

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Babara Elena, State University of Medicine and Pharmacy “Nicolae Testemitanu”  
“Enhancing University Autonomy in the Republic of Moldova” project**

The visit took place in the period 24 - 29 June 2013 and was aimed at familiarizing with the higher education system in Scotland, the principles of university autonomy in the country and identifying aspects that could be implemented in the Republic of Moldova.

Presentations and discussions with representatives of various departments of the University of Strathclyde, Glasgow Caledonian University and Scottish Enterprise have been organized within this visit.

On 24 - 25 of June we had meetings at Strathclyde University with Prof. Tim Bedford, Associate Deputy Principal for Knowledge Exchange and Research Enhancement; Professor Susan Hart, Dean of Business School; Mr. Gilbert and Mr. Andy Kay Higesson, members of the Universities and Colleges Union; Mark Wilber, Recruitment Manager; Suzanne Tinning, Alumni Relations Officer; Professor Sara Carter, Head of Department, Associate Dean, (research development), Business School Hunter Centre for Entrepreneurship; Rona Smith, Deputy Director and Darren Thompson, Senior Policy and Projects Officer, Strategy and Policy Directorate; Dr. David McBeth, Director, responsible for coordinating activities of Research and Knowledge Exchange Service; Louise McKean, Manager Contracts; Susan Anderson, Research Costing Officer; Martin Gregory, Head of International Business Development; Christopher Mort, Manager intellectual property; Stuart Mackenzie, Manager, Commercialization Infrastructure Manager.

At Strathclyde University we got acknowledged with the university funding system, with the way how faculties are employed/fired and their workload, with the system of continuous postgraduate education. The workload of faculty members is distributed in the following way: 40 % - teaching activities - 110 hours of direct contact with students and 560 hours of consulting, 40 % research activities and 20 % - community service. Total workload is 35 hours per week.

Unlike in Moldovan universities, Universities in Scotland have more autonomy in the management of financial resources at school level, more attention is given to research activities. The teaching load is lower than in the RM, thus faculties have more time for their scientific activity.

A priority direction for the university is internationalization, which includes attracting international students to studies, as an additional source of income for the university. At Strathclyde University foreign students constitute 16 % of all students. At the university was created a department dealing with recruitment of foreign students, using such methods as participation in exhibitions and fairs, collaboration with recruitment agencies representing university abroad, working with governments of students' countries of origin. The university has founded branches in some countries, from which it is difficult to invite students to study in Scotland, where classes are held by professors of the University of Strathclyde, is

organizing distance learning courses. An important factor in attracting international students is university' rating, its visibility and international accreditation.

In conditions of financial autonomy, attracting foreign students to study is crucial for universities in the RM, so the experience of Scottish universities is very interesting. It is important to increase the visibility of universities, to adjust curricula to the European and world requirements and to perform international evaluation and accreditation of universities and to ensure recognition of diplomas received in Moldova.

We discussed issues related to the work of the Alumni Relations Office responsible for developing and managing the University's alumni groups programs, maintaining and developing links with graduates, involving them in cultural activities of the university, fundraising, organizing practical training for students, exchange of experience.

This type of activity is less developed at our universities, but I think that organizing a structure responsible for coordinating the activities of the graduates and their involvement in university life would be very useful and interesting for both students and graduates.

On 26-27.06.2013 during the visit to Glasgow Caledonian University were held discussions with Prof. Valerie Webster, Assistant Vice Principal International; Dr. Andrew McNair, Director of Research, Innovation and Enterprise, Fiona Stewart-Knight, Director of Business Academies (Customized education programmes); Professor John Marshall, Director of Academic Research Development; Matt Lamb, President of Student Association; Rhona Hodgart, Manager, Exchange and Study Abroad; Irene Bruce, Head of Governance and Quality Enhancement; Peter Yetton, Compliance Officer.

We visited university campus, including the library. It was presented an overview of the university, discussed issues related to the internationalization of education, working with international students, technology transfer and commercialization of intellectual property, developing relationships with business, founding spin-outs, patenting, financing projects, stimulating research and ensuring high quality of research, mobility of students and organizing the activity of Students Association.

It is interesting the experience of the office responsible for student's compliance issues. In the office are working lawyers experienced in the field who provide legal services to students coming from abroad, helping them adjust to living in a foreign country, assure their fundamental rights and personal security and compliance of international students to the legislation of the country in which they are studying.

On June 27, 2013 we visited the Scottish Agency for Development "Scottish Enterprise". Mr. Richard Baxbaum presented the activities of the Agency, which is part of SCOTLAND EUROPA Association, and has the task to establish in Scotland partnerships to receive funding from EU programs for research and development - FP7 and other funds - Erasmus for All, Optimus, etc., which involve universities providing research products and innovations.

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**Andrei Chiciuc, Technical University of Moldova  
“Enhancing University Autonomy in the Republic of Moldova” project**

**The objective of the visit:** getting acknowledged with the principles of university autonomy in the United Kingdom (Scotland) and identifying aspects useful for the university higher education system in the Republic of Moldova.

The following activities were carried out:

On **24 June 2013**, the following meetings took place:

1) At the Faculty of Business of the University of Strathclyde in Glasgow took place a meeting with **Mr. Tim Bedford**, Associate Deputy Principal for Knowledge Exchange and Research Enhancement.

It was given an overview of the University of Strathclyde and its financing system.

The main sources of funding are funds received from the Scottish Government and the UK central budget. A large share of the local funding is allocated through research projects with local / regional impact, but also through performance scholarships to students.

2) At the **Business Center "Tom Hunter"** continuous education activities undertaken by the Centre have been presented. It was noted that continuous education is initiated by students, staff of the Center within undergraduate programs. Each student is consulted regarding personal professional career, thus ensuring his/her individual route of postgraduate training.

3) Meeting with representatives of the **University and College Union (UCU)** Mrs. **Kay Gilbert** and Mr. **Andy Higesson**. UCU is a trade union representing the interests of highly qualified faculty members. Discussions focused on the University's relationship with the unions. During discussions were explained relations between UCU and administration of Strathclyde University, the waging conditions of the University and the contribution of unions in negotiating wages and working conditions of employees.

It was interesting the information about the teaching load and workload of faculty members, which is 110 hours of direct contact with students and 560 hours for consulting. At the same time, teaching load is 40% of the annual volume of work of the teacher. The other 60 % are reserved for research - 40 % and activities of community interest - 20 %. The total working load of the faculty member is 35 hours a week.

4) Discussion with Mr. **Mark Wilber**, manager responsible for recruitment of international students in the **Department of Recruitment and international relations**.

It was presented the activity of the Department, emphasizing on the issue of recruitment of international students through various student exchange programs and academic mobility (Erasmus, Socrates, etc.) Students from India, Singapore, Czech Republic, China, Thailand, South Africa etc. are studying at the University of Strathclyde within mobility programs. The weak link is that local students have a weak background in foreign languages, which makes more difficult for them to participate in mobility.

At the same meeting it was emphasized the importance of promoting the educational offer of the University, giving examples of the methods used at the University of Strathclyde (participation in fairs, exhibitions, creating an international recruitment network, organizing distance learning, etc.).

5) At the **Alumni Development Office** we discussed with Mrs. **Suzanne Tinning**. The Office develops relationships with individuals and organizations in which university graduates are working. One of the objectives of these relations is fundraising, information on educational and research offers of the University, and working with alumni database.

**Alumni** funds are mostly used for: teaching and learning (development of library), deepening the experience of students and providing scholarships.

On **25 June 2013**, the following meetings took place:

6) Meeting with Professor **Sara Carte**, head of the Business Center “Tom Hunter”. It was stressed the role and responsibilities of Departments within the University of Strathclyde, which are responsible for:

- Financial management - attracting finance and accounting expenses.
- Academic activity - academic administration and management of courses.
- Research - access to programs for grants and financial management of research.
- Ensuring working conditions and occupational safety.

Departments are guided/supervised by Faculties and Central Departments. University of Strathclyde is divided into five faculties and schools; each of them guides the work of several departments. For example, Strathclyde Business School has 9 departments, including the Center for Entrepreneurship “Tom Hunter”.

7) Discussion with Mrs. **Rona Smith**, deputy director of Strategy and Policy Directorate and Mr. **Darren Thompson**, senior officer of the Directorate, responsible for policies and projects.

At the meeting were presented the principles of university autonomy, detailing on each of the four components - financial, organizational, academic, and human resources. It was stressed the need to develop entrepreneurial capacities of universities in order to gain access to funding to support scientific research, private projects etc.

#### 8) Visit the **Research and Knowledge Exchange Office**

Office Director, Dr David McBeth, presented the activities of the Centre, noting that annually they manage about 40 million pounds, finances obtained through various programs and research projects. Center coordinates scientific activity of Strathclyde University and consulting services provided by university employees.

One of the activities of the Centre, in collaboration with faculty departments, is to support the development of innovative projects, assistance in founding spin-out units, assistance in determining the economic risks, etc. The Centre's mission is to support faculty members to establish links between donors/businesses and departments of the University, and to ensure the legal part (set of documents) of the project with the negotiation and signing the contract. Similarly, support is provided in the correct management of finances obtained through grants and liaises with the Central Department of Finance are assured.

Mrs. **Susan Anderson**, a specialist of the Office responsible for consulting researchers in calculating project costs, informed about peculiarities of research costs and project funding requirements, tax and accounting rules etc. General information provided by the Office is open and placed on the website of the University.

Mr. **Martin Gregory**, head of the Internationalization Department, presented the main directions of the Strategic Plan of the University of Strathclyde, in which internationalization is included as mission for increasing the university ratings and, respectively, institutional attractiveness.

Department's activity is supervised by the *International Committee*, composed of deans, officers on international relations from faculties, representatives of central departments (human resources, finance, and marketing).

Mr. **Christopher Mort**, manager for intellectual property, presented aspects of knowledge sharing and particularly the aspects of marketing the scientific results. Annually, the University has about 35 new technologies and inventions. Thus annually are prepared 12 files to obtain patents that bring to the university revenue of 20 million pounds.

Mr. **Stuart Mackenzie**, manager of the *Research and Knowledge Exchange Office*, responsible for marketing intellectual property, stated that marketing activity covers two main aspects - the licensing of new companies and the creation of spin-out companies.

Spin-out companies, in which the University shall have a share of at least 20%, are established to commercialize the intellectual property of the University. At the spin-outs should work some of the new product inventors.

On **25 June 2013**, we visited the **Glasgow Caledonian University**. During the visit saw the campus, the education facilities, the university library and the School of Business and Social Sciences.

Mrs. **Valerie Webster**, Assistant Vice Principal International, presented the university's strategy of internationalization. It was mentioned that Glasgow Caledonian University was founded in 1993 in order to ensure university education for the inhabitants of the region. The regional aspect is underlying the philosophy of university's development, which three years ago was restructured from eight in three schools (faculties) - Engineering and Built Environment, Health and Life Sciences, Business and Society.

Mr. **Peter Yetton**, lawyer, expert on issues of compliance and conciliation, presented the work of the Office in charge of immigrants and foreign students. Office work is related to immigration laws. Given that the number of international students is steadily growing, Office work is focused on the interpretation of the law for the benefit of international students in various cases - teaching, social and living conditions, health insurance, etc.. These activities aim to persuade foreign students that at the Caledonian University their fundamental rights and freedoms, personal security will be respected, and adequate social and living conditions will be ensured.

Mr. **Andy McNair**, Executive Directorate of the Department for Research, Innovation and Enterprise, addressed the issue of relations the Caledonian University with Scottish Council for funding universities, related to technology transfer and intellectual property. Department of Research, Innovation and Enterprise is responsible for coordinating all activities from the research laboratory to signing of contracts of trading results, intellectual property licensing and/or establishing spin-out companies. Meanwhile, the Department supports the university researchers to have access to various funding programs and funds, providing assistance in writing and submitting projects.

Mr. **Paul McCartney**, from the same department responsible for developing links with business, said that one of the responsibilities of the Department is to support young faculties of the University to establish the first relationships with entrepreneurs. Office identifies the needs of companies in technology products and innovations, depending on branch of industry and specific activities. The companies pay the University for technology development services and young teachers are co-opted in a short time in thematic research and development.



Mr. **John Marshall**, vice-rector for research, explained the essence of the Research Excellence Framework used in the UK. *Research Excellence Framework* is a system of quality assurance in research. On the quality of research depend the amounts of funds allocated by Scottish Funding Council, which compares the performance of universities in research areas, thus ranking universities in specific discipline, and respectively, establishing the volume of financing.

To stimulate research in the University, there have been created three research institutes specializing in three areas, increased the number of students involved in research and taken steps to develop culture of research in the University.

On the same day, 25.06.2013, we visited the **Caledonian University Students' Association**. **Matt Lamb**, president of the Association, explained the organization and activity areas of the Association.

On **25 June 2013**, we visited the **Scottish Development Agency "Scottish Enterprise"**, which promotes business support activities.

Mr. **Richard Baxbaum**, explained the functions, structure and fields of activity of the Agency. The task of the "Scottish Enterprise" Agency is to establish partnerships in Scotland to get funding from EU programs for research and development - FP7 and other funds - Erasmus for All, Optimus, etc.

Mrs. **Rhona Hodgart** responsible for exchange and study abroad of the International Relations Office of Glasgow Caledonian University, presented the peculiarities of their activity. Most university students speak only English and this complicates their work. Students may only perform mobility to foreign universities where courses are taught in English. The most common are mobilities through the "Erasmus" programs. Experience gained within mobility allows them to be more competitive in the labor market.

Another activity of the Office for exchange and education abroad consists in compatibilizing programs with programs of foreign universities where students go. Similarly, the Office is also responsible for recognition of courses and study credits obtained by students during mobility. This is based on mutual recognition and equivalence Agreements signed with partner universities.

Ms. **Irene Bluce**, head of Governance and Quality Enhancement Office, described the education system in the UK. The legal status of universities in the UK - state-funded public institutions operating on the principles of private enterprises. These are autonomous entities funded by government and research funding councils.

It was mentioned that universities are subject to external evaluation. In Scotland the legal framework of quality assurance is guided by the Scottish Funding Council. Similarly, universities are evaluated by the Quality Assurance Agency, the National Union of Students. External evaluations are carried out every five years, based on Quality and Procedure Manual.

As a result of visits made in the period 24 - 28 June 2013 within Tempus EUniAM project, the following **recommendations** for restructuring the management of Moldovan universities can be made:

1) Universities must exploit new opportunities offered by the legal changes on university autonomy and contribute to enlarging them.

2) The beneficiaries of educational process and research performed by staff of the departments/faculties (Business, Entrepreneurs, research and research funding structures, government representatives, graduates, students etc.) should be drawn in the decision making process of universities. Their involvement would raise accountability, transparency and efficiency of the management of public funds. From another point of view, the involvement of social partners in the management of the university will approach the educational process with employers' needs and trends in the labor market.

3) The Ministry of Education and future Quality Assurance Agency should create a ranking system (rating) of universities based on the quality of services provided. That rating should be used in the allocation of funds for education and research.

4) The University needs to strengthen institutional capacities for research and using its results. For this purpose it is necessary:

- Creating a database of scientific potential (researchers and research teams) of the university,
- Strengthening relationships with businesses and identifying their needs.
- Fostering establishing companies (LLC) at the University that will use the human and scientific potential of universities. Universities should have a share in creating such enterprises.
- Marketing research results.
- Establish an Office of Technology Transfer and giving it responsibility for activities mentioned above.

5) Another very important activity of the University, particularly in the context of reducing the number of potential candidates for studies in Moldova, increasing competition in the education market and facilitating the access to European studies, would be to boost and diversify activities related to internationalization. We can point out:

- Strengthening the capacities of structures (or restructuring existing ones) responsible for international relations.
- Creating an office responsible for the management of academic mobility programs. It will be responsible for attracting Programmes, Promotion, Management and equivalence of studies/courses carried out at other universities.
- Promoting the image of the university and its products/services.
- Identifying solutions to attract foreign students to the university. The first direction could be the European students in European mobility programs, and the second direction would be to attract students from Asian countries and Africa.

6) The University should diversify educational offerings, providing training courses, continuous education courses, internships, etc. This would have to use modern teaching technologies, including distance learning.

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Fedotova, L.V, Comrat State University  
“Enhancing University Autonomy in the Republic of Moldova” project**

The trip to Scotland to the University of Strathclyde, within the Tempus IV Project “Enhancing university autonomy in Moldova” was very well organized and useful to gain experience for universities in Moldova.

**June 24.** Meeting with *Caroline Laurie* at the Business School of the University of Strathclyde. Moldovan delegation was acquainted with information about the university, which is the second University of Glasgow. It was founded in 1796, and received a Royal Charter in 1964 as the first UK University of Technology. It takes its name from the historic kingdom of Strathclyde and today is characterized by its innovative approach to learning that is focused on practical subjects. University of Strathclyde is the third largest university of Scotland by number of students from more than 100 countries - 15 thousand students and 3000 employees. The University was recognized in 2012-2013 in the Times Higher Education Awards as best UK institution.

The university has 4 schools with the following departments:

**School of Engineering:**

- Aero-Mechanical Engineering
- Architectural Engineering
- Architectural Studies
- Chemical Engineering
- Civil & Environmental Engineering
- Civil Engineering
- Computer & Electronic Systems
- Electrical & Mechanical Engineering
- Electrical Energy Systems
- Electronic & Digital Systems
- Electronic & Electrical Engineering
- Environmental Health
- Mechanical Engineering
- Mechanical Engineering with Aeronautics
- Mechanical Engineering with Financial Management
- Mechanical Engineering with International Study
- Mechanical Engineering with Materials Engineering
- Naval Architecture
- Naval Architecture & Marine Engineering
- Naval Architecture with Ocean Engineering
- Naval Architecture with Small Craft Engineering



- Product Design & Innovation
- Product Design Engineering
- Production Engineering & Management
- Prosthetics & Orthotics
- Sports Engineering

#### **School of Humanities and Social Sciences**

- Arts & Social Sciences
- Childhood Practice
- Community Education
- Education & Social Services
- Law
- Law and a Modern Language
- Primary Education
- Social Work
- Speech & Language Pathology
- Sport & Physical Activity
- Teaching, Joint Degrees with Science

#### **School of Science**

- Applied Chemistry & Chemical Engineering
- Biochemistry & Immunology
- Biochemistry & Microbiology
- Biochemistry & Pharmacology
- Biomedical Science
- Business Information Systems
- Chemistry
- Chemistry with Drug Discovery
- Chemistry with Teaching
- Computer & Electronic Systems
- Computer Science
- Computer Science with Law
- Forensic & Analytical Chemistry
- Forensic Biology
- Immunology & Microbiology
- Immunology & Pharmacology
- Mathematics
- Mathematics & Computer Science
- Mathematics & Physics
- Mathematics & Statistics
- Mathematics, Statistics & Accounting
- Mathematics, Statistics & Economics
- Mathematics, Statistics & Finance
- Mathematics, Statistics & Management Science

- Mathematics with Teaching
- Natural Sciences
- Pharmacology with Industrial Placement
- Pharmacy
- Physics
- Physics with Teaching
- Software Engineering

### **Business School**

- Accounting
- Business Enterprise
- Business Law
- Business Technology
- Economics
- Finance
- Hospitality & Tourism
- Human Resource Management
- International Business

It was interesting to learn about the significant international reputation of this university, due to the quality of education, quality of research and close cooperation between production and business structures. Approach to competition for leadership positions and teaching positions is different than in the universities of Moldova. Probationary period for teachers lasts three years. Then it is signed a contract for five years. The Senate also includes academics, scientists and students.

Semester for students is 3 months and then they have 7 week vacation. Training takes place at three levels – master programs divided into scientific and professional. Master program has 180 credits . The University has an independent students' union.

*Mark Wilber, Recruitment Manager, Suzanne Tinning, Alumni Officer.* The work with graduates is well organized. Alumni database contains 136000 mail addresses and 30000 e-mail addresses. 72% of graduates are from the UK, a large number of graduates are from Malaysia. At the university there is a Hall of Fame for best graduates.

**June 25.** *Sara Carter, Head of the Hunter Center for Entrepreneurship and Associate Dean,* spoke about academic specialization - high quality of education is supported by pedagogical research and scholarship. The University constantly updates the curriculum and improves the approach to teaching and learning. During training, students gain experience that helps them to become popular among employers, capable of conducting special studies and be confident in their own abilities. The level of employment of graduates is above average.

*Rona Smith, executive director; Darren Thompson, senior policy and projects officer* explained what university autonomy in the university is - organizational autonomy, financial autonomy, staffing autonomy, academic autonomy. Payment for training students at different

faculties is different. The highest payment is for medical studies - 16796£. Students from the European Union have privileges.

A lot of information was given by University representatives in strategies, planning and research. *Dr. McBeth, Susan Anderson, Loise McKean, Chris Mort, Stuart Mackenzie, Martin Gregory.* Only projects that are carefully selected according to accepted criteria, in priority areas - engineering, architecture, medicine – are financed.

**June 26.** Meeting with the representative of Department of Migration Service *Peter Yetton.* Due to the fact that a large proportion of students are international students, the work of this department is very important.

Migration Service at the University is organized very well, as a huge number of students are enrolled from Asian countries. Department spokesman told how documents are issued, what challenges they face, how they support international students. The department is engaged in paperwork with international students.

*Andy McNair*, director of research, innovation and enterprise department. This department has an important role. It is in talks on commercial cooperation with enterprises, research and implementation of these studies on a commercial basis, education for business. Projects last from 6 months to 3 years. The University cooperates with multinational companies from EU, USA and Great Britain. This enables teachers and students to carry out research work. Most of the money earned goes to the university and a part is paid to researchers - academics.

*Flona Stewart Knight* - spoke about the contribution of the university in economic and social life of the country.

Visiting Students' Association, meeting with the president of the Students' Association. Since the University is in the center of Glasgow, students have many opportunities to find a part time job. Student Employment Service post many ads on part-time job, internships and volunteer projects. President of the Student Association is selected students and is free for one year of study. He receives a salary and this year is counted as work experience. He is a member of the Senate. He has four deputies. Everything is democratic and transparent.

**June 27. Visiting Scottish Enterprise.** The Agency, which is looking for partners and finance for the development of various funds.

It was organized a wonderful tour of the campus with a visit to the University Library, business center. The library, located in the University building Curran, currently stores 566,000 books, receives 3,500 periodicals and 1,900 electronic journals and books. In the library students can take advantage of a network of 200 computers with Internet access and email. In the library is located the repository of the Royal Geographical Society of Scotland with 15,000 books and periodicals of about 200 serial titles. All students have online access to a personalized curriculum and educational information, which is an excellent means of communication and planning.

The trip gave a lot of interesting information on the operation of one of the world's leading universities. It is very important for Moldova, Republic, which aligns to European standards. Moldova should make education of higher quality; education should be more attractive not only for citizens of Moldova, but also for foreign youth, so that the best high school graduates to remain in the country.

What of the above can be applied in our universities?

1. Close relationship of the university with business partners – is assured collaboration of the university directly with business (practical training for students, implementation of researches, employment for university graduates).
2. Contract with academics (probationary first and then contract).
3. On-line access for students to personal curriculum and educational information, which is an excellent means of communication and planning.
4. Introduction of such a subject into classical universities as paramedicine.
5. More actively to attract international students to study in Moldova, that will ensure the financial independence of universities.
6. Development and implementation of priority projects for the country, in which could be involved both teachers and students of all levels.

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**24 - 29 June, 2013**

**Anatolie Alexei, vice-president of CNOSM**

**“Enhancing University Autonomy in the Republic of Moldova” project**

**Goal of the visit:** Getting acknowledged with the principles of university autonomy in Scotland (United Kingdom) and identifying aspects useful for the higher education system in the Republic of Moldova.

Nr.	What we learned (important for Moldova)?	Why it is important?	How what we learned can be applied / implemented in Moldova?	Which are the challenges anticipated in the application process?
1	Universities have one Students' Association, which has NGO status and is a legal entity. Within this organization there are various structures based on interests, involving students in various activities.	Students are not scattered in various student organizations competing with each other and creating impediments. Students feel the support of one strong organization. Administration collaborates and provides financial support to one organization that represents students.	In educational institutions in which there are more student organizations, to merge them in one organization, based on the most viable and well structured student organization. And where there is no viable organization, it is necessary need to create one. Within student organization to create departments depending on the fields of activity in which to involve as many students as possible.	Students are scattered in various competing student organizations which are creating impediments to each other. Some political forces, economic structures are interested in the existence of student organizations which they control to achieve their goals among students.
2	Leaders of Association (President and Vice-presidents) have a one year	This gives the possibility to the Management of Association to	This is possible by giving a one year academic leave for Leaders of the	Students from Association

	academic leave for the period when they held their positions and if they have already completed their studies they are working another year at the university.	focus entirely on the work of the association.	Association if they are still students or if they are graduates to add a year at the university.	Management would lose a year of study, and this kind of work is not so appreciated in society to compensate for this period. In case when they are completing their studies, they may give priority to employment in other businesses where they can obtain an economic benefit.
3	Leaders of Association (President and Vice-president) during the one year period in this position receive salaries from the university.	People receiving a salary can devote themselves completely to Association activity and simultaneously increases the responsibility for what they do and are remunerated.	This can only be done with financial support from the universities. To a certain extent this is done in some student unions, but the funds are quite modest.	There is no legal framework that would allow educational institutions to provide financial support to student organizations.
4	University provides financial support to Students Association for its activities.	Without financial support it is obviously impossible to perform activities by a student organization. Sponsorships are possible for cultural and sports activities, where sponsors are interested in advertising, otherwise it is very difficult to find sponsors.	Financial support can be implemented based on an estimation of spending by the Association. The university can fund the activities of the association in two ways: 1. The university transfers directly to the association's account an amount of money, and later the association presents the report to the university	There is no legal framework that would allow educational institutions to provide financial support to students' organizations.



			about using the money; 2. The university bears the expenses related to the activity of students' organization at its request within the budget limits.	
5	Students Association has a radio station run by students and has a coverage both in the university and outside. The University offers a grant, i.e. a sum of money to be used for various purposes. Practically 200 students are involved in activities related to the radio station: broadcast, presentations, volunteering and more. Radio station transmission is done only online.	It is important that the student organization has the opportunity to reflect its activity through a radio station, to carry out programs, volunteering, and public discussions interesting for students. Any issue made public is required to be solved.	It is possible to create online radio stations of student organizations; it does not require licensing and big investments as airwave radio stations. To implement them are required: 1. A place within the university; 2. High-speed connection to the local network and the Internet; 3. 2 microphones for the studio; 4. an audio mixer; 5. average performance computer; 6. "RadioBOSS" or other programming required for emission. Total expenditure, apart from office, would be about 1500 Euros.	Allocation by the university of premises and the amount of money necessary to create a radio station.
6	President of the Students' Association is a member of the Board of Directors and representative of the Academic Senate. In addition students are present in all other bodies, structures that exist at the university. Approximately 500 students are involved in various departments, structures, committees of the university.	It is important that leaders and the most active members of student organizations to represent students in academic structures, as they are aware of the wishes and needs of students.	Partially it is achieved by the presence of the leaders of student trade unions in senate and faculty councils, but it is necessary student representatives to be present in all university structures and committees.	Lack of legal framework. Lack of facilities for students involved in extracurricular activities. It is not given importance to student activities.

7	Students' Association seeks to facilitate learning at the university, and to this end they have a study center equipped with 200 computers for which the university bears all costs.	Such laboratories where students can quietly study, help each other to understand the material are very useful.	Identify room on campus and financial resources for equipping study laboratories for students.	Lack of adequate facilities and financial resources for setting up and equipping laboratories.
8	I would like to mention that the continuous training is initiated among undergraduate students. Each student is interviewed regarding their personal training career after graduation and then consulted during the following academic "steps". Thus, in time, individual paths of postgraduate training of each graduate student are drawn.	Thus the university promotes the master and doctoral studies, foresees the number of students for these cycles. University may in this way to encourage students to do some "steps" in their training because most students are not oriented correctly to decide what to do after graduation.	Implementation can be done through specialized departments that would interview and guide each student.	Identify staff within the department that will handle this. Motivating staff.
9	<i>Alumni Office.</i> The main goal of the Office is to develop long-term relationships with individuals and organizations in which are working alumni, having the purpose of fundraising, information about university graduates and operation of graduates' database. Fundraising activities are directed through the <i>Alumni Fund</i> to priority areas: <ul style="list-style-type: none"> <li>• Teaching and learning - refers to the development of library</li> </ul>	It is a field that is basically not developed by Moldovan Universities. Working with alumni could solve a number of issues: <ul style="list-style-type: none"> <li>• lack of funds for certain activities;</li> <li>• lack of practice sites;</li> <li>• supporting the employment of graduates;</li> <li>• supporting young professionals (university graduates) at enterprises;</li> </ul>	Foundation of Alumni Association at the university, which would deal professionally with creating a database and monitoring the alumni careers. To provide support in employment of graduates. To collaborate with CENIOP. To identify persons responsible for working with alumni at each faculty.	Identify funds for supporting the office and staff of Alumni Association. (could later become self-financing)

	<ul style="list-style-type: none"> <li>• Developing the students' experience - curricular and social events</li> <li>• Providing scholarships</li> </ul> <p>Office activity is divided by groups of alumni who are organized in cities in the UK and other countries. Groups are structured according to their objectives:</p> <ul style="list-style-type: none"> <li>• Fundraising events - concerts, commemorative events for collecting donations.</li> <li>• Recruitment Events - organizing meetings of the candidates for studies with successful alumni, of joint events with alumni, etc.</li> <li>• Entrepreneurial Events - Support through the Alumni network for young entrepreneurs - graduate who are already successful in business help graduates to start their business.</li> </ul> <p>There were given examples of activities organized by the Office.</p> <p>The office is organized by the University management. At the level of faculties there are persons who coordinate the graduate the activity with alumni of the respective faculty.</p>	<ul style="list-style-type: none"> <li>• effective mechanisms to recruit prospective students;</li> </ul>		
	Entrepreneurship activities are important to the university. They	This field of activity would attract additional financial	Creating at faculties /departments of entrepreneurial centers that would	Persisting inertia for implementing new ways

	include specialized training services at the request of the companies. Similarly, an essential chapter presents commercialization of intellectual property of universities - inventions, discoveries, new technologies developed by academics.	resources for salaries of employees, development of university facilities.	provide for companies retraining services, analysis and design, development of new technologies in partnership with companies. Transition of faculties and departments to self-management will facilitate the creation of such centers.	of working. The teaching staff of the departments should be first trained, including abroad. Lack of collaboration with businesses, their needs are not known.
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**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Tatiana Gherstega, senior consultant, Ministry of Education, Republic of Moldova  
“Enhancing University Autonomy in the Republic of Moldova” project**

**Purpose of visit:** Familiarizing with the principles of university autonomy in Scotland (United Kingdom) and identifying the relevant aspects for higher education system in the Republic of Moldova.

In the period 24-27 June, I participated in a study visit to Scotland within a TEMPUS project, visited two universities in Glasgow: University of Strathclyde - over 200 years old (17000 students and 3000 employees) and Caledonian University - established in 1993, recognized nationally and internationally (with about 15 thousand students).

**Glasgow Caledonian University** was founded in order to provide university training for residents in the region. The regional aspect is the underlying philosophy of the university development, which three years ago was restructured from eight in three schools (faculties) - Engineering and Built Environment, Health and Life Sciences, Business and Society. Each school consists of three departments guiding specialties and training programs.

The university is primarily focused on professional development, scientific research is placed at the level of departments.

To be competitive in the market of educational services, Caledonian University focused on the internationalization of curricula, international mobility of students and faculties. As a result, the University is a leader in accessing European funds for development and technology transfer.

During meetings executives from the respective universities presented about 23 reports. We had the opportunity to get acquainted with universities experience, ask questions and receive detailed information.

The visit has set *specific* objectives related to issues of university autonomy:

- ✓ university structure, ways of self-government;
- ✓ academic autonomy, financial autonomy way of financing the university;
- ✓ students mobility - the issue of recruiting international students through various student exchange and academic mobility programs - Erasmus, Socrates, etc.;
- ✓ working with graduates (alumni) - as a means of increasing the visibility of the university, way to enhance relations with business and means/way of additional funding of the university.

From reports and speeches of colleagues from Glasgow we learned:

1. The administrative structure of the Scottish universities is based on:
  - schools or faculties;
  - academic departments, administrative departments;
  - research and knowledge transfer centers.
2. The funding algorithm centered on spending *per student* and ways to cover these costs from different sources.

In particular it was mentioned the contribution of the regional government of Scotland in financing universities, supplementing expenses from the central budget of Great Britain.

The main directions of *local* funding focuses on two priorities:

- a) supporting students on the principles of performance
- b) supporting research projects with local impact.

In discussions were specified aspects regarding coefficients of funding for different specialties and ways to cover these expenses from various sources (grants, scholarships, bank loans).

3. It was presented continuous (postgraduate) training at the **Center for Entrepreneurship “Tom Hunter”**, including the structure and activities of the Centre, the way of staff employment.

Continuous training is initiated by the Center during the students’ degree program. Each student is interviewed in reference to personal training career after graduation and then consulted with reference to their following academic “steps”.

4. Another discussion was focused on the relations of University administration with unions. Unions are independent from University administration. They explained relationship between them, the waging system at the University of Strathclyde and place of branch unions in negotiating employees’ salaries. Negotiations with the administration consider all aspects of employment and working conditions, wages, internal (disciplinary) rules, based on national law and the principle of respect for human rights.
5. We’ve been informed on the procedure for hiring and firing of teaching staff.
6. On teaching load and workload of teachers, it’s 110 hours of direct contact with students and 560 hours for consulting. It’s 40% of the annual workload. The remaining 60% are



dedicated to: research - 40% and community activities - 20%. Total workload is 35 hours per week.

7. Distance learning - is a way of recruiting international students.
8. Factors of attraction of foreign students are: international rating of the university, its visibility and international accreditation.
9. Universities practice inclusive education, attracting for studies people from disadvantaged groups, including those over 40 years old, ethnic minorities. The Office in charge identifies such people and encourages them to participate in mobility abroad for a semester. These categories of students, in addition to the obtained “Erasmus” scholarship also receive additional financial support of 500 Euros.
10. Organizing continuous education at “Business Academy”, the University offers training courses for employees of specific companies, organized on principles of part-time education and e-learning. It is important that the courses curriculum is developed *jointly with the contractor* and adapted to the specific needs of the company, aiming to obtain and supplement knowledge necessary to work in that company. Developed curricula are accredited by the Quality Department of the University.
11. Training courses have a duration of 1 - 1,5 years and have the goal to deepen knowledge and increase the qualification of the enterprise employees. It should be mentioned that the selection of workers going to undergo refresher courses is made by the contractor, who pay the tuition fee, and after graduation, requires the knowledge gained to be applied at the enterprise.

On the other hand, faculties who teach the courses have possibility to learn real technological and organizational processes taking place at enterprise and adjust the courses they teach to the concrete company.

12. *We visited the Department of Governance and Quality Enhancement at Glasgow Caledonian University* and talked on the education system in the UK. The legal status of universities in the UK – they are state-funded public institutions that operate on the principles of private enterprise, are autonomous entities funded by government and research funding councils.

Administrative structure of universities is similar:

- The Senate, the higher governing body
- Executive structures – University Court
- Faculties and schools

- Self-government organizations of students - Student Associations

13. It is very well organized the work of the *Alumni Relations Development Office*. The main goal of the Office is to develop long-term relationships with individuals and organizations in which graduates are working, relationships that have the purpose of fundraising, information on university graduates and working with alumni database.

Fundraising activities are directed through the *Alumni Fund* according to priority areas:

- Teaching and learning - refers to the development of library
- Deepening the student experience - curricular and social events
- Providing scholarships

Office work is divided by *groups of alumni* who are organized in UK cities and other countries. Groups are structured by objectives:

- Fundraising events - concerts, commemorative dates with collecting donations.
- Recruitment events - organizing meetings of the candidates for studies with successful alumni, joint events with alumni, etc.
- Entrepreneurial events - support through the Alumni network for young entrepreneurs - successful graduates help beginners.

The Office is organized at the central level of the University management. At school level there are persons who coordinate the activity with alumni of the respective school.

14. It was useful the information on the role of *departments* in the University structure; the principle of delegation of responsibilities to departments. Departments are responsible for:
- Financial management, including income generating activities and accounting expenditures.
  - Didactic activity - academic administration and introducing new courses
  - Research activity - including access to grants programs and financial management of researches
  - Assuring the working conditions - health and occupational safety

The activity of each department is guided by the Schools and Central Departments. Strathclyde University is divided into five schools, each of which guides the work of several departments.

For example, Strathclyde Business School has 9 departments, including the Center for Entrepreneurship “Tom Hunter”.

Each department is responsible for preparing students in one or several specialties in the first (bachelor) cycle and/or second (Master) and third (PhD) cycle programs.

Necessary financial allocations of the Department are:

- 35 % - allowances for teaching
- 25 % - profits received from the Hunter fund
- 40 % - grants from various funds and programs for research, tuition fees, etc.

The Head of the Department is elected for a period of 3 years and may only serve a maximum of 6 years. Position is occupied in turn by the 12 members of the Department. The Head of the Department is responsible for the strategic planning of the Department; guiding teaching activity; planning and management of finances allocated by the central administration of the University; personnel policy - whereby the Head of Department selects and appoints persons responsible for different areas of activity (research, teaching quality, financial, etc.).

In case of financial and organizational problems, the Head of the Department is reporting to the Board of Directors of the University, in case of academic problems - to the Senate. The role of the department (chair) extends above the responsibilities for academic work and includes additional directions of activity - financial, human resources, organizational.

15. In Scotland, the main sources of funding for education in the first cycle (Bachelor) are managed through *Scottish Funding Council*, the *Scottish Office for Quality Assurance*, *UK Council for Research Funding*. Universities sign financing contracts with these Councils. Financial management is conditioned by the adoption by each university of the *Code of Good Governance*. At the same time, universities are monitored by a number of institutions, totaling overall about 550 separate reporting lines.

Funding sources have been specified:

- For didactic activity
  - allocations from the Scottish Council for Higher Education Funding
  - allocations for scholarships - Scotland/EU, international scholarships

- For research
    - Allocations from the Research Fund
    - Grants and contracts obtained on a competitive basis
  - Income from university's entrepreneurship, including consulting activities.
16. Regarding consulting researchers on calculating project costs, we were informed about the peculiarities of the research costs and conditions for financing project, tax and accounting rules, etc.; were explained the conditions for co-financing projects.
17. Internationalization Department. In the Strategic Plan of the University of Strathclyde, the issue of internationalization is set as a task to increase the international rating of the university and, respectively, of the overall success and attractiveness of the institution. Internationalization includes several fields of activity, including
- Joint research and marketing, and knowledge exchange
  - International Partnerships
  - International Recruitment and Admission
  - Developing students' international experience and international curriculum
  - Internationalization of teaching staff and didactic activity
  - Internationalization of relations with alumni

The Department has the task to identify international opportunities for expanding international links that would help increase revenue of the university from external sources. For this the Department provides logistical support in writing projects with international financing (EU structural funds , EBRD, World Bank, development funds in various countries, private funds, etc.), legal assistance in concluding international contracts, support in resolving conflict situations in international projects carried out by University staff, developing links with university graduates originating from other countries, who after graduation succeeded in their native country.

18. Regarding intellectual property, aspects of knowledge exchange have been explained and in particular aspects of marketing scientific results. Annually, the University has about 35 new technologies and inventions. Of these, 12 files are filled in annually to obtain patents that bring university revenue of 20 million pounds. Currently there are 90 files to be marketed.
19. Universities are subject to external evaluation. In Scotland the legal framework of quality assurance is guided by the Scottish Funding Council. Similarly, universities are evaluated by

the Quality Assurance Agency, the National Union of Students. External evaluations are carried out every five years, based on the Quality Manual and Procedure Manual.

It was organized a visit to the **Glasgow Caledonian University**, to campus of the university where 17,000 students are studying, to the university library, the School of Business and Social Sciences, learning facilities.

Also, a visit was made to the **Scottish Development Agency “Scottish Enterprise”** (public organization), which promotes activities to support the SMEs in Glasgow.

Agency is part of SCOTLAND EUROPA Association that comprises a number of *small and medium enterprises (SMEs)*, commercial organizations, universities. SCOTLAND EUROPE Association has offices across Scotland and an office in Bruxelles. The task of the Agency “Scottish Enterprise” is to establish partnerships in Scotland to get funding from EU programs for research and development - FP7 and other funds - Erasmus for All, Optimus, etc. Bruxelles Office of the Agency provides strategic analyzes, develops policies and promotes partnership projects designed by the Agency’s offices in Scotland.

As a result of the visits we can make the following conclusions:

- University autonomy is a process that combines in a system aspects of academic, financial and organizational activity;
- Rating of universities is mainly based on the results of research, the ability to attract finances from various funds for research and development, degree of involvement in social partnership.
- Entrepreneurship is an important activity for the university, which includes specialized training services at the request of companies;
- Of high importance for universities is commercialization of intellectual property - inventions, discoveries, new technologies developed by teaching and scientific staff;
- As part of the university's visibility is internationalization of studies, including attracting international student.

### **Opinions and suggestions**

1. For the implementation of university autonomy in Moldova it is needed a complex regulatory framework that would highlight the following aspects :
  - a. the legal status of universities;
  - b. the patrimonial right of the university;

- c. the right to the intellectual property of the university, correlated with respecting the researchers' copyright;
  - d. Institutional organization of universities with division of representative and executive competences.
  - e. Workloads of academic and scientific staff, correlated with research and development activities
  - f. Establishing performance and excellence criteria, based on which the universities rating to be established and respectively their level of funding.
2. In order to improve efficiency it should be performed restructuring of the university - transition to faculties with broad areas, creating multidisciplinary departments that will provide student-oriented training. Scottish practice should be implemented in our universities;
  3. Obviously, it is necessary to establish urgently an autonomous Agency for Quality Assurance in Education, which is a secure tool to ensure the quality of training professionals. The basic mechanism of quality assurance is self-evaluation and external evaluation by the Agency;
  4. It is necessary to implement educational standards compatible with those used in the EU, recommended by the Bologna Process;
  5. To rank universities based on performance criteria and to change the funding mechanism of universities;
  6. It is also necessary to change the funding mechanism of scientific research in universities;
  7. To encourage good performance in teaching and research, it is necessary to develop new criteria of evaluation and encouraging mechanisms – moral and financial;
  8. To involve students in assisting at examinations, in developing training programs, etc. Would be useful to have the opinion of graduates on curricula content and the importance, efficiency of different subjects.
  9. To change the existing policy of attracting (recruitment) foreign students to study in Moldova;
  10. To put a special emphasis on studying English by teaching staff and students;
  11. To implement Scottish good practice in organizing Alumni Association and to involve them in the development of universities.

**Note:** I want to sincerely thank the project management and colleagues from Glasgow for organizing the study visit at a high level.



**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Sergiu Harea, Chamber of Industry and Commerce, Republic of Moldova  
“Enhancing University Autonomy in the Republic of Moldova” project**

In the period 24.06-28.06.2013 within the project TEMPUS Enhancing University Autonomy in Moldova - EUniAM we made a study visit to Scotland to get acknowledged with the system of university education in this country with traditions in this field.

The goal of the visit was based on three key issues:

- Peculiarities of higher education system in Scotland and the possibility to undertake the best practices for the similar system in the Republic of Moldova
- Need to undertake the Scottish experience in RM
- Obstacles in undertaking and implementing the experience.

To better understand the proposed topics, Project management proposed and organized a well thought program at University of Strathclyde and Glasgow Caledonian University, centers with tradition and experience, that showed good performance over the last years in the United Kingdom.

In a great measure the education system in Scotland has a different approach comparing with the one existing in Moldova, as it is oriented to quality and efficiency.

To ensure the quality and efficiency that we have spoken about, it was created a modern system of university governance, connection with business and teaching activity and knowledge transfer.

An important matter to note is the high degree of autonomy:

1. Administrative autonomy
2. Financial autonomy
3. Academic autonomy
4. Staff autonomy.

The autonomy allows the institutions to be able to make timely decisions, which also leads to increasing their competitiveness.

University governance system is an effective one also due to exclusion of conflict of interest by separating the academic part from the management. Separating the Council and Senate allows proper channeling of efforts by separating responsibilities.

In my view a distinctive element are departments within the university, each of them having a wide autonomy but the final goal is to contribute to a good image of the institution through research work, fundraising, organization of education, working with students, etc.

The way of governing the departments is also a well-thought one, is divided into compartments - business, research, knowledge transfer, recruitment etc.

Starting from the activities of the departments, which in my opinion are the core of the Scottish university system, it is created the system of forming a budget for income. Sources received from the Scottish Government for training and research activities, funding received from the European Commission, sources collected from companies, fees from students etc. The more students the institution has, the more research is made, the better connection with business is, the higher it is ranked.

Considering the above, a special element is the connection with the business. This is reflected in several dimensions such as: initial staff training, developing new technologies and performing various analyzes, business advisory services and continuous training of staff within companies. This occurs directly without mediation but moving toward each other from both parties. This allowed the creation of new businesses, clusters, and the accumulation of additional revenues for Universities and businesses budget.

One thing to note would be the mode of registration and patenting inventions and selling them through licenses to companies, which is different from that existing in the RM, including securing copyright finally belonging to Universities.

Cooperation of Universities with business takes place also through the government institution Scottish Association for Development and its subdivisions, which contributes more to establishing direct contacts than to fund transfers.

**Brief review of the Scottish experience shows** its effectiveness and competitiveness in Europe. An efficient educational system creates a competitive economy, that's why I believe it is useful to undertake the experience by the Universities of RM in the following fields: university governance, university autonomy, connection and collaboration with business, the creation of specialized departments, the emphasis on research, etc.

Implementation of the above elements is important considering that unfortunately, with few exceptions, Moldovan universities turned into schools and not research centers where we could find solutions to many socio-economic problems.

### **What would be the challenges in implementing these recommendations?**

From my view point, the latter are related to several aspects:

- a. Legislative: adjusting existing legislation to the proposed reform. It will be good if the new code of education foresees these elements. Fiscal code should be adjusted to provide possibilities of deduction the expenditures of enterprise directed to research and training.
- b. Optimization of undergraduate training system. In this field there will be many political barriers, conflict of interest and corruption.
- c. Improving secondary education system.
- d. Lack of interest with few exceptions from the companies to collaborate with educational institutions.

Based on the above I consider this visit was a positive and timely one and contributed to creating my vision on the possibilities and opportunities of the Chamber of Commerce and Industry to be part of the process of modernizing and improving the Moldovan university system, and advising its members in the mentioned above field.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Tatiana Lucinschi, State University of Balti "Alec Russo"  
“Enhancing University Autonomy in the Republic of Moldova” project**

In the period of 23-29 June 2013, within the project “Enhancing University Autonomy in Moldova – EuniAM” I participated in a study visit to Glasgow, UK. According to the program developed by the project partners, I have participated in workshops on university autonomy organized by the following institutions:

1. University of Strathclyde
2. Glasgow Caledonian University
3. Scottish Enterprise.

1. At the workshops at the University of Strathclyde, representatives of university departments in different fields of activities came with presentations:

**Prof. Tim Bedford**, Associate Deputy Principal for Knowledge Exchange and Research Enhancement

**Professor Susan Hart**, Business School

**Professor Sara Carter**, Head of Department, Associate Dean, (research development), Business School, Hunter Centre for Entrepreneurship

**Caroline Laurie**, Manager, Hunter Centre for Entrepreneurship, responsible for teaching, research and knowledge exchange

Strategy and Policy Directorate

**Rona Smith**, Deputy Director

**Darren Thompson**, Senior Policy and Projects Officer

Alumni and Development Service

**Suzanne Tinning**, Alumni Relations Officer (Groups & Networks)

Recruitment and International relations Department

**Mark Wilber**, Recruitment Manager (postgraduate),

Research and Knowledge Exchange Service

**Dr. David McBeth**, Director, responsible for coordinating activities of Research and Knowledge Exchange Service, including research and business development international relations development, research grants and contracts and postgraduate research office

**Martin Gregory**, Head of International Business Development

**Stuart Mackenzie**, Commercialisation Infrastructure Manager

**Susan Anderson**, Research Costing Officer

**Louise McKean**, Manager Contracts

**Chris Mort**, Manager Intellectual property

University of Strathclyde was established in 1796 as a “place of useful learning” at the proposal of Professor John Anderson from the University of Glasgow in order to become a higher education institution open to everyone regardless of gender, social status or income, recently being ranked as the best university in the UK in 2012. It is one of the three largest universities in Scotland with 17000 students and 3000 employees. Currently **four faculties** provide education according to their profile:

- Strathclyde Business School
- Engineering

- Science
- Humanities, arts and social sciences.

Presentations at university informed us about the **structure of the university** approved by the Court and the University Senate - a simple and efficient one, allowing fast and transparent decision making.

The university governance is represented by:

*The Senate* - academic governing body responsible for all academic issues, including academic quality and standards, consisting of teaching staff and researchers.

*The Court* – Scotland’s supreme governing body of the university - responsible for overseeing the management and general administration of the income and property of the university and academic governance in issues related to academic work of the university; consisting of heads of departments, two representatives of students, teaching and auxiliary staff and representatives of graduates).

*Executive team* (management) - responsible for developing the overall strategic direction of the university, all initiatives and resources, informs the Senate and the Court for final approval of decisions, consisting of the Chancellor, Vice-Chancellor, Deans, Chief Operating Officer and Chief Financial Officer.

*University funding* comes from various sources, including the Scottish Funding Council (Government), the UK Research Councils (Government), Technology Strategies Committee, tuition fees, European Union, industrial funding for research and development, offering consultancy services, courses for continuing professional development.

The University has a *Directorate for strategies and policies* (main contact point for checking and providing information) responsible for advising the Chancellor, the executive team and senior managers on issues of strategy, policy, strategic planning, governance, etc.; directorate is also dealing with the acquisition, development and analysis of information on university management in order to allow the governing bodies of the university to make informed decisions; facilitates business planning and monitoring of university’s internal and external performances, etc.

University of Strathclyde pays special attention and maintains close relationships with university graduates through the *Alumni and Development Service*, in charge of developing various programs for groups of university graduates - programs that cover groups geographically and thematically (according to university departments profiles). About these issues convincingly spoke Mrs. Suzanne Tinning, the Alumni Relations Officer.

*Recruitment and International Relations Department*, among the multitude of its duties, deals with recruiting and attracting foreign students to study at the university. Of the total number of students, 10% are students who come to study from more than 100 countries.

It is useful the information about *Universities and Colleges Union* representing the interests of teachers, researchers and administrative services employees.

*Strathclyde Business School* is one of the four faculties of the University of Strathclyde, offering the highest quality studies in business management and professional development to

a wide range of categories of graduates without experience and to senior executives. Founded in 1947, now it is an internationally recognized academic institution that contributes to the formation and development of future business professionals. Strathclyde Business School is triple accredited institution - the only business school in Scotland and one of 48 worldwide that is accredited by international bodies such as AMBA, AACSB and EQUIS. According to the 2008 research evaluation, Strathclyde Business School is the first in Scotland and the seventh in the UK, with a reputation of center of excellence in research.

Dean is responsible for coordinating academic activities, resource management in line with the strategic development plan of the university, support, development and improvement of teaching, learning, and research and knowledge exchange.

*Hunter Centre for Entrepreneurship* is a department within the Business School funded by Mr. Tom Hunter for studies, research, and encouraging entrepreneurship in Scotland.

*Research and Knowledge Exchange Service* is responsible for research strategies and policies and monitoring their implementation, to ensure effectiveness and improve performance in research and knowledge exchange within the University. Department offers a wide range of professional services: optimizing the commercial potential of the intellectual property of the University, support of research grant proposals, managing contractual agreements, and developing relations with business, organizations, and strategic partners. The staff provides information on research, including the accumulation of information, analysis and dissemination of research results, etc. Its activity contributes to the goals of faculties, departments, academics and researchers.

#### Conclusions:

I was particularly impressed by the presentations that were made to the delegation from the Republic of Moldova.

University of Strathclyde was established in 1796 as a “place for useful learning” and this goal remains today the university’s mission: to combine academic excellence with social and economic relevance.

As a “place for useful learning”, the University is committed to the development of society through the pursuit of excellence in research, education and knowledge exchange, and creative engagement with partner organizations at local, national and international level.

University has proposed and managed to provide for its students excellent teaching and innovative learning technologies and modern facilities. It has also been successful in expanding opportunities for dialogue and gives students the opportunity to influence the common “direction of movement”, as the management of Strathclyde University believes that all employees and students work together to achieve the vision of being an international technological university .

University of Strathclyde is investing in academic programs that reflect a positive, creative and innovative approach which positions them at the forefront of multi-disciplinary teaching and learning. The University also encourages students to play an active role in dialogue on strategy and vision for the future of the institution.



2. Visit to **Glasgow Caledonian University** began with a very impressive tour of university campus.

Within workshops we had meetings with:

**Professor Valerie Webster**, Assistant Vice Principal International

**Dr. Andrew McNair**, Director of Research, Innovation and Enterprise

**Fiona Stewart-Knight**, Director of Business Academies (Customised education programmes)

**Professor John Marshall**, Director, Academic Research Development, Administration and Academic Quality

**Mat Lamb**, President of Student Association

**Rhona Hodgart**, Manager, Exchange and Study Abroad

**Irene Bruce**, Head of Governance and Quality Enhancement

**Peter Yetton**, Compliance Officer

**Glasgow Caledonian University (GCU)** is a public institution with a history that began in 1875, but it was formally established by law in 1993 as the third university in Glasgow, which has become one of the largest universities in Scotland with over 18,000 students. The university is among the top 10 universities in the UK, considered one of the most dynamic and innovative universities.

GCU takes its origin from the Royal College (1875), Glasgow, and Glasgow Polytechnic (1971), which merged in 1993 to form Glasgow Caledonian University - newly formed University took its name from Caledonia, poetic Latin name of Scotland. The university has two campuses - in London and in New York.

University structure is in accordance with the laws of Great Britain and Scotland, practically no different from the structure of Strathclyde University. Governing bodies are the Court and the University Senate. The Court is the supreme governing body and the Senate is responsible for planning, coordination, development and supervision of academic work of the university.

GCU comprises three faculties:

- School of Engineering and Built Environment
- School for Business and Society
- School of Health and Life Sciences.

*Department of Governance and Quality Enhancement* is responsible for coordinating the activities in Quality Enhancement Strategy of the University, in particular for ensuring and enhancing the quality of research, knowledge transfer and commercial development.

The key responsibilities are:

Development and analysis of policies and procedures for quality management in accordance with the Code of Practice in the Academic Quality Assurance, monitoring quality standards, management and coordination of the approval of new programs and re-approval of existing programs, management and coordination of national and international cooperation agreements, etc.

The research is coordinated by the *Research Committee* of the Senate, which determines the development, policies and strategies of university research. The work is coordinated by the

Department of *Research, Innovation and Enterprise*. The main tasks of the department are related to the identification of sources of funding research and supporting research projects, consulting faculties on European funds and EU research programs, the transfer of knowledge through regional and international networks, encouraging commercial development of research ideas and assistance in generating research projects, identifying and protecting intellectual property and exploitation of research results through patenting and licensing, creation of start-ups and spin-outs, etc.

The university is also focused on another area of activity: the continuous training for employees of enterprises, companies, organizations, etc. Continuing professional training courses are flexible and tailored to customer needs and are offered through Business Academies of GCU. An example could be relations with Transnet Freight Rail, ClydeUnion Pumps, Howden, local authorities of Scotland, and the Institution of Railway Operators.

Glasgow Caledonian University *Students' Association* (GCUSA) represents and allows the executive students committee to develop their skills and career prospects. Executive Committee, elected by GCU students, is working with the university and student representatives in student groups. Students Association has its own building with a computer room that operates 24 hours, spaces for social activities, café, radiostation. Students Association administers sport clubs, societies, student magazine, a program of events and has lots of ways for students to get involved in volunteer programs.

Conclusions:

**GCU** is a center of academic excellence offering courses in various fields through high quality teaching and innovative facilities. University is one with a strong international reputation for:

- High quality undergraduate, postgraduate and MBA programs
- World class research, consulting and professional continuous education
- Expertise in renewable energy, energy and construction
- Education in management, business, law and social sciences, etc.

To implement EU universities experience in higher education institutions in the Republic of Moldova it is necessary to create working groups on areas of activity at Government level involving government representatives, faculty members and researchers from universities of the Republic of Moldova, which will study and analyze in-depth from all points of view the experience of universities in the European Union, and develop models adapted to our reality and normative and regulatory documents that will contribute to the transformation and reformation of higher education.

### 3. Visit to Scottish Enterprise.

Scottish Enterprise is an organization that assists in the development of globally competitive companies and sectors of economic growth of Scotland which have more chances to be promoted on global markets. This organization is also responsible for attracting investments in order to create a world-class business environment.

There was organized a meeting with Scotland Europe and Scotland voice in Brussels. Scotland Europe is an institution that promotes the interests of Scotland within the EU institutions and representatives of Member States and regions of Europe. This organization aims to help Scottish organizations to establish and strengthen contacts at European level and to provide guidance on EU policies and funding.



At Scotland Europe was organized a meeting with Mr. Richard Buxbaum, senior manager in EU funding problems, and a phone discussion with Mr. Luca Polizzi, senior manager for EU policies and funding.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Tatiana Novac, State University of Medicine and Pharmacy “Nicolae Testemitanu”  
“Enhancing University Autonomy in the Republic of Moldova” project**

**Activities performed:**

- **June 24, 2013**, 9.30 - 10.00, School of Business of the University of Strathclyde in Glasgow, meeting of Moldovan delegation members with Mr. Tim Bedford, Deputy Principal in charge of academic exchange problems.
- 10.30 - 12.00, presented continuing education (postgraduate) programs at the Centre for Entrepreneurship “Tom Hunter”.
- 13.00 - 14.30, meeting with Ms. Kay Gilbert and Mr. Andy Higesson, members of the University and College Union.
- 14.30 - 15.30, discussions with Mr. Mark Wilber, manager on recruitment of international students at the Recruitment and International Office.
- 15.45 - 16.45, discussions with Ms. Suzanne Tinning clarified aspects of the activity of Alumni and Development Office.

**June 25, 2013**, 9.00 - 10.30, Professor Sara Paper, head of the Centre for Entrepreneurship “Tom Hunter”

- 10.30 - 12.00, meeting with Ms. Rona Smith, Deputy Director of Strategy and Policy, and Mr. Darren Thompson, chief specialist of the Executive Board, responsible for policies and projects.
- 13.30 - 16.30 Visit to the Research and Knowledge Exchange Office. Discussions with Dr. David McBeth, Director of the Office, Ms Louise McKean, the contracts manager, Ms. Susan Anderson, a specialist of the Office, Mr. Martin Gregory, Head of Internationalization, Mr. Christopher Mort, manager for intellectual property, Mr. Stuart Mackenzie, Manager of the Research and Knowledge Exchange Office, responsible for marketing intellectual property, stated that commercial activity addresses two main issues - licensing and the creation of new spin-out companies.

- **June 26, 2013**, 9.00 - 10.00, study visit to the Glasgow Caledonian University.

- 10.00 - 11.00, meeting with Mrs. Valerie Webster, Assistant Vice Principal International, Mr. Peter Yetton, lawyer, expert on issues of compliance and conciliation
- 11.30 - 12.30, discussion with. Dr. Andy McNair, executive director of the Department for Research, Innovation and Enterprise
- 13.30 - 14.30, Mr. Paul McCartney, working at the same department responsible for developing links with business
- 14.30 - 15.30, Prof. John Marshall, academic director for research
- **June 27, 2013**, 10.00 - 11.00, visit to the Scottish Development Agency “Scottish Enterprise” (public organization), which promotes business support activities. Meeting and discussion with Mr. Richard Baxbaum,

- 12.00 - 13.00, Glasgow Caledonian University, meeting with Dr. Rhona Hodgart, responsible for exchanges and study abroad in the Office of International Relations
- 13.30 - 14.30, meeting with Mrs. Irene Bluce, head of the Office for Governance and Quality Enhancement.

As a result of visits made in the period of 24 -28 June within Tempus EUniAM project, we made the following **CONCLUSIONS**:

**1. I appreciated:** In Scotland the faculties (departments) are responsible for their finances, including income and expenditure of subdivision.

Each department has a person employed as an economist-accountant responsible for planning, verifies the financial activity of the department.

***Proposals:***

- Decentralization of finances among faculties (departments, subdivisions) in educational institutions in Moldova.
- Hiring a person with studies in economy, accounting at each faculty,
- Increasing the autonomy of faculties,
- Increasing responsibilities of faculties.

- ***Impediments:***

- Elaborating and approving modifications to the internal documents of higher education institutions in the Republic of Moldova.

**2. I appreciated:** At the departments of the University of Strathclyde in Glasgow there are five responsible persons: research, education, relations with business, finances, internationalization. Each person takes responsibility for his area.

***Proposals:*** To assign the mentioned functions to different people from faculties, depending on individual capabilities. Developing relationships with business.

***Impediments:*** Decision on the level of higher education institution management.

**3. I appreciated:** Teaching staff of the university should perform activities depending on how they were employed, which can be of three types:

- Focused more on teaching activity: 40% - teaching, 40% - development of courses, 20% - innovations;
- Focused more on research: 40% - research 40% - exchange of experience, 20% - implementing the results;
- Focused on teaching and research, 40% teaching, 49% - research, 20% community service.

The amount of salary depends on the type of activity; of course that faculty member that is focused in equal proportion both on research and teaching is paid more.

***Proposal:*** To regulate in internal documents of the University and directly in individual employment contracts, which activities should perform each faculty member.

***Impediments:*** Decisions of the governing bodies of the University.

**4. I appreciated:** Academics are employed at the University first for a period of three years, during which their activity is annually evaluated in the fields of: research, curriculum

development, implementation, the quality and number of articles, etc. by an empowered committee. Depending on the results of the evaluation it is established the wage and decided about continuing work within the University. If the person has achieved good results during these three years it is decided to sign an individual contract for an unlimited term, which also gives a safety of their activity unless they have committed any disciplinary offenses.

**Proposal:** Implementation of such a procedure is an effective method if the evaluation committee is functional and impartial.

**Impediments:** Legislation in the Republic of Moldova with regard to teaching positions provides competition procedure every five years, despite the fact that in most cases it is a rather formal procedure.

**5. I appreciated:** The teaching staff cannot provide other remunerated services except 23 days during a year of offering consultations to businesses. In this case scientific teaching staff is fully involved in the teaching and scientific activity. Of course payment exceeds the minimum subsistence wage and allows reaching life goals just being involved in this activity.

**Proposal:** to increase salaries for teaching staff with the purpose of accepting such limitations that can be made in the Labor Code of the Republic of Moldova, collective conventions at national, branch level, collective agreement and individual employment contract.

**Impediments:** Minimum wages. Receiving income under the subsistence minimum for teaching and scientific activity in Moldova. Changing laws and regulations in force with regard to the payroll system.

**6. I appreciated:** The work load for teaching staff in Scotland is 110 hours for a semester. In addition to paid annual leave teaching staff can have a one semester leave every three years of activity.

**Proposal:** Stipulation in the Labor Code, collective agreements at national level and collective agreement at branch level and on the granting of additional paid leave.

**Impediments:** Amending the Labor Code to include provision on granting additional paid leave to teaching staff, including collective convention at national level and collective agreement at branch and unit level.

**7. I appreciated:** The existence at the University of Department for recruitment and selection of students.

**Proposal:** The creation of such a department or assigning this functions to Human Resources service.

**Impediments:** Decisions of the governing bodies of the University

**8. I appreciated:** Very close relationships with university graduates. There is an Alumni and Development Office, carrying out the following activities:

- Developing relations of cooperation between the University and its graduates;
- Creation of funds to support socially vulnerable students
- Carrying out joint projects

- Scholarships to some outstanding students or according to other selection criteria,
- Communication through social networks and the creation of common addresses,
- Exchange of experience among graduates,
- Identification of places for internships for university students at created companies,
- Finding jobs for students after graduation,
- Organizing conferences, soirees where they invited all graduates for communication and exchange of information,
- Sharing of experiences and mistakes.

**Proposal:** creation of such a department at the University

**Impediments:** Decisions of the governing bodies of the University

**9. I appreciated:** Private companies facilitating scientific research by universities benefit from some incentives regulated by the state.

**Proposal:** Introducing such regulations into Moldovan legislation in order to increase the number of research, the use of quality and modern materials equipment, improve the quality of research.

**Impediments:** Making changes to the Tax Code of the Republic of Moldova by setting incentives for private companies that contribute by financing, purchasing goods and equipment for scientific research at universities.

**10. I appreciated:** Existence of information system “PURE” which contains information about University employees, monographs, articles published, the existence of plagiarism checking system during the attachment of an article by employee, etc.

**Proposal:** Development and implementation at national level of an information system necessary for a positive image of universities.

**Impediments:** Decision at Government, Ministry level. Financial resources

**11. I appreciated:** The existence of predetermined criteria with respect to the percentage distribution between the University, the employee and subdivision which employs the person who has won a grant.

**Proposal:** Developing internal regulations within the educational institution containing such stipulations

**Impediments:** Decisions of the governing bodies of the educational institution.

**12. I appreciated:** In each department there is an ethics committee.

**Proposal:** Creating at each faculty ethics committees.

**Impediments:** Decisions of the governing bodies of the educational institution.

**13. I appreciated:** The existence of a portal for inventors, which is a database for the storage of information on patents of the University and its employees, of a Register of inventions, possibility to start on-line patent procedures, asking questions and receiving answers, etc.

**Proposal:** Creating such a portal

**Impediments:** Lack of financial resources. Decisions of the governing bodies of the educational institution.



**14. I appreciated:** The existence of financial benefits from patenting inventions. Cooptation of researchers in order to increase the number of patents and as a result increasing University's profits.

**Proposal:** Implementing such procedures to identify companies that are interested in purchasing patents, for example a patent for medication which can be of interest to a pharmaceutical company. Transparently establishing the percentage of benefits which will have the University, the inventor and the subdivision where the inventor works.

**Impediments:** Decisions of the governing bodies of the educational institution. Elaborating regulations at the level of educational institution.

**15. I appreciated:** The existence of companies whose founder is the University and practicing remunerated activities eg. research, clinics, hospitals, etc..

**Proposal:** Promulgation of the law to complete some legislative acts submitted by the State University of Medicine and Pharmacy "Nicolae Testemitanu", Republic of Moldova, supported by the Council of Rectors of the Republic of Moldova with the following content:  
Parliament adopts this organic law.

**Art. I.** – Article 184 of the Civil Code of the Republic of Moldova no.1107-XV of 6 June 2002 (Official Monitor of the Republic of Moldova, 2002, no.82-86, art.661), with subsequent amendments, is completed with paragraph (3), as follows:

(3) Notwithstanding the provisions of paragraph (2) state higher educational institutions with financial autonomy can create public research institutions and innovation centers; experimental and teaching experimental laboratories; university clinics; university hospitals; sport clubs; resorts; teaching and additional fields; incubators; studios and other public institutions without commercial purpose."

**Art. II.** – Article 49 (3) of the Law of Education No. 547-XIII of 21 July 1995 (Official Monitor of the Republic of Moldova, 1995, no.62-63, art.692), with subsequent amendments, is completed with letter h) as follows:

h) „possibility of creating public research and innovation institutions; experimental and teaching centers; experimental laboratories; university clinics; university hospitals; sport clubs; resorts, teaching grounds; incubators; creative studios and other non-commercial public institutions”.

**Art. III.** – (1) This Law shall enter into force upon adoption

(2) Government within three months shall bring its normative acts into conformity with this law.

**Impediments:** Promulgation and publication in the Official Monitor of the Republic of Moldova.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Andrei Popa, State University "B. P. Hasdeu", Cahul  
“Enhancing University Autonomy in the Republic of Moldova” project**

**Purpose of visit:** Acknowledging with the principles of university autonomy in Scotland (United Kingdom) and identifying useful aspects for the higher education system in the Republic of Moldova.

We conducted the following activities:

On **24 June 2013**, 9.30 - 10.00, at the Faculty of Business of the University of Strathclyde in Glasgow, the Moldovan delegation attended the meeting with Mr. **Tim Bedford**, vice rector of the university in charge of academic exchange issues. He gave an overview of the University of Strathclyde. He presented the funding system based on an algorithm of expenditures *per student* and ways to cover the costs from different sources.

In particular was mentioned the contribution of the regional government of Scotland in financing universities, supplementing expenses funded from the central budget of Great Britain.

The main directions of “local” funding focuses on two priorities:

- Supporting students on the principles of performance
- Support research projects with local impact

During discussions were mentioned aspects regarding coefficients of funding of different specialties and ways of covering these expenses from various sources (grants, scholarships, bank loans)

10.30-12.00 have been presented continuous education (postgraduate) programs at the **Center for Entrepreneurship “Tom Hunter”**. The members of our delegation learned about the structure and activities of the Centre. It should be mentioned that the continuous education is initiated by the staff of the Center during the undergraduate course. Each student is interviewed regarding the personal career after graduation and then consulted with regarding the following academic “steps” to be done. Thus, in time, individual paths of postgraduate training are drawn for each student.

It was discussed the issue of Centre staff employment. Usually the history of employment begins with a fixed-term employment contract for three years. During the probation period, the annual assessment of the faculty member is conducted by the performances *Evaluation Committee* of the Department (Faculty). At the end of the period of probation, positively evaluated faculty member gets the right to carry out teaching both at the University of Strathclyde and in the whole country.

13.00 - 14.30, we attended the meeting with Mrs. **Kay Gilbert** and Mr. **Andy Higesson**, members of the University and College Union. UCU represents the interests of academic staff with salary gradation higher 6 of the 10 existing levels - highly qualified teaching staff. Topic of discussions focused on the relationship of University administration with the unions. UCU is a trade union independent of the University administration. They explained the relationship between UCU and University administration, the waging conditions of the Glasgow University of Strathclyde and place of branch unions in negotiating employees' wages. Negotiations with the administration covers all aspects of employment and working conditions, wages, internal (disciplinary) regulations, based on national law and the principle of respecting the human rights.

We were informed regarding the teaching load and workload of teachers - 110 hours of direct contact with students and 560 hours of consultancy. They constitute 40 % of the annual work. The remaining 60 % are dedicated to research - 40 % and activities for the community - 20%. Total workload is 35 hours per week.

Also, the procedure of hiring and firing of teaching staff was discussed.

14.30 - 15.30, had discussions with Mr. **Mark Wilber**, manager on recruitment of international students at the Department of Recruitment and International Relations. After an overview of the work of the Department, it was approached the matter of recruitment of international students through various student exchange programs and academic mobility - Erasmus, Socrates, etc. One of the shortcomings of students' exchange is lack of knowledge of foreign languages by students of the Glasgow University of Strathclyde. As the result the number of students from the University of Strathclyde participating in exchange programs is limited. In turn, the University receives through exchange programs students from English-speaking countries such as India, Singapore, South Africa, etc., and from other countries where it is practiced teaching courses in English - Czech Republic, China, Thailand etc.

It was mentioned that as factors for attracting foreign students serve international rating of the university, its visibility and international accreditation.

There have been explained recruitment methods through participation in various exhibitions and fairs in the UK and abroad. University has a network of representatives in different countries - 85 agencies in 25 countries. Relationships with agents/agencies are commercial - for each student recruited being paid a commission of 15% of the tuition fee. Also, ways to recognize periods of study, methods of guidance and remote monitoring of studies, etc are developed. However, the University has created a network of extensions in several countries in which the students from that country are taught according to Strathclyde University programs, courses were delivered by professors of the University of Strathclyde. Another way of recruiting international students is distance learning.

15.45 - 16.45, in discussions with Ms. **Suzanne Tinning** we clarified aspects of the activity of the Alumni Relations Development Office. The main goal of the Office is to develop long-term relationships with individuals and organizations in which graduates are

working, relationships that have the purpose of fundraising, information about university graduates and operating with alumni database.

Fundraising activities are directed through the *Alumni Fund* according to priority areas:

- Teaching and learning - refers to the development of library
- Deepening the student experience - curricular and social events
- Providing scholarships

Office work is divided by *groups of alumni* who are organized in UK cities and other countries. Groups are structured by objectives:

- Fundraising events - concerts, commemorative dates with collecting donations.
- Recruitment events - organizing meetings of the candidates for studies with successful alumni, joint events with alumni, etc.
- Entrepreneurial events - support through the Alumni network for young entrepreneurs - successful in business graduates help beginners.

Examples of activities organized by the Office have been provided.

The Office is organized at the central level of the University management. At schools level there are persons who coordinate the activity with alumni of respective school.

On **25June 2013**, 9.00-10.30 Professor **Sara Carte**, Head of the Center for Entrepreneurship “Tom Hunter” presented us a report on the role of departments in the structure of Strathclyde University. The principle of delegation of responsibilities to departments assumes that at operational level, departments are responsible for:

- Financial management, including income generating activities and accounting expenditures.
- Didactic activity - academic administration and introducing new courses
- Research activity - including access to grants programs and financial management of researches
- Assuring the working conditions - health and occupational safety

The activity of each department is guided by the Faculties and Central Departments. Strathclyde University is divided into five faculties and schools, each of which guides the work of several departments. For example, Strathclyde Business School has 9 departments, including the Center for Entrepreneurship “Tom Hunter”.

Each department is responsible for preparing students in one or several specialties in the first (bachelor) cycle and/or second (Master) and third (PhD) cycle programs.

Necessary financial allocations of the Department are:

- 35 % - allowances for teaching
- 25 % - profits received from the Hunter fund
- 40 % - grants from various funds and programs for research, tuition fees, etc.

The Head of the Department is elected for a period of three years and may only serve a maximum of six years. Position is occupied in turn by the 12 members of the Department. The Head of Department is responsible for the strategic planning of the Department; guiding teaching activity; planning and management of finances allocated by the central administration of the University; personnel policy - whereby the Head of Department selects and appoints persons responsible for different areas of activity (research, teaching quality, financial, etc.).

In case of financial and organizational problems, the Head of the Department is reporting to the Board of Directors of the University, in case of academic problems - to the Senate. The role of the department (chair) extends above the responsibilities for academic work and includes additional directions of activity - financial, human resources, organizational.

10.30 - 12.00, during the meeting with Ms. **Rona Smith**, Deputy Director for Planning and Strategy, and Mr. **Darren Thompson**, chief specialist of the Directorate, responsible for Policies and Projects, have been discussed aspects of financial planning in conditions of university autonomy.

Mr. Darren Thompson reviewed the principles of university autonomy on the 4 components - financial, organizational, academic, human resources policy. He mentioned that in Scotland the university autonomy is quite advanced because many years Scottish Government promotes the policy of modernization of universities along with reducing public budget spending in order to increase the efficiency of education. Also the emphasis was made on developing entrepreneurial skills of universities in order to access other funding sources - funds supporting scientific research, private projects, etc.

In Scotland, the main sources of funding for education in the first cycle (Bachelor) are managed by *Scottish Funding Council*, the *Scottish Office for Quality Assurance*, *UK Council for Research Funding*. Universities sign financing contracts with these Councils. Financial management is conditioned by the adoption by each university of the *Code of Good Governance*. At the same time, universities are monitored by a number of institutions, totaling overall about 550 separate reporting lines.

Ms. Rona Smith specified the funding sources:



- For didactic activity
  - allocations from the Scottish Council for Higher Education Funding
  - allocations for scholarships - Scotland/EU, international scholarships
- For research
  - Allocations from the Research Fund
  - Grants and contracts obtained on a competitive basis
- Income from university's entrepreneurship, including consulting activities.

At the University of Strathclyde, allocations per student (first cycle) are calculated depending on expenses incurred in providing teaching of the specialty. Specialties are classified into 6 groups of funding - the lowest funding (group VI) being 5298 pounds per year, compared to group I with 16796 pounds per year. University receives the number of enrolled students depending on the institutional capacity. The University is autonomous to distribute the total number of study places by specialties, except places in medicine and dentistry that are strictly controlled by the government.

Thus, the University establishes itself the policies of establishing academic groups and their financing according to specialties, depending on consumer demand for educational services.

It was mentioned that the studies in the first cycle are entirely financed from the public budget (for citizens of Scotland and the European Union). Master and doctoral studies are mainly paid for.

However, to increase financial autonomy, Strathclyde University is involved in obtaining funding from other sources - funds supporting scientific research, private projects, etc.

13.30 - 16.30, we visited **Research and Knowledge Exchange Office**.

Dr. **David McBeth**, director of the Office made a general presentation of the Center, which manages about 40 million pounds yearly - money obtained through diverse programs and research project. Center coordinates scientific activity of Strathclyde University and consulting services provided by university employees. Similarly, the Center concludes and manages various scientific infrastructure development contracts.

Mrs. **Louise McKean**, Contracts Manager, presented the aspect of providing advisory services to different economic agents - activity that serves as a source of revenue for the university. Among the activities carried out by the Centre in collaboration with faculty departments, is assistance in the development of innovative projects, assistance in founding spin-out units, assistance in determining the economic risks, etc. Thus, the Centre's mission is



to support teaching staff of the departments to establish links between donors / enterprises and departments of the University, and to ensure the legal part (set of documents) of the project with the negotiation and signing the contract. Similarly, support is provided in the correct management of finances obtained through grants and is assured the connection with the Central Department of Finance.

It should be mentioned that all money obtained through grants are managed centrally by the Central Department of Finance, which transfers the amounts foreseen by the project at the recommendation of the Office for Research and Knowledge Exchange. Project results are the intellectual property of the University, the inventors holding only the copyright paid from the proceeds from commercializing the invention. The central issue at the stage of contract signing presents University's intellectual property rights and conditions for patenting and providing licenses to use the intellectual property of the University.

General issues related to the organization and financing of the research are set out in the Research Code of Practice and the Code of Practice on Investigations Involving Human Beings, approved by the University of Strathclyde in Glasgow. Implementation of the provisions of the two codes is monitored by the Ethics Committee of the University, which performs the expertise of projects in the "research ethics" (see [www.strath.ac.uk/ethics](http://www.strath.ac.uk/ethics) or

[www.rcuk.ac.uk/cmsweb/downloads/rcuk/reviews/grc/goodresearchconductcode.pdf](http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/reviews/grc/goodresearchconductcode.pdf)

Mrs. **Susan Anderson**, a specialist of the Office responsible for consulting researchers in issues of calculating project costs, spoke about peculiarities of research costs and project funding conditions, rules of taxation and accounting, etc. Similarly, she explained the conditions of co-financing the projects that can be achieved with the participation of the University or other donor organizations as a co-financer. It should be mentioned that all the general information provided by the Office is open and placed on the website of the University [www.strath.ac.uk](http://www.strath.ac.uk).

Further, **Martin Gregory**, Head of the Internationalization Department said that in the Strategic Plan of the University of Strathclyde, the issue of internationalization is set as the task to increase the international rating of the university and, respectively, of the overall success and attractiveness of the institution. Internationalization includes several fields of activity, such as

- Joint research and marketing, and knowledge exchange
- International Partnerships
- International Recruitment and Admission
- Developing students' international experience and international curriculum
- Internationalization of teaching staff and didactic activity
- Internationalization of relations with alumni



Activity of the Department of Entrepreneurial Development Internationalization is watched by the *International Committee*, composed of deans, officers on international relations of faculties, representatives of central departments (human resources, finance, and marketing).

The Department is charged with identifying international opportunities for expanding international links that would help increase revenue of the university from external sources. For this the Department provides logistical support in writing projects with international financing (EU structural funds , EBRD, World Bank, development funds in various countries, private funds, etc.), legal assistance in concluding international contracts, support in resolving conflict situations in international projects carried out by staff of the University, developing links with university graduates originating from other countries, who after graduation succeeded in their native country.

Mr. **Christopher Mort**, intellectual property manager, explained aspects of knowledge exchange and in particular the aspects of marketing scientific results. Annually, the University has about 35 new technologies and inventions. Of these, 12 files are filled in annually to obtain patents that bring university revenue of 20 million pounds. Currently there are 90 files to be marketed.

To effectively manage the intellectual property of the University was organized a website that provides information about all aspects of the commercialization of intellectual property. Also through the website can be accessed the database of inventors with whom the staff of the *Research and Knowledge Exchange Office* work.

It was explained how to start the procedure of issuing documents to copyright an invention or new technologies. The team implementing this task is composed of manager (employee of the *Office for Research and Knowledge Exchange*), lawyer and inventor. The group's task is to determine the way of international acknowledgment of copyright and intellectual property. They can be - international patenting of the invention, international licensing of intellectual property for temporary use or creation of *spin-out* companies. The decision depends on the business risks and expected economic effect of each variant. Depending on the decision of the group, legal conditions and legal issues surrounding the signing of contracts and the actions to be taken for this purpose are determined. Given that international patenting is very expensive, the decision is to be taken already having identified the buyer/investor.

Mr. **Stuart Mackenzie**, manager of the *Office for Research and Knowledge Exchange*, responsible for marketing intellectual property, stated that marketing activity covers two main aspects - the licensing of new companies and the creation of spin-outs.

Spin-out companies are founded to commercialize the intellectual property of the University. New product inventors should be involved in the company's activity. The

company should be a closed commercial society in which the University shall have a share of at least 20%.

The university has about 50 spin-out companies, the majority activating in the fields of engineering, medicine and pharmaceuticals. Annual sales of these companies are about 40 million pounds, of which University of Strathclyde get dividends/income of £ 2 million, with a total of 700 employees, most of whom are graduates of the University. Most spin-out companies are located in business incubators of the university.

Organization of spin-out companies is a relatively new practice for universities. At the same time, it was mentioned that European universities learn very quickly how to launch this type of university intellectual property commercialization, as one of the most effective ways to increase the entrepreneurial efficiency of universities.

On **26 June 2013**, 9.00 - 10.00, the delegation of Tempus-EUniAM consortium visited the **Glasgow Caledonian University**. During the visit we saw campus of the university where 17,000 students are studying. We visited the university library, the School of Business and Social Sciences, learning facilities.

10.00 - 11.00 Mrs. **Valerie Webster**, Assistant Vice Principal International, presented the vision of the university with respect to the internationalization of education. It was mentioned that Glasgow Caledonian University was founded in 1993 in order to ensure academic training of the inhabitants of the region. The regional aspect is the underlying philosophy of the university development, which three years ago was restructured from eight in three schools - Engineering and Built Environment, Health and Life Sciences, Business and Society. Each school consists of three departments, guiding specialties and training programs. The university is primarily focused on professional development; scientific research is placed on department level.

To be competitive in the market of educational services, Caledonian University, being the youngest of the Scottish universities, focused on curriculum internationalization, international exchange of students and faculties. As a result, the university is leading in accessing European funds for development and technology transfer.

Mr. **Peter Yetton**, lawyer, expert on issues of compliance and conciliation, presented the work of the *Office in charge of immigrants and international students*. The activity of the office is correlated with immigration laws, in which in the past three years have been made 192 changes, of which 85 are directly related to the conditions of stay of foreign students in the United Kingdom. Given that the number of foreign students is continuously increasing, compliance of the various cases of students in this category to legal norms on immigrants, and conciliation in conflicting cases is considered important for the university. The task of the Office responsible of immigrants and foreign students is to interpret the law for the benefit of foreign students in various cases - teaching, social and living conditions, health insurance, etc. These activities aim to prevail foreign students that at Caledonian University

will be respected their fundamental rights and freedoms, personal security, and will be ensured adequate social and living conditions.

The responsibility of the Office is to supervise foreign students stay at the university - personal behavior in the university and society, attendance of classes and educational activities, involvement in community activities, and also to determine the causes of deviations from the norm and taking the necessary steps to return the foreign student who breaks the rules into legal space. In most cases, the actions taken are confidential and personalized with minimal formality.

As a result, compliance and conciliation provides confidence in the university and the Government, which allows keeping the license for training international students. The license is issued annually and in case of positive results is extended for another year.

11.30 - 12.30, in discussion with Dr. **Andy McNair**, Director of Research, Innovation and Enterprise, has been addressed the issue of relations of Caledonian University with the *Scottish Council for funding universities* related to technology transfer and intellectual property. Technology transfer and commercialization of intellectual property is based on the letter of the Ministry of Education of Scotland on the “Organization of knowledge transfer”, in which are established same conditions for all universities of organization of the marketing and knowledge transfer. According to the principles set out in the letter, in Scotland was organized a network of innovational institutions, including technological transfer centers at universities, which are funded *through projects* by the Scottish Council for funding. Thus, the Department of Research, Innovation and Enterprise is responsible for coordinating all activities from the stage of research in laboratory to the signing of contracts for commercializing the results, intellectual property licensing and/or establishing spin-out companies. Similarly, the Department supports the university researchers to have access to various funding programs, providing assistance in writing and submitting projects.

A special experience is collaboration of the University with the multi-millionaire company “FMC Technologies” specialized in exploiting the undersea oil and gas. Following the signing of a cooperation agreement for five years, the University has got the possibility to implement research results directly to real entrepreneurship activity. The results obtained allowed the University to be recognized by other firms, signing another contract with “Double”.

Additional opportunities for knowledge transfer funding are offered by the UK government through the Technology Strategy Board. In this case, companies submit to the Committee proposals for funding innovative projects in partnership with the University, receiving Government subsidies covering up to 50% of technology transfer project cost. In turn, the University receives income from the respective companies by commercialization of the intellectual property, and receives payment for university staff working on the given project.

Other sources of funding are obtained by Scottish Agency for Entrepreneurship that supports the innovational development of enterprises in Scotland in partnership with local universities.

In conclusion it was mentioned the importance of commercializing and knowledge transfer, which help to strengthen the financial autonomy of the University of Caledonia, and allows the implementation of personnel policy that ensures the competitiveness of the institution.

13.30 - 14.30 Mr. **Paul McCartney** from the same department, responsible for developing links with business, in addition to those reported by Andy McNair, noted that one of the responsibilities of the Department for Research, Innovation and Enterprise is supporting young University faculties in establishing first relationships with entrepreneurs. Office identifies the needs of companies in technology products and innovations. Depending on the branch of industry and specific activity, the Department recommends to the entrepreneurs the right person to carry out applied research. Thus, companies pay to the University for technologic development services and young teachers are co-opted in a short time in thematic research and development.

Similarly, John McCarthney presented his work of continuous education in business through training courses of “Business Academy”.

The philosophy of the “*Business Academy*” *continuous education* is that the University offers training courses for employees of specific companies, organized on part-time and e-learning principles. It is important that the courses curriculum is developed jointly with the contractor and adapted to the specific needs of the enterprise and aims at obtaining the necessary knowledge to work in this enterprise. Developed curricula are accredited by the Quality Department of the University.

Typically, training courses have a duration of 1-1,5 years and have the goal to deepen specialization and increase qualification of employees of the enterprise. It should be mentioned that the selection of employees going refresher courses is made by the contractor, who pays the tuition fee, and after graduation, requires the knowledge gained to be applied at the enterprise.

On the other hand, faculties who teach the courses can learn real technological and organizational processes taking place at the enterprise and adjust the courses they teach to the concrete company.

14.30 - 15.30 Prof. **John Marshall**, Director for Academic Research Development, explained the essence of the Research Excellence Framework used in the UK. *Research Excellence Framework* is a system of quality assurance in research. The amount of money allocated by Scottish Funding Council depends on research quality, as it compares the performance of universities in the areas of research, thus ranking universities in specific fields, and establishing respectively the volume of financing.

To stimulate research in the University were created 3 research institutes specializing in three areas, was increased the number of students involved in research and have been taken steps to develop research culture in the University.

In assessing research quality the following criteria are used:

- Number of scientific articles - 65%. The rating of published articles is determined by grading:

  - 4 stars - global leader article

  - 3 stars - excellent article at international level

  - 2 stars - internationally recognized article

  - 1 star - nationally recognized article

- Impact of the research - 20%. Case studies are conducted to demonstrate the impact of research (economic, social, quality of life, cultural, ecological, etc.).

- Environment and conditions for research - 15%

Every year Caledonian University submits applications for funding research on competitive base in 8 fields in which 150 collaborators are co-opted, who annually have to submit files to the competition. The files include the activity report of the faculty member and materials confirming indicators established by the above criteria (publications, impact studies, environment and conditions).

At the university level, files and reports are reviewed by the Research Quality Committee. Based on the analysis, Research Evaluation Report is written and presented to the Scottish Council for Funding. Council compares the performance of universities in areas of research, determines the rating of universities in specific discipline and, respectively, the volume of financing.

To evaluate research excellence it is used PURE informational platform.

Finally, it was mentioned that research is an essential component of the University's rating and is an important source of income for the institution.

15.45 - 16.45, we visited the Caledonian University Students' Association. Matt Lamb, the President of the Association, explained how it is organized. Management is carried out by the President and three Vice-Presidents, elected by students for a period of 1 year. They interrupt their studies for the period when they hold the position in which they were elected and are paid from the budget of the university.

The Association has a building in which it carries out its activities, including a radio station, conference rooms, social areas (sports, active games). The purpose of the association

is to represent students in various organs of university administration - the Senate, the Court, faculties. The mission of the Association is to involve a greater number of students in its activities and to promote the image of the University among young people. Association's activities are mainly financed by the University, but the association also organises thematic actions to collect additional funds for financing activities.

**June 27, 2013, 10.00 - 11.00** visited the **Scottish Development Agency “Scottish Enterprise”** (public organization), which promotes business support activities.

Mr. **Richard Baxbaum** explained that the agency is part of SCOTLAND EUROPA Association that comprises a number of *small and medium enterprises (SMEs)*, commercial organizations, universities. SCOTLAND EUROPE Association has offices across Scotland and an office in Bruxelles. The task of the Agency “Scottish Enterprise” is to establish partnerships in Scotland to get funding from EU programs for research and development - FP7 and other funds - Erasmus for All, Optimus, etc. Office in Bruxelles of the Agency provides strategic analyzes, develops policies and promotes partnership projects designed by the Agency's offices in Scotland.

Accordingly, the Association “SCOTLAND EUROPE” and Scottish Development Agency “Scottish Enterprise” carry out policy of the Scottish Government to increase the level of specialization of local SMEs and competitiveness of strategic sectors of Scotland's economy - tourism, life sciences (pharmaceutical industries and medicine), food processing (food & drinks), energy, financial and entrepreneurial services, universities, research and development.

Another partner of the Association “SCOTLAND EUROPE” the European Enterprise Network, which comprises about 600 members from various countries - chambers of commerce and industry, national agencies to support entrepreneurs, etc. Through the network, the Association has access to databases of SMEs in Europe and gets support in establishing international partnerships, and obtaining funding from the European Structural Funds. Totally, for the next 7 years, the Association “SCOTLAND EUROPE” and the Scottish Development Agency “Scottish Enterprise” plans to attract about EUR 437.5 billion in the economy of Scotland.

Given that European funding programs aim to implement certain EU policies, based on research and technological development, partnerships supported by the Agency have to involve universities that offer research products and innovations to SME. Partnerships with universities help SMEs to develop R&D projects, which are expected to confirm the impact of change (innovation) as a result of the funding requested.

12.00 - 13.00, at Glasgow Caledonian University, Dr. **Rhona Hodgart**, responsible for exchanges and studies abroad at the Office for International Relations, presented the peculiarities of office activity. Most university students speak only English and this complicates the work. Students can go only to foreign universities where courses are taught



in English. The most common are “Erasmus” mobility programs. Experience got in mobility programs allows them to be more competitive in the labor market.

Another part of the work of the Office for Exchange and Studies Abroad is to make compatible university programs with those in foreign universities where students go. Similarly, the Office is also responsible for recognition of courses and study credits obtained by students during mobility. This is based on mutual recognition and equivalence agreements signed with partner universities.

The University practices inclusive education, attracting for studies people from disadvantaged groups - from families with a low income, of an older age (over 40 years), ethnic minorities. Office identifies such persons and encourages them to participate in mobility abroad for a semester. These categories of students, in addition to obtained scholarship “Erasmus” also benefit from additional support of 500 Euro.

The Office is responsible for the recruitment of foreign students who pay tuition fee. Office has recruiting teams in China, India, Nigeria, Saudi Arabia, Azerbaijan that attract students from these countries to study at Caledonian University engineering specialties in the field of oil and gas extraction. Income from tuition fees for foreign students is an important source for university budget.

13.30 - 14.30, Mrs. **Irene Bluce**, Head of *Governance and Quality Enhancement Office*, described the education system in the UK. The legal status of universities in the UK - state-funded public institutions that operate on the principles of private enterprise, are autonomous entities funded by government and research funding councils.

Administrative structure of universities is similar:

- The Senate, the higher governing body
- Executive structures – University Court
- Faculties and schools
- Self-government organizations of students - Student Associations

Each university has an internal regulatory framework developed under the national legislation on higher education. Internal regulations aim at the process of granting qualifications, requirements for curriculum and curriculum approval process, criteria for knowledge evaluation, regulation and methodology of knowledge evaluation, contestation and external examination, annual monitoring of programs (specialties), internal evaluation (every 5 years), quality assurance system, etc.

At the same time, universities are subject to external evaluation. In Scotland the legal framework of quality assurance is guided by the Scottish Funding Council. Similarly, universities are evaluated by the Quality Assurance Agency, the National Union of Students.



External evaluations are carried out every five years, based on Quality Manual and Procedure Manual.

As a result of visits carried out in the period 24-28 of June within the Tempus EUniAM project, we made the following **conclusions**:

1. University autonomy is a process that correlates into one system aspects of academic, financial and organizational activity. Universities of Scotland combine these responsibilities aimed at increasing the attractiveness and visibility of the institution.
2. Rating of universities is mainly based on the results of research, the ability to attract finances from various funds for research and development, degree of involvement in social partnership.
3. Entrepreneurship is important to the university, it includes specialized training services at the request of the companies. Similarly, an essential compartment is commercialization of intellectual property of universities - inventions, discoveries, new technologies developed by faculty members.
4. As part of the university's visibility is internationalization of studies, including attracting foreign students who pay tuition fee.
5. Implementation of university autonomy in the Republic of Moldova requires a complex regulatory framework that would highlight the following aspects:
  - Legal status of universities
  - Property right of the university.
  - The right to the intellectual property of the university, correlated with respecting the copyright of researchers.
  - Institutional university organization with division of representative competences and executive ones.
  - Workloads of academic and scientific staff, correlated with research and development activities.
  - Establishing performance and excellence criteria, based on which the universities rating to be established and respectively their level of funding.
6. It is necessary to elaborate the vision and mission of higher education system, correlated to processes of regional development and place of the universities in knowledge-based economy complex.
7. Based on the Vision, the Strategy of higher education development in the Republic of Moldova is to be determined.
8. Only after clarifying the vision and strategy, it should be developed the Code of Education according to the requirements of society.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Angela Solcan, Academy of Economic Sciences of Moldova  
“Enhancing University Autonomy in the Republic of Moldova” project**

In the period 24 - 29 July 2013 within the visit to two Glasgow universities (United Kingdom) the information on university autonomy, organization of studies and research, the educational offer etc. was of great interest for us.

For example, at the University of Strathclyde, there is extensive university autonomy (financial, organizational, academic, human resources) at the level of institution, school and department. Higher management bodies at the university are: the Senate, the Court, executive team (Chancellor, Vice-Chancellors, Deans, Heads of departments, etc.). If the Senate deals with academic tasks, the Court – with financial and managerial ones. At the end of the academic year the rector presents to the Court a report on carried out activities. Requirements for election of the Court, Senate and other governing bodies can be found on the university website. Court members are elected for a period of five years and are academics, students and notorious people of the community (businessmen, researchers, politicians, etc.).

Regarding the sources of funding of the university, they are very diverse: approx. 50% come from the Scottish Government (funding based on the number of students enrolled - approx. £3,000/student), about 20% - from the UK Government through Research Councils and Technology Strategy Board, and the other 30% - from the tuition fees of international students, consultancies, European projects etc.

At visited universities and the university autonomy is also accomplished at the schools level. The superior management body is the School Council, operative management is performed by the dean, with five vice-deans, each responsible for one direction: academic, research, knowledge transfer, international relations and operational activity. Same at department (chair) level there is a system of delegation of responsibilities. Head of the department is chosen/appointed for a period of three years but not more than two consecutive periods. There are three vice directors, each responsible for one direction (teaching, research, knowledge transfer). Although the work of vice-directors is not remunerated, they have a reduced academic burden. Annually the activity of the head of the department is evaluated by senior management (dean, rector).

Unlike the faculties and departments of the universities from our country, at visited universities these subdivisions have autonomy in the management of financial resources, the financial department of the university having a person responsible for the faculty finances. For example, **Hunter Centre for Entrepreneurship**, taking into account the financial strategy at the university level, have their income from: budget allocations per student plus student fees (foreign students, masters, PhD students) - 35%, 20% profits of the T. Hunter Foundation and 45% - entrepreneurial activities: consultations, trainings, etc.). It is promoted

the idea that success of the department depends on the efforts of each employee, having a direct link between results and funding.

The work load at Scottish universities consist of teaching - 40% research - 40% and 20% community service activities. At visited universities is much appreciated research work and the community service - membership in a committee or commission, methodical council, consultant etc. It is necessary for Universities in the country to review the structure of the teaching workload so that it includes scientific component and the community service.

It is interesting that work schedule for academics is from 9.00 to 17.00, for evening classes or during holidays it is concluded a specific agreement, teachers being motivated to encourage them to take evening classes.

Periodically academics are evaluated, an important role in their evaluation have students who at the end of the course, before the exam, complete a questionnaire on the quality of teaching.

Remuneration of academics is done based on their performance and according to national salary scale. Negotiations on payment and other issues related to their activity are done by a committee of negotiators - **University and College Union**.

The internationalization of universities is a priority for educational institutions in the UK. Recognizing that international students are an important source of income (the annual fee for a foreign student being £ 9000), universities have created a specialized department - **Recruitment & International Office**, whose main objective is to attract them. At the University of Strathclyde, for example, the rate of international students is 16%. To increase their number are used such methods as: participation in exhibitions, contracting recruitment agencies that represent the University in other countries, working with governments, businesses, etc.

For the Republic of Moldova, where the number of students decreases from year to year, due to decreasing of birth rates in last decades, the experience of Scottish universities in attracting international students is very interesting. It is necessary to elaborate internationalization strategies, including diversification of educational offer, teaching in English, and increasing the quality of education. A factor for attracting international students is the rating of the university, its visibility and national and/or international accreditation. It is therefore necessary and welcome to perform assessment/accreditation of universities in the Republic of Moldova to perform their ranking. The University of Strathclyde, for example, is ranked at 20 - 25 among 200 universities. Position in the ranking scale is a source of information for prospective students on university's place and can be used by the university in its promotional messages.

It would be good to implement in Moldovan universities the experience of **Alumni Office**. Although for many years in academia in the country there are discussions on the need to involve alumni in projects carried out by universities and creating partnerships, etc., there are no formal structures responsible for developing and maintaining stable relationships with

graduates. Alumni Office has the task to develop and manage alumni database, follow their career paths, maintaining relationships with alumni and collecting the necessary resources for such projects as: purchasing books for the library, scholarships for students, organizing trainings, experience exchange etc. Thus in five years Alumni Office managed to collect £ 20m. An example of particular interest is Sir Tom Hunter (born in 1961), a graduate of the University, who finances the Hunter Centre for Entrepreneurship and a number of other projects.

Maintaining relations with graduates is not limited to collecting funds or knowledge transfer from graduates, university alumni contribute to the continued development by providing consulting, organizing training programs, etc. As a sign of recognition of the merits of graduates and to promote best practices, the University of Strathclyde has a Glory Hall, where pictures of the honorable alumni are placed.

A special attention at UK universities is given to research and knowledge transfer, thus **Research and Knowledge Exchange Office** assists university researchers in the development, evaluation, protection and commercialization of intellectual property. Since 1994 the University of Strathclyde has obtained £ 45 million of income from patenting, about 50 spin - offs have been created, 1900 new technologies discovered. Annually university researchers submit about 35 proposals for inventions, of which approx. 12 are patented. The relatively low number of patents is due to the fact that employees of **Research and Knowledge Exchange Office** evaluate inventions, the future market, how the technology can reach the market, who's interested in the technology, which will be the income. Assistance received by researchers contributes to the fact that most patented inventions are bought/applied in business. For marketing the intellectual property, the university, together with inventors (academics), creates spin-offs. Currently university's income from about 50 spin-offs is £ 2 million, in this business being employed about 700 people.

Every six years the Scottish universities are evaluated on the effectiveness of technology transfer and innovation; on the results of these evaluations depends further funding. In Glasgow Caledonian University was created **Research, Innovation and Enterprise Office** which aims to facilitate knowledge transfer between university/research and business/industry.

Similarly at the university there is an evaluation committee in research and technology transfer. Of special interest was the web-based system PURE (Research Information System). In researchers evaluation process are taken into account three basic criteria: research results (publications) - 65% research impact (impact of the research outside the university) - 20% and the research medium - 15%.

To help create partnerships with business at Glasgow Caledonian University was created a continuing education center for business - **Business Academy**. Courses are mostly developed according to the specific needs of the economic agent. At the end of the program graduates receive diplomas. Unlike in Moldovan practice, curricula for continuous education are not coordinated with the Ministry of Education, responsible for their quality being the university.

Following the visit to the **Student Association** at Glasgow Caledonian University and meeting with the president of the association we learned about Scottish experience on student's autonomy and responsibilities. Student organization is funded by the university, president and the vice presidents of the association are part of the Senate and the Board of Directors of the university. It is interesting that the president is elected for a period of one year, is paid and for this period takes an academic leave. It would be good for Moldovan universities to have an expenditure item on financing some projects developed by student organizations included in the annual budget.

### **Conclusions:**

The organization of the visit allowed us to deepen our knowledge and to learn new aspects about university autonomy and experience of Scottish universities in this field.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Todos Petru, Technical University of Moldova**

**“Enhancing University Autonomy in the Republic of Moldova” project**

During the trip of our delegation to Scotland in June 24-27, we visited two prestigious universities located in the city of Glasgow: University of Strathclyde - founded over 200 years ago (17 000 students and 3000 employees) and the Caledonian University - founded in 1993 as a local university, but that succeeded in a short time to become recognized nationally and internationally (15 000 students). We also visited the Center to support small and medium enterprises.

We listened and participated in discussions of 23 presentations of universities managers, had the opportunity to ask questions, to listen to comments.

The mentioned reports (listed in the Program) had answered questions that were the purpose of the visit of our delegation - aspects of university autonomy:

- The structure of the university, the way of self-government;
- Academic autonomy;
- Funding university - transformation strategy of classic university in entrepreneurial one (issues of university autonomy) through research, knowledge transfer, internationalization;
- Internationalization of the university - international students, mobility;
- Working with graduates (alumni) - as a means of increasing the visibility of the university, way to enhance relations with business and means/mode of additional funding to the university.

*It should be clarified by analyzing Regulations and Guidelines that have been made available, more details on the relationship between the university and the government, Ministry of Education, Financing Committees.*

Next, I will comment on some presentations and lessons learned from them, which might be undertaken or what we should do in Moldova to strengthen university autonomy, to streamline the process of study and research.

The administrative structure of the Scottish universities is based on:

- Schools or faculties (used as synonyms);
- Academic departments, administrative departments;
- Research and knowledge transfer centers.

In the last 5-10 years, universities have been essentially restructured, having only 3-4 schools/faculties that specialize in areas of study and research, each of them with 3-8 academic departments responsible for 1-2 training programs each. For example, initially Glasgow Caledonian University had eight schools/faculties and now it has only three schools (business, engineering, health). University of Strathclyde includes four faculties/schools (engineering, humanities and social sciences, science, business school), 26 academic departments. Services are concentrated in six university services/departments (services: information, estate, human resources, finance, marketing and development, departments of research and knowledge transfer, strategy and policy, students, technology and innovation center).

Academic department is the basic unit that organizes the process of studies and research. Head of the department is elected by colleagues for three years (two consecutive mandates possible). Teaching staff of departments are selected and before being accepted on a permanent basis, have a probation period with duration of three years and a peer exam. The department also includes persons responsible for management, funding, researchers who may not have a teaching load (working closely with university departments concerned).

**First lesson learned.** In order to improve efficiency / effectiveness, it is necessary to restructure the university - transition to faculties with broad fields, creating multidisciplinary departments that provide student-oriented training. This practice would be rational to be implemented in our universities. For example, the ten faculties and 56 departments of the Technical University of Moldova, with a number of students equal to that of GSUS could be reduced to not more than 5 faculties and 15 - 20 academic departments with autonomy and major responsibilities for planning and organization of studies and research, budget issues, guiding students and working with graduates - extremely important, effective activities, but not practiced today at our chairs. Forming multidisciplinary departments could provide the transition from a dispersed training of disciplines (scattered disciplines in the various departments) to the integral training of transversal and professional skills of future specialist. Department, with the full range of specialists (general and professional training) would ensure proper planning of the curriculum and its actual fulfillment, subordinating the disciplinary interests to the ultimate goal - ensuring graduates with the planned skills required by the labor market (for the specialty).

**A second lesson learned.** The main mechanism of quality assurance is self-evaluation and external evaluation carried out by Scottish Quality Assurance Agency (registered in European Registry) - that provides the visibility and attractiveness of the university. University quality level (especially the level of scientific research) is taken into account in the allocation of funds by the Funding and Research Committees. For example, GSU receives £12,200 per year per student, UCG - 6900, and the University of Glasgow - £18700.

**Measures** - creating in the RM an autonomous Quality Assurance Agency. Creating and implementing educational standards compatible with those used in the EU, recommended by the



Bologna Process. Ranking universities based on performance criteria, introducing new methodologies of financing universities from the state budget.

***A third lesson learned.*** Teaching staff at Scottish universities have a teaching load of direct contact with students of only 110 hours (specific for British education - 10-12 contact hours - lectures, seminars) and about 600 hours of counseling (I think there are hours of practical work in groups, projects, research), up to 600 hours of scientific research and 20% of the total time (about 300 hours) - activities for the benefit of society - working in various commissions, committees, mentoring students, etc. Scientific research activity is considered a fundamental one for the faculty member and is rigorously evaluated. Accumulation of other positions, internally and externally, is prohibited.

What we are missing at our universities: the set of measurable indicators for evaluating the results of scientific research, important incentive mechanisms for teaching staff to have outstanding results in research; objectivity and rigor in the re-election of faculty members after receiving titles of assistant professor or professor.

***Measures:*** Should the developed new assessment criteria and mechanisms to encourage and financially support good performance in teaching and research. To revise Regulation on electing for teaching and leadership positions in higher education institutions.

***A fourth lesson learned.*** One of the concerns of Scottish universities administration, but also of the departments, is funding issue.

Higher education institutions in Scotland are funded directly by the Scottish Funding Council (SFC), which is a non-departmental public body of the Scottish Government. The largest allocation of funds from the SFC is teaching grant. It is paid in full, including for libraries, halls, teaching. The grant is calculated based on the number of equivalent students and costs associated with different groups of specialties: from about £4,000 (socio-humanitarian, economic sciences) and £ 15,000 (medicine, engineering) per year.

Only about 50 percent of total funds of Scottish universities come from public subsidies mentioned. In the past 20 years, institutions have greatly diversified their sources of income: tuition fees from non EU students (£9000 per year per person), research contracts, consultancies and other services, sponsorships and donations from alumni. SFC also distributes, based on performance, public funds for research that helps institutions to develop an internationally competitive research. Scotland also receives research funds from other sources, including UK charities, UK industry, commerce and public corporations, European sources and other.

***Measures.***

- Change the financing mechanism for universities - differentiated funding per student depending of areas of training and performance.

- Change the financing mechanism for scientific research in universities: partly guaranteed by performance, partly- based on grants
- Facilities for businesses that invest in scientific research (through economic contracts).

***The fifth lesson learned.*** The internationalization of the university is considered a valuable asset that can bring the university visibility and considerable financial resources. For example, University of Strathclyde has over 1200 international students. In this way, the GSU gets 25 million pounds annually (11% of the university budget). Internationalization paths - broad participation in European mobility programs for students, teaching staff and researchers, recruitment of international students (non EU), creating extensions in other countries.

Mechanisms created by universities to recruit international students are the following: representatives at embassies, alumni from respective countries. In UCG was created a special department dealing with foreign student recruitment, legislative consultation, supervision and even legal assistance of students after admission. The same department takes care for foreign students to be ensured optimal education and livelihood.

***Measures.*** To change the existing policy/strategy at Moldovan universities - from rejection to attraction of an important part. Creating favorable conditions for issuing visas, for stay in the country, accommodation, and consultancy. Changing mentality of university administration - the acceptance by universities of specific investments which in a short time will bring significant revenues.

An acute issue for our universities is poor knowledge of English by teaching staff and students. Urgent measures to improve the situation are: organizing intensive courses of English language learning for the teaching staff, creating English speaking medium at all faculties with perspective for international students, introducing a licensing exam in English compulsory for all engineering specialties, technology and science. Fluent knowledge of English for all candidates to the titles of associate professor, professor, to positions of Dean, Head of Department.

**The sixth lesson learned:** Working with graduates is a long tradition of British universities. In discussions with Ms. **Suzanne Tinning** I understood that the main aim of the Office for the Development of Relations with Alumni is developing long-term relationships with individuals and organizations in which are working graduates, relationships that have the purpose of fundraising, informing graduates about university and working with database of graduates. Fundraising activities are directed by the Alumni Fund to the priority areas:

- Teaching and learning - refers to the development of library
- Deepening the student experience - curricular and social events
- Providing scholarships

Office work is divided into *groups of alumni* which are organized in cities in the UK and other countries. Groups are structured according to objectives:

- Fundraising events - concerts, collecting donations for commemorated dates.
- Recruitment events - organizing meetings of candidates for studies with alumni who have successful histories, joint alumni events, etc.
- Entrepreneurial Events - support through the Alumni network for young entrepreneurs - graduates already successful in business help graduates who are just at the beginning of their activity.

The Office is organized at the central level of the University management. At the level of faculty there are people who coordinate the activities with graduates of the respective faculty.

*Measures.* Organizing Alumni Associations by universities and fields. Organizing various meetings of alumni with current students. Publishing various materials with information about charities, sponsorships made by alumni, list of founders who contributed to the construction of buildings or equipment.

It would be desirable to create Alumni Offices in all universities, which still have no such offices, as a tool for tracking the hiring process and careers of graduates, creating some feedback oriented to permanent adjustment of educational plans and programs, achieving the objectives mentioned above.

Finally I would like to mention that this mobility was organized at the best level in terms of information, recreation, and transport. Project management team and colleagues in Glasgow deserves sincere thanks from us.

**Experience report on the study visit to the University of Strathclyde, Glasgow, UK  
24 - 29 June, 2013**

**Vasile Vrancean, State Agrarian University of Moldova  
“Enhancing University Autonomy in the Republic of Moldova” project**

**Purpose of visit:** Getting acknowledged with the experience of Glasgow (UK) universities regarding the university autonomy.

Visits were made to the University of Strathclyde in the period 24-25.06.2013 and to the Caledonian University in the period 26.06.2013-28.06.2013.

**What new and useful for university system of the Republic of Moldova have we learned?**

Principles of university autonomy – organizational, academic, human resources, financial.

Administrative structure of universities.

Peculiarities of internal and external evaluation - the way of accreditation of

qualifications, requirements to curricula, methodology of evaluating students knowledge, education quality assurance system.

Work load for teaching staff. The total load is 35 hours/week (40% - teaching activity, 40 % - research work and 20% - community service).

Peculiarities of enrollment of students according to specialties. The issue of enrolling international students, Erasmus, Socrates academic mobility, etc.

Relations with university graduates (alumni).

Business School activity, including the Center of Entrepreneurship. Internationalization of business development – increase of university’s income from external sources.

Relations with the business. Creating spin-out companies.

Scientific and consulting activity - organization, quality evaluation and financing scientific research, research projects. Marketing the research results, intellectual property and technology transfer.

Human resources policy.

Financing system of universities.

Activities of students’ association.

**Why it is important?**

Moldovan Universities should be granted autonomy (organizational, academic, human resources, financial) - for more efficient functioning of processes within universities (observance of the legislation in force, ensuring the quality of education, observance of the academic ethics and quality, ensuring the efficient management and use of resources, ensuring transparency of all decisions and activities, observance of academic freedom of staff and students).

Institutional autonomy is quite important for Universities, because relation performance – autonomy is directly proportional.

Change of management structure of universities by creating a dual system of leadership - Senate and Administrative Board, by revising the responsibilities of University Senate - will improve significantly the situation in universities.

Accreditation and evaluation of universities - evaluating universities based on their performance, which is extremely important as training of professionals will be entrusted to universities with high performance.

Setting the teaching load based on performance (publications, research impact, implementation in production, quality of teaching etc.) will motivate teaching staff to perform their didactic and scientific activity more qualitatively.

The importance of relations with university's alumni can be explained, first of all, by their participation in improving educational programs, in employment of graduates, providing places for practical training of students.

Integrating research, development, and innovation activities with the educational process will improve both financial situation of the universities and the quality of training.

Financial sources are important for Universities. The financing system based on algorithm of spending per student, research projects and other modalities of funding are beneficial for universities.

### **How the things I have learned can be applied/implemented in Moldova?**

By partial liberalization of university system with some limitations imposed by the state.

By creating a National Agency for Quality Insurance with independent status, integrated into the European network of agencies for accreditation in higher education.

By creating a dual leadership system of universities and revising the Competencies of University Senate.

By motivating staff in based on their performances.

By creating alumni associations and Register of the professional route of university graduates.

By introducing quality management systems.



By creating a special body Management and Ethics University Board.

Through developing international partnerships and receiving financing from European Structural Funds. Internationalization of curriculum, international exchanges of students and faculties.

By creating innovational parks - (spin-outs) for marketing scientific results, intellectual property and technologic transfer by developing a website that will provide information about all aspects regarding marketing of intellectual property.

By identifying the needs of enterprises in technological products and innovations and solving them for payment.

By organizing regular meetings of employers and leaders of universities.

### **Which are the anticipated challenges in the process of implementation?**

#### **Conclusions and proposals.**

The goal and tasks of the visit have been achieved due to good organization by the project management team.

Promoting the synergy and cooperation between higher education, research and economy.

Accreditation of universities (human resources, infrastructure, academic programs) every 5 years, by National Agency of Quality Assurance.

Supporting research and innovation activities through transparent competition.

Implementation of student related financing system. Financial resources received from budget allocations and those from the special resources should be managed by universities, thus they to be administered more efficiently.

Creating and supporting responsible institutional and managerial culture, which will obtain the best results.

**Problems:** cancelling the guaranties of education financed from the budget, marketing the education, incomplete autonomy, limiting financial possibilities (income from special sources) in the first stage, which could be insufficient to produce qualitative changes in university system.