



Babeş-Bolyai University Internationalisation Strategy 2025-2029

The UBB Internationalisation Strategy is a **reference framework for action and a guiding tool** for all members of our community. This five-year strategy **builds on** the 2015-2020 Strategy. Drawing on the experience of drafting and, more importantly, implementing the latter, we have developed the present strategy into a **concise document**, oriented towards the achievement of **general objectives**.

Over the last few years, **UBB's internationalisation process has been steadily gaining momentum**, and the main indicators confirming this are the number of **foreign students** enrolled in full degree programmes, which has reached **over 1450**, and the number of foreign students on various types of **mobility** at UBB, which has exceeded **950** at the end of 2023-2024 academic year. This surge has led to significant changes in terms of **increased awareness towards the internationalisation process** in various structures and departments of UBB, from the teaching staff and dean's offices and faculty secretariats to the administrative staff in residence halls and libraries. However, much remains to be done to ensure that international students enjoy equal educational facilities to Romanian students, especially in terms of having access to **information** and the possibility to **communicate effectively** in a variety of administrative and social contexts in English and other international languages.

In the spring of 2024, the UBB management reiterated the firm determination and commitment to **continue and fast-track the internationalisation process**. To this end, a preliminary action was reinforcing UBB's presence in the European Research Intensive Universities Association, **the Guild**, a process that provides an important **stimulus** for the internationalisation effort and for boosting the international competitiveness of our university.

According to the EUA¹ and Times Higher Education² reports, important changes are emerging in international collaboration and transnational education in higher education, with the focus shifting beyond merely providing access to education.

The social mission of universities is gaining momentum, with European universities steadily widening their scope beyond education and research, focusing on social engagement. Institutions are taking on more responsibilities in addressing global challenges such as sustainability, social inequality and digital transformation. Shifting student demographics are impacting higher education. Universities are adapting to a more diverse and international

¹ [Trends 2024 European higher education institutions in times of transition](#), by Michael Gaebel and Thérèse Zhang, co-author: Henriette Stoeber, European University Association, accessed 30 September 2024.

² [TNE 3.0. A Research Report by Times Higher Education Consultancy](#), Elizabeth Shepherd and Dr. Ishan Cader, Times Higher Education, accessed 30 September 2024.

student population, which requires adjustments in teaching methods, inclusion and support services.

The pandemic has accelerated the shift to digital learning environments. Universities are now integrating hybrid models of education, blending in-person and online learning components to increase flexibility and access.

Cross-border collaborations and international mobility remain crucial, but geopolitical challenges (such as the impact of the war in Ukraine) and environmental concerns are calling for a reconsideration of mobility strategies, with a focus on virtual exchanges and international partnerships. Transnational education through partnerships emphasizes alignment with national economic and educational strategies, supporting local innovation and building infrastructures that integrate foreign universities into local economies. It also emphasizes sustainability, workforce skills development and excellence in teaching and research. There is an increasing emphasis on local and national priorities, such as responding to labour market demands, contributing to national innovation and promoting entrepreneurship. Governments are now pushing foreign universities not only to provide education, but also to engage in activities that foster local industry and research, bridging with wider economic goals. Transnational education is becoming increasingly aligned with sustainability efforts, including the promotion of the UN Sustainable Development Goals (SDGs). This includes designing programmes that help reduce poverty, promoting inclusive education and supporting national and global sustainability initiatives. Graduate employability is a key metric of success, with programmes designed to address both local market needs and global job opportunities. Of particular note here is the training of German-speaking specialists to take up management positions in German-owned companies and joint ventures, a must for investors. In this respect, maintaining and increasing the supply of German-language courses and cooperation with German-speaking institutions is one of the most important aspects.

As things stand, the **assessment of the current situation** at UBB in terms of internationalisation is as follows:

Strengths

- The high number of European and international projects, as well as the involvement of UBB teaching and research staff in international teaching/research/administrative teams (as members or coordinators)
 - Top ranking nationally in terms of attracting Erasmus funds
 - Top ranking nationally in terms of total number of Erasmus recipients
 - Erasmus international cooperation with more than 700 universities worldwide
 - Special institutional and community ties with the Republic of Moldova, German-speaking countries and Hungary
 - Institutional and cultural partnerships with French, English, Spanish, Portuguese, Italian, Chinese and Japanese speaking countries
 - Partnerships built around global denominational and inter-ecclesiastical networks
 - International exposure for research in relevant fields
 - Developed infrastructure for teaching and research activities

- The status of an entrepreneurial university committed to providing graduates the skills required for the development of the local and regional economy through transnational and international partnerships
 - Important ties with multilingual business communities
 - Research opportunities - technology transfer offers both research focus for international students and employment opportunities
 - Interdisciplinary and multilingual feature
 - One of the largest multilingual libraries in Romania - supporting international students
 - Low tuition and accommodation fees in student residence halls
 - A significant number of student associations are affiliated to international networks
 - Geographically, but also in terms of its relevance, the University is located at the heart of Cluj-Napoca, an appealing city for the young, with a multicultural, dynamic, secure and reliable reputation.
 - The University operates a network of 11 branch campuses and 3 centres in Transylvania and Banat region, thus accommodating and educating international students in conditions compatible with European standards.
 - Branches or representative offices in Japan (Kobe University, Nagaoka University of Technology), Algeria (Constantine 3 University) and Senegal (Cheikh Anta Diop University).

Weaknesses

- National legislation unfavourable to internationalisation, especially with regard to the fact that it is impossible to organise joint-degree and double specialisation programmes
 - The downward demographic curve in Romania
 - Inequitable competition in education, especially at national level
 - Absence of a national strategy aimed at attracting international students, but also absence of policies to promote the quality of Romanian education by setting precise targets
 - Insufficient budget allocated to higher education
 - Problematic recognition of international qualifications
 - The brain drain phenomenon
 - Absence of appropriate tools for students to identify quality programmes and institutions
 - Relatively few degree programmes available exclusively in international languages, compared to the diversity of programmes available in Romanian and despite the potentially appealing content of some degree programmes for international students.

Strategic objectives of internationalisation

The **International Cooperation Centre** has a key role to play in the implementation of internationalisation activities, under its Director and the Vice-Rector, and over the years it has become a veritable “Foreign Ministry” at UBB.

The **strategic objectives** of the internationalisation process are derived from the main areas of competence of the CCI and are listed and detailed below.

1. Increasing the number of international students enrolled or in mobility at UBB

This objective should be achieved bearing in mind the distinction between actions aimed at attracting foreign students enrolled in full degree programmes and those aimed at attracting students on mobility (Erasmus, CEEPUS, etc.).

- a) In terms of attracting international full-time students, an important pillar in achieving this objective is the creation of new academic programmes in international languages, in particular English and French, both delivered traditionally and online. The development of new undergraduate and master's programmes in French is called for as a result of the growing number of applicants from French-speaking areas. An additional step would be the introduction of an English language course, modelled on the Romanian language preparatory year, as well as English language refresher courses. Faculties without full degree programmes in international languages should also introduce at least one course per semester in an international language. For a higher visibility of the programmes, some of these should be internationally accredited.

With a view to enhancing visibility in already established target countries and to identifying new regions in order to attract international students, we will launch **professional marketing campaigns**. Over the last three years, we have attended thirty recruitment fairs abroad, visited high schools abroad and created a database of contacts of potential applicants, all of which confirmed the imperative to continue this action. We therefore intend to strengthen our marketing by **attending international fairs** either face-to-face or using various online channels (virtual fairs, webinars, etc.), focusing on non-European countries. An additional aspect of the marketing strategy is the development of a **network of agencies** for recruiting candidates, foreign nationals, in particular from remote areas or areas with risk factors, without being limited to this. A standard operating procedure and a framework agreement will be drawn up and the terms of cooperation with agencies will be negotiated. Visits or online discussions will also be organised with a view to negotiating **partnerships with the authorities in the field of education** in order to organise joint promotional actions together. Another area requiring further development is the relations with school counselling departments, i.e. the inclusion of the University on the lists of Ministries of Education of countries offering scholarships for their citizens (United Arab Emirates, Qatar, etc.)

The University will consider focusing international marketing campaigns on its strengths, such as language degree programmes, research opportunities, international partnerships and learning facilities. Storytelling campaigns (such as promoting the success stories of current international students or alumni of the university) could be used to this end. These testimonials should feature their positive experiences, showcase the academic and professional opportunities they have had and create a sense of community), but also

webinars and virtual presentations (Holding online sessions for prospective international students where they can interact directly with lecturers, students and administrative staff. These webinars may feature presentations on academic courses, career opportunities and the admissions process).

Attracting and retaining international students is a growing challenge for universities, hence consideration will be given to including incentives such as: giving discounts for family members of UBB students, granting scholarships to international students in order to attract talent from all over the world (granted either for academic achievements or to support students from underrepresented or underdeveloped regions), expanding hospitality services by including additional paid services (airport pick-up, accommodation and meal packages, integration packages) or creating dedicated offices, within faculties, to support international students in administrative matters and facilitate their adaptation to the educational system.

In addition to traditional methods of outreach, we aim to develop **digital tools to promote** educational programmes and services (interactive maps, virtual tours, etc.), adapted to the needs of EU, CH and EEA applicants and third country applicants. Every year, in the light of the outcome, the University will analyse the effectiveness of the measures undertaken and decide whether they should be continued.

In order to help attract international students, we also aim to establish a **competitive tuition fee system** in relation to competing universities. To this end, we will analyse the tuition fees of competing universities, both in Romania and in other South-East European countries. New tuition fees for international students will be determined, if deemed necessary, within the limitations allowed by current legislation. Faculties will also discuss the possibility of granting financial incentives to international students either through scholarships or tuition fee discounts based on their own criteria. On the other hand, given the key role that non-EU students play in the direct dissemination of our educational offer, the academic community will discuss the possibility of rewarding them (i.e. non-EU students who recruit candidates from non-EU countries) through different incentives such as tuition fee waiver, free accommodation, free meals, free access to certain UBB facilities, etc.

We also aim to establish partnerships with Romanian Embassies in order to make the visa application process easier for non-EU candidates.

Given the educational and cultural diversity, further efforts are needed to **improve the integration of international students**. To this end, measures will be taken including: providing a “Welcome” pack containing the relevant materials and information for enrolment and integration process; appointing a person responsible for enrolment and communication with international students as well as an academic tutor in each faculty; organising orientation seminars at the beginning of each semester; making counselling on cultural integration more accessible in order to avoid culture shock; facilitating integration into student organisations (with the help of the UBB Student Council).

Student retention is another component that we plan to prioritize within this strategy, consisting of several sub-components:

Development of intercultural and academic and social integration skills (Inclusion of intercultural courses in the curriculum, establishing intercultural work groups, conducting workshops and trainings for the development of intercultural skills, holding multicultural events, implementing tutoring programmes where local students act as guides for international students, facilitating their integration into the new

academic and cultural environment), orientation and integration services (orientation programme, development of a tutoring programme in which international students are assisted by local students or more experienced international students, who provide them with personalised support and guidance in the adaptation process, a student handbook, setting up an international students' association, adding AI for quicker search of information on the UBB website, etc.), assistance with visa and legal documentation (visa assistance and workshops on legal procedures).

Academic support and counselling: personalised academic counselling, Romanian/English language courses, learning and tutoring centres, annual conference for international students to present their research ideas and research achievements, and multicultural study groups.

Personal counselling and emotional support services: stress management and cultural adjustment workshops.

Support for social life and extra-curricular activities: student clubs and organizations, intercultural events, volunteering and integration programmes, intercultural/thematic clubs, organisation of social and cultural events encouraging interaction between international and local students.

Another approach that may lead to attracting international students is by **facilitating access to the labour market** or, in other words, career and employability assistance through partnerships with local companies, holding career counselling workshops, internships and job openings (facilitating access to internships and job opportunities on campus or in partner companies, with assistance in obtaining the required legal work permits during studies) or information workshops for traineeship and internship opportunities. Currently, the network of partnerships with the business sector is more oriented towards the needs of Romanian students. Developing a component tailored to the needs of international students can bring several benefits, including: facilitating access to jobs, internships, offering scholarships funded by the private sector. Depending on the particular departments involved, efforts will be made to identify companies and negotiate/update partnerships.

- b) The category of students in mobility at UBB is made up mostly of Erasmus students. This programme has seen a significant growth at UBB over the past few years, both in terms of outgoing and incoming mobilities. Currently, the largest percentage of outgoing and incoming mobilities are Erasmus mobilities.
- c) Further Erasmus digitalization by developing the existing programs and implementing new technical solutions to better manage document flow, statistical data processing, reporting, etc. Increasing the degree of digitalization of the Erasmus programme is a major objective.
- d) Increasing the inclusivity of the Erasmus programme, boosting the number of recipients and diversifying the existing mobility offer will continue to be a priority at both national and international level.

The strategic objectives which underpin the further implementation of the Erasmus programme at UBB and its alignment with international standards are:

- increasing the number of outgoing students on long-term study mobility;
- increasing the number of outgoing students on short-term study mobility;
- increasing the number of outgoing students on long-term traineeship mobility;
- increasing the number of outgoing students on short-term traineeship mobility;
- increasing the number of incoming students on long-term mobility;
- increasing the number of incoming students on short-term mobility;
- increasing the number of outgoing teaching mobility recipients;
- increasing the number of incoming teaching mobility recipients;
- increasing the number of outgoing staff training mobility recipients;
- increasing the number of incoming staff training mobility recipients;
- increasing the number of green travel mobilities;
- increasing the number of mobilities which include a virtual component;
- increasing the number of mobilities within the Eutopia consortium;
- supporting student/staff mobility, especially for those with limited opportunities;
- full mobility recognition;
- developing non-discriminatory policies at university level and improving international performance by analysing the impact of mobility implementation;
- increasing the number of UBB intensive programmes;
- assessing the importance and providing visibility for the achievements of staff members involved in individual mobilities;

Another important objective, both for full-time international students and Erasmus students, is to **improve the services available to international students**. The first measures to be implemented are: publishing on the University website a catalogue of all courses and programmes available in international languages; including Romanian as a foreign language in the curriculum of international students enrolled in degree programmes in languages other than Romanian; allocating a larger number of places in student residence halls; facilitating access to career development programmes; eligibility for a number of programmes that have so far been exclusively available to Romanian students (e.g. Academic Performance College, Face the Challenge, Student to Student Team); membership in student associations/organisations; translation of documents and the Academic Info page into English. An ongoing programme will be carried out in each faculty to identify the facilities students need.

Additionally, there are programmes for students from disadvantaged areas (e.g. military conflicts in Ukraine, Middle East, etc.), where UBB ensures an increase in the number of students, not only by implementing national programmes but also by creating special programmes in cooperation with international actors (e.g., the scholarship scheme for refugee students in partnership with UNHCR Romania or the *Secondos* scheme for 2nd or 3rd generations of immigrants from Germany, developed by the University of Regensburg, and jointly implemented with UBB for the descendants of Germans who left Romania).

The participation of UBB in 13 working groups of **The Guild European Research Intensive Universities Network** constitutes a significant driver of the internationalisation process and of increasing the international competitiveness of our university. The advisory and integrative solutions proposed by The Guild through the thematic working groups, the positive influence of the network represented professionally

with European institutions, and the **standing** of partner universities will allow, on the long run, to improve the **quality** and **efficiency** of staff involved in the internationalisation process, both at the level of UBB faculties and at the level of the administrative departments of our university. Involvement in these associations can lead, among other things, to the creation of new thematic networks, such as the Réseau de recherche francophone sur l'intelligence artificielle (RéFIA) or the International Network of Senghor Chairs, which UBB has rejoined since the summer of 2024.

In addition to attending activities and events organised by international associations and promoting cooperation opportunities or scholarship programmes offered by these organisations, UBB aims to identify and join new relevant networks/associations - e.g. the Asia-Europe Foundation.

UBB is developing strategic lines of international collaboration to increase its international visibility and local impact. Thus, the Françubb strategy was created, a comprehensive project on behalf of the French-speaking community at UBB, which promotes and supports the development of francophone training/profiles and francophone centres on contemporary issues, while building or reinforcing relations with francophone partners.

2. Development of UBB projects and programmes in the field of international cooperation

Babeş-Bolyai University has attracted various funding sources for the implementation of a large number of international projects both at faculty and university level.

UBB looks to **capitalise on the international projects** available through academic associations, especially those supporting **priority programmes** in the university strategic plan and alignment with global developments in internationalisation.

In terms of their financial relevance, **projects won under the Erasmus programme take centre stage**. A high number of Erasmus applications are submitted every year for different funding lines. The Erasmus Department constantly supports teachers and administrative staff in the application and implementation stages of projects through consultancy and training assistance.

Attracting European funding for the implementation of various activities at institutional level is a top priority given the need to implement the following objectives:

- increasing the number of applications submitted at university level;
- increasing the number of projects implemented at UBB under the Erasmus programme;
- increasing the number of teaching staff (or/and administrative staff) who are involved in international consortia implementing projects;
- acknowledging the relevance and enhancing the visibility of UBB teaching and administrative staff involved in cooperation projects with strategic partners;

The ongoing promotion of existing funding opportunities within UBB has been a permanent priority for the Erasmus Department. The funding lines that are regularly promoted are:

- Mobility of people in higher education;
- Mobility of people in the field of vocational education and training, school education and adult education;
- Staff mobility in the field of sport;
- International mobility involving third countries not affiliated to the programme;
- Erasmus Youth accreditations;
- DiscoverEU Inclusion Action;
- Virtual exchanges in higher education and youth policies;
- Cooperation partnerships in the fields of education, training and youth, excluding those presented by European NGOs;
- Cooperation partnerships in the fields of education, training and youth presented by European NGOs;
- Cooperation partnerships in the field of sport;
- Cooperation partnerships in the youth field, except those presented by European NGOs;
- Small-scale partnerships in school education, vocational education and training, adult education and youth;
- Small-scale partnerships in the field of sport;
- Professional Excellence Centres;
- Erasmus+ Teacher Academies;
- Erasmus Mundus action;
- Innovation Alliances;
- Capacity building in higher education;
- Capacity building in vocational education and training;
- Capacity building in the youth field;
- Capacity building in the field of sport;
- Capacity building;
- European non-profit sports events;
- European Youth Together;
- Virtual exchanges in higher education and youth;
- Jean Monnet actions;
- Teacher academy;
- Alliance or partnership for innovation;
- Policy Experimentation - Digital Education;
- Policy Experimentation - Adult Education;
- Policy Experimentation - School Education;
- Policy Experimentation - Vocational Education and Training;
- Erasmus for Young Entrepreneurs - junior call;
- Policy Experimentation - Micro-credentials;
- Policy Experimentation - Higher Education;
- Programmes operated by other **international institutions and agencies** (such as AUF, DAAD, UNESCO, UNDP, etc.), aimed at developing structures and practices associated with internationalisation and international cooperation between universities. UBB already possesses experience in running such programmes, but membership in new alliances and consortia (such as the Guild) and stronger

participation in existing ones will open up **new funding opportunities** for internationalisation activities at UBB).

3. Reinforcing the international status of UBB

a) Joining university alliances, associations and networks

Promoting in an innovative way the intercultural, plurilingual and multifaith profile of UBB, in accordance with the UBB Charter and the Strategic Plan, can be achieved above all by consolidating the **fields of excellence** at UBB and promoting them on an international level, in line with the **assessment criteria put forward by international rankings**.

At institutional level, UBB is a member of the European University Alliance **EUTOPIA**, an alliance of strategic importance for the internationalisation of our university. At institutional level, UBB is a member of several international associations: EUA, SGroup, AUF, ELC, DRC et al. UBB is already involved in each of these associations by nature of activities (i.e. involvement in the SGroup Think Tank for Asia, Africa or Latin America or the iCon programme for transcontinental mobility). UBB also adheres to the Magna Charta Observatory and supports the DAAD, OAD programmes. UBB's new membership in **The Guild of European Research Intensive Universities Network**, which includes universities such as Warwick, Université de Paris, Bologna, Jagiellonian University of Krakow and the University of Oslo, is an important stimulus for the internationalisation process and for increasing the international competitiveness of our university. The advisory and integrative solutions proposed by the Guild through the thematic working groups, the positive influence of the network represented professionally with European institutions, and the **standing** of partner universities will allow, on the long run, to improve the **quality** and **efficiency** of staff involved in the internationalisation process, both at the level of UBB faculties and at the level of the administrative departments of our university.

b) Establishing lasting contacts with UBB international graduates

One of the actions designed to increase UBB's international visibility is the development of an **international alumni network**. The experience of international alumni at UBB is a valuable resource that needs to be further harnessed. This objective will provide a solid marketing tool in the international context. The initial step involves setting up a team to coordinate relations with international alumni, with an active role also taken by the faculty teaching staff, in close contact with students. The next step is to build a **network of academic ambassadors** who will promote UBB's degree programmes and profile as genuinely as possible, drawing on their own experience. A database will be set up to recruit ambassadors for our University, listing alumni living in Romania and those living abroad. They will be invited to a meeting in order to present the project (recruitment strategy, admissions policy, degree programmes, etc.) and to establish mutually agreed principles and modus operandi. The University will **acknowledge the contribution of international alumni** in promotional materials, press releases or by

granting special benefits. A Facebook page, managed by the UBB team in charge, will be created to boost the visibility of the network, to promote activities and to facilitate the communication process.

4. Internationalisation at home (I@H)

In a global society, **international exposure** is a key formative experience, and its importance is globally recognised through its listing as an indicator in international academic rankings.

One of the fundamental building blocks of internationalisation at home is the **diversity of courses offered in foreign languages**, especially English. Currently, the foreign language courses on offer are still underdeveloped.

This requires: creating **dual degree** programmes modelled on those already carried out in partnership with German and French universities, inviting prominent teachers from abroad, finding and applying for relevant funding projects, creating new networks within existing programmes (i.e. CEEPUS), promoting study opportunities intensively and organising summer courses for our students (in Cluj and/or abroad).

Sustainable internationalisation is one of the main objectives pursued by higher education institutions. Its importance rests not only in the co-curricular component, but also in other I@H activities, for example as proposed by European projects, or by international structures **supporting the integration of new forms of skills acquisition and recognition**, such as alternative credentials.

In order to consolidate and modernise internationalisation activities at home, UBB will continue to expand:

(i) providing access to **international experiences** for students outside traditional international activities;

(ii) organising training/courses/modules/summer schools on internationalisation, inclusion and intercultural communication for **academic and administrative staff**, through both traditional and non-traditional education. To this end, we will continue to organise **refresher courses** for the staff working with students/teaching staff, foreign nationals, in particular language courses and international project writing. Our most successful activity to date, the **bi-annual internationalisation courses for administrative staff**, run by the Centre for International Cooperation through its Inter-University Agreements Unit, will be further fine-tuned in both form and content and **rolled out to other target groups**. We will aim to develop other such courses in order to equip non-teaching staff with the necessary skills for the future.

At the same time, the process of Internationalisation at Home also involves the implementation of programmes developed within the EUTOPIA MORE alliance, for example, the EUTOPIA Certificate of Internationalisation (EUCI) programme for students, aiming even at replicating other internationalisation at home programmes created by EUTOPIA partners.

Equally, there is a growing need to develop the third dimension of universities, underscoring the **strategic link between research and education** by fostering **entrepreneurial awareness**, collaboration openness and networking with stakeholders from multiple fields. UBB will (1) build stronger connections with local authorities, (2) increase cooperation with NGOs on common issues, (3) develop collaborations with

local/regional economic partners. An active involvement in the co-creation of the **community engagement** concept and the implementation of the proposed activities under the umbrella of the InclusU alliance (inclusion component) and the Guild network (on the competitiveness component) will contribute to this. Conversely, UBB will leverage existing partnership relationships to expand collaboration with local/regional and national authorities to raise awareness on inclusion and develop SMART specialisations in the range of degree programmes across the three lines of study.

5. Internationalisation by recruiting international academics and researchers at UBB

The internationalisation of the academic sector involves both students and teachers and researchers. Our university boasts an impressive portfolio of international academics and researchers. Every year, several hundred teachers/researchers engage in the academic activities at UBB, thus exceeding easily the 5% internationalisation threshold even at FTE level, while in some years more than 10% of teachers/researchers are international. Changing some administrative practices is one of the prerequisites for internationalisation:

- availability of all forms required for teaching/ research/ administrative activities in the official UBB and international languages;
- automated mechanisms whereby international teachers/researchers recruited by UBB receive institutional email addresses and credentials to access our databases (including Annelis), access to the Eduroam network, while they are not required to submit an application, according to the following data workflow: faculties/research units → human resources department → DTIC → faculties/research units;
- sending out an information kit in English/German/Hungarian to international teachers/researchers listing the facilities offered by UBB to its employees: free access to museums, parks, discounted swimming pool prices, access to academic infrastructure (free access to buildings, cafeterias, coffee shops, Pyramid restaurant), access to databases, institutional address, free internet access, consultancy/grant assistance, etc.
- a dedicated website in English/German/Hungarian for information on internationalisation;
- a flexible database connected to the JRC, DRU and DTIC for a centralised registration of international teachers/researchers.

As having international teaching staff involved in the UBB teaching process requires separate administrative solutions from having researchers involved in research activities, these two academic activities should be treated differently in terms of internationalisation.

a) Teachers

UBB employs a variety of legal solutions for funding and attracting international teaching staff. Having the possibility to hire external lecturers on an hourly pay basis for a significant number of courses/hours contributes greatly to our internationalisation. Equally, the UBB human resources strategy also contains flexible tools for hiring them. Also, the smooth running of the Hungarian and German lines of study, which have established connections with many universities in Hungary, Austria and Germany, enables us to access the academic

human resources of these countries, and this natural and unique advantage in Romania is valuable and should be leveraged to sustain and enhance the internationalisation of UBB.

i) Short- to medium-term visiting teaching staff

Disciplines not covered by tenured UBB staff should be outsourced by inviting teachers from abroad to teach these subjects on a contract basis. Consequently:

- at faculty level, international teachers should be encouraged to join the teaching programme on a contract basis for a minimum of one semester, either for one or several subjects;
- the Hungarian and German lines of study play a key part in bringing in foreign teachers from Hungary, Austria and Germany which is why these lines should be supported in attracting international teachers, i.e. they may also support the internationalisation of the Romanian line or specialisations in other languages;
- UBB plans to streamline the administrative and legal operation of UBB's network of cultural centres, to support the staff working in the centres in order to address administrative inefficiencies, to implement an efficient reporting system for the activity of the cultural centres that will provide a relevant database for language courses offered at UBB, international events and learners interested in learning a new language or attendants of events dedicated to the diverse cultures present at UBB;
- recruiting international teaching staff for open courses through the CFCIDFR;
- online teaching is a strong advantage in terms of internationalisation, because it does not incur accommodation and travel costs, so we really need to use this to our advantage.

ii) Visiting professors

Our many collaborations are reflected in the increased number of teachers who visit UBB to teach in various disciplines. These collaborations should be exploited to the full by faculty management:

- Erasmus, CEEPUS and other programmes should support the invitation of international teachers;
- summer/winter schools with international guests need to be encouraged;
- inviting teachers to online courses/seminars should be encouraged, especially at masters and doctoral level;
- promoting the organisation of joint seminars/practical workshops with universities abroad, involving teachers and students from both partner institutions;
- we need to support our partner universities in organising summer schools at our training centres (Arcalia, Baru Mare, Beliș, Coronini, Grădiște), and to promote these centres by providing dedicated websites in the university languages and in English. This latter measure will implicitly boost our reputation abroad, as well as strengthen collaborations with other universities abroad.

b) Researchers

UBB owns many research units and facilities that may be attractive to international researchers. Existing resources (research units, strategic infrastructure components, etc.) must all be provided with proper English-language websites in order to be effectively promoted. In order to further internationalise researchers, the following actions are needed:

- engaging international researchers as PI (Principal Investigator) in UEFISCDI grants by targeted advertising in English focusing on grant calls via social media and other communication channels;
- fostering external collaborations for articles and projects (co-authorship);
- the scientific councils of museums must mandate two to three renowned international specialists, validated as such also by the CS-UBB;
- complementary outreach schemes to attract foreign researchers beyond projects also through short-term research fellowships;
- the scientific collections of UBB need to be tapped into by inviting specialists to study them and providing accommodation for the duration of the visit;
- inclusion of external specialists in the scientific committees of research units should be encouraged;
- an express recommendation that each RU should include a minimum of 2-5 international research collaborators;
- the involvement of foreign researchers in UBB research grants has to be supported;
- launching/promoting postdoctoral programmes of excellence for EU and non-EU nationals;
- promoting the Cluj University Press and UBB journals within the international community.

The guidelines set out above are intended to **guide and provide a framework for internationalisation activities**. While the Centre for International Cooperation (CCI) is responsible for achieving this, the success of this strategy relies on the **cooperation** of the CCI with the UBB executive board, the faculties and the other entities and departments of the university. In the current setting, an ongoing **alignment** of activities to ensure successful achievement of the strategic objectives outlined above should be, more than ever, a constant priority for our academic community.

Cluj-Napoca,
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Professor Sergiu Mişcoiu, PhD, CCI Director
 Ramona Onciu, PhD, Head of Erasmus Office
 Adina Fodor, PhD, Head of Agreements Office
 Carmen Țăgşorean, PhD, Head of Mobility Office

International Relations Vice-Rector,
 Professor Călin Rus, PhD