



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

VISITING ADVISORS REPORT

BABES-BOLYAI UNIVERSITY

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Introduction: Purpose and Scope of the Visit

The Babes-Bolyai University of Cluj-Napoca (hereafter referred to as “UBB” or “the university”) invited a team of visiting advisors from the Salzburg Seminar to assist in the continuing efforts to distinguish and strengthen the programs of the institution. Of particular interest to the leaders of UBB were the following issues, selected because of their relevance to the future development of the institution:

- Administration and finance
- Quality assurance
- Strategic planning
- The role of the marketplace in teaching and research priorities
- Student needs (introduction of interdisciplinary courses and student evaluation of faculty members)
- The role of the university in the emerging civil society

In preparation for the visit, UBB provided excellent background materials including an extensive self-evaluation report as well as numerous other documents and publications. These enabled the visiting team to acquire an insight into the development of the university in advance of our arrival for an intensive four days of meetings at UBB, which helped us to understand the challenges that lie ahead.

During the four-day visit in Cluj-Napoca, the visiting team had a series of substantive discussions with the rector, vice rectors, deans, department heads, professors, and students to examine the issues and concerns set forth by the university leadership. In addition to these discussions with the university community, the team members also met with representatives of the municipality of Cluj-Napoca, the district authority, the chamber of commerce, and the Northwest Regional Development Agency. The broad spectrum of meetings allowed the visiting team to understand the particular conditions of UBB – to the extent possible during a four-day visit – and to position the university in the context of local civil society.

The visiting team was impressed by the sense of equilibrium between vision and realism which permeates UBB and which characterizes the strategic development of the institution. At all levels of the university, we encountered a firm commitment and dedication to the fundamental mission of UBB. There was a strong sense of community and shared values going well beyond the high degree of loyalty to one's profession and workplace that usually are found at higher education institutions. The vigorous and forward-looking attitude, so striking for each visitor to UBB, is no doubt the result of credible and enlightened leadership at this institution. It created a feeling of self-reliance and confidence in UBB's own abilities to master the many difficulties of the ongoing transition period in Romania. We also identified a number of areas that present current and future challenges if UBB is to be the kind of higher educational institution it aspires to be. Given the thorny economic circumstances of the country, we believe the challenges will not be easy, but we trust the people of UBB are up to the task of realizing its goals.

Section I.

A Period of Extraordinary Growth and Change

The changes that have taken place at UBB within the past twelve years must be seen against the background of the broader developments in Romanian higher education during this period. As in other countries of the former Soviet Union, the transition from state control and central planning unleashed a tremendous pent up demand for all sorts of goods and services, including first-rate higher education. According to recent statistics,¹ the tertiary enrollment in Romania grew from about 193,000 students in 1990 to approximately 336,000 in 1995² and reached more than 403,000 in 2000.³ Far-reaching reforms and innovations accompanied the rapid increase in student numbers of all educational branches (e.g., undergraduate, postgraduate, and retraining) both on the institutional and system levels. New departments and schools were being created. New (mainly private) institutions offering post-secondary education were mushrooming. Curricula reform or renewal, particularly in the social sciences, humanities, and economics, became the order of the day. A complete overhaul of the legislative framework for higher education was passed by the parliament involving a fundamentally new set of rules and regulations concerning internal and external university governance. In short, within only twelve years Romanian higher education has been reinvented – a process which was not always without pains and detours and not in each instance crowned with success. This process ultimately endowed the universities with a degree of academic freedom, institutional autonomy, and entrepreneurial opportunities that they had not experienced within the previous system.

The development of UBB since 1989 provides ample proof that it has embraced wholeheartedly the new liberties, thus sparking a momentum, which places UBB among the leaders of the higher education reform.

- In the 2000-2001 academic year total student enrollment was 36,993 (of which about two-thirds were full-time students) – a six-fold increase from about 6,000 students in the year 1989. During the same period the number of academic staff more than doubled from about 600 to more than 1,400. The university budget has increased less rapidly from USD 8 million in 1990 to about USD 16 million in 2000.⁴ Following the decision of the government in 1999, which authorizes universities to admit fee-paying students – UBB has experienced a decreasing percentage of support directly from the state, and a growing proportion of tuition fees based on student enrollment.
- UBB now comprises a total of nineteen Faculties (up from seven in the year 1989) offering a broad spectrum of about 125 “specializations” (study programs) at the undergraduate level and close to seventy programs at the postgraduate level, as well as a large number of course offerings in the area of continuing education and distance learning. UBB also established a decentralized network of thirty-nine “University Colleges” throughout the Transylvanian region that are providing short-track, three-year courses and other further education programs focusing on the advancement of knowledge and practical skills relevant for the economy and the social development of the region.

¹ Task Force on Higher Education and Society (2000). *Higher Education in Developing Countries. Peril and Promise*, Washington, DC: World Bank, Statistical Appendix, Table B, p. 110.

² Or from 711 per 100,000 inhabitants to 1,473 – compared to 5,339 in the U.S. or 3,135 in the UK. Marga, A. (2001). *University Reform Today*, Cluj, Romania: Cluj University Press.

³ A. Marga (2001), p. 192.

⁴ These figures are not constant dollars.

- Starting in 1997, UBB embarked on a new policy introducing undergraduate programs in two additional languages, Hungarian and German, complimenting existing programs in the Romanian language. In doing so, the university acknowledged the multilingual composition of its student body which itself is a product of the multiethnic and multi-denominational history of the region. By incorporating these three lines of study in its charter UBB explicitly adopted multiculturalism as a defining element of its mission and structure. It considers itself an advocate of pluralism and diversity.
- Parallel with the growth of the number of students and faculty, UBB has expanded physically through the purchase and adaptation of existing buildings, or through developing completely new facilities, like the nearly completed building of the Faculties of languages, economics, and computer sciences as well as the new residence building for international students.
- UBB has made energetic efforts to broaden its contacts and cooperation with universities abroad by cultivating bilateral relations and participating in numerous multilateral programs such as those set up by the European Commission (TEMPUS-PHARE, SOCRATES) or based on regional initiative (CEEPUS).

With its commitment to change and growth, its determination to strengthen the quality of learning and research, and its steadfast devotion to foster the values of multiculturalism, UBB has positioned itself to become increasingly more competitive with European and other international higher education institutions. The beneficiaries of this ongoing engagement extend beyond the members of the university community to the Romanian society as a whole, which will provide an important service to the long-term advancement of the country. UBB is preparing well-educated citizens to be the vanguard of Romania's efforts to join the knowledge society of the 21st century.

Half-jokingly, our hosts told us during the visit, 'If you see a building-site in Cluj, it is most likely either for a new bank or a new church.' However, it was the impression of the visiting team that Cluj can pride itself of another thriving and entrepreneurial source of wealth and hope, UBB.

As a scholar of the developments in Central and Eastern Europe noted, "What is remarkable to an observer from outside the region, however, is the apparent absence of serious conflict, despite the scale of transformation undergone since 1989. One reason is that the democratization of governance and management structures enabled reformers to occupy positions of influence within the universities (...). As a result, the majority of senior staff was committed to reform. Nevertheless, the lack of opposition (...) is still remarkable in the light of the radical restructuring (...). Certainly, any British university that undertook a similarly ambitious and radical program of reforms would have experienced great turbulence. The same is probably true of most other Western European higher education institutions."⁵

⁵ Scott, Peter (2000). Higher Education in Central and Eastern Europe. An Analytical Report. *Ten Years After and Looking Ahead. A Review of the Transformations of Higher Education in Central and Eastern Europe*, Bucharest: UNESCO-CEPES, p. 382.

Section II.

How has this Period of Growth been Stimulated and Managed?

The past decade of program growth and expansion at UBB has come as a response to new opportunities made possible through changes occurring in the immediate region and within the nation of Romania. UBB has successfully addressed new societal challenges that come with changing circumstances. These opportunities and challenges might have overwhelmed many other institutions, and might have done so here if it were not for the fortuitous combination of several factors operating within UBB, factors which must be credited if the full significance of what is underway at UBB is to be appreciated and continued.

Vigorous Leadership

We give great credit to the leadership of the institution for its ability to help guide the institution through this period of growth and change. When we commend this leadership, we want to recognize its presence and trace its impact at many different levels.

The rector of UBB, Dr. Andrei Marga, deserves a great deal of credit for his vision, his imagination, for his external representation of the institution, for the ideas which he brought back to the university from his world-wide involvement, and also for the resources which he was able to bring back to the university. Truly these are very important. His understanding of the institution and its role in a changing Romanian society has been exceptionally enlightened. He has drawn on his significant intellectual gifts, his academic and professional experiences, and his direct involvement in government service to construct a compelling agenda for UBB, and he has been wise in organizing and directing a team of individuals to act on that agenda.

We also want to recognize the roles and the relationships between the vice rectors of the university. In very few places that we have traveled have we been able to observe such a talented group of vice rectors who are capable of articulating the direction of the institution with such skill and insight. Universally competent in their fields of responsibility, each of them also seems quite able to describe and to contribute to the broad agenda of the institution. We were particularly impressed with the effective, trusting, and respectful relationships between the vice rectors. This collaborative, cooperative, friendly interaction between vice rectors is a great strength, and it is readily observed in the day-to-day function of the institution. In a period of dramatic growth in other institutions we might have expected a bit more competition between the various portfolios, between the various assignments and duties of the vice rectors. We might also have expected to find, that when the rector was called away for national service, as Andrei Marga is often requested, we might have seen less harmony than what we were able to observe.

We also see leadership emerging at another important level, and perhaps this is the most promising of signs for the future of the institution. We see strong leadership potential forming at the dean, vice dean, and director levels, with a new growth of fine people, very well prepared within their own disciplines and eager to make an impact in their professions and at UBB. Because that group will represent the university in the decades to follow, we think it is very important to observe that there are leadership strengths building within the institution as a whole. We are particularly encouraged by the number of well-trained and devoted younger women in posts at UBB.

It will be important to give these younger leaders opportunities such as the Universities Project Symposia at the Salzburg Seminar and foreign study/travel opportunities, such as the experiences reported to us from one person who visited American universities to benchmark faculty teaching evaluation methods. There are

several opportunities here, in addition to the excellent observations made by Dr. Marga in *University Reform Today*.⁶

Overall, we observed cooperative relationships in evidence among the various functions of the institution. This interaction was carried throughout the organization, characterized by a great deal of good communication and openness. It is commendable, as, no doubt, it has proved essential. Clearly it is one of the great strengths of the university at this time in its development.

Structural Innovations

Some of UBB's growth has been stimulated and managed through structural innovations. The ability to change the structure of the institution is necessary to deal with changes in the external environment, with the influx of new students and in order to effectively manage the absorption of new resources. The most obvious example of this is the kind of growth found in the curriculum, and has been demonstrated in the addition of several new Faculties. The university has responded with skill to the growth that it has experienced, and some part of this adaptive capacity must be credited to the ability to rapidly adapt organizational structures as needed. Great expansion sometimes requires that new structures be created without the opportunity to build the depth of quality that might be preferred. There is a great deal of continuing structural adjustments that will need to occur if this organizational growth is to be integrated into the institution in a more effective way.

Cultural Shift

Modern organizational theorists speak of institutions as having their own cultural properties. Some of these traits are derived from the composition of the individuals who lead and work within the institution, some from history or tradition, some from external factors that bear upon the institution and shape its modes of operation. While we do not have a longitudinal experience with the institution, we nonetheless believe (based on our review of materials and our interviews while on campus) that there has been a profound cultural shift at the university that shapes the way that institutional business is conducted. We sense an atmosphere of initiative, an ability to look into the external environment and take advantage of opportunities as they arise, a sense of potential. Furthermore, there is a great openness to change; there is a willingness to engage new uses of technology; there is sophistication with how modern leadership should operate in an open society. There is a commitment to democratic processes at all levels of decision making at the institution. These examples of a cultural shift, by some theories of organizational analysis, may be the most important qualities that the institution can carry forward into the next decade.

We also see a spirit of cooperation and a sense of common purpose; one might even say a shared pride that operates here at the university, which we believe to be entirely justified and terribly important.

We think these three issues, leadership, structural innovations, and cultural shift, are related to one another. In our theory of administration, strong leadership that demonstrates and models cooperative relationships and a sense of common dedication result in the opportunity to change structures, change culture, and to create a sense of common purpose. We commend UBB for these qualities and suggest that they will continue to be important in the immediate years ahead.

⁶ A. Marga (2001).

Section III.

Preparing for the Harvest

Making use of the metaphor of the harvest, we will describe the immediate challenges facing the institution as a result of recent initiatives underway. Preparing for the harvest means, to us, a process of carefully aligning the existing leadership, structure and culture of the institution with the appropriate equipment, staffing, curriculum, programs and resources in order to fully secure the fruits of investment. This is a challenge that can be initiated through a thoughtful process of strategic planning, and then accomplished through prudent administration and persistent leadership. Thinking and acting in this way signals a change for UBB. It is a change from a period of remarkable expansion and opportunism, to a period of investment and stabilization.

Investment in Plant and Facilities

The team was impressed with the progress that has been made in the investment in plant and equipment. In an absolute sense, the construction of new classroom and office space to house the Faculties of languages, economics, and computer sciences is most impressive. The team toured the new building and found it to be most impressive as to both appearance and functionality. The building under construction to house international programs will be another important addition to the physical plant, especially as UBB and Romania seek international connections to build both support for the university and the country.

The team was impressed with the renovated and updated building for the Faculty of political science and public administration. Of particular importance is the way these renovations seem to reflect the needs of faculty and students for a study space and library as well as comfortable and modern classrooms. While we did not see many buildings and must, by necessity, rely upon the information we received, we were daily exposed to the ongoing renovations at the University Hotel, where we were housed for the week. There, we saw the attention given to the entrance way and dining facilities.

In a relative sense, the fact that UBB has been able to make such investments in the physical plant during difficult economic times in Romania is truly remarkable and gives the impression that national and UBB planners understand the importance of university priorities. The administration of the university, the faculty who have so carefully planned and executed the new and renovated buildings, and the Ministry of Education are to be congratulated on their combined efforts to help UBB become a modern, well functioning university from the standpoint of its physical plant.

As is well recognized by the UBB staff, much needs to be done after decades of neglect. The UBB campus is spread across the city of Cluj-Napoca, as is often the case with urban universities everywhere. The conversion to academic uses of old houses and other buildings originally intended for other purposes can often be quite expensive and may result in suboptimal outcomes. This may be the case at UBB, but if so, we are not aware of it.

Irrespective of the physical characteristics of the buildings themselves, it is usually preferable for pedagogical and logistical reasons to have students and faculty of several academic units in close proximity to one another. Persons studying in different disciplines benefit from interaction. University faculty has a greater opportunity to meet and interdisciplinarity has a greater chance for success when persons are in closer proximity through work in common spaces.

In an institution - which both encourages and supports ethnic identity and at the same time pursues goals directed to nation building and solidarity, it seems that UBB should include in its strategic planning processes explicit efforts to have the

physical plant of the University complement its pedagogical goals. It is therefore our view that UBB should seek opportunities over time for the consolidation of units into facilities highly suitable for classrooms and office space.

The classrooms we visited were of several types. Large lecture rooms seemed to prevail, as is understandable given the need for larger classes at the undergraduate level. Smaller classrooms in the new building we visited balanced these lecture rooms. As teaching styles change from former systems that emphasized a lecture format, in which the teacher talked and the students listened, it will be important that classrooms be of a size and configuration that support greater teacher-student and student-student interaction. This is especially important in courses that benefit from problem-based learning in which groups of students work together on application and problem solving.

Investments in computers in the classroom, the use of projection equipment, and connections to the Internet and other techniques that expand teaching beyond the lecture, all require modifications to facilities. While these modifications are initially expensive, there is no substitute for these methods in 21st century higher education. This is another reason for considering the consolidation of physical facilities. Supplying these buildings with fibre optic cable or other technological enhancements is simply easier and less expensive when they are not spread across the city.

Deferred maintenance is a problem in higher education everywhere. As buildings are built, they add maintenance and operating expense. Financial reserves are needed to cope with future maintenance issues and with the need for expenditures for modernization. Our experience is that these reserves should be in the fiduciary care of the institution, to be managed by them in support of institution-based priorities. Timely maintenance properly directed to priority issues can mean enormous cost savings. This implies the need for UBB to become more self-sufficient and self-governed over time, a recommendation we speak to more fully elsewhere in this report.

The UBB staff reported that there is 1 computer per 20-25 students on the campus. This is certainly commendable. As the campus becomes more computer-based, it will be possible for students to use computers to enhance their studies. Classroom adaptation will occur. The organization of classrooms may change from having the computers on tables lining the walls to bringing the computers out into the room and using them in interactive class settings.

No physical facility is more central to the quality of a university than its library. Our team toured the library, where we were shown the areas where students read materials brought to them from the closed stacks. We saw the special collections area where beautiful old volumes are stored in appropriate conditions. There is much about this library that speaks of the proud tradition of UBB, yet while the library is a beautiful old building, it lacks the functionality of a modern university's central library. Indeed, it seems more like a museum than a modern library.

The collections should be more easily accessible, both within the existing facility via open stacks and to students and faculty in places outside the library building via computer-based methods. Our visit to the library was unfortunately too brief to know a great deal about its staffing or whether books have been bar coded and entered into an electronic cataloguing system. These are elements of a modern research library system, which are initially expensive, but are necessary, as the professional librarians there will know. Fortunately, the cost of these innovations is coming down, and there are excellent sources of technical support to help accomplish needed modifications.

Converting some space in the existing library building may help provide for the use of modern electronic databases essential to higher education. To make room, UBB may wish to construct an off-site library storage facility with the appropriate environment to insure the integrity of the least frequently used parts of the collections. Experience elsewhere indicates that persons wanting books stored in a remote library facility normally receive the book within 24 hours after the request is made.

Opening the stacks to browsing is an invaluable investment in learning for all in the university community. Our team would put the investment to modernize the university library at the top of the list of infrastructure improvements at UBB.

Finally, a word about “ownership” of buildings and facilities. It is obviously important for Faculties to feel they have a home in a particular building. This builds morale and esprit de corps, encourages faculty-student identity with their academic unit (important not only to effective teaching and research, but also to building alumni loyalty and support), and enhances interpersonal support systems. Having said this, we also recognize the importance of institution-building at UBB that goes beyond the development of individual Faculties. Increasingly, there will be a need for cross-faculty interaction. Students will want to take courses in Faculties other than their primary area of study. Inevitably, there will be times when it is beneficial to the university for history classes to be taught in a classroom in the public administration building, for example. To avoid “turf battles” over space, or at least to minimize them, central administration at UBB should increasingly work with the several Faculties to optimize space assignments. Incentives to units that raise external funds should not be sacrificed by central control, nor should the institution become so fragmented administratively that reasonable coordinated planning does not take place.

Internal and External Relationships

Perhaps it is useful to transition from a discussion of administrative organization to achieve coordination of space assignments to a more general discussion of internal administrative and leadership relationships. As with any organization, UBB shows both signs of stress and very positive indications of cooperation. A visit to the campus was very helpful, because discussions with UBB staff helped the team better understand the actual workings of the university. Frankly, the written description of the organization and decision-making processes at UBB distributed to the team in advance of our visit probably presents a structure that is more daunting than the situation appears to be in practice. To the outsider, the description of the organization that governs internal relationships seems both overly bureaucratic and excessively fragmented.

We are convinced of the importance to the success of a university of a strong rector working with a strong team of administrators. A decentralized budget that is overseen by central university leadership will help bring UBB to greater prominence than will be the case if individual managers pursue their own agendas.

We visited with student leaders of the University Senate and found them to be well informed and generally well satisfied with their role in the governance process. This is commendable. The role of students as advisors in higher education is most important. Whether it is appropriate for students to serve as institutional policy makers is another question that will have to be examined by UBB as it continues to mature.

Eventually, the governance model may become more “corporate” in its organization, with a board of trustees from outside the university who look to students and faculty for advice, but otherwise act as the governing board and take the responsibility of helping to interpret UBB to the broader community and vice versa. Such a

transformation would require the support and guidance of the Ministry of Education.

UBB's external relations are relatively well developed, but as with any growing university, they need more professional attention and integration into the life of the university. The concept of service-learning, which encourages students to interact with the community as an integral part of their classroom activities, is important across all disciplines.

Commitment to Trilingual Study

The bold and enlightened decision by the UBB Senate in April 1997 to introduce a policy by which courses and study programs can be offered in Romanian, Hungarian, or the German language, not only marks a milestone in the history of the university, but also of European higher education in the larger context. It is a fundamental acknowledgement, and a pledge, that UBB is a place of meaningful and forward-looking multicultural recognition, dialogue, and cross-fertilization.

Historically, the Transylvanian region has been one of the culturally most diverse and politically most contested places on the European map. Educational institutions played an important role in the formation and consolidation of changing political powers in the region. It is therefore not surprising that the annals of UBB point simultaneously to its Austrian, Hungarian, and Romanian origins. By incorporating all three main languages spoken in Transylvania as equal choices into the study program of UBB, the university drew a positive lesson out of its history, trusting its own intellectual and moral strength to turn into an advantage what may otherwise be a reason for discontent, division, and exclusion. By doing so, UBB also sent a strong signal to the communities in and around Cluj that cultural diversity can be a potential source of richness and distinction, thereby opposing all attempts to antagonize ethnic groups by stirring up nationalistic sentiments.

The visiting team was impressed by the vigorous spirit of shared vision and common goals it encountered in terms of the social and civic responsibilities of UBB. We sensed a genuine, and a very justified, feeling of pride to belong to an institution which by its decision to promote actively cultural pluralism stands in for reason, reconciliation, and a more promising future in a very practical and tangible way. This is an asset on which to build the long-term prosperity of UBB and the region that it serves.

At the same time, the leadership of the university is very much aware that offering parallel lines of study in three different languages involves additional challenges and resource constraints. Most notably, it leads to a triplication of organizational structures in those areas where parallel study programs have been established. Furthermore, these programs often get started with only a very small number of students, which limits the possibilities of UBB taking advantage of the economy of scales. The visiting team understands that the benefits of the trilingual study programs at UBB go far beyond short-term financial considerations. (Sadly, the whole world has only recently been reminded by the tragic events of September 2001 how gigantic the costs are that can occur from ethnic cleavages.) However, we recommend that all decisions about expanding the scope of these programs and opening new courses on Hungarian or German language be taken on the basis of a sound analysis of their long-term viability with regard to student enrollment, cost-effectiveness as well as the quality of teaching staff. Given that all these resources are limited, it seems advisable to broaden the spectrum of non-Romanian language programs only gradually.

Another recommendation of the visiting team is addressed to the Romanian Ministry of Education and Research. The UBB's move to transform itself into a multi-lingual university is not just owed to local circumstances, but it represents a creative and

courageous solution to an issue of national and indeed European dimension. We strongly feel that UBB's contribution to ensuring social cohesion among different ethnic constituencies in the country merits the complete support from the Ministry including additional financial resources to balance at least part of the extra costs involved in creating and sustaining the three lines of study at UBB.

The same is true for international sponsors. At a time when in other parts of Southeast Europe new barriers are being erected and chauvinistic language policies in education serve to divide the student population of a country along ethnic lines, UBB stands out as a truly remarkable example of promoting social inclusion by fostering 'diversity in unity.' The visiting team wants to encourage and invite international donors to contribute their share to the success of the UBB model.

Section IV. Building for Long Term Distinction

Achieving Excellence in Selected Areas

The work of the modern university is so complex and broad; no single institution can excel in every area. While it is important that UBB strive to do the best it can with the resources available to it, and while UBB leaders must constantly challenge themselves to improve, UBB must obtain a strategic perspective if it is to effectively marshal investments and capacities. We conclude that there is a need to better focus on the potential strengths of the institution, in order to create a few areas of national and international distinction.

UBB will probably make its long-term reputation on the basis of a number of exceptionally strong programs and institutional advantages. But certainly not everything can be strong simultaneously without watering down the overall investment. Achieving this focus is important, not only in making resource allocations among the schools, colleges, and Faculties, but also in determining the level of student satisfaction in which the institution will invest: student residences, enhancing aspects of student life, supporting study abroad, and so on.

We would like to suggest that there are several strategic options that are evident and close at hand. Most of these can be organized around the theme of "investments in quality."

Investments in Quality

The quality of an institution depends on the creativity and dedication of its faculty. The investment in quality should be seen in this light. There is, in our view, a need for UBB's leaders to pursue a clear strategy, and not just favor the accumulation of individual ideas, especially when increasing outside demands multiply and require focused attention. The mix of national and institutional cultures in Romania, personalities, and structures will always yield a complex and unpredictable set of circumstances and responses. UBB leaders have no choice but to try to be intentional about the change process, with the task of optimizing the conditions for individual faculty, student, and staff to exploit fully their own potential. In this way, UBB will continue to survive and thrive within a larger higher education environment in Romania that is increasingly calling into question traditional and monolithic definitions of quality.

Teaching.

Workload is always an issue for faculty. Besides teaching a "full load" at a public institution of higher learning, it is reasonable to expect faculty members at UBB to work on a project having to do with enhancement of a course, laboratory, or academic program within the department and to engage in a college-wide or

university-wide initiative of some kind. UBB must consider a rational method for determining the allocation of faculty positions to each academic program or department. There are several unit-of-analysis factors that allow for this type of planning: students-per-faculty ratio; student contact hours per semester per faculty member; and student-credit-hours per faculty member per semester.

Successful institutions of higher learning in the 21st century will combine academic rigor with the kinds of coursework that students want and need at the times of the day or night and the days of the week that students find convenient and with the use of technology that students and the modern workplace demand. Distance education, asynchronous learning, evening and weekend programs for nontraditional students, and even the coursework delivered in the corporate setting will need to be considered in order to make UBB flexible and adaptable to the market demands in the future. However, the allure of technology can also become a drain on human and fiscal resources that can impede UBB's mission and capacity to meet the needs of students. UBB should aim to strike a balance between traditional and technology-based delivery, and it should be prepared to alter the balance over time as the expectations and needs change.

If UBB faculty members are to be actively engaged in thinking about new ways of teaching and learning, the curricular theme has to be relevant across the academic disciplines; it must involve student learning outcomes that UBB is interested in fostering. In many cases, it will establish a mark of distinction or a special niche for UBB over time.

Research.

Research institutions are subject to the same forces in the society that focus on "efficiency of means" and often neglect continuing discussion about civic purposes and public meanings of our individual and collective work. UBB, in this context, needs a far ranging examination of its institutional purposes and practices, such as expanding the definition of research, giving appropriate weighting to the scholarship of integration, application, and teaching, along with the scholarship of discovery. Faculty members at UBB should be encouraged and prepared when they desire to pursue "public scholarship," relating their research work to the pressing problems of the Romanian society, providing consultations and expertise, and creating opportunities to work with community and civic partners in producing results of public value. Faculty should be encouraged to mentor students, providing out-of-classroom opportunities to build communities of learning on and off UBB's campus. These opportunities have the potential to expose students to the public work of faculty whose own moral imaginations and public talents are virtually engaged in relevant scholarship and work of social significance.

Curriculum.

It goes without saying that one of the most distinctive features of UBB is its tri-lingual curriculum, which is a basic component of the multiculturalism of the university. Through training students in the three languages UBB contributes to bridging historical divisions among ethnic groups in Transylvania and to the development of civic society in Romania. These three lines of study play extremely important roles in the process of integration of Transylvanian community. This is even more so since nationalistic factions seem to be quite influential in this region.

Extraordinary efforts of UBB to develop new curricula and to create new Faculties in a very short period of time are also very impressive. In many cases they were built from scratch, not just restructured or transformed. We are

conscious that it required retraining academic staff and updating knowledge of many teachers as well as recruiting staff from the outside. Nevertheless, in some cases (and especially in social sciences and economics) one gets the impression that curricula reflect actual knowledge and skills of the teaching staff rather than a modern model of education in specific domains.

According to the mission of UBB “the Babes-Bolyai University is a higher education institution focused on a combination between teaching, research activities, and services. In both classical and modern academic tradition, this type of university is known as a Humboldtian university. (...) The graduates of the Babes-Bolyai University leave school with a set of knowledge balanced between the theoretical and the practical, being thus able to find jobs more easily.”⁷

Looking for and keeping a good balance between the Humboldtian and the practically oriented model of higher education is a very difficult and tricky task. It requires more flexibility in curriculum and less narrowly and strictly defined specializations that are offered to students. It requires also a broader base in general knowledge, more multi- and interdisciplinarity in teaching and less purely practical courses. The external world, labor market needs, etc. always change more rapidly than the possibility of the university to offer education that fits ideally to the instant labor market expectations. Rector, Dr. Marga wrote, “universities should revise and upgrade their curricula and the content of the subject matters, so that the graduates should be prepared to adapt to rapid changes in society and act in an international market.”⁸ Consequently, that means that the curricula should be continuously monitored and evaluated within the university and at the university (not only Faculty) level. Perhaps a university committee for curricula would be one of solutions in this respect. Its objective would be overruling the curricula from an interdisciplinary perspective. Involvement of students in these processes of monitoring and evaluation is essential – both through participation in various evaluation bodies and through course evaluation questionnaires (these should cover all courses and should become a regular component of studying).

University Advancement

UBB is in the early stages of organizing a fund development, or “institutional advancement” program to further diversify its funding base. Its rich history and excellent management team will do a lot to help the university get ready for fund raising. If we correctly understand the provisions of Omen nr. 3176/1998⁹ the university has legal authority to engage in fundraising and to retain and manage any “extra-budgetary” funds received through a fundraising process. While the situation will certainly continue to evolve, it would appear that much of the essential legal groundwork is laid for institutional fund development.

There are many specific suggestions that can be offered to build the administrative and volunteer networks required to achieve a successful fund development program for UBB. Before doing so, it is perhaps helpful to put the fund development program in the proper context to best suggest ways to help make the institution highly competitive for gifts and grants.

In organizing a program of university advancement, it is important to remember that fundraising should be done to “put the icing on the cake.” Fundraising should be a net additive to core institutional support and for the primary purpose of building institutional excellence and providing educational opportunity, not to meet needs

⁷ Baba, C., Szamokozi, S., Schreiber, W. (Eds.) (2002). *The Institutional Evaluation of Babes Bolyai University 2001*, Cluj, Romania: Cluj University Press, p. 38.

⁸ A. Marga (2001), p. 161.

⁹ A. Marga (2001), p. 114.

that are usually met by basic budget support. The latter should come from regular recurring sources such as State support, research revenue, tuition and fees, etc. If this is accepted as the philosophy, it follows that the support requested is to help attain and sustain a position of excellence with opportunity for study irrespective of the financial ability of students and their families to pay tuition. In other words, while start up support may be received initially, a program designed for the longer term should be aware that most donors prefer to give to build strength, not to fix something that is weak or broken.

In thinking about the fund development program, it is advisable to select goals that are in line with a focused institutional mission. UBB is heavily committed to many important goals and objectives. Our team heard several times that UBB seeks excellence, prestige, and national and international recognition. There is no limit to the amount of money the institution could spend to attain the goals set out in *University Reform Today*.¹⁰ It is important to now move from these broader goals to some very specific objectives that include both bricks and mortar and program opportunities for investment in a university that knows where it is going.

To be avoided is the challenge faced by donors considering funding proposals from the organization that professes to be “doing God’s work.” Under the terms of this scenario, the organization seeks to raise all the money it can and then spends all it raises. Instead, a clear institutional strategy is needed. Such a strategy requires the university to identify proposed pinnacles of excellence, as described above in sections on teaching, research, and curriculum. Beyond these, the university will have other areas that are to be well done, but perhaps not expected to be world class. Still other programs will not be started or will be dropped, because they are not central to the long-term plan. The approach we suggest calls for a strategic planning process that is ongoing and directed toward preparing the institutional “case statement” for core support and special funding for purposes that are a net additive and intended to fulfill the list of pinnacles of excellence. A strategic plan with a five-year revision schedule will not be sufficient to meet this need.

Institutional advancement will evolve at UBB. At the present stage of development, we suggest retaining central administrative and coordinating control. This strategy puts the institution forward in a coherent way, and while it encourages open competition among Faculties on the basis of the quality of ideas, it avoids competing interests within the university negating overall effectiveness. Professional fund development staff may be assigned from central offices to individual Faculties to promote fundraising throughout the university. These staff members may join with students, staff, faculty, and academic leaders in making a case for approaching identified potential donors for gifts, but the decision as to which units go forward with requests to which donors should be made at the central university level for the foreseeable future.

Experience to date with the alumni makes this point clearly. The material given to our team states “Since its establishment to May, 2001, the (Alumni) Association was unable to achieve any of the initially set goals. Actually, it had no activity.”¹¹ The document goes on to explain that the organizational structure has prevented getting the Alumni Association off the ground and working for the university. The lesson here is that it is important for the overall university advancement organization to be very straightforward, with clear lines of reporting, communication, and decision-making. It is also important to manage university advancement carefully, indeed strategically; otherwise, UBB risks repeating the outcome experienced to date with the Alumni Association.

¹⁰ A. Marga (2001).

¹¹ Baba, C., Szamokozi, S., Schreiber, W. (Eds.) (2002). *The Institutional Evaluation of Babes Bolyai University 2001*, Cluj, Romania: Cluj University Press, chapter 9, p. 1.

It is important to be clear that the purpose of the Alumni Association is to support the university. While there will be opportunities to benefit the alumni directly through networking, continuing education, association, and travel, the overall intent is to build a group that will support the university in the attainment of its mission.

Defining what constitutes alumni is important. The term, as applied at many universities, means something less than graduate. In the United States, often, an alumna/us is a person who has attended the institution for at least one year and either continued to graduation or left the institution in good standing. The definition to be used at UBB may be informed by European traditions and standards.

Leadership is important to the success of the Alumni Association. The rector and the president of the Alumni Association must be able to work together for the benefit of the university, because the purpose is to advance the university. The persons staffing the Association within the university must be gregarious and excited about the institution and willing to extend themselves in ways that build a level of excitement and commitment about the work of the university and its role in Romania and beyond.

For ideas ranging from alumni programming to software packages that support the Association, we suggest UBB consult the Council for the Advancement & Support of Education (CASE). A visit to an American university might also be a way to select and reject program approaches that best fit UBB and Romania.

Some UBB alumni very likely live in the United States. Certainly there are persons from the Transylvania region living in the U.S. and some of them may be interested in supporting UBB if properly informed and “cultivated.” This is worth exploring because if there are interested persons, UBB may want to form a tax exempt foundation (IRS 501 (c) (3)) that will allow U.S. citizens to make tax exempt gifts to UBB. Forming such an organization and having it incorporated in the U.S. is very straightforward.

International Commitments

One of the legacies of Dr. Andrei Marga’s leadership will no doubt be the establishment of a many promising international relationships with other institutions of higher education. In fact it would be fair to say that the current rector has brought UBB to worldwide attention and interest.

We believe that these international commitments need to be mined carefully. Some selectivity will need to be given to determine how many of these relationships can be fittingly pursued and how each relationship can be staffed appropriately. There are some aspects of what is occurring at UBB that deserves worldwide recognition and acclaim. Perhaps there is a way of achieving that end without tying up precious institutional time and resources in ways that do not ultimately serve a strategic purpose. Yet, overall, these new relationships are important and good, particularly for an institution that has been hidden in its contributions for too long.

Strategic Investments

While planning different kinds of activities university leaders should take into account a necessity of coherent investments both in personnel and equipment needed for the achievement a specific goal. The essential question is the evaluation of costs that are associated with a specific activity and budgeting of activities taken by the university.

A good example for this is the newly established Quality Assurance Program considered by the UBB as one of the most important ventures. This huge program was launched without assessment of necessary costs to be incurred by the

university, with a one-person office, and without simple technological support like a scanner for elaboration of students' questionnaires for teaching evaluations. Small investments in the program would ease and improve its realization and would accelerate reaching its goals.

In this complex and demanding process of restructuring and developing UBB, university leaders also should take into account the needs of every day improvements in the working conditions of teaching, research, and administrative staff.

Defining priorities (at the basic and not only very high level) according to the rule of "first things first," and integration of different activities with the whole institution are required.

From the long-term perspective, increasing transparency and efficiency of the system of management of university personnel seems to be one of the most essential questions. Investments in changes of this system and relationships between the university and its people will bring about a new culture of the institution as well as more commitment and a stronger identification of university personnel with the realization of its mission in the future.

Section V.

Future Capacity Challenges to Achieve and Sustain International Recognition

Autonomy and Governance

During several of our meetings we heard UBB colleagues express their frustration about the bureaucracy which characterizes the relations between the university and the Ministry of Education and Research. The bureaucracy is seen as an obstacle to more flexible arrangements regarding curricula innovation and administrative matters (e.g., appointment and promotion policy and budget allocation). From the perspective of the visiting team it is unfortunate that the self-initiative and the impetus toward reform is being tempered by stifling rules and regulations imposed by the government. There is little UBB can do to change the situation because as a public university it is subject to national legislation.

It is, however, critically important that the university is keeping a proactive stance in trying to seek clarity as to what are the limits of acting in its own right. University autonomy is a 'fluid' notion in the sense that the relations between the university and its stakeholders, including the state authorities, are of a dynamic nature. UBB has demonstrated in the past an admirable degree of resolution and inventiveness to pursue its own priorities in conformity with the given legal regulations. The visiting team wants to encourage the university to continue its efforts of ensuring latitude that allows it to be responsive to changing circumstances while observing the relevant laws.

With regard to the internal governance of the UBB, it is a sign of remarkable leadership qualities that despite the pressures resulting from the expansion during the past decade the university exposes a strong sense of common purpose and esprit de corps. Like in most European countries, the decision-making process at UBB is characterized by a complex structure of democratically elected committees and individuals on the different layers of the organization with the Senate on the top. It has often been observed that this structure, while it provides ample opportunities for involvement, has its shortcomings in terms of moving from deliberation to action in a timely and efficient fashion.

In the case of UBB, the visiting team suggests a close examination of the decision-making processes with a view to identify the appropriate units that should be endowed with decision-making authority. We feel that the burden on the Senate has become too heavy and that in the long run, this may become an impediment to the

development of the university. There might be issues that can usefully be decided on the level of the Faculty but are being delayed or stymied because the Senate can only handle so much. A devolution of executive authority can strengthen the management capacity of the UBB without infringement of the notion of autonomy.

Depth of Curriculum

UBB should keep international standards in curricula first of all. Both level and content of teaching should be comparable with major universities in Europe. Only in this way is it possible to assure the competitiveness of UBB graduates in the international global labor market. Special and careful attention should be given to curricula in disciplines in which UBB does not have a tradition in modern teaching like economics or the social sciences. It should be clear that in order to ensure international comparability and attractiveness of programs they should be built as academic, university-type studies rather than professional training. For international recognition of UBB it should not be acceptable that, for instance, the curriculum of the Faculty of Economics with its narrowly specialized courses looks more appropriate for a business college than for university education. Curricula should not be created according to existing skills and interests of teaching staff, but should be designed to meet standards of modern education and expectations towards university graduates.

Participation in international networks of universities with common core programs in a specific field of study would help in restructuring and updating curricula. International mobility of students (both from and to UBB) is an essential element of these processes.

Research Focus and Clarity

Today, cultures of many research-oriented institutions have become increasingly competitive, individualist, and characterized by the “star system.” In building the so-called “research university,” faculty identities are drawn away from the local civic community and toward national and international disciplinary and sub-disciplinary reference groups. Against this background, we believe now is the time for UBB to reexamine its purposes and practices in research. This fundamental task points to deep strategic challenges: how to renew throughout UBB’s institutional life and culture a robust sense that university research work can and will contribute to the commonwealth of Romanian society and the world. Here we suggest some ways that an engaged university like UBB can and will embody its mission:

- The university and its leaders promote public understanding of its work as an essential part of its mission, recognizing an institutional responsibility for public useable knowledge, developing formal structures to sustain such uses.
- UBB similarly will create research-oriented structures that generate a more porous and interactive flow of knowledge between the university and communities.
- Such structures might include public forums created with community partners to disseminate exciting scholarship and research findings; and meetings with university leaders (e.g., rector, vice rectors, and deans), elected academic association leadership, and academic journal editors to build support for research and scholarship. This conversational work with influential domestic and international colleagues must be ongoing if a sustained commitment to research and scholarship is the university goal.
- Celebrating progress in large and small steps in research is crucial to advancing research efforts. High-quality scholarship through research must

be promoted and rewarded at every turn, if it is to achieve the international recognition for UBB. However, the focus must always be on high-quality work that significantly advances our understanding of key concepts in the discipline knowledge matrix, the relevance of the research work to the Romanian society, and the production of significant outcomes.

Interdisciplinarity

Interdisciplinarity is unavoidable for university education. Structural and legal impediments should not restrain UBB leaders from building interdisciplinary programs of study. Giving up narrow specializations within Faculties should be the first step and at the same time inter-Faculty programs and cross-Faculty curricula should be established. Double specializations should be allowed as a rule within the university. Besides, programs of studies, which would combine and integrate different disciplines taught at different Faculties, should be created. There are several reasons supporting the concept of interdisciplinarity in university education. A pragmatic one is the rapidly changing world and expectations of the market, which can be satisfied by people who are able to make use of knowledge from different (remote) disciplines. Another pragmatic argument is the best use of university resources (first of all human resources with the highest level of expertise). Knowledge-based society requires comprehensive teaching and extensively educated people.

Allowing Administrative Structures to Catch Up

This has been a period of incredible growth and change. Now there is a need to allow the institution's administrative structures to "catch up" with its growth. A direct example: UBB has accommodated an amazing growth in student enrollment but the administrative structures that would register students, that would account for their course selection, their grading, all the other things that are part of a modern university that in other places have grown gradually as enrollment has grown in a more gradual way, are still lagging behind at UBB. We believe that the knowledge and talent exists to mature these systems, but there will be a need to recognize the importance of this work and to provide staff and resources for it to occur.

Comprehensive Institutional Research Function

First, there is a need for a common database that informs internal interactions. The university's institutional research program will help with this. The quality assurance program, which UBB has begun, will grow into a quality management program if the first steps in this area can be exploited in the best sense of the word.

It would be unusual to add a new Faculty, a new school, or college, once in a decade at a major university. UBB has added several in the last decade. And in the case of a few of them, the Psychology Faculty, for instance, they have come on-line after a long interruption. And so, the ability to communicate and manage systematically is important. Particularly given the interest in wanting to establish UBB as a presence outside of Romania with other institutions within the European community or abroad.

There is a need to focus strengths. Institutional research (IR) is an area that needs focus. IR is a management assistance function within the central administration of the university that collects and analyzes data to help university managers better evaluate activities and propose and implement alternative management strategies. While the university recently initiated a quality assurance program, the IR function proposed here and provided for under the terms of Ministry Order 4159/July 12, 2000, a summary of which was given to the team during their visit, would go beyond evaluating what is currently done to taking more proactive steps of auditing and analyzing to propose options for change. Staffed more deeply than present, and with

a mandate from senior management to analyze carefully and communicate findings and recommendations openly throughout the university, IR needs to be a function that unit managers at the Faculty level “buy into” and accept as “the common management language” of the university.

We were impressed with the excellent descriptions we received of university activity, but there was a lack of information in our meetings. There appears to be a need for consistently collected, analyzed, and reported management data that link the mission to the budget and the budget to performance. For example, we were told that UBB’s enrollment is 36,000 students, but it was not clear if this is a full-time equivalent measure or head count. While this may seem mechanistic, it is an important element in institutional management of resources and institutional policy. A consistent database that can be used for evaluation and resource assignments would seem to be helpful at UBB.

Ministry requests for information are usually intended for purposes of accountability. These requests are important and we are certain UBB will respond completely and accurately. But, in every university with which we are familiar, there is a need for additional information that focuses upon internal institutional evaluation, management and resource allocation issues. UBB needs such an internal tool to help achieve its strategic objectives, and will very likely look to a combined effort of the academic planning, financial and institutional research offices to design an explicit management information system that compliments other systems that may be required by the Ministry. It is encouraging that “Quality assurance in European higher education in the context of increasing product competition, market expansion, and ultimately globalization is a major objective of the European University Association.”¹² In this context, quality assurance goes beyond evaluating what is done now to making changes in what is done based upon internal analysis and the benchmarking of best practices elsewhere. The process of seeking such information may extend beyond Europe to institutional research activity in the United States, where this area of higher education management is well developed.

Faculty Development

Although many institutions of higher learning outside of Romania have developed faculty development strategies, university leaders at UBB must understand why such investments are important and how they contribute to the institutional mission.

- A number of key questions must be understood before aggressively pursuing a faculty development strategy at UBB. How widespread and universal is this faculty support effort designed to be? What are the incentives for a faculty member at UBB to spend extra time and energy in developing materials, courses, distributed learning environments and software, or web sites? What are the financial resources to support faculty development efforts? What is the administrative or governance structure for determining levels of support? Who in the university will play a central role in managing the faculty development program at UBB?
- Since institutional faculty development is a relatively new concept in Romania, any program with the professed aim of “developing” faculty is likely to run into initial resistance. While most faculty members do acknowledge the need to keep up with new developments in their fields, the suggestion that they need to be “developed” implies some imperfection in their training and practice.

¹² A. Marga (2001), p. 152.

- For faculty development to occur at UBB, leadership is crucial. The rector's (and UBB leadership's) vision of global mission is particularly relevant here. UBB can change the learning environment by sending faculty and students abroad; sponsoring international seminars for students, faculty, and even townspeople from Cluj; and inviting international visiting scholars and exchange students to UBB. Such institutional change is also possible through enriching UBB's well-established foreign language programs and encouraging multicultural awareness on campus, all of which require faculty collaboration and cross-disciplinary conversations. These and a host of other events and activities have already been practiced at UBB and will draw faculty and students together in continuous learning community.
- A faculty development program at UBB should be consistent with the university's mission, building on the strengths and capabilities of faculty and students. The design and rationale should incorporate a strong analysis of UBB as an institution and an effective implementation strategy. It should clearly communicate its objectives and expected teaching and learning outcomes. The faculty development should demonstrate wise use of limited resources, strong institutional support, inclusive planning, high faculty participation, and committed financial and human resources.

Leadership Development

It is our observation that a key factor in UBB's success has to be the stability of its leadership over time. People who worked to transform UBB a few years ago are still on the job, serving a consistent vision. That has meant that not only were all the major systematic elements brought into alignment; they have also been held steady in that alignment long enough for the university's deep structure - mission, habits, value systems, long-term alliances - to shift and conform. There were excellent communication and campus involvement in the process; there were highly visible rewards and transparent decision-making. With an elected rector and vice rectors and highly autonomous Faculties, it is understandable that academics at UBB may be sensitive about the concept of strong central leadership, and the tendency for university leaders to be more managerial. However, an important role of university leaders is to provide leadership development with focus, to make sense of the complex external forces to those inside the institution, and to interpret the institution to those outside.

- It is critical to infuse faculty with the desire and opportunities to become the new generation of academic leaders at UBB. Senior faculty members and department chairs in particular are the ones who hold promise as influential leaders/trainers of leadership development effort. Finding prominent senior scholars to lead leadership initiatives as part of their leadership roles in the university has been well practiced and will continue to make all the difference in the university's ability to sustain a credible leadership development effort. Senior faculty members are, in fact, recognized as change agents given the changing priorities that come with maturity.
- A critically important element of leadership development, particularly among leaders from different generations, is mentorship - a mechanism for encouraging emerging young leaders to try out new leadership positions at the university. An investment in the mentoring process is crucial to ensure that young administrators have opportunities to grow and to prepare themselves for the challenges that lie ahead. First, at the most basic level, mentorship is about teaching, and teaching is the most essential element in leadership. Like all teaching, mentorship is the ability to transfer skills and knowledge. Second, mentorship is about sustaining a common vision. Third, mentorship is about personal and professional growth.

- One of the most effective leadership development strategies is to provide a context for commitment. Leadership at UBB must build the university where faculty members can dedicate themselves energetically and altruistically, in the absence of extraordinary financial incentives. Perhaps the central task of the university rector is to inspire faculty to devotion for a cause greater than themselves - the education of students and the creation of knowledge. Others would argue that faculty are intrinsically motivated and need no external intervention. Whatever the source, the context for commitment is crucial to a university's leadership development.

Section VI.

Positioning UBB for the Long Term

The achievements of UBB over the last decade set a standard for institutions faced with transformational change. UBB responded to the challenges it faced, and it has established a vision and a direction that is distinctive and will be a source of significant service to an emerging Romanian society. There is an energy and a spirit at all levels of the institution that is unmistakable.

No one would blame the leaders of UBB if they were tempted to rest in their efforts for a brief period. But in some ways, the work of the last decade has set before the institution an opportunity that is unique and compelling. With continued effort, guided by a carefully considered strategy and strong leadership, this institution may look forward to prominence as one of the most important in Europe. UBB's broad vision, its commitment to multiculturalism, its place in Romanian society, and most of all, its people---all these constitute a substantial aggregation of potential.

Now is the time for continued leadership and renewed dedication to the future.

Schedule of the Visit

Date and time	UBB participants	Topic	Location
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Monday, the 4th of March

13:55 arrival at Cluj Airport; accomodation, lunch	V. Cristea, S. Agachi, C. Baba		University's Hotel (Park I. Hatieganu, Str. Pandurilor 7 Ph.40(0)64184315 40(0)64186777
18:00	Babes-Bolyai University's Rectorate	Welcome and brief tour of the university facilities	BBU Rectorate Str. Kogalniceanu 1, 1 st floor
19:30	Dinner		CUC (University Restaurant), Str. E. de Martonne 1

Tuesday, the 5th of March

9:00 – 10:30	V. Cristea, N. Paina, S. Agachi, D. Matis, V. Mac, T. Cristian	Administration and finance (budgeting and accounting systems, resource acquisition and allocation of budget resources)	Senate Hall
10:30 – 11:00		Coffee break	
11:00 – 12:30	V. Cristea, N. Paina, S. Agachi, D. Matis, V. Mac, T. Cristian	Administration and finance (budgeting and accounting systems, resource acquisition and allocation of budget resources)	Senate Hall
12:30 – 14:00		Lunch	CUC
14:00 – 15:30	V. Cristea, N. Bocsan, S. Agachi, Kasa Z., S. Simon, N. Fekete, S. Szamoskozi, S. Chirica, C. Pop	The role of the marketplace in teaching and research priorities	Senate Hall
15:30 – 16:00		Coffee break	
16:00 – 17:00	V. Cristea, N. Bocsan, S. Agachi, C. Baba, V. Chis, L. Silaghi-Dumitrescu, L. Ilies, S. Szamoskozi	The role of the marketplace in teaching and research priorities	Senate Hall
17:30 – 19:00	Salzburg Seminar team members	Debriefing	Hotel
19:30		Dinner	

Wednesday, the 6th of March

9:00 – 10:30	Meeting with the students, C. Salajan	Students associations (members in the Senate, OSUB, AEGEE, LEAGUE)	Senate Hall
10:30 – 11:00		Coffee break	

11:00 – 13:00	S. Agachi, Kasa Z., V. Cristea, S. Chirica, S. Oltean, I. Bucur, L. Pop, D. Opre	Student needs introduction of interdisciplinary courses, and student evaluation of the faculty members	Senate Hall
13:00 – 14:30		Lunch	CUC
14:30 – 16:30	L. Ardevan	Tour of Cluj	
17:00 – 19:00	Salzburg Seminar team members	Debriefing	Hotel
19:30		Dinner	

Thursday, the 7th of March

9:00 – 10:30	V. Cristea, S. Agachi, N. Paun, V. Boari, D. Racovitan, P. Ilut, N. Fekete, C. Salajan, V. Pampucian, C. Ghioltan, representatives of the Municipality, <i>Prefectura</i> , Chamber of Commerce	The role of the university in the emerging civil society (development of relations with other institutions of civil society, and development of a committee of advisors to assist in the reform process)	Chamber of Commerce
10:30 – 11:00		Coffee break	
11:00 – 12:30	V. Cristea, S. Agachi, C. Baba, S. Simon, representatives of the Chamber of Commerce, NGOs – L. Salat, Research Institutes - ITIM, Chemistry Research Institute - I. Silberg, Regional Development Agency Cluj - C. Sabau	The role of the university in the emerging civil society (development of relations with other institutions of civil society, and development of a committee of advisors to assist in the reform process)	Chamber of Commerce
12:30 – 14:00		Cocktail	CUC
14:00 – 14:50	V. Cristea, S. Agachi, Neda A., L. Tambulea, S. Anghel, P. Dumbrava, T. Nicoara, L. Ilies, Catalin Afrasinei, D. Opre, experts of QA	Quality assurance	Senate Hall
14:50 – 15:10		Coffee break	
15:10 – 16:00	V. Cristea, S. Agachi, S. Chirica, C. Baba, P. Cocean, L. Ilies, C. Afrasinei, D. Opre, experts of QA	Quality assurance	Senate Hall
16:00 – 18:30	Salzburg Seminar team members	Preparation of the report for the Rector	Hotel
19:30		Farewell dinner	

Babes-Bolyai University team members:

Prof. Dr. Andrei MARGA, Rector	
Prof. Dr. Nicolae BOCSAN, Vice-Rector	Romanian line of study, Research, Babes-Bolyai University publications
Prof. Dr. Nicolaie PAINA, Vice-Rector	Management, finances, investment, Student issues (grants, accommodation, camps)
Prof. Dr. Vasile CRISTEA, Vice-Rector	Computerization, equipment
Prof. Dr. Mircea MUTHU, Vice-Rector	International relations
Prof. Dr. Paul Serban AGACHI, Vice-Rector	Reform (Strategic Plan, Quality Assurance), Distance learning, University image, Career Orientation.
Prof. Dr. KASA Zoltan, Vice-Rector	Hungarian line of study, Long-term education (Bachelor Degree), European Credit Transfer System (ECTS)
Prof. Dr. Wolfgang BRECKNER, Vice-Rector	German line of study, Distance learning, Post-graduate education (Advanced Studies, Master, Ph.D.)
Assoc. Prof. Dr. NEDA Arpad, Vice-Rector	Short-duration education (colleges)
Prof. Dr. Mircea MICLEA, General Chancellor	Internal issues (secretariat organization, circulation of documents, personnel policy, modification of the University's Charter)

1. Administration and finance (budgeting and accounting systems, resource acquisition and allocation of budget resources)

Prof. Vasile Cristea, Vice-Rector
 Prof. Nicolaie Paina, Vice-Rector
 Prof. Serban Agachi, Vice-Rector
 Prof. Dumitru Matis, Faculty of economics
 Mrs. Viorica Mac, Chief Accountant
 Mr. Tudor Cristian, General Administrative Director

2. The role of the marketplace in teaching and research priorities

Prof. Vasile Cristea, Vice-Rector
 Prof. Nicolae Bocsan, Vice-Rector
 Prof. Serban Agachi, Vice-Rector
 Prof. Kasa Zoltan, Vice-Rector
 Prof. Simion Simon, Faculty of Physics, director of Interdisciplinary Research Institute
 Prof. Vasile Chis, Dean, Faculty of Psychology and Science of Education
 Prof. Luminita Silaghi-Dumitrescu, Dean, Faculty of Chemistry and Chemical Engineering
 Assoc. Prof. Catalin Baba, Vice-Dean, Faculty of Political Sciences and Public Administration
 Assoc. Prof. Sofia Chirica, Director, Center of International Cooperations
 Prof. Stefan Szamoskozi, Director, Center of Open Distance Learning
 Mr. Nicolae Fekete, Alumni Director, Strategic and Managerial Development Department
 Prof. Liviu Ilies, director, Evaluation Office of QA
 Mrs. Carmen Pop, expert Strategic Management

3. Student needs introduction of interdisciplinary courses, and student evaluation of faculty members

Prof. Serban Agachi, Vice-Rector
 Prof. Vasile Cristea, Vice-Rector

Prof. Kasa Zoltan, Vice-Rector
Prof. Stefan Oltean, Dean, Faculty of Letters
Prof. Ioan Bucur, Dean, Faculty of Biology and Geology
Prof. Liviu Pop, Dean, Faculty of Law
Assoc. Prof. Sofia Chirica, Director, Center of International Cooperations
Mrs. Dana Opre, Evaluation Office of QA

4. The role of the university in the emerging civil society (development of relations with other institutions of civil society, and development of a committee of advisors to assist in the reform process)

Prof. Serban Agachi, Vice-Rector
Prof. Vasile Cristea, Vice-Rector
Prof. Nicolae Paun, Dean, Faculty of European Studies
Prof. Dan Racovitan, Dean, Faculty of Economics
Prof. Vasile Boari, Dean, Faculty of Political Sciences and Public Administration
Prof. Simion Simon, Faculty of Physics
Prof. Petru Ilut, Faculty of Social Sciences
Assoc. Prof. Catalin Baba, Vice-Dean, Faculty of Political Sciences and Public Administration
Mr. Nicolae Fekete, Alumni Director
Mr. Calin Ghioltan, Director, Center of Programmes Management, BBU
Mr. Catalin Salajan, Prefect of the students
Great Senate representatives (Chamber of Commerce, *Prefectura*, Municipality, NGOs – Mr. Levente Salat, Political Sciences, director NGO, former Soros director, Chemistry Research Institute – Prof. Ioan Silberg, Director, Research Institutes – ITIM, Mr. Varujan Pampucian - parliament member, expert in Industrial Park development, Regional Development Agency – Mr. Sabau.

5. Quality assurance

Prof. Vasile Cristea, Vice-Rector
Prof. Serban Agachi, Vice-Rector
Assoc. Prof. Neda Arpad, Vice-Rector
Prof. Leon Tambulea, Dean, Faculty of Mathematics
Prof. Sorin Anghel, Dean, Faculty of Physics
Prof. Pompei Cocean, Dean, Faculty of Geography
Prof. Partenie Dumbrava, Dean, Faculty of Business
Assoc. Prof. Toader Nicoara, Dean, Faculty of History and Philosophy
Assoc. Prof. Sofia Chirica, Director, Center of International Cooperations
Assoc. Prof. Catalin Baba, Vice-Dean, Faculty of Political Sciences and Public Administration
Prof. Liviu Ilies, director, Evaluation Office of QA, BBU
Mrs. Dana Opre, Evaluation Office of QA
Mr. Catalin Afrasinei, Evaluation Office of QA

Visiting Advisors Team

John Burkhardt (team leader) is professor of higher education, and director of the Kellogg Forum on Higher Education for the Public Good at the University of Michigan in Ann Arbor, USA. Prior to coming to the University, he served as Program Director for Leadership and Higher Education and traveled extensively to promote higher education transformation in the United States and around the world. From 1989 to 1993 he was Vice President for Planning and Administration at the University of Detroit Mercy and has had significant involvement with other institutes of higher learning. His current research interests include the role of leadership in transforming higher education environments. He received a B.A. in psychology and political science from Oakland University, an M.A. in education from Michigan State University, and an M.A. in psychology and a Ph.D. in philosophy from the University of Michigan.

Jochen Fried is Director of the Universities Project of the Salzburg Seminar. Prior to joining the Salzburg Seminar in 1998, he worked as the head of programs at the Institute for Human Sciences in Vienna, and as a senior officer in the secretariat of the German Science Council in Cologne, Germany. After receiving a doctorate in German literature from Düsseldorf University in 1984, he was lecturer at Cambridge University and at the University of Ljubljana under the auspices of the German Academic Exchange Service. Dr. Fried's main area of professional interest is higher education and research policy. He serves as an expert for the Austrian Federal Ministry for Science and Transport, and is a member of the editorial board of the UNESCO-CEPES quarterly review "Higher Education in Europe."

Janina Jozwiak served as Rector of the Warsaw School of Economics from 1993 to 1999. Since 1999 she has served as Director of the Institute of Statistics and Demography at the Warsaw School of Economics. In 2000 she was nominated Vice-chairman of the State Committee for Scientific Research. Dr. Jozwiak has been Vice President of the European Association for Population Studies (since 1999) and member of the Board of the CRE-Association of European Universities (since 1998). She earned her Ph.D. in economics in 1976, Doctor Habilitata in demography in 1986 and became ordinary professor at the Warsaw School of Economics in 1993.

Peter Lee is Associate Vice President of San Jose State University, California, where he previously served as professor of social policy and director of the Center for Human Services Research and Development. His areas of expertise include human resources and organizational development, policy analysis, program evaluation, strategic planning and international social development. Since 1990 Dr. Lee has served as secretary general for the Inter-University Consortium for International Social Development, an organization of educators and practitioners in human services and related professions. Among other national and international organizations, he has been a member of the Council of Social Work Education, the Chinese Children Foundation, and the Russian National Association of Social Work. Dr. Lee holds a Ph.D. from the University of California, Berkeley.

Arno Loessner is a Senior Policy Fellow in the Institute for Public Administration and the School of Urban Affairs and Public Policy at the University of Delaware, Newark. He is former Vice President and Secretary of the University, where he currently teaches public finance, comparative public administration, and non-profit management and governance. Dr. Loessner is Director of the International Union of Local Authorities (IULA) at the University of Delaware, for which he served as Permanent Representative to the United Nations from 1978 to 2000. He consults with agencies of The World Bank, the United Nations, and the US State Department, and is currently working with the Institute for Local Government Studies in Accra, Ghana to strengthen educational programs there. Dr. Loessner holds a Ph.D. from the University of Pennsylvania, Philadelphia. He was team leader of the consultant visit by the Visiting Advisors Program to Tallinn, Estonia in 1999.

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. The Salzburg Seminar's Universities Project focuses on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefine their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project is a multi-year series of conferences and symposia convening senior representatives of higher education from the designated regions with their counterparts from North America and West Europe. Discussion in the Project's programs focuses on the following themes:

- University Administration and Finance
- Academic Structure and Governance within the University
- Meeting Students' Needs, and the Role of Students in Institutional Affairs
- Technology in Higher Education
- The University and Civil Society

OBJECTIVES

Universities and other institutions of higher learning are seeking to reshape themselves in ways that will prepare them more fully for the twenty-first century. Even as these institutions are considering extensive systemic changes in their academic design, structure, and mission, all desire autonomy in governance and in their intellectual life. Accordingly, the Universities Project aims to promote the higher education reform process by inviting senior administrators to participate in conferences and symposia concerning issues of university management, administration, finance, and governance.

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the end of 2001, more than thirty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2002 and beyond. The addition of the Visiting Advisors Program brings to the Universities Project an applied aspect and serves to enhance institutional and personal relationships begun in Salzburg.

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FOR MORE INFORMATION

For more information regarding the Salzburg Seminar's Visiting Advisors Program, the Universities Project, and Salzburg Seminar programs, please contact one of the Seminar's offices below.

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