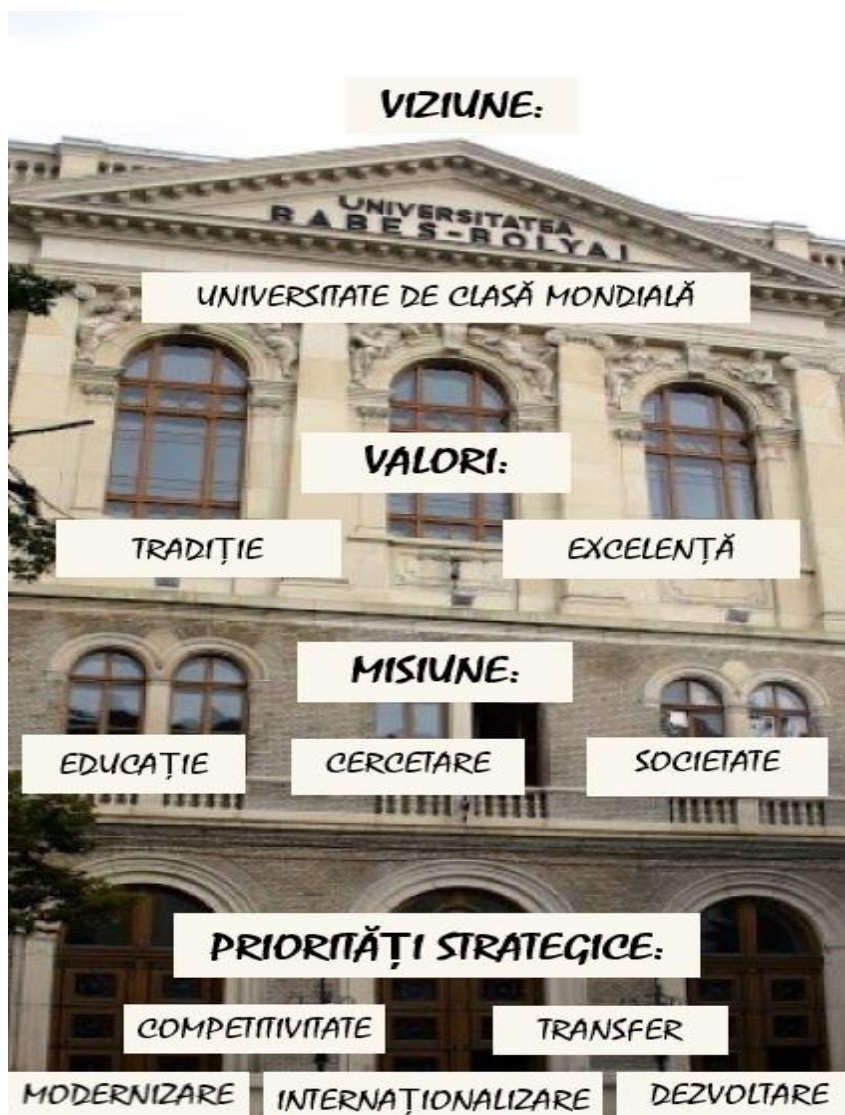


BABEȘ-BOLYAI UNIVERSITY

World-Class University through Trust and Openness



STRATEGIC PLAN

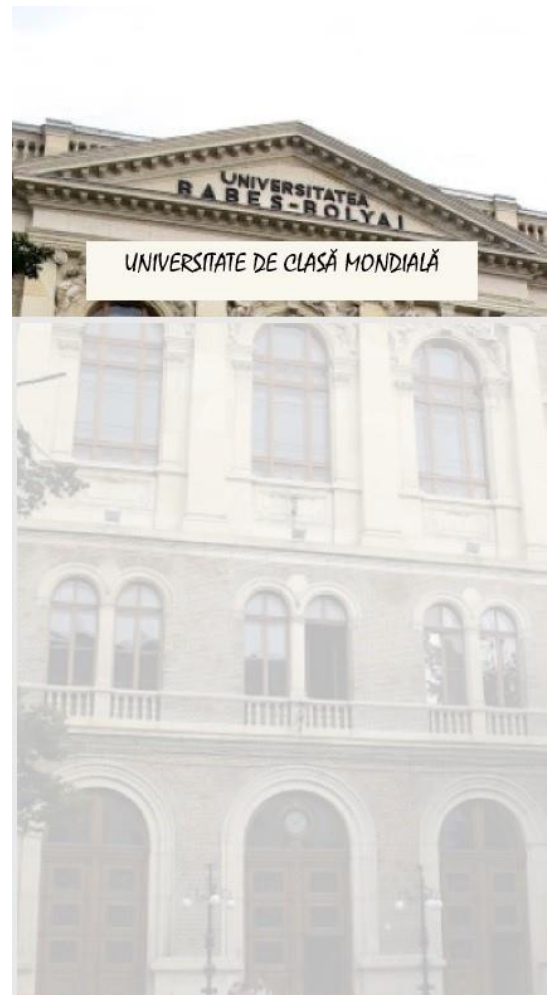
2020–2024

1. Preamble

Babeş-Bolyai University of Cluj-Napoca (UBB) has a complex, multicultural academic profile with three lines of study, featuring cultural, scientific, technological and vocational dimensions, from arts and theology to humanities, social and natural/life sciences, mathematics/computer science, engineering/technology and sport. UBB is a key actor in Cluj, Transylvania, and Romania. UBB's *primary strategic objective* is to consolidate these aspects, while at the same time enhancing its level of impact and quality so that it may compete in a generally accepted sense of the term in the international academic environment, along the main players in the global higher education. In other words, to develop and confirm a *world-class* university status. In essence, this is the continuation of the vision of the founding fathers of the University, who already wanted it to be anchored in the most advanced international academic models.

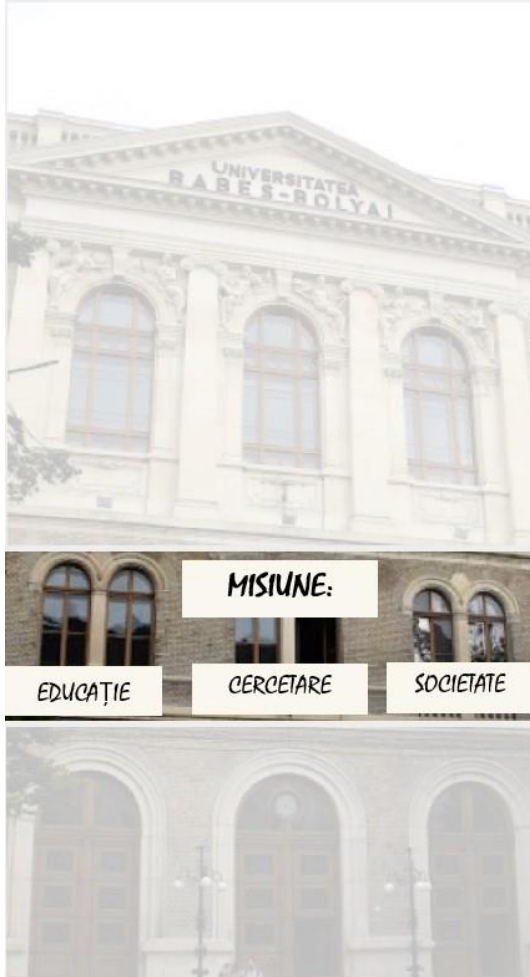
There are two main paths to acquiring world-class university status, most often employed cumulatively in successful universities. The first path is based on academic competitiveness, supported both financially and legislatively. The second approach is to increase the human and social capital of the university, based on integration mechanisms. We aim to exploit both paths since a university such as UBB could not adopt an exclusive project, but neither can it remain in a state of perpetual stand-by: inertia generates transformations only inadvertently. All three academic missions specific to a world-class university are already undertaken by UBB: (1) didactic, (2) research-development-innovation and (3) relationship with society.

In the context of this strategic plan, achievement of the world-class objective is possible through the development of UBB for the people and by the people, always designed to promote the achievement of the next development area, in commitment to *Neminem Resideo*, in the trust and openness paradigm.



2. Mission, vision, values

In compliance with the UBB Charter, the **main mission** of UBB is to ensure modern, student-centred education through outstanding expertise and character formation, in which scientific, cultural-artistic and sporting activities are harmoniously combined in the academic model of a world-class university to offer professional and personal development opportunities tailored to the needs and requirements of both students as well as teachers and researchers.



The uniqueness of UBB in the international academic environment is, first and foremost, a product of multiculturalism, both in terms of academic organisation and in terms of its history. In order to maximise UBB's strategic advantages, this important aspect of our University must be further enhanced and expanded.

Vision

UBB is consolidating its leading position in the country - building characters and skills, good citizens, establishing itself as a well-being hub focused on providing education for Cluj, Transylvania and the whole country, a key milestone in national science and culture - and at the same time as an internationally recognised university, fostering Romanian culture and contributing to the development of a knowledge-based humanity.

Values

The paradigm of a world-class university must also express the founding values of UBB and the virtues associated with them - *Tradition (through common sense)* and *Excellence (through rationality/wisdom)* - in a modern humanistic spirit of trust and openness, in order to generate an organisational culture of *solidarity* and *cooperation*, within an *ethically-dominated* institutional framework meant to support our university mission with *honour* and *courage*. Here we understand excellence as an inclusive way to support, promote and encourage the value of every active member of the Academic Community, in a humanistic sense and not as an exclusive arrangement. More

specifically, excellence means institutionalising a high standard of academic quality that can be implemented at UBB with institutional responsibility, administrative rigour and peer appreciation.

Freedom of thought and the quest for truth cannot be constrained in a modern university. Our university remains an area of freedom, science, beauty, and good practice, an area where character, creativity/intelligence are selected and formed for the good of the nation and of human knowledge in



general. With the natural assumption of associated responsibilities, based on trust, openness and inclusion as axioms of organisational culture, the *decentralisation and distribution of institutional power* are essential elements in identifying and implementing sustainable measures that can improve and optimise UBB. Trust, as assumed by UBB, means that academic programmes and teaching/research staff set their own development objectives, paths and career indicators (*bottom-up*), inserting themselves into a minimally defined (*top-down*) general framework, with academic leadership having, in particular, a role to play in reviewing their performance and assigning resources and tasks in line with the requirements of these development plans. *Openness*, within the message of this Plan, considers two key aspects. The first refers to the fact that the University has a role to play in catalysing knowledge processes outside the university, being an active participant in its world, which is absolutely necessary today, when people with an advanced level of education and access to knowledge are significantly democratised in comparison to previous periods. The second aspect relates to the fact that the university itself has to become an open space for people who want to engage with knowledge in a competent and creative fashion outside the traditional academic community (students, teachers, researchers and administrative staff). *Diversity*, as a core

principle of UBB, implies the recognition of academic, cultural and linguistic diversity and the diversity of the career interests of employees.

UBB has a complex, multicultural and academic profile. UBB academic subjects have their own characteristic features - and therefore the role of university management is to encourage them to incorporate their particularities into the paradigm of *trust* and then coordinate them, to express themselves in a harmonious and ethical manner (not in a self centred competition) for the benefit of the university as a whole. The essential element of this process will therefore not be competition between these academic subjects, which are so diverse and essential, but their integration into a

network of academic cooperation through an inclusive approach (e.g. multi/inter/transdisciplinary approaches, unique study paths, flexible specialisations).

The current multicultural profile of UBB reflects the university and region's academic tradition and is a value that needs to be supported and further developed. UBB's identity serves the intellectual interests of the three historical communities in the region. This original construction, which is unique in this part of Europe, must be further appreciated, both internally and externally. Multiculturalism gives us an opportunity to relate naturally to universities in this part of Europe (e.g. Austria, Germany, Hungary), both in terms of language and culture. Moreover, multiculturalism is an extraordinary institutional value: (a) it enables the institution to connect to more academic areas, which constitutes an opportunity for organic, natural internationalisation; (b) it enables wider institutional and professional growth by integrating all that is valuable from the constituent communities of UBB; and (c) it naturally provides a foundation of reciprocal tolerance on the basis of which an academic environment open to innovation can be developed.

3. Strategic priorities

This Plan seeks to establish UBB in the European/International Academic Community as a world-class university, to continue the dedication of the university's founders to *tradition* and *excellence*, and to the constructive development of UBB, both for the people and by the people, with institutional support policies, under the pledge of *Neminem Resideo* (every good faith member of the academic community has an important role to play and no one is left behind), according to an academic model of trust and openness. Therefore, the strategic priorities are:



1. Education

training citizens who are committed and diligent, inspiring a mindset and vision at the level of society in general

2. RDI / Culture – artistic creation

placing scientific research of excellence as the basis for modern education and social development

3. Relationship with society

emphasizing the role of the university as the main educator for the well-being of society

4. Quality-competitiveness- excellence-ethics

implementation of high quality standards in all activities

5. Human Resource

development of human resource in the paradigm of competence, trust, diversity, and integration

6. Administration and services

implementation of effective and efficient management of support services to sustain activities excellence

4. Strategic objectives/Strategies

4.1. *Education*

UBB aims to *train citizens who are committed and diligent, inspiring a mindset and vision at the level of society in general.* Therefore, modern inter/transdisciplinary education, based on research, will be ensured through the development and modernisation of undergraduate and master's programmes as well as doctoral and postdoctoral programmes. The development of non-traditional education is being pursued in tandem with traditional education. Adopting the rationale of world-class universities, UBB will also develop its branch campuses, which will serve as avenues for extending the academic influence within and without the country. In keeping with the University Charter UBB's mission is to guarantee a modern student-centred education in which, in a world-class university paradigm, science, artistic and cultural events, theological and athletic practices blend harmoniously and ethically with opportunities for professional and personal growth, both oriented to meet the students' needs and interests and the teachers'/researchers' needs/skills. In this framework students are an active partner of teachers/researchers and an equal member of the UBB academic community, not just an object/benefiter of educational services. At the end of the day, UBB graduates must be able to integrate flexibly and effectively in academia and/or the labour market, to contribute to the sustainability but also to the creative innovation as an involved and responsible individual, to the mindset and vision of society in general, not just the economic environment.



4.1.1. Strategic Objective 1-1 (OS1-1) - Ensuring a modern inter/transdisciplinary education

4.1.1.1. Ensuring a research-based education

This will involve:

- development of didactic laboratories customised to each field to help the educational process (e.g., theatre/cinema rooms for creative fields, pilot stations for engineering/technology, etc.);
- opening RDI units to teaching activities (RDI laboratories open to teaching activities);
- educational processes that are focused on learning by active discovery/teaching (knowledge that comes with an understanding of how to discover - illustrated, as an exemplification, in laboratories) and/or application (e.g. in vocational/practical areas in particular), but also research and/or reflective learning (especially in the context of professional master's degrees);

- encouraging undergraduate programmes in vocational areas and/or strongly anchored in the socioeconomic setting to interact with the labour market/society (internship and traineeship programmes);
- encouraging insight into transforming and dynamising the labour market through master's and doctoral programmes.

4.1.1.2. Introducing new study programmes

We seek to create new specialisations that are relevant to society and that contribute to the multicultural feature and/or internationalisation of UBB. We are considering the following:

- Creating transversal programmes and joint degree study programmes. Professional training must, at this stage, ensure the formation of prior skills and competencies for further multidisciplinary/interdisciplinary/transdisciplinary implementations. UBB must build on the academic, cultural and linguistic diversity that defines it in order to identify itself as more than the sum of its faculties. In this context, multi/interdisciplinary and transdisciplinary approaches should be facilitated by the preservation and strengthening of classical disciplinary approaches. Cross-curricular programmes must be thought of based on a sound understanding of the differences between multidisciplinary vs. interdisciplinary vs. transdisciplinary approaches, the role of disciplinary (and smart specialisation) approaches in such initiatives, and the types of problems that can be adequately addressed or identified in such an approach in order to avoid becoming populist, ignorant, dangerous/risky, or void.
- the development of master's programmes in languages of international circulation, tailored to the opportunities generated by the international education sector, which will attract international teachers/researchers and students and which will increase the chances of UBB graduates to integrate globally on the labour market. Under *Erasmus Mundus Joint Master Degrees*, this line involves, for example, programmes in cooperation with prominent partner universities.

4.1.1.3. Curricula reform

Compatibility with the programmes of universities in the international consortia of which UBB is a member will be sought in the implementation of the Erasmus+ programme and in the implementation of the double degree programmes.

Curricula will be modernized, where applicable, in line with international best practices (e.g. by including national/international experts, students, relevant players in society, including potential employers), in order to (1) ensure the best possible integration of UBB in the international academic sector and of our graduates on the labour market at the local/regional/national/international level and to (2) ensure compatibility with the programmes of universities in the international consortia of which UBB is a member in the implementation of the Erasmus+ programme and in the implementation of the double degree programmes.

4.1.1.4. Teacher training

UBB continues to be a leader in pre-university and university teacher training in all the three languages of UBB. This will help to support teacher education, especially in areas where



we know there is a severe shortage of pre-university teachers. We need to find those resources by which we can increase the attractiveness of a teaching profession, and we need to take action at national level to find suitable solutions. UBB strives to become a national benchmark in pre-university and university education and in its own academic activities (employing a higher education pedagogy). This section is becoming a priority and needs to be reassessed on the basis of best international practices, with the participation of UBB education experts, in a wide-ranging group debate. The STAR-UBB Institute already has a programme to promote personal growth in the field of teaching, through workshops/courses organised by the Centre for Innovation in Teaching and Learning, which will be improved and extended. Furthermore, RDI units in UBB can be forums for educational activities in the pre-university setting without interfering with the academic activities.

4.1.1.5. Supporting and developing the university branch campuses nationally and internationally

UBB plans to expand its campuses in the form of university branch campuses, following the model of world-class universities. UBB thus engages with local/regional communities for the recruitment of highly skilled human resources and students who are unable to study in Cluj-Napoca for various personal and/or socio-economic reasons. In addition, such branch campuses will serve as pathways to broaden the academic influence abroad (e.g. traditional Romanian communities in neighbouring countries, but also those in the recent diaspora, Western Europe or other continents, in close connection with the multicultural profile of UBB). Several branch campuses may also be considered in other countries in UBB's fields of international academic proficiency (following the model of other prestigious universities and perhaps, initially, in local partnerships).

4.1.1.6. UBB academic schools

UBB faculties/programmes may be organised into several academic schools in order to encourage the integration of academic activities without compromising their autonomy and hierarchical management/organisational frameworks:

- *School of arts & humanities/School of liberal arts*
- *School of sciences and life sciences*
- *School of social sciences*
- *School of engineering and technology*
- *School of health*

Each school will have a council composed of the deans of the faculties (or representatives of the programmes appointed by them) and one or more vice-rectors responsible for coordinating academic activity, channelling academic resources to ensure academic performance, and avoiding overlaps and/or waste of academic resources. Inter/transdisciplinary and/or transversal programmes will also be established between schools.



4.1.2. Strategic Objective 1-2 (OS1-2) – Development of non-traditional education, both nationally and internationally

4.1.2.1. Maintaining the leading position at national level

Learning will be disseminated beyond the standard university cycles developed in the Bologna model. UBB is the national leader in postgraduate programmes, continuing education, distance and part time education programmes. Faculties will be supported to develop more versatile non-traditional education programmes (e.g. open courses).

4.1.2.2. International development

Under the guidance of the Centre for Continuing Education, Distance Learning and Part Time Learning (CFCIDFR), the national leading position will not only be maintained, but will also be reinforced and developed within the international academic environment.

4.1.3. Strategic Objective 1-3 (OS1-3) – Development of doctoral and postdoctoral studies

4.1.3.1. Organisation and development of the Institute for Doctoral Studies

The Institute for Doctoral Studies will be encouraged to organise in a way that will streamline its activity (administratively and financially - including procedures for using doctoral grants) and establish a strategic growth also by connecting UBB doctoral programmes to scientific master's degrees, respectively, postdoctoral programmes.

Doctoral schools and postdoctoral programmes will be structured and will operate in line with international benchmarks and guidelines, while acknowledging the particularities of the national/regional domains as well as the excellent academic tradition of UBB.

4.1.3.2. Development of doctoral (European doctorate and joint doctorate) and postdoctoral programmes

Besides the joint doctorate, the European doctorate, first introduced in the country at UBB, is strongly endorsed in doctoral schools. UBB will continue to take action at government level to promote the organisation, in compliance with the highest EU requirements, of joint doctorates in a dual diploma programme.

Educational processes will be focused on mentored learning, experience and exploration, tested and produced creatively in scientific laboratories and/or artistic production spaces. The doctoral student shall have unrestricted access to the allocation from the budget, in consultation with their supervisor, through a procedural process set up by the UBB Institute for Doctoral Studies. Additional funding from public and/or private grants can also be engaged by doctoral supervisors and UBB.



4.1.3.3. Development of international collaborations and partnerships

In addition to the European and Joint Doctoral Programme, a key objective is to increase the participation of foreign collaborations, including throughout studies, but also to recruit a body of external specialists for dissertation examination committees and for conferences coordinated by or facilitated through IOSUD.

4.1.4. Strategic Objective 1-4 (OS1-4) – Strengthening the multicultural, intercultural, multid denominational, and multilingual character

Multiculturalism is a strong element of UBB's first academic mission in all of its aspects. The university's current multicultural profile represents the university's and region's academic traditions, and is a value that will be further supported and developed. It is a one-of-a-kind structure in this part of Europe that deserves to be further appreciated, both domestically and abroad. Multiculturalism allows us to naturally relate to universities in this part of Europe (for instance, Austria, Germany, Hungary), both in terms of language and culture. UBB has a responsibility to preserve and establish programmes to meet the needs of the three historical communities, both for the undergraduate, as well as for the master's and the doctoral levels. Multiculturalism is an extraordinary institutional value because (a) it enables the institution to connect to more academic areas, which constitutes an opportunity for organic, natural internationalisation; (b) it enables wider institutional and professional growth by integrating all that is valuable from the constituent communities of UBB; and (c) it naturally provides a foundation of reciprocal tolerance on the basis of which an academic environment open to innovation can be developed.

4.1.4.1. Promoting mutual cultural understanding and cooperation between the Romanian, Hungarian, and German lines of study at UBB

This approach will be extended to both teachers and students alike (for instance, by granting scholarships to students who choose, with a view to their professional development, to learn one of the other two official languages of UBB or to specialise in cross-cultural fields, cultural mediation between the three historical communities of Transylvania, etc.).

4.1.4.2. Theological dimension - a competitive advantage for UBB

The theological aspect of UBB, one of the most nuanced spiritual heritages of any traditional European university, gives us an important competitive advantage and must be preserved and further established.

4.1.4.3. Innovative intercultural approaches

In order to remain a factor that is relevant today, interculturality will be defined/marked by far more complex and diverse actions/activities, both in terms of the technology/methods used and the variety of shared perspectives to be exchanged and the many challenges left unresolved or incompletely addressed in the past.



4.1.4.4. Valorisation of cultural centres affiliated with UBB

Since UBB's affiliated cultural centres serve as international connectors, they must be properly valued and better aligned with the university's academic policies. A robust language policy with high performance criteria must be rethought in this framework.

4.1.4.5. Reinforcing the internationalisation of studies

To accomplish this strategy, the following will be pursued: increasing the international mobility of students, teachers and researchers; increasing the number of academic programmes in foreign languages; increasing the number of international students/attracting a larger number of international students; and attracting a larger number of invited teachers from prestigious universities.



4.2. *Research - Development - Innovation / Culture - artistic creation*

UBB's mission is to *establish high-quality scientific research as the foundation for modern education and social growth*. The RDI/cultural practice in UBB must be the foundation of education, so that teaching/learning in UBB follows the logic of modern universities rather than of pre-university education (where the focus is on information assimilation). Research must be innovative and relevant to both major international issues/challenges and to local/regional/national challenges/needs. As long as scientific research has set as its predefined objective the production of knowledge necessary to solve theoretical and/or practical problems within UBB, following the model of the competitive research-oriented universities in the world, we propose that the RDI, cultural/artistic production activities be based on the other main activities carried out: innovative teaching and expertise provided to the community.



4.2.1. Strategic Objective 2-1 (OS2-1) – Ensuring that the RDI activities will support the other key activities

The RDI/cultural practice in UBB must be the foundation of education, so that teaching/learning in UBB follows the logic of modern universities rather than of pre-university education (where the focus is on information assimilation). In the modern approach, students are no longer taught in the traditional “listen and write” fashion; rather, knowledge is imparted in conjunction with the empirical/cultural method of producing it, which is often through laboratory experiments/creative study. This enables students to acquire their autonomy, to better grasp the knowledge they will need to employ throughout their life and to generate knowledge in turn.

4.2.1.1. *Stimulating RDI units to create high-performance research environments according to existing models at world-class universities*

The goal is to support high-performance centres and innovative projects. In the knowledge formation process, colleagues who have expended resources through grants/projects must be as autonomous as possible, without disruptive hierarchical/administrative disruption, taking into account, for example, the guidelines of the grant portability process. RDI units must be available, without interfering with their scientific/research purposes, to education and to key players in the society, including pre-university education, of course.

4.2.1.2. Supporting RDI/cultural units and Strategic Infrastructure

The RDI/cultural units and the UBB strategic research infrastructure will be supported more readily in order to attain the goals mentioned above and to receive a budget funding line allocated to RDI activities.

4.2.1.3. Development of start-ups, spin-offs, business incubators

The innovation potential will strive to seek substantiation from specific elements such as start-ups or spin-offs. This includes both steps to promote applied research, development/innovation, and development of administrative ability to support the practical realisation of RDI outcomes - by offering guidance, entrepreneurship education, administrative support, simplifying procedures, or establishing business incubators.

4.2.1.4. Encourage and facilitate access to European funding

For this purpose, the dedicated structures of UBB (European Projects Office - OPE, Centre for Management of Scientific Research - CMCS, Office of Management and Technology and Cognitive Transfer - OMTTC, with the support of the Scientific Council) will provide not only administrative or logistical support, but also identification of the funding lines, respectively, of the target groups for which these lines are the most relevant and, thus, the popularisation of such programmes in order to promote the creation of interdisciplinary consortia/teams or the recruitment of personnel with expertise in the management of such projects.

4.2.1.5. STEM

The scientific programmes of UBB will be promoted in the STEM+ paradigm - *Science, Technology, Engineering, Mathematics*, with a transversal socio-human dimension - together with other disciplinary, multi/inter/transdisciplinary developments, with an influence on the educational components as well as on the relationship with society.

4.2.2. Strategic Objective 2-2 (OS2-2) – UBB as a generator of valuable scientific and cultural contributions

4.2.2.1. Providing unrestricted online access to specialised literature

Participation in the national (and possibly international) consortia like ANELIS, often complemented locally depending on the specificities of each domain, is an important condition for the performance of the RDI at UBB.

4.2.2.2. Maximising scientific output qualitatively/quantitatively

UBB's priorities are to increase the number of publications in Web of Science/Scopus/ErihPlus indexed journals, citations/publications, h-index, number of articles published by authors associated with international institutions, average number of external

collaborators/researchers/teachers in the dissemination of research findings, number of high-impact publications (e.g. in leading publishers/journals in the field).

4.2.2.3. Increasing the number of practical applications of ideas developed at UBB

Research must be innovative, contributing to new declarative and procedural knowledge, materialised not just in specialised journals, but also in patents/licences, services/products (depending on field specificity), artistic or sporting events.



4.2.2.4. Increased cooperation with universities, research centres/institutes abroad

At UBB, the RDI/cultural/artistic/sporting programmes must be continually interconnected to joint activities with international partners.

4.2.2.5. Intensifying cooperation with organisations/consortia relevant for UBB's mission and status

UBB's participation in relevant national and international consortia (e.g. GUILD) can serve as a foundation for the affirmation of UBB ideas, including making a mark on national and international policies, as well as on the development of knowledge generation capabilities. These will include both engagement in the preset activities of the respective organisations and the establishment of a network of external experts who will contribute to the operational processes of UBB through consultancy and assessment. In addition, in relation to some of the partners in the RDI/cultural/artistic/sporting community, UBB will also play a mentoring or supporting role in the dissemination of good practice and generation of knowledge.

4.2.2.6. Establishing and supporting strategic fields that can provide a competitive advantage

UBB must be actively engaged with and connected to both major international issues/challenges, where there is also a wide range of resources (e.g. space/environment/energy/health/migration, etc.) - in order to access funds and contribute to the world's scientific/cultural heritage - but also to local/regional/national concerns. This pragmatic anchoring in the line of development-innovation-research, with a disciplinary and/or multi/inter/transdisciplinary focus (often in the framework of smart specialisation) must not cancel out exploratory/fundamental/basic research approaches, unrestrained by immediate, fundamental practical issues for a university with a humanistic commitment to knowledge.

4.2.2.7. Development of the Cluj University Press into an outpost of academic publishing in Romania

Individual publications and journals will be encouraged to follow the Open Science paradigm and UBB publications will be supported in their development. The Cluj University Press (PUC) will be supported to become an outpost of academic publications in Romania by developing and improving its institutional forms of operation, following the model of traditional Western university publishers (e.g. with accessible volumes in the national and international library network, in relevant online systems, etc.), while maintaining the scope in terms of quantitative values against the backdrop of

available resources. This will include the reinforcement/extension of the grants framework for UBB journals indexed in international databases.

4.2.3. Strategic Objective 2-3 (OS2-3) – Actively pursuing the UBB 500 goal



Undertaking a better ranking position and a world-class status (QS *****) is (1) realistic (the pilot study has already been carried out through the STAR-UBB Institute), (2) for the benefit of the UBB community (increased welfare/professional satisfaction and employability for students) and (3) for the benefit of the region (Cluj and Transylvania need a domestic academic benchmark to uphold their development) and of the country (Romania needs world-class universities as they yield an international competitive advantage).

4.2.3.1. Implementation of performance metrics for research, consistent with the framework of good international practices

These performance indicators are set to combine the UBB experience and tradition with the coordinates underlying the major international rankings of universities, but also with the successful practices of partner universities and consortia, particularly in the European Union - with an emphasis removed from the quantitative paradigm and underscoring a qualitative focus, the role of education and innovation, the effect on the society and the balanced approach of the various scientific fields - from hard sciences to arts.

4.2.3.2. Identifying and implementing strategies to improve the scores obtained in international rankings

An annual audit of the indicators that underpin the major international university rankings (e.g. ARWU, QS, THE) will be conducted, with a focus on qualitative aspects that go beyond the quantitative paradigm of “number of items”, such as education and innovation, societal impact, and a balanced approach to the specificity of various academic subjects, as well as local/regional/national diversity. Based on the findings of this audit, strategies will be developed to boost UBB’s international rankings ratings, with the understanding that, without a doubt, the pursuit of excellence and tradition in each of the academic subjects covered by UBB largely ensures success in international rankings.



4.3. *Relationship with society*

UBB strives to *reinforce its role as the primary educator of society's welfare* by fostering all aspects of social relationships, from economic to cultural in a broad sense, including artistic and media dimensions. We seek to provide quality products/services to society at local and regional level, including to social groups that would otherwise not afford them. UBB must help build competitive benefits for the municipality of Cluj-Napoca on a regional level, for Transylvania on a national level, and for the country on an international level by means of innovative contributions, often derived from RDI/cultural activities.



4.3.1. Strategic Objective 3-1 (OS3-1) – Catalysis of cognitive-creative processes outside the university and intellectual and infrastructure openness to society

With the latest academic paradigm of openness, UBB seeks to catalyse cognitive-creative processes beyond the university and to be opened to society in a way that goes beyond the conventional concept of the academic community, both intellectually and as an infrastructure. At this stage, priority is given to the growth and valorisation of the UBB heritage (including the “Alexandru Borza” Botanical Garden, the “Iuliu Hațieganu” Sports Park, the Astronomical Observatory, the Vivarium, museums, etc.).

4.3.1.1. Development and transfer of high-quality services/products to society at local/regional/national level

High quality services/products constitute a strategic advantage that the University can have over other knowledge-creating institutions, but also a responsibility to society. Priorities include administrative support (both in terms of providing facilities and in terms of providing appropriate rewards and recognition), educational support, logistical support, as well as identifying a network of interested partners and long-term external collaborators.

4.3.1.2. Development of UBB academic units' programmes/projects aimed at establishing connections with economic and social actors

The programmes and projects implemented at UBB aim at the immediate, constant and real engagement of economic and social actors at the local, national and - in the spirit of the world-class definition - at the international level.

4.3.1.3. Development and valorisation of UBB heritage and openness to external partners of the university

The UBB laboratories, as the focal point of professionally acknowledged competence from a scientific point of view, will be encouraged to open up to external partners of the university - not only for remote collaborations, but also to carry out activities in UBB spaces with the participation of these actors, with a view to centralising and channelling the best ideas and practices/solutions of the social and economic sphere. In this sense, such unique attributes of UBB as the “Alexandru Borza” Botanical Garden, the “Iuliu Hațieganu” Sports Park, the Astronomical Observatory, the Vivarium or the museums constitute a special advantage.

4.3.2. Strategic Objective 3-2 (OS3-2) – Engagement in the development of innovative opportunities for Cluj-Napoca at regional level, for Transylvania at national level and for Romania at international level

In Cluj-Napoca, Transylvania, and Romania, UBB is a major player. As a result, effective dialogue with the socio-economic environment, current social activism, and society as a whole is critical. UBB must help build competitive benefits for the municipality of Cluj-Napoca on a regional level, for Transylvania on a national level, and for the country on an international level by means of innovative contributions, often derived from RDI/cultural activities.

4.3.2.1. Emphasize the role and functionality of OMTTC

Cognitive and technological transfer must be paired with entrepreneurial approaches, both at the level of specific degree programmes and across the board, through OMTTC, which is intended to become an entrepreneurial hub (including in collaboration with student entrepreneurial societies).

4.3.2.2. Spin-off development

On the basis of current examples, we plan to promote spin-offs in order to draw capital for UBB and solve problems related to society, both in relation to socio-economic agents and public administration.

4.3.2.3. Development of the UBB4Society&Economy programme

The UBB4Society&Economy programme, initiated by OMTTC through the STAR-UBB Institute, will be continued and supported (<http://starubb.institute.ubbcluj.ro/index.php/ubb4societyeconomy/>). Such services can be provided by any academic unit at UBB (especially in the area of disadvantaged groups).



4.3.2.4. Development of the relationship with the Alma Mater Napocensis Foundation

Our goal is to use the UBB Foundation - Alma Mater Napocensis Foundation - to further expand the services provided to the community (for example, by continuing our involvement in the University of the Third Age programme), to promote UBB's ideas and policies on a national and international level, and to attract funding through the UBB Foundation.

4.3.2.5. UBB Goes Green programme

At this stage, the university must be driven by the logic of sustainable growth. The current UBB Goes Green programme, which is run by the STAR-UBB Institute, will be further stimulated. (<http://starubb.institute.ubbcluj.ro/index.php/ubb-goes-green/>). UBB has the potential to have a positive environmental impact and to serve as a role model. Where possible, we want to reconsider buildings in the concept of green buildings (e.g. green roofs/terraces) and design tree planting programmes in our own spaces.

4.3.2.6. Stimulating the relationship with students/alumni

In line with the good practices of international leading universities, the relationship with students/alumni will be renewed (e.g. revival of the Grand Senate, participation in academic and cultural events by honourable retired seniors, including UBB promotion, setting up a special mentoring programme for students involving UBB seniors, etc.).

4.3.2.7. Support provided by UBB for the establishment of a metropolitan academic benchmark in Transylvania

Transylvania needs a major academic benchmark, comparable in scope to those already in place in the southern part of the country. (e.g. EliNP/Danubius/Alfred). UBB has already launched such a project in the form of the InfoBionNano4Health programme together with the other universities in Cluj. We seek to reinforce and broaden this model by consulting/engaging UBB's academic community (e.g., establishing a metropolitan coalition with other Cluj-Napoca universities/institutes) and the socio-economic context, including local governments, with the support of national/international authorities, eventually leading to a metropolitan academic benchmark (i.e. in the formula proposed by InfoBioNano4Health).



4.4. *Quality-competitiveness-excellence-ethics*

UBB seeks the *implementation of high quality standards in all its activities*. The notion that management is the only mechanism that sets out directions for action and success and assessment metrics is entirely out of date in the modern university, the rationale being that of co-participation/cooperation based on trust. In this approach, the emphasis on quality must progressively become complementary to the focus on quantity and even replace the emphasis on quantity in some segments.



The first step we plan to take is to ensure that the funding, however much it may be, is used to the fullest in terms of the quality metrics specified in the trust paradigm mentioned above. In addition, the academic criteria of competitiveness-excellence must be combined with the promotion of human resources for personal development, in the same conceptual framework. Confidence in the potential of colleagues to engage in teaching or RDI activities that really concern them and where they can make appropriate contributions, administrative and logistical openness in order to ensure a dynamic, stimulating work environment, inclusion as a socio-academic approach, so that no member of the academic community feels unintegrated - these are the institutional premises of a type of excellence formulated within the framework of collegial cooperation. The STAR-UBB Institute has already begun to develop and introduce such mechanisms, which will be extended and introduced in the University, both for teachers and researchers (<http://starubb.institute.ubbcluj.ro/index.php/colégiul-virtual-academica/>), as well as for students (<http://starubb.institute.ubbcluj.ro/index.php/colégiul-virtual-next-generation/>).

All academic activities, particularly those pertaining to quality, competitiveness, and excellence, will be encouraged within an ethical framework based on international best practices. The UBB Ethics Committee, as well as the decision-maker in academic circumstances with ethical consequences, will be assisted in enforcing these principles and playing a strong educational and preventive role in the University. In this context, UBB's implementation of the Ombudsman system - whose purpose is to advise members of the UBB community in institutional disputes - is critical.

4.4.1. Strategic Objective 4-1 (OS4-1) – Development of the UBB quality mindset

4.4.1.1. Strengthening the quality management system

The quality management framework will be optimised both in terms of internal structure and coherence (with a focus on achieving specific world-class objectives/standards), and in terms of its interaction and impact on administrative decisions.

4.4.1.2. Developing an internal quality assurance policy

The internal quality assurance policy is a core axis that can put together objectives and world-class practices from all aspects of UBB activity - education, RDI, openness to society, administrative performance, etc.

4.4.1.3. Ensuring a dynamic and stimulating work environment

The dynamism of the work environment and the stimulus strategy are not only important for maintaining world-class competitiveness, but are also crucial to addressing crises effectively (for example, the spring of 2020 pandemic) and adjusting to the environment where financing and administrative structures beyond UBB, as well as scientific priorities, are undergoing constant and rapid change.

4.4.2. Strategic Objective 4-2 (OS4-2) – Ensuring a competitive advantage over similar universities

4.4.2.1. Through multiculturalism

UBB's multiculturalism is an institutional force which can generate, in its turn, innovative intercultural approaches. Assuming such an asset we will make better use of the potential of Cluj and the region and develop an organisational culture of unity and cooperation. This unique UBB profile, combined with the internationalisation of programmes through international languages, gives graduates a greater chance of integrating into the European Union and can draw academic staff and students from a far wider area than other universities.

4.4.2.2. Through infrastructure

UBB's educational and RDI infrastructure is unique in the country in terms of scale and efficiency. In order to retain this advantage, the introduction and advancement of new teaching/learning dimensions and technologies will be undertaken, as well as the expansion and upgrading of the strategic research infrastructure network (rUBB) through administrative initiatives, internal grants earned through competitions and support for major externally funded projects.

4.4.2.3. Through human resource

The competitive advantage of UBB can be maintained/extended at the level of human resource by training initiatives, quality of work, but also by an improved selectivity at the stage of selection of new employees.

4.4.3. Strategic Objective 4-3 (OS4-3) – Developing an ethical framework in line with international best practices

4.4.3.1. Explanation, clarification, and expansion of ethical principles

Maintaining an effective, friendly and competitive work environment in the spirit of a world-class culture will involve knowledge and understanding of codes and ethical standards for both staff and students. Elements such as equal opportunities, the elimination of plagiarism, depoliticisation, the prevention of conflicts of interest or a strict connection between professional competence and assigned responsibilities are examples of circumstances in which ethical principles and relevant procedures are both explicit and detailed/differentiated according to the specificity of the fields/faculties.

4.4.3.2. Emphasizing the educational and preventive position of the Ethics Committee

The purpose of the Ethics Committee is to provide a continuous presence in the academic life of UBB - with a focus on constructive and informative activities (elaboration of guidelines, campaigns and training/information sessions, seminars).

4.4.3.3. Establishment of the ombudsman process

The ombudsman-type system, which plays a key role in the functionality of ethical control mechanisms (including enhancing confidence in these systems), is being developed for the first time at UBB and aims to ensure both its operation and its active engagement in Objective 4.4.3.2.



4.5. *Human Resource*

UBB seeks to expand its human resources through a framework of expertise, trust, diversity, and inclusion. The human resource, consisting of teachers/researchers, students, and administrative staff, is the most valuable component of UBB. Consideration for this is expressed in the academic paradigm of trust, in a spirit of *tolerance for diversity* and an *integrated* approach through: (1) ensuring decent working and research conditions; (2) relating academic-administrative requirements with available resources; and (3) enhancing quality of life and job satisfaction (including student satisfaction), thereby stimulating cooperation and solidarity between generations and between the multiple players in the university. The salary will also be guaranteed to the fullest extent permissible by law, in accordance with the available resources of the university and the job performance, where they are legally relevant, without any discrepancies between faculties. The development of this component will be carried out at UBB within the European framework of *HRA for Excellence*.



4.5.1. Strategic Objective 5-1 (OS5-1) – Streamlining the recruitment process

4.5.1.1. Recruitment of students at national and international level

Efforts to identify candidates for whom funding is already provided (via core funding, doctoral grants, or fee payment) will be amplified by the integration of straightforward and widely publicised financial support mechanisms (scholarships, grants, tax exemptions) for students who excel academically.

4.5.1.2. Recruitment of researchers and teachers

Competition for academic/research positions must include the selection of the best candidates, both professionally and personally, from the national and international academic community. In this respect, the processes for selecting the open vacancies, publicising them, and assessing the applicants will be improved. The medium-term goal is to be able to selectively recruit candidates who have already accrued experiences from doctoral and postdoctoral activities that bring them closer to meeting the qualification requirements for doctoral supervision.

4.5.1.3. *Head-hunting*

The STAR-UBB Fellowship System allows the selection of external researchers at UBB by invitation. The programme's existing durations of at most one semester can be extended to multiannual ones, allowing for the recruitment of outstanding contributors to UBB's educational and RDI/cultural/artistic/sports activities.

4.5.2. Strategic Objective 5-2 (OS5-2) – Professional development of teachers and researchers

4.5.2.1. Providing assistance to teachers and researchers in their personal development

The STAR-UBB Institute has already launched training programmes for teachers and researchers who seek to improve their teaching practices, which will be further expanded at UBB level.

4.5.2.2. Continuing to implement the scheme of differentiated career paths

The differentiated path system (Individual Academic Career Plan) has the benefit of capitalising on employees' expertise and priorities - correlated with mechanisms of academic and financial support and differentiated academic assessment.

4.5.2.3. Staff establishment plans

These will be designed to reflect teachers' and researchers' pursuits and priorities within UBB's three fundamental missions, as well as students' needs and interests, by incorporating versatile career paths, correlated with financial support and equitable academic assessment, where required.

4.5.2.4. Position of researchers employed for an indefinite period of time

Researchers on a permanent contract at UBB will be better integrated into the university's structure, with the same academic and administrative opportunities as teachers.

4.5.2.5. Additional funding for teachers and researchers to attend high-profile international conferences.

The STAR-UBB Institute launched an initiative to encourage personal development in the RDI field through academic writing and academic ethics courses. We plan to create and achieve them in response to the needs of the UBB community, as well as to tailor them to the age and career stage of those who are interested. Participation in major conferences in the area, for example, is critical for the emergence, dissemination, and testing of new ideas, as well as for developing successful academic collaboration relations. We will encourage the development of programmes targeted not only at young people, but also at seniors who, time and again, need support.



4.5.3. Strategic Objective 5-3 (OS5-3) – Increasing employee job satisfaction by providing safe working conditions

4.5.3.1. Securing the maximum pay allowable by law

This is a priority that will be accomplished in accordance with the university's available resources and the job performance, where applicable by law.

4.5.3.2. Ensuring that there are no pay disparities between faculties

The ongoing efforts in this direction will have as their primary aim the correction of inequalities and disparities between fields in the national structure of financing the higher education system.

4.5.3.3. Implementation of new institutional frameworks to raise UBB employees' salaries using extra-budgetary funding

To that end, the fellowship and personal development grants schemes, which have been recently piloted at UBB, are examples of initiatives that will be extended, leaving the question of finding others depending on the evolution of the legislative system.

4.5.3.4. Supporting the professional and personal development of all university employees

This will be accomplished through the provision of necessary resources and infrastructure, as well as the awarding of professional/personal development grants.

4.5.3.5. Careful monitoring of working conditions as well as the provision of safeguards and field-specific bonuses, as appropriate.

Priorities for achieving this goal include the systematisation of actions under a specialised service and the provision of dedicated personnel.

4.5.3.6. Development of the cafeteria and social space systems

These networks will be expanded not only for the sake of convenience, but also to provide opportunities for diverse interaction within and between various communities (employees, students, visitors).

4.5.4. Strategic Objective 5-4 (OS5-4) – Involving students as active partners in the development of UBB's world-class profile

Students should not be treated as mere recipients of educational services, but as partners in the UBB community alongside teachers/researchers and administrative staff. They will be assisted in all activities and projects initiated through their own autonomy. The UBB



Rector's Office will also rely on students, their representatives, and organisations as partners in developing UBB's world-class profile. As a result, the vision of students and their organisations is thus integrated into UBB's world-class profile.

4.5.4.1. Assisting students in all activities and projects initiated through their own autonomy

This approach involves providing administrative, technological, and logistical tools, as well as new funding mechanisms, to ensure the independence of student forums.

4.5.4.2. Increasing the scholarship and grants budget

UBB has always prioritised increasing the budget of scholarships (and other grants for students) from extrabudgetary funds (including assisting students in obtaining private scholarships) and professional traineeship opportunities, as well as meeting numerous national and international standards that have an effect not just on student welfare but also on the university performance.

4.5.4.3. Development of counselling and mentoring programmes

Career counselling, mentorship programmes and student support centres including psychological counselling will be further developed.

4.5.4.4. Development of the teacher evaluation process

We expect to achieve a substantial increase in student engagement in the teacher evaluation process, as well as to incorporate these assessments, on a more specific basis, into procedures for teacher training and administrative performance.

4.5.4.5. Strategies for reducing school dropout

An immediate concrete challenge is the collaborative creation and implementation of effective strategies to minimise school dropout and revalue student assessments. We need to expand the UBB activities that help our students integrate into the academic environment to prevent dropping out (for instance, programmes developed through the new Learning Centre).

4.5.4.6. Development of the Office for Students with Disabilities

Students with special needs will also receive special institutional attention, including the establishment of the Office for Students with Disabilities.

4.5.4.7. The digitalisation process

The digitalisation process will redefine the relationship between students and administration. The Next Generation Academic College must strengthen its relationships with student organisations in order to be engaged in its more effective operation alongside teachers.



4.5.5. Strategic Objective 5-5 (OS5-5) – Improving the quality of life of current and former members of the UBB community

4.5.5.1. Educational services

A modern university exists for its members both within and outside of the academic framework. In this regard, UBB will invest more in UBB kindergarten(s), as well as in the creation of other pre-university education cycles under the auspices of UBB or after-school services - where possible with the involvement of students through their professional traineeship programmes - in order to assist young parents, employees, and students at UBB in balancing private life and career.

4.5.5.2. Cultural services

Cultural events will be supported, including with funding from the UBB Foundation (e.g. organising concerts, theatrical performances, watching films and documentaries), all with UBB expertise and an educational role in the UBB family and the community in which we work.

4.5.5.3. Post-retirement services

There is a need for UBB to show more concern for the well-being of its retired employees by establishing a network of programmes and services for UBB's retired employees (psychological, legal assistance, cultural activities, etc.).



4.6. Administration and services

In order to pursue excellence in its activities, UBB seeks to *incorporate an efficient and reliable management of support services*. We want the administration to be a support system for the creation of a functional university, not just a bureaucratisation of academic work. To that end, an adequate redesign of the UBB administration is needed, with experts in the field from UBB and from a national/international level, so that the administrative component stimulates UBB's academic output.



4.6.1. Strategic Objective 6-1 (OS6-1) – Reorganise the UBB administration so as to support academic performance and research activity

4.6.1.1. External audit of the administration with a view to reform

We seek to secure an external audit and, as a consequence, an adequate reform of the UBB administration is required, with experts in the field both from UBB and from a national/international level, so that the administrative component stimulates UBB's academic output.

4.6.1.2. Bureaucracy reduction and simplified procedures through computerisation

These can be accomplished through the TOC process (transparency, openness, and standards that are compliant with international ones) which UBB is already employing through the *HRA for Excellence* programme.

4.6.1.3. Streamlining administration

The streamlining will be carried out with the involvement and participation of UBB employees (including the trade union) and with their support, through training courses/programmes, as appropriate (including increasing the participation of UBB administrative employees in Erasmus+ staff exchange programmes, to benefit from the experience of partner universities, as a means to improve their performance in an international framework).

4.6.1.4. Development of the administrative services portfolio

Depending on the sector, the establishment of warehouses/logistics with immediate delivery/supply of consumable goods that are used at a rapid pace (office, laboratory consumables).

4.6.2. Strategic Objective 6-2 (OS6-2) – Providing the necessary infrastructure for competitive academic environments

Teachers/researchers and students must be provided with basic facilities (e.g. suitable classrooms/study areas/libraries/offices/RDI units as well as science and didactic labs, living spaces and/or leisure spaces, etc.) in order to create competitive learning environments. The aim is to expand and improve the competitive, modern dimension for these elements, which is linked to the task of generating knowledge rather than just transferring it.

4.6.3. Strategic Objective 6-3 (OS6-3) – Digitalisation

At the administrative level, the digitalisation of UBB is essential. This, when done correctly, contributes to the efficiency of the UBB administration, which in turn has an impact on academic achievement and the quality of academic life.

4.6.3.1. Developing a digitalisation agenda and integrated digital institutional management structures, including a Building management system

A Digitalisation Plan will be established over a period of four years to efficiently incorporate and organise various digital ecosystems in the faculties. The development of a consistent policy at the UBB level for the protection and conservation/archiving of data on digital support, including investments at this level of institutional digitalisation - promoting the reduction of bureaucracy by digitalisation, through introducing integrated digital institutional management systems - is vital. A digital control system for power consumption in UBB buildings (e.g., lighting, heating, conditioning, etc.) will also be designed and implemented.

4.6.3.2. *Design and implementation of the UBBNet Active Directory data network and interconnection of databases (e.g. with employees, students, resources, etc.); unique access system for students to all UBB facilities*

The design and implementation of the UBBNet Active Directory data network - a versatile environment for managing the UBBNet data network - will enable all UBBNet employees and users to access UBB IT resources and services from anywhere on the Internet, based on high computer security access.

4.6.3.3. Improving the academic platform

It needs to become more practical, secure, and user-friendly.

4.6.3.4. The e-learning platform developed for all faculties

It will draw on CFCIDFR's expertise as well as on faculties who are already experienced in using this system.



4.6.3.5. Communication - email system - UBB private cloud, to provide IT services for all UBB employees (e.g. email and drive)

Using the university's digital infrastructure, the conditions will be created for the entire professional activity at UBB to be carried out at quality standards compatible with the world-class concept, thereby eliminating communication gaps and inequalities between faculties.

4.6.3.6. WIFI networks in all UBB spaces

They will be available to students, teachers/researchers, employees/visitors, and others, with security parameters developed in accordance with current standards.

4.6.3.7. Courses/programmes for human resource development

Courses on the use of various technologies and projects for initiating or developing human resources will be organised in accordance with the new stages of UBB digitalisation.

4.6.4. Strategic Objective 6-4 (OS6-4) – Development and valorisation of UBB heritage

The UBB space (e.g. infrastructure/buildings) will be evaluated and reshaped based on its use in terms of tradition and efficiency, degree of wear, modernisation potential, and adaptability to specific assignments. As a general rule, UBB resources will be prioritised for use by the UBB community. UBB's heritage, on the other hand, must be actively established.

4.6.4.1. Making UBB spaces more efficient (evaluation of existing spaces and their degree of use)

The assessment/audit will be performed every three years - at the beginning of each Bologna academic cycle - enabling the development of multi-year strategic plans.

4.6.4.2. Development of infrastructure items (including new buildings)

It is important to build new infrastructure elements that are suitable for academic purposes, employing local and national resources as appropriate.

4.6.4.3. Development and valorisation of UBB heritage (including the “Alexandru Borza” Botanical Garden, “Iuliu Hațieganu” Sports Park, Astronomical Observatory, Vivarium, museums, etc.)

This is a priority, a fundamental component of the university's third mission; in this regard, we maintain a closer relationship with the “Lucian Blaga” Central University Library (e.g. an increased active participation of the UBB community in decisions regarding the purchase of books and the exchange of journals, etc.).

4.6.4.4. Development of a new university campus, with academic and accommodation units (student residence halls)

The objective is both inherent in the quality improvement of services provided and the possible increase in the University's quantitative dimension (including adaptation to current practice and technology on the didactic coordinate).



4.6.4.5. Infrastructure/heritage integration in operational platforms/networks

Connecting the UBB infrastructure/heritage of operational platforms/networks to dynamise internal and inter-platform/network activity, for the advantage of academic activities and to communicate more effectively with the society, in the current academic paradigm of openness.

