Romanian Academic Mobility in the Light of the Bologna Process

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Abstract

The present study analyzes the way in which student and teaching staff mobility (one of the main objectives set by the Bologna Process) was implemented within technical higher education in Romania during 2005-2008. The research was conducted in 28 technical Romanian universities and the results show that some of the universities in view have made significant steps in the implementation of student and teacher mobility. Nevertheless, they reclaim that some of the universities targeted will still have to study thoroughly the issue of mobility in higher education in order to make it more effective within the respective institutions.

Keywords: Bologna Process, Academic mobility, Romanian technical higher education, Mapping diversity in higher education, implementation;

1. Introduction

By adhesion to the Bologna Process, the countries that signed the Bologna Declaration in 1999 have taken on the implementation of the objectives set by this reform in the higher European education system within their own universities. Student and teacher mobility is one of the major objectives set by the Bologna Process in view of setting a European Higher Education Area (EHEA). This will lead to personal development, international cooperation among institutions and people, to an increase in the quality of higher education and research by means of know-how exchange, and to a smooth integration into the European working market. The main studies conducted in order to monitor the progress of each higher educational system for each of the 10 action guidelines set by the Bologna Process consists of several important aspects regarding student and teaching staff mobility.

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TRENDS V: Universities shaping the European Higher Education Area. An European University Association Report, (elaborated in 2007 based on data collected during the academic year 2005-2006) highlights a great lack of data on mobility still, in many universities, students' mobility is claimed to be growing. In countries like Sweden, Finland, Ireland, Great Britain and Malta, 80% of the institutions targeted claim to have had more foreign students enrolled in their educational programs than students gone to other countries to study abroad. On the other hand, 75% of the institutions in view from Bosnia-Herzegovina, Bulgaria, Lithuania, Poland and Turkey state that they have more students to benefit from mobility programs abroad than foreign students that come to study in their country. Whether students come or go abroad to study, 70% of the targeted institutions claim that students' mobility has grown and improved due to the implementation of the Bologna Process. The implementation of both master and doctoral programs in English has greatly advertised for many higher education institutions in Europe and consequently led to a growth in mobility among institutions from the same region. Unfortunately, the language still proves a challenge for most of the students when accessing mobilities (Crosier, Purser, & Smidt, 2007).

According to the *Bologna Process Stocktaking Report Leuven/Louvain–la Neuve 2009*, elaborated by the workgroups appointed at Europe Conference of the Ministers of Education, more efforts are still to be made as far as monitoring students' mobility progress is concerned (Rauhvargers, Deane, & Pauwels, 2009).

The report *Higher Education in Europe 2009: Developments in the Bologna Process*, elaborated by the Information Network on Education in Europe (Eurydice) and concerning all 46 participating in the Bologna Process, reveals that 10 years after the creation of EHES academic mobility is still not appropriately implemented. As a result, in 18 countries involved in the Bologna Process, less than 3% of the students study abroad, whereas in Russia, Ukraine and Great Britain, less than 1% study abroad. Moreover, thera are 10 countries in which more than 10% of the students study abroad: Albania, Andorra, Cyprus, the Former Yugoslav Republic of Macedonia, Iceland, Ireland, Liechtenstein, Luxembourg, Malta, and Slovakia. In France, Germany and Great Britain, a wider number of incoming type of mobilities have been achieved, whereas in Croatia, the Former Yugoslav Republic of Macedonia, Georgia, Moldavia and Slovakia, the outgoing type of mobility has grown prevalence which has been associated to a kind of „brains export". In countries such as Poland, Russia, Turkey and Ukraine, both types of mobility – incoming and outgoing –are low.

Only four small countries - Andorra, Cyprus, Iceland and Liechtenstein – have managed to achieve a high rate of both types of mobility: outgoing and incoming (*Information Network on Education in Europe* [Eurydice], 2009).

According to *The Black Book of the Bologna Process*, elaborated in *2005* by The National Unions of Student in Europe (ESIB), student mobility is negatively influenced by: high costs of mobility programs, accommodation, poor recognition of diplomas and certificates, poor command of a foreign language, lack of information on mobility programs, bureaucracy, etc. (The National Unions of Student in Europe [ESIB], 2005).

The study *Bologna Process in Romania: A Report of Session (2006)*, elaborated one semester after the implementation of the Bologna Process in Romania, highlighted personal and circumstantial barriers in mobility development: financial aspects, the gap in educational systems in terms of quality, competitiveness, curricula, recognition procedures of the studies, stereotypes between „the East" and „the West", knowledge level of a foreign language, lack of ambition and motivation, lack of professionalism, family addiction, students' eagerness to get a job and give up studying, corruption in

granting scholarships to students, lack of ethics in accessing mobility programs on equal terms, etc. More than a third of a total of 792 students targeted all over the country claim that it will take 10 years for the common European structure for higher education to increase the mobility of the Romanian students (Singer et. al., 2006).

The study *The Romanian Academic System. The Views of Teaching Staff and Students,* elaborated in *2007,* conducted on 1,007 academic teaching staff and 1,171 students in their first educational cycle (Bachelor), shows that:

most part of both teaching staff and students share a favourable opinion on mobility, nonetheless, a quarter of the targeted students confess they do not know what an Erasmus scholarship is and three quarters have no idea about what happens with the credits obtained at the end of a study cycle. The teaching staff have a better knowledge of credits system: the credits are not widely recognized despite Romania's adhesion to this procedure and the rectors' declarations. (p.51)

Within private universities, the numeber of teaching staff admitting that students do not know what happens to the credits is much (45%), which explains why only few scholorships are granted in private education system. Within small universities with less than 500 students, there is a larger number of teaching staff that have no idea about what an Erasmus scholarship is and consider that students must sit in exams for all disciplines. The big state-owned universities are the only ones to sustain the teaching staff' opinion (21%) that credits are completely evaluated still, more than half of the teaching staff considers that credits evaluation requires that the student should attend courses similar to the ones offered by the university of origin during their mobility. As a consequence, the mechanisms responsible for mobility are not very well developed, and lack of information about mobility programs as well as the partial credits evaluation proves challenging in view of implementing the Bologna Process.

Mobility does not only mean Romanian students studying abroad but also foreign students coming to study in Romanian universities for short periods of time. Their study programs must be conducted in a foreign language spoken worlwide, which is not a barrier for the Romanian teaching staff due to the fact that three quarters of them can deliver a course in a foreign language. Nevertheless, the courses delivered in a foreign language are not common practice and the Romanian universities fail to do their best to attract foreign students. The only purpose foreign students choose to come and study in Romania is either for tourism or to save financial resources allocated to their education process for one semester. It comes as a surprise that 45 of the 74 faculties targeted declared that in the past two years they have had students from other universities. Regarding teaching staff mobility, only few universities have managed to attract foreign professors and only 15% of the the teaching staff targeted have been taught abroad for past five years (Comşa, Tufiş, & Voicu, 2007).

Another study on the implementation of the Bologna Process within Romanian universities is *The Black Book of the Bologna Process: Examples of Erroneous Implementation in Romanian Universities*. This report emphasizes the erroneous implementation of the Bologna Process within Romanian universities. Conducted by the National Alliance of Student Organizations in Romania (ANOSR) in 2006, the study focuses on the fact that mobility programs are insufficiently advertised, financed and, in addition, students' outgoing mobility and the credits obtained are not recognized (National Alliance of Student Organizations in Romania [ANOSR], 2006).

Another study conducted by the National Alliance of Student Organizations in Romania is *Implementation of the Bologna Process in Romania: Student Perspective, 2009*, that targeted 23

Romanian public universities and that reveals the low rate of students' outgoing mobility as well as a current financing system that hampers students' mobility.

In the light of *The National Bologna Process Assessment Report, Leuven/Louvain-la-Neuve, 2009,* one of the main challenges to be dealt with by Romanian higher education is academic mobility, particularly incoming mobility. This challenge can be dealt with by bringing in more foreign students from within and out the European higher education system.

Taking stack of the European and Romanian studies conducted to monitor and analyze the implementation of the Bologna Process within higher European education, no such sresearch has been carried out to tackle this issue within the Romanian and European technical higher education. All researches done so far do not distinguish between institutions according to their education programs.

2. Methods

The current research aims at analyzing the way one of the objectives set by the Bologna Process was implemented in Romanian technical higher education (between 2005-2008): student and teaching staff mobility.

In the aftermath of an in-depth analysis of the Romanian higher institutions displayed on the site of the Ministry of Education, Research and Innovation, all technical universities (private or state-owned) to be targeted were identified and selected: a total of 36 universities and technical faculties. The military academies were excluded since they train special graduates that do not fall into the wide technical educational profile.

The intention was to achieve an exhaustive investigation, nevertheless, due to a non-pro-active and open attitude of some universities and their refusal to cooperate, this has not been fulfilled. On the whole, only 28 out of the 36 technical universities and faculties filled in the research grid. Of these 28, only 26 are state-owned universities and 2 are private.

A customized research tool similar to a questionnaire was elaborated – a self-assessment grid regarding the implementation of the Bologna Process within the respective institution. It consists of 140 pairs of minimal and reference descriptors. The research tool was named Implementation of the Bologna Process: A Self-assessment Grid and it widely covers all European requests concerning student and teaching staff mobility in higher education in the light of the Bologna Process. The self-assessment grid was administered to 28 vice-rectors responsible for the educational process within technical universities since they are also in charge of the Bologna Process implementation at the universities.

As an institutional self-assessment process, the grid only addresses top executives and it enables them to have a real image of the Bologna Process implementation at the moment and in time. Hence, the research tool contains a List of proofs (that demonstrates the grid's functionality and the necessary documents to prove that the minimal and reference descriptors have been achieved).

The dimensions regarding student and teaching staff mobility within Romanian technical higher education had in view: mobility promotion within the university; factors influencing mobility access; documents for total recognition of studies conducted abroad; horizontal and vertical mobility; university accessibility planning.

The corresponding variables were identified for each of the above-mentioned dimensions. They were selected based on the European and national documents on the implementation of the Bologna Process within higher education:

- The Joint Declaration of the Ministers of Education in Europe, convened in Bologna, May 19th, 2001, on the European Space for Higher Education;

- The Communiqué of the Conference of European Ministers responsible for higher education, Towards the European Higher Education Area;

- Prague, May 19th, 2001;

- The Communiqué of the Conference of European Ministers responsible for higher education, Creation of a European Space for Higher Education, Berlin, September 19th, 2003;

- Glasgow Declaration on Libraries, Information Services and Intellectual Freedom, April 15th, 2005;

- Communiqué of the Conference of European Ministers responsible for higher education, The European Space of Higher Education – Achieving the Goals, May 19th -20th, 2005;

- The Communiqué of the Conference of European Ministers responsible for higher education, Towards an European Space of Higher Education: Responses to the Challenges of a Globalized World, London, 2007;

- The External assessment methodology, standards, reference standards and list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education (ARACIS);

- Specific standards for the study programs in the field of „Engineering sciences";

- Standards and Guidelines for Quality Assurance in the European Higher Education Area; the National System of Indicators for Education;

- The European Credit Transfer System ECTS. The User's Guidebook;

- Reports elaborated by EUA in TRENDS in European Higher Education;

- Code of Good Practices for Quality Assurance;

- Quality Standards of a Higher Education Institution. A Proposal (the CALISRO Project);

- reports on Romania's participation in the Bologna Process during 2003-2009, delivered at the meetings in Berlin (2003), Bergen (2005), London (2007) and Leuven/Louvain-la-Neuve (2009);

- National legal framework issues during 2004-2008, regarding the implementation of the objectives set by the Bologna Process within higher education.

Furtheron, for each of the selected variables, minimal and referential descriptors were elaborated (referred to as D. in the article). The minimal descriptors represent the minimum obligatory level for an activity to be carried out, the simplest form, less costly and most accessible by law or current practices in order to carry out an activity (on a rating scale, this level corresponds to „satisfying"). Referential descriptors indicate the added value or the ideal level, the expected situation, the improved form to carry out the action (it represents „very well" on a reference scale).

It is worth mentioning that the following limits were taken into consideration in the research: difficulties in identifying the dimensions and variables regarding the objectives set by the Bologna

Process as well as in the elaborating of minimal and referential descriptors; differences between public and private universities; lack of pro-active attitude towards cooperation which led to only a 30 university target group base selection; social reluctance in providing data for the research.

3. Results and Discussion

By processing the relative frequencies in students' answers on student and teaching staff mobility, as a main objective set by the Bologna Process, 7.4% of the universities targeted have not implemented this objective; 17% of the universities have implemented this objective as a minimal descriptor, thus meeting the corresponding requirements; 31.3% have made a significant progress still without achieving the referential descriptor level, and 44.3% have achieved this objective as a referential descriptor (as shown in Figure 1.).
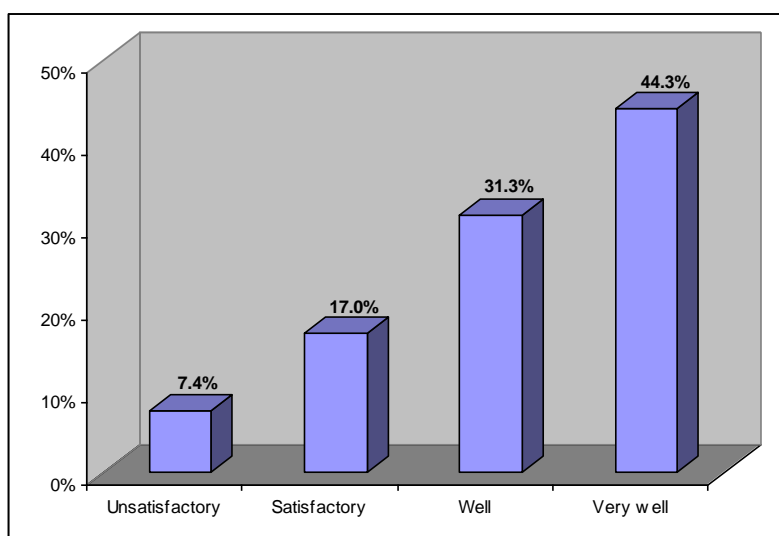

Figure 1. Implementation overview of the Third Objective: Student and teaching staff mobility in technical higher education (D.18.- D.30.)

By summing up the answers marked as *satisfying*, *well* and *very well*, the implementation of this objective in 92.6% of the universities in view has been achieved. This indicates that the Romanian technical higher education has taken great steps in this direction. It becomes noteworthy that most of the universities targeted aim at: promoting mobility within the university; assuring linguistic competences and credits for foreign languages by providing students with European mobility programs; collaborating with foreign universities to fully recognize study programs abroad; ensuring horizontal and vertical national and international student mobility; ensuring academic accessibility to promote their own study programs and international collaboration. Since less than half of the universities in view (44.3%) have achieved the referential descriptors of this objective, the progress made in this sense is relatively low, in the sense that the universities have not managed to improve their procedures.

By way of conclusion, these universities, which have achieved the referential descriptors of the objective set, have become aware of the importance of student and teaching staff mobility in personal development, international collaboration, quality assurance in higher education based on swapping of know-how and easy access to the labour market. Hence, the universities targeted focused on:

- Promotion of existent mobility programs by means of the Department of International Relations;

- Student easy access to European scholarship programs and mobility by providing them with linguistic competences and credits for foreign languages at a Bachelor's level, as requested;

- Organizing courses and study programs in foreign languages to attract foreign students;

- Efficient use of EUROPASS documents to facilitate student mobility;

- Growth in the number of students who annually access mobility programs and foreign students who come and study, at all levels, by means of official agreements (Learning Agreements), signed by the university of origin with universities abroad in order to fully recognize the study periods within the respective university;

- Full recognition of the study periods abroad;

- Monitoring mobility progress and annually reporting on student, teaching and administrative staff outgoing and incoming mobility;

- Delivering a master program for students organized in collaboration with foreign universities;

- Organizing Ph.D. programs for master students and young assistant teachers in collaboration with Ph.D. coordinators from abroad;

- Informing students, teaching staff and prospective partners on the Guide of Studies so that they could use it to pave their own career path;

- Experienced teaching staff's involvement in the elaboration, organization and delivering of bachelor, master and Ph.D study programs based on international coaching;

- Attendance to international academic associations and networks such as: EUA, UNICA, CEEPUS.

All these steps have been taken by universities in order to promote, facilitate, encourage, enhance and prove student and teaching staff's outgoing and incoming mobility as well as to achieve European recognition for Romanian universities as well as the students' access to the labor market.

- 7.4% of the universities claim not to have implemented the objective regarding *Student and teaching staff mobility* which indicates that the Romanian technical higher education is still facing problems in this sense.

Negative results were obtained for four out of the five dimensions of the respective objective. The only dimension of the *Student and teaching staff mobility* with positive results is *Mobility promotion within the university* which underlines the fact that all the 28 universities targeted take part in European mobility programs and offer scholarships abroad through the International Relations Department. All the other dimensions of the respective objective have negative results:

- For *Factors necessary to access mobilities*, 5,4% of the universities targeted have answered *unsatisfactory* (see Table 1.);

Table 1. Dimension Factors necessary to access mobilities (D.20. – D.21.)

Responses	Percentage
Unsatisfactory	5,4%
Satisfactory	14,3%
Well	37,5%
Very well	42,8%
Total	100%

Negative responses have been given for descriptor D.21, that is 10,7% of the universities targeted, and three universities responded „*unsatisfactory*". These three universities do not know how to use the EUROPASS documents necessary for student mobility which may trigger problems for students of the university of origin who study abroad.

-   For *Documents for total recognition of the study periods abroad*, 7,1% of the universities targeted have answered negatively (see Table 2.);

Table 2. Dimension Documents for total recognition of the study periods abroad (D.22.)

Responses	Percentage
Unsatisfactory	7,1%
Satisfactory	10,7%
Well	42,9%
Very well	39,3%
Total	100%

Two universities have responded negatively to descriptor D.22. - *Documents for total recognition of the study periods abroad.* These universities have not signed official agreements with foreign universities in this sense. This proves lack of compatibility of the study programs offered by both national and international universities.

-   For *Horizontal and vertical mobility,* 13,6% of the universities targeted have answered *unsatisfactory* (see Table 3.);

Table 3. Dimension Horizontal and vertical mobility (D.23. – D.27.)

Responses	Percentage
Unsatisfactory	13,6%
Satisfactory	20%
Well	27,1%
Very well	39,3%
Total	100%

All descriptors belonging to this dimension have obtained negative responses. 10,7% of the university targeted have responded negatively to descriptor D.23. , that is three universities. For descriptor D.24. 7,1% have responded unsatisfactorily, that is two universities. This means that the targeted universities do not monitor any progress in mobility (student, teaching staff and

administrative staff), be it outgoing or incoming – this emphasises a lack of interest on the part of the university executive staff to provide a clear image of what is going on within their university in this sense as well as lack of instruments and data necessary to monitor mobilities, as a prerequisite for their promotion as open European universities.

For descriptor D.26., 10,7% of the universities targeted have responded negatively that is three universities that do not offer their students the possibility to do a doctoral program with a national and international coordination commission. This proves lack of concern to organize and carry out joint academic programs in collaboration with other universities from abroad.

It is worth mentioning that, in the case of *Student and teaching staff mobility*, most negative responses have been given to descriptors D.25. (21,4%), and D.27. (17,9%) belonging to the dimension Horizontal and vertical mobility (see Tables 4. and 5.).

Table 4. Organization of Master program in collaboration with universities from abroad (D.25.)

Responses	Percentage
Unsatisfactory	21,4%
Satisfactory	39,3%
Well	21,4%
Very well	17,9%
Total	100%

Table 5. Opportunities for foreign students to study a full academic program in foreign languages (D.27.)

Responses	Percentage
Unsatisfactory	17,9%
Satisfactory	14,3%
Well	21,4%
Very well	46,4%
Total	100%

More precisely, for descriptor D.25., 6 universities have responded unsatisfactorily. This shows that these universities do not organize and, consequently, do not offer the students the opportunity to do a Master program in collaboration with other universities from abroad. Unfortunately, these universities do not benefit from the possibilities offered by the current legal framework to promote and facilitate students' acces to horizontal mobility and joint study programs. Hence, this may reveal a lack of openness or insufficient knowledge of the national legislation in force in the domain.

Five universities have responded unsatisfactorily to descriptor D.27. These universities do not provide foreign students with the opportunity to study a full educational program in a foreign language which makes impossible the vertical mobilty of foreign students.

- For the *University degree of openness*, 3,6 % of the universities targeted have answered unsatisfactorily (see Table 6.);

Table 6. Dimension University degree of openness (D.28. – D.30.)

Responses	Percentage
Unsatisfactory	3,6%
Satisfactory	20,2%
Well	36,9%
Very well	39,3%
Total	100%

Negative answers have been obtained for descriptor D.28. 10,7% of the universities in view have responded unsatisfactorily to D.28., which means they have not achieved it. There are three universities that do not annually elaborate the Study Guidebook in either Romanian or any foreign language and fail to disseminate it to their students teaching staff or prospective collaborators. This means that they do not promote their educational offers sufficiently well and do not show enough concern about the internal and external promotion of their institution.

All these negative responses given to dimension *Horizontal and vertical mobility* prove lack of know-how or concern of the univerity management towards openness and promotion of student and teaching staff mobility which brings about a limited access to mobilities, lack of recognition of study programs abroad, decrease in the number of mobile students, be they national or foreign (who come to study at the universities under research).

To obtain a clear view of the current status of each university targeted, the responses were calculated in terms of means.

The results obtained by each of the university represent the average scores of the variables regarding student and teaching staff mobility, that is the mean of the variables D.18. – D.30.

A group type approach analysis of the respective universities regarding *Student and teaching staff mobility* has been achieved. It is the result of the latest European political and educational policies on future transparency and diversity within higher education. Moreover, it has been done by „mapping diversity in higher education” which provides an alternative design for a global classification of higher education, gradually leaving out the concept of „ranking” (hierarchy, classification) coined from English and the concept of „classement” (classification) from French.

Four types of implementation concerning the above-mentioned objective have been outlined. These types break universities down into categories according to similarities and differences in their achievements in the implementation of the Bologna Process.

The implementation types have been simply referred to as A, B, C and D.

Implementation type A: refers to universities (in view) that have successfully achieved the objectives set by the Bologna Process. Maximum average 4.

Implementation type B: refers to universities that have made some progress in the implementation of minimal descriptors and also implemented some of the reference descriptors. Mean between 3 – 3.999.

Implementation type C: refers to universities that have made some progress in the implementation of minimal descriptors. Mean between 2 – 2.999.

*Implementation type D***:** refers to universities that have failed to implement, at least, at the level of minimal descriptors, the objectives set by the Bologna Process. Mean between 1 -1.999.

Furtheron, the universities have been grouped, in alphabetical order of their location, according to their achievements and type of implementation. Implementation type A is shown in purple, blue stands for the implementation type B, orange for type C and red for the implementation type D.

Diversity analysis of the universities targeted according to the implementation of the *Student and teaching staff mobility* is shown in Table 7.

Table 7. Mapping diversity in technical higher education according to Student and teaching staff mobility

Student and teaching staff mobility		
University	**Implementation type**	**Guidelines**
University „Politehnica" of Timişoara (UPT)	**A**	Keeping the present course of action and capitalize on guidelines to achieve high quality
University „Aurel Vlaicu" of Arad (UAVA)	**B**	Implementation of all reference descriptors
The West University „Vasile Goldiş" of Arad (UVGA)		
University of Bacău (UB)		
Universitatea de Nord din Baia Mare (UNBM)		
University „Transilvania" of Braşov (UTB)		
University „ Politehnica" of Bucharest (UPB)		
The Technical University of Civil Engineering Bucharest (UTCB)		
University „Babeş Bolyai" of Cluj-Napoca (UBBCN)		
University of Agricultural Sciences and Veterinary Medicine of Cluj- Napoca (USAMVCN)		
Technical University of Cluj-Napoca (UTCN)		
Maritime University of Constanţa (UMC)		
University„Ovidius" of Constanţa (UOC)		
University of Craiova (UC)		
University „Dunărea de Jos" of Galaţi (UDJG)		
University of Agricultural Sciences and Veterinary Medicine of „Ion Ionescu de la Brad" of Iassy (USAMVIIBI)		
University of Oradea (UO)		
University of „Petroleum and Gas" of Ploieşti (UPGP)		
University „Lucian Blaga" of Sibiu (ULBS)		
University „Valahia" of Târgovişte (UVT)		
University „Petru Maior" of Târgu Mureş (UPMTM)		
University „1 Decembrie 1918" of Alba Iulia (U1DECAI)	**C**	Focus on implementation of referencde descriptors
The Technical University „Gheorghe Asachi" of Iassy (UTGAI)		
University„Eftimie Murgu" of Reşiţa (UEMR)		
University „Ioan Slavici" of Timişoara (UIST)		
University of Agricultural Sciences and Veterinary Medicine of Bucharest (USAMVB)	**D**	Focus on achieving all minimal descriptors

The results shown in Table 7. indicate that only one university out of all targeted fits the implementation type A, proving its tendency towards achieving total added value of the *Student and teaching staff mobility*. This fact also proves a low rate of success among universities to achieve the added value of the objective set.

Most of the universities in view (20 out of the 28) fit the implementation type B which illustrates their focus on achieving the reference descriptors.

The implementation type C is achieved by four universities that must mainly focus on the implementation of the reference descriptors of the objective in view.

The implementation type D is characteristic of three universities that still have to take great effort in achieving all minimal descriptors.

Mapping diversity in higher education regarding the implementation of the *Student and teaching staff mobility* is shown in Figure 2.
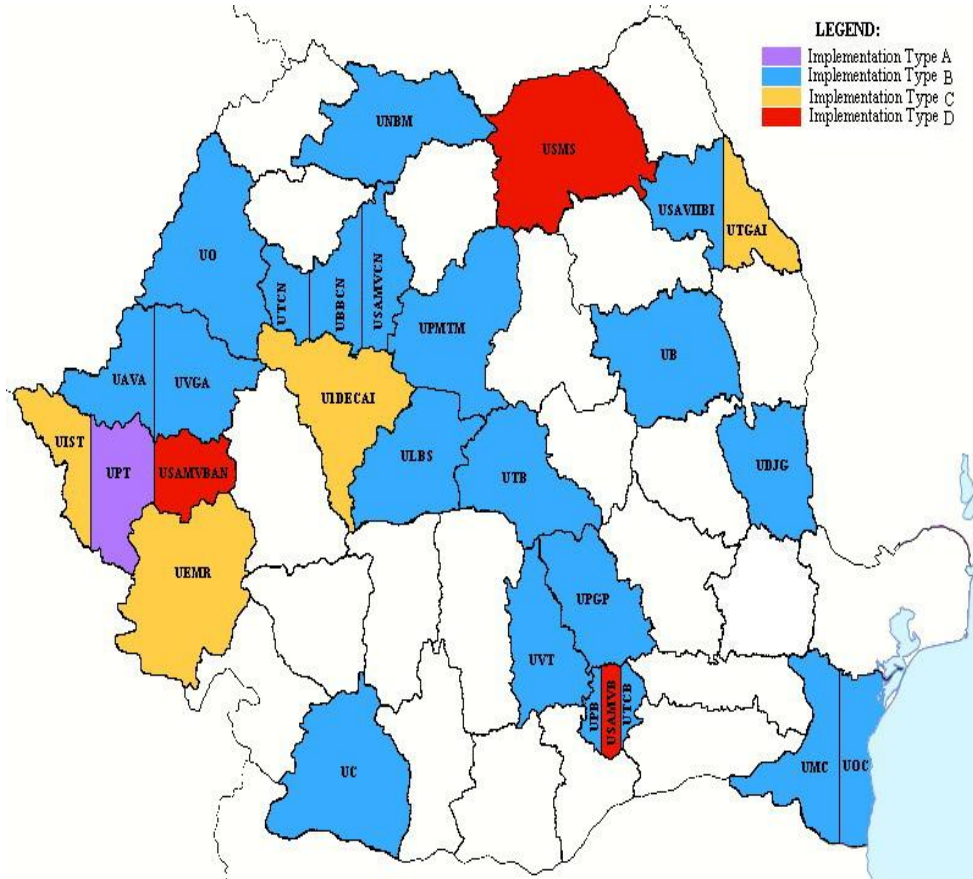

Figure 2. Mapping diversity in higher education according to Student and teaching staff mobility

4. Conclusion and Recommendations

The research results have shown that the objective set by the Bologna Process in terms of *Student and teaching staff mobility* has been implemented (at least, upon minimum request) in 92.6% of the

universities targeted. This indicates a significant progress achieved by the Romanian technical higher education in this sense.

Although there are numerous universities successful in implementing this objective, still, 7.4% of the universities have not managed to implement the respective objective.

Less than half of the universities investigated (44.3%) have achieved the referential descriptors concerning *Student and teaching staff mobility* which illustrates low progress in enhancing the activities requested.

Student and teaching staff mobility, the goal of most of the technical universities researched (20 universities out of 28), represents a B type of implementation. This illustrates a current tendency in the Romanian technical higher education towards achieving some progress as far as the minimal descriptors of this objective are concerned. Only one university depicts itself as an A type of implementation which proves a real success in the application of the Bologna Process requirements.

Moreover, only three of the universities targeted match the D type of implementation which justifies a limited number of universities to face difficulties in implementing *Student and teaching staff mobility* at the level of minimal descriptors.

All in all, a better notification of the Romanian technical universities on the issue of *Student and teaching staff mobility* would lead to a thorough comprehension and implementation of this objective within the system.

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