



UMFT

Universitatea de
Medicină și Farmacie
„Victor Babeș”
din Timișoara

SELF-EVALUATION

R E P O R T

OCTOBER 2012

SELF-EVALUATION REPORT

**“VICTOR BABEŞ” TIMIŞOARA
UNIVERSITY OF MEDICINE AND PHARMACY**

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1. INTRODUCTION

As main objective of the Bologna Process since its launch in 1999, the European Higher Education Area (EHEA) was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. Between 1999-2010, all the efforts of the Bologna Process members were targeted to creating the EHEA, that became reality with the Budapest-Vienna Declaration of March, 2010. The next decade will be aimed at consolidating the EHEA.

The 2012 Bologna Policy Forum organised in Bucharest with the topic "Beyond the Bologna process: Creating and connecting national, regional and global higher education spaces" was finalised with the adoption of the 2012 Bologna Policy Forum Statement that addressed global academic mobility, global and regional approaches to quality enhancement, public responsibility of HE institutions within national and regional context and their contribution to enhancing graduate employability.

We consider medical education and training as a dynamic process. Foreseeing the future society health needs and demands is an important part of Quality Assurance, because it is the mean by which proactive responses can be successfully made. This is an important shift from the current approach, which is essentially adaptive. Awareness of the issues above leads to the **crucial question: are we making qualitative and quantitative reforms in our University at the required pace to address future challenges?**

To answer this question we have set our top priorities as follows:

1. Development of research
2. Curricular reform
3. Internationalization

To reach our strategic goal – academic excellence – we need competent advice and expertise in quality assurance, strategic management and market-oriented approach. We are confident that the Institutional Evaluation Programme offered by the EUA through UEFISCDI will contribute to change mentalities and to identify solutions to the problems we are facing.

SELF-EVALUATION STEERING GROUP

The steering group was decided by the rector and consists of a vice-rector as chairperson and contact person, a secretary, the deans of all faculties, the directors of the departments of quality assurance and research, the chief registrar, the general administrative director and the presidents of the main student's associations. The rector endorsed the activities of the team.

Chairperson and contact person:

Prof. Dr. Simona Drăgan, vice-rector for Education

Secretary:

Assoc. Prof. Dr. Meda Negruțiu, Dental Medicine

Members:

Prof. Dr. Doru Anastasiu, dean, Medicine

Prof. Dr. Mihai Romînu, dean, Dentistry

Prof. Dr. Pharm. Cristina Dehelean, dean, Pharmacy

Prof. Dr. Petru Matusz, director, Department of Research and Grant Management

Prof. Dr. Monica Licker, director, Department of Quality Assurance

Miriam Lazăr, chief registrar

Filip Fiat, director, administration

Students:

Ivona Ursu, president, Society of Medical Students

Ciprian Roi, president, Timișoara Dental Students Association

COMPOSITION OF THE SELF-EVALUATION TEAM

Members:

Prof. Dr. Daniel Lighezan, president of the Senate
Prof. Dr. Roxana Moldovan, vice-dean, Medicine
Prof. Dr. Alexandra Enache, vice-dean, Medicine
Prof. Dr. Andrei Anghel, vice-dean, Medicine
Prof. Dr. Tiberiu Bratu, vice-dean, Medicine
Prof. Dr. Cristina Borțun, vice-dean, Dental Medicine
Assoc. Prof. Dr. Georgeta Sima, vice-dean, Pharmacy
Assoc. Prof. Dr. Claudia Borza, director, Dept. of International Relations

Volunteers:

Prof. Dr. Ioan Sporea, Gastroenterology
Prof. Dr. Carmen Bunu, Physiology
Prof. Dr. Danina Muntean, Pathophysiology
Prof. Dr. Andrei Motoc, Anatomy
Prof. Dr. Doina Onisei, Dental Medicine
Prof. Dr. Codruța Șoica, Pharmacy
Sen. Lect. Dr. Călin Muntean, Biostatistics
Sen. Lect. Dr. Luminița Nica, Dental Medicine
Sen. Lect. Dr. Sorin Ursoniu, Public Health
Assist. Dr. Raluca Dumache, Medicine, secretary, QA Department
Assist. Dr. Bogdan Chisevescu, Dental Medicine, member, QA Department
Călin Neatu, secretary, Vice-rectorate for Education

Students:

Alexandra Maroiu, V yr Dental Medicine
Ionuț Cobec, graduate 2012 Medicine
Cosmin Vântu, V yr, Medicine
Emanuel Voian, VI yr, Medicine
Adrian Stan, V yr, Medicine
Anamaria Bencze, IV yr, Pharmacy
Mihai Bontea, IV yr, Medicine
Diana Pleșa, V yr, Medicine
Cristian Mihon, IV yr, Medicine
Roxana Ilie, VI yr, Medicine

2. INSTITUTIONAL CONTEXT

2.1 Brief historical overview

The “Victor Babeș” University of Medicine and Pharmacy of Timișoara (UMFVBT) The Faculty of Human Medicine was established within the "West University" in 1945, operated by virtue of the Royal Decree 660, published in the Official Gazette on December 30, 1944 and of Act 361/May 3, 1945. By virtue of Decree 147/1974, the institution functioned as the Institute of Medicine of Timișoara, with the specializations: General Medicine, Paediatrics and Dentistry. The institution operates under the name of University of Medicine and Pharmacy, receiving the authorization under Act 88/1993, pursuant to Government's Decree 569/1995. The current name – “Victor Babeș” University of Medicine and Pharmacy of Timișoara is acknowledged through Government's Decree 23/04.01.2001, published in the Official Monitor 18/11.01.2001.

UMFVBT is a public institution of higher education, located in Western Romania at the border with Hungary and Serbia, a challenging position given the superior ranking of the University Szeged at just 150 km away. The current structure of UMFVBT with the three faculties, Medicine, Dental Medicine and Pharmacy, has been approved by Government's Decree 916/11.08.2005, published in the Official Monitor 766/23.08.2005.

The first EUA institutional evaluation was conducted in 2002. The first national institutional assessment was conducted by ARACIS in June 2007. Recommendations are presented in **Annex 2**. In 2011, after analysis of the data on institutional evaluation required by UEFISCDI (**Annex 3**), our institution was ranked category B for all programs, except for Dental Medicine, which fulfilled the criteria for category A.

2.2 The European context

2.2.1 The European economic and political situation. Currently, Europe is undergoing a difficult period of crisis, caused by many factors. Romania is a full member of the European Union, since 2007. The expansion has had many beneficial effects, but has also caused some more or less expected problems. Many of the EU countries are facing the effects of the economic crisis, which have generated large social movements. These issues have had an impact on

both education (undergraduate, graduate and postgraduate) and health systems. The dualism between education and health has made the effects more visible in the universities of medicine and pharmacy, as is the case of our University.

2.2.2. EU expansion has led to the creation of a common framework for recognition of studies in health professions. The EU directives of Freedom of movement and right to work in Europe and the worsening of working and living conditions in less developed countries resulted in the exodus of skilled personnel to countries with better living standards. According to the data provided by the Romanian College of Physicians, in the past five years about 10,000 doctors have left the country.

Another issue generated by the political and economic change for Romania is the opportunity offered by the Cohesion policy for possible funding through EU projects, but unfortunately the lack of experience in the management of European projects, linked to the disorganization at central level, resulted in insufficient absorption of funds, deepening the hiatus existing between Western and Eastern European economies.

2.2.3 Medical education is regulated at EU level by the Directive EC36/2005 on recognition of professional qualifications (Official J of the EU, L 255/22, 30.9.2005). Full compliance with this Directive is conditional for the recognition of our students' qualifications in Europe, becoming an obligation for the UMFVBT. Art. 94 of the University Charter includes the provisions of this Directive related to the programmes of study in the medical-pharmaceutical area. **(Annex 1)**

Recently (January 2012), the European Commission has commenced discussions on the amendment of this Directive, in an attempt to keep the same number of teaching hours required (5500) in medicine, with the 6th year only practical. Our University has to be prepared for any strategic changes required in healthcare education, having an already over-loaded curriculum.

2.3 The national context

2.3.1 The political-economic situation. In the past 22 years, the Romanian civil society has travelled a difficult path, often hesitant, which frequently has created problems. Regardless of the political orientation of the governing

coalition, education and health have always been presented as national priorities. However, the quality criteria which should define these two areas are not clearly defined even today. In addition, both education and health are chronically underfunded and it is hard to believe that employees can be maintained in the system with their current salaries and working conditions. The political strategy of the 2008-2012 government has included the cut of salary increases and a 25% pay cut in the budget system through Act 118/2010. Teachers and administrative staff in the higher education system may be employed only using the rule of one to seven (**one employee for seven vacancies!**) Attitudes are strongly influenced by the results of these measures. The difficult career path, the declining incomes in the public sector, an altered social position and denigration campaigns addressed to doctors – all draw the attention on the need for major changes.

Although they are among the most stable institutions, universities are subjected to many social and economic pressures, and should respond by adapting to the environment. Therefore, the Executive Board and the Senate of UMFT face currently a real challenge, because global and national economic recession might be an obstacle for those trying to build and who need funding to succeed. It is possible that only universities that will withstand these pressures and will demonstrate to be dynamic, flexible and focused on excellence might surpass this period without major losses.

2.3.2 Peculiarities of the Romanian university education. The tertiary education in Romania faces several significant changes. The emergence of a high number of new universities – state-owned, and private, as well – has led, on one hand, to the dissipation of the financial resources – already low, and, on the other hand, to the decrease of selection due to less candidates at admission examination which, in many cases, became a formality.

The Law of Education (1/2011) enacted a year ago, promotes competition to achieve higher academic qualifications, focusing on the quality and quantity of the scientific output, based on extremely demanding scientometric indicators (**Annex 18**) (formulas used only at national level), which are not used by the European or international scientific community. These performance criteria are met by few teachers from the country, and their application results in the

generation of a hiatus in filling vacancies. Value increase is required, but the application of these criteria must be gradual.

2.4 Study programs

The long-term and short-term programs accredited in the evaluation period are presented in **Annex 29** and also in the table below

Nr. crt.	Faculty	Specialization	Accreditation (A) / Authorization (AP)	ECTS	Maximum intake number
1	Faculty of Medicine	Medicine	A	360	525
		Medicine (EN)	A	360	100
		Medicine (FR)	AP	360	40
		Nursing	A	240	100
		Midwifery	AP	180	30
		Radiology and imagistics	A	180	20
		Clinical Laboratory	A	180	20
		Balneophysiokinetotherapy	A	180	80
		Nutrition and dietetics	AP	180	25
2	Faculty of Dental Medicine	Dental Medicine	A	360	150
		Dental Medicine (EN)	AP	360	30
		Dental technicians	A	180	55
		Dental assistants	A	180	20
		Dental prevention assistants	AP	180	20
3	Faculty of Pharmacy	Pharmacy	A	300	160
		Pharmacy (FR)	A	300	60
		Pharmaceutical assistant	A	180	40

Data about the faculties, teaching staff and students, research institutes and laboratories is extensively presented in Sections III and IV.

2.5 University's Autonomy

University's autonomy is stipulated by the Romanian Law of Education based on the provisions of the Romanian Constitution and gives the right to the academic community to lead itself, to exercise academic freedom, without any ideological,

political or religious interference, to assume a set of skills in the fields of structuring and functioning of the university, of the educational activities and of scientific research, in the administration, in the finance and use of resources, as well as in the relations with similar institutions from the country and from abroad. It is based on the principles of freedom of thought, fundamental human rights and liberties, political pluralism and democracy.

According to the Charter (**Annex 1**), the *university's autonomy* means:

- To comply with the legislation in force, its own charter and national and European policies in higher education.
- To implement and comply with the regulations in force relating to quality assurance and assessment in higher education.
- To observe the policies of equity and academic ethics, contained in the Code of ethics and professional conduct approved by the university senate.
- To ensure effective management, resource efficiency and the spending of funds from public sources, according to institutional contract.
- To ensure transparency of all decisions and activities, as required by the legislation in force.
- To respect the academic freedom of the teaching, ancillary teaching and research staff, as well as students' rights and freedoms.

The autonomy is expressed by: the organizational and functional autonomy; the teaching and scientific autonomy; the financial and administrative autonomy; the jurisdictional autonomy.

Setting up or closing of faculties is decided at executive board level, with approval of the Senate and with approval of the Ministry of Education and Research by governmental decision. Levels of degrees, programmes of study and specialisations within a program are decided at department level, but need approval of the Ministry to be implemented. Course units are decided at Senate level and didactic approaches are decided at department level.

Government funding is assured through an institutional contract which allots basic financing according to the number of equivalent students, an indicator which is analyzed in the section on finance. There is no autonomy in the re-

allocation of this funding because 80% of it is used to sustain salaries of academic staff and 20% on utilities approved by the government. Asset management also requires official approval.

University autonomy entitles UMFVBT university community to establish its own mission, institutional strategy, structure, activities, organization and functioning, its own material and human resources management, in strict compliance with the legislation in force.

Selection and appointment of professors and academic staff is decided by the Senate according to appointment criteria refreshed every 4 years, in accordance to the National Education Law and correspondent to international levels of competencies. Positions are occupied by a contest based on the scoring system.

Students are guaranteed the right to free choice of optional courses and specializations, in accordance with the legal norms in force and the curricula.

Selection of students representatives is made by the Society of Medical Students in collaboration with the Senate. The students in the Senate can initiate the procedure of non-trust voting against the leadership of the University even if the criterion of fulfillment of 1/3 of votes is not met.

In UMFVBT freedom of research is provided in determining the topics, the choice of methods, procedures and the use of the results, according to the law.

There is no experience or initiative for development of entrepreneurial activities within university framework.

2.6 Funding

Funding from the state budget is in place since 1999 based on the “overall (global) funding” principle. According to this principle, the annual budget of the University is determined on the basis of quantitative and qualitative indicators.

Funding from the state budget, in accordance with art. 7, chapter XII, section 1 of the National Education Act published in the Official Gazette of Romania no. 18/10.01.2011, observes the principle of overall funding and it is carried out based on contracts concluded between the Ministry of Education, Research, Youth and Sports and the University, as follows:

1. **institutional contract for basic funding**, for scholarships and social protection for students, as well as for investment objectives.

2. **contract for complementary funding** for refurbishment works, equipment and other investment costs, subsidies for accommodation and meals. Contracts are entered into at the beginning of the tax year and are renegotiated to lower amounts at the end of the year. The data presented in the **Annex 40** are related to the actual amounts of the basic funding, received at the end of each year.

Basic funding broken down by quantity indicators refers to the funding allocated per student equivalent according to a scoring system in which the actual number of students in different programs is multiplied by **equivalence coefficients**, in accordance with the list proposed by CNFIS in December 2010, as follows:

- Undergraduate in Romanian = 1 point
- Undergraduate in international languages in full = 1.5 points
- Undergraduate in international languages in part/in Romanian = 1.25 points
- Undergraduate abroad = 2.5 points
- Master in Romanian = 2/3 points
- Master in international languages = 3 points
- Master abroad = 3 points
- Full time doctoral program = 4 points
- Medical internship = 1.2 points

Equivalent students are calculated by adding up all the points above. Basic funding/year/student equivalent originated from the state budget declined dramatically in 2009 with the onset of the economic crisis and RON depreciation. The basic funding broken down by categories and amounts / student equivalent (RON and EUR) during 2007-2011 is presented in **Annex 40**. There is an increase in the number of equivalent students by 26% in the past five years, from 4,936 in 2007 to 6,234.7 in 2011, while funding/student equivalent decreased from **RON 6,825.71 (corresponding to the amount of EUR 1,890.78)** in 2007 to **RON 3,849.57 lei (corresponding to the amount of EUR 897.34)** in 2011, *i.e.* by 44%.

Tuition taxes per year for foreign students and for Romanian students are presented in **Annex 38** for each study cycle.

There is no special budget for research. **The percentage for research from the total budget**, all from external incomes (research grants) amounted in 2007 to 14,77%, in 2008 to 21,46%, in 2009 to 12,34%, in 2010 to 11,24% and in 2011 to 14,14% **(in Funding presented summed up with Other in Complementary Funding Incomes)**.

SECTION I

NORMS, MISSION AND GOALS, VALUES

1. Objectives

The major goal of the University of Medicine and Pharmacy Victor Babeş Timișoara (UMFVBT) is to integrate the medical education in the European system. Basic university training in medical sciences has following objectives, which are also pillars for our mission statement:

1. To provide a quality student-centered medical education adapted to the current European standards of the Knowledge-Skills-Attitudes model.
2. To ensure future professional value and competitiveness of our graduates in accordance with the descriptors of professional and transversal competencies of the **European Qualification Framework**
3. To promote basic and clinical scientific research, with practical applications in understanding and using research results, in order to classify our University in the category A of excellence.
4. To expand and improve international cooperation by concluding effective partnership agreements, exchanges and mobilities with academic institutions and interested companies from the EU.

The UMFVBT objectives are detailed in Chapter 13 of the **University Charter (Annex 1)**. In order to achieve these objectives, new developments of general institutional characteristics will be required: flexibility and adaptability of faculty structures by implementing an academic management based on effective communication, establishing of strategic steps for short and long term **(Annex 6 Strategic plan 2012-2016)**, the provision of an institutional **culture of quality** in all areas and at all levels of academic activity, the development of an innovative spirit, the extensive cooperation with other institutions, at regional, national and international level.

2. Mission statement

Our mission, based on the academic team competence, on the quality of research and on the values of the medical profession, is:

- To train skilled and accountable students, from around the world, using the best methods for medical training, based on the Hippocratic Oath.
- To motivate students to continuously improve their knowledge and skills throughout life.
- To adapt the professional profile in education and research to the labour market demand.
- To continuously contribute to improve the quality of health and life in Romania and worldwide.

3. Values

Our values are part of our future strategy and are expressed in the Strategic Plan 2012-2016 (**Annex 6**):

Quality: all actions of the academic community and of the Executive Board will be analysed taking into account the internationally-accepted quality parameters, through the Quality Assurance Commission of the University Senate and the Quality Assurance Department.

Correctness: in all educational, scientific and extra-professional activities in the academic environment.

Morality and professional dignity.

Transparency: all activities and decisions of the management staff will be made public, known throughout the entire academic community (in print, electronic format and posting on the new UMFVBT website).

Excellence: through all the strategies of the teaching, scientific and administrative sectors, the University will target performances accepted and acknowledged at national and international level.

Defining the priority objectives: flexibility for the Executive Board to achieve fulfilment of the University's mission.

Efficient resource management: it will allow the transformation of efficient teams in centres of excellence and, in the same time, it will provide the opportunity to develop the newly formed teams.

Dynamics adaptation needs: individual and collective development will be encouraged, by identifying employees attaining performances; the strategy will be adapted to the legislative and economic changes and to the requirements of the labour market.

Collaboration: address interdisciplinary projects, improve communication between administration, pre-clinicians and clinicians, openness to inter-university cooperation at institutional level, at national and international level (following the model with the Szeged University and the University of Medicine in Vienna).

Creativity: due to the economic crisis and underfunding of education and research, we have to find alternatives that will allow university development, by involving the entire academic community.

SECTION II

GOVERNANCE AND ACTIVITIES

1. Decision-making structures and processes

THE UNIVERSITY SENATE

The University is lead by the University Senate, which includes representatives of the three faculties (professors and students). The Senate has 38 members, of whom 13 are students – 25%. The University Senate members are elected by universal vote, direct and secret to all didactic and scientific personnel, respectively to all students.

Each faculty has representatives in the senate, the quota in the representation being as follows:

- a. the Faculty of Medicine – 30 teachers, 9 students
- b. the Faculty of Dental Medicine – 5 teachers, 2 students
- c. the Faculty of Pharmacy - 3 teachers, 2 students

The Senate meets twice in a month for regular sessions. The Senate is organized in Commissions, created in response to specific demands.

The attributions of the Senate include all areas of university autonomy. According to the University Charter 2011 (**Annex 1**), the Senate covers following activities:

- It elaborates and adopts, after a series of debates with the university community, the Charter.
- It approves the strategic plan for institutional development and operational plans, at the proposal of the Rector.
- It approves, at the Rector's proposal and by respecting the present law of education, the structure, organization and functioning of the University.
- It approves the budget project and budget execution.
- It draws up and approves the rule of quality assurance and professional code of academic ethics.
- It adopts the University Code of the rights and obligations of the student
- It controls the activity of the Rector and of the Executive Board by appointing specialized committees.
- It approves the methodology for hiring didactic and scientific personnel and periodically evaluates the human resources.
- It approves, by the Rector's proposal, to sanctioning the professional personnel who have poor working performance, based on the University's methodology and on the current legislation.

The **president of the Senate** summons up the Senate for regular and special meetings; keeps the evidence of the Senate's decisions and ensures their transmission to the University community; coordinates the competition for occupancy of vacant academic positions and coordinates the activity of the Senate's commissions.

THE EXECUTIVE BOARD

1. The executive board of the UMFVBT provides, under the leadership of the **Rector**, the operational management of the UMFVBT and implements the strategic decisions of the university senate.
2. It regulates the institutional budget.
3. It approves to the annual budget execution and the annual balance sheet.

4. It approves to the proposals for the didactic and scientific open positions.
5. It approves to new curriculum proposals and draws up proposals for the university Senate regarding the completion of those programs of study which no longer fit in the university's mission or which are academically or financially inefficient.
6. It approves to financial transactions which exceed the limits set by the UMFVBT Senate.
7. It proposes to the UMFVBT Senate medium and long term strategies and policies regarding different areas of interest for the university.
8. It employs the Senate's decisions.
9. It resolves the current issues regarding the university's management.
10. It proposes international cooperation agreements which will be submitted for approval to the Senate.
11. It approves to the travelling within and outside the country of the community members. The records of these visits are being managed by the International Relations Department.
12. It proposes to the Senate, for approval, the establishment of self-financed research centers.
13. It informs the university's Senate of the decisions taken during regular meetings.
14. It takes other decisions which are compulsory for the enforcement of the Senate's decisions.

The Rector legally represents the university in relation to third parties and accomplishes the executive leadership of the university, implements the decisions of the Senate; presides the Executive Board, coordinates the activity of the Vice-Rectors and of the general administrative director; **coordinates the strategic development plan** of the UMFVBT, drawn up by the Senate and elaborates the annual plan, pursuing its accomplishment. The rector is **directly responsible for the management of the quality of the academic and**

administrative activities, as well as for the **national and international certification** of the University.

The Rector draws up the **operational management** and negotiates and signs **the institutional contract** with the Ministry of Education, Research, Youth and Sports and the acts of study (bachelor's degree, master's degree, doctoral degree). The length of the Rectors's mandate is 4 years. The mandate can be renewed one time at the most.

The Vice-Rectors coordinate the activity domains, which are delegated to them by the Rector by written order or which are appointed to them by the Senate as follows:

- a. V-R for EDUCATION: coordinates undergraduate education, the Master Studies Department and the academic evaluation;
- b. V-R for POSTGRADUATE STUDIES: coordinates postgraduate studies and the programs of residency
- c. V-R for ACADEMIC DEVELOPMENT: coordinates the International Relations Department and the Department of Marketing, PR and Counselling
- d. V-R for SOCIAL, ADMINISTRATIVE AND FINANCIAL ISSUES
- e. DIRECTOR of ACDS - assimilated as V-R, according to National Law of Education (see organisational chart).

The General Administrative Director is the economic and administrative manager of the University, responsible for the maintenance and development of the University assets, as well as for the investment activities.

The Chief registrar of the University monitors the application and operation of internal procedures and rules, of the law and of the Charter, and keeps the University structures informed.

THE FACULTY COUNCILS

At the **faculty level**, the structure of the council is of maximum 75% academic personnel, minimum 25% students. The representatives of the teaching staff are elected by universal vote, direct and secret by all didactic and scientific personnel of the faculty, while the students' representatives are elected by universal, direct and secret ballot by the faculty's students. The regular

meetings of the faculty Council take place monthly. The decisions of the faculty council are adopted by a simple majority.

The Faculty Councils represent the policymaking bodies of the faculty and are responsible for following activities:

- a. to propose the establishment of new departments;
- b. to confirm the heads of departments at the proposal of the departments;
- c. to develop the curricula and to submit them for approval to the Senate;
- d. to draw up the evaluation reports for the faculty and for specializations;
- e. to set up criteria and standards for the regular assessment of the teaching personnel;
- f. to set up criteria for the appointment of the didactic associated personnel;
- g. **to set up its own criteria** regarding the occupancy of the vacant didactic positions which will be forwarded to the Senate;
- h. to propose the annual intake number;
- i. to organize the admission examination;
- j. to establish its own criteria and enrolling conditions for the entry in the second cycle of graduates with a bachelor's degree;
- k. to establish criteria for transfers between universities;
- l. to approve the applications for recognition of certificates and diplomas;
- m. to set up the list of students who have the right to scholarship and to other forms of financial support;
- n. to organize national and international scientific meetings;
- o. to employ the material and financial resources available to the faculty, according to law;
- p. to initiate activities in order to achieve an additional income, with the approval of the Executive Board.

THE DEANS OF THE FACULTIES

Deans are selected by public competition, organized by the Rector. The competition is open to persons from within the University or any faculty of the same profile from the country or from a foreign country who, based on a plenary hearing in the faculty council, have received a notification for entering the examination. The faculty council is obliged to notify at least two candidates.

1. The Dean represents the Faculty and is responsible for the management and leadership of the faculty.
2. The Dean submits annually a report regarding the state of the faculty
3. The Dean conducts the meetings of the faculty council and applies the decisions taken by the Rector, the Executive Board and the Senate.
4. The prerogatives of the Dean are:
 - a. he/she coordinates the activity of carrying out the decisions of the Faculty Council;
 - b. he/she coordinates the didactic and research activity;
 - c. he/she signs the diplomas and the license transcripts.

THE VICE-DEANS

1. In the UMFVBT the number of the Vice-Deans, for each of the faculties, is as follows:
 - for the Faculty of Medicine: four Vice-Deans;
 - one Vice-Dean for the Faculty of Dentistry;
 - one Vice-Dean for the Faculty of Pharmacy.
2. The prerogatives of the Vice-Dean are as follows:
 - a. he/she resolves the tasks delegated to him/ her by the Dean;
 - b. he/she signs the correspondence of the Faculty while the Dean is not;
 - c. he/she responds for the activity specific for the function he/ she was chosen in.

THE DEPARTMENTS

According to the requirements of the Law of Education 1/2011, in 2011 the former chairs have been restructured into departments. The departments are subordinated to the Faculty Councils and their activity is guided and controlled by the Deans of the Faculties. At present there are 16 departments at the Faculty of Medicine, 3 at the Faculty of Dental Medicine and 2 at the Faculty of Pharmacy (**Annex 1**). The department consists of one or more disciplines.

The Director of the Department is responsible for the management and leadership of the department, with the help of the department's council and of the disciplines' coordinators who are appointed by the department director. The director of the department is elected by universal vote, secret to all of its members.

The director of the department has the following prerogatives:

- a. he/she makes proposals for the curricula;
- b. he/she organizes the didactic and scientific activity;
- c. he/she proposes research topics and contracts;
- d. he/she proposes a specialization and training for the didactic personnel in the country and abroad;
- e. he/she proposes the available positions for promotion of the academic personnel;
- f. he/she draws up the annual plans of the courses, practical works and laboratories;
- g. he/she schedules counselling hours and other optional activities in the benefit of students;
- h. he/she analyzes the content of the courses and of the practical works' guides;
- i. he/she provides for the debate of the doctoral students' reports;
- j. he/she proposes to the Dean the way of organizing student assessments;
- k. he/she provides for modernization of the teaching methods of the courses and laboratories.

TECHNICAL AND ECONOMIC ADMINISTRATION

At the level of the University, the technical and economic administration is represented by the **general administrative director** and by the **chief registrar** and at the level of the faculties by the **head faculty secretaries**. The **chief accountant** coordinates the budget expenditures and sees that incomes and expenses are properly managed.

The **chief registrar** leads the Rector's Secretariat and coordinates the secretarial activity in deans' offices. She represents the institution at a secretarial level, secures observance of the Executive Board and of the Senate, receives and forwards documents, decisions, assignments etc.

The **head faculty secretaries** coordinate the activity of the faculty secretariats. The attributions of the head secretaries are the same ones that the chief registrar has at the level of the Rector's office.

2. Organisational chart

It is represented in **Annex 37**.

3. Decision-making process

INTERNAL DEVELOPMENT OF BUDGET

Budget proposals are made per year by each Department, centralised and certified by the Executive Board. The first draft of the University budget, elaborated on the basis of faculty proposals, is analyzed by the Executive Board, that decides the final proposal to be presented to the Senate.

ALLOCATION OF THE BUDGET

1. There is a fixed algorithm different from the government's because it uses another modality of allocation of budget. It takes into consideration the number of students from each faculty and allocates governmental and own resources according to the above number.
2. There is a budget at central University level.
3. Financial planning cycle is per one calendaristic year. The yearly budget is divided in monthly budgets and is controlled monthly by the chief accountant and every 3 months by the Senate.

DECISIONS ABOUT LONG-TERM DEVELOPMENT

The decisions about long-term development of the University are prepared by the Rector and by the relevant Committees of the Senate. The Rector decides and the Senate approves the content of the University's strategic plan, last time for the period 2012-2016. The plan is up-dated every year. However, in the case of unexpected opportunities and threats, the plan is changed accordingly, based on the Senate decision.

4. Mechanisms to collect information

The University's mechanisms for collecting information, including feed-back mechanisms are very traditional and quite imperfect, since they provide the needed information with high efforts and rather late. They are based more on the quality of people involved, and less on modern processes, lacking an informatic system based on computer network and data bases, clear procedures and integrated operational and financial systems to assist decision-making and management of processes at every level: University, Faculties, Departments. Although soft applications are installed at the chief accountant's office and at some secretaries, and successful attempts have been made to use IT (at the admittance exam, keeping the student's registry), the lack of a coordinated IT application makes the process of collecting information extremely time-consuming.

The current process of self-evaluation has identified this situation as a problem to be addressed and solved **as fast as possible**. We are confident that the evaluation report issued after the EUA evaluation will be a good starting point to solve our problems.

SECTION III

QUALITY ASSESSMENT PRACTICES

1. Policy and procedures for quality assurance

Quality assurance in UMFVBT was based on the activity pursued by the Quality Assurance Department (QAD) established by decision of the Senate in June, 2007, according to ARACIS recommendation 21 (**Annex 2**). Between 2007-2011, the QAD was composed of 9 members (representatives of teaching staff from the three faculties and the president of the students association SSMT), chaired by the Vice-rector for Education and it had monthly meetings. Conclusions of meetings (minutes), related to teaching, scientific, management and social activities were presented by the QAD President at the meetings of the Executive Board in the form of analysis, encompassing some concrete solutions. The rules of functioning and the QAD members involved, changed twice during this period. The assessment of the quality of educational programmes and of the quality of teaching, took place as analysis of feed-back of student evaluation at graduation

regarding the educational process, presented to the entire teaching staff. **The strategy, policy and procedures for assurance of quality and standards did not have a formal status.**

In 2011 the UMFVBT Charter (Annex 1) was revised, in order to include the new departmental structure and requirements of the Law of Education 1/2011.

In the strategic plan 2012-2016 (Annex 6) of the new leadership of the University, quality assurance is regarded as essential for UMFVBT development and requires excellence in all areas of activity, in accordance with the ARACIS quality standards (www.aracis.ro), of the standards of the European University Association (EUA) and of the Association for Medical Education in Europe (AMEE). Meeting these standards is essential to receive the qualification of "high level of confidence" at the institutional level and for all programmes of study. Following actions are considered essential for this goal:

1. Re-activation of the Quality Assurance Department of the University.
2. Activation of the Quality Assurance Commissions at the Faculty level.
3. Close co-operation with the university Senate and its relevant commission.
4. Commencement of actions to highlight the satisfaction level of students and employees on the educational and scientific activity.
5. Attendance in national and international actions for quality assurance in medical-pharmaceutical education and in programmes implementing specific standards (POSDRU project already launched, UMFT being a partner).
6. The reports of the Quality Assurance Commissions will be published by posting them on UMFT's website.
7. The Executive Board will submit to the Senate twice a year the reply and solutions to the recommendations of the Quality Assurance Commissions.
8. All reports will be published annually in a book including as well the Rector's report on the University's status.
9. The Manual for Quality will be edited (ARACIS requirement).
10. Specialized full-time personnel will be hired at the QAD (statistician, sociologist).

As from 2012, the leadership implemented new QAD structures and its new Rules of operation were validated by UMFVBT Senate's Resolutions no. 9/2240/22.03.2012, 13/4816/07.06.2012. Within UMFVBT's new quality assurance policy, responsibilities are delegated to faculties, departments and disciplines, in an intent to promote a new quality culture. Besides the board of the QAD, three committees for QA were created, one for each faculty, all involving students (**Annex 4**).

Students were and are actively involved in the process of quality assurance in education. Representatives of the UMFVBT student societies are included in the management structures (Executive Board, Senate, Councils of Faculties), as well as in the newly created QAD structure. ARACIS recommendation 2007 (**Annex 2**) pleaded for "more active involvement of foreign students". Giacomo Armani, 4th year student in Dental Medicine, UMFVBT - is IADS (International Association of Dental Students) coordinator.

2. Approval, monitoring and periodic review of programs and awards

QAD **has analyzed periodically the educational programmes**, and the activities carried out by the teaching and administrative staff, has conducted consultations with students, aiming to identify new targets in institutional development, as well as the existing shortcomings and has proposed to the Faculty Councils measures for their correction. Every year a detailed analysis of the programmes of study was conducted in the Faculty Councils and then in the Senate.

In the 2007 assessment, the ARACIS experts have recommended the introduction of elective disciplines in the first two years and the increase of the number of optional disciplines in Medicine. In 2009 there was conducted a reassessment and a first adaptation of the curriculum taking into account the curricula of partner Faculties of Medicine (Vienna, Szeged) and those from Romania (Cluj, Iași). An interdisciplinary optional module of Neurosciences was introduced in the second year, as well as the elective courses of Immunomorphology and Philosophy. In the first year, optional courses of Anthropology and History of Medicine were introduced.

There have been made changes according to the requirements formulated by students (e.g. reduction of number of hours of Anatomy and Paediatrics in 2009, introduction of Clinical Psychology and Plastic Surgery as optionals,

introduction of Geriatrics and Sexology as electives). The Board proposed to discard optionals and electives unsolicited by students.

All programmes of study have the number of hours and content reflected through the **syllabus, adapted to the national and European requirements (Annex Fisa disciplinelor)**. Curriculum configuration meets the needs of students and it is reflected in the examination manner, with specific characteristics for preclinical and clinical disciplines. The mandatory and optional bibliography are announced to students at the beginning of each academic year. **Practical skills** for each discipline are acquired through case presentations, portfolios, skills charts for students.

Since November 2011, UMFVBT decided to change the institution's strategy for quality and standards, becoming a **partner in the project POSDRU/18/1.2/G/40067 "Quality standards and specific performance indicators for health education"**, coordinated by the "Iuliu Hațieganu" UMF Cluj Napoca. The main objective of the project is the development of new quality standards and performance indicators for higher education in the field of health, through the development of a common standards for quality assurance having as partner also ARACIS. One of the activities in the project involves the evaluation of the perception of responsables for quality assurance about the quality management systems of their universities. Questionnaires were completed concerning the quality assurance system of the University by all QAD members from UMFVBT and three experts on behalf of each partner have been pointed out to participate in a WS in Bucharest in November 2012 regarding the creation of standards according to EU guidelines for internal quality assurance.

3. Assessment of students

UMFVBT applies the Regulations prepared by QAD, discussed with the members of the Boards of Teachers and approved in the Senate, **on student examination and assessment**, which is applied strictly and consistently (**Annex 1**). The Regulations include general provisions, conditions for participation in the exam, the examination process, exam scoring and pass, course completion and final provisions. The entire academic community is aware of them, as they are published on the UMFVBT website (http://www.umft.ro/studenti_3). Student

assessment is based on theoretical and practical exams taking place during the 2 end-semester examination periods, formative through theoretical and skill tests, colloquiums, seminars, midterms during the semester. Scoring criteria for grade 5 are stipulated for each discipline (**Annex 7**).

Learning outcomes are taken into account in course presentation, however without lowering the level of mandatory knowledge. Dean's Offices analyze yearly the **promovability, drop-out and repetency rates** for Romanian and foreign students (**Trends Students**), as well as all good and very good results obtained.

Between **2007 to 2010, learning outcomes were poorer in Medicine**, although the offer of learning resources has improved significantly (printed materials, electronic materials, medical databases, facilities, availability of teachers). This could be explained through the decrease of the interest for education in General Medicine, in favour of the specializations of Dental Medicine and Pharmacy (higher competition in the admission examinations and better outcomes for these faculties). **In the past two years, the situation in the Faculty of Medicine has changed and outcomes were improved.** This fact is confirmed by the increase of competition at admission, and by the **pass rate of graduates in the residency examination (Annex 16)**. A high number of graduates were accepted following interviews as residents in western EU countries (Germany, France, Italy, and Sweden). Consecutively, a shift in the interest of candidates at admission for the specialization of Medicine, at the expense of the interest for Dental Medicine, has occurred, while competition remained constant for the specialization of Pharmacy (**Annex 17**). This has also resulted in the improvement of the results of students.

4. Quality assurance of teaching staff

QUALITY OF THE TEACHING STAFF

The teaching staff is specialized for the areas of the Faculties of Medicine, Dental Medicine and Pharmacy, respectively, and it ensures the optimum development of the educational process. The Regulations **to fill a position by competition** and the related methodology are presented in **Annex 18**, and the minimum criteria are regulated by the National Law of Education 1/2011, as further amended and supplemented.

TEACHING POSITIONS

In accordance to the particularities of the programme of study, each discipline/department determines the optimal number of tenured and associated teaching staff who include in their workload teaching activities in the subject/subjects characterizing the discipline/department in question, based on the teaching and learning quality, by virtue of the “didactic workload” maintained under the current legislation (**National Law of Education 1/2011, Annex 19**).

The total number of positions required presented against the **total number of teaching staff 2007-2011** is presented in **Trends Teaching Staff**. A descending trend is noticed particularly in the last year, due to the massive vacancies and job offers from Western Europe for MDs, dentists and pharmacists and also due to migration towards the private sector offering better incomes.

In **Trends teaching Staff** the structure of the teaching staff for the institution and for each faculty is represented as pie graphs for each year, teaching position, gender. It is noticed the **negative trend of staff occupancy** from 72.25% in the academic year 2006/2007 to 69.84% in the academic year 2010/2011. Our opinion is that the current structure and the teacher number still provide a quality education in the University, meeting the required 70% occupancy of teaching positions according to ARACIS criteria. According to the present Law of Education, the candidates for academic assistants must have completed their doctoral studies in order to claim an academic position, and also mandatory pension is required for academic staff when reaching 65. This leads to a huge gap in staff occupancy, which can be filled at lower positions by PhD students willing to have a part-time academic position (allowed by the Law without competition), but leaving higher positions un-occupied due to the extremely strict criteria of promotion, especially referring to research.

STUDENT/STAFF RATIO

Unfortunately, it is noticed an upward trend of the student/staff ratio from 5,6 students/staff in 2007/2008 to 7 students/staff in the academic year 2010/2011 (**Trends Students**), but the situation in Pharmacy is quite worrying at a 16,7 students/staff ratio in the academic year 2010/2011. The situation refers only to specialized staff in Pharmacy, while at the Faculty of Pharmacy the teaching staff from Medicine is also involved, real figures being lower.

THE NUMBER OF TEACHERS UNDER 35 YEARS: has also decreased from 267 in 2006/2007 to 246 in 2010/2011 (**Trends Teaching Staff**).

TEACHER ASSESSMENT IS MADE ANNUALLY BY STUDENTS AT GRADUATION: Assessment parameters include the presentation of courses, actuality of information, clarity of presentation, student involvement in teaching and learning, time granted to students and the assessment and scoring system, according to a questionnaire filled-out by graduates at the license exam (**Annex 13**). The outcomes of the last assessment were analyzed in the Faculty Council. ARACIS recommendations are that evaluation by students should be done in real time during the academic year, not by graduates, stressed also within the POSDRU project 40067. The reason for keeping up this unwanted practice is the lack of an integrated electronic system of evaluation of education, which should include evaluation by students, autoevaluation, evaluation by colleagues and evaluation by the chief of department. The evaluation charts for each evaluation type have been developed and the electronic system will be introduced as a result of the POSDRU project 40067, after identification of standards and indicators within the project.

ASSESSMENT BY THE UNIVERSITY'S MANAGEMENT: Teachers conduct annual self-assessment activity in accordance with the criteria adopted by the Senate, on the forms published on the official website of the University, as well as reciprocal assessment, based on hierarchy, at the level of the disciplines. Results are analyzed by the discipline chair, who prepares an information report for the University's management.

The teaching staff applies methods adapted to the programmes of study, curriculum and syllabus, which will be improved as a result of participation in the POSDRU eMediqual project, in which, through a master programme it is provided also the training of trainers.

5. Learning resources and student support

LEARNING RESOURCES

The learning resources provided by UMFVBT to students include: course manuals, guides for practical work/internship, monographs, treaties and specialized magazines in classical format. A copy of each course manual/guide is

provided for free to the Central State Library. The list of the publications for students, in Romanian, English and French from 2007 to 2012 is shown in **Annex 23**.

LIBRARY

For detailed specialized documentation, both teachers and students had unlimited access to electronic medical databases to which the University had subscriptions paid from its own funds up to 2009 (Springerlink, Blackwell Synergy, Oxford Journals, JNCI Cancer Spectrum), encompassing over 2,000 titles of specialized journals. As of 2009, until now, scientific documentation in Romania was provided at national level through the ANELIS strategic project. The main building of the University houses 3 libraries (203 sq m). The libraries are equipped with international treaties and monographs, as well as national and international journals acquired through exchanges. 50% of the manuals published by the University Litho Print belong to the library. Another learning resource is represented by the treaties and monographs acquired through programmes for vocational education and training, assimilated by the library. A large number of books available to students were printed by CNCSIS-agreed publishers and put also at the disposal of the UMFVBT library.

Students have unlimited access to library resources, throughout the academic year. The activity of the library is carried out under the Library Act (Official Journal, I, 422/18.06.2002) and of the Internal organization and operation rules. The situation on July 01, 2012 was: 129,083 books, 64,875 copies of periodical magazines, purchased in accordance to the teaching and research requirements (**Annex 23**).

THE LIBRARY HAS INTERNET ACCESS and fosters multimedia rooms to access electronic resources for research. Students' access to international databases for documentation purposes is limited to those that are free or funded by national programmes. In the same contract which develops the University website it is also provided the online integration of the library functions (book search/reservation). It is in progress a plan of reediting the manuals of the disciplines, so that students could benefit from a practical learning aid, under the Victor Babeş Publishing House, in electronic format.

TEACHING FACILITIES

In aggregate, 202 rooms are available for professional training, which are managed by the University through its Administrative Department. The spaces are placed in several buildings:

- Main building of the University
- Medicine II building
- Faculty of Dental Medicine
- The new building of the Faculty of Pharmacy (ARACIS recommendation), to be opened in 2012
- Other educational facilities within hospital premises:
 - County Clinical Emergency Hospital (2 amphitheatres, lecture rooms, rooms for practical work)
 - Municipal Hospital (1 amphitheatre, seminar rooms/rooms for practical work)
 - Institute of Cardiovascular Diseases (1 amphitheatre and 1 lecture room)
 - “Victor Babeş” Hospital of Infectious Diseases (1 lecture room)
 - “Căi Ferate” Clinical Hospital of Timișoara (1 amphitheatre)
 - “Louis Țurcanu” Hospital for Children (1 lecture room).
- Other educational facilities included in medical clinics functioning in stand-alone buildings, but from the administrative standpoint included in the hospitals listed above:
 - “Bega” Clinic of Obstetrics-Gynaecology (1 amphitheatre)
 - “Bega” Clinic of Paediatrics (1 lecture room)
 - “Eduard Pamfil” Clinic of Psychiatry (1 amphitheatre)
 - “Odobescu” Clinic of Obstetrics-Gynaecology (1 lecture room)
 - Clinic of Dermato-Venereology (1 lecture room)
 - Clinic of Ophthalmology (1 lecture room)
 - Clinic of Otorhinolaryngology (1 lecture room)
 - “ASCAR” Clinic (amphitheatre)
 - Clinic of Maxillofacial Surgery (lecture room).

The University encompasses 27 amphitheatres (3,428 sq m) with general or dedicated access, included in certain clinics of the University hospitals. The

Faculty of Dental Medicine uses an amphitheatre (120 sq m), 4 seminar rooms (88 sq m) and 56 (1,840 sq m) laboratories and rooms for practical work. Recently completed (to be opened in 2012) there are 4 amphitheatres and lecture rooms (377 sq m) in the Faculty of Pharmacy, besides 4 seminar rooms (172 sq m) and 40 laboratories and rooms for practical work (1,423 sq m).

170 rooms, totalling 7,803 sq m are functional to host laboratory activities and seminars. Activities are organized at central level, using semester planning, with availability for amendment when students require changes motivated by a particular programme. For clinical internship and trainings premises of the University, medical units (University clinical hospitals or institutes) may be used.

The distribution of disciplines in terms of the surface depends on the characteristics of learning and research. By means of cooperation agreements entered into with the boards of the specialized institutions, students have access to courses in two amphitheatres of the County Clinical Hospital, two in the Municipal Hospital, one at the Public Health Institute, two at the Institute of Cardiovascular Diseases. In the short-term strategy it is scheduled the construction of the third amphitheatre within the premises of the main building. Some amphitheatres hosting courses, especially those from the main building, are equipped with adapted projection systems and IT equipment. Rooms for practical work are concentrated in the wings *Medicină 1* and *Medicină 2* for the Faculty of Medicine. Premises for clinical training: County Clinical Hospital No. 1, Municipal Hospital, "Odobescu" Clinic of Obstetrics and Gynaecology, Clinical Hospital No. 4, Institute of Cardiovascular Diseases. Research premises are integrated in the structure of disciplines, being organized separately from the teaching activity.

All departments include learning/teaching facilities consisting of computers with projection systems and overhead projectors. Using these tools, course teaching was changed from direct transmission of information to the one based on integration and interaction. Laboratories for practical work are provided with equipment and substances to conduct the procedures and experiments included in the syllabus. The equipment of teaching and research laboratories is mostly compatible with the one existing in the European advanced universities. Examples of laboratories deemed as "**strengths**": Immunology, Physiology, Biochemistry, Histology, Pathophysiology, Microsurgery, and Experimental

Medicine. Laboratories undergoing the modernization process: Cell Biology, General Biology. Laboratories that meet the minimum equipment requirements but which, by comparison with European advanced universities are "**weaknesses**": Biophysics, Morphopathology, Anatomy.

The provision of own IT equipment to lecture rooms/amphitheatres is poor, especially to the ones belonging to the clinics managed by hospitals; as a rule, equipment is provided by the University department delivering courses in that lecture room, creating disruptions, because equipment is not fixed, but brought by the teacher delivering the course or the seminar.

Some rooms which host practical work for disciplines with special demonstration preparations (genetics, anatomical pathology) are provided with particular equipment (microscope and preparation sets with special staining or preparations stored in preservative media). Educational activities of these departments are planned and tailored to the number of students in internships and practical work.

Safe work environment is regulated by specific labour protection measures for which training is delivered each year for the respective disciplines in preclinical (Biochemistry, Biophysics), where the student is informed about the safety equipment required to be worn, as well as about the laboratory manoeuvres required to be executed properly to avoid accidents. Each year the student signs a work safety record. For clinical activity training is delivered by hospital units (medical, surgical, laboratory) by specific regulations on safety and protection measures. Regulations regarding safety and fire prevention are also separate for university and medical facilities, being regulated by law and subjected to periodic checks. For teaching staff safety measures at work are stipulated in the Internal Regulations brochure (**Annex 24**).

Strengths

1. The Faculty of Medicine has facilities enabling a regular teaching process, generous spaces for teaching (amphitheatres and lecture rooms), their central monitoring and coordination; in the teaching spaces course delivery takes precedence over other uses.
2. Rooms with IT equipment, including secured wireless connection (Aula Magna, Senate's room, "Petru Drăgan" room, "Iagnov" room).

Weaknesses

1. Maximum usage, overloaded, of some spaces for learning (rooms 241, 348, F1, F2, F3, A1, A2, A3, AB Clinical County Hospital, “ASCAR” Clinic, Institute of Hygiene, Dental Medicine).
2. There is no adequate back-up capacity.
3. Some of the premises could not be used adequately due to the distance between the medical units (“Căi Ferate” Clinic, Municipal Hospital, Clinic of Psychiatry, “Odobescu” Clinics of Obstetrics-Gynaecology, Clinic of Maxillofacial Surgery).
4. Sometimes spaces are used competitively in hospitals for other purposes like symposia or conferences.
5. At the moment there are no suitable access arrangements for students with disabilities.
6. No repair and sanitization works were carried out for years (in amphitheatres B, A of the County Clinical Hospital there is mould, the floor is damaged, and the chairs are broken). There are not enough restrooms, the existing ones are insanitary and they are not provided with sanitary products. Remedy actions have to be undertaken by the administration of the County Clinical Hospital which is the owner of the facilities, but its management failed to take such actions due to the lack of funding.

ACCOMODATION FACILITIES

UMFVBT has 8 student accommodation halls (DORMS) with 2,532 places, in rooms with 2, 3 and 4 beds. All accommodation applications in the past 5 years have been solved favourably. Student accommodation halls, room types and facilities are presented in **Annex 25**. UMFVBT has a sports facility with multiple options (football/handball/basketball, bodybuilding room, gymnastics, chess club), all with extended service hours.

STUDENT SUPPORT AND COUNSELLING

Counselling services are provided by the **Department of Management, Marketing, Public Relations and Counselling**. Following the resolution taken by the Board of Administration and to the Senate’s approval,

in June 2012 the **Office for University Counselling and Development of Medical Students (BCUDSM)** has been established. The Office provides short and long-term counselling to UMFT students, personal and group professional counselling, from admission through graduation, medical care, leisure programmes and programmes for personal skill development. The **BCUDSM** programme includes:

- A. Management of student inclusion in the university community,** through specialized counselling for stress, anxiety, depression, improper student treatment: discrimination and/or harassment. This contact type is confidential, and if needed further support is provided by psychologists and specialists in communication.
- B. Development of study skills and concentration, time management.** This section has two branches: **tutoring and cultural counselling**. Tutoring involves a process of selection from students with good results, able to help their peers in learning. The programme has the support of teachers, assistant professors, who conduct counselling in each department.
- C. Opportunities for career development, choice of specialty, résumé preparation/ application for an interview.** **BCUDSM** provides professional advice with the support of the internship supervisors. Currently, the writing of a career guide in medicine is ongoing

The key elements used in counselling are also to be found in the activities carried out by the *Societatea Studenților în Medicină Timișoara* (SSMT - Society of Medical Students of Timișoara, www.ssmt.ro). Rights and interests of UMFTVB medical students are supported and defended by the SSMT. To this end, SSMT organizes at the beginning of each academic year meetings with the new UMFVBT students through which it attempts to give them orientation and to include them in the activities carried out for medical students and organized by SSMT during the entire academic year. In addition, at the beginning of the academic year is organized the “Freshmen Party” for the 1st year students. For the 1st year students the **Freshman’s Guide** is edited aiming at facilitating rapid and easy integration of the new students.

UMFVBT supports the University's student organizations SSMT, the Association of Students in Dental Medicine and the Student's Society of Surgery Timisoara in the organization of annual professional events (MEDIS and DenTIM), simulations of residency exam, as well as of the cultural ones (MEDFEST and STOMAPARTY).

Cultural services are provided through the Hyperion Club, equipped with audio-video equipment, operating in student accommodation hall no. 1, where cultural events and exhibitions are organized. As from 2009, students of the Faculty of Medicine have rekindled a tradition **by reprinting the "Scalpelul" magazine**; there have appeared five issues so far. The magazine appears once in a semester. Within the activities of the TDSA students' society (Timișoara Dental Student Association) (www.tdsa.ro), students of the Faculty of Dental Medicine publish the **magazine "Molarul din minte"**, which reached the fourth issue.

Stimulating programmes: UMFVBT conducts currently a programme to boost student performance in school, through 3-6 month scholarships in European Universities with which are concluded firm agreements, as well as programmes to carry out summer practical works. The programme includes financial support for student travels to scientific events and logistical support to organize own events.

6. Information systems

From 2007 to 2011, the IT infrastructure has continuously developed in an attempt to meet the unplanned requirements or specific requirements for certain disciplines or programmes of study. There is internet access in campuses and in all UMFVBT buildings: Ethernet network at institutional level and wireless access over restricted areas (access points for certain subjects). All these facilitate the access to information and communication.

Most teachers have e-mail accounts in the umft.ro domain, service provided under the Google platform (special offer for academics).

UMFVBT participates and reports data in the SER (Single Enrolment Register) national programme. In the admission examination held in July 2012, it has already been successfully tested a pilot project for online registration of

candidates for the programmes of study offered by the University. It is foreseen the integration of information in the SER and administrative databases, with an access system for users at multiple levels.

As course management system the Moodle platform is used, an open-source software platform (<http://moodle.org>). A Moodle instance is installed and configured designed to integrate all of UMFT courses (<http://emedical-moodle.umft.ro>). For now, it only houses courses of some departments from the cycle of preclinical studies. Starting with the next academic year, the know-how will be gradually transferred to the remaining departments. In addition, there are several Moodle instances of smaller scale, serving programmes of study or individual subjects. Large differences exist between these instances, both in terms of administration and versions, as well as in terms of usability. The functions used in the daily activities range from simple dissemination of teaching materials, to the formation of an integrated environment for learning, assessment and communication. For some specializations and subjects Moodle platform is used to disseminate teaching materials (courses in ppt format, other information resources in electronic format), presentation of individual or group assignments, collaborative projects (e.g. wiki), grading and feed-back, final assessment (online multiple choice tests), communication among students and teachers using several methods (discussion forum, online messaging, chat).

7. Public information

The University's webpage (<http://www.umft.ro>) displays highly important information for students and teachers. The University provides on the website:

- **general information:**

http://www.umft.ro/informatii-de-contact-universitatea-de-medicina-si-farmacie-victor-babes_178

- **information on the University's management:**

http://www.umft.ro/universitatea-de-medicina-si-farmacie-victor-babes-timisoara_46

- **information on events:**

http://www.umft.ro/evenimente-din-cadrul-universitatii-de-medicina-si-farmacie-victor-babes-din-timisoara_172

- ***information on legislation:***

http://www.umft.ro/legislatie-nationala_25

- ***information on the entire programmes of study*** in terms of their structure, presented for each year of study, teaching staff, admission requirements:

http://www.umft.ro/informatii-privind-admiterea-la-universitatea-de-medicina-si-farmacie-victor-babes-din-timisoara_61

- ***information on postgraduate courses:***

http://www.umft.ro/cursuri-postuniversitare_124

- ***information on master programmes:***

http://www.umft.ro/studii-masterale_105

- ***information on doctoral programmes:***

http://www.umft.ro/noutati-cu-privire-la-studiile-doctorale_114

- ***information for students:***

http://www.umft.ro/studenti_3 and http://www.umft.ro/noutati-studenti_60

- ***information on the International Relations Department:***

http://www.umft.ro/departamentul-de-relatii-internationale-din-cadrul-umf-victor-babes-din-timisoara_5

- ***information on the library:***

http://www.umft.ro/informatii-generale-despre-biblioteca-umf-victor-babes-timisoara_29

All this information is published on the official website or printed in the form of brochures, leaflets and other promotional material.

UMFVBT rebranding took place immediately after the election of the new management, and the new UMFVBT website was launched in September 2012.

SWOT ANALYSIS - QUALITY ASSURANCE

<p>OPPORTUNITIES</p> <ol style="list-style-type: none"> 1. Observance of the ARACIS recommendations on QAD reconfiguration and preparation of the new regulations adopted through Senate Resolution 2. Participation in the POSDRU/18/1.2/G/40067 project "Quality standards and specific performance indicators for health education" 3. Assessment through the eMediqual project in accordance to the WFME criteria of the Faculty of Medicine 4. Purchase of data processing software - in progress 	<p>Threats</p> <ol style="list-style-type: none"> 1. The reduction of the number of teachers due to the lack of financial motivation (low salaries in the academic environment, better offer from the private sector and from abroad, and to the demanding promotion criteria (emphasis is put more on research than on teaching) 2. Need to close certain educational programs due to lack of candidates
<p>Strengths</p> <ol style="list-style-type: none"> 1. Fulfillment of ARACIS 2007 recommendations regarding: <ul style="list-style-type: none"> - Completion of the new building of the Faculty of Pharmacy - Rehabilitation and reopening of the canteen for students - Increase of own funding resources through the raise of the number of student-funded seats, increase of the number of research projects awarded - Editing of Guide for practical skills for students in Romanian, English, French at Medicine and Pharmacy - In the undergraduate examination greater emphasis on practical skills for all short-term educational programmes and Dental Medicine, Pharmacy - Involvement of students in QAD - Rehabilitation and modernization of the buildings and premises of UMFVBT, as well as of the student campuses (Annex 25) 2. The new modern UMFVBT website 3. Accreditation of the Faculty of Dental Medicine in the A category as from 2007 4. Accreditation of English Section at the Faculty of Dental Medicine as from 2012 5. Three active students' associations, independent, with own legal status and activities in the relevant areas 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Non-observance of the ARACIS 2007 recommendations regarding a better feedback from graduates and employers 2. Ossification of teaching processes by keeping the system of teacher workload based on the number of mandatory course hours in the detriment of quality (Law of Education 2011) 3. Maintaining in the new Law of Education the former promotion criteria based on the number of hours 4. Low salaries of the administrative and teaching staff 5. Difficulties in collection and processing of the assessment made by students 6. Absence of a coherent long-term development strategy and of qualified personnel who can ensure the maintenance of the existing IT systems (only 1 specialist) 7. Absence of an electronic document management system 8. Teacher assessment by the students through anonymous forms is conducted only at the end of the programmes of study

SECTION IV STRATEGIC MANAGEMENT AND CAPACITY FOR CHANGE

EDUCATION

1. Bologna cycles

Medical education takes place according to the Bologna process in three cycles. There are 3 faculties: Medicine, Dental Medicine and Pharmacy. Learning activity is measured in credits (ECTS), calculated according to the **ECTS Rules (Annex 28)**, to the regulations set by the National Law of Education 1/2011, Section 9, *Study Credits* detailed in art. 116 of the **Charter (Annex 1)**. The study programs accredited in the period 2007-2011 and the according ECTSs are represented in **Annex 29**. The study programs (detailed in the table on page 13) are designed in accordance to the number of hours/study required by the directive 2005/36 of the EU Parliament on the recognition of professional qualifications. At completion of studies, Diploma supplements are issued in which the professional and transversal descriptors for each qualification are detailed (**Annex 30**).

For the short term specializations Midwives, Laboratory Technicians and Dental Assistants, the efficiency of the programs was evaluated by the rector in the Executive Board. Considering that the number of candidates at admission is very low and that the budget or tuition revenues for the University are outweighed by far by the salaries, the Executive Board decided to close these study programs in 2012 and 2013 respectively. The decision was approved by the Senate.

Since 2008 MSc programs have been accredited at the Faculties of Medicine and Pharmacy. There are currently 4 Master programs in Medicine and 2 in Pharmacy. Two Doctoral Schools (Medicine and Dental Medicine) provide programs for the 3rd cycle. The total number of graduates for all programs (undergraduate: long term and short term, Master and doctoral studies) is presented in Trends Students.

2. Curriculum

At present, the curriculum of the Faculties is classical, linear, based on disciplines (**Annex 7**). The academic year is divided into two semesters of 15 weeks each (starting on September 15). The POSDRU/86/1.2/S/63815 project eMediqual

“European Quality and Professional Competence in Medical Education and in the Management of Educational Activities”, whose beneficiary is the “Victor Babeș” University of Medicine and Pharmacy, Timișoara, runs from January 2011 to December 2013, in partnership with “Iulius Hațieganu” University of Medicine and Pharmacy Cluj-Napoca, “Gr. T. Popa” University of Medicine and Pharmacy Iași, the University of Medicine and Pharmacy Târgu-Mureș and the University of Medicine and Pharmacy Craiova, having as external partners and evaluators the University of Medicine Vienna and the Szeged University. **The main objective of the POSDRU** Project is to improve medical education in our University and in Romania. To this end, the first step is represented by the assessment of the current status of the teaching process from the partner universities. To achieve this goal, our University has chosen the **path of collective participation**, by applying a questionnaire aimed at the entire teaching staff (**Annex 12**), 77% respondents being registered.

3. Analysis of the potential for change

To modernize the curriculum, an analysis and an assessment of the potential for change expected by teachers and by graduates is required in a first step. The assessment of the curriculum in the eMediqual Project has analyzed to what extent its content is appropriate for general professional education and if the educational program offered has the desired impact on students. The teachers have been asked about their opinions on the quality of medical education in the University (**Q1**), 62% considering it good and 27% mediocre. The vast majority of teachers (54% +36% = 90%) consent totally or partially to the need of the curriculum reform (**Q8**).

From the analysis of the impact of educational programs on students, consecutive to the evaluation questionnaire applied to 2012 graduates (**Annex 13**), it results that the majority is satisfied with the quality of the current medical education. The quality of information delivered during courses was considered updated by 58% of the students, appropriate in terms of quantity by 57%, the selected bibliography as good by 47% and relevant for professional training by 44% (343 respondents, **Q12**). The subjects in which graduates found that information has to be restructured were: Surgery, Neurology, Endocrinology, and

that more practical work is needed in Surgery, ICU, Internal Medicine and Cardiology. Most desired optional courses to be included in the syllabus were considered General Ultrasound, Geriatrics and History of Medicine. The offer of optional courses was generally considered good (**Q18**).

The answer to **Q26**: To what extent do you possess the practical skills required to practise the profession of physician/pharmacist? Provided a satisfaction rate of only 55% (340 respondents). In addition, students were dissatisfied with their active involvement in the teaching process, which is happening only in 30% (**Q9**). Education, through its current form of organization, is focused more on the teachers than on the students.

The reshaping of the curriculum and the medical education reform across Europe has to meet the expectations of students. The requirements of present medical education and the possibilities of their application in the University of Medicine and Pharmacy Timișoara (**point 7.1, Strategic and Operational Plan, Annex 6**) and in Romania are the challenges to be solved by the eMediqual project.

Strengths

1. Rich offer of optional and elective courses and the existence of disciplines not included in the conventional curricula (e.g. Plastic, Thoracic, Cardiovascular Surgery, Clinical Anatomy, Sexology, Gerontology).
2. In 2008 the introduction of the skills charts during clinical rotations
3. In 2010 a new office for curriculum consultancy has been established through the eMediqual Project to model the teaching activity in order to introduce the new medical curriculum and to adapt it to European requirements.
4. Through the eMediqual Project, there have been and shall be organized workshops to instruct about how to apply new teaching methods by young teaching staff which were attended by students (team-based, problem-based learning).
5. Difficulty of understanding by students of fundamental biological processes due to the advanced level of knowledge compared to the basic knowledge gained during high school. **Measures:** *Introduction of*

the subjects of Organic Chemistry, General Biology, mentoring by teachers, tutoring by senior students.

6. In the eMediqual project experts in medical education are employed from the partner institutions University of Medicine of Vienna and of Szeged, as well as from other European institutions - Faculty of Medicine of Liverpool. This initiative launched by the “Victor Babeş” UMFT involves in the first phase the WFME institutional evaluation of the Romanian partner medical universities involved, in view of, following assessment, to amend and define the basic curriculum in medical education in Romania. These measures will be taken by curriculum committees of the institutions.

4. Educational methods

The educational methods most used at present by the teaching staff resulted from the assessment applied in the eMediqual Project: spoken course accompanied by ppt presentations, followed by case presentations, demonstrations, patient visits, analysis of the patient chart and small group discussions. Assignments for personal study are given in a rate of 35%.

Weaknesses

1. The **number of hours in some courses**, similar to ones in other medical universities in the country, **is far higher than in the universities of the European Community** (e.g. Paediatrics, Anatomy.)

Measures: In the 2009-2010 curriculum, the hours of Anatomy and Paediatrics were reduced by 1 semester. In the future, this will be continued and achieved through modularization of education through the elimination of current overlaps and redundancies, as well as through preclinical/clinical integration.

2. **Status of the teaching staff** is regulated by the Law of Education 1/2011(**Annex 19**) and provides fixed number of teaching hours per week per academic position. **Measures:** *The change of the number of compulsory course hours/academic position in the Status of the Teaching Staff provided in the Education Law to 180 per year, according to the criteria applied in most European countries.*

3. **ECTSs** calculated according to the number of contact hours in some disciplines, without taking into account student workload. The Catalog of knowledge and skills published in 2009 in Romanian and in 2010 in English (**Annex 10**) states learning objectives for each discipline and even for each course without estimating the actual time to achieve them. ***Measures:** Use of the ECTS as accumulative system in a modular educational setting with flexible study programs that allow wider choice opportunities for students through the radical reform of the entire curriculum (Strategic Objective 2015, Annex 6).*

5. Students

The number of students enrolled in UMFVBT has registered an ascending trend in the period 2007-2011, especially in the number of foreign and Romanian students choosing the student-funded seats, while the number of students enrolled in the state-budget funded seats remains relatively constant. Trends are presented for the whole institution and separately for faculties in **Trends Students**.

Admission practices: Commencing with 2011, as per ARACIS recommendations, the admission examination for undergraduates in General Medicine and Dental Medicine includes in addition 20 questions from Organic Chemistry beside the 60 questions from Biology (**Annex 31**). Commencing with the 2011-2012 academic year, **seats are provided for the Roma minority**.

Meeting the ARACIS recommendations, the University includes currently a **Department of Management, Marketing, Public Relations and Counselling**, where candidates can get information about programmes of study, career guidance and the admission examination process. The Marketing Department undertakes the advertising of the admission exam coverage through participation in national fairs of the industry (12 participations with own stands in 2007-2011), advertisements in newspapers and TV shows. To that end, it organizes annually the "Open Doors Day" to which are invited pupils of 11th and 12th grades from the Timiș County high schools and the neighbouring counties. The pupils have the opportunity to attend lectures, practical works and internships together with medical students.

The demographic trend in the Western part of Romania where most of the candidates come from continues to be satisfactory. The university collects information each year from the County School Inspectorates (Trends Students).

SWOT ANALYSIS EDUCATION

<p>OPPORTUNITIES</p> <ol style="list-style-type: none"> 1.Observance of the ARACIS recommendations on a better selection of the admitted students 2.Advantage of the eMediqual Project through which the questionnaire for teachers was applied and analyzed. In question Q27 most of the respondents found that training for learning new teaching methods is required. 3.Student/teacher mobilities available through research programmes and projects 	<p>Threats</p> <ol style="list-style-type: none"> 1.Ossification within the old curricular patterns. 2.Incomplete curricular reform 3.Organizational conflicts within some disciplines. 4. Resistance of teaching staff to change
<p>Strengths</p> <ol style="list-style-type: none"> 1. Existence of print and electronic teaching aids for most of the courses. Requirement of updating (scoring in annual activity assessment forms of teaching staff). 2. Advantage of direct contact with patients in clinics, with their consent, which characterizes Romanian medical education 3. Rewarding students for good performance in scientific work by supporting them to attend scientific events, scientific grants and exchanges. 4. Return of trained Romanian teaching staff from abroad 5. Existence of strong active student's associations 6. Good offer of postgraduates courses, higher number of attendants (Annex 33). 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1.Lack of information about modern, dynamic, student-centred teaching 2.Relatively low number of teachers involved in high performance techniques 3.No vertical integration of basic knowledge provided by biomedical sciences with clinical knowledge and skills in second cycle 4. No horizontal correlation of the curriculum in biomedical disciplines in the first cycle. 5.Insufficient or outdated educational resources and teacher deficit (especially young professionals) in some disciplines. 6.Lack of regular assessment of teachers by students. 7.Heterogeneity of student assessment 8.Low number of students involved in research activities.

PLANS, SOLUTIONS

- Existence or establishment of Curriculum Advising Offices.
- Establishment of the Board of foreign experts in medical education.

- The training of the staff specialized in medical education that will conduct research in medical education and will be responsible for the efficiency of the educational process at institutional level.
- Establishment of the Curriculum Committee and of detailed lists of tasks of members. Motivated Curriculum Committee, organized together with the student associations.
- Creation of a Centre for Clinical Skills.
- Reconfiguration of teaching plans.
- Improvement of teaching process within Departments. Teaching the teachers – creation of an office for educational development.
- Providing teaching equipment for teaching staff.
- Incentives and prizes for teaching and research activities involving students.
- Organizing Summer Schools for young teachers and students on new educational methods.
- Piloting modular curriculum in parallel with old one. Getting feedback and evaluations from faculty and students.
- Implementation of new curriculum by 2015 (**strategic objective**).
- Establishment of a student assessment office by 2015.

RESEARCH

The mission of the **Department for Research and Grant Management** is:

- To strengthen and develop managerial skills in academic scientific research focusing on identifying and attracting internal and external funding resources.
- To develop high-performance human resources in priority health areas in Europe.
- To promote research excellence and to update it to the current standards required by the National Strategy for Research, Development and Innovation prepared by the National Authority for Scientific Research.
- To increase international visibility.

The 2007-2013 **National Strategy for Research**, Development and Innovation prepared by the National Authority for Scientific Research and undertaken by the Government attempts to meet the requirements arising from the current situation in Romania. To this end, the Strategy provides a number of strategic objectives, including creativity in knowledge, achievement of top scientific and globally competitive technological output, increase of international visibility and transfer of results to economy and society. Among the objectives undertaken in this strategy, to our scope we find applicable the following:

- To achieve scientific results of excellence reflected in the increasing number of publications in mainstream knowledge, placing Romania among the top 35 countries in terms of ISI publications.
- To triple the number of patents registered at OSIM.
- To triple the number of researchers and to decrease the average age of scientists under 40 years.
- To provide a greater number of doctoral scholarships.
- To increase the share of doctors and doctoral students over 50% of all researchers.
- To increase the attractiveness of a career in research.
- To attract experienced researchers from abroad.
- To increase the access to efficient international research infrastructures and the establishment of laboratories with multiple users.
- To develop public-private partnerships in science and technology.

RESEARCH UNITS IN THE UMFT

Research units are organized as: research institutes, centres, laboratories and teams operating within the University, component faculties and departments and disciplines. Within these research units work teachers, researchers, students and support personnel.

The management of the research units is provided by managers in case of institutes and centres and by teachers and principal researchers in research teams and laboratories. Operating in the academic environment, these research units combine the scientific research activity with the educational one (mainly for residents and young professionals). Time elapsed from the organization to the

accreditation of these centres lasts sometimes for years and they are subjected to extensive and difficult assessment processes.

The major transformations of national institutions managing research in Romania (CNSQ M – National Centre for Programme Management; CNCSIS (National Council of Scientific Research in Higher Education); CNCS (National Council for Scientific Research); ANCS – (National Authority for Scientific Research); UEFISCDI (Executive Unit for The Funding of the Higher Education, Research, Development and Innovation) have hampered and delayed very much the national accreditation of the existing and operational research centres.

The award of the status of Centre of Excellence in Research is the result of a thorough assessment at national level of performance in the scientific area. In 2010 CNCSIS has launched the accreditation of new research centres based on a complex methodology in three stages: (i) assessment stage of the research centres at University level; (ii) validation stage of the assessment result by CNCSIS; (iii) assessment stage for recognition of the excellence rate at CNCSIS level. The first stage, at University level, has been completed through the accreditation of nine centres:

1. Centre for research in angiogenesis (M Raica, MD, PhD);
2. Centre for research of cardiovascular diseases (Ş Drăgulescu, MD, PhD);
3. Centre for immunophysiology and biotechnologies UMF Timișoara (V Păunescu, MD, PhD);
4. Centre of preventive medicine studies (B Vlaicu, MD, PhD);
5. Centre for fundamental and applicative researches in oncohaematology and haematopoietic stem cell transplantation (M Șerban, MD, PhD);
6. Interdisciplinary centre for research of periodontal disease (D Onisei, MD, PhD) ;
7. Centre for research in gastroenterology and hepatology, (I Sporea, MD, PhD);
8. Centre for biological system modelling and data analysis (G Mihalaș, MD, PhD);
9. Centre for research in diabetes mellitus and metabolic diseases (V Șerban, MD, PhD).

Unfortunately, 2nd and 3rd stages were halted due to CNCSIS reorganization. Currently the accreditation at national level of research centres and centres of excellence is suspended. The basic criteria for accreditation have been stated by CNCSIS. They may be accessed and, based on the existing methodology, several disciplines and departments have already prepared the documentation for accreditation for the time when the accreditation process will be reactivated. There are prepared for accreditation:

- The Plastination Laboratory from the Department of Anatomy (launched by and in which work three students of the 3rd year).
- Centre of Angiology from the Clinic of Plastic and Reconstructive Surgery.

STRIVE FOR EXCELLENCE

Although it holds adequate research resources, and in the SCImago Institutions Rankings World Reports (2009, 2010, 2011) it is ranked as University of excellence, further to the analysis of the scientific production from the Scopus database, being placed the third after “Carol Davila” University of Medicine and Pharmacy Bucharest and “Iuliu Hațieganu” University of Medicine and Pharmacy Cluj-Napoca among medical Romanian universities, our University is ranked in the B category of higher education institutions conducting research activity, without being granted the excellence rate.

Through the particular work carried out by some teachers (heads of clinics), some of the University clinics have become standards in the combined activities of research and training:

- “Casa Austria” Clinic of Plastic and Reconstructive Surgery (Tiberiu Bratu, MD, PhD) has been accredited by the European Union of Medical Specialists, the European Board of Plastic Reconstructive and Aesthetic Surgery (EBOPRAS) for educational programmes for residents, mainly for surgery of the hand.
- Clinic of Gastroenterology (Ioan Sporea, MD, PhD) has been accredited as Centre of Excellence by the World Federation for Ultrasound in Medicine and Biology.

Doctorates and the Doctoral School

Doctoral studies represent one of the most important components of the research conducted in the University. A major role in Conducting PhD programmes is held by the Doctoral School Council (recently elected in June 2012), the University Council for Doctoral Studies by the doctoral supervisors. Improved quality of doctoral theses is a priority of the Doctoral School Council, as well and affiliation to multidisciplinary research teams.

RESEARCH PRIORITIES

Research strategy is adopted by the Executive Board and approved by the Senate at the beginning of each term. The Faculty Council struggles for obtaining research projects through competition at national and international level, so that research funds originate from the state budget for projects won at national level and from the European Union for the international ones (**Annex 34**). Between 2007-2009 this contributed to a considerable source of income to the University. After 2009 funding for research was abruptly cut by the government due to the economic crisis, but EU projects won contributed to maintain and even increase the funding.

The strategy of the University through the Research Department is to identify sources of funding and use opportunities, to the benefit of researchers, and of the University. Currently most research projects are conducted mainly at national level. Short-term planning of research is based on the priority topics at national and European level. According to the University's research strategy, in the 2009-2012 Strategic Plan for Research (**Annex 36**) the translational topics identified as priority areas in research were: degenerative diseases, integrative physiology, cellular therapies and immunology, orodental pathology, pharmacotherapy and phytotherapy.

SWOT ANALYSIS: RESEARCH

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. Existence of a National Strategy for Research, Development and Innovation for the period 2007-2013 and of a National Plan for the period 2007-2013, which may be accessed by UMFVB Timișoara; 2. Existence of a new management team of the university and faculties aimed at change and improvement ; 3. Existence of highly qualified teachers, with professional skills for university education that may represent benchmarks for research excellence; 4. High number of doctoral supervisors; high number of doctoral students (Annex 33). 5. Research entities (research centres of excellence, centres accredited at national and international level) with acknowledged results and outstanding visibility at national and international level; 6. Existence of modern laboratories equipment following the funding from 2005-2010 7. Relatively numerous bilateral and multilateral national and international partnerships; 8. Access to several funding opportunities in the European Union, available to a Member State; 9. Upward trend of the basic research performance (Annex 34); 10. Scientific output in good quantitative and qualitative growth under relatively poor funding conditions, especially in certain periods (past two years); 	<ol style="list-style-type: none"> 1. Hesitations and flaws in local application of the National Strategy for Research, Development and Innovation; 2. Flaws in adopting and application of a consistent local strategy in research management; 3. Large gap against the countries of the European Community in compliance with the main international monitoring and assessment indicators; 4. Lack of courageous initiatives in the assessment of institutions and in the selection of researchers based on competitive selection criteria; frequent change of assessment systems of research performance; 5. Lack of coordination between the fields of priority research and funding opportunities; 6. Salary level deemed unsatisfactory and unattractive by the teaching staff involved in research or by the research personnel; 7. Unsatisfactory documentation facilities for most of the research lines; 8. Use of different assessment criteria for research at local, national and international level; 9. Receiving insufficient, inconsistent funding (from several projects) and targeting only certain categories of purchase or uses; 10. Incorrect and incomplete reporting (underreporting) of ISI papers without listing university affiliation, improper collection from departments and disciplines of papers due to the inexistence of an electronic database.

SWOT ANALYSIS: RESEARCH

OPPORTUNITIES	THREATS AND RISKS
<ol style="list-style-type: none"> 1. Establishment and structuring of the Romanian field of scientific research in compliance with the general European standards; 2. Existence of an act on the Romanian scientific research; 3. Research funding based on programmes and projects through competition-based grants; 4. Existence of consolidated research groups (teams), holding scientific skills proved in the field (in previous competitions); 5. Increase of the number of scientific research assessors; 6. Increase at European and national level of study scholarships abroad for young researchers (under the age of 35); 7. Material reward of teachers who carry out top scientific research and publish papers in ISI Web of Knowledge journals (merit salary increase). 8. Granting scholarships to doctoral students and young researchers; 9. Rewarding research results for publishing of papers in ISI Web of Knowledge journals by doctoral students; 10. Providing modern equipment for departments, depending on achievement of research requirements. 	<ol style="list-style-type: none"> 1. Existence of an imperfect legislation with loopholes and frequent and inconsistent amendments; 2. Ranking in the second category of universities due to poor results in scientific research and to incorrect and incomplete reporting of the scientific publishing activity; 3. Low attractiveness for scientific research because of poor salaries and working conditions in comparison with foreign research centres; 4. Negative perception of research by society and policy makers; 5. Level of training of young graduates in the medical field below the requirements of the medical area of clinical activity and scientific research; 6. <i>Brain drain</i> of skilled academics by immigration; 7. Maintaining or worsening of current gaps between the national universities in the absence of effective reforms and restructuring; 8. Greatly reduced, discontinuous and unpredictable funding of the scientific research (even of the competition-awarded grants) as a result of the current economic crisis; 9. Failure to observe commitments made in national and international partnerships due to funding issues; 10. Impossibility to purchase state of the art and efficient equipment, consumables and reagents in compliance with the research protocols.

ACTIONS PROPOSED

General actions:

1. To change the attitudes about research by admitting that science generates sustainable development of all those involved.
2. To change the status of research from a subsidized field in one that generates revenue, able to return the investment and to bring merit recognition both nationally and internationally.

Specific actions:

1. Preparation and maintaining updated the Register of prospective Managers or Directors of national and international research projects, in compliance with the required criteria and individual performance.
2. The Doctoral School will make mandatory to highlight the affiliation of doctoral students to the Discipline / Department of the doctoral supervisor (action approved by the Executive Board and by the Senate of UMFVB Timișoara and notified to all doctoral students on June 01, 2012).
3. Improving the information about papers published by teachers and doctoral students by establishing clear and efficient communication between the scientific managers of the disciplines and the Department of Scientific Research and Grant Management.
4. Periodical publishing (updating) on the UMFVB Timișoara website of the publications prepared by each teacher.
5. Taking into account in the application for promotion in academic positions only the papers affiliated to UMFVB Timișoara, reported to the Department of Research and published on the university website.
6. The preparation of the Annual Research Plan for 2013 and of the Multiannual Research Plan for 2014-2016, based on the data submitted by each discipline head. Each plan will include a priority issue and one or several additional research topics. Mandatory: lists with the existing equipment and with the required equipment (approved by the Resolution of the Executive Board of 01.11.2012)

7. The training of young researchers/teachers and doctoral students in the methodology of research.
8. The establishment of the Counselling centre for writing scientific papers (approved by the Resolution of the Executive Board of 17.10.2012)
9. The granting of merit salary increase (+30%) in the year after the assessment for UMFVB Timișoara teachers who published in the year before the assessment ISI papers as first author with an influence score above 0.25 (the minimum relative score taken into account for scientific journals in the field of medicine), papers totalling an impact factor of 2, carried out strictly within the university laboratories and research centers (approved by the Resolution of the Executive Board of 11.10.2012).
10. The granting of three annual awards to doctoral students with best results in publishing ISI papers. There will be considered only papers published as first author with a score above 0.25. The following seven will be awarded a Diploma (approved by the Resolution of the Executive Board of 17.10.2012).
11. The Research Department proposed the reorganization of the **student scientific circles** in cooperation with the departments and SSMT. The proposed topics will be displayed at the department offices and the catalogue of student circles will be developed annually. As from October 17, 2012, students may enrol in the circles proposed by disciplines. The number and quality of scientific papers produced by the circles will be measured in the assessment of teaching staff.
12. In line with the requirement of the programme of study Medicine, the scientific research methodology will be used for correct interpretation of the results of specialized publications by organization of journal clubs by the Research Department in cooperation with SSMT; and, possibly, in the curricula the Leyden model will be adopted, a vertical input of a short module (2-3 weeks) each year of critical analysis, interpretation and importance for practicing medicine of the research results published in specialized journals.

INTERNATIONAL RELATIONS

International students

After a worrying negative trend a decade ago, the trend of international students has constantly increased in the last 5 years, reaching a record of 998 students in 2011 (**Trends Students**). In the International Relations Department there is personnel dedicated exclusively for handling issues of foreign students and at the Marketing Department candidates can get information about programmes of study, career guidance and about the admission examination process. Citizens of member states of the EU, of the European economic area (Norway, Iceland, Liechtenstein) and of the Swiss Confederation may sit the admission examination at the “Victor Babeş” University of Medicine and Pharmacy Timișoara under the same legal requirements valid for Romanian citizens, for the state budget-funded or fee-based seats for admission (tuition fees are the same). The admission examination may be sat by foreign citizens complying with the requirements of Government’s Ordinance 194/2002, having the right to permanent residence in Romania. Recognition of the qualifications from the countries of origin is made by the specialized department of the Ministry of Education, before the enrolment of the candidates in the admission examination.

The countries of provenance are EU: Austria, Germany, France, Sweden and non-EU: South Africa, Nigeria, India, Israel, Morocco, Tunisia.

The optional course and the cultural anthropology circle organized by the Counselling Office **ACUM** is attempting to open **transcultural communication and integration of foreign students** in the community through workshops, symposia, round tables. In the circle can be made and broadcast interviews with the University’s foreign students (presentation of the values existing in their countries of origin: tradition, culture, gastronomy, the health concept, issues of contemporary urban anthropology).

Partnerships, mobilities and exchanges

In the International Relations Department is organized a **Community Programme Office** that coordinates mobilities of students, PhD students and teachers through the ERASMUS programme to higher education institutions which have entered into agreements with UMFTVB. In addition, exchanges were carried out based on bilateral agreements entered into with universities from EU countries, as well as based on agreements for cooperation with universities around the world (in 2012 there are 29 partner universities – **Annex 27**. In the International Relations Department, the coordinator of the Office of Community Programmes is a full professor. Adequate cooperation with the international academic environment is provided by three university teaching staff with the position of Deputy Manager (one for francophone countries and countries outside the EU, and two for the EU countries, EEA and Swiss Confederation). All these tasks are beyond the teaching workload (<http://www.umft.ro/newpage/international/organigrama.htm>); There are two full-time positions in the International Relations Department with the task to coordinate the proper development of the ERASMUS/LLP programme for the entire University.

Financial resources of the International Relations Department for mobilities include funds for student and PhD student mobilities through the ERASMUS programme which are granted based on an assessment process set forth by the International Relations Department, in collaboration with Dean's Offices (EU and national funds). On the UMFTVB website there are published the seats available for next year, conditions of participation and selection criteria for mobility (http://www.umft.ro/newpage/international/anunt_burse.htm).

The **Annex 27** shows the outgoing student and PhD student mobilities managed by the International Relations Department through the ERASMUS/LLP programme in the past five years (2007-2012), which reveal that most mobility schemes involved students and PhD students from the Faculty of General Medicine. In the past five years (2007-2012) most mobility schemes involved students from the Faculty of General Medicine and from the Faculty of Pharmacy. There were no incoming PhD student mobilities.

4th and 5th year students holding a German language certificate may qualify for summer scholarships offered through the "Medical Students Beyond

Frontiers” Programme, financed by the Lions Club Viena, which funds annually 3 grants + 2 reserve grants.

Teacher mobility

EU funds for the ERASMUS programme - low number of mobilities due to reduced funding granted to this activity at national level. The funding of teacher mobility is possible through „**non-regulated mobilities**” based on funds from national research programmes and of COST activities allowing the participation in professional training programmes in EU Member States during the period 2007-2012.

UMFVBT own resources for student and teacher mobilities

The participation of a student in the Summer School organized in 2010 with JPEMS – Joint Program for European Medical Studies coordinated by Angers, France, which reunites a consortium of 7 medical universities from 5 EU Member States, has been funded. Following this action, another student from the Faculty of General Medicine of UMFTVB has attended the courses delivered in English by this consortium, for one semester in 2011 within the ERASMUS programme.

The administrative staff is included in the exchange programme under the ERASMUS contract and has benefited from mobility under the LEONARDO programme (1 person from the Research Department), but in limited figures.

The regional cooperation policy promoted by our University has included the development of collaboration with the University of Szeged (bilateral agreement from 2002) and the Medical University of Vienna (bilateral agreement from 2006). This collaboration resulted in a number of projects financed from EU funds for Romania, which also included other medical universities in Romania, a fact that has contributed to the widening of the cooperation framework. In order to enhance the quality of medical education through a harmonized curriculum development at transnational and regional level for undergraduate medical education and doctoral studies, there have been launched projects designed for human resources, scholarships or other partnerships. Projects from EU funds dedicated to the development of doctoral school and undergraduate medical education (POSDRU, HURO and eMediqual).

Memberships UMFTVB participates in the strengthening of the European Higher Education Area, being present in various international activities relevant to university education and it is represented in organizations such as the European Universities Association (2002), Council of European Rectors, International Association of Universities (2001), Association des Universités Francophones (2003), European Association of Erasmus Coordinators (2008) and it is a founding member of the International Alliance of Universities for Democracy.

Strengths

1. Opportunity to fund the activities required in the curriculum development process harmonized at transnational level through the project POSDRU/86/1.2/S/63815 **eMediqual** (2011-2013), which brings together five Romanian medical universities, with the Medical University of Vienna and the University of Szeged, which will help to increase the quality of the medical education process in Romania.
2. The initiation of conferences and workshops in UMFVBT on the medical curriculum and student assessment systems with traditional international partners (Medical University of Vienna, University of Szeged) and with new partners, which resulted in the organization in Timisoara between April 19 -21, 2012 of the **16th Grazer Conference on medical education. Curriculum planning and assessment**, for the first time outside Austria.
(<http://grazconference.at/grako16/konto.php?number=16&lang=en>).
3. The increase of the number of foreign students arriving in UMFVBT through the ERASMUS programme.

Weaknesses

1. Stagnation of the outgoing student flow (this could result in problems in the near future, because any mobility is based on an exchange).
2. Differences in the design of practical and clinical training of UMFVBT, compared to that existing in the partner universities; major lack: the centre of practical skills.
3. Foreign students are too little integrated, Romanians returning from abroad are not motivated enough to contribute with their experience.

4. Teacher mobility for teaching purposes (instead of research) is currently still an exception.

Measures

- ✓ *The experience of people who participated in mobility programmes should be also in the benefit of UMFTVB. To this end it would be useful the organization of information sessions for students and teachers interested to participate in these programmes. A first initiative was to organize a round table **“The experience of an ERASMUS student in Europe. Differences in teaching and assessment”** in the event dedicated to students **“Timișoara International Medical Education Days”**, from April 20 to April 21, 2012.*
- ✓ *Staff mobility opportunities both for educational purposes, but also for continuing professional education and training of the administrative staff have to be supported more intensely by the University and the possibility of introducing mobilities as optional part of the programme for qualification as a teacher or lecturer should be considered.*
- ✓ *Supporting international cooperation with traditional partners and expanding partnership with other personalities of the academic staff in view of curriculum development, by involving the department managers.*
- ✓ *Best practices exchange with experts from prestigious universities in the field of development of integrated medical education and student assessment process may be supported by funding provided through POSDRU projects from 2012 to 2013. The same project may support the **transnational advisory group for educational policies and development strategies**.*

CONCLUSION

The SWOT analysis on the main pillars of action is detailed in Sections III and IV. Strategic management prioritized on the strategic elements: institution, students, teaching staff, communication, educational strategy, quality assessment, finance, research, doctoral program, international relations, academic development, information technology and administration, social amenities, relations to stakeholders, and image is presented in the Operational plan 2012-2016 with responsables and deadlines. (Annex 6)

Rector,

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