

Internationalisation of Higher Education – A View from the Bucharest University of Economic Studies

Florina MOHANU

*Bucharest University of Economic Studies, Romania
Faculty of International Business and Economics
fmohanu@ase.ro*

Viorela-Valentina DIMA *

*Bucharest University of Economic Studies, Romania
Faculty of International Business and Economics
viorela.dima@ase.ro*

Teodora Monica FULGA

*Bucharest University of Economic Studies, Romania
Faculty of Administration and Public Management
teodora.fulga@amp.ase.ro*

Oana Mioara CÂRNICIANU

*Bucharest University of Economic Studies, Romania
International Relations Office
oana.carnicianu@ase.ro*

Maria-Antoaneta LORENTZ

*Bucharest University of Economic Studies, Romania
Faculty of International Business and Economics
lorentz.maria@rei.ase.ro*

Abstract

The present paper aims to provide up-to-date information on the internationalisation endeavours undertaken in the last five years by the Romanian topmost economic university – the Bucharest University of Economic Studies (ASE), based on ambitious goals set by means of its “Internationalisation Strategy” launched in 2016. We first briefly refer to key national and international literature on the internationalisation of higher education, and to the University’s international dimension since its establishment in 1913: the enrolment of foreign students, the presence of study programs in foreign languages, the existence of student exchange programmes, cooperation agreements with universities from abroad etc. Next, the paper illustrates the measures taken since 2016 in four priority areas, where constant progress has been recorded: in-house internationalisation; internationalisation abroad; internationalisation of research; and consolidation of international prestige. The analysed data are collected mainly from ASE’s International Relations Department, the Rector’s Annual Reports (2016-2019), but also from various pages of the institutional website. The discussion and conclusion sections highlight the contribution and limitations of this paper to the national literature in the field.

Keywords: Internationalisation of higher education; in-house internationalisation; internationalisation abroad; international university rankings; Bucharest University of Economic Studies (ASE), Romania;

JEL Classification: I23; A22; A23;

DOI: <http://doi.org/10.24818/ejis.2022.08>

* Corresponding author

Received: 3 December 2021; Revised: 16 May 2022; Accepted: 25 May 2022

1. Introduction

The present paper is concerned with the measures taken by a leading Romanian university to strengthen its internationalisation both at home and abroad, and also consolidate its presence in international academic rankings.¹ The internationalisation approach currently undertaken by the university is the so-called “comprehensive internationalisation” approach – aiming to “infuse international and comparative perspectives into the teaching, research, and service missions of higher education” (Hudzik, 2011, p. 6, cf. ASE’s Internationalisation Strategy, 2016, p. 4). We place the analysis of the evolution of various international aspects within a five-year period against the background of national and international literature on the topic of internationalisation of higher education.

2. Literature Review

2.1. Internationalisation of Higher Education – Key International and Romanian Literature

The internationalisation of higher education is a topical issue in today’s academic world, as evident from the increasing number of publications on the topic authored by researchers across the globe. Against this background, in this section we would like to offer a brief historical overview of the phenomenon, referring to key related concepts.

Knight & de Wit (1995) present “the historical roots of the present wave of internationalisation of higher education, in reaction to the globalisation of our societies” (p. 5), further addressed in de Wit (2002). The two publications refer to the fact that what today is called internationalisation of higher education has been linked by numerous scholars (see sources cited in the aforementioned books) to the international dimensions of educational practices from the Middle Ages, the Renaissance, the 18th to the 20th centuries. The earliest identified international manifestation of higher education was the mobility of scholars (and learners), the so-called “academic pilgrimage”, which “started long before the twelfth century” (de Wit, 2002, p. 5). Scholars and learners were perceived as a special category of pilgrims, whose “pilgrimage (peregrinatio) was not to Christ’s or a saint’s tomb, but to a university city where they hoped to find learning, friends and leisure” (de Ridder-Symoens, 1992, p. 280, apud de Wit, 2002, p. 5). Several historical aspects are reminiscent of today’s practices: the use of a common language (Latin in the Middle Ages), recognition of degrees, enriched academic knowledge, as well as “experiences, ideas, opinions, and political principles and views”, circulation of manuscripts and printed books, familiarisation with new artistic, cultural and social customs, dissemination of newly acquired knowledge and experiences in the country of origin (de Ridder-Symoens, 1992, p. 302-303, apud de Wit, 2002, p. 5-6). With the passing of time, other international manifestations of higher education emerged: the “export of higher education systems, dissemination of research” in the 18th-19th centuries (see de Wit, 2002, p. 7 and references cited therein), “more international cooperation and exchange in higher education” in the

¹ The article is an extended version of a paper presented at *The 4th International Conference on Economics and Social Sciences Resilience and economic intelligence through digitalization and big data analytics*, organized on June 10-11, 2021, by the Bucharest University of Economic Studies (ASE), Romania.

20th century, facilitated by the establishment of structures such as the “Institute of International Education (IEI) in 1919 in the United States, the Deutscher Akademischer Austauschdienst (DAAD) in 1925, and the British Council in 1934, [...] The International Committee on Intellectual Co-operation, created in 1921 under the auspices of the League of Nations and the predecessor of UNESCO” (idem, p. 10). Noticeably, after reviewing existing research on the topic, de Wit argues that

“It was only in the 1980 that the internationalisation of higher education became a strategic process. Competitiveness in the international market became a key rationale. Incidents, isolated activities, projects, and programs were still present, both at the national and institutional level, but internationalisation as a strategic process became more central in higher education institutions.” (de Wit, 2002, p. 17)

With this newly acquired status – that of a strategic process, internationalisation of higher education has given rise to an escalation in the number of research studies dedicated to the topic. To understand the scale of the phenomenon, we have searched through the internationally renowned scholarly databases for publications on the topic, using “internationalisation of higher education” as key words. **Table 1** below summarizes the findings:

- the total number of publications on the topic varies from 3 in DOAB to 5466 in ProQuest; mention should be made, however, that the search engines on the 12 scholarly databases under analysis vary in search options – i.e. few such databases render the publications with titles/ keywords containing all the words in the query, namely “internationalisation of higher education”; rather, the majority of the search engines render the publications with titles/ keywords containing any of the words in the query (for this reason, the results depicted in **Table 1** are to be taken with a grain of salt; nonetheless, we believe that they are indicative of the increasing interest of researchers in the topic under discussion);
- the earliest publications on the topic mentioned in the 12 scholarly databases under analysis date from the 1970s²;
- only 7 of the 12 scholarly databases under analysis allow for the option to search by year of publication, which may be useful for identifying interest in the topic across time – as evident by comparing the column dedicated to publications in the first two decades of the 21st century (2000-2019) to the columns dedicated to publications in the 20th century, all the 7 scholarly databases that allow for comparison point to an obvious expansion of number of publications in the 21st century.

² Harari (1972), Office of the Chancellor of the Swedish Universities (1972, 1973, 1974), Cerych (1974), Sutton, Perkins & Ward (1974), OECD (1976), Sachsenmeier (1976).

It is also worth mentioning that Knight & de Witt (1995) identify Brown (1950) as the earliest publication on international dimensions of higher education; Brown (1950) is not present in the scholarly databases analyzed, which only contain publications which date back to the 1970s.

Table 1. Number of publications on the internationalisation of higher education in renowned scholarly databases³

No.	Scholarly database	1970 to 1979	1980 to 1989	1990 to 1999	2000 to 2019	2020-2022	Total
1	CEEOL						3045
2	CUP	0	0	1	10	1	13
3	deGruyter			240	295	93	535
4	DOAB					3	3
5	Emerald Publishing						564
6	JSTOR	1	3	41	448	66	560
7	ProQuest	1	6	59	3918	1474	5466
8	SAGE journals						579
9	ScienceDirect	0	2	9	230	58	300
10	Scopus				4	332	3930
11	SpringerLink	2	4	48	1684	677	2415
12	WorldCat	4	22	104	2724	600	3584

Source: Authors' analysis of the scholarly databases mentioned in the table, conducted on March 22-23, 2022

It is also worth investigating research interest in the internationalisation of higher education in Romania. As such, we have conducted a similar search in the same international scholarly databases as above, using “internationalisation of higher education in Romania” and “internationalisation of Romanian higher education” as keywords:

- the total number of publications on the topic is rather limited: 0 publications in 8 of the 12 scholarly databases under analysis, 6 publications in WorldCat, 7 publications each in ProQuest and SpringerLink, over 1000 in CEEOL;
- the earliest publications on the topic mentioned in the 12 scholarly databases under analysis date from the first two decades of the 21st century⁴;
- only 3 of the 5 scholarly databases that render results for research on the internationalisation of Romanian higher education allow for the option to search by year of publication – ProQuest, SpringerLink and WorldCat – and they only render publications since 2000, as follows: 13 publications in the first two decades of the 21st century (2000-2019), and 7 publications in the third decade of the 21st century, which may be interpreted as constant interest in the topic, with potential for growth, as the third decade of the 21st century has only just begun.

³ The abbreviations in Table 1 stand for: CEEOL - Central and Eastern European Online Library, CUP - Cambridge University Press, DOAB – Directory of Open Access Books, JSTOR - Journal Storage.

⁴ Dima, A. M. (ed.). (2014) and chapters therein, Barcaru (2015), Curaj, Deca, Egron-Polak & Salmi (eds.) (2015) and chapters therein, Curaj, Deca & Pricopie (eds.) (2018) and chapters therein.

Independently of the search undertaken at the end of March 2022 in the 13 above mentioned scholarly databases, we have also identified some other earlier publications that were not rendered by the respective search: Lefter & Bogdan (2007), Nicolescu et al. (2009), Pricopie et al. (2009), several articles in the *Quality Assurance Review for Higher Education* Vol. 3 (2)/ 2011, and Vol. 4 (1)/ 2012 (edited by the Romanian Agency for Quality Assurance in Higher Education - ARACIS), Bordean & Borza (2013). These publications also date from the beginning of the 21st century.

Having presented some data on the history of internationalisation in higher education, as well as on the (numerical) evolution of research interest on the topic at global level and in Romania, we would now like to briefly refer to theoretical considerations in the literature.

As regards the definition of internationalisation of higher education, Knight & de Wit (1995, p. 14-16) critically analysed a series of such definitions, put forth by “a variety of researchers and associations involved in the higher education sector” (idem, p. 14): Harari (1989), the European Association of International Education (1992), Francis (1993), Arum & van de Water (1992), Knight (1993), de Wit (1993), the Association of Universities and Canadian Colleges (1993), Ebuchi (1990), OECD (1994). The aspects related to the internationalisation of higher education highlighted by the publications reviewed in Knight & de Wit (1995) are: the international content of the curriculum (knowledge and skills “for effective living and working in a diverse world” – Francis, 1993, apud Knight & de Wit, 1995, p. 15), scholar and student exchange, international cooperation programs, research conducted in an international framework, an international dimension of the administrative service functions of the university, a distinct attitude and orientation “which transcends the entire institution and shapes its ethos” (Harari, 1989, apud Knight & de Wit, 1995, p. 15).

Following the review of the aforementioned literature, Knight & de Wit (1995, p. 16) conclude that “four different approaches underline the various definitions attributed to internationalisation”, namely “activity, competency, ethos and process” (see also, Knight, 1994). In short, the activity approach highlights the academic, research and extracurricular activities with an international dimension undertaken by a higher education institution; the competency approach highlights the development of individual-level skills, attitudes and knowledge; the ethos approach refers to the organisational culture of the university, one that supports “intercultural and international perspectives and initiatives”; while the “process approach frames internationalisation in a process which integrates an international dimension or perspective into the major functions of the institution” and “can be described as the most comprehensive approach to describing internationalisation” (Knight & de Wit, 1995, p. 16-17).

The process approach to internationalisation is shown to comprise “two major categories: programme strategies and organisational strategies” (Knight & de Wit, 1995, p. 17). On the one hand, “programme strategies refer to those academic activities and services of a university/ college which integrate an international dimension into the main functions of a higher education institution” (idem): research-related activities, education-related activities, technical assistance and educational cooperation, extra-curricular activities and institutional services. On the other hand, “organisational strategies include those initiatives which help to ensure that an international dimension, or in other words, the activities discussed above, are institutionalized through developing the appropriate policies and administrative systems” (ibidem): commitment and support of the university management, the existence of an international office, funding and incentives for faculty and staff, formal communication channels, integration of the international dimension in the annual budget.

Noteworthy, Knight (2008, p. 22) points to the “introduction of the term ‘internationalisation at home’ [...] which is campus-based” in order to distinguish it from internationalisation abroad, which focuses more on “crossborder education”. Internationalisation at home refers to a variety of activities, for example: “the intercultural and international dimension in the teaching-learning process and research, extracurricular activities, and relationships with local cultural and ethnic community groups, as well as the integration of foreign students and scholars into campus life and activities” (idem, pp. 22-23). It is, thus, considered “broader than the original concept of internationalisation ‘at

home' (Nilsson, 2003) which put more focus on the intercultural aspects of the teaching/learning process and the curriculum" (idem, p. 23).

Moreover, Hudzik (2011) put forth the term "comprehensive internationalisation", seen as

"a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility." (Hudzik, 2011, p. 6)

Noteworthy, Knight (2021, p. 70) highlights the need "to distinguish between a definition and a description of internationalisation. In short, a definition explains the meaning while description seeks to explain its attributes". Along these lines, the previous paragraphs based on Knight & de Wit (1995) and references cited therein contribute to the description, rather than to the definition of the term. With respect to the definition of internationalisation of higher education, according to Knight (2021, p. 70), it must include "the fundamental elements of the concept [...], which] usually do not change over time nor do they vary from circumstance to circumstance [...] and it needs] to be generic enough to apply to many different countries, cultures and education systems and not be normative or descriptive in intent". Two such definitions of internationalisation of higher education stand out: one which sees it as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems" (Knight, 2004, p. 11), and a refined one which sees it as "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (de Wit et al. 2015, p. 29). However, Knight (2021, p. 73) argues that the latter statement is not a proper definition of the concept, since "definitions usually do not, and should not, contain normative statements. By specifying a normative outcome, it increases the attractiveness of internationalisation but limits its neutrality and universality and becomes another description of internationalisation".

When examining the Romanian researchers' studies on the internationalisation of higher education⁵, we notice the following main interests: more or less extensive literature reviews of publications authored by (inter)national scholars; more or less extensive presentations of the local, national, regional, European and global contexts and trends in the field; case studies on the comparison and contrast of internationalisation of higher education policies and strategies adopted in Romania versus other country/ies or by a given number of Romanian universities versus similar universities in other countries/ regions. In the literature review sections, the most frequently quoted definitions, rationales and aspects of the internationalisation of higher education are those put forth by Knight (1993, 1994, 2004), Hudzik (2011), Knight & de Wit (1995) or Qiang (2003). With respect to the national trends in the internationalisation of higher education, there seems to be a consensus on the fact that Romania lacks "a coherent national internationalisation policy, even if some policy documents do specify targets related to this area" (Deca, 2014, p. 43), but that efforts

⁵ This paragraph is a synopsis of research interests identified in Lefter & Bogdan (2007), Nicolescu et al. (2009), Pricopie et al. (2009), Feder (2011), Greere & Bobăilă (2011), Korka (2011), Ciugureanu et al. (2012), Bordean & Borza (2013), Agoston (2014), Deca (2014), Nicolescu (2014), Deca et al. (2015), de Wit & Engel (2015), Matei & Iwinska (2015), Fiț & Gologan (2018), Ciubăncan et al. (2021), Fiț et al. (2022).

are being made towards remedying this aspect.⁶ As such, several internationally funded research projects have been implemented since 2010⁷, with a view to analysing the interest of Romanian public and private universities in internationalisation, their existing policies, strategies, targets, as well as to developing a more coherent national perspective. As highlighted by the Romanian scholars whose works we consulted, the main internationalisation aspects referred to in the literature are: student and staff mobility (with an evident interest in attracting foreign students, and an imbalance between incoming and outgoing students); student and staff perceptions on internationalisation; language of tuition (an increased interest in offering English, but also French and German - medium of instruction study programmes) which is closely related to the issue of the level of academics' and students' foreign language proficiency; content of curriculum (both in terms of knowledge imparted and skills aimed at developing); scientific research conducted in international projects/consortia/networks; international affiliation and cooperation agreements; cultural, artistic and other extracurricular activities organized to facilitate multicultural understanding; administrative and technical support services for international students; the presence of funds for internationalisation in the university's budget plan; various challenges/ barriers/ threats encountered by universities in their efforts towards internationalisation etc. Overall, there seems to be a consensus that "Not only in Romania, but quite generally around the world, the focus in internationalisation of higher education is more on the 'abroad' component than on the 'at home' component" (de Wit & Engel, 2015, p. 193).

Having examined the key international and national aspects of interest in the internationalisation of higher education, we now turn to a historical presentation of the international dimension of Romanian higher education from the lenses of the Bucharest University of Economic Studies.

2.2. International dimension at the Bucharest University of Economic Studies (ASE), Romania

Ever since the establishment of the Bucharest University of Economic Studies (ASE) in 1913, it has been characterised by an international dimension of education. This international dimension is reflected in:

⁶ For historical presentations of the internationalization of Romanian higher education, see Feder (2011), Deca et al. (2015), Barbu (2017), Deca (2020) among others.

⁷ See the Project entitled "Quality Assurance in International Master's Level Education: Developing the Romanian National Framework for Compatibility with the European Higher Education Area" - ASIGMA implemented between 2010-2013 by a consortium of 8 Romanian universities and the Romanian Agency for Quality Assurance in Higher Education (ARACIS), co-financed by the European Social Fund (cf. Greere & Bobăilă, 2011, Ciugureanu et al., 2012, Stoiciu et al., 2012); the Project entitled "Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania" implemented between 2012 –2014, by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), co-financed by the European Social Fund (cf. UEFISCDI, 2013, Deca, 2014, Deca et al., 2015, de Wit & Engel, 2015, Fiț & Gologan, 2018, Fiț et al., 2022); the project entitled "Internationalisation, equity and institutional management for a quality higher education" – IEMU, implemented between 2014 –2016, by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) in partnership with the International Association of Universities, the National University of Political Studies and Public Administration (SNSPA), and the Association for the Implementation of Democracy, co-financed by the European Social Fund (cf. Fiț & Gologan, 2018); the Project entitled "Quality in higher education: internationalization and databases for developing the Romanian higher education" implemented by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) in partnership with the Ministry of Education, co-financed by the European Social Fund (cf. Fiț et al., 2022).

- the enrolment of foreign students ever since the foundation of the University: for instance, in 1913, there were 107 foreign students (18%) out of the initial 600 students enrolled (Năstase & Roșca, 2013, p. 9);
- the existence of study programmes in foreign languages, targeted at both Romanian students (interested in working for companies with foreign activity in Romania or abroad) and foreign students; the first English, French and German- taught programmes were launched in the 1990s (Năstase & Roșca, 2013, Korka, 2019, Istudor (coord.), 2020);
- the existence of Romanian language courses in the curricula ever since the foundation of the University, to support foreign students in learning the language and becoming aware of cultural specificities; as well as the introduction of the Preparatory year of Romanian language for foreign citizens in 2014 (Militaru et al., 2018);
- the existence of foreign language courses in the curricula, mainly English, French and German, but also Arabic, Chinese, Italian, Japanese, Russian, Spanish or Turkish (in the current academic year), or Bulgarian, Greek, Portuguese or Serbian (over the years, function of the country's commercial interests, cf. Korka, 2019, Mohanu & Dima, forthcoming);
- the participation of its own students in study visits and/ or exchange programmes abroad; for instance, even in the 1920s-30s, the Regulations stipulated that ASE's students were to participate in study visits abroad so as to enhance their professional training and enlarge their vision (Năstase & Roșca, 2013, p. 14);
- the signing of academic cooperation agreements with partner universities from all over the world – the first such agreements were signed in the 1990s with CNAM Paris and the University of Orléans, France (Năstase & Roșca, 2013, p. 27 and 86);
- the establishment of a series of cultural centres meant to strengthen ties with universities, cultural and research institutions, as well as companies from the respective countries and regions – the first attempts were made in 1992 with the establishment of the French Lectorate which in 2015 became the Centre de Réussite Universitaire (Nicolae & Maftai, (ed.), 2013);
- the participation of its own academic and research staff in exchange programmes abroad, and in regional and international research projects;
- the organisation of international scientific events at home, and joint coordination of such events abroad etc.

The aforementioned aspects have been constantly aimed at developing the University's internationalisation both at home and abroad (as defined by Knight, 2004, 2008, for conceptualisation of internationalisation and detailed discussion of trends in the field see also Ciubăncan et al., 2021). In 2016, the Bucharest University of Economic Studies (henceforth ASE) put forth an ambitious "Internationalisation Strategy" for the period 2016-2027. It highlighted the fact that the University's commitment

"to the internationalisation process represents one of the priorities of the present management team and involves the common effort of the entire academic community and of the support administrative services [... so as to] encourage the quality improvement of the teaching process and [...] generate an increase in the research activity in order to improve the international reputation of the institution" (ASE's Internationalisation Strategy, 2016, p. 3).

3. Research Aims and Methodology

The current paper aims to examine the progress made by the Bucharest University of Economic Studies (ASE) towards enhancing internationalisation since the launch of its “Internationalisation Strategy” in 2016. We will be looking at all four “priority areas of strategic planning”: in-house internationalisation; internationalisation abroad; internationalisation of research, and consolidation of international prestige, each to be attained by means of several specific objectives (ASE’s Internationalisation Strategy, 2016, p. 21ff). Our investigation consists in the analysis of data collected mainly from the International Relations Department, the Rector’s Annual Reports (2016-2019), but also from various pages of the institutional website (www.ase.ro), namely: Admission 2021, ASE in international rankings, the page of ASE’s Division of Research and Innovation Management etc. The analysis is based on the descriptive statistical method – i.e. a method “used to describe or summarise data collected from a specific sample” (cf. MacDonald & Headlam, 2017, p. 63).

4. Findings

4.1. In-house internationalisation

To address the first priority area of strategic planning – i.e. In-house internationalisation – ASE’s “Internationalisation Strategy” has a series of specific objectives, concerning the increase in: i) the number of educational programmes taught in foreign languages as well as programmes with double and joint degree; ii) the number of international students attending ASE’s study programmes; iii) the number of foreign academics; and iv) the number of extra-curricular events (cf. ASE’s “Internationalisation Strategy”, 2016, p. 30). In what follows, we refer to three of the aforementioned specific objectives.

4.1.1. Educational programs

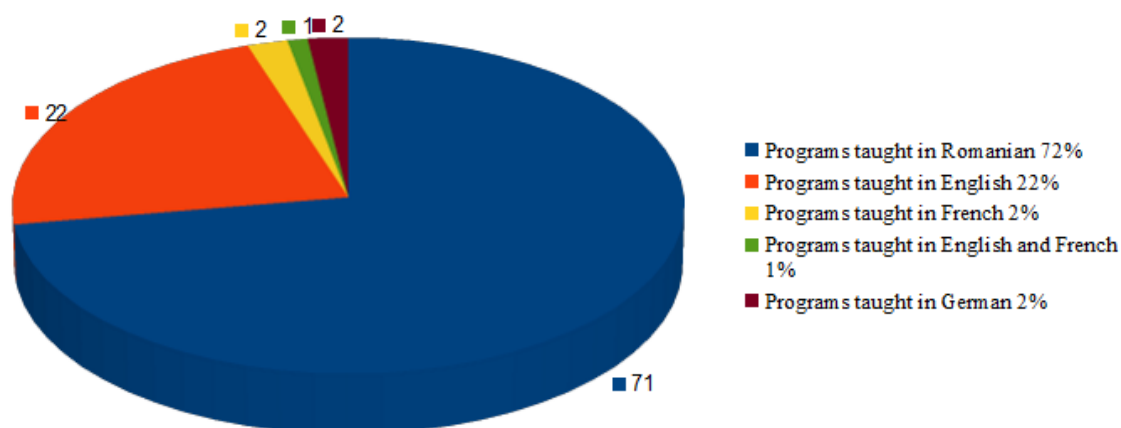
Languages of instruction

ASE organizes Bachelor’s, Master’s and Doctoral academic study programmes, taught in Romanian and three other languages: English, French and German. According to national legislation, ASE’s Admission Regulations for all study cycles stipulate the means of proving candidates’ level of proficiency for the language of instruction of the programme candidates are interested in (e.g. taking a language test, or equating it with results previously obtained for internationally-recognized exams, proof of having completed previous studies in the respective language etc.).

In 2016, ASE’s “Internationalisation Strategy” referred to the existence of 23 programmes taught in foreign languages, with the aim of increasing this number to 30 programmes by 2027. In 2021, there are 27 such programs. In **Figure 1** below, we illustrate the weight of each language of instruction at Bachelor’s and Master’s level: the majority of programmes are taught in Romanian (72%), followed by English (22%); French- and German- taught programmes represent 2% of the Bachelor’s and Master’s study programmes, while programmes taught in several languages represent 1% of the total (i.e. the Bachelor’s

program in Applied Modern Languages organized by the Faculty of REI⁸). The English-taught programmes are organized by 8 of ASE's 12 Faculties (Faculties of FABIZ, BBS, BT, CSIE, CIG, FABBV, MAN, MRK, and REI), while the French- and German- taught programmes are organized by 1 of ASE's 12 Faculties (i.e. the Faculty of FABIZ).

Figure 1. Languages of instruction - Bachelor's and Master's programmes organized by ASE



Source: Authors' analysis of ASE's Educational Offers for Bachelor's and Master's programs – Admission 2021

As for Doctoral studies, ASE's Regulations stipulate that they can be organized in Romanian and a modern language – to be mentioned in the Doctoral studies contract. Naturally, Doctoral theses are to be defended in the respective language. ASE's Doctoral Schools organize studies in the following fields: Accounting, Business Administration, Economics, Economic Cybernetics and Statistics, Economic Informatics, Finance, International Business and Economics, Law, Management, and Marketing. For Admission 2021, enrolment numbers for foreign Doctoral candidates are allocated in the fields of: Economics, Economic Cybernetics and Statistics, Law, and Management.

Educational programmes with double and joint degrees

As regards double/ joint degree agreements, the University's "Internationalisation Strategy" aimed at increasing their number "from 3 to 11" by 2027 (p. 30). In 2021, ASE has 7 such agreements, with the following universities: Université d'Artois, Strasbourg Business School, École Nationale de la Statistique et de l'Analyse de l'Information- ENSAI (from France), Sapienza University of Rome (from Italy), University of Bedfordshire Higher Education Corporation (from the United Kingdom of Great Britain), University of Amsterdam, Faculty of Economics and Business (from The Netherlands), and Academy of Economic Studies of Moldova (from the Republic of Moldova).

⁸ For reasons of space, we use the following abbreviations for ASE's Faculties: FABIZ – Faculty of Business Administration, AMP - Faculty of Administration and Public Management, BBS-Bucharest Business School, BT – Business and Tourism, CSIE - Faculty of Economic Cybernetics, Statistics and Informatics, CIG - Faculty of Accounting and Management Information Systems, DREPT – Faculty of Law, EAM - Faculty of Agrifood and Environmental Economics, ETA - Faculty of Theoretical and Applied Economics, FABBV - Faculty of Finance and Banking, MAN - Faculty of Management, MRK - Faculty of Marketing, REI - Faculty of International Business and Economics.

4.1.2. International students

ASE welcomes three categories of international students: short-time foreign students joining ASE's study programmes through the well-known Erasmus+ Programme organized by the European Union, foreign citizens who enrol in the Preparatory year of Romanian language for foreign citizens who subsequently wish to attend Romanian-taught higher education programmes, and full-time international students. We refer to each of the three categories in what follows, and we offer a multiannual trend for each.

Incoming Erasmus+ students

The Erasmus+ Programme facilitates the exchange of students between partner universities in Europe (and not only) for a short period of mobility (i.e. one or two semesters) (cf. European Commission, 2021). International students come to ASE mainly during Bachelor's and Master's studies either for one semester or for an entire academic year; fewer international students come to ASE for Doctoral studies for shorter periods of research. The flexibility of the Programme allows students to choose the subjects they wish to attend from any of ASE's Faculties, years of studies and study cycles, in order to meet the requirements of their home university and, thus, facilitate recognition of studies and ECTS credits obtained, by means of International Credit Mobility. Given this flexibility, we have noticed that incoming students generally opt for a mix of subjects from the English-taught study programmes.

With regard to the number of incoming Erasmus+ students, during the period 2017 – 2021, ASE has received a number of 314 Bachelor's and Master's incoming students, with citizenship from nearly 30 countries: Albania, Austria, Azerbaijan, Belarus, Belgium, Croatia, Cyprus, Czech Republic, France, Germany, Greece, Ireland, Italy, Kazakhstan, Lebanon, Poland, Portugal, Republic of Moldova, Romania, Russian Federation, Slovenia, Spain, The Netherlands, Tunisia, Turkey, Ukraine and Uzbekistan.

Since the Erasmus+ Programme is available for all full-time students irrespective of their citizenship, the country of origin of students is not always the same with the country of the sending university. There is a constant presence of students from the traditional sending countries France, Germany, Italy (see **Table 2**), but also the Est-West direction of student mobility applies in ASE's case, with a regular presence of Turkish, Uzbek, Russian and Moldavian students. Regarding the students enrolled in the Doctoral cycle, most of them come from Spain in order to do research for their thesis under the supervision of academic staff from ASE's Faculty of REI.

Table 2. Top five incoming Erasmus+ student mobilities (1st, 2nd cycle) based on students' citizenship

Country of citizenship	2017-2018	2018-2019	2019-2020	2020-2021	Total 2017-2021
France	27	17	24	29	97
Italy	18	25	15	7	65
Germany	13	12	4	8	37
Portugal	6	4	17	2	29
Turkey	2	4	4	1	11

Source: Data from ASE's International Relations Department

The feedback received from the Erasmus+ incoming students is a positive one, and former students come back to Romania to participate in another mobility programme, or in an internship (in a Romanian company or a foreign company with branches in Romania) as part of their home university's curriculum. Moreover, a few of the former Erasmus+

incoming students also return to Romania to enter the labour market; hence, they seem to consider Romania a good place to develop their future careers in.

Foreign students enrolled in the Preparatory year of Romanian language for foreign citizens (APLR ASE)

Since the start of the programme in 2014 until the 2020-2021 academic year, the APLR ASE programme has been attended by 470 students from 42 countries on 5 continents: Afghanistan, Albania, Algeria, Azerbaijan, Bangladesh, Brazil, Bulgaria, China, Chad, Columbia, Congo, Egypt, Ethiopia, France, Georgia, India, Iran, Iraq, Israel, Italy, Japan, Jordan, Kenya, Korea, Lebanon, Morocco, Mexico, Nigeria, North Macedonia, Palestine, Rwanda, Saudi Arabia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, United States of America, Vietnam, Yemen and Zimbabwe. As part of the APLR ASE programme, international students are exposed to key aspects of Romanian culture and civilisation, and learn general Romanian, as well as Romanian for specific professional purposes. The programme is accredited for three domains of specialisation: Social sciences, Biological and biomedical sciences, and Engineering sciences, with a high demand for the first two domains (medical Romanian is especially demanded by students from Lebanon). The quality of the programme is reflected in the success of graduates' insertion on the Romanian educational and labour markets, which triggers a high demand from other international students, which, in turn, has led to the increase in enrolment numbers by 10% starting with the following academic year.

As regards APLR ASE graduates' insertion on the Romanian educational market, they have joined Bachelor's, Master's, Doctoral programmes in 20 Romanian universities from all over the country (cf. Mohanu & Dima, forthcoming). The majority of APLR ASE graduates have enrolled in higher education studies in the field of Biological and biomedical sciences (4 specialisations offered by 9 Romanian universities in Bucharest, Constanța, Cluj-Napoca, Craiova, Iași, Oradea, Târgu Mureș and Timișoara), followed by the field of Social sciences (7 specialisations offered by 2 Romanian universities in Bucharest, mainly ASE), the field of Humanities and Arts (5 specialisations offered by 4 Romanian universities in Bucharest), and the field of Engineering sciences (3 specialisations offered by 3 Romanian universities in Bucharest and Ploiești); fewer APLR ASE graduates have enrolled in higher education studies in the field of Sports and Physical Education (1 specialisation from 1 Romanian university in Bucharest). In detail, APLR ASE graduates have chosen the following specialisations to continue their studies in: General Medicine, Dentistry, Pharmacy, Veterinary Medicine (in the field of Biological and biomedical sciences); Accounting and Management Information Systems, Economic Cybernetics and Statistics, Finance, International Business and Economics, Law, Management, Theoretical and Applied Economics (in the field of Social sciences); Architecture, Foreign Languages and Literatures, History, Interior Design, Music (in the field of Humanities and Arts); Constructions, (Oil and Gas) Engineering, Mechanical Engineering (in the field of Engineering sciences); and Physical Education and Sports (in the field of Sports and Physical Education).

As regards APLR ASE graduates' insertion on the Romanian labour market, they have highlighted both opportunities to work during studies and upon completing their academic studies (cf. Hurduzeu et al., 2020). While enrolled in the APLR programme or the subsequent academic programmes they attended, APLR ASE graduates participated in internships with small and medium sized companies, or multinational corporations with subsidiaries in Romania (in fields such as: insurance and banking, consultancy, the distribution sector, hospitals and pharmacies etc.). Upon completing higher education

studies in Romania, APLR ASE graduates found jobs in companies such as: brick-and-mortar or electronic stores, call centres, providers of medical services, sports centres; some APLR ASE graduates also work as language teachers (of Arabic, English or Spanish), or as freelancers (photographers, graphic designers or web designers).

Full time foreign students can be divided into two major categories: students of Romanian origin with residence in a foreign country, and students with foreign citizenship from EU or non-EU countries (the latter represent the majority of foreign citizens enrolled in ASE). The Bachelor's and Master's programmes are predominantly attended by international students from the Republic of Moldova and those who come as ethnic Romanians, from countries such as: Albania, Ukraine and North Macedonia (Former Yugoslav Republic of Macedonia) with a constant number of registrations every year (see **Table 3**). Moreover, ethnic Romanians occasionally come from Syria, United States of America, Jordan, Iran, Sudan, Canada, Israel, Kazakhstan, Serbia, Palestinian territories and other countries.

Table 3. Full time students of Romanian origin with residence in a foreign country (2016/2017 – 2020/2021)

Country/ year	Bachelor's studies					Master's studies					Doctoral studies					Total 2016- 2021
	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	
Rep. Moldova	177	185	219	270	304	22	29	36	35	37	0	0	0	2	4	1320
Albania	24	29	33	22	14	5	6	8	8	3	0	0	0	0	0	152
Ukraine	14	12	11	9	10	1	2	2	1	2	0	0	0	0	0	64
North Macedonia	3	3	1	5	3	1	1	1	1	0	1	0	1	1	0	22
Others	15	12	11	7	2	2	4	3	0	1	0	0	0	0	1	58
Total	233	241	275	313	333	31	42	50	45	43	1	0	1	3	5	1616

Source: Data from ASE's International Relations Department

Since 2016, a lot of foreign citizens from all over the world have chosen ASE for all three study cycles. International students enrol in larger numbers in undergraduate studies because ASE offers more programmes taught in foreign languages and allocates more dedicated enrolment numbers at Bachelor's level, compared to the Master's or Doctoral levels. Moreover, the number of international applicants is significantly higher than the number of international students enrolled, as the latter is considerably limited by the enrolment numbers made available for them by Admission Regulations. However, the enrolment numbers dedicated to full-time foreign citizens is constantly increasing.

ASE's full-time foreign students come from nearly 80 countries from all over the world: Afghanistan, Albania, Algeria, Angola, Armenia, Australia, Austria, Azerbaijan, Bangladesh, Belgium, Brazil, Bulgaria, Burundi, Cameroon, Canada, Chad, China, Colombia, Congo, Cuba, Cyprus, Dominican Republic, Egypt, France, Georgia, Germany, Greece, Guinea, Hungary, India, Indonesia, Iran, Iraq, Israel, Italy, Ivory Coast, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Lebanon, Libya, Mexico, Mongolia, Morocco, Nigeria, North Macedonia, Occupied Palestinian Territories, Pakistan, Philippines, Poland, Portugal, Qatar, Republic of Korea, Republic of Moldova, Rwanda, Saudi Arabia, Somalia, Spain, Sudan, Sweden, Switzerland, Syria, Tanzania, The Russian Federation, Thailand, Tunisia, Turkey, Turkmenistan, Ukraine, United Arab Emirates, United Kingdom of Great Britain, United States of America, Venezuela, Vietnam, Yemen, Zimbabwe and other countries. For a visual image of the countries of origin of ASE's international students, we have drawn **Figure 2** below. Moreover, **Tables 4, 5 and 6** below illustrate the top five countries of origin of full-time foreign students: Lebanon, Morocco, Syria, Tunisia, and Nigeria for students enrolled in Bachelor's programmes; Iraq, Saudi Arabia, Turkmenistan, China and Tunisia for students enrolled in Master's programmes; Germany, Lebanon, Iraq, Iran, and Azerbaijan for students enrolled in Doctoral programmes.

Figure 2. ASE's international students - countries of origin

Source: map drawn by the authors using <https://www.mapcustomizer.com>.

Table 4. Top five countries of origin of full-time foreign students enrolled in Bachelor's Programmes

Country/ year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total 2016-2021
Lebanon	14	32	22	31	35	134
Morocco	12	10	17	21	53	113
Syria	14	21	23	16	8	82
Tunisia	17	16	12	7	17	69
Nigeria	11	7	18	20	10	66

Source: Data from ASE's International Relations Department

Table 5. Top five countries of origin of full-time foreign students enrolled in Master's Programmes

Country/ year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total 2016-2021
Iraq	28	5	3	10	15	61
Saudi Arabia	9	6	6	8	11	40
Turkmenistan	8	7	5	5	4	29
China	8	7	8	1	4	28
Tunisia	3	5	5	4	6	23

Source: Data from ASE's International Relations Department

Table 6. Top five countries of origin of full-time foreign students enrolled in Doctoral Programmes

Country/ year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total 2016-2021
Germany	35	35	19	13	5	107
Lebanon	5	12	21	24	19	81
Iraq	7	11	5	7	6	36
Iran	3	5	5	2		15
Azerbaijan	5	5	4			14

Source: Data from ASE's International Relations Department

Regarding ASE's Faculties foreign students apply for, there is a clear preference for specialisations taught in foreign languages, especially since the University introduced English-taught Bachelor's programmes with most of its Faculties⁹. Applicants who have the appropriate language level to attend lectures and seminars in a foreign language, prefer specialisations in French or English instead of first completing the Preparatory year of Romanian language so as to further study in a Romanian-taught programme. Most of the foreign students prefer the Faculties of REI and FABIZ, for their well-known and consecrated English-taught programmes (i.e. the oldest of ASE's programmes taught in foreign languages), but in the recent years we have noticed an increasing demand for English-taught programmes organized by the Faculties of MRK, MAN, CIG, CSIE and FABBV. The French-taught specialisations from the Faculty of FABIZ receive a large number of foreign students from French-speaking countries, such as Tunisia, Morocco, Guinea, Algeria and Cameroon.

The Romanian-taught specialisations are preferred by students of Romanian origin with residence in a foreign country, most of them ethnic Romanians from the Republic of Moldova. Special enrolment numbers are allocated from the Ministry of Education and Research, which exempts such students from paying tuition fees; additionally, there are also opportunities to obtain a monthly scholarship, amounting to 65 Euros for Bachelor's students, and to 75 Euros for Master's and Doctoral students. All these dedicated enrolment numbers are allocated only for Romanian-taught programmes.

Usually, most of the full-time Bachelor's foreign graduates request to continue their studies in Romania with a Master's programme in the same university or in another Romanian university. However, at Master's level, ASE's enrolment numbers are limited and they do not cover all the graduates' requests. Regarding the integration in the labour market, there is a high interest from the students to work during their studies, but according to the law for foreign residents, they are allowed to work just part-time, four hours/ day (cf. OUG No. 194/ 2002).

So far, we have pointed to the increasing interest of full-time international students in ASE's study programmes, and to the fact that the number of applicants constantly exceeds the available enrolment numbers. We would like to also present the numbers made available through the Admission 2021 Regulations.

The proposed Educational Offers for Admission 2021 to Bachelor's, Master's and Doctoral studies mention the three financing options that foreign citizens have when applying for becoming full-time students: obtaining a scholarship so as to be exempt from paying tuition fees, paying tuition fees in Romanian currency (abbreviated as CPL), paying tuition fees in foreign currency (abbreviated as CPV). **Tables 7.1 and 7.2** show the enrolment numbers dedicated to foreign candidates for ASE's study programmes (including EU, non-EU and ethnic Romanian candidates), highlighting available numbers both for each language of instruction (**Table 7.1**), and for each financing option (**Table 7.2**). Clearly, at Bachelor's and Master's level, the majority of options for foreign candidates are available for English-taught programmes (41% - i.e. 267 out of 658 enrolment numbers dedicated to foreigners at these study cycles); as for the financing options, the majority of enrolment numbers are for foreign candidates willing to pay tuition fees in foreign currency (61% - i.e. 400 out of 658 enrolment numbers dedicated to foreigners at these study cycles).

⁹ The first Bachelor's programmes taught in foreign languages (English, French and German) were introduced in the 1990s at the Faculty of FABIZ; in 2013 the Bachelor's programme in Applied Modern Languages (English, French) was introduced at the Faculty of REI, whereas the rest of the English-taught programmes were introduced in 2014 (cf. Istudor (coord.), 2020).

Table 7.1. Enrolment numbers for foreign candidates applying for ASE's academic study programmes in 2021, per language of instruction

Academic study programmes	Enrolment no. for EU and non-EU candidates - programmes taught in	Enrolment no. for ethnic Romanian candidates - programmes taught in	Total Enrolment no. for foreign candidates - programmes taught in	Enrolment no. for EU and non-EU candidates - programmes taught in	Enrolment no. for ethnic Romanian candidates - programmes taught in	Total Enrolment no. for foreign candidates - programmes taught in	Enrolment no. for EU and non-EU candidates - programmes taught in	Enrolment no. for ethnic Romanian candidates - programmes taught in	Total Enrolment no. for foreign candidates - programmes taught in	Enrolment no. for EU and non-EU candidates - programmes taught in	Enrolment no. for ethnic Romanian candidates - programmes taught in	Total Enrolment no. for foreign candidates - programmes taught in	Enrolment no. for EU and non-EU candidates - programmes taught in	Enrolment no. for ethnic Romanian candidates - programmes taught in	Total Enrolment no. for foreign candidates - programmes taught in	Total Enrolment no. for foreign candidates	Total proposed enrolment numbers 2021	Weight Enrolment no. for foreign candidates %
Bachelor's programmes	37	131	168	190	0	190	80	0	80	5	0	5	0	0	0	478	6,662	7%
Master's programmes	4	41	45	72	5	77	15	0	15	0	0	0	0	0	0	180	3,965	5%
Total Bachelor's and Master's programmes	41	172	213	262	5	267	95	0	95	5	0	5	0	0	0	658	10,627	6%
Doctoral programmes	NA	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	360	NA

Source: Authors' analysis of ASE's Educational Offers for Bachelor's, Master's and Doctoral programmes – Admission 2021

Table 7.2. Enrolment numbers for foreign candidates applying for ASE's academic study programmes in 2021, per financing option

Academic study programmes	Total non-scholarship, fee exempt Enrolment no. for ethnic Romanian candidates	Total scholarship Enrolment no. for EU and non-EU candidates	Total scholarship Enrolment no. for ethnic Romanian candidates	Total scholarship Enrolment no. for foreign candidates	Total CPL Enrolment no. for EU and non-EU candidates	Total CPL Enrolment no. for ethnic Romanian candidates	Total CPL Enrolment no. for foreign candidates	Total CPV Enrolment no. for EU and non-EU candidates	Total Enrolment no. for EU and non-EU candidates	Total Enrolment no. for ethnic Romanian candidates	Total Enrolment no. for foreign candidates
Bachelor's programmes	20	10	80	90	5	31	36	312	327	131	478
Master's programmes	8	40	26	66	6	7	13	88	134	46	180
Total Bachelor's and Master's programmes	28	50	106	156	11	38	49	400	461	177	658
Doctoral programmes	2	NA	3	NA	NA	NA	NA	6	NA	NA	NA

Source: Authors' analysis of ASE's Educational Offers for Bachelor's, Master's and Doctoral programmes – Admission 2021

Tables 7.1 and 7.2 also reflect the fact that the exact enrolment numbers proposed for foreign citizens at Doctoral level is not explicitly mentioned in the Admission 2021 Regulations; the latter only specify the 5 enrolment numbers available for ethnic Romanians applying for studies in Romanian, and the 6 enrolment numbers available for foreign citizens willing to pay the tuition fees in foreign currency (amounting to 11 out of the total of 360 enrolment numbers available for both Romanian and foreign candidates).

Overall, the Admission 2021 Regulations propose 6% enrolment numbers for Bachelor's and Master's foreign candidates. This is a significant increase as compared to 2016, when international students amounted to 2% of all students enrolled in ASE's study programmes (cf. ASE's "Internationalisation Strategy", 2016, p. 30). Furthermore, it exceeds the institutional aim to increase the percentage of international students "to about 5%" by 2027 (idem).

4.1.3. Extra-curricular events

To enhance in-house internationalisation, ASE's "Internationalisation Strategy" also aims at increasing the number of extra-curricular activities. According to the Rector's Annual Reports (Istudor, 2016-2019), such activities include: scientific events (conferences, workshops, debates, summer schools etc.), cultural events (art and museum exhibitions, concerts, film and theatre nights), and sports events and competitions. For reasons of space, we would only like to briefly refer to the extra-curricular activities constantly organized by ASE's cultural centres.

ASE has several cultural centres representing cultures from 4 continents, established under the aegis of the International Relations Department and run by the academic staff of ASE's Department of Modern Languages and Communication from the Faculty of REI. The activity of four cultural centres was previously described in Dima et al. (2019) and Mohanu et al. (2019): the Centre for American Studies (established in 2017), the Centre de Réussite Universitaire (established in 2015, taking over the French Lectorate established in 1992), the Russian Cultural Centre (established in 2009) and the Centre of Japanese Studies (established in 2018). ASE has three other cultural centres: the Centre for Chinese Studies (established in 2019), the Indian Chair (established in 2021), and the "Celso Furtado" Centre for Brazilian Studies (established in 2003, with no activity in the 2020-2021 academic year).¹⁰ The existence of such a variety of cultural centres (whose aim is to raise "awareness of cultural, social, economic and diplomatic trends in the source countries, and [enhance] the ties with the host country and region", Dima et al., 2019, p. 176) is in line with ASE's endeavour to mould its students into complex professionals, who make the most of the local, regional and international knowledge and expertise, as well as education, research and work opportunities.

4.2. Internationalisation abroad

To address the second priority area of strategic planning – i.e. Internationalisation abroad – ASE's "Internationalisation Strategy" has specific objectives regarding the increase in: i) the number of outgoing students; ii) the number of cooperation agreements; iii) the number of tenured academics involved in international activities; and iv) the number of international activities in partnership with the business environment (pp. 30-31). We would now like to highlight the progress made so far in some of these areas.

¹⁰ For the establishment and activities of ASE's cultural centres, see also Nicolae & Maftai (ed.) (2013), Istudor (2019), ASE's Monthly Newsletter (ASE, not dated b.).

4.2.1. Outgoing students

ASE's students have the opportunity to study abroad for a period of mobility ranging from a few months to a full academic year, as part of the Erasmus+ Programme, the Fulbright Program, or as stipulated by cooperation and/or double degree agreements concluded by ASE and partner universities from Europe, Asia and North Africa. Naturally, to benefit from such programmes, ASE's students must prove they have the required level of proficiency in the languages the target programmes are taught in – mainly English, but also French, German, Italian, Russian and Spanish (see *Table 8*). All of the aforementioned languages are part of ASE's curricula – mainly English, French and German.

Table 8. Foreign languages demanded when applying for mobilities abroad

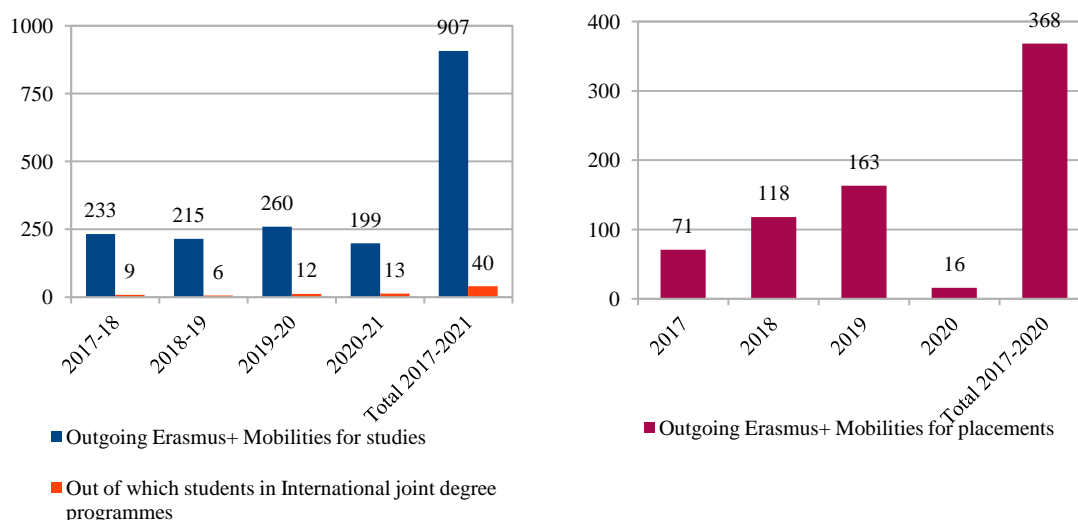
Academic exchange programmes/ Language	English	French	German	Italian	Russian	Spanish
Erasmus+ Agreements with: A. With Universities from Programme Countries from the EU, SEE countries (Norway), and other programme countries (North Macedonia, Turkey) B. With Universities from Partner Countries	√ 118 universities from over 30 programme and partner countries	√ 28 universities from 4 countries	√ 16 universities from 3 countries	√ 19 universities from Italy	---	√ 14 universities from Spain
Fulbright (universities from the USA)	√	---	---	---	---	---
Agreements with universities from the Russian Federation	√	---	---	---	√	---
Agreements with universities from other countries (e.g. Armenia, Canada, China, Colombia, Egypt, India, Iran, Iraq, Japan, Morocco, South Korea, Thailand, Turkmenistan, United Arab Emirates)	√	---	---	---	---	---

Source: Mohanu & Dima (forthcoming), based on Istudor (2016-2019) and the websites of ASE's International Relations Department and ASE's Cultural Centres

As for the number of outgoing students, *Figure 3* below shows the number of students from ASE who participated in mobilities for studies and work placements as part of the Erasmus+ Programme in the last four years. On the one hand, mobilities for studies amount to over 200 Bachelor's and Master's students per year (with the exception of the 2020-2021 academic year, which recorded a drop below 200 students due to the COVID-19 pandemic); moreover, the number of student mobilities as part of joint degree programmes is slowly increasing (from 9 in 2017-2018 to 13 in 2020-2021). On the other hand, mobilities for placements recorded a significant increase of 44% from 71 mobilities in 2017 to 163

mobilities in 2019, but dramatically decreased to 16 mobilities in 2020 on account of the COVID-19 pandemic.

Figure 3. Outgoing students, part of the Erasmus + Programme: mobilities for studies (left) and work placements (right)



Source: Data from ASE's International Relations Department

4.2.2. Cooperation agreements

ASE has been constantly interested in increasing the number of its cooperation agreements for student and staff mobility, as well as research activities. As shown in **Table 9** below, since the launch of the University's "Internationalisation Strategy" in 2016, 70 Memoranda of Understanding have been signed (i.e. 74%). As for breakdown by region, we notice a strengthening of already existing cooperation with universities in Central and Western Europe (France, Germany, Italy, The Netherlands, Norway, Poland, Portugal, Spain, Switzerland, United Kingdom of Great Britain etc.), and in the near vicinity (Bulgaria, Croatia, Macedonia, Moldova, Serbia, Turkey, Ukraine), as well as enhancement of cooperation with countries from regions that were not very prominent previously: North and South America (Canada, Columbia, United States of America), Russia, Caucasus, Asia and Middle East (Armenia, Azerbaijan, China, Georgia, Egypt, India, Iran, Iraq, Japan, Kazakhstan, Lebanon, the Russian Federation, South Korea, Thailand, Turkmenistan, United Arab Emirates, Uzbekistan), and North Africa (Morocco).

Table 9. Number of Memoranda of Understanding for academic cooperation

Cooperation agreements by Region/ period	2000-2015	2016-2020	2021	Total
Central and Western Europe	12	22	0	34
Near vicinity	6	13	0	19
North and South America	2	8	0	10
Russia and Caucasus	2	12	1	15
Asia	1	9	0	10
Middle East	1	4	0	5
North Africa	0	1	0	1
Total	24	69	1	94

Source: Data from ASE's International Relations Department

4.2.3. Tenured academics involved in international activities

ASE's "Internationalisation Strategy" aims at constantly increasing the regular participation of tenured academics in international activities. As evident from **Table 10** below, this was indeed the case in the period 2016-2019, when participation in international conferences, teaching mobilities, documentation, training, developing partnerships, etc. increased by nearly 38%, from 217 instances in 2016 to 579 instances in 2019. During the entire period, international participation was more frequent with academics from the Faculties of MAN (196), CSIE (173), CIG (168) and REI (164); moreover, students' international participation was also fairly important (142 instances). Noticeably, ASE's administrative staff has also been encouraged to participate in international activities, which reflects the University's commitment to enhance the administrative staff's skills in dealing with international students and academics both at home and abroad.

Table 10. Participation of ASE's staff and students in international activities

International activities: conferences, teaching mobilities, documentation, training, developing partnerships, etc.	FABIZ	AMP	BT	CIG	EAM	ETA	FABBV	CSIE	REI	MRK	MAN	ADMIN. STAFF	RESEARCHERS	STUDENTS	TOTAL
TOTAL 2016	12	12	17	32	9	11	12	34	26	3	36	7	6		217
TOTAL 2017	18	19	17	42	16	21	22	23	40	4	35	10	2	34	303
TOTAL 2018	36	31	32	41	33	34	36	39	40	13	56	18	1	41	451
TOTAL 2019	24	50	35	53	37	19	40	77	58	16	69	26	8	67	579
TOTAL 2016-2019	90	112	101	168	95	85	110	173	164	36	196	61	17	142	1550

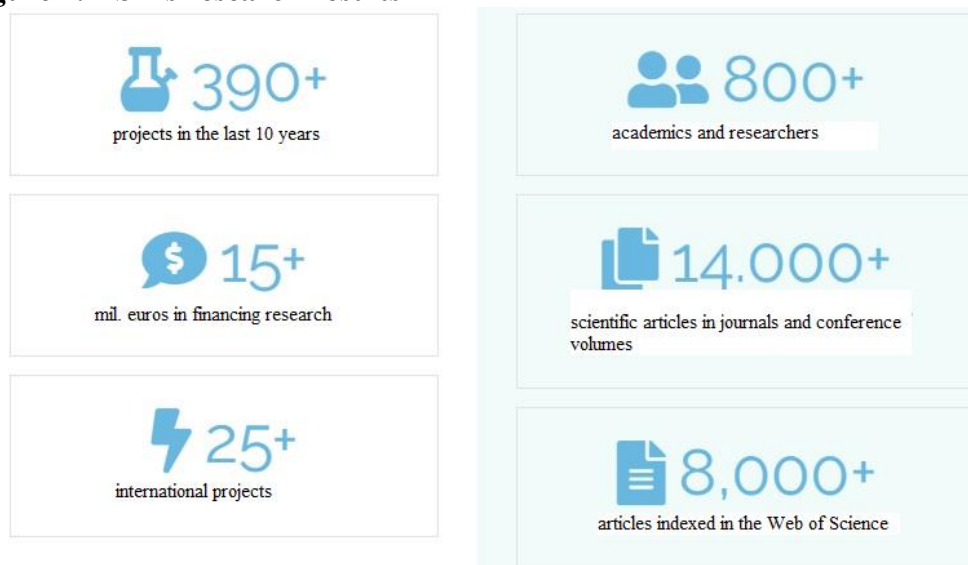
Source: Data from ASE's International Relations Department

4.3. Internationalisation of research

The third priority area of ASE's "Internationalisation Strategy" – i.e. Internationalisation of research – refers to specific objectives concerning the increase in: i) international research projects and grants; ii) doctoral students' and young researchers' international mobilities; iii) international agreements with institutions "whose objectives are exclusively connected to scientific research"; and iv) participations in international conferences and training courses (p. 31). An overview of ASE's staff and students' participation in international activities was provided in the previous section, we would now like to add a few details on ASE's research infrastructure.

The website of ASE's Division of Research and Innovation Management (DMCI) is a comprehensive source of information for both internal and external users, with details on: research centres, journals and staff, projects and events, financing and awards for excellence, as well as ASE's research resources (a dedicated platform with access to the international journals ASE subscribes to, the University's library and publishing house). Moreover, the office of ASE's Vice-rector for Scientific Research, Development and Innovation constantly informs the University's staff on newly arising opportunities in the field, both at national and international level. Hence, ASE's staff is encouraged to stay up-to-date with such opportunities and get involved in national and international research.

As regards already achieved research results, **Figure 4** below provides a numerical overview of staff involved in research, projects and some project outcomes (articles), as well as funding involved:

Figure 4. ASE's research results

Source: Translated by the authors from the website of ASE's Division of Research and Innovation Management

4.4. Consolidation of ASE's international prestige

The fourth priority area of ASE's "Internationalisation Strategy" – i.e. Consolidation of the University's international prestige – refers to specific objectives in the following areas: i) participation in international educational fairs; ii) hosting of international events; iii) continuous up-dating of the institutional website; iv) inclusion in international rankings of universities (p. 31). We describe results for three of the aforementioned specific objectives below.

4.4.1. Participation in world education fairs

In **Table 11** below, we summarize ASE's participation in World Education Fairs by continents, in the period 2016-2020. We notice that, from the total of 36 Education Fairs ASE participated in, the majority of such fairs were organized in Romania (12 events) and elsewhere in Europe (11 events), followed by Asia (9 events), North America and Africa (2 events each). We would like to mention that – due to the COVID-19 pandemic restrictions, all events in 2020 were organized online.

Table 11. ASE's participation in World Education Fairs in the period 2016-2020, by continent

Year	Romania	Europe	Asia	North America	South America	Africa	Australia	All World Education Fairs
2016	3	1	3	0	0	0	0	7
2017	3	1	2	0	0	0	0	6
2018	2	2	1	0	0	0	0	5
2019	2	4	2	1	0	1	0	10
2020	2	3	1	1	0	1	0	8
Total 2016-2020	12	11	9	2	0	2	0	36

Source: Authors' analysis of documents from ASE's International Relations Department

As for the countries hosting the international education events ASE participated in, we represented them in **Figure 5** below. The list of countries includes: Romania, Bulgaria, Finland, Georgia, Serbia, Spain, Switzerland, United Kingdom (in Europe); Azerbaijan, China, India, Indonesia, Jordan, Kazakhstan, Kyrgyzstan, United Arab Emirates, Uzbekistan (in Asia); Canada, United States of America (in North America); Algeria, Egypt, Morocco, and Tunisia (in Africa).

Figure 5. ASE's participation in World Education Fairs in the period 2016-2020, by country



Source: map drawn by the authors using <https://www.mapcustomizer.com>.

4.4.2. International scientific events organized and/or hosted by ASE

ASE organizes and hosts 20 international scientific conferences on a yearly basis, as shown in **Table 12** below. Such events are organized at University level (e.g. the University's International Conference on Economics and Social Sciences – ICESS), at Faculty and Department level. Moreover, numerous smaller scale international events (workshops, lectures, debates etc.) are organized at all the aforementioned levels, and at Doctoral School level, at research and cultural centre level etc. (cf. Istudor, 2016-2019 for details).

Table 12. International conferences organized by ASE on a regular basis

No.	University/ Faculty level	Conference title	Conference acronym	Period
1	ASE	International Conference on Economics and Social Sciences	ICESS	April
2	Business Administration in Foreign Languages	International Conference on Business Excellence	ICBE	March
3	Administration and Public Management	Administration and Public Management International Conference	APM	October
4	Business and Tourism	The Association for Innovation and Quality in Sustainable Business International Conference	BASIQ	June
5	Bucharest Business School	The International Conference on Digital Economy	ICDEc	July
6	Accounting and Management Information Systems	European Accounting Association Annual Congress	EAA Annual Congress	May
7		International Conference „Accounting and Management Information Systems”	AMIS	June
8	Economic	The International Conference on Informatics in Economy	IE	May
9	Cybernetics,	International Conference on Applied Statistics	ICAS	September
10	Statistics and Informatics	International Conference on Security for Information Technology and Communications	SECITC	November
11	Law	Contemporary Challenges in Administrative Law From An Interdisciplinary Perspective	ALPA	May
12		Perspectives of Construction Law	PCL	October
13		International Conference "Perspectives of Business Law in the Third Millennium"	BUSINESS LAW	November
14	Agrifood and Environmental Economics	International conference Competitiveness of Agro-Food and Environmental Economy	CAFFEE	November
15	Theoretical and Applied Economics	Economic Convergence in European Union	ECEU	April
16	Finance and Banking	International Conference on Finance and Banking	FIBA	May
17	Management	International Management Conference	IMC	November
18	Marketing	Annual Emerging Trends in Marketing and Management International Conference	ETIMM	July
19	International Business and Economics	International Conference "The Future of Europe"	FoE	October
20		International Conference "Synergies in Communication"	SiC	October

Source: Data compiled by the authors from the website of ASE's Division of Research and Innovation Management

4.4.3. Inclusion in international rankings of universities

Before presenting ASE's positioning in international classifications, we would like to highlight the criteria for worldwide evaluation of universities, according to the Romanian (national) academic ranking published in 2011, as well as to seven well-known academic rankings. As epitomized in **Table 13**, the most commonly used evaluation criteria are: education (the quality of teaching and learning), scientific research and international orientation, followed by knowledge transfer, the university's relationship with the external environment, and regional engagement.

Table 13. Classification criteria for universities, in Romania and abroad

Academic ranking based in	Romania	Europe (United Kingdom)	Europe (United Kingdom)	Europe (United Kingdom)	Europe (United Kingdom)	Europe (Co-funded by the Erasmus+ Programme, European Union)	Asia (China)	Australia
Sources:	H.G. no. 789/ 2011 OMECTS no. 5262/ 2011	Times Higher Education World University Rankings	Times Higher Education Emerging Economies University Rankings	Times Higher Education University Impact Rankings	QS World University Rankings	U-Multirank	Top Shanghai	UniRank
Teaching and learning (process, academic reputation, faculty/ student ratio etc.)	√	√	√	√	√	√	√	
Stewardship (employees, faculty, students)			√					
Institutional capacity	√							
Scientific research (volume, citations etc.)	√	√	√	√	√	√	√	
Knowledge transfer/ industry income		√		√		√		
Artistic creation	√							
University's relationship with the external environment	√		√					
Employer reputation					√			
International orientation/ outlook (international staff and students etc.)		√	√	√	√	√		
Regional engagement			√			√		
Sustainable development goals			√					
Web metrics								√

Source: Authors' compilation of data from the respective world academic rankings

Table 14. ASE's positioning in national and international academic rankings

Romania	Europe (United Kingdom)	Europe (United Kingdom)	Europe (United Kingdom)	Europe (United Kingdom)	Europe (Co-funded by the Erasmus+ Programme, EU)	Asia (China)	Australia
H.G. no. 789/ 2011 OMECTS no. 5262/ 2011	Times Higher Education	Times Higher Education	Times Higher Education	QS World University Rankings	U-Multirank	Top Shanghai	UniRank
	World University Rankings	Emerging Economies University Rankings	University Impact Rankings				
Research intensive university (first category)	<ul style="list-style-type: none"> • Times Higher Education World University Rankings by Subject 2021: 601+ in Business & Economics, and 401-500 in Social Sciences • Times Higher Education World University Rankings 2021: 1st in Romania, 601-800 in the world • Times Higher Education World University Ranking 2020: 1st in Romania • Times Higher Education World University Rankings by Subject 2020: 501+ in Business & Economics and 601+ in Social Sciences • Times Higher Education World University Rankings 2019 by Subject: 501-600 in the world and 1st in Romania in Social Sciences 	<ul style="list-style-type: none"> • Times Higher Education Emerging Economies University Rankings 2021: 1st in Romania and 201-250 in the world • Times Higher Education Emerging Economies University Rankings 2020: 251-300 in the world 	<ul style="list-style-type: none"> • Times Higher Education University Impact Rankings 2020: 1st in Romania, 201-300 in the world • Times Higher Education University Impact Rankings 2019: 101-200 in the world 	<ul style="list-style-type: none"> • QS World University Rankings by Subject 2021: 401-450 in the world and 1st in Romania in Economics si Econometrics, and 501-550 in the world and 2nd in Romania in Business and Management • QS World University Rankings 2018: best employer reputation in Romania • QS World University Rankings 2017: 301-350 in the world in Economics and Econometrics 	<ul style="list-style-type: none"> • U-Multirank 2019: Grade A for Research, International Orientation, and Regional Engagement, and Grade B for Teaching and Learning • U-Multirank 2014: Grade A for International Orientation, Regional Engagement, Knowledge Transfer, and Grade B for Teaching and Learning, and Research 	<ul style="list-style-type: none"> • Top Shanghai 2019: 201-300 in the world in Economics and Business Administration • Top Shanghai 2018: 201-300 in the world in Economics • Top Shanghai 2017: 151-200 in the world in Economics 	<ul style="list-style-type: none"> • UniRank 2021: 5th in Romania • UniRank 2020: 3rd in Romania

Source: Authors' compilation of data from ASE's institutional website

As regards, ASE's positioning in international classifications, at the time ASE's "Internationalisation Strategy" was launched, the University had already been included in two international academic rankings (QS World University Ranking and U-Multirank), and the Strategy aimed at participating in external evaluations so as to also include the University in Top Shanghai and Times Higher Education (p. 33). As shown in **Table 14** these objectives have been met, with ASE's positioning in these ranking showing a yearly improvement. Apart from Top Shanghai, Times Higher Education (World University Rankings, Emerging Economies University Rankings, and University Impact Rankings), QS World University Ranking and U-Multirank, ASE has also been included in UniRank. Against the evaluation criteria mentioned in **Table 13** above, ASE is one of the leading Romanian universities at national and international level.

5. Discussion

In the previous section we provided details on the institutional endeavours undertaken by the Bucharest University of Economic Studies (ASE), Romania, to enhance its internationalisation since the launch of its "Internationalisation Strategy" in 2016. In doing so, the paper is the first of its kind about ASE and about any other Romanian university.

Previous studies on internationalisation of higher education institutions in Romania referred to:

- all the existent universities at the time – cf. Deca et al. (2015), who analysed the "websites and strategic documents [...] for 92 public and private Romanian universities, as well as in-depth review of institutional policies and practices for five case study universities [...] from Bucharest and other university centers" (p. 129). None of the names of the universities is mentioned explicitly. Deca et al.'s (2015) study examined aspects such as: existence or lack thereof of internationalisation strategies ("only 19, about one fifth of the universities had set detailed objectives and concrete references in regard to the internationalisation of higher education", p. 138), content of existent strategic documents, international dimensions: international partnerships and cooperation; international students, staff and student mobility; institutional communication and promotion; internationalisation of the curriculum and campus life.
- a selection of universities, ranging from: 5 universities members¹¹ in the "Universitaria" Consortium (Ciubăncan et al., 2021); 8 partner universities¹² in the ASIGMA research project implemented between 2010-2013 - Feder (2011), Greere & Bobăilă (2011), Ciugureanu et al. (2012), Bordean & Borza (2013); to 19 unnamed universities included in the IEMU research project implemented between 2014 –2016 by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and co-financed by the European Social Fund - Fiț & Gologan (2018); to 20 unnamed universities included in the Project entitled "Higher Education

¹¹ The names of the 5 universities are: the University of Bucharest, the "Babeș – Bolyai" University in Cluj-Napoca, the "Alexandru Ioan Cuza" University in Iași, the West University in Timișoara, and the Bucharest University of Economic Studies (ASE).

¹² The names of the 8 partner universities are: the "Babeș-Bolyai" University of Cluj-Napoca, the "Transilvania" University of Brașov, the "Dunărea de Jos" University of Galați; the Bucharest University of Economic Studies (ASE), the "Alexandru Ioan Cuza" University of Iași, the "Ovidius" University of Constanța, the Politehnica University of Timișoara and the West University of Timișoara.

Evidence Based Policy Making: a necessary premise for progress in Romania” implemented between 2012 –2014 by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and co-financed by the European Social Fund (UEFISCDI, 2013, Deca 2014 etc.); to 47 (public) universities - Fiț et al. (2022).

- smaller scale studies which focused on: 1 university – cf. Stoiciu et al. (2012) for details about the Politehnica University of Timișoara, and Teodorescu (2012) for details about the University of Craiova; 2 universities – cf. Petcu & Zaharie (2012) for details on the Politehnica University of Timișoara and the West University of Timișoara; or 3 universities – cf. Stăiculescu & Stan (2011) who refer to the University of Bucharest, the “Nicolae Titulescu” University of Bucharest and the “Ovidius” University of Constanța, and Fiț (2020) who referred to 3 universities “which will remain anonymous” (p. 37).

We encountered previous explicit mentions of ASE’s internationalisation efforts in Feder (2011), Greere & Bobăilă (2011), Ciugureanu et al. (2012), Bordean & Borza (2013) and Ciubăncan et al. (2021). The main focus of research was on Master’s programmes, as follows: Master’s programmes taught in foreign languages, the use of English as medium of instruction, international students enrolled in Master’s programmes, student and staff mobility at Master’s level – see Feder (2011), Greere & Bobăilă (2011), Ciugureanu et al. (2012), Bordean & Borza (2013). On the other hand, Ciubăncan et al. (2021) briefly pointed out that the Newsletters published by “Universitaria” Consortium show that ASE and the other

“member universities of the “Universitaria” Consortium established in 2009 [...] have constantly striven to enhance their individual and joint international visibility in various ways: developing study programmes in foreign languages, student and (academic and research) staff exchange, increasing cooperation agreements with universities and research institutes from all over the world, increasing their access to and participation in state-of-the art scientific research jointly conducted with such institutions, undergoing external evaluation so as to be included in leading international university rankings, organizing a large variety of on campus and off campus multilingual and multicultural activities to bring together both Romanian and foreign students, academics, researchers, etc”. Ciubăncan et al. (2021, p. 220)

In view of the scarcity of specific data on ASE and on any given Romanian university, and the (relatively recent) tendency to avoid the mentioning of the names of the universities under scrutiny, we believe that the current article contributes to the understanding of the phenomenon of internationalisation of higher education in Romania by providing a useful five-year overview of the specific internationalisation efforts and their results obtained by one of the leading Romanian universities. Similar to other research on internationalisation of higher education in Romania, the current paper has focused on aspects such as: curricula – with respect to language of tuition, and the presence of double and joint degree programmes; student and staff mobility; scientific research conducted in international projects; international affiliation and cooperation; international extra-curricular events organized to facilitate multicultural understanding. Moreover, the current paper has also provided data on aspects less mentioned in the literature, such as: staff and student participations in international conferences and training courses; international activities organized in partnership with the business environment; participation in international educational fairs; inclusion in international rankings of universities. Conversely, the paper has not addressed the issue of national policies to enhance internationalisation of higher education in Romania, nor has it made any recommendation for improving institutional and/ or national strategies and policies in the field.

6. Conclusions

The current article has addressed the topic of the internationalisation of higher education, with focus on one Romanian university - the Bucharest University of Economic Studies (ASE). The literature review section highlighted key historical events and conceptual delimitations at international and national level, as well as increasing interest in the topic both at international and at national level, as reflected by the surging number of publications in the field. Furthermore, we referred to key international aspects in the history of ASE, which serve as prerequisites in understanding the current “Internationalisation Strategy” launched in 2016.

With reference to the latter, we examined key public and internal institutional documents, wherefrom we obtained data regarding the implementation of the aforementioned strategy. We have found that, in the five-year period under consideration, the University has made real progress on all four “priority areas of strategic planning” (namely in-house internationalisation; internationalisation abroad; internationalisation of research, and consolidation of international prestige). The diversified educational offer including study programmes taught in foreign languages and the Preparatory year of Romanian language for foreign citizens has attracted a constantly increasing number of foreign students; however, the number of outgoing students has remained rather low, despite the diversification of opportunities to participate in study and work mobilities abroad. With regard to staff’s involvement in international activities, it increased overall by nearly 38% between 2016-2019, with a notable involvement of administrative staff in such activities, not just of teaching and research staff. In terms of research, the University has made every effort to permanently organise international scientific events, participate in regional and international research projects, enhance its research resources (e.g. by subscribing to leading international journals etc.). ASE’s efforts towards increasing the quality of the educational and research processes and international outlook have contributed to the University’s inclusion in leading world academic rankings (Top Shanghai, Times Higher Education, QS World University Ranking, U-Multirank and UniRank).

Although the paper has presented a richness of data, it is, however, not without limitations. On the one hand, several aspects of ASE’s “Internationalisation Strategy” have not been investigated: the issue of foreign academics who participate in the University’s educational and research activities; the issue of international activities in partnership with the business environment; details on doctoral students’ and young researchers’ international mobilities; international agreements with research institutions; efforts towards continuously up-dating the institutional website at all levels (by Department and Faculty staff, by the University’s International Relations Office or Marketing and Communication Office etc.). On the other hand, the paper has not attempted to make recommendations for further improvement of ASE’s attractiveness for international students, increase in the number of outgoing students, or positioning in the international rankings and enhancement of the University’s community impact. We leave these matters for further research.

Acknowledgments:

The authors would like to kindly acknowledge the support of Prof. Marius Constantin Proftiroiu, Vice-rector for International Relations, in identifying relevant and up-to-date information on all aspects under consideration.

References:

- Agoston, S.I. (2014). Convergence of Internationalization Paths in Romanian Universities: A Qualitative Analysis, in Dima, Alina Mihaela (ed.). 2014. *Handbook of Research on Trends in European Higher Education Convergence*, IGI Global, pp. 392-412, DOI: 10.4018/978-1-4666-5998-8.ch020.
- Arum, S., van de Water, J. (1992). The Need for a Definition of International Education in US Universities, in Klasek, C.B., *Bridges to the Future: Strategies for Internationalising Higher Education*, Carbondale: AIEA, pp. 191-203.
- ASE. (not dated a.). ASE în Topuri internaționale [ASE in international rankings], Retrieved from https://www.ase.ro/?page=ase_top.
- ASE. (not dated b.). Buletin informativ al Consiliului de Administrație [Board of Trustees' Newsletter], retrieved from <https://ca.ase.ro/arhiva-buletin-informativ/>.
- ASE. (2021). Admitere 2021 [Admission 2021], Retrieved from <https://admitere.ase.ro/>.
- ASE, Division of Research and Innovation Management. (not dated), Retrieved from <https://cercetare.ase.ro/ro/acasa/>.
- ASE, International Relations Office. (2016). Internationalisation Strategy. The Bucharest University of Economic Studies 2016 – 2027, Retrieved from http://international.ase.ro/21/wp-content/uploads/2021/03/Internationalisation-Strategy_English.pdf.
- ASE, International Relations Office. (2021). Oferta de mobilități Erasmus pentru anul universitar 2021/2022 [Offer of Erasmus mobilities in the 2021-2022 academic year], Retrieved from <http://international.ase.ro/21/wp-content/uploads/2021/02/Oferta-mobilitati-Erasmus-2021-3.pdf>.
- Association of Universities and Canadian Colleges. (1993). Guide to Establishing International Academic Links, Ottawa: AUCC.
- Barbu, O.-L. 2017. Internationalization of Higher Education In Romania: Stages And Cultural Implications, in Boldea, Iulian, Sigmirean, Cornel, (eds). 2017. *Debating Globalization. Identity, Nation and Dialogue. Section: Communication, Public Relations and Education Sciences*, Târgu-Mureș : Arhipelag XXI Press, pp. 423-434, <https://old.upm.ro/gidni/GIDNI-04/Cpe/Cpe%2004%2055.pdf>.
- Barcaru, E. (2015). Internationalization of higher education in Romania: The Bologna Process – a successful reform model?, Master's Dissertation, Lund: Lund University.
- Bordean, O.N., Borza, A. (2013). Internationalization of Higher Education Institutions: The Case of Romania, *Procedia – Social and Behavioral Sciences* 92, pp. 98-103.
- Brown, F.J. (1950). Universities in World-Wide Cultural Cooperation, in Chambers, M.M. (ed.). (1950). *Universities of the World Outside USA*, Washington: American Council on Education, pp. 11-21.
- Cerych, L. (1974). An international view of British higher education, *Higher Education* 3, pp. 253–264, <https://doi.org/10.1007/BF00168207>
- Ciubăncan, M., Dima, V.V. & Mohanu, F. (2021). Internationalisation of Higher Education – Overview of Recent Developments, in Dima, A.M. (ed.). 2021. *Proceedings of the 4th International Conference on Economics and Social Sciences. Resilience and economic intelligence through digitalization and big data analytics (2021)*, June 10-11, 2021, Bucharest University of Economic Studies, Romania, Sciendo: pp. 213-222, DOI: <https://doi.org/10.2478/9788366675704-022>.
- Ciugureanu, C. A., Nădrag, L., Vlad, E., Stăiculescu, A. R, Nicolae, F., Codleanu, M., Jitaru, I., Buzarna-Tihenea (Gâlbează), A, Stan, A. (2012). Language Policies in Internationalized Master's Programs: English Language - the New Lingua Franca, *Quality Assurance Review for Higher*

Education, Vol. 4, Nr. 2, 2012, p. 53-69, https://www.aracis.ro/wp-content/uploads/2019/09/Articol_41.pdf.

Curaj, A., Deca, L., Egron-Polak, E., Salmi, J. (eds.). (2015). *Higher Education Reforms in Romania Between the Bologna Process and National Challenges*, Cham: Springer, <https://link.springer.com/content/pdf/10.1007/978-3-319-08054-3.pdf>.

Curaj, A., Deca, L., Pricopie, R. (eds.). (2018). *European Higher Education Area: The Impact of Past and Future Policies*, Cham: Springer, <https://link.springer.com/book/10.1007/978-3-319-77407-7>.

Curaj, A., Deca, L., Pricopie, R. (eds.). (2020). *European Higher Education Area: Challenges for a New Decade*, Cham: Springer, <https://link.springer.com/content/pdf/10.1007/978-3-030-56316-5.pdf>.

Deca, L. (2014). Internationalisation in Romanian higher education: between the race for ranking and re-building historical partnerships, in Glass, A. (ed.). 2014. *Stepping into a New Era. New voices and perspectives on Central and Eastern European higher education*, Prague: EAIE.

Deca, L. (2020). Internationalisation of Higher Education in Romania and Portugal - Strategies and Transitions and the (Semi-)Periphery, in Curaj, A., Deca, L., Pricopie, R. (eds.). (2020). *European Higher Education Area: Challenges for a New Decade*, Cham: Springer, pp. 67-80.

Deca, L., Egron-Polak, E., Fiț, C. R. (2015). Internationalization of Higher Education in Romanian National and Institutional Contexts, in Curaj, A., Deca, L., Egron-Polak, E., Salmi, J. (eds.). (2015). *Higher Education Reforms in Romania Between the Bologna Process and National Challenges*, Cham: Springer, pp. 127-148.

Dima, A. M. (ed.). 2014. *Handbook of Research on Trends in European Higher Education Convergence*, IGI Global, <https://doi.org/10.4018/978-1-4666-5998-8>

Dima, V.V., Mohanu, F., Șerban-Oprescu, A.-T., Lorentz, M.A., Nicolae, R. (2019). Multiculturalism in Romanian Economic Higher Education. Part I – Western Cultural Centres, in Dima, Alina Mihaela (ed.), *Sciendo Proceedings. Collaborative Research for Excellence in Economics and Social Sciences. April 4-5, 2019, Bucharest University of Economic Studies, Romania, Proceedings of the 2nd International Conference on Economics and Social Sciences (2019)*, pp. 173-183, Retrieved from https://www.researchgate.net/publication/350496007_Dima_et_al_ICESS_2019_Multiculturalism_in_Romanian_Economic_Higher_Education_Part_I.

Ebuchi, K. (1990). Foreign Students and the Internationalisation of the University: A View from the Japanese Perspective, in Ebuchi, K. (ed.). 1990. *Foreign Students and the Internationalization of Higher Education*, Hiroshima: Research Institute for Higher Education.

European Association of International Education. (1992). International Education in Europe: A Professional view on the Memorandum on Higher Education in the European Community, *EAIE Occasional Paper 2*, Amsterdam: EAIE.

European Commission. (2021). Erasmus+ Programme Guide, Retrieved from https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en.

Feder, E. S. (2011). Approaches to measuring internationalization in Romanian higher education institutions, *Quality Assurance Review for Higher Education*, 3(2), pp. 134 – 146, <https://www.aracis.ro/wp-content/uploads/2019/09/04-V3N2-FE1.pdf>.

Fiț, C. R. (2020). How do Romanian universities promote their educational offer and what mechanisms are used to attract international students?, in Curaj, A., Deca, L., Pricopie, R. (eds.). 2020. *European Higher Education Area: Challenges for a New Decade*, Cham: Springer, pp. 31-52.

Fiț, C. R., Gologan, D. (2018). Student Perspectives on the Institutional Efforts to Develop Internationalisation within Romanian HEIs, in Curaj, A., Deca, L., Pricopie, R. (eds.). (2018). *European Higher Education Area: The Impact of Past and Future Policies*, Cham: Springer, pp.119-140.

- Fiț, C. R., Panțir, C. A., Cheregi, B.-F. (2022). Romanian Universities: The Use of Educational Marketing to Strengthen Internationalization of Higher Education, in Curaj, A., Salmi, J., Hâj, C. M. (2022). *Higher Education in Romania: Overcoming Challenges and Embracing Opportunities*, Cham: Springer, pp. 169-192.
- Francis, A. (1993). *Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia*, Vancouver: British Columbia Centre for International Education, <https://files.eric.ed.gov/fulltext/ED377759.pdf>.
- Greere, A., Bobăilă, I. (2011). Internationalising Romanian Higher Education – Preliminary Findings of the ASIGMA Project Regarding Master’s Level Programmes *Quality Assurance Review for Higher Education*, Vol. 3, Nr. 2, pp. 101 – 116, <https://www.aracis.ro/wp-content/uploads/2019/09/01-V3N2-AG1.pdf>.
- Harari, M. (1972). *Global Dimensions in U.S. Education. The University*, New York: New York Friends Group, Inc., Center for War/Peace Studies.
- Harari, M. (1989). *Internationalization of Higher Education: Effecting Institutional Change in the Curriculum and Campus*, Long Beach: Center for International Education, California State University.
- Hudzik, John K. (2011). *Comprehensive internationalisation: From concept to action*. Washington: NAFSA.
- Hurduzeu, R.-E., Dima, V.-V., Lorentz, M. A. (2020). Language Diversity Seen from the Perspective of Preparatory Year Programmes, *5th European Conference on Plurilingualism “Plurilingualism in Sustainable Development”*, ASE, Bucharest, 23-24 May 2019, in *Philologica Jassyensia* XVI, no. 2 (32), 2020, pp. 361-371, Retrieved from https://www.philologica-jassyensia.ro/upload/XVI_2_HURDUZEU_et%20al.pdf.
- Istodor, N. (2016-2019). Raportul anual al Rectorului Academiei de Studii Economice din București privind starea universității [Rector’s Annual Reports on the State of the University], Retrieved from <https://ca.ase.ro/rapoarte-rector-ase/>.
- Istodor, N. (coord.), Gogu, E., Isaic-Maniu, A., Vorovenci, I. (2020). *Monografie statistică a Academiei de Studii Economice din București. 100 de promoții de absolvenți* [Statistical Monograph of the Bucharest University of Economic Studies. 100 Generations of Graduates], vol. I, București: Editura ASE.
- Knight, J. (1993). Internationalisation: Management Strategies and Issues, *International Education Magazine*, 9 (1), Ottawa: Canadian Bureau for International Education CBIE.
- Knight, J. (1994). Internationalisation: Elements and Checkpoints, *CBIE Research no. 7*, Ottawa: Canadian Bureau for International Education CBIE, <https://files.eric.ed.gov/fulltext/ED549823.pdf>.
- Knight, J. (2004). Internationalisation Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, Vol. 8 No. 1, Spring 2004, pp. 5-31.
- Knight, J. 2008. *Higher education in turmoil: The changing world of internationalization*, Rotterdam: Sense Publishers.
- Knight, J. 2021. Higher Education Internationalization: Concepts, Rationales and Frameworks, *Revista REDALINT*, 1 (1), pp. 65-88.
- Knight, J., de Wit, H. (1995). Strategies for internationalization of higher education: historical and conceptual perspectives, in de Wit, H. (ed.). (1995). *Strategies for Internationalization of Higher Education. A Comparative Study of Australia, Canada, Europe and the United States of America*, Amsterdam: European Association for International Education.
- Korka, M. (2011). Turning Competitive Master’s Degree Programmes, *Quality Assurance Review for Higher Education*, Vol. 3, Nr. 2, pp. 117 – 125, <https://www.aracis.ro/wp-content/uploads/2019/09/02-V3N2-MK1.pdf>.

- Korka, M. (2019). *Un secol de design curricular în învățământul superior comercial din România* [A Century of Curricular Design in Commercial Higher Education in Romania], București: Editura ASE.
- Lefter, V., Bogdan, A. (2007). Managementul academic al relațiilor internaționale [The academic management of international relations], in *Revista Management & Marketing*, Issue 1/2007, Bucharest, pp. 79-86, <http://www.managementmarketing.ro/pdf/articole/50.pdf>.
- MacDonald, S. & Headlam, N. (2017). *Research Methods Handbook. Introductory guide to research methods for social research*, Centre for Local Economic Strategies, Manchester: Express Networks.
- Matei, L., Iwinska, J. (2015). National Strategies and Practices in Internationalization of Higher Education: Lessons from a cross-country comparison, in Curaj A., Deca L., Egron-Polak E., Salmi J. (eds). 2015. *Higher Education Reforms in Romania*, Cham: Springer, pp. 205-226, https://doi.org/10.1007/978-3-319-08054-3_11.
- Militaru, M. L., Dima, V.-V., Lorentz, M. A. (2018). Romanian as a Foreign Language in a Blended Learning Approach, in *eLearning & Software for Education*. Vol. 2, "Carol I" National Defence University, Bucharest, pp. 477-484, Retrieved from https://www.researchgate.net/publication/329673503_Romanian_as_a_Foreign_Language_in_a_Blended_Learning_Approach.
- Mohanu, F., Dima, V.V., Nicolae, R., Lorentz, M.A., Șerban-Oprescu, A.-T. (2019). Multiculturalism in Romanian Economic Higher Education. Part II – Eastern Cultural Centres, in Dima, Alina Mihaela (ed.), *Sciendo Proceedings. Collaborative Research for Excellence in Economics and Social Sciences. April 4-5, 2019, Bucharest University of Economic Studies, Romania, Proceedings of the 2nd International Conference on Economics and Social Sciences (2019)*, pp. 184-193, Retrieved from https://www.researchgate.net/publication/350495904_Mohanu_et_al_ICESS_2019_Multiculturalism_in_Romanian_Economic_Higher_Education_Part_II.
- Mohanu, F. & Dima, V.-V. (coord.) (forthcoming). *Coordonate multilingve în învățământul românesc* [Multilingual Matters in Romanian Education], București: Editura ASE.
- Năstase, P., Roșca, I. Gh. (coord.). (2013). *Academia de Studii Economice din București: un secol de existență* [The Bucharest University of Economic Studies: A Century of Existence], București: Editura ASE.
- Nicolae, M., Maftai, M. M. (ed.). (2013). *Istoria limbilor moderne în ASE: o perspectivă centenară* [The History of Modern Languages in ASE: A Centennial Perspective], București: Editura ASE; English version - Nicolae, Mariana, Constantinescu-Ștefănel, Ruxandra (ed.). 2015. *The History of Modern Languages in ASE: a Centennial Perspective*, București: Editura ASE, <http://limbimoderne.ase.ro/docs/public/THE-HISTORY-OF-MODERN-LANGUAGES.pdf>.
- Nicolescu, L. (2014). Convergence and Internationalization of Higher Education in Europe: The Case of Romania, in Dima, Alina Mihaela (ed.). 2014. *Handbook of Research on Trends in European Higher Education Convergence*, pp. 219-240, IGI Global, DOI: 10.4018/978-1-4666-5998-8.ch012.
- Nicolescu, L., Pricopie, R., Popescu, A. I. (2009). Country differences in the internationalization of higher education – How can countries lagging behind diminish the gap, *Review of International Comparative Management*, 10(5), pp. 976 – 989, http://www.rmci.ase.ro/no10vol5/Vol10_No5_Article14.pdf.
- OECD. (1976). *Enseignement supérieur: internationalisation et commerce*, OECD Publishing Paris: Organization for Economic Cooperation & Development, Jan 1, 1976.
- OECD. (1994). Institutional Strategies for Internationalisation: An Outline for the OECD/ IMHE Review and State of the Art Reports, *OECD Background Document*, Paris: OECD.

Office of the Chancellor of the Swedish Universities. (1972). *Internationalization of Swedish higher education: directives and work programme of the special committee*, Stockholm: Office of the Chancellor of the Swedish Universities.

Office of the Chancellor of the Swedish Universities. (1973). *Internationalizing the Universities: A Swedish Approach. Summary of a Preliminary Report from the Internationalization Committee of the Office of the Chancellor of the Swedish Universities*, Stockholm: Office of the Chancellor of the Swedish Universities.

Office of the Chancellor of the Swedish Universities. (1974). *Internationalizing Education: Summary of Reports from the Swedish Committee for Internationalizing University Education*, Stockholm: Office of the Chancellor of the Swedish Universities.

Petcu, D., Zaharie, D. (2012). Experience in Running a Computer Science Master's Programme in English. First Steps towards Internationalization, *Quality Assurance Review for Higher Education*, Vol. 4, Nr. 1, 2012, pp. 5 – 13, https://www.aracis.ro/wp-content/uploads/2019/09/Articolul_11.pdf.

Pricopie, R., Nicolescu, L., Reinhardt, Z., Almășan, O. (2009). Language of teaching and the use of information and communication technologies – The main drivers for the internationalization of higher education, in Dobrescu, Paul, Pricopie, Remus, Ionescu, Mihaela Alexandra (eds). 2009. *International Conference R&D Perspectives Promoting Innovation through Education, Culture and Communication*, 6-7 November 2009, Bucharest, Romania, pp. 263 – 272.

Qiang, Z. (2003). Internationalization of Higher Education: Towards a conceptual framework, in *Policy Futures in Education*, vol. I, no. 2, pp. 248-270.

QS World University Ranking. (not dated). Retrieved from <https://www.topuniversities.com/qs-world-university-rankings>.

Quality Assurance Review for Higher Education Vol. 3 (2)/ 2011, <https://www.aracis.ro/en/september-2011/>.

Quality Assurance Review for Higher Education Vol. 4 (1)/ 2012, <https://www.aracis.ro/en/april-2012/>.

de Ridder-Symoens, H. (1992). Mobility, in de Ridder-Symoens, H. (ed.) (1992). *A History of the University in Europe*, Cambridge: Cambridge University Press, vol. I, pp. 280- 304.

Sachsenmeier, P. (1976). International Educational Research Institutions. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale de l'Education*, 22(3), pp. 377–395. <http://www.jstor.org/stable/3442803>.

Stăiculescu, A. R., Stan, A. (2011). Internationalising the Romanian Law School Curriculum, *Quality Assurance Review for Higher Education*, Vol. 3, Nr. 2, pp. 170 – 178, <https://www.aracis.ro/wp-content/uploads/2019/09/08-V3N2-ARS1.pdf>.

Stoiciu, D., Ciobanu, G-D, de Sabata, A., Isar, A. (2012). Specific Aspects Concerning the Internationalization of Electronics and Telecommunications Master Studies at “Politehnica” University of Timisoara, *Quality Assurance Review for Higher Education*, Vol. 4, Nr. 1, pp. 68 – 77, https://www.aracis.ro/wp-content/uploads/2019/09/Articolul_81.pdf.

Sutton, F. X., Ward, F. C., Perkins, J. A. (1974). *Internationalizing higher education: A United States approach*, New York: International Council for Educational Development.

Teodorescu, C. (2012). Strategia de internaționalizare la Universitatea din Craiova: poziționare, misiune, acțiune [The internationalization strategy of the University of Craiova: positioning, mission, action], *Quality Assurance Review for Higher Education*, Vol. 4, Nr. 1, pp. 61 – 67, https://www.aracis.ro/wp-content/uploads/2019/09/Articolul_71.pdf.

Times Higher Education. (not dated). Retrieved from <https://www.timeshighereducation.com/>.

Top Shanghai. (not dated). Retrieved from <http://www.shanghai ranking.com/>.

UEFISCDI. (2013). Internationalization of Higher Education in Romania, the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI),

U-Multirank. (not dated). Retrieved from <https://www.umultirank.org/>.

UniRank. (not dated). Retrieved from <https://www.4icu.org/>.

de Wit, H. (1993). On the definition of international education, *EAIE Newsletter* 11, pp. 7-10, Amsterdam: EAIE.

de Wit, H. (2002). *Internationalization of Higher Education in the United States of America and Europe: A Historical, Comparative, and Conceptual Analysis*, Westport, London: Greenwood Press.

de Wit, H., Engel, L. C. (2015). Building and Deepening a Comprehensive Strategy to Internationalise Romanian Higher Education, in Curaj, A., Deca, L., Egron-Polak, E., Salmi, J. (eds.). (2015). *Higher Education Reforms in Romania Between the Bologna Process and National Challenges*, Cham: Springer, pp. 191-204.

* * * H.G. nr. 789/ 2011, Hotărârea Guvernului Nr. 789 din 3 august 2011 privind aprobarea Metodologiei de evaluare în scopul clasificării universităților și ierarhizării programelor de studii, Guvernul României, publicată în Monitorul Oficial Nr. 569 din 10 august 2011 [Government Decision No. 789 of 3 August 2011 regarding the approval of the Methodology for the evaluation and classification of universities and study programmes published in the Official Gazette No. 569 of 10 August 2011], Retrieved from <http://legislatie.just.ro/Public/DetaliiDocumentAfis/130702>.

* * * OMECTS nr. 5262 din 05.09.2011 privind constatarea rezultatelor clasificării universităților, Ministerul Educației, Cercetării, Tineretului și Sportului, publicat în Monitorul Oficial al României nr. 637 din 06 septembrie 2011 [Ministerial Order No. 5262 of 5 September 2011 on acknowledging the results of the classification of universities, Ministry of Education, Research, Youth and Sports, published in the Official Gazette No. 637 of 6 September 2011], Retrieved from <http://www.legex.ro/Ordin-5262-2011-114871.aspx>.

* * * OUG No. 194/ 2002, Ordonanță de Urgență Nr. 194 din 12 decembrie 2002 privind regimul străinilor în România, Guvernul României, republicată în Monitorul Oficial Nr. 421 din 5 iunie 2008 [Emergency Government Ordinance No. 194 of 12 December 2002 on the status of foreigners in Romania, Government of Romania, republished in the Official Gazette No. 421 of 5 June 2008], Retrieved from <http://legislatie.just.ro/Public/DetaliiDocument/93712>.