9	18	11	28	16
police	13	2	16	2	14	0	16	2	18	2
architecture and town planning	13	0	14	0	9	0	29	2	50	15
Transilvania	11	3	13	4	11	3	15	5	26	17
Muntenia	10	3	12	3	10	1	17	4	26	17
Moldova	10	1	9	2	9	1	12	2	28	12

Bucharest	11	1	11	3	10	1	27	6	41	19
Population total	11	2	12	3	10	2	19	5	31	17

Reading examples: 12% of the students in Romanian state universities estimate that the level of corruption among the students is high (a large part /almost all are corrupt). Just 2% of the teachers in state universities believe the same thing with regard to the students.

The level of the perceived corruption also varies quite a lot depending on the profile of the universities (Table 26). Thus, the students from the universities of medicine, pharmacy and polytechnics estimate that a higher percentage of secretaries, dormitory managers and teachers are corrupt (compared to the average). The students of architecture have the same opinion, but only in connection with the secretaries and the managers. On the other side, the teachers of arts estimate that students, teachers and secretaries are relatively more corrupt.

The actors in the private system perceive lower levels of corruption compared to those in the state system. The differences are much greater if secretaries and dormitory managers are the subject of the assessment (in state universities, the assessments are much more negative).

With regard to the perceived corruption, the differences between the regions are generally little. Only the students in Bucharest estimate that a significantly higher percentage of secretaries (27% compared to 19%, the average in population total) and of dormitory managers are corrupt (41% compared to 31%, the average in population total).

In some cases, corruption can become a way of life, a way of conveniently dealing with different problems or of obtaining certain rights/advantages. Thus, most often, students may want to obtain higher marks or pass certain exams. For this, they may offer money, gifts or may provide certain services to the teachers. How many students or teachers notice (and declare) the existence of such situations at their own faculty? Approximately half of the interviewed students, respectively one third of the teachers, indicated the existence of such situations (Table 27). Of course, the assessments may be aimed at the same persons, consequently it is not accurate to say that half of the students give gifts, money etc. On the other hand, the higher the percentage of those who estimate that such situations do exist, the more likely it is that these situations are in greater number (more students who are used to offering bribe) or have greater visibility (are more known).

Table 27 Corruption perceived as “normality” at student level, according to different types of universities (% YES)

At the faculty, there are students who usually ...	give money/gifts or provide services in order to obtain higher marks/to pass an exam		offer presents to the teachers at the exams (buffet, gift)	
	Stud.	Prof.	Stud.	Prof.
state	60	36	48	33
private	38	21	30	22
established < 1940	60	36	43	30

established 1940-1989	66	37	58	31
established > 1989	43	30	38	34
general	53	36	45	33
medicine and pharmacy	79	42	73	43
agriculture and animal science	38	50	33	37
polytechnics	76	30	61	26
arts	52	27	34	27
police	36	20	25	25
architecture and town planning	57	26	18	11
Transilvania	48	37	40	33
Muntenia	64	32	63	35
Moldova	64	42	48	33
Bucharest	53	28	36	27
Population total	55	34	44	32

Reading examples: 60% of the students in Romanian state universities estimate that, at their faculty, there are students who usually give money /gifts or provide services to the teachers in order to obtain higher marks or to pass an exam. 36% of the teachers in state education have the same opinion.

Again, the actors in the private system estimate in a lower percentage (compared to the actors in state universities) the existence of situations of the kind mentioned above (Table 27). Also, the students of the universities of medicine, pharmacy and polytechnics estimate that the phenomenon occurs on a larger scale in these universities (those from the police academy estimate a smaller scale). At perception level, the percentage of students who usually corrupt seems to be somewhat higher in Muntenia and Moldova.

The teachers' habit of getting involved in acts of corruption is noticed both by teachers, and by students, but to a larger extent by the latter (Table 28). The acts of corruption in which they get involved are in descending order: money/gifts/services received in order to give higher/passing marks, obligating students to purchase certain publications, requesting presents and plagiarism.

Table 28 Corruption perceived as “normality” at teacher level, according to different types of universities (% YES)

At the faculty, there are teachers who usually...	receive money /gifts/services from weaker students in order to pass them at the examinations/to give them higher marks		ask the students to purchase a certain publication if they want to pass the examination		request/expect presents (buffet, gifts) from the students who take the examination		plagiarize works of other authors	
	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.
state	50	28	48	29	35	17	25	27
private	36	13	31	14	21	4	21	9

established < 1940	51	27	47	28	31	16	24	29
established 1940-1989	55	30	45	26	44	15	20	22
established > 1989	38	22	41	27	27	13	26	17
general	45	27	44	30	33	14	23	23
medicine and pharmacy	75	30	54	27	58	21	18	27
agriculture and animal science	38	47	71	47	14	26	24	29
polytechnics	65	15	52	18	37	9	31	16
arts	42	27	25	15	22	23	27	31
police	27	13	59	33	18	11	34	33
architecture and town planning	38	13	36	9	11	11	21	19
Transilvania	43	30	43	30	30	16	25	25
Muntenia	53	29	46	27	42	17	19	14
Moldova	55	27	41	23	32	13	21	21
Bucharest	44	19	46	26	28	15	26	30
Population total	47	26	44	27	32	15	24	24

Reading examples: 50% of the students in Romanian state universities estimate that, at their faculty, there are teachers who are used to receiving money/gifts from students in order to pass them at the examinations or to give them higher marks. 28% of the teachers in state education have the same opinion.

Again, as far as students and teachers in private education are concerned, the perceived level of corruption is significantly lower. The students of the universities of medicine and pharmacy constantly perceive higher levels of teacher corruption, irrespective of the type of corruption act (except for plagiarism). Obligating students to purchase certain publications is more often mentioned by the actors in the universities of agriculture, animal science and police. Plagiarism more often characterises, at perception level, the universities of agriculture and animal science, of polytechnics, of arts and police academies.

Corruption pressures

The involvement in acts of corruption is most often the result of the pressure/requests of the social actors. The relationship between the corrupted and the briber is often ambiguous, the positions of these two actors being interchangeable, according to the adopted perspective. 13% of the students declare that they were asked for gifts/money/services in order to help them deal with a problem at the faculty (Table 29). Only 6% of them complained about this situation. The corruption pressures on teachers are almost as high as those on students – 15% declare that they were offered gifts/money/services in order to solve a problem for a student at the faculty. However, in their case, the percentage of those who complained about the situation is somewhat higher – 16%.

Table 29 Corruption pressures and their denunciation, according to different types of universities (%)

Corruption pressures and their denunciation Type of university	Have you ever been asked for gifts/money/services in order to be helped to solve an important problem at the faculty? Have you denounced it or not? (students)		Have you ever been offered gifts/money/services in order to solve an important problem for a student at the faculty? Have you denounced it or not? (teachers)	
	He/she has been asked	...of which denounced it	He/she has been offered	...of which denounced it
State	15	4	16	14
Private	9	17	11	36
established < 1940	14	6	15	16
established 1940-1989	16	3	20	16
established > 1989	11	8	13	18
general	13	4	17	16
medicine and pharmacy	26	4	15	7
agriculture and animal science	10	0	21	50
polytechnics	11	0	8	0
arts	14	11	14	21
police	5	0	7	25
architecture and town planning	7	50	6	0
Transilvania	13	4	16	17
Muntenia	14	10	18	32
Moldova	14	0	19	13
Bucharest	13	9	11	6
Population total	13	6	15	16

Reading example: 15% of the students in Romanian state universities declare that they have been asked for gifts/money/services in order to be helped to solve an important problem at the faculty. Only 4% of them have denounced the case. 16% of the teachers in Romanian state universities declare that they have been offered gifts/money/services in order to solve an important problem for a student, at the faculty. 14% of them declare that they have denounced the case.

Again, the students of the universities of medicine and pharmacy declare, to a larger extent, that they were asked for bribe. On the other side, the teachers from the universities of agriculture and animal science are those who notice higher pressures from students, which they actually denounce in 50% of the cases. The differences between private universities and state universities are by little in favour of the former. A somewhat lower percentage of students and teachers in private education report corruption pressures, respectively a higher percentage of those who were faced with such situations denounce them.

Involvement in acts of corruption

38% of the Romanian university teachers estimate that, among the colleagues from their faculty, there are some to whom students offered money/gifts/services in order to help them obtain something to which they were not entitled (Table 30). In almost one third of the total number of

cases, the colleagues accepted the offer. Also, 15% of the teachers estimate that, among their colleagues, there are some who request bribe from students, and in a quarter of the cases they even receive it. The declared involvement in acts of corruption is lower in private education. The teachers from the universities of agriculture and animal science, of medicine and pharmacy remark such situations relatively more often. The same goes for the teachers from the universities located in Moldova.

Table 30 Teachers' perception of the existence of corruption cases, according to different types of universities (%)

Teachers' views on corruption situations Type of university	Are there colleagues to whom a student offered money/gifts/services in order to help him obtain something to which he/she was not entitled?		Are there colleagues who ask students for money/gifts/services in order to help them obtain something to which he/she is not entitled?	
	Yes	...of which accepted	Yes	...of which often received
state	40	36	16	27
private	27	11	9	0
established < 1940	41	39	17	27
established 1940-1989	42	41	19	31
established > 1989	31	17	10	10
general	41	32	15	22
medicine and pharmacy	41	43	19	42
agriculture and animal science	55	43	26	30
polytechnics	30	50	14	20
arts	26	36	16	19
police	24	23	7	50
architecture and town planning	36	12	9	0
Transilvania	39	35	17	23
Muntenia	36	38	14	30
Moldova	45	37	21	14
Bucharest	34	28	11	35
Population total	38	34	15	25

Reading examples: 40% of the teachers in Romanian state universities declare that some colleagues were offered gifts/money/services by students in order to help them obtain something to which they were not entitled. In about 36% of this kind of situations, the offer was accepted. 16% of the teachers in Romanian state universities declare that, among their colleagues, there are some who request gifts/money/services from students in order to help them obtain something to which they are not entitled. In 27% of this kind of situations, the request is often accepted.

22% of the Romanian students declare that someone from the faculty asked them, at least on one occasion, for gifts, money or services (Table 31). 13% of the students declare that they accepted these requests at least once. The corruption situations that affect a higher percentage of students are: obtaining a better mark or a passing mark, and obtaining a place in the dormitory or repairing/renovating the dorm room (7-8% of the students received requests in this respect). In

connection with the same situations, a higher percentage of students (3-4%) also declare that they gave the requested bribe.

The percentage of students whom teachers asked for gifts/money/services is relatively the same in state universities and private universities, but it differs according to the type and profile of the university. Thus, the percentage of requests is significantly higher in the case of the universities of medicine and pharmacy, of agriculture and animal science, and much lower in police academies. The percentage of students who actually accepted these requests is higher in the case of the universities of medicine and pharmacy and of polytechnics, and much lower in police academies. Compared to these indicators, the university of polytechnics is a special case: when an employee of this type of university makes an illegal request to a student, the latter answers positively in most cases (Table 31) (24% of the students from polytechnics declare that they were asked for something, and 20% declare that they gave it, that is more than 80% of those who were asked).

The relatively more serious cases of corruption (passing the Bachelor examination, obtaining a Bachelor paper or a Bachelor's degree) are unequally spread. They are somewhat more frequently mentioned by the actors in private education, by those from the universities of medicine and pharmacy or those in Moldova.

Table 31 Corruption pressures and involvement in acts of corruption at student level, according to different types of universities (%)

Has someone from your faculty asked you for money/gifts/ or to provide services in order to help you ...? Have you given it?	enrol at the faculty/master's /doctorate		obtain a better mark at an examination		pass an exam		receive scholarship		receive a scholarship abroad		obtain a place in the dormitory		have certain facilities in the dorm room	
	He/she was asked	He/she gave	He/she was asked	He/she gave	He/she was asked	He/she gave	He/she was asked	He/she gave	He/she was asked	He/she gave	He/she was asked	He/she gave	He/she was asked	He/she gave
Type of university														
state	5	1	7	4	8	4	2	1	1	1	8	4	6	3
private	5	2	8	4	6	4	3	0	4	1	7	4	4	1
established < 1940	5	2	6	4	6	3	2	1	2	1	11	6	7	5
established 1940-1989	5	1	10	5	12	5	2	1	1	0	5	1	5	2
established > 1989	5	2	8	3	6	4	2	0	2	0	6	4	4	1
general	5	2	8	4	8	4	2	1	2	1	7	4	5	2
medicine and pharmacy	3	0	10	4	14	7	0	0	2	0	13	9	10	8
agriculture and animal science	0	0	0	0	5	0	0	0	0	0	14	0	10	5
polytechnics	4	0	13	11	7	7	0	0	2	0	6	4	13	11
arts	8	2	6	3	5	2	2	0	1	0	12	5	4	2
police	0	0	4	2	2	0	0	0	0	0	0	0	2	2

architecture and town planning	5	2	2	2	2	2	5	2	5	2	9	7	4	2
Transilvania	6	2	8	4	7	4	2	0	1	0	9	5	5	2
Muntenia	4	1	11	5	11	6	2	0	1	0	2	1	3	0
Moldova	3	0	9	5	9	4	1	1	2	1	9	4	11	8
Bucharest	4	2	5	2	5	3	2	1	3	1	10	5	5	2
Population total	5	2	8	4	7	4	2	1	2	1	8	4	5	3

Has someone from your faculty asked you for money/gifts/ or to provide services in order to help you ...? Have you given it?	repair, renovate the dorm room		receive a certificate of studies faster		avoid payment of school taxes		pass the Bachelor examination		obtain a Bachelor paper		obtain a Bachelor's degree		Situation total	
	was asked	He/she gave	was asked	He/she gave	was asked	He/she gave	was asked	He/she gave	was asked	He/she gave	was asked	He/she gave	was asked	He/she gave
Type of university														
state	6	3	3	2	2	1	2	1	2	1	2	1	23	13
private	6	3	6	2	3	0	3	1	4	2	2	0	20	12
established < 1940	7	5	3	2	1	1	2	1	3	2	2	1	25	16
established 1940-1989	4	2	2	0	2	1	2	0	1	0	1	0	22	11
established > 1989	6	2	4	2	3	1	3	1	3	1	1	0	20	11
general	6	3	4	2	3	1	3	1	3	1	2	0	23	13
medicine and pharmacy	10	8	4	2	1	1	3	2	5	3	4	3	31	23
agriculture and animal science	14	14	0	0	0	0	0	0	0	0	0	0	29	14
polytechnics	7	6	4	0	2	2	2	2	2	0	0	0	24	20
arts	2	2	2	2	1	1	1	1	2	2	1	1	20	9
police	2	0	0	0	0	0	0	0	0	0	0	0	5	2
architecture and town planning	5	2	4	2	0	0	0	0	0	0	0	0	23	13
Transilvania	6	3	4	3	2	1	2	1	2	2	1	1	24	14
Muntenia	3	2	3	0	1	0	2	0	1	0	0	0	21	10
Moldova	6	4	5	1	3	2	5	2	4	2	2	0	24	15
Bucharest	7	4	3	2	2	0	2	1	3	1	2	1	20	12
Population total	6	3	4	2	2	1	2	1	3	1	2	1	22	13

Reading examples: 6% of the students in Romanian state universities declare that someone from their own faculty asked them for gifts/money/services in order to repair/renovate their dorm room. 3% of the students in Romanian state universities declare that they offered to someone from their own faculty gifts/money/services in order to have them repair/renovate the dorm room (as a result of the bribe request).

Approximately the same percentage of teachers (23%) declare that they were offered money/gifts/services by students (Table 32). In about 60% of these cases, the bribe was offered directly by students (with no intermediaries). **7% of the teachers who declare that they were offered bribe also admit the fact that they accepted it (about 2% of the teachers total).** The pressure on the teachers is relatively greater in state universities, in the universities of agriculture

and animal science, in those in Moldova, and lower in the police academies, in the universities of architecture and town planning. Bribe is directly offered by most students in private education, and by 75% of the students in polytechnics. The teachers who declare, to a larger extent, that they accepted gifts/money/services from students are those from the universities of agriculture and animal science or from Muntenia. A lower percentage of teachers from the universities of medicine and pharmacy, arts, architecture and town planning declare that they accepted gifts/money/services. With regard to the involvement in corruptions cases, the greatest difference between students' statements and teachers' statements appears in the case of the universities of medicine and pharmacy. Here, approximately one in three students declares that he/she was asked something, one in four admits that he/she gave it, one in five teachers declares that he/she was offered gifts/money/services, but only one in a hundred admits that he/she received it.

Table 32 Corruption pressures and involvement in acts of corruption at teacher level, according to different types of universities (%)

The teacher declares that he/she was offered money, gifts or services by students Type of university	Yes (%)	...of which, directly by students (%)	...of which, cases in which he/she accepted (%)
state	24	58	7
private	15	90	3
established < 1940	22	55	6
established 1940-1989	31	57	12
established > 1989	18	75	4
general	25	60	8
medicine and pharmacy	22	67	3
agriculture and animal science	32	50	11
polytechnics	20	75	7
arts	18	53	4
police	11	80	7
architecture and town planning	9	50	0
Transilvania	24	60	7
Muntenia	26	60	12
Moldova	30	58	7
Bucharest	16	63	4
Population total	23	60	7

Reading examples: 24% of the teachers in Romanian state universities declare that they were offered gifts/money/services by students. In 58% of these cases, bribe was offered directly by students, and in 7% of the cases it was accepted.

A special type of corruption cases occurs within the faculties, in the relationship between teachers in different management positions (Table 33). Even if the cases of corruption at this level can be more difficult to measure, the assessments being more affected by subjectivity, the data shows the existence of certain wide-spread practices. Thus, about 60% of the teachers estimate that, at the faculties where they work, at the competitive examinations for a vacant position, “one knows” for

whom that position is meant, and most often no one else registers, or that work tasks are unfairly allocated. Somewhat less wide-spread (around 40%) there are the situations in which courses and seminars are unfairly allocated, or those in which there are differences in the amount of the wages, according to criteria that have nothing to do with training, position, work quantity or quality. A somewhat lower, but still high percentage (around 20%), if we consider the mission of the university, represents the situations in which there is discovered that certain individuals obtained teaching degrees without satisfying the conditions required by law, or in which certain individuals obtained a position by paying a certain amount of money, by giving a gift or by using his/her connections.

Table 33 Cases of corruption at the level of the relationships between teachers, according to different types of universities (% YES)

The teacher declares that, within the faculty, the following happened...	at the competitive examinations for vacant positions, "one knows" for whom that position is meant, and most often no one else registers	work tasks are unfairly allocated	courses and seminars are unfairly allocated	someone obtained a teaching degree without satisfying the conditions required by law	there are differences in the amount of the wages, according to criteria that have nothing to do with training, position, work	someone obtained a position by paying a certain amount of money, by giving a gift or by using his/her connections
Type of university						
state	62	64	49	25	41	17
private	39	42	34	14	33	9
established < 1940	63	66	50	26	39	18
established 1940-1989	59	57	46	20	40	12
established > 1989	50	55	43	20	41	15
general	60	63	49	25	41	14
medicine and pharmacy	50	46	36	23	26	21
agriculture and animal science	66	68	58	42	50	24
polytechnics	50	59	47	15	31	9
arts	60	57	45	23	60	35
police	51	60	38	18	36	16
architecture and town planning	72	72	53	13	28	4
Transilvania	60	62	49	26	44	16
Muntenia	53	57	50	23	38	14
Moldova	52	58	43	20	39	14
Bucharest	62	63	46	22	37	19
Population total	59	61	47	23	40	16

Reading examples: 62% of the teachers in Romanian state universities declare that, within the faculty where they work, at the competitive examinations for vacant positions, "one knows" for whom that position is meant, and most often no one else registers (they know at least one such case).

A lower percentage of the teachers in private universities declare that such cases occur at their work place. In the rest of the cases, the percentage of corruption cases slightly varies. With regard to the general situation, somewhat more corruption cases in the relationships between teachers are reported in the case of the universities of architecture and town planning, agriculture and animal science, and less cases at the universities of medicine and pharmacy. The differences according to the teaching degree of the respondent are almost inexistent.

A few conclusions

- ❖ Most teachers and students know at least one case of academic corruption. The main sources of information about cases of corruption are the media and the discussions with other people. One's own experience constitutes a source for just a quarter of the students, respectively one seventh of the teachers.
- ❖ The perceived corruption is very high (three quarters of the students, one third of the teachers) when it comes to Romanian universities in general, but much less when the reference point is their own university/faculty (approximately one third of the students, respectively one seventh of the teachers). Students perceive significantly higher levels of corruption (double or even triple) compared to the teachers.
- ❖ The perceived corruption differs a lot according to the targeted actors. It is considered that dormitory managers are the most corrupt, followed by secretaries, and only then by students and teachers (on the same position). Again, students perceive a significantly higher level of corruption (in a percentage that is twice to four times higher compared to that of the teachers).
- ❖ Approximately half of the students and one third of the teachers consider that, at their faculty, there are students who usually give money/gifts or provide services to teachers.
- ❖ Approximately half of the students and one quarter of the teachers consider that, at their faculty, there are teachers who are used to receiving money/gifts/services from students. One quarter of the actors estimate that, at the faculty, there are teachers who are used to plagiarizing.
- ❖ 13% of the students declare that they were asked at least once for gifts/money/services for solving a problem at the faculty. Just 6% of them declare that they made a complaint in this respect.
- ❖ 15-23% (depending on the question) of the teachers declare that they were offered at least once gifts/money/services for solving a student's problem. Just 16% of them state that they made a complaint in this respect.
- ❖ 38% of the teachers state that, among their colleagues, there is at least one to whom at least one student offered gifts/money/services in order to help him/her obtain something to which he/she was not entitled.
- ❖ 15% of the teachers state that, among their colleagues, there is at least one who asks students for gifts/money/services in order to help them obtain something to which they are not entitled.
- ❖ 22% of the students state that they were asked something by someone from their own faculty in order to receive certain facilities. The main types of situations mentioned by students are: obtaining a better mark, passing an examination, obtaining a place in the dormitory, repairing/renovating the dorm room.
- ❖ 13% of the students admit the fact that they gave something to someone from their own faculty in order to obtain certain facilities. The situations mentioned with a high percentage are: obtaining a better mark, passing an examination, obtaining a place in the dormitory, obtaining certain facilities in the dorm room, repairing/renovating the dorm room.
- ❖ The relationship between the teachers and the university establishment is also marked by acts of corruption. Teachers mainly complain about the practices regarding the occupation of teaching

positions, the unfair distribution of work tasks and courses, the use of incorrect criteria to set the wages. The existence of such situations is declared, to approximately the same extent, by all teachers of all teaching degrees.

C. The education process

Evaluations of the assessment-marking system

In this chapter, we are mainly interested in the following topics: the evaluation of courses and teachers by students (whether there is a course evaluation practice, the evaluation of courses in general, the evaluation of teachers in general, the teaching strategies used), the assessment and marking systems (the accuracy of marking, what exactly is assessed), the competences developed by the faculty, the image of the favourite teacher, the number and percentage of the different types of subjects (compulsory, optional and “imposed optional” subjects), the criteria of selection of an optional course. The data presented have to be seen from the perspective of the limits associated with any research of this type. A few specifications are required in this respect: the topics are mainly discussed from the students’ perspective (but not exclusively); a great part of the evaluations rely on perception, even if some also target real behaviours (more precisely, statements regarding them).

Students’ evaluation of courses and teachers

Approximately one third of the students declare that the students’ course evaluation practice is not at all present in their faculty. Another third estimates that students only evaluate a few courses, one sixth that most courses are evaluated, and one sixth that all courses are evaluated (Table 24). The percentage of the situations in which no course is evaluated varies just a bit. Higher percentages are found in the case of the universities in Bucharest, those of medicine and pharmacy, arts or police. In Moldova, the evaluation practice is significantly more present compared to the national average.

Table 34 Students’ evaluation of courses and teachers, according to different types of universities (% to a large or very large extent)

Type of university	No course is evaluated by students	The information provided in the courses is up to date	Courses sufficiently emphasise the practical component of the themes taught	Too much importance is given to memorising	Teachers’ ability to teach	Teachers’ availability for consultation, clarifications,	Teachers’ attitude towards students
state	36	79	57	67	80	70	70
private	34	81	66	69	80	77	79
established < 1940	37	80	54	65	79	70	68
established 1940-1989	33	72	58	70	80	68	72
established > 1989	35	83	64	69	80	76	76
general	31	80	61	69	81	73	76
medicine and pharmacy	44	89	53	82	89	67	59
agriculture and animal	38	71	71	76	90	86	86

science							
polytechnics	35	63	35	63	67	69	48
arts	45	76	66	64	80	73	75
police	46	89	50	64	77	71	61
architecture and town planning	50	84	57	34	61	57	59
Transilvania	31	81	65	71	82	76	78
Muntenia	37	75	57	75	82	71	71
Moldova	21	81	63	63	82	77	74
Bucharest	47	81	51	61	75	66	65
Population total	35	80	59	67	80	72	72

Reading examples: 36% of the students in Romanian state universities declare that, at their own faculty, no course is evaluated by students. 79% of the same students declare that the information provided in the courses is up to date to a large or very large extent.

Another element of interest is the evaluation on a few criteria (whether the information is up to date, the focus on practical aspects, the importance given to memorising) of courses in general (Table 24). Most students (80%) consider that the information taught at courses is up to date to a large or very large extent. Fewer of them (59%) believe that the practical aspect is sufficiently present in the courses. A weak point is the place given to memorising – 67% of the students consider that too much importance is given to memorising. With regard to this aspect, the universities of medicine and pharmacy and those of architecture and town planning are at opposite ends (82% of the students of the former compared to 34% of the students of the latter consider that too much emphasis is put on memorising), situation relatively explicable in terms of the specifics of the subject matters taught in the two types of universities. The practical component is less present in the courses from the university of polytechnics, but again the situation is explained by the existence of some specific aspects – the different structuring of teaching in polytechnic universities – here the practical aspect lies with the laboratories.

As far as teachers are concerned, we evaluated the perception of their ability to teach, their availability for consultations, clarifications, questions and their attitude towards students (Table 24). With regard to these indicators, most students give positive evaluations: teachers have teaching abilities (80%), are available for consultations (72%) and have a correct attitude towards students (72%). In connection with their teaching abilities, lower scores appear in the case of polytechnic universities, and those of architecture and town planning. Teachers' availability for consultations is somewhat lower in the case of the universities of architecture and town planning, and teachers' attitude towards students is more often complained of in the universities of medicine and pharmacy, polytechnics, architecture and town planning. The relatively greater number of students in Bucharest per year of study seems to slightly affect the quality of the relationship between teachers and students (a lower availability for consultation and a less correct attitude compared to the national average).

Competences developed by the university

An important dimension of the quality of higher education is represented by the competences proposed for development by these establishments. In general, a little more than half of the students estimate that the university develops competences such as: the habit of lifelong learning, the capacity of convincingly arguing a point of view, the capacity for team work, the capacity of drafting a written, concise and to the point line of argument, the capacity of leading a working team (here, the percentage is a little under 50%), the capacity of finding solutions to new problems, critical thinking, creativity, the capacity of getting organised at the work place (Table 35).

Students' perceptions of the competences developed by the university only differ according to the profile of the university, thus:

- ❖ the habit of lifelong learning is mentioned more often by the students from the universities of medicine and pharmacy,
- ❖ the capacity of convincingly arguing a point of view is more seldom mentioned by the students from the polytechnic universities,
- ❖ the capacity for team work is more often mentioned by the students from the universities of agriculture and animal science, of architecture and town planning,
- ❖ the capacity of drafting a written, concise and to the point line of argument is more often mentioned by the students of police academies, and more seldom by those from the universities of medicine and pharmacy, agriculture and animal science, polytechnics,
- ❖ the capacity of leading a working team is more seldom mentioned by the students from polytechnic universities,
- ❖ the capacity of finding solutions to new problems is more seldom mentioned by the students from the universities of medicine and pharmacy, polytechnics and more frequently by those from the universities of architecture and town planning, arts, agriculture and animal science,
- ❖ critical thinking is more often mentioned by the students from the universities of architecture and town planning, arts and more seldom by those from the universities of agriculture and animal science, polytechnics,
- ❖ creativity is less mentioned by the students from the universities of medicine and pharmacy, police academies, and more by those from the universities of architecture and town planning, arts,
- ❖ the capacity of getting organised at the work place is relatively equally mentioned by the students from all universities.

Table 35 Competences developed by the faculty, in the students' opinion, according to different types of universities and characteristics of the respondents (% to a large or very large extent)

Competences...	Habit of lifelong learning	Capacity of convincingly arguing a point of view	Capacity for team work	Capacity of drafting a written, concise and to the point line of argument	Capacity of leading a working team	Capacity of finding solutions to new problems	Critical thinking	Creativity	Capacity of getting organised at the work place
Type of university									
state	64	69	64	57	46	60	66	63	63
private	63	68	69	66	56	66	63	67	65
established < 1940	65	67	64	54	47	63	68	63	65
established 1940-1989	66	66	63	55	43	57	58	61	61
established > 1989	62	72	67	67	52	62	66	65	64
general	62	70	66	65	48	60	62	63	62
medicine and pharmacy	80	65	53	41	43	48	64	51	69
agriculture and animal science	52	57	76	33	57	71	52	67	71
polytechnics	69	48	59	37	26	48	46	56	56
arts	70	71	68	49	54	74	81	78	72
police	63	70	57	71	55	55	77	41	61
architecture and town planning	55	77	77	55	54	82	84	84	64
Transilvania	60	70	69	59	51	65	67	68	65
Muntenia	69	70	60	67	39	54	60	63	59
Moldova	72	72	71	55	54	65	59	71	72
Bucharest	62	66	60	57	47	59	70	56	61
5-8 average	63	67	66	56	48	60	61	61	58
8-9 average	62	67	66	58	49	59	64	59	65
9+ average	67	71	62	63	46	61	74	67	65
First 10%	66	73	64	60	48	65	70	66	64
First 20%	67	71	71	62	56	67	69	70	71
First 40%	61	68	67	61	48	60	64	62	62
The rest	59	62	60	54	41	52	59	56	57
Population total	64	69	65	59	48	61	65	64	64

Reading examples: 64% of the students in Romanian state universities declare that the habit of lifelong learning represents a competence developed by the university to a large or very large extent.

Assessment and marking

The data presented below (Table 36) does not represent a general situation of the marks obtained at all the courses (very many data would have had to be collected for this). We were rather interested in seeing whether there are differences in marking between the compulsory courses and the optional ones, and in approximating the occurrence of specific types of situations (failure to pass, passing to

the limit, maximum mark) at student level, but not at the level of all the courses (markings).

The average of the maximum marks obtained by the students does not differ according to the type of the subject matter or of the university (state vs. private). The average of the minimum marks obtained by students in state education is somewhat higher than that of those in private education, particularly when it comes to optional subject matters.

All maximum marks, irrespective of the type of the subject matter or of the university, are higher than 5, being almost equally divided between marks of 6-9, respectively 10. The marks of 10 are relatively more frequent when it comes to optional subjects or in the case of the students at state universities.

From the students total, 13% failed at least one compulsory examination, and 5% at least an optional one (there are no differences according to the type of university). 3% of the students did not have marks less than 10 at a compulsory subject matter, respectively 15% when it comes to optional subject matters (in comparison with private universities, in state universities more students tend to obtain the maximum mark at the optional subject matters).

Table 36 Marks obtained by students, according to the type of subject matter and the form of property of the university

Mark	maximum			minimum		
	state	private	total	state	private	total
Compulsory	9.1	8.9	9.1	6.5	6.2	6.4
Optional	9.2	9.1	9.2	7.6	7.0	7.5

* The data are average values.

Reading examples: The average of the maximum marks obtained by the students in Romanian state universities at the compulsory subject matters is 9.1. As far as the students in private education are concerned, the same indicator has the value 8.9.

University	Mark	under 5	5	6-9	10
state	maximum mark - compulsory	0	0	43	56
	maximum mark - optional	0	0	38	62
	minimum mark - compulsory	14	9	74	3
	minimum mark - optional	5	5	72	18
private	maximum mark - compulsory	0	0	49	50
	maximum mark - optional	0	0	43	56
	minimum mark - compulsory	12	9	77	2
	minimum mark - optional	6	7	81	6
total	maximum mark - compulsory	0	0	45	55
	maximum mark - optional	0	0	39	61
	minimum mark - compulsory	13	9	74	3
	minimum mark - optional	5	6	74	15

* The data represents percentages.

Reading examples: 0% of the students in Romanian state universities declare that the maximum mark obtained at a compulsory subject matter was

under five, 0% state that it was five, 43% say that it was between 6 and 9, and 56% state that it was 10 (ten).

Teachers and students alike estimate that the common situation is that in which the marks given/received reflect the real situation – they are almost equal to those deserved (Table 37). As expected, on the average, teachers estimate that marking objectivity is somewhat greater, or that, when marking is not objective, it is in favour of the students (they say this to a larger extent compared to the students). On the other side, in comparison with the teachers' statements, students estimate that the situations in which marking is to their detriment are much more frequent. We notice that there are some differences of estimation, according to the profile of the university, but most often only at student level. Thus, the students from the universities of medicine and pharmacy, polytechnics, police, architecture and town planning say, to a smaller extent, that they receive higher marks than those deserved. Also, the students of police academies believe, to a larger extent, that they receive lower marks than those deserved. Among the teachers, those from the universities of agriculture and animal science consider themselves to be the most objective.

Table 37 Estimation of the objectivity of the received/given marks (In most cases, the received/given marks were ... than those deserved.), according to different types of universities and characteristics of the respondents

Items related to the assessment	Students			Teachers		
	higher	lower	almost equal	higher	lower	almost equal
Type of university						
state	8	16	73	20	0	79
private	13	13	70	19	1	80
established < 1940	10	15	72	20	0	78
established 1940-1989	6	16	75	17	0	82
established > 1989	9	15	71	19	0	80
general	10	13	72	21	0	78
medicine and pharmacy	3	21	73	20	0	77
agriculture and animal science	10	10	81	3	0	97
polytechnics	4	15	80	24	0	76
arts	15	18	65	14	0	85
police	4	27	70	13	0	87
architecture and town planning	5	14	77	17	2	77
Transilvania	11	17	69	19	0	80
Muntenia	4	14	78	21	0	78
Moldova	10	10	75	23	0	77
Bucharest	8	17	71	17	1	80
5-8 average	8	17	71	-	-	-
8-9 average	8	19	69	-	-	-
9+ average	11	11	76	-	-	-
First 10%	10	8	80	-	-	-

First 20%	9	19	70	-	-	-
First 40%	6	20	70	-	-	-
The rest	11	19	66	-	-	-
Max. lecturer	-	-	-	20	0	79
Senior lecturer/professor	-	-	-	19	1	80
Population total	9	15	72	20	0	78

Reading examples: 8% of the students in Romanian state universities estimate that, in most cases, the marks obtained were higher than those deserved. 20% of the teachers in state universities estimate that they gave higher marks than those deserved.

The main (declared) reasons for which teachers sometimes give higher marks mainly depend on their perception of the students' capacity and willingness (at perception level) to learn more (57% of the teachers mention this reason), the irrelevance of the marks for the students' life (42%), and the loss of students by the faculty (32%).

In the students' opinion, the main criterion that should be used for assessment and marking should be "the capacity of applying the knowledge in different, theoretical and practical, contexts" (Table 38). The others prefer, in similar percentages (22-25%), "the capacity of solving practical problems, of listening and communicating, of self-organisation, and of self-improvement" or "the quantity of information memorised by the students". If the latter criterion does not vary much between the different categories of students, the first two have different percentages according to these categories. Thus, the preference for the criterion "quantity of information memorised" is larger in the case of the students in private education, those from the universities of medicine and pharmacy or those who are weaker at study, and it is smaller for those from the universities of agriculture and animal science, police, architecture and town planning or from the universities in Bucharest. The criterion "capacity of applying the knowledge" is more often preferred by the students at state universities, those from the universities of agriculture and animal science, police, architecture and town planning, and less by those with lower school results.

As far as teachers are concerned (although the data is only partially comparable), they apply the three criteria in slightly different percentages from those desired by the students (Table 38). Thus, compared to the students, the teachers estimate that they assess and mark slightly higher, according to the quantity of information memorised (22% compared to 10%). The percentages of the criteria do not vary much according to the type of university where the teachers are employed or according to their characteristics (just in the case of the universities of agriculture and animal science, there is greater emphasis on the capacity of applying the knowledge into practice).

Each of the three assessment systems proposed were preferred, approximately to the same extent, by students (Table 38). Among the different categories of students, there are differences related to the preferred assessment system. Thus, the assessment based on a single examination at the end of the semester is preferred, to a larger extent, by the students from the universities established after 1989, from police academies or by the weaker students, and it is less preferred by the students in

Moldova, those from the universities of animal science and agriculture or by those with better school results. An assessment system based on several examinations spread during the semester is preferred, to a larger extent, by the students from the universities of polytechnics, animal science and agriculture. The assessment, based on a final examination, of the seminar activity and of the individual work is preferred by the students from the universities of architecture and town planning, those in Moldova or by the students with better school results, and it is less preferred by the students of police academies or those with poorer results.

Table 38 Criteria of assessment-marking and the assessment system preferred by the students, respectively used by the teachers, according to different types of universities and characteristics of the respondents

Items related to the assessment	Teachers should assess and give marks first of all according to ... Teachers declare that they give marks first of all according to ...						Preferred assessment system		
	Quantity of information memorised by the students		Capacity of applying the knowledge in different, theoretical and practical, contexts		capacity of solving practical problems, of listening and communicating, of self-organisation, and of self-improvement		Assessment based on a single examination at the end of the semester	Assessment based on several examinations spread at equal intervals of time throughout the semester	Assessment based on an examination of the seminar/laboratory activity and of the individual work
Type of university	S	T	S	T	S	T	S	T	S
Respondents	S	T	S	T	S	T	S	T	S
state	20	10	53	59	25	27	36	30	32
private	29	11	43	60	24	27	42	25	29
established < 1940	17	9	54	61	27	25	33	32	33
established 1940-1989	21	10	50	59	26	30	29	32	35
established > 1989	28	12	47	57	23	28	45	24	28
general	24	11	48	59	24	27	38	27	32
medicine and pharmacy	31	14	44	56	24	23	38	34	27
agriculture and animal science	5	5	67	68	19	26	14	48	38
polytechnics	13	11	59	58	26	28	26	48	26
arts	24	8	52	59	24	28	42	28	26
police	9	9	63	62	29	27	48	29	23
architecture and town planning	7	4	61	62	30	28	14	30	54
Transilvania	29	10	45	60	26	28	43	29	28
Muntenia	25	14	51	60	20	23	42	27	27
Moldova	23	11	52	58	23	28	28	28	42
Bucharest	13	8	56	59	27	27	32	31	33
5-8 average	26	-	47		26		38	32	29

8-9 average	25	-	52		22		43	26	30
9+ average	18	-	54		28		31	30	38
First 10%	19	-	53		27		29	29	41
First 20%	21	-	54		24		41	30	27
First 40%	21	-	52		24		40	27	31
The rest	32	-	41		25		45	32	22
Not involved in international programmes	-	8	-	58	-	30	-	-	-
Involved in a programme	-	14	-	62	-	22	-	-	-
Involved in 2+ programmes	-	9	-	57	-	32	-	-	-
Years of service in the system before 1989	-	10	-	64	-	25	-	-	-
1989-1999	-	11	-	62	-	26	-	-	-
2000-2007	-	11	-	56	-	25	-	-	-
Population total	22	10	51	59	25	27	37	29	32

Reading examples: 20% of the students in Romanian state universities estimate that the assessment and marking should be performed according to the quantity of information memorised by the students. 10% of the teachers in state universities estimate that they assess and mark according to this criterion.

Most students (84%) declare that the teachers inform them at the beginning of the semester about the test forms and the marking criteria (Table 39). In quite many situations, however, it is most likely that this information is presented verbally, given the fact that just 40% of the students declare that they receive the analytical curricula of the subject matters studied. Some more students (47%) declare that the teachers provide satisfactory feedback when students want to find out what exactly their mistakes were at a test/an examination. According to the students, the feedback provided by the teachers is relatively more seldom in the case of the police academies and polytechnic universities, respectively more frequent in the case of private universities, of the universities of arts or those in Moldova. A greater part of the students at private universities, police academies or in universities in Moldova declare that they often or very often receive analytical curricula for the subject matters studied, respectively less students from the universities of polytechnics, architecture and town planning. The presentation of the test forms and the marking criteria at the beginning of the semester is a rule mostly complied with in the universities of agriculture and animal science, and somewhat less complied with in the universities of arts.

Table 39 Practices for assessment and marking, according to different types of universities and characteristics of the respondents (Students consider that often or very often ...)

Type of university	... teachers provide satisfactory feedback when you want to find out what exactly your mistakes were at a test/an examination	... receive analytical curricula for the subject matters studied	... teachers inform them at the beginning of the semester about the test forms and the marking criteria
state	43	36	83

private	60	56	86
established < 1940	44	34	86
established 1940-1989	45	36	82
established > 1989	50	49	84
general	49	43	84
medicine and pharmacy	38	32	86
agriculture and animal science	43	38	100
polytechnics	31	26	89
arts	58	40	75
police	25	57	89
architecture and town planning	38	21	88
Transilvania	50	43	80
Muntenia	42	37	83
Moldova	58	54	88
Bucharest	41	34	87
5-8 average	45	39	86
8-9 average	44	44	85
9+ average	52	43	83
First 10%	53	40	86
First 20%	46	41	85
First 40%	47	41	85
The rest	40	41	82
Population total	47	40	84

Reading examples: 43% of the students in Romanian state universities estimate that teachers provide satisfactory feedback when students want to find out what exactly were their mistakes at a test/an examination.

Teaching strategies used

The teaching strategy the most often used (32%) by the teachers is that based on general talks with students on the themes in the curriculum. Almost one third of the teachers ask the students to read previously, and then they hold talks of question-answer type (12%) or solve together with the students various exercises and practical problems (19%). The course held under the form of a dictation has the least supporters (8% of the teachers say that they use this strategy) (Table 40).

The above-mentioned teaching strategies are used in different percentage from one type of university to the other. Thus, dictation is more frequent in polytechnic universities, in Muntenia or in the case of the senior lecturers/professors; general talks on the themes in the curriculum are less met when it comes to polytechnic universities, the universities of arts and police academies; the question-answer talks based on previous reading are more often met in the universities of medicine and pharmacy, and more seldom met in the universities of agriculture and animal science; solving exercises and practical problems occurs more frequently in the universities of architecture and town planning, arts, in the case of the lecturers and assistants, and less in the universities of agriculture

and animal science.

The teachers who have practised for a shorter time in higher education establishments or those who are not involved in international research programmes (also because they are younger) prefer, to a relatively larger extent, the strategy that implies previous reading and the organisation of exercises and practical problems.

Table 40 Teaching strategies used at courses by the teachers, according to different types of universities and characteristics of the respondents (first mention)

Type of university	Dictation	You hold general talks with students on the themes in the curriculum	You ask students to read previously and organise question-answer type talks	You ask students to read previously and organise the course under the form of exercises and practical problems	Another strategy
state	7	32	12	18	27
private	11	31	8	24	25
established < 1940	6	33	10	18	28
established 1940-1989	6	28	14	22	27
established > 1989	11	31	13	18	24
general	9	37	12	15	25
medicine and pharmacy	7	31	16	12	29
agriculture and animal science	3	32	3	5	53
polytechnics	15	20	9	19	31
arts	2	20	12	39	22
police	9	16	11	25	35
architecture and town planning	0	30	11	36	17
Transilvania	7	32	12	17	27
Muntenia	14	31	15	14	25
Moldova	8	37	8	19	25
Bucharest	6	29	11	23	28
Max. lecturer	6	32	11	23	24
Senior lecturer/professor	11	30	12	13	31
Not involved in international programmes	7	32	15	20	24
Involved in a programme	7	35	8	17	31
Involved in 2+ programmes	8	31	13	14	32
Years of service in the system before 1989	11	28	10	17	31
1989-1999	7	36	11	15	28
2000-2007	5	31	12	25	24

Population total	8	32	12	19	27
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Reading examples: 7% of the students in Romanian state universities estimate that teachers use dictation as teaching strategy.

Favourite teacher

What are the characteristics of the teacher who students prefer (this if there is a well shaped image, one or more)? The feature that has the most support from students refers to the fact that the teacher should take things seriously, get involved and also make the students take them seriously and get involved (Table 41). Much more students prefer a teacher who gets involved and makes them get involved compared to one who takes things less seriously and gets involved less. Students also offer much more support (although not as categorical as the previous case) to the teachers who:

- ❖ use appealing teaching methods and means, have a sense of humour, students do not get bored at their courses compared to those who use teaching methods and means that makes the students work as much as possible by themselves;
- ❖ also discuss in class with the students other useful things in life, not only their subject matter, try to be a role model to them compared to those who do not stray from the specialised themes;
- ❖ are understanding, do not have too many requirements and do not criticise students too much compared to those who make students work as much as possible throughout the semester;
- ❖ teach the students how to access, select, read, interpret and organise themselves recent information in that field compared to those who just provide recent information in the field they teach.

With regard to another aspect – the teaching, testing and marking standards – the situation is much more divided. Thus, the percentages of the students who prefer a teacher with high assessment and marking standards compared to a more lenient one being almost equal.

Table 41 Favourite teacher of the students, according to different types of universities and characteristics of the respondents

Item	Teacher 1	Teacher 2	Total	State	Private	-8 average	8-9 average	9+ average
A	provides us with recent information in the field he/she teaches	teaches us how to access, select, read, interpret and organise ourselves recent information in that field	26	30	13	24	13	41
B	has high standards as to the quality of teaching (what he/she teaches and how he/she teaches) and is lenient towards students (does not require much at the examination).	has high standards as to teaching, but also as to students' testing and marking.	7	11	-5	-3	10	31

C	provides many examples and shows how the information is put into practice.	formulates as many exercises and applied problems as possible, which students solve by themselves (individually or in a team), and he/she shows them what they did well, what they did wrong and where they have to work more.	12	16	-4	4	14	29
D	uses teaching methods and means that make students work as much as possible by themselves.	uses appealing teaching methods and means, has a sense of humour, students do not get bored in class.	41	41	42	38	43	37
E	is understanding, does not require too much and does not criticise students too much throughout the semester.	makes students work as much as possible throughout the semester.	33	35	28	26	33	45
F	does not stray from the specialised themes.	discusses in class with the students other useful things in life, too, not only his/her subject matter, tries to be a role model to them.	34	36	29	41	30	29
G	takes things less seriously and gets involved less.	takes things seriously, gets involved and makes students take them seriously and get involved.	74	79	57	72	73	83

* The data represents the difference between the percentage of those who preferred Teacher 2 and the percentage of those who preferred Teacher 1.

Reading examples: As to item A, 26% more students would prefer Teacher 2 to Teacher 1. The difference is in favour of Teacher 2, irrespective of the reference category (the values are positive in all cells). In comparison with the students at private universities, those in state universities prefer Teacher 2, to a significantly higher extent. The preference for Teacher 2 tends to increase as school performance increases (the average for the last semester) (the difference is ever-greater).

Table 41 (continuation)

Item	Total	general	medicine and pharmacy	agriculture and animal science	polytechnics	arts	police	architecture and town planning	Transilvania	Muntenia	Moldova	Bucharest
A	26	22	-5	43	52	59	34	14	40	4	22	25
B	7	2	-4	-5	26	37	14	9	19	-5	-5	5
C	12	7	-11	24	22	41	18	23	24	9	-2	5
D	41	40	59	52	54	11	64	68	21	52	52	53
E	33	30	40	52	33	30	50	59	35	14	29	44
F	34	32	46	71	37	37	29	23	37	57	18	25
G	74	71	79	90	78	75	82	77	68	84	75	74

The support for the two types of teachers varies according to the type of university and the characteristics of the students. Thus:

- ❖ as to almost all characteristics (except for D), type 2 is relatively more preferred in state universities, and type 1 in private ones;

- ❖ the preference for type 2 increases as school performance increases (the preference for type 1 decreases accordingly);
- ❖ students in general universities are very close to the average of all students;
- ❖ students from the universities of medicine and pharmacy prefer, to a relatively larger extent, type 2 with regard to the D and F characteristics, and type 1 with regard to the A and C characteristics;
- ❖ students from the universities of animal science and agriculture prefer, to a relatively larger extent, type 2 with regard to almost all characteristics (except for B);
- ❖ students from polytechnic universities prefer, to a relatively larger extent, type 2 also, but not with regard to the E-G characteristics;
- ❖ students from the universities of arts prefer, to a relatively larger extent, type 2 but only with regard to the A-C characteristics, respectively type 1 with regard to the D characteristic;
- ❖ students of police academies are also at the average, still preferring, to a larger extent, type 2 with regard to the D and E characteristics;
- ❖ students from the universities of architecture and town planning prefer, to a relatively larger extent, type 2 but only with regard to the C-E characteristics;
- ❖ students in Transylvania prefer, to a relatively larger extent, type 2 but only with regard to the A-C characteristics, and type 1 with regard to the D characteristic;
- ❖ students in Muntenia prefer, to a relatively larger extent, type 2 with regard to the D, F and G characteristics, and type 1 with regard to the A, B and E characteristics;
- ❖ students in Moldova prefer, to a relatively larger extent, type 2 with regard to the D characteristic, and type 1 with regard to the B, C and F characteristics;
- ❖ students in Bucharest prefer, to a relatively larger extent, type 2 but only with regard to the D characteristic.

Compulsory, optional and “imposed optional” subject matters

The average number of compulsory courses that a Romanian student has to attend is 6.3 (Table 42). From an average number of 2.4 optional courses available in one semester, a student has to choose 1.9 optional courses. In conclusion, the actual choice opportunities of the students are extremely limited. The common situation is that in which the student has to choose two optional courses from just as many courses available. Still on the average, a student has, in one semester, 8.2 different subject matters (the common situation being that with six compulsory subject matters and two optional ones).

Table 42 Criteria used by students in choosing optional courses and the average number of subject matters studied in one semester, according to different types of universities and characteristics of the respondents

Items related to optional subject matters	When you choose an optional course, what do you take into account first? (%)	Average number of ...courses (average values)
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Type of university	you can more easily obtain the credits you need (you can pass more easily)	you can more easily obtain a higher mark and you have greater chances of obtaining scholarship, a place in the dormitory etc.)	the teacher has charisma and appeals to you	students are made to work more by themselves and thus have the opportunity to learn to do more things	compulsory in the study contract for the past semester	optional in the study contract for the past semester	optional from which he/she could choose what courses to attend
state	30	20	20	22	6.5	1.8	2.4
private	39	15	16	19	5.9	2.2	2.7
established < 1940	29	20	20	25	6.3	1.5	2.4
established 1940-1989	37	18	17	22	6.6	1.9	2.2
established > 1989	33	18	19	17	6.2	2.3	2.7
general	34	17	19	21	6.1	2.1	2.6
medicine and pharmacy	33	35	14	11	5.7	1.5	1.9
agriculture and animal science	29	38	10	24	5.7	1.0	1.7
polytechnics	24	19	19	33	6.8	1.6	1.8
arts	35	15	18	25	8.4	1.6	2.6
police	13	20	14	14	6.3	2.3	1.7
architecture and town planning	23	13	25	34	7.4	0.9	2.1
Transilvania	34	17	21	24	6.6	2.1	2.8
Muntenia	41	17	19	14	6.4	2.1	2.4
Moldova	38	21	14	22	6.0	1.9	2.2
Bucharest	22	21	18	22	6.2	1.5	2.1
5-8 average	46	14	14	21	6.2	1.9	2.5
8-9 average	32	17	20	20	6.3	1.9	2.5
9+ average	23	21	23	28	6.5	1.9	2.5
First 10%	24	22	24	25	6.5	1.9	2.4
First 20%	32	19	16	24	6.6	1.8	2.4
First 40%	38	20	18	18	6.2	1.8	2.4
The rest	44	12	17	19	5.9	2.2	2.7
Population total	32	19	19	21	6.3	1.9	2.4

Reading examples: 30% of the students at state universities declare that when choosing an optional course they take into account first how easily they can pass the course exam. For the same students, the average number of compulsory courses in the previous semester was 6.5.

When choosing an optional course (when this opportunity really exists), one third of the students choose optional courses that they can easily pass, one fifth choose optional courses where they can more easily obtain high marks (thus having greater chances of obtaining scholarship, a place in the dormitory etc.), one fifth choose optional courses where the teacher has charisma and appeals to them, respectively one fifth choose optional courses where students are made to work more by themselves, thus having the opportunity to learn to do more things. The ease with which one can

obtain a passing mark constitutes a relatively more important reason for the students at private universities, those in Muntenia, those weaker at study, and a less important reason for the students with good results, those in Bucharest, those from polytechnic universities or police academies. The higher marks given at the optional courses represent a motive relatively more often mentioned by the students from the universities of medicine and pharmacy, animal science and agriculture. The teacher's charisma is more often mentioned by the students from the universities of architecture and town planning, and less mentioned by those from the universities of animal science and agriculture. The students from polytechnic universities and from the universities of architecture and town planning mention more often, compared to the average, the motive related to individual work.

Specialised practice

Considering that, in Romania, internships or voluntary work in NGOs are not wide-spread behaviours, specialised practice represents one of the few ways through which students may put into practice the theoretical information acquired during the teaching process³⁷. Table 43 shows the students' opinions on specialised practice.

Table 43 Opinions on specialised practice

	Specialised practice should be compulsory	Methods of finding a practice location		
		The faculty should ensure a practice position for me	The faculty should hold a practice fair	I should look for a practice position myself
Type of education:				
State	93	12	70	18
Private	83	24	58	18
Region:				
Bucharest	88	13	69	17
Moldova	88	14	70	16
Muntenia	92	11	74	15
Transilvania	94	19	61	21
Year of establishment:				
Before 1940	94	11	71	18
1940 - 1989	91	11	73	16
After 1990	87	21	61	18
University centre size:				
Small	91	15	72	14
Medium	92	13	69	17
Big	90	16	66	19
University size:				
Very small	93	18	60	22
Small	93	15	70	15
Medium	86	18	65	17
Big	96	11	69	20
Very big	91	7	77	15
Total	91	15	67	18




Reading: 93% of the students in state education consider that specialised practice should be compulsory. 83% of the students in

³⁷ Just 7% of the interviewed students declared that they are members of or volunteers in an NGO, and half of them dedicate just 4 hours or less per week to this activity.

private education consider that specialised practice should be compulsory. At the level of the entire sample, the corresponding percentage is 91%.

The importance of specialised practice seems to be acknowledged by students: at the level of the entire sample, 91% of the students consider that specialised practice should be compulsory. It is worth noting that students in private education agree, to a smaller extent, with the compulsory nature of specialised practice: 83%, compared to 93% of the students in state education. The other differences, determined by the type of university where the students learn, are too small to be discussed.

The students were also asked what method of finding a practice position they prefer. The distribution of the answers on the three options is the following:

-  67% of the students prefer that the faculty holds a practice fair, where the establishments interested in organising the specialised practice may present their offer of practice positions and the requirements for those positions. This solution is agreed with, to a larger extent, by the students at state universities (70%), those in Muntenia (74%), those at the universities established before 1990 (71%-73%), and by the students in very big universities (77%). Those who prefer this solution come, to a smaller extent, from private universities (58%), from Transilvania (61%), from the universities established after 1990 (61%), and from very small universities (60%).
-  18% of the students would prefer to look for a practice position themselves, position which matches their own interests, even if this would involve a greater effort from them. The students in very small universities are the only ones who prefer this alternative to a larger extent than the rest (22%).
-  15% of the students would prefer the “minimum resistance” solution: the practice positions should be ensured by the university, even if, in this case, it is possible that students will receive a practice position that does not match their interests. This solution is preferred, to a larger extent, by the students in private education (24%), those in Transilvania (19%), and those at the universities established after 1990 (21%). For the students from state universities (12%), from the universities established before 1940 (11%), and from very big universities (7%), this solution is preferred to a smaller extent.

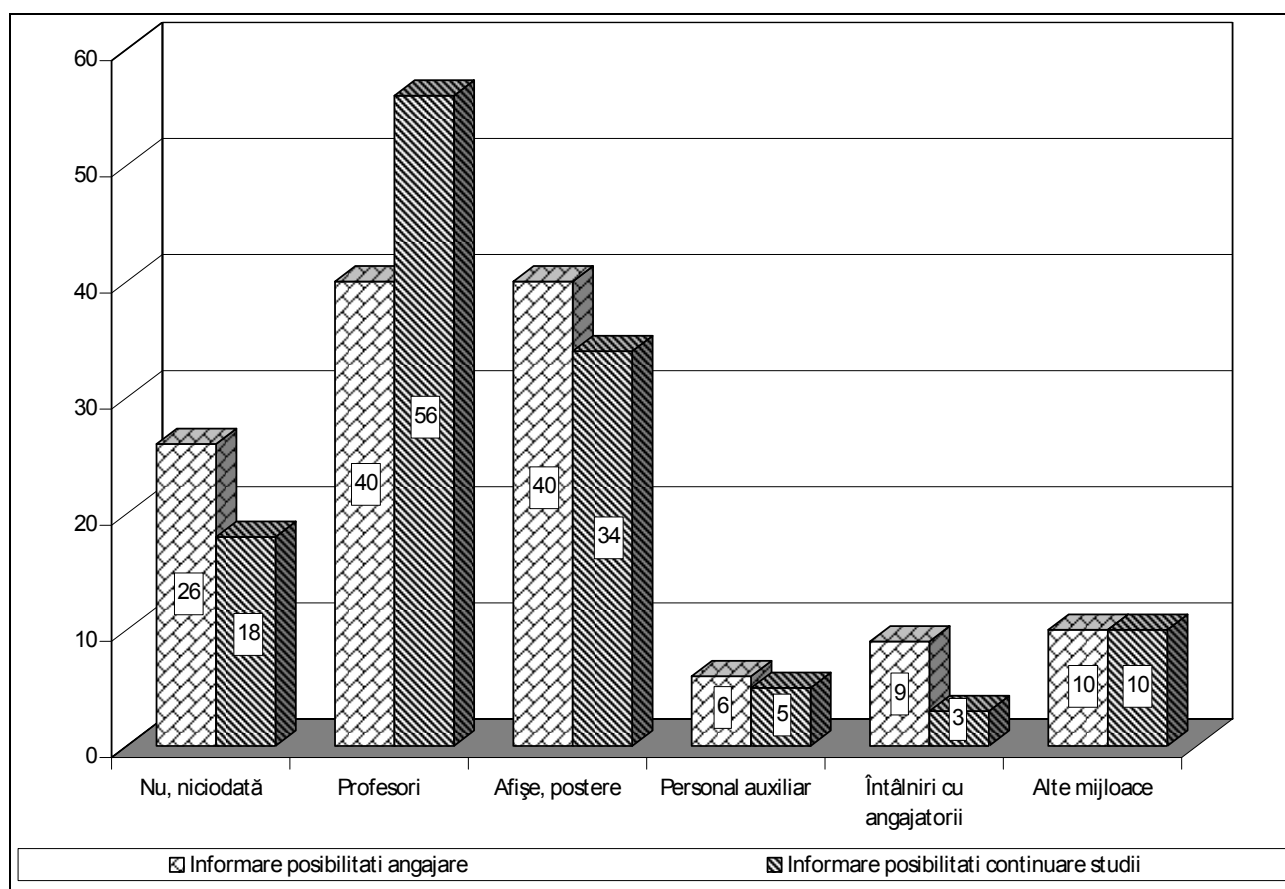
Information, counselling services, decision-making process

This chapter is dedicated to the perceptions that students have of the way in which the faculties satisfy their information and counselling functions, as well as to the perceptions of the students and teachers of the decision-making process in faculties.

Information about paths to follow after graduation from the faculty

Higher education represents just an intermediary stage of training of an individual for his/her future career. As the moment of graduation from the faculty draws near, students become more and more aware of the need to make a decision regarding the path they are going to follow after graduation: either they will continue the education process, heading towards post-graduate studies (in master's or doctoral programmes), or they will enter the labour market. Faculties can help the students with this decision, by providing them with information about employment opportunities or opportunities of pursuing their studies.

Figure 10 Sources of information about employment opportunities and opportunities of pursuing studies (% of students)



Reading: 26% of the students have never been informed about employment opportunities after graduation. 56% of the students have been informed by teachers about opportunities of pursuing their studies.

Caption: informare posibilitati angajare = information about employment opportunities; informare posibilitati continuare studii = information about opportunities of pursuing studies, nu, niciodata = no, never; profesori = teachers; afise/postere = banners/posters; personal auxiliar = auxiliary staff; intalniri cu angajatorii = meetings with employers; alte mijloace = other means

Figure 10 shows the students' perceptions of the ways in which the faculties make this information available to them. At the level of the entire sample, 26% of the students declare that they have never been informed about employment opportunities. As it can be seen, the universities provide information about the opportunities of pursuing studies to a larger extent: just 18% of the students declare that they have never received such information.

The means that the faculties use in order to inform the students differ according to the path that students want to follow after completing the academic studies. The most important sources of information about employment opportunities are the teachers (40% of the students mention this source), and banners and posters (40%), followed, at great distance, by the meetings with employers (9% of the students declare that they have received information from employers). Teachers prove to be the most important source of information about pursuing studies (56% of the students declare that they have received such information from the teachers), in second place being the information through banners and posters (34%).

Table 44 Information about employment opportunities after graduation (% of informed students)

	I have been informed	I have been informed by ...				
		Banners, posters	Teachers	Auxiliary staff	Meetings with employers	Other means
Type of education:						
State	71	37	37	5	10	10
Private	85	48	47	9	7	9
Region:						
Bucharest	75	40	33	6	9	12
Moldova	81	54	42	2	14	8
Muntenia	68	33	41	5	12	10
Transilvania	74	36	44	7	6	9
Year of establishment:						
Before 1940	74	45	37	4	8	7
1940 - 1989	69	38	37	4	15	10
After 1990	78	35	43	8	8	12
University centre size:						
Small	69	41	33	1	8	11
Medium	68	32	42	4	11	9
Big	79	44	39	7	8	10
University size:						
Very small	82	37	43	10	6	17

Small	72	40	40	7	5	5
Medium	70	39	35	3	11	9
Big	68	28	45	3	7	8
Very big	79	50	39	3	19	10
Total	74	40	40	6	9	10

Reading: 71% of the students in state education have been informed about employment opportunities after graduation. 85% of the students in private education have been informed about employment opportunities after graduation. At the level of the entire sample, the corresponding percentage is 74%. The students could choose several answer options, therefore the sum of the percentages does not have to be 100%.

Table 44 shows the sources of information about employment opportunities according to different characteristics of the universities. Private universities seem to inform their students to a larger extent than state universities: while 29% of the students at state universities declare that they have never received such information, the percentage of the students at private universities who have not been informed is only 15%. As to the sources of information, students in private establishments are informed, to a larger extent than their colleagues from state universities, through teachers (48%), banners and posters (47%), and through auxiliary staff (9%).

The distribution of the answers, according to the region where the university is located, shows that students in Moldova are more informed than the rest about employment opportunities (just 19% of the students declare that they are not informed), while those in Muntenia are less informed (approximately one third declare that they have never received such information). As far as the source of information is concerned, the banners (54%) and the meetings with employers (14%) are more often used in Moldova. The teachers provide information to a smaller extent in Bucharest (33%), but they are more often acknowledged as source of information in Transilvania (44%). The universities in Transilvania, in return, provide more seldom information through the meetings with employers (just 6% of the students receive information this way).

The universities established after 1990 inform their students to a larger extent (78% are informed), using more seldom banners and posters (35%), and more often than the rest of the universities more direct sources of information: teachers (43%), auxiliary staff (8%), and other methods (12%). The students at the universities established between 1940 and 1989 are less informed (just 69% declare that they have received information about employment opportunities), but the meetings with employers are used more often (15% compared to the average per sample of just 9%).

Students in big university centres are more often informed than those in small and medium university centres (79% informed in the first case, compared to 69% for the rest), but the differences between the sources of information used are not strongly influenced by the size of the university centre. The differences according to the university size show that very big universities hold more often meetings with employers (19% of the students obtain information through this source, compared to the average of 9%). Very small universities use, to a larger extent, the auxiliary staff (10%) and other means (17%) to spread information about employment opportunities.

Table 45 shows the sources of information about opportunities of pursuing studies. In this case, too, private universities inform their students more often (87% versus 81% in state universities), using the teachers (63%) and the auxiliary staff (8%) more often than state universities.

The level of information does not significantly differ according to the region where the university is located. As to the sources of information, the differences are minor: the universities in Transilvania use, to a smaller extent, the information through banners and posters (28%), the universities in Bucharest tend to use, to a larger extent, other means of information than the classic ones (14%), and the universities in Moldova use more often the meetings with employers (10%).

Table 45 Information about opportunities of pursuing studies (%)

	I have been informed	I have been informed by ...				
		Banners, posters	Teachers	Auxiliary staff	Meetings with employers	Other means
Type of education:						
State	81	32	54	4	4	10
Private	87	38	63	8	2	10
Region:						
Bucharest	80	34	53	5	3	14
Moldova	85	40	58	1	2	6
Muntenia	84	37	53	5	10	11
Transilvania	82	28	58	7	1	7
Year of establishment:						
Before 1940	81	34	54	4	2	9
1940 - 1989	81	37	52	4	9	10
After 1990	84	31	59	7	2	11
University centre size:						
Small	80	36	44	4	1	11
Medium	81	32	57	5	6	8
Big	83	34	57	5	2	11
University size:						
Very small	87	31	62	5	2	12
Small	79	30	53	6	2	9
Medium	82	39	50	5	2	7
Big	72	19	55	2	0	6
Very big	88	41	62	6	13	13
Total	82	34	56	5	3	10

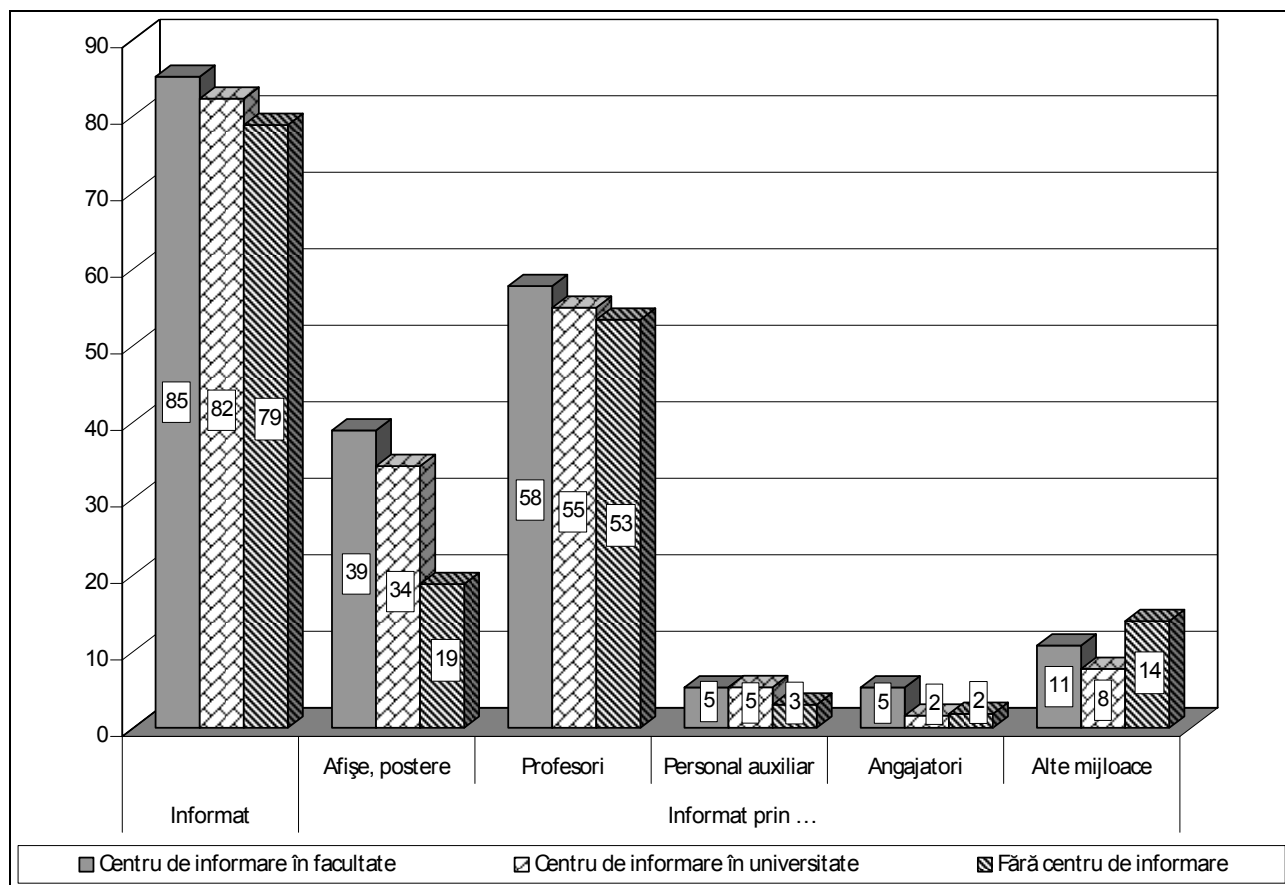
Reading: 19% of the students in state education have not been informed about opportunities of pursuing studies. 13% of the students in private education have not been informed about opportunities of pursuing studies. At the level of the entire sample, the corresponding percentage is 18%. The students could choose several answer options, therefore the sum of the percentages does not have to be 100%.

The other characteristics of the universities (the year of establishment, the university centre size and the university size) only generate minor differences both as to the level of information, and as to the sources of information.

Figure 11 shows the differentiated results according to the existence of a centre (either an office, or a person in charge) dedicated to students' information about the opportunities to study at other universities for certain periods of time.

As it can be seen, the existence of an information centre within the faculty or within the university has a very little effect on the students' level of information: 85% of the students are informed, if there is an information centre within the faculty, 82% of the students are informed, if the university has such an information centre, and 79% of the students are informed even in the absence of an information centre. The only truly significant difference can be noticed when it comes to the information through banners and posters: the number of students informed through this source is almost double (34-39%) in the faculties that have an information centre, either at faculty level, or at university level, than in the faculties that do not have such a centre (19%).

Figure 11 Information about the opportunities of pursuing studies, according to the existence of an information centre



Caption: centru de informare in facultate = information centre within the faculty; centru de informare in universitate = information centre within the university; fara centru de informare = no information centre; informat = informed; informat prin... = informed by...; afise/postere = banners/posters; profesori = teachers; personal auxiliar = auxiliary staff; angajatori = employers; alte mijloace = other means

Based on these results, we may say that the existence of an information centre does not bring substantial benefits as to the students' information about the opportunities to study at other universities. A better solution might be the organisation of such a centre at university level, provided that the activity of the centre is not limited only to obtaining and distributing posters within the faculties.

Usefulness of counselling services

Students were also asked about how useful they consider the following counselling services to be: the academic counselling services (as to course selection, the career during student years), the counselling services regarding the participation in research programmes of the faculty, and counselling services regarding the career after graduation. The results are illustrated in Table 46. While three quarters of the students consider that the counselling services regarding the career would definitely be useful, this percentage drops to 59% when it comes to the academic counselling services, and to just 41% when it comes to the counselling services regarding the participation in research programmes.

With regard to the latter type of counselling, the low percentage of students who consider it useful is somewhat surprising, considering the fact that, by participating in university research programmes, students can acquire a series of practical skills and knowledge that can not be acquired in any other way. On the other hand, in order to participate in such research projects, students must allot a part of their time to the research activity, and this time is usually rewarded by acquiring new competences, and more seldom financially rewarded, which may explain, to some extent, the students' lack of interest for this type of counselling.

It is worth noting that the students in state establishments appreciate these counselling services to a larger extent than the students at private universities, which suggests more interest given to the development of their own careers, both during student years, and after graduation.

Students in Bucharest consider, to a larger extent, that the academic counselling services (65%) and the counselling services regarding the career after graduation (81%) are definitely useful, while students in Transilvania are less convinced of the usefulness of these services.

Table 46 Perceptions of the usefulness of the counselling services (% definitely useful)

counselling services ... are definitely useful (%)		
	Academic counselling	Counselling regarding the participation in research programmes	Counselling regarding the career after graduation
Type of education:			
State	61	42	79
Private	53	37	65
Region:			

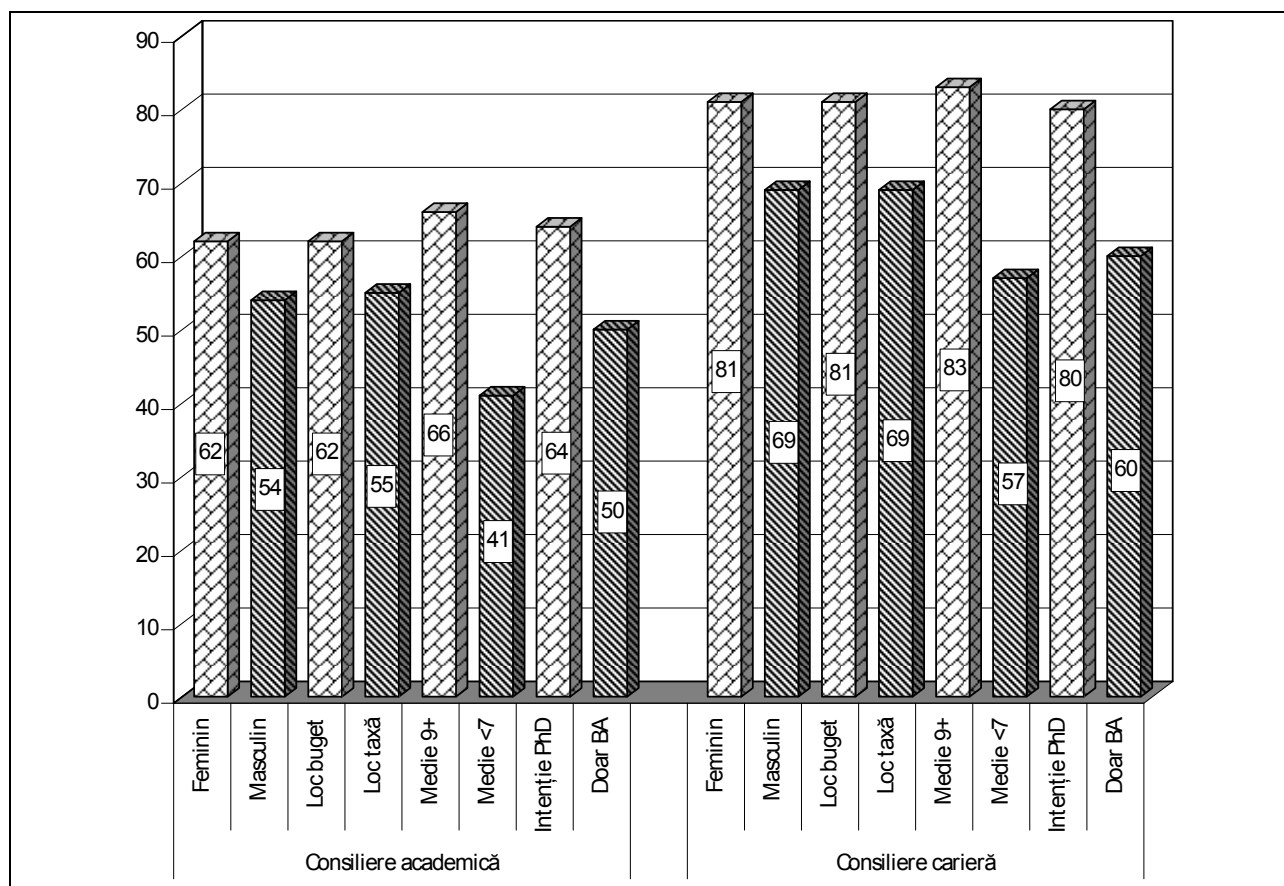
Bucharest	65	43	81
Moldova	58	34	80
Muntenia	56	36	76
Transilvania	54	43	70
Year of establishment:			
Before 1940	65	45	82
1940 - 1989	56	37	77
After 1990	55	38	71
University centre size:			
Small	57	34	80
Medium	60	44	77
Big	59	40	75
University size:			
Very small	57	39	72
Small	53	41	73
Medium	63	40	79
Big	64	49	76
Very big	60	39	83
Total	59	41	76

Reading: 61% of the students in state education consider that the academic counselling services are definitely useful. 53% of the students in private education consider that the academic counselling services are definitely useful. At the level of the entire sample, the corresponding percentage is 59%.

By studying the results according to the year of establishment of the university, it can be noticed that the students from the universities established before 1940 perceive these services as being useful, to a larger extent, while the students of the universities established after 1990 perceive them as being useful, to a small extent. The other two variables in the table, the university centre size and the university size do not significantly influence the perception of the usefulness of counselling services.

If we look at the distribution of the results according to different characteristics of the students, we may notice a series of significant differences, based on which we may come to the conclusion that the students who are more interested in studying and developing their own careers consider these services as being useful to a larger extent than the rest of the students.

Figure 12 % of students who consider the academic and career counselling services useful



Reading: 62% of the female students consider the academic counselling services useful. 54% of the male students consider the academic counselling services useful.

Caption: consiliere academica = academic counselling; consiliere cariera = career counselling; feminin = female; masculin = male; loc buget = subsidised place; loc taxa = paid place; medie 9+ = 9+ average; medie <7 = under 7 average; intenție PhD = PhD intention; doar BA = just BA

As it can be seen in Figure 12, the academic counselling services and the career counselling services are considered to be definitely useful to a larger extent by female students, by the students in subsidised positions (no tax), by the students whose average for the previous semester was higher than 9, and by the students who intend to continue their studies within a doctoral programme.

At the opposite side, there are male students, those in paid positions, those with the average for the previous semester lower than 7, and those who do not want to continue their studies after graduation from the faculty, and groups who consider that the two types of counselling services are useful to a smaller extent.

Decision-making process

The last topic analysed in this chapter refers to how students and teachers perceive the decision-making process within the faculty. Table 47 illustrates the distribution of these perceptions according to different characteristics of the universities.

Table 47 Perceptions of the decision-making process within the faculty (% of agreement to a large or very large extent)

	The decisions of the faculty are democratically made		The management of the faculty takes into consideration students' opinions in the decision-making process	
	Students	Teachers	Students	Teachers
Type of education:				
State	57	70	32	59
Private	72	78	56	67
Region:				
Bucharest	48	71	29	55
Moldova	75	75	48	69
Muntenia	65	63	36	59
Transilvania	63	72	40	60
Year of establishment:				
Before 1940	55	69	31	57
1940 - 1989	63	68	32	62
After 1990	64	78	45	64
University centre size:				
Small	67	60	32	47
Medium	62	76	37	68
Big	59	70	38	58
University size:				
Very small	63	78	41	58
Small	63	70	35	61
Medium	64	71	38	63
Big	59	65	39	52
Very big	45	71	31	64
Total	60	71	37	60

Reading: 57% of the students in state education consider that the decisions of the faculty are made democratically. 72% of the students in private education consider that the decisions of the faculty are made democratically. 70% of the teachers in state education consider that the decisions of the faculty are made democratically. At the level of the entire sample, the corresponding percentage is: for the students, 60%, and for the teachers, 71%.

Most students (60%) and teachers (71%) consider that the decisions of the faculty are made democratically. At the same time, 60% of the teachers consider that the faculty takes into consideration students' opinions in the decision-making process, while just 37% of the students agree with this statement.

Students at private universities are satisfied, to a larger extent, with the decision-making process within the faculties. The differences that can be noticed, as far as teachers are concerned, are not significant from a statistical point of view.

Only 48% of the students of the universities in Bucharest consider that, within the faculty, decisions are democratically made, and just 29% consider that their opinions are taken into consideration. At the other end, there are the students of the universities in Moldova, as 75% of them consider that decisions are democratically made, and 48% of them consider that their opinions are taken into consideration. Teachers in Bucharest consider, to a smaller extent than the rest, that students' opinions are analysed by the management of the faculty in the decision-making process (55%), while those in Moldova agree, to a larger extent, with this statement (69%).

The students at the universities established after 1990 are significantly more satisfied with the way in which decisions are made within the faculty (64% consider that decisions are democratically made, and 45% consider that students are heard), while the students at the universities established before 1940 are less satisfied (55% respectively 31%). With regard to the teachers, those from small university centres are less satisfied with the decision-making process (60%, respectively 47%).

The assessment of the decision-making process within the faculties is generally slightly influenced by the personal characteristics of the respondents. As far as the students are concerned, only two significant differences can be noticed. In the first case, the students occupying subsidised positions (no tax) are less satisfied than those occupying paid positions with the quality of the decision-making process. In the second case, the students in the 1st year of study consider, to a larger extent, that decisions are democratically made and that students' opinions are taken into consideration, while those in the 4th and 5th years of study are less satisfied with these aspects.

As far as teachers are concerned, the only characteristic that influences the opinions on the decision-making process is the management position: the teachers occupying management positions consider, to a larger extent (which is not surprising), that the decisions of the faculty are made democratically and taking into account the students' input.

Table 48 shows the students' opinions on the degree of difficulty in obtaining information about the bureaucratic procedures within the faculty, and on their notification, in due time, of the decisions that might affect them. At the level of the entire sample, we may notice that only 52% of the students consider that the information can be easily obtained, and only 57% consider that they are notified, in due time, of the decisions that might affect them.

Just like in the case of the indicators in Table 47, the results illustrated suggest that this information is obtained much more easily and quickly by the students of private establishments than by the students of state establishments. In general, the profile of the establishments that have problems in notifying their students is the following: state universities, universities in Bucharest, universities established before 1940, and big and very big universities (with more than 20,000 students). The


universities that don't have problems in this respect are private universities, the universities in Moldova, the universities established after 1990, and the universities with less than 2,000 students.

Table 48 Perceptions of student notification (% of agreement to a large or very large extent)

	Information about bureaucratic procedures is easily obtained	Students are notified, in due time, of the decisions of the faculty that affect them
Type of education:		
State	46	52
Private	71	72
Region:		
Bucharest	43	50
Moldova	58	65
Muntenia	56	54
Transilvania	56	61
Year of establishment:		
Before 1940	40	50
1940 - 1989	51	51
After 1990	63	65
University centre size:		
Small	54	49
Medium	53	58
Big	50	57
University size:		
Very small	57	62
Small	49	52
Medium	54	60
Big	41	58
Very big	47	49
Total	52	57

Reading: 46% of the students in state education consider that they obtain information easily. 71% of the students in private education consider that they obtain information easily. At the level of the entire sample, the corresponding percentage is 52%.

Conclusions

 Most students receive information about employment opportunities (74%) or about opportunities of pursuing studies (82%) after graduation. The main sources through which students receive this information are the teachers (active source) and banners and posters (passive source).

- ✎ The students of the private higher education establishments are more informed than their colleagues from state establishments about these opportunities.
- ✎ The students of the faculties that have an information centre (either within the faculty, or within the university) about opportunities to study at other universities declare, to a larger extent, that they are informed of this opportunities through banners and posters. The existence of such information centre has no significant effects on the information through other sources.
- ✎ Most students consider that the academic counselling services and the counselling services regarding the career after graduation are/would be useful. By way of contrast, less than half of the students are convinced of the usefulness of a counselling service regarding the opportunity to work in research projects organised by the faculty.
- ✎ The students at state universities consider, to a larger extent than those at private universities that counselling services are useful. The students in Bucharest are also more interested in these services, compared to the students from the rest of the country.
- ✎ Counselling services are considered useful, to a larger extent, by female students, by the students in subsidised positions (no tax), by the students whose average for the previous semester was higher than 9, and by the students who intend to enrol on a doctoral programme.
- ✎ Most students and teachers consider that the decisions of the faculty are made democratically. However, students (37%) believe to a much smaller extent than teachers (60%) that students' opinions are taken into consideration by the management of the faculty in the decision-making process.
- ✎ With regard to obtaining information about various bureaucratic procedures and the decisions that might affect the students, the biggest problems occur at the universities in Bucharest, in those established before 1940, and in the universities with more than 20,000 students.

Scientific research

Scientific research is one of the main components of the teachers' activity. As seen in the first chapter, the research activity takes, on the average, 14.3 hours per week, the equivalent of slightly more than one third of the number of hours weekly spent for the activities within the university. In this chapter, we analyse a series of indicators of the teachers' research activity, the teachers' satisfaction with the research activity in the universities, and the teachers' opinions on the mechanism of obtaining financing for research projects from CNCSIS (Consiliul Național al Cercetării Științifice din Învățământul Superior – National University Research Council).

Indicators of the research activity

Table 49 illustrates the distribution of three indicators of the research activity, according to the type of university. We must note that the three indicators measure the research activity which is carried out or which results in (direct or indirect) contact with the academic community from other education systems. At the level of the entire sample, 45% of the teachers have published at least one ISI quoted article, 25% have had research experience abroad, and 62% have participated in at least one international research project.

For each of the three indicators, there are significant differences determined by the characteristics of the university where the teachers work. The participation in international research projects is significantly greater in very big universities, in the universities established before 1940, and in the universities in Transilvania, and significantly lower in very small universities, in the universities established between 1940 – 1989, and in the universities in Muntenia.

The teachers with research experience abroad are more often met in state universities, in the universities established before 1940, and in very big universities. The teachers from private universities, from the universities in Moldova, from the universities established after 1990, and from very small universities have had such experience to a significantly smaller extent.

With regard to the publication of articles in specialised ISI quoted magazines, the teachers from the universities in Muntenia are represented in a significantly greater percentage (62%), while those from the universities in Moldova are represented in a lower percentage (37%).

On the whole, we may notice that the publication in ISI quoted magazines is not influenced (with the above mentioned exceptions) by the characteristics of the university. We can't say the same thing about the other indicators, where we may notice that the foreign experience and the participation in international research projects are significantly greater in very big universities and in the universities established before 1940.

Table 49 Indicators of the teachers' research activity (%)

	At least one ISI article	Research experience abroad in the past 5 years	At least one international research project
Type of education:			
State	46	26	62
Private	39	18	63
Region:			
Bucharest	45	28	63
Moldova	37	18	56
Muntenia	62	24	53
Transilvania	43	27	67
Year of establishment:			
Before 1940	46	32	67
1940 - 1989	50	22	51
After 1990	40	16	58
University centre size:			
Small	30	18	55
Medium	43	19	57
Big	47	29	64
University size:			
Very small	51	17	50
Small	52	26	62
Medium	35	22	59
Big	39	24	64
Very big	48	41	72
Total	45	25	62

Reading: 46% of the teachers in state education have published an ISI article. 39% of the teachers in private education have published an ISI article. At the level of the entire sample, the corresponding percentage is 45%.

Personal characteristics seem to have a stronger effect on the three indicators of the research activity. The teachers who publish in ISI quoted magazines are more likely to belong to the following groups: men (49%), over 45 years of age (58%), senior lecturers (60%) or professors (66%), have been working in higher education for more than 10 years, occupy a management position (62%), have a Doctor's degree (57%), have research and/or teaching experience abroad (60%), and have participated in at least two international projects.

The teachers aged between 35 and 44, those who have a Doctor's degree, those with ISI publications and those who participated in at least two international projects have taken part, to a larger extent, in research experience in universities abroad. The teachers with the following characteristics have participated, in a greater percentage, in international research projects: senior

lecturers and professors, with more than 10 years of service in education, with a Doctor's degree, with ISI publications and with research and/or teaching experience abroad. The results indicate that the three indicators are correlated: those who have ISI publications also tend, to a larger extent, to participate in international research projects and to have research experience in universities outside Romania.

Attitudes regarding university research

If we look at the opinions regarding the research activity, we may notice that two thirds of the teachers declare that they are satisfied with the research activity within the faculties where they teach. At the same time, slightly more than one third of the teachers (36%) consider that the role of the universities is to ensure teaching and less research. The satisfaction with the research activity in the faculties is not strongly influenced by the characteristics of the universities; the only significant differences may be noticed when it comes to the universities in Moldova, where the satisfaction is higher (76%), and to those in Muntenia (55%), where the satisfaction is lower.

Table 50 Attitudes regarding university research (% of agreement)

	Satisfied with the faculty research activity	The role of the university is to ensure teaching, not research
Type of education:		
State	65	37
Private	72	33
Region:		
Bucharest	62	37
Moldova	76	28
Muntenia	55	36
Transilvania	69	40
Year of establishment:		
Before 1940	66	33
1940 - 1989	62	40
After 1990	69	40
University centre size:		
Small	72	44
Medium	62	39
Big	67	34
University size:		
Very small	69	47
Small	64	31
Medium	68	31
Big	57	43
Very big	69	34

Total	66	36
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Reading: 65% of the teachers in state education are satisfied with the faculty research activity. 72% of the teachers in private education are satisfied with the faculty research activity. At the level of the entire sample, the corresponding percentage is 66%.

The personal characteristics of the respondents do not influence too much either their opinions on faculty research. The teachers with the title of professor (74%) are significantly more satisfied with the faculty research activity. The professors (43%) and the members of the teaching staff aged over 65 (53%) also consider, to a larger extent, that teaching is the main function of the universities. At the opposite end, there are the members of the teaching staff who have had research/teaching experience in universities abroad, and who consider, in a lower percentage (31%), that universities should focus on teaching instead of research.

Attitudes regarding financing from CNCSIS

The last items analysed in this section measure the university teachers' perceptions of the procedures that have to be followed in order to obtain financing for research projects from CNCSIS³⁸.

Table 51 Attitudes regarding the activity of CNCSIS (% of agreement)

	Research projects are objectively evaluated	Project evaluation criteria are clear	The procedures for obtaining financing are complicated	The period of time until financing is granted is too long
Type of education:				
State	53	56	72	74
Private	59	59	63	62
Region:				
Bucharest	51	53	73	75
Moldova	56	61	72	77
Muntenia	54	64	69	62
Transilvania	53	53	69	73
Year of establishment:				
Before 1940	50	51	69	79
1940 - 1989	56	62	76	69
After 1990	58	61	70	63
University centre size:				
Small	59	52	75	68
Medium	57	63	73	69
Big	51	54	69	75

³⁸ Consiliul Național al Cercetării Științifice din Învățământul Superior (CNCSIS) - National University Research Council was established in 1994 and is the main establishment through which the State finances university scientific research. For further information about the activity of CNCSIS, see www.cnscis.ro.

University size:




Very small	58	54	76	70
Small	55	57	69	78
Medium	56	62	72	70
Big	51	55	71	74
Very big	43	51	66	69
Total	53	56	71	73

Reading: 53% of the teachers in state education consider that the projects are objectively evaluated. 59% of the teachers in private education consider that the projects are objectively evaluated. At the level of the entire sample, the corresponding percentage is 53%.

Teachers are divided when it comes to their opinions on CNCSIS objectivity when evaluating research projects: only 53% of the respondents consider that CNCSIS is objective. The teachers from the universities with more than 30,000 students (43%) and from the universities established before 1940 (50%) are more dissatisfied than the rest with CNCSIS objectivity. Also, with regard to the clarity of the project evaluation criteria, a significant number of teachers have a negative opinion: although 56% consider that these criteria are clear, 44% believe that they are not clear enough. The teachers from the universities established before 1940 are less satisfied than the rest with the clarity of the evaluation criteria.

The procedures for obtaining financing, in general, are considered to be too complicated (71%, with no differences generated by the type of university) and, moreover, the teachers consider that the period of time that passes from the submission of the research projects until financing is granted is too long (73%). The greatest differences regarding these two aspects of the activity of CNCSIS are generated by the personal characteristics of the respondents, not by the characteristics of the universities where they work. The teachers who consider, in a greater percentage, that the procedures are too complicated are: those aged between 55 and 64 (81%), the doctoral candidates (78%), those without ISI publications (74%), and those without experience abroad.

Conclusions

-  The indicators of the research activity analysed here suggest that the three types of research (publication of articles in ISI quoted magazines, research experience in universities abroad and participation in international research projects) are correlated.
-  The publication of articles in ISI quoted magazines is not influenced by the characteristics of the universities. In return, the other two types of research are more often met when it comes to the teachers from very big universities and from the universities established before 1940.
-  CNCSIS, the main body through which the Romanian State finances university research does not have a good image among the teachers: only half of them consider that research projects are objectively evaluated, and almost three quarters consider that the procedures required for

obtaining financing are too complicated and that the period of time until financing is granted is too long.

Satisfaction with faculty equipment

For the optimum running of the education process, faculties must have adequate learning spaces, they must make available to the students the necessary instruments and materials for study, and they must provide both students and teachers with access to information as various as possible and as recent as possible. These are the topics discussed in this chapter, seen both from the students' perspective, and from the teachers' perspective.

Equipment

The results in Table 52 illustrate the percentage of students and teachers satisfied with the equipment of the faculties with learning spaces, according to different characteristics of the universities. At the level of the entire sample, approximately 70% of the students and teachers are satisfied with the classrooms, seminar halls and lecture theatres at their disposal at their own faculty. With regard to the equipment with laboratories and other research spaces, the percentage of those satisfied is lower in both cases: 54%, in the students' case, and only 47%, in the teachers' case. We may also notice that teachers are more dissatisfied than students when it comes to the teaching spaces, as well as to research spaces.

The satisfaction with the equipment significantly varies according to the characteristics of the universities, both in the students' case, and in the teachers' case. The greatest differences are generated by the distinction state – private. 82% of the students and 89% of the teachers at private faculties are satisfied with the equipment of the faculties with learning spaces, compared to 70% of the students and 65% of the teachers at state faculties. The differences are even greater when it comes to the satisfaction with research spaces: the percentage of the students satisfied with the laboratories and research spaces is higher by 20% in private faculties, and the percentage of the teachers is higher by 29%.

The distribution of the answers according to the region shows that, in comparison with the rest of the country, the students and teachers at the faculties in Bucharest are significantly more dissatisfied with the equipment of the faculties with teaching spaces and research spaces. At the opposite end, there are the students (82%) and teachers (78%) of the faculties in Moldova, who are the most satisfied with the equipment with teaching spaces, as well as the students of the faculties in Moldova (65%) and Transilvania (50%), who are the most satisfied with the equipment of their faculties with research spaces.

The level of satisfaction with the equipment of the university is significantly associated with the year of establishment of the university: the most satisfied students and teachers come from the faculties established after 1990, while the most dissatisfied come from the faculties established before 1940.

Table 52 Satisfaction with the equipment (% satisfied)

	Classrooms, seminar halls, lecture theatres		Laboratories, research spaces	
	Students	Teachers	Students	Teachers
Type of education:				
State	70	65	49	43
Private	82	89	69	72
Region:				
Bucharest	69	62	46	42
Moldova	82	78	65	53
Muntenia	71	60	48	45
Transilvania	72	70	59	49
Year of establishment:				
Before 1940	65	63	45	39
1940 - 1989	75	65	54	46
After 1990	78	77	61	60
University centre size:				
Small	83	68	66	38
Medium	69	62	50	48
Big	72	70	54	47
University size:				
Very small	76	73	58	57
Small	77	81	51	49
Medium	75	65	60	47
Big	54	59	42	34
Very big	64	53	44	40
Total	72	68	54	47

Reading: 70% of the students in state education are satisfied with the equipment with classrooms. 82% of the students in private education are satisfied with the equipment with classrooms. 65% of the teachers in state education are satisfied with the equipment with classrooms. At the level of the entire sample, the corresponding percentage is: for students, 72%, and for teachers, 68%.

The teachers in medium-size university centres are significantly more dissatisfied (62%) with the equipment with teaching spaces, while the students in medium-size university centres are more satisfied with the equipment both with teaching spaces (83%), and with research spaces (66%). The distribution of the results according to the size of the university shows that both students, and teachers from big and very big universities are significantly more dissatisfied with the teaching spaces and the research spaces.

Table 53 illustrates the students' level of satisfaction with the dormitories and the cafeterias of the faculties, according to the characteristics of the universities whose students they are. At the level of the entire sample, most students are dissatisfied both with the dormitories (51%), and with the cafeterias (54%).

Table 53 Satisfaction with dormitories and cafeterias (% satisfied)

	Dormitories	Cafeterias
Type of education:		
State	49	45
Private	46	48
Region:		
Bucharest	44	43
Moldova	52	54
Muntenia	35	38
Transilvania	59	49
Year of establishment:		
Before 1940	43	40
1940 - 1989	52	50
After 1990	52	48
University centre size:		
Small	72	82
Medium	48	40
Big	45	44
University size:		
Very small	55	42
Small	43	43
Medium	56	54
Big	54	38
Very big	30	44
Total	49	46

Reading: 49% of the students in state education are satisfied with the equipment with dormitories. 46% of the students in private education are satisfied with the equipment with dormitories. At the level of the entire sample, the corresponding percentage is 49%.

The students of the faculties in Bucharest (44%) and Muntenia (35%) are less satisfied with the dormitories, while the students in Transilvania (59%) are the most satisfied with the equipment with dormitories. As to cafeterias, the students in Moldova are the most satisfied (54%), while those in Muntenia are less satisfied (only 38%).

The level of satisfaction is also significantly lower among the students from the universities established before 1940: only 43% are satisfied with the dormitories, and only 40% with the cafeterias. The students from new universities (established after 1990) are more satisfied (52%) with the dormitories of the faculties where they study.

The students from small university centres are the most satisfied both with the dormitories (72%), and with the cafeterias (82%). In connection with the size of the university, the lowest percentage of students satisfied with the dormitories (only 30%) is found in very big universities, with more than 30,000 students. However, on the whole, these differences are less relevant, when, with the

exception of those from small university centres, the students are rather dissatisfied with the equipment with dormitories and cafeterias.

Computer equipment

The percentages of the students and teachers satisfied with the computer equipment of their faculties are shown in Table 54. At the level of the entire sample, teachers are more satisfied than students with the computer equipment (60%) and with the access to the Internet (73%), and, to the same extent, with the equipment with materials, machinery and software necessary for their own specialisation (45%).

Table 54 Satisfaction with computer equipment (% satisfied)

	Computer equipment		Access to the Internet		Materials, machinery, software	
	Students	Teachers	Students	Teachers	Students	Teachers
Type of education:						
State	52	58	43	72	41	41
Private	72	77	68	79	65	70
Region:						
Bucharest	51	55	42	63	43	37
Moldova	75	66	59	81	55	51
Muntenia	43	47	39	71	31	33
Transilvania	60	67	56	78	52	51
Year of establishment:						
Before 1940	51	58	38	73	39	42
1940 - 1989	59	59	52	81	41	39
After 1990	59	66	56	68	55	53
University centre size:						
Small	73	55	65	77	49	43
Medium	50	62	46	72	43	41
Big	57	60	48	73	47	46
University size:						
Very small	58	64	57	65	52	46
Small	57	58	40	74	44	49
Medium	63	60	56	75	50	42
Big	59	56	43	67	46	36
Very big	38	64	38	82	32	47
Total	56	60	49	73	46	45

Reading: 52% of the students in state education are satisfied with the computer equipment. 72% of the students in private education are satisfied with the computer equipment. 58% of the teachers in state education are satisfied with the computer equipment. At the level of the entire sample, the corresponding percentage is: for students, 56%, and for teachers, 60%.

Just like in the case of the equipment with materials, the students and teachers from private faculties are more satisfied (by approximately 20%, on the average) with the computer equipment of their

faculty than their colleagues from state higher education establishments. The satisfaction with the computer equipment significantly varies according to the region where the university is located. Thus, in Transilvania, both students, and teachers are more satisfied with the computer equipment in all three fields analysed. The teachers in Moldova are more satisfied than the rest with the access to the Internet, while the students in this region are more satisfied than the rest with the computer equipment in all three fields. At the opposite end, there are the students and the teachers in Bucharest and Muntenia, who are (with a few exceptions) less satisfied with the computer equipment of the faculty. The students of the universities established before 1940 are less satisfied with the computer equipment of the faculty, while the students and teachers of the faculties established after 1990 are, in general, more satisfied.

The students in small university centres are more satisfied than the rest with the computer equipment (73%) and the access to the Internet (65%). With regard to the differences generated by the size of the university, it is worth noting that students from very big universities are significantly more dissatisfied with the computer equipment of the faculties (by approximately 10%, on the average).

The personal characteristics of the respondents do not have a strong effect on the level of satisfaction with the computer equipment of the faculties, with two exceptions: the teachers occupying management positions are more satisfied than those with no management positions (which is not difficult to explain), and the students who have had scholarship more than half of their student years are more satisfied than their colleagues with the computer equipment and with the equipment with materials, machinery and software.

Library equipment

The third dimension analysed in this survey refers to the access to specialised information, indicated by the presence of specialised magazines and books in the libraries, and by the access to electronic libraries. At the level of the entire sample, 69% of the students and 47% of the teachers are satisfied with the library equipment with specialised magazines, and 57% of the students and 44% of the teachers are satisfied with the equipment with recently published books. In both cases, the teachers are more satisfied than the students. As far as the access electronic libraries is concerned, only 35% of the students and only 42% of the teachers declare themselves satisfied.

The teachers from private higher education establishments are much more satisfied than their colleagues from state establishments for all the indicators specified in Table 55: 78% are satisfied with the equipment with specialised magazines, 74 % are satisfied with the equipment with recently published books, and 51% are satisfied with the access to electronic libraries. There only are significant differences between the students of the two forms of education when it comes to the access to electronic libraries, which satisfies only 32% of the students from state universities and 47% of the students from private universities.

According to region, the teachers in Bucharest prove to be the least satisfied with the library equipment in the faculties where they work. By way of contrast, the students in Bucharest seem to

be the most satisfied with the library equipment with specialised magazines and recently published books. The students in Muntenia are the most dissatisfied with the library equipment in all three fields analysed here. The students and teachers in Transilvania distinguish themselves by the higher level of satisfaction with the access to electronic libraries.

Table 55 Satisfaction with the library equipment (% satisfied)

	Specialised magazines		Recently published books		Access to electronic libraries	
	Students	Teachers	Students	Teachers	Students	Teachers
Type of education:						
State	69	43	55	39	32	41
Private	68	78	62	74	47	51
Region:						
Bucharest	74	41	62	36	38	35
Moldova	67	58	53	50	30	38
Muntenia	57	41	46	44	24	38
Transilvania	70	49	59	47	40	51
Year of establishment:						
Before 1940	71	45	58	41	34	47
1940 - 1989	67	43	50	40	26	34
After 1990	67	53	59	51	39	39
University centre size:						
Small	65	26	55	27	43	38
Medium	64	44	51	41	27	39
Big	72	50	60	47	38	44
University size:						
Very small	74	58	64	55	32	33
Small	65	61	54	55	28	43
Medium	63	37	54	36	36	36
Big	65	44	50	33	38	50
Very big	78	32	59	34	45	53
Total	69	47	57	44	35	42

Reading: 69% of the students in state education are satisfied with the equipment with specialised magazines. 68% of the students in private education are satisfied with the equipment with specialised magazines. 43% of the teachers in state education are satisfied with the equipment with specialised magazines. At the level of the entire sample, the corresponding percentage is: for students, 69%, and for teachers, 47%.


The year of establishment of the university has little influence on the satisfaction with the library equipment: the only difference that is worth mentioning is that the teachers from the faculties established after 1990 seem to be more satisfied with the equipment with specialised magazines (53%) and with recently published books (51%).


The students from medium-size university centres are less satisfied, while the students from big

university centres are more satisfied with the equipment of the libraries. If we are to look at the teachers depending on the size of the university centre, we can see that the teachers from small university centres seem to be less satisfied than the rest with the libraries of the faculties where they work.


With regard to the size of the university, we may notice that the teachers from very small and small universities are more satisfied than the rest with the equipment with specialised magazines and with recently published books, while the teachers from medium-size or bigger universities are less satisfied with the equipment of the libraries, according to these indicators. When it comes to the access to electronic libraries, the situation is reversed: the teachers from very small universities are less satisfied (only 33% declare themselves satisfied), while the teachers from big (50%) and very big universities (53%) are more satisfied.


Conclusions

 On the whole, the results indicate a relatively low level of satisfaction with the equipment of the faculties, the most problematic fields being the research spaces, the dormitories, the materials, machinery and software necessary for the teaching activities, and the access to electronic libraries.

 The results specified in this chapter indicate a series of significant differences between students and teachers with regard to the equipment of the faculties:

- Teachers are less satisfied than students with the equipment with teaching spaces and research spaces.
- Teachers are more satisfied than students with the computer equipment and with the access to the Internet.
- Teachers are less satisfied than students with the equipment of the libraries with specialized magazines and with recently published books, but they are more satisfied with the access to electronic libraries.

 In general, the members of the private academic communities are more satisfied with the equipment of the faculties than the students and teachers in state education. A great part of these differences can be explained by the investments that private universities have made in order to develop their infrastructure. However, there is still the question whether or not some of these differences can be explained by a lower level of expectations when it comes to the actors in the private higher education.

 Both students, and teachers from the universities in Bucharest are, in general, less satisfied with the equipment of the faculties. Just like in the previous case, it is possible that some of the differences between Bucharest and the rest of the country are generated by the fact that the students and teachers in Bucharest may have a more critical view than their colleagues from the rest of the country.

- ✎ The students and teachers from the universities established after 1990 seem to be more satisfied, in general, with the equipment of the faculties, while those from the universities established before 1940 seem to be more dissatisfied.
- ✎ The satisfaction with the equipment with teaching spaces, research places and dormitories is lower in big and very big universities, as far as both students, and teachers are concerned.
- ✎ The students from very big universities are also less satisfied with the computer equipment of the faculties, but they seem to be more satisfied with the equipment of the libraries.

The teachers from very big universities, in return, are more satisfied with the computer equipment and less satisfied with the equipment of the libraries.