

Abstract

The habilitation thesis submitted by Vlad-Vasile Țoca, PhD, associate professor at the Art and Design University in Cluj-Napoca, Department of Theoretical Disciplines, was written following the methodology in annex no. 1 of Order no. 3121 from January 27th 2015. It is, therefore, divided in two parts, the first of which presents, as required, “in a brief and documented fashion the most important results of the candidate’s scientific and didactic research”, and also an outline of the evolution “of the academic, scientific, and professional career”. The second part presents briefly the “candidate’s individual capacity to coordinate research teams, to organize and manage teaching activities, of explaining and facilitating learning and research”.

Part I

1.1. *Scientific research.*

1.1.1. *Introduction.* After defending my doctoral thesis named *Romanian Art Historiography during the Interwar Period* in May 2008, I continued research in this area. This activity materialised in a number of studies published in scientific publications indexed in international data bases, and in several books with multiple authors.

1.1.2. *Research in the Field of Romanian Art Historiography.* Continuing research in this direction has been motivated by the necessity of looking deeper into some aspects, and also covering some aspects which have not been discussed or have been poorly analysed in the doctoral thesis. Chiefly, I focused on the works of authors that had the strongest impact on Romanian art historiography, both at the moment they were written, and also throughout the following decades. I focused especially on the works of Coriolan Petranu, George Oprescu (and his collaborators), Ion D. Ștefănescu, Virgil Vătășianu and Alexandru Busuioceanu.

During this stage, following the defence of my doctoral thesis, I took a closer look at aspects concerning methodology, and the ideas that permeate these texts.

During the next stage I revised the doctoral thesis’ text and that of other papers resulting from research in this field, in order to include them in a book. This last was published at the end of 2011 at l’Harmattan publishing house and was titled *Art Historical Discourse in Romania. 1919-1947*. This book is not merely a translation into English of the doctoral thesis, because it involved thorough rewriting and revision of the text, and also there had been large parts that are based on research carried on since I defended by thesis.

1.1.3. *The Overview of the Research in the Field of Romanian Art Historiography.* In 2014 I once again reviewed all my papers and research in the field of Romanian art historiography between the two world wars in an extended study, which brought together all previous research and it

therefore represents a conclusion to, and the ending of, my research in this field. In this paper I aimed at picturing an overview of the Romanian art historiography during the researched period, and of the social and intellectual context, which influenced the Romanian authors in their ideas, beliefs and choice of methodology. This overview revealed that there are more similarities than differences among the works of most of the authors active between the two world wars.

1.1.4. *Member of the IDEI Programme Financed by the National Council for Financing Scientific Research in Higher Education.* Between 2009 and 2011 I was part of the research team of the grant financed in the IDEI Programme: *The Phenomenology and Dynamics of the Built Environment. Integrated Research of Historical Heritage and Core-Periphery Relation in Central Transylvania.* Code. ID_2248. As a member of the team I carried out multiple tasks: field research, library and archive research. I also completed research activities abroad, and published articles in scientific reviews (indexed ERIH – NAT, EBSCO) etc.

1.2. *Teaching Activities and Didactic Research.*

1.2.1. *Introduction.* Shortly after obtaining the doctoral degree I became an assistant professor, which entitled me, in accordance with the legal requirements at the time, to teach courses. Beginning with the university year 2008/2009 I had courses and seminars both at the Babeş-Bolyai University and the Art and Design University in Cluj-Napoca.

1.2.2. *General Courses.* Among the courses I have been teaching in the last years are: *History of Universal Art, History of Modern Art and History of Art in Romania.* They are all fundamental courses both at the Babeş-Bolyai University and the Arts and Design in Cluj-Napoca. Because of the curricular differences between the two institutions, the courses have been adapted in order to respond to the specific needs of each study programme.

1.2.3. *Member in the Teaching Research Grant Financed by the Open Society Foundation as part of its Higher Education Support Program.* As a result of this grant I have elaborated a number of new courses (optional, facultative and mandatory, both in the graduate and master programme) such as: *Visual and Literary Sources: Art, Literature and Cinema as Sources for the History of Central Europe; Urbanism and Symbolic Space in Central Europe and Uses and Abuses of History: Historiography in Central Europe.* When launched, these courses introduced new teaching methods and broadened the curricular offer.

1.2.4. *Local coordinator of the Teaching Programme The PATTERNS – Travelling Lecture Set Financed by Erste Foundation, Austria.* The PATTERNS is another teaching programme in which I took active part, coordinating the lectures at a local level, and also giving an introductory lecture, as well as a seminar at its conclusion, and examined the students.

- 1.2.5. *Short Term Expert in the Specialty Practical Training (Practicum) Programmes financed by the Sectorial Operational Programme Human Resources Development 2007-1013 (POSDRU)*. I took part in two such programmes as a short term expert in the Faculty of History and Philosophy, Babeş-Bolyai University. Both projects aimed, first of all, at creating a context for practical training in which the student would be placed in situations that best resemble possible future work environments. My responsibilities had been very diverse. I elaborated the list of necessary competences, abilities and acquired knowledge needed, and which should be gained during the training programme; I identified the partner institutions, maintained contacts with them and the designated tutors; together with the tutors I discussed and identified the specific activities and schedule for each institution; I elaborated the itinerary and objectives of the field trip, contacted the institutions and the specialist in charge of the museums, galleries, archaeological sites, monuments etc.; I conducted the final examination of the students in my groups; elaborated the final reports.
- 1.2.6. *Supervising Graduate and Master Final Papers, and Member in Training Commissions in the Doctoral School*. As a result of obtaining my doctoral degree, in accordance with legal provisions at the time, I could supervise graduate and master final papers. At the same time I was a member in numerous training commissions in the Doctoral School *History. Culture. Civilisation*. in the Faculty of History and Philosophy, Babeş-Bolyai University. Since then, I supervised every year numerous papers. In this direction, an important achievement has been encouraging students to elaborate final papers based on their curatorial and pedagogical projects, beginning with the university year 2009/2010.
- 1.2.7. *Supervising and Coordinating Students' Debating Circles*. I have coordinated and supervised students' debating circles constantly throughout my career. As part of these debating circles I also organised field trips, in Romania and abroad, visits to monuments, museums, galleries and archaeological sites. During the university years 2009/2010 and 2010/2011 I organised a common debating circle of the students studying art history in the Babeş-Bolyai University and those studying art at the Art and Design University in Cluj-Napoca.
- 1.2.8. *Supervising the Elaboration of the Curriculum for the History and Theory of Art at the Arts and Design University in Cluj-Napoca*. Another important activity related to teaching management was that of supervising the elaboration of the curriculum for the History and Theory of Art at the Arts and Design University in Cluj-Napoca. This was carried out during the 2013/2014 university year, and the curriculum had been approved by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) on June 25th 2014.
- 1.2.9. *Short Term Expert for Elaborating the Qualifications for the Curriculum for History. Art History, for the National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment – ACPART*. My activity as a short term expert in the programme *Developing an Operational Qualifications' System in Higher Education in Romania* (2009-2010) financed by the Sectorial Operational Programme Human Resources Development 2007-1013 (POSDRU) contract no. POSDRU/2/1.2/S/2, coordinated by the National Agency for

Qualifications in Higher Education and Partnership with the Economic and Social Environment – ACPART is also related to the didactic area of my career. In this project I elaborated the qualifications for the mentioned curriculum. In order to do this, I first had to identify to problems of the current curricula in the country, the problems which graduates face when looking for a job, and the problems the employers have when hiring young graduates. I realised there were areas not covered curricula in use. I directed the qualifications toward two important areas: monuments and artworks study and protection; and curating and museology. At the end of my activity I organised the consortium which validated the qualifications.

1.3. Other activities

1.3.1. *Expert Evaluator.* In 2011 and 2012 I was selected as an expert evaluator by the National Council of Scientific Research (CNCS) for the annual national evaluation programme for scientific reviews and publishing houses in the field of Art and Humanities. During the last four years I have been a peer reviewer for *Brukenthal. Acta Musei*, history of art section (ERIH – NAT). I was evaluator for RBUCE-UP UniverSud Paris in 2012. I was a member of the editorial board for *Studia Universitatis Babeş-Bolyai. Seria Historia Artium* (EBSCO), until 2013.

Partea a II-a

2.1. *The Capacity to Coordinate Research Teams.* My capacity to coordinate research teams is demonstrated by: submitting applications as a project director; participating in research teams; coordinating books with multiple authors; coordinating work teams in various situations; coordinating and supervising students and student groups in research work.

2.2 *The Capacity to organise and Manage Teaching Activities, and of Explaining and Facilitating Learning and Research.* After defending my doctoral thesis I participated in several didactic projects and programmes, which resulted in the elaboration of new courses, and learning programmes (practicum), etc. Throughout my career I supervised and coordinated students' debate circles; I initiated and lead field trips both in Romania and abroad; I supervised students' works presented at students' conferences; I coordinated specialty practical training (practicum) programmes; and I have supervised and coordinated numerous extracurricular activities meant as complementary learning instruments. I elaborated textbooks and readers, and I have created a database of over 9.000 images. I supervised and coordinated the elaboration of the curriculum for the History and Theory of Art at the Arts and Design University in Cluj-Napoca.