



ROMANIA

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RECTOR'S OFFICE

Quality and Excellence

(the strategy for excellence of Babeş-Bolyai University)

Abstract

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Which is *the strategy of Babeş-Bolyai University to obtain excellence*? If one takes a look at *Funk & Wagnalls Standard College Dictionary* (New York), one sees that the word “*strategy*” is defined as “*a plan or technique for achieving some end*” (p. 1323). How is then the *strategy for excellence* conceived at Babeş-Bolyai University?

Babeş-Bolyai University has elaborated its *strategy for excellence* and has submitted it for discussions to its departments, faculties and to the Council of Administration. The strategy was published in the newsletter issued by the Rector's Office, as well as in the university's publications.

This strategy is based on several general assumptions:

- a) Babeş-Bolyai University is a comprehensive university – providing the formation of teachers, economists, lawyers, engineers, psychologists, sociologists, philosophers, theologians, sports persons, artists etc.;
- b) the duty of Babeş-Bolyai University is to represent – through full studies in Romanian, Hungarian, German and through programmes related to the history and culture of the Jewish people, through programmes related to other ethnic communities – the historic and cultural structure of Transylvania;
- c) originally, Babeş-Bolyai University is an empyreal university whose purpose is to play a decisive role in Central Europe;
- d) Babeş-Bolyai University is an open institution, committed to embody the major European tradition in Romania;
- e) Babeş-Bolyai University may reach its goals only by setting into motion, as much as possible, its staff, chairs, departments and faculties;
- f) after years of extensive development, Babeş-Bolyai University now needs an intensive development and, therefore, a strategy to obtain *excellence*.

The *strategy for excellence* starts with the clarification of what *excellence* means – original products of one’s own activity, which win before other similar products in the competitions of the era of globalization – and with the delineation of the objectives to be reached. For a comprehensive university like Babeş-Bolyai University, the following *goals* have to be reached:

- 1) the optimum functioning – based on the autonomy of the units (lines of study and faculties, departments) – of the language-based multicultural system, which now comprises: 37,001 Romanian students, 10,603 Hungarian students, 95 German students; 38,822 students in the Romanian line of study, 7,336 in the Hungarian line of study, 914 in the German line of study; the others study in other programmes;
- 2) the productive functioning – based on the autonomy and sustainability – of the system comprising 21 faculties now, 6 colleges, organized in 24 departments and 95 chairs, with 2,385 teaching positions, out of which 1,472 occupied by tenured teaching staff, 490 by associates and the others by scientific

- researchers and Ph.D. candidates; 310 scientific researchers; 1,425 employees in the administration;
- 3) the stabilization of the number of students to 45,000, with a synergetic distribution (now there are 38,616 at bachelor's level, 9,664 at master's level, 2,236 at doctoral level, and 2,954 in lifelong learning programmes);
 - 4) the stabilization of the number of teaching positions for *ratio 1* under 15 students per one teaching position, and for *ratio 2* of 1.8 per 1, the occupation by the tenured professors of 80% of the teaching positions, the rest remaining to the “associates”, scientific researchers and Ph.D. candidates;
 - 5) ensuring the attraction for each unit (specialization, faculty, college) so that the installed teaching structure is optimally supported;
 - 6) the consolidation of the teaching profession functioning in every chair, by opening the admission for candidates from the European Union, the U.S.A. and from other countries, and by increasing the number of scientific researchers to 600, under the conditions given by the increasing access to the European Union programmes and by the passage of Babeş-Bolyai University to a “intensive research university”;
 - 7) the motivation of students for intellectual effort and achievements, as well as the consolidation of the infrastructure of the student life (student houses, cafeteria, cultural houses);
 - 8) individualized assistance for those who study by an effective tutorial system;
 - 9) the increase of the technological impact and the increase of the volume of technological transfer of its own scientific research;
 - 10) an optimized infrastructure and electronic communications at an updated level;
 - 11) scientific publications (at least 25) and publishing houses (at least 2) registered in international databases;
 - 12) an increased internationalization of the university, by attracting international students in a proportion of at least 10% from the total number of students.

When the issues of *quality* and *excellence* are raised in a university, a distinction has to be made among the different levels, the compartments and the mechanisms. This implies:

- a) the differentiation of the *organizational level* at which *excellence* is being thematized: the personality and the group of collaborators, the chair, the department, the college, the research institute or centre, the faculty, the field, the university;
- b) the differentiation of the *functional compartments*: the academic management, the technical administration; the students; the teaching staff; the financier; the legislator;
- c) the differentiation of the *academic sectors*: education, learning, scientific research, relation with the alumni, relation with the economic, social and cultural environment, one's own development, values etc.;
- d) the differentiation of the *mechanisms for entry selection*: the admission to bachelor studies, the admission to master's studies, the admission to doctoral schools, the admission to other studies, the selection of assistant professors, the selection of researchers, the selection of professors, the selection of leaders etc.;
- e) the differentiation of the *forms for the support and stimulation of the excellence*: financing the institution and the person, prize awarding, allocation of support resources etc.;
- f) the differentiation of the *steps towards excellence*: the existence of an academic programme, of a scientific research programme etc., the existence of an evaluation of the present situation, the existence of an evaluation of the potential, the existence of an adequate organization, the existence of the indispensable premises, achievements, recognitions, technological impact, the ranking in national competitions, the ranking in the European Union, the ranking in the global competition.