

# TITU MAIORESCU AND THE 21<sup>ST</sup> CENTURY, PROJECT-ORIENTED UNIVERSITY<sup>1</sup>

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## Abstract:

This article refers to the current stage of mankind in terms of the evolution of IT technology, with focus on important aspects of the way in which universities face the associated challenges. The implementation of **Bologna Statement** (1999) in Europe (university globalization, sustainability and identity, university autonomy, quality assurance, recovering the link between knowledge and vision) is also the challenge faced by Titu Maiorescu University.

**Key words:** university, project, education, Bologna.

**“The purpose of education is to eliminate the selfish limitation of an individual and to expose him to the rationale behind things” Titu Maiorescu<sup>2</sup>**

Information and computer based communication will represent the underlying basis of the 21<sup>st</sup> society. The progress towards a global informational society is presented in a diagram by J.A. O’Brien<sup>3</sup>

1. The stage of computerized companies, between 1970 -2010;
2. The stage of interconnected knowledgeable workers, beginning in 1980;
3. The stage of global interconnected society, initiated around 1992-1993;
4. The stage of a global information society, after 2010.

As also indicated by figure 1, the current stage is characterized by the overlapping of the first three waves, which means that we are in a **transitional period**, with the associated risks and benefits. The modernist trend becomes more obvious around 2010 when the first wave of mere computerization will be left behind and the fourth wave, characterized by a “*Global information society*” will make its presence felt more intense.

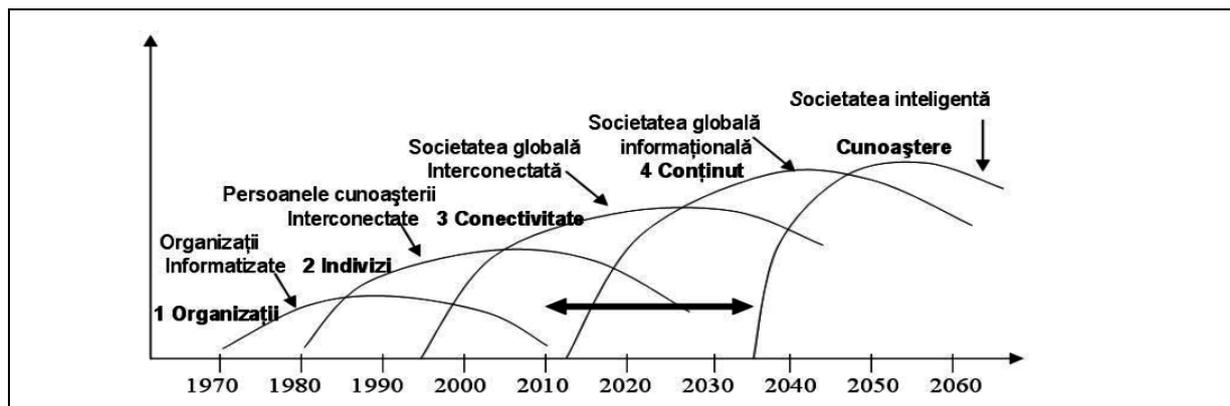


Figure no. 1. - The four waves of information technology<sup>4</sup>

<sup>1</sup> The university is part of the Sectoral Operational Programme -Human Resources Development 2007-2013 Priority axis 6 – “MODERN EDUCATION AND QUALITY FOR THE FUTURE”, in partnership with Valahia University of Targoviste, project duration 3 years. Key intervention area 6.3 – SOPHRD Project 61434

<sup>2</sup> www.citatepedia.ro/index.php?q=scopul+educatiei+este+nimicirea&r=+

<sup>3</sup> O’Brien, J.A., **Management Information Systems. Managing Information Technology in the Internetworked Enterprise**, McGraw-Hill, Boston, 1999

<sup>4</sup> Tudorel Fatu, Al.Tugui « Ce urmeaza dupa societatea globala ? » on [http://edemocratie.ro/publicatii/dupa\\_soc\\_info.pdf](http://edemocratie.ro/publicatii/dupa_soc_info.pdf);

During the **first wave** attention was focused on **organizations** as a key element for making a profit. Thus, the objective was to reduce the time and costs associated to the collection of information, as well as the production costs using electronic computers. The overall purpose was and still is **the computerization of companies**.

During the **second wave** emphasis is laid especially on **individual performance in a computerized environment**. The increase in productivity is based in this case on the **knowledge** of the individuals and on the **level of interconnection**. The purpose of this stage is to acquire the status of interconnected knowledgeable worker.

During the **third wave**, attention will be focused on global **connectivity** at the society level, powered by knowledgeable workers and computerized companies. The development of value generating activities will result under the circumstances in increased efficiency. The final purpose of this wave is to reach the **global interconnected society (network society)**. With the **fourth wave**, company computerization is already completed, which means that like the ball point pen, computers will become regular tools, which can be afforded by anyone at a low cost<sup>5</sup>. At the same time, information and communication technologies will evolve, given the new materials discovered and the *Cyberspace* will emerge, whose backbone is represented by the INTERNET and a digital virtual world.

The 20<sup>th</sup> century saw major changes which had a visible effect on universities to this day:<sup>6</sup> knowledge positivism and the dramatization of the relation between knowledge and meaning, undermining of autonomy and the ideological instrumentation of universities, dissolution of the unity of sciences and the development of relativism, the unprecedented evolution of experimental sciences, globalization of knowledge, communications and economy and the involvement of universities in the competition of products on the market.

At the beginning of the 21<sup>st</sup> century a few changes of context occurred: “global warming” which made its presence felt earlier than anticipated and has more serious effects than initially foreseen; “migration of population” to the developed countries at a new scale; “terrorism extension”, which represents now a major danger for civilization; “erosion of democracy” by its reduction to a technique of periodic election of leaders; “erosion of multiculturalism” by its reduction to the coexistence of cultures; an increased “competition of universities” in a global environment; “the failure of the world integrating tendencies” under the pressure of the demand for product revaluation on a globalized market; other factors that have an impact on human performance.

All these changes represent as many “challenges” for universities: the implementation of the **Bologna Statement** (1999) in Europe, university globalization, sustainability and identity, university autonomy, assuring the quality of the education and instruction activity, recovering the link between knowledge and vision. The European universities are currently going through the “Bologna process”.

After the **Sorbonne Statement** was adopted (1998), more and more countries signed the **Bologna Statement** (1999) which was focused on two major objectives: to create the “European higher education area” by reducing the barriers affecting the mobility of teaching staff, researchers and students and to increase the competitiveness of European universities. Several concerns were raised when the **Bologna Statement** was launched: reducing the differences between the European higher education systems will result in an invasion of specialists from the more developed countries; the establishment of the European higher education area will affect the originality of these systems; *the restructuring of the university studies will lead to a decrease in the quality of students’ training*. These concerns have been partly confirmed. However, the opportunities of academic mobility for teaching and studying purposes respectively, in universities from different countries increased, the differences between center and periphery are now blurred and the European dimension of universities is fully fledged.

Mention should be made of several more serious problems affecting the European universities today:

- globalization is perceived rather as an incentive for uniformization than as an urge to innovate;
- the link between knowledge and wisdom is broken;

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Marin Vlada « **Tehnologiile societatii informatiale** » on

[http://fmi.unibuc.ro/ro/cniv\\_2005/volum/documente/pdf/sectiuneaA/1\\_1\\_VLADA.pdf](http://fmi.unibuc.ro/ro/cniv_2005/volum/documente/pdf/sectiuneaA/1_1_VLADA.pdf)

<sup>5</sup>At this stage the concept of **system-on-chip** will be generalized and the package could become more expensive than the system itself. The next years will bring essential changes of our every day life. Thus, the use of computers will be extended to all fields of activity, resulting in an increase of the current performance by almost one hundred thousand times, up to the efficiency level of the human brain, while the size of computers will continue to decrease up to the dimensions of a chip. The name of this future computer will be **system-on-chip** and its price will be so low that the package will actually be more expensive than the system itself.

<sup>6</sup> The Bologna Statement - [www.cnfis.ro/fd/bologna/bologna.html](http://www.cnfis.ro/fd/bologna/bologna.html)

- the openness of national systems for competition is still low;
- the link between research and teaching / learning is too weak; the adoption of a global knowledge based market by the universities is moving too slow;
- the university capacity for change remains modest.

During public debates, *globalization* is often mistaken for *internationalization*.<sup>7</sup>

*What does globalization mean exactly for universities?* In a global environment, universities are no longer evaluated based on their own projects or in comparison with other universities in the country or in the respective area: universities are inevitably evaluated against the best performing universities. This means that universities are required to produce scientific research acknowledged by the best and graduate students that are selected by companies in key positions, to have the capacity to provide specialized counseling on essential issues in the technological, economic, administration, health, environment or political fields, as well as major interpretations and visions in the cultural sector. Universities remain competitive only if their performances in these directions are adequate.

*What do universities have to do in a global environment?*<sup>8</sup> A university takes the right action if it prefers to make plans for the medium and long term, instead of simply adapting to the context, if it combines the accessibility and openness characterizing the candidates' admittance to the selective and exigent requirements for their graduation; if it balances through the education programmes and curricula the conveyance of knowledge and discovery, information and training, sciences and visions; if it manages to adopt a result-focused management system; if it cultivates an open, argumentative and critical environment, **able to motivate the teaching staff and students alike.**

*What is a sustainable University?* **The Chronicle of Higher Education** (20 October 2006)<sup>9</sup> tries to answer this question starting from the understanding of "sustainability" as the capacity of an institution to meet the needs of the next generations. If for a factory "sustainability" means measures aimed at reducing the carbon emissions, the loss of resources and a rigorous selection of leadership, for a university, sustainability means<sup>10</sup>:

- a) teaching staff with competitive training, so that each specialization should benefit from at least two widely recognized scientific personalities;
- b) academic laws that favor the hierarchization of higher education institutions based on scientific performance criteria;
- c) university autonomy based on accountability before the board of trustees;
- d) curricula that favor the professional choices of students and encourage interdisciplinarity and practical training, based on the tutorial system;
- e) students' training in creative writing, critical thinking and rational argumentation, as a pre-condition of academic education;
- f) adoption of the entrepreneurship profile;
- g) organization of financing from the university's own sources starting from the outcome (not income), using private companies as a resource, using taxes as a resource, focus on high qualification levels by offering financial incentives to high performing students ("equity and efficiency must go together");
- h) avoiding over-regulations and rejecting corruption.

However, before sustainability, a university has its own *identity*. What is the identity of the institutions called universities? In the United States of America **The Future of Higher Education** report (2006) structured around the concepts of *accessibility, approachability and, accountability* was analyzed from several perspectives. The report remains a reference document for all the universities of the world managed in a responsible way. Four objectives remain essential for a university that really is adapted to the 21<sup>st</sup> century, namely: "to intensify research and to maintain technological competitiveness", "to have an efficient higher education system", "to combine social justice and knowledge society" and "non-regulated self-criticism".

Today Europe has developed several *indicators of the academic system* which should not be ignored in any analysis of the 21<sup>st</sup> century University. For instance in 2005, USA absorbed in the academic education over 80% of a series of graduates, while Europe a little over 55%. During the first years of this century, the united Europe invested in education 1.5% of GNP, while USA 2.3%; USA worked with 80% of the scientific

<sup>7</sup> Globalization is the maximum extension of the market on which a product is revaluated to the entire world, while internationalization is the transfer of an item beyond the borders of a nation, to several other nations. Globalization has nothing to do with such a transfer, as it first and foremost represents the maximum extension of the market.

<sup>8</sup> Andrei Marga – Opening speech when he received the *Doctor Honoris Causa* title offered by „**Petru Maior**” University of Targu-Mures on 17 January 2008

<sup>9</sup> Aisha Labi-University Mergers Sweep Across Europe Leaders hope larger, more-diverse institutions will improve research- <http://chronicle.com/article/University-Mergers-Sweep/125781/>

<sup>10</sup> Andrei Marga – Opening speech when he received the *Doctor Honoris Causa* title offered by „**Petru Maior**” University of Targu-Mures on 17 January 2008

researchers in the business field, while Europe only with 50%; today Europe is short of 5 million students and in order to be competitive with USA, Europe should invest at least EUR 10,000/per student every year.

Prof. Andrei Marga believed that the document **The Future of Higher Education. White Papers** (2003) adopted by the United Kingdom of Great Britain found the right way when it established the following five points of reference for universities: “*a University has to be able to extend and to provide the education that people need when they need it and where they need it*”; “*it has to attract more young people from the low-income families*”; “*it has to be capable of attracting the best academic staff, both professors and researchers*”; “*it has to be able to invest in research*”; “*it has to be able to offer its teaching staff and students the best facilities*”.<sup>11</sup>

**Titu Maiorescu : “Mechanical learning is a crime against the human spirit”.<sup>12</sup>**

“The competences, creativity and research developed through higher education represent a key factor for our success in creating new work places and generating prosperity... But we will make no compromises as far as **quality** is concerned” – stipulates **The Future of Higher Education. White Papers** (2003)<sup>13</sup>

In 2005 Gandul educational published the following message “There are institutions created with the declared purpose of providing the highest level of education, cultivating rigor, exigency and academic ethics in the current circumstances of higher education. Titu Maiorescu University, whose mentor is one of the founders of Junimea, understood that they had to honor their name and become a benchmark for Romanian education.”<sup>14</sup> Placed not only by its name under the spiritual authority of Titu Maiorescu, the father of modern Romanian culture and civilization, our University has turned the quality of education into a debt of honor.<sup>15</sup>

Quality assurance, a very popular slogan nowadays, involving an entire range of procedures, placed Titu Maiorescu University on top of the Romanian private universities.<sup>16</sup> Hierarchies are useful as long as they measure the competitiveness of universities on a global market and stimulate their self-regulating mechanisms. No matter how much we may emphasize the importance of organization, *the crucial importance of teaching staff and of their reputation* can not be ignored.<sup>17</sup> Paolo Blasi is right to believe that European universities today should have a larger objective than **the production and conveyance of knowledge** for “the construction of a developed and peaceful world”<sup>18</sup>. Universities experience the need of a new self-consciousness in a world full of many new challenges; academic communities are right to analyze without delay the new situation characterizing universities in order to find solutions to the existing problems. As far as creativity in the educational process is concerned, students should be *encouraged to think independently and to take risks and responsibilities in their intellectual training effort*.<sup>19</sup>

**The transition of information society towards knowledge society is typical for the beginning of the 21<sup>st</sup> century. The unprecedented development of science and technology, partly due to the digital data transmission and processing technologies generated the need to rethink the structure of our institution. Currently our university focuses on “mastering knowledge”, which requires a change in the higher education paradigm. This new concept promoted by us is also facilitated by the following mechanism at the university level: the current research generates knowledge, knowledge is conveyed through education**

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<sup>11</sup> Andrei Marga – Opening speech when he received the *Doctor Honoris Causa* title offered by „**Petru Maior**” **University of Targu-Mures** on 17 January 2008

<sup>12</sup> <http://megabyte.utm.ro/porti.htm>

<sup>13</sup> [www.bis.gov.uk/assets/biscore/corporate/migrateddd/publications/f/future\\_of\\_he.pdf](http://www.bis.gov.uk/assets/biscore/corporate/migrateddd/publications/f/future_of_he.pdf)

<sup>14</sup> Andrei Suru - “Universitatea Titu Maiorescu - onoarea unui blazon”- Gandul educational (Supplement of Gandul) -no 5, 14 November 2005

<sup>15</sup> Iosif Urs - -[www.tribunainvatamnlui.ro](http://www.tribunainvatamnlui.ro), Universitatea Titu Maiorescu , un nume al succesului - [www.utm.ro/index.php?module=content&id=51](http://www.utm.ro/index.php?module=content&id=51)

<sup>16</sup> Loredana Mariana Rapcea -,Titu Maiorescu University – The best private university in Romania according to MECTS classification” -[www.ne-cenzurat.ro/index.php?option=com\\_content&view=article&id=25462&Itemid=15](http://www.ne-cenzurat.ro/index.php?option=com_content&view=article&id=25462&Itemid=15)-

<sup>17</sup> Dilemma –marginalization of access to work - EDUCATION. Errors in the application of the Bologna Statement in Romania, analyzed at Budapest and Vienna- [www.ziuaedecj.ro/eveniment/educatie-erorile-aplicarii-declaratiei-de-la-bologna-in-romania-analizate-la-budapesta-si-viena--9398.html](http://www.ziuaedecj.ro/eveniment/educatie-erorile-aplicarii-declaratiei-de-la-bologna-in-romania-analizate-la-budapesta-si-viena--9398.html)

<sup>18</sup> Paolo Blasi- After analyzing the obviously salutary enforcement of the **Bologna Statement**, Paolo Blasi concludes that: „the challenge of European society today is to go beyond «knowledge society», and to evolve into what could be called a «wisdom society». Knowledge is a conscious utilisation of information: «wisdom» means to choose one’s behavior based on knowledge and shared values, in order to enhance the well-being of all, and awareness that personal actions have social consequences”.

<sup>19</sup> **Creativitatea, premisa a performantei in educatie-** Tribuna’s Guest- Prof. Iosif R. Urs, PhD- [www.tribunainvatamantului.ro/d\\_art.php?id=512&cat=57](http://www.tribunainvatamantului.ro/d_art.php?id=512&cat=57)

and instruction, knowledge is disseminated world wide through the new information and communication technologies and finally, knowledge is used for technological innovations.

Then, we also have to be aware that “knowledge society” represents a post-industrial form of social organization based on content management. But, in our line of work, it is also true that in addition to the visible assets, the intangible capital (skills, communications, creativity etc) plays the most important part, being related to an elevated “savoir” – which can not be reached by trial and error.

To the question “Are there any material changes in academic education as compared to its current state?” minister Daniel Funeriu replied that “the change consists of the methodology adopted for the professionalization of university management.”<sup>20</sup> This professionalization methodology is included in our University Chart and extended in the Management Programmes of the University and of the subordinated faculties.

Even at the time, Titu Maiorescu warned us that:

“School was not made for the institutor but the institutor was made for school.”<sup>21</sup>

The answer to the question “Do we have student-oriented universities?” is given by the institutional analysis of the current trends in the Romanian universities made by ARACIS<sup>22</sup>. The conclusion of the analysis is that “our universities are rather focused on themselves and very concerned with their own financial survival; the students are to a large extent recruited in bulk as they are seen as financial resources (either they pay taxes or benefit from state scholarships)”<sup>23</sup>. Universities are faced with the mobility barrier, the social cost barrier and, not in the least, the occupational barrier.

1. *The mobility barrier* The difference is that in every traditional field there are one or two new universities, usually private, which generate a competition-based environment, not so much in terms of educational offers but of accessibility and education conditions.
2. *The social cost barrier*, which significantly restricts the access to academic education in Romania, where the high financial costs of spatial mobility come on top of the high living costs.
3. *The occupational barrier*, created by the traditional academic model, in which the time budget of the students is almost entirely covered by activities sequentially arranged according to a schedule which can not be modified (lectures, seminars, tutoring sessions etc), which practically excludes any other activities pursued as part of a full or part time job.

The report on qualitative research points out a “**double alienation** – on the one hand the teaching staff find justifications for the poor quality of the teaching process reflected in the poor quality of the students (such a tendency can be seen in the perception of the teaching staff in relation to the quality of the students and by correlation with the quantitative data) and the students, on the other hand, consider justified their lack of involvement in the academic activity on account of the fact that more often than not they have no benefit from this process.”<sup>24</sup>

There are, for example, **discrepancies** between the number of universities and the number of students. To the surprise of those who believe that the number of Romanian students is too high as compared to the young people who only have pre-academic education, our country occupies a very low position in the European classification. Maybe a pertinent explanation is to be found in Professor Vlasceanu’s presentation, which, though not polemical, pointed out several facts, such as that indicated below, which can be considered highly relevant: there is a big discrepancy between what happens in the system and what we manage to do in order to solve the existing problems.<sup>25</sup>

*There is a discrepancy between the material objectives of the universities and the students’ material concerns and interests: the search for meaning, significance, objectives, directions of personal development.* The discrepancy is more acutely felt in the current institutional framework, as there is a tendency to generalize the low level of involvement, even apathy, caused by the students’ dissatisfaction with the university, on the one hand and by the teaching staff’s dissatisfaction with the system (in particular with the acute lack of financing), on the other hand.

The generalized perception of the students on higher education institutions is that “*the university is not an institution which generates meanings or offers directions.*” Thus, students picture themselves as being alone with their uncertainties and they are unsure about the type of training they receive in university.

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<sup>20</sup> Daniel Funeriu - [Nu e o reformă radicală, e normalitatea](http://www.revista22.ro/nu-e-o-reform-radicala-e-normalitatea) - Interview by ANDREEA PORA- [www.revista22.ro/nu-e-o-reform259-radical259-e-normalitatea-7738.html](http://www.revista22.ro/nu-e-o-reform259-radical259-e-normalitatea-7738.html)

<sup>21</sup> Titu Maiorescu’s speech as minister of Cults and Public Instruction on his education reform project, *Varia Publishing House*, p. 153 -<http://megabyte.utm.ro/porti.htm>

<sup>22</sup> Mihai Paunescu, Lazar Vlasceanu, Adrian Miroiu- “Calitatea invatamantului superior din Romania” - Polirom Publishing House-2011 ISBN-978-973-46-2308-2

<sup>23</sup> [Barometrul Calității – 2010- Starea calității în învățământul superior](http://www.aracis.ro/fileadmin/ARACIS/Publicatii.../barometru-final.pdf)- page 20-  
[www.aracis.ro/fileadmin/ARACIS/Publicatii.../barometru-final.pdf](http://www.aracis.ro/fileadmin/ARACIS/Publicatii.../barometru-final.pdf)

<sup>24</sup> IBIDEM-page-

<sup>25</sup> Prof. Vlasceanu’s speech at the ARACIS Conference – 26.10.2011 organized at Titu Maiorescu University

And sometimes the media makes the accusation that “what the graduates do after the Bachelor Exam is of no importance to anyone”. Graduates come and go while the universities that produce low quality students with degrees keep moving on. “There is the concern that in ten years time, the incompetence materialized in the lecture halls will move to the labor market.”<sup>26</sup>

One of the quality indicators used by Durham University – Great Britain, for instance, which occupies position number 83 in an international classification of universities according to performance, is **the number of graduates preferred by international companies!**<sup>27</sup>

At the Roland Gareis project symposium, this was confirmed by the Human Resource Manager of Petrom Group who came personally to see the quality level and professionalism of the new potentially direct or external collaborators.

In the chapter entitled “Promotion of student-centered education” (articles 68-70), Titu Maiorescu University Chart defines the principles regulating the activity of the students in the academic community (art. 71), as well as their rights and obligations (art. 72).<sup>28</sup>

Currently there is a world-level competition between universities in their struggle for prestige, resources and students. A first step in this direction is the reform of the education process by adapting the curricula to the requirements of the labor market. This adaptation means an updating of the informational content according to the latest research, but also a methodological reform, involving information conveyance means that encourage the development of creativity and facilitate the practical application of the acquired knowledge.

China’s slogan for the document **Education 2020** – “strong country with great human resources” is worth mentioning and to be seriously considered. “I believe that a computerized educational system represents a chance for Romania!” are the words of the former minister of education and instruction, Prof. Ecaterina Andronescu at the Seminar organized by Adevarul, at Sinaia, during 6-7 December 2002 – “**A Computerized Educational System – A Chance for Romania**” (II)<sup>29</sup>.

In order to support creativity, the classic declarative, description-based teaching should be left behind and replaced by methods that focus on exploration and discovery, which encourage the critical thinking of students and promote their active participation in their own training and intellectual development. As far as creativity in the educational process is concerned, students should be *encouraged to think independently and to take risks and responsibilities in their intellectual training effort.*<sup>30</sup>

**Various methods and techniques aimed at developing creativity should be identified and encouraged** as part of the teaching-learning process. In pedagogical terms, the teaching activity should move its focus “from teaching” “to learning”. This concept basically defines “the rule of the golden triangle: **creativity – innovation – practical application**” as creativity leads to innovation and to practical applications; also creativity can lead directly to improved practical experience. Thus, creativity proves its key role and importance in the educational process completed at the university level.

#### **Titu Maiorescu and the Project**

Titu Maiorescu used to believe that culture is not only elevation of the spirit, but also a task that ceaselessly calls for and consumes the vital strength of a nation.<sup>31</sup> Titu Maiorescu was an authentic project writer; he admitted that in fact „our whole life is nothing but the extensive combination of some **major projects**, which have been into existence for a long time...”<sup>32</sup>

Lester Thurow emphasizes the idea that the new leaders of the global economy will have to acquire project management skills and knowledge.<sup>33</sup>

**Project-Oriented Society** In this context special focus is placed on the concept of “project-oriented society”, as a society that frequently uses projects and programmes to develop relatively unique processes, of medium to high complexity.”<sup>34</sup> The growing popularity of this concept reflects the fact that project management methodologies exceed, as shown, the borders of industry and are considered macro development strategies for an entire nation / society. The dynamics of the maturity level of a project-oriented society includes, in addition to

<sup>26</sup> [www.roportal.ro/stiri/burse-cum-laude-pentru-studentii-de-la-cuza-333681.htm](http://www.roportal.ro/stiri/burse-cum-laude-pentru-studentii-de-la-cuza-333681.htm)

<sup>27</sup> [www.ziaruldeiasi.ro/editorial/fabricile-de-rebuturi-cu-diplome-ni41fp](http://www.ziaruldeiasi.ro/editorial/fabricile-de-rebuturi-cu-diplome-ni41fp)

<sup>28</sup> Titu Maiorescu University Chart -2011- [www.utm.ro/files/file/documente/carta\\_utm\\_avizata\\_2011.pdf](http://www.utm.ro/files/file/documente/carta_utm_avizata_2011.pdf)

<sup>30</sup> **Creativitatea, premisa a performantei in educatie-** Tribuna’s Guest- Prof. Iosif R. Urs, PhD-  
[www.tribunainvatamantului.ro/d\\_art.php?id=512&cat=57](http://www.tribunainvatamantului.ro/d_art.php?id=512&cat=57)

<sup>31</sup> Titu Maiorescu –“The New Direction in Romanian Poetry and Prose”, 1872)-  
<http://en.wikipedia.org/wiki/Junimea>

<sup>32</sup> Maria Cornelia Barliba, « Titu Maiorescu, Argument for intelligence », Casa de Editura “EDIMPEXSPERANTA”,  
Bucharest, 1992, page 144 (, Edimpex – Speranta Publishing House, Bucharest 1992, page 144)

<sup>33</sup> [www.pmi.org](http://www.pmi.org)- Thurow - 2003, *Fortune Favors the Bold: What We Must Do to Build a New and Lasting Prosperity.*

<sup>34</sup> Roland Gareis- Happy Project, Manz,Viena -2005, p. 579.

technical aspects (specific methodologies and processes, knowledge areas), a number of key social aspects, such as: the perceived importance of projects, the social relevance of the project manager profession, the overall society structure, its history and expectations for the future, the structure of its sub-systems: economy, science, education, politics, religion, law, art etc.<sup>35</sup>

The training of the specialists working or who will work with European funds is insufficient in order to increase the capacity to absorb the available European funds. Emphasis should be laid to an equal extent on the creation of organizational skills and on policies that stimulate the use of project management as a way of creating new developments. Despite the fact that all countries have experienced lately either stagnation or regress periods, which in turn resulted in a reduction of the expenses associated to various economic sectors, the project manager salaries increased rapidly.

For instance, a site was created for the subject “European Project Management” taught at the University, which should improve the level of information in view of facilitating the development of entrepreneurship<sup>36</sup> and digital<sup>37</sup> skills; a book on practical applications for project purposes<sup>38</sup> was published and an interactive, online working style with the students was promoted for professional ads and better result communication, in addition to participations to specialized sessions and symposiums.<sup>39</sup>

**From Bologna to ESHE** (European Space of Higher Education) was the slogan of those who speak about a reformulation of the vision underlying the initiation of the Bologna Process in 1999 and plead in favor of an ESHE “built on values and concepts that transcend the aspects related to structures and instruments.”<sup>40</sup>

According to the statement of the ministers in Budapest and Vienna<sup>41</sup> the analysis of the process which began in 1999 will take place in Bucharest in 2012, with the following priorities included on the agenda<sup>42</sup>: preparing the National Qualification Authorities for Higher Education for self-certification up to 2012, defining a series of indicators aimed at measuring mobility and the social dimension, monitoring the development of mechanisms designed to ensure the transparency of the higher education institutions, creating a network for the better information and promotion of the Bologna Process outside ESHE, enforcing the recommendations made based on the national plans for diploma acknowledgement.

Conclusions. Although *our university is rather self-centered and concerned with its own financial survival, although we have to face the mobility, social cost and occupational barriers, we must find the resources to survive and to fulfill our goals.* Our optimism should be similar to that of the mentor of our university, according to whom “*creative thinking will prevail*” – the critic’s words above the library door. And every effort should be made **to promote a student-centered education** because “*I believe that the influence of scholarly young men is always important.*”<sup>43</sup>

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