

ACADEMIC MANAGEMENT AND GRADUATES' INTEGRATION INTO THE LABOUR MARKET

IOSIF R. URS, SORIN IVAN
Titu Maiorescu University of Bucharest
sorivan@gmail.com

Abstract: A fundamental contribution of the Bologna Reform to European higher education is the focus on finalities of the educational process. The main aim of higher education is giving knowledge and forming professional competencies to the students for their integration into the labour market. In Romania, the link of higher education and scientific research with the labour market encounters important difficulties: the persistence of the old educational models, the isolation of the educational process in mainly theoretical approaches, far from reality, inefficient nowadays, the resistance to the real change, the superficial implementation of the Bologna reform, the precarious status of practice in curricula, the weak and unconvincing cooperation between universities and employers, the employers' lack of confidence in the Bologna graduates. These difficulties generate problems in the graduates' integration into the labour market, a random process today, under the authority of chance, not of specialization. In the orientation of the academic process towards the labour market, in the growth of the graduates' employability, an efficient and competitive academic management plays a crucial role. By the curricular reform, by collaboration programmes and partnerships with employers, the link of academic education and scientific research with the labour market can become an institutional and systemic reality in the very spirit of the Bologna Process.

Key-terms: reform, inefficiency, practice, integration, management.

1 Pragmatic vocation of education and relationship with labor market

Lisbon Agenda in 2000, has proposed as a major objective, building, at the European level, *Knowledge based Society and Economy*. The objective subsumes a large goal, highly demanding and challenging, that the EU economy has to become the most competitive and strongest global economy in the era of globalization, accelerated development of information system, the fierce competition on all levels.

The philosophy framework outlined in the Lisbon Agenda place the basis for its *knowledge* construction, involving, expressly or tacitly, to achieve this objective, **the entire system of higher education and scientific research in Europe** and thus reveal a vital truth, confirmed historically, that the knowledge at the highest level is acquired, cultivated and developed in universities, higher education institutions in laboratories in research institutes. **The higher education system with its institutions is authorized within the development of knowledge.** But growing awareness of the standards and requirements of the third millennium, academic education system and process should be reformed. The difficulty lies, on the one hand, the fact that reform of the prestige of an area built on a history of a millennium, conservative par excellence, the values enshrined in the time tested and on behalf of a tradition that is becoming confused with Europe itself, and on moreover, the content and complexity of change - a paradigm shift, in other words, a battle with the models established academic

tradition, with their transformation in the meaning of efficiency, performance and pragmatism. In order to build *knowledge-based society and economy*, the Lisbon Agenda has proposed the *European Higher Education Area (EHEA)* and *European Research Area (ERA)*. Both are *European Knowledge Area (EKA)*, a construct that will synthesize **in the future intelligence, creativity and innovative power of Europe** in the competition for global supremacy in an era of globalization. According to the proposed deadline in the Lisbon Agenda, *the European Higher Education Area* was **launched** in 2010 in March in Vienna.

Achieving *Knowledge-based Economy and Society* through academic education and scientific research involving the new paradigm developed through a fundamental reform process: **creating a strong link, direct, effective and pragmatic of the two areas with the economic environment.** It is a step towards reality, almost a return to education to the model that has generated it, a process of **streamline and pragmatic** it. The new direction of education, the economic environment, the labor market, says its breakup a traditional model, is the fundamental step from abstract knowledge, theoretical, intuitive and speculative in applied and pragmatic knowledge, for a paradigm where both elements are found knowledge of the abstract and practical, a complex model, inspired by the knowledge needs of the XXI century. Knowledge through education and research is not an experience as *per se*, an exercise in thinking for generic or hypothetical situations, but a practical way

of relating to existing domains. **In the vision promoted by the Bologna process, academic education is the training of skills, competencies and qualifications for employment and integration of the graduates for their professional development in terms of performance and competitiveness.**

2 Employability of the graduates – an European level concern

Development of higher education with economic relationship, the integration of graduates into the labor market reform is a priority of the Bologna Process at European level. New conception of academic education - built on the principles: student-centered learning and results-oriented, flexible inter-and transdisciplinary curriculum, tailored to the economic environment, innovative methods of teaching, learning, assessment and examination skills training graduates etc. – with **the purpose of professional integration of graduates within economic environment.**

Trends Report 2010, the key document published by EUA, the state is a complex scan of European higher education reform in the Bologna Process. The report has a special value that appears in a historical moment of the Bologna Process and Lisbon Agenda, that a decade of implementation of reform under the auspices of the Bologna Declaration and release in the *European Higher Education Area* (March 2010, Vienna). The screening of the reform of higher education systems in Europe, it occupies an important place of **education academic relationship with the labor market and economic environment, assessed in terms of employability of graduates.** The report addresses the issue of employability with particular reference to each of the three cycles of university studies, with emphasis on the first two cycles: bachelor's and master, on which we made brief reference.

The document emphasizes that employability is a concern at all levels and represents a special challenge to the **undergraduate level.** The accurate assessment of the degree of acceptance by employers of new skills after the first cycle is difficult because recent graduates are first generation, few institutions that are seeking employment for their graduates ISCED (International Standard Classification Education) considered together and master license, which limits detailed statistical analysis of employment patterns. The report states that many institutions expect their students to pursue undergraduate studies at Masters and employers more easily accept his graduating from master's and doctoral studies (*Trends 2010*, 7).

While one of the objectives of the three-cycle system of studies is to develop skills in the first cycle and the integration of graduates into the labor market, it presents several difficulties in terms of employability, rather than cycle master studies students who enjoy the confidence and the employers. Regarding the

employment of undergraduate and master's graduates, there are countries where the institutions, teachers and students do not trust the value of the first Bologna cycle and expects that employers will not accept its graduates, while the master remains the basic qualification for entry labor market. The paper points conclusively that the labor market entry, the undergraduate acceptance is problematic, especially in the first course was, by tradition, very long and the current cycle (*bachelor*) is a "cultural shock" for the system.

In these circumstances, the report recorded several types of approaches to increase the institutions accepting graduates license by the labor market and to assist students in their career development. Among them we highlight: **a special emphasis** on general skills acquired at undergraduate level, with emphasis on learning outcomes in a particular program of study, **creating an environment** that supports entrepreneurship, **providing** the associations "Alumni" of information on models employment, which will influence the shaping curriculum, **involving** employers and external experts in reviewing and reshaping curricula, **providing** counseling and career development of students' employment record of graduates.

In the chapter "Future Challenges" in integrating graduates into the labor market, *Trends 2010* proposes several measures that should be taken into account by national authorities and institutional leaders. Thus, institutions should develop: **career guidance services** for graduates of the first cycle, **more flexible curricula** that integrate mobility periods internships or international curriculum, **graduates filing systems** at all levels and **cooperation** with employers for understanding the needs of the labor market. Also at the institutional level, the academy must be convinced by **the value of first-degree studies** in order to communicate effectively with employers. Keep in mind that employability depends on two key factors namely: the acquisition of **knowledge, competences, abilities and skills**, economic conditions and labor market, but also secondary factors such as age, gender, discipline, changing attitudes towards lifelong learning, respect for justice, etc.

3 Romanian higher education and relationships with the labor market

Romanian Higher Education is committed to the policy and institutional reform, the implementation of the Bologna Process with everything it implies: philosophy, structure, administrative framework, tools, objectives, purpose. Systemic and institutional reform in university education in Romania, the content and scope, is a complicated process, and welcomes the progress slow and difficult challenges in its development. General problems facing European school systems in implementing the Bologna reforms are valid in the Romanian education system. **In**

addition to their higher education in Romania is facing a number of difficulties in the process of reforming and modernizing its meeting of shock resulting from the classical paradigm of academic education and the new advanced model of reform.

a. The conflict paradigms: *the closed vs. open model*

A first problem relates to the **difficulty of real change**, the actual reform of the educational model and educational process in their substance. Phenomenology of this difficulty is based on complex cases with strong roots in the mentality and academic history. Thus, the confrontation between the new paradigm of education - based on the philosophy and scope of reform, under the Bologna - and the traditional academic model in Romanian campus seems to have prevailed at last. The classical model, as enshrined in the academic experience of Romania, based on factors such as: the role and the centrality of teacher education in the act, the teacher as the supreme authority of knowledge, philosophy of "*magister dixit*" focus on *inputs* rather than the *outputs*, the knowledge taught, and not results, on the supply and reproduction of knowledge, anchoring teaching and learning in one dimension prevailing theoretical isolation of teaching and learning in a conceptual and notional horizon. In this paradigm, the student has a secondary role, it must receive information and reproduce in regular assessments, in an act of formal feedback, all measurable by traditional methods, less motivated. The student is not engaged in an interactive learning approach is not attracted to the intelligence of knowledge by encouraging creative and innovative. Memory and memorization remain at the forefront. In these circumstances, the act of teaching and learning remains a predominantly theoretical, abstract, based on supply and reproduction of knowledge, being broke, practical, economic and labor market. The purpose of academic education in this model remains **the accumulation of information**, either by quantity rather than quality and its practical efficiency. It is an educational model which focuses on cultivating the students' skills and abilities necessary to integrate the labor market, still deprived model to a large extent by addressing the economic environment.

The origin of this difficulty is conservatism and resistance to system change. Education, particularly higher education, is a conservative par excellence, built on tradition, the value and prestige, with accumulations, innovation, change and slow evolution. **Change in itself**, the transition from one model to another, is a difficult process that requires ongoing effort, with the wide range of action, involving **teaching philosophy, curriculum, discipline content, approach strategies, course, reforming the traditional report act teaching / learning between teacher and student to reformulate the aims of education act as the main instrument of education.** It is obvious that such a reform, reformulation and

reinvention of the teacher and the discipline / disciplines taught that it is a complex, lengthy, difficult to govern, which means essentially their attitude, personality, subjective and objective reasons for each one and the whole staff. In the Romanian higher education system, resistance to change is a widespread attitude, even if not displayed and stated that without essential delay real reform and modernization of the Romanian university education. It should be noted that this attitude is not necessarily associated with higher age in education and teaching experience. There are cases when young teachers adhere to such an approach, while remaining attached to old models, rejecting challenges, demanding permanent redefinition of self, of continuous renewal, of openness to innovation, creativity, interactivity, inter-and transdisciplinarity, ie the new paradigm of academic education and research. It should be noted that the younger generations who have opted in achieving their academic career, not for material reasons, are involved in side activities that provide a personal comfort, but it departs from the requirements of the quality of education, active participation in promoting excellence and performance according to established principles of academic education open model built by the Bologna reform.

A second difficulty is an institutional one and is regarding the **implementation of Bologna reform** at university level. A finding regarding the process of change in Romanian education space is somewhat mechanical application of the Bologna system, rather formal accession to the vision, strategy, structure and its tools **without assimilating conceptual and institutional** implementation on a field still unprepared at the institution, mentality of its management and staff. Is there a contextual application of Bologna, under pressure from European developments, against a good responsiveness to movements within the European Union, but an **insufficient processing and preparation for change?** Sometimes is led the reforms for a surface **pattern** that famous paradox of print form without substance. **The paradox involves a difference in this case:** Romanian reform began, and in some cases, still trying to adapt the previous model of academic education, the new Bologna system matrix. There's a trend of *hybridization* of the new model, a clash of paradigms, which create tension in the institution and the educational process, a compromise which leads to failure rather than success. In our opinion, the Bologna process should be applied not only at the administrative level, the structure of studies, but also of its philosophy, which promotes a new vision, new strategies, approaches, content and purpose. A key issue is the reform process, for example, *lack of synchronization between the cycles of study and content of teaching.* Not yet developed a **curriculum reform** in each discipline at each cycle and two cycles

of studies. Instead of being redesigned in line with the new vision of education, with its tools and purposes, the contents of the study subjects were distributed on the new formal structure, without a critical selection of material according to the objectives, relevance of information on the effectiveness of knowledge training skills in the labor market.

Another problem, also in the area of fundamental concern to the very *structure of university studies on the three Bologna cycles*. In terms of undergraduate studies, in many cases proceed to focus curricula before applying the new structure, the smaller the duration of the undergraduate. In these circumstances it is natural that the first cycle, which meets once in three years school subject in four or five years or even appear to be insufficient to prepare students. The skills they acquire should graduate after undergraduate studies are not clearly defined. Also, there are ways that these skills should be assessed in accordance with the standards and labor market requirements. **The orientation of the educational process to the economic and labor market is still a precarious, if not nonexistent.**

Regarding the second cycle master, this is, in many cases, understood and approached as a mere extension of the undergraduate, and not as an experience to deepen the studies of specialization. The program repeats the themes of the disciplines taught in the undergraduate or agglutinate recovers and curriculum topics are not part of the first cycle, a poor approach and scientifically redundant, sometimes based on extracurricular reasons.

Two other features of the implementation of reform in the Romanian education system identifies major problems with a particular impact on the *quality and efficiency change*, which raises doubt about the meaning of the process and to achieve the aims set out at European level. We consider firstly that *the Romanian higher education is generally based on scientific research*, as required by the Bologna reform philosophy. The exceptions are few, in a scientific research system in which great difficulty because of **poor funding** or lack of expertise, but also differences, intentional or forced, between state and private universities in accessing grants and research projects. The separation of the educational process of scientific research is leading to the separation of academic education in theoretical approaches (see *above*), isolated from developments in science and reality. Education act is, in these conditions of independence, a barren space and scientifically sterile, unfavorable development of students' creativity and their innovation capacity in areas of specialization. We consider in the second *the relatively weak, often non-existence, of the educational and economic environment*. Romanian higher education does not prepare graduates to acquire skills, competencies and skills for future employment, but specialists in

theoretical, with no direct connection with reality to which they relate. None at this time of reform, while at European level academic education and research relationship with the economic environment is a priority of the whole reform process, the Romanian higher education, in significant part, not directly addressing the labor market.

b. Integration of graduates - complex and difficult

The integration of university graduates, especially at the undergraduate level, employment is a *difficult process* in today's Romania. The economic crisis is an aggravating factor. The difficulty, however, employment is generated by a fund complex case, involving universities, and state, public and private institutions. Higher Education Act in the Romanian space is still *disconnected* from the labor market. We are dealing with a *traditional tear* that comes from the modern history of our higher education and are perpetuated today. The current paradox is that such a systemic coherence gap in education, which breaks the unity and logical evolution from premises in the final takes place within the Bologna Process, whose design major emphasis on training students the skills and competencies, on higher education with economic relationship, the reach of academic education and scientific research to the labor market. In our opinion, **the guilt must be sought not only within the education system but also the system of government that has created levers needed to harmonize and boost institutional relations between education and practice.**

Sure that the establishment of a relationship, of relationships, involving at least one agreement will if not of interest between education and economic environment, ie **mainstream education can not be alone, without active participation of employers, namely the existence of institutional regulatory system with clear accountability for schools and for employers.**

Integration occurs at *random, into an opportunity and the chance*, often in other professions than those in the field of specialization, independent of acquired skills (or not) from their studies. Some students (from ID, but not only) are already integrated into the labor market before the end of the first cycle, so that, after graduation, to pursue such a career started, albeit in different business areas and subject areas. For some this type of situation, the studies are not relevant personal experience too much for access to a professional career, sometimes just a matter of image. It must be said that the situation is improved in the MA graduates. Most master follows the second cycle of university studies with the idea to increase the chances for a job better, graduated in the field. Theoretically, master studies are associated with **higher skills and competencies** acquired by graduates for qualification in the labor market in a professional specialty area. In general, master's degree is a chance

for integration into the labor market, helping graduates of the second cycle to obtain posts. Therefore, under preparation and their aspirations. From employers, graduates of the degree of acceptance are superior to the cycle master's degree. There are, however, few cases in which graduates enter the labor market remain in positions obtained under license or diploma of graduation even before the first cycle, in areas unrelated to specialization, developing parallel careers with university studies. Studies remain master in these situations, only an investment for a possible future career. Therefore, no master offers no guarantee of employment for graduates want jobs, while the insertion in the labor market remains a *private matter* and is not governed by a **system of principles and rules within the framework of institutional partnerships and collaborations** between universities and operators, enterprises, companies, multinational corporations, etc.

4 Employers and graduates employability

An important role in the issue of employability of graduates they have employers. Judging from the labor market situation, where the degree of integration of graduates in rural practice, employers (public or private institutions, businesses, companies and multinational companies, NGOs, etc.). Exhibits, as in most European countries, reserve a skepticism general trend and graduates from the undergraduate and greater confidence in those who have completed the cycle of master degrees. There, the employers' perception that the three years of the first cycle (in some cases, for example, legal studies, four years) are insufficient to prepare students for the development of skills and acquisition of skills for professional qualifications. It is above all a question of mentality, the subjective perception of metamorphosis occurred at the university level with the adoption of the new structure of studies in the Bologna Process. However, the *subjective motives* of employers reserve finds, in many cases, an *objective support*: poor or inadequate preparation of graduates of the first cycle of studies, lack of skills and competencies for a particular qualification and therefore, for entry into the labor market. For their part the employers, such a situation is possible and is perpetuated because of their attitude towards the issue of integration of graduates, shown generally by **insufficient interest, non-involvement in collaboration with institutions of higher education for their absorption making environment**. In the context of such reports, employers had not developed until now, **partnerships with universities, recruitment policies of the academic background, training of human resources by investing in education, training and specialization of their financing systems education of future employees**, as exists in other countries in Europe and worldwide. There is thus still insufficient communication and cooperation between the business

and higher education institutions. **Cooperation** in the integration of graduates into professional careers and their responsibilities in accordance preparation for building a market for specialized and skilled labor remain yet at goal. Not only universities, **but employers should review their vision, policies and strategies in this area.**

5 Competitive and efficient management education

In the process of reforming higher education and scientific research, which generates major problems such as those discussed above, at the institutional level, a **key role** plays universities management. Under the principle of university autonomy and self-government within the national legal framework, higher education institution has the opportunity to develop their own directions and strategies for action to reform the educational process and scientific research. Therefore an **efficient and competitive university management** is crucial for successful reform implementation at the institutional level, for building a quality education and scientific research performance, excellence, innovation, creativity and openness to the international education process. Regarding the plight of poor networking between academic education and the labor market, the issue of employability of graduates, solutions for overcoming the impasse can be identified **in the management of higher education institutions**. In the Romanian academic space, each institution has its own means, programs and strategies for a better definition, location and orientation towards an efficient and pragmatic education act, result oriented, to the formation of skills and competencies for professional qualification for graduates integration labor market. Solutions for better networking of education system with economic and employment is concern at least two levels of action at **the university and the programs of study (faculty)**. Measures taken in the two plans should be oriented towards the same objective: **to better employability of graduates, especially those of the undergraduate, where he encountered the greatest difficulties in the labor market.**

The acute problem of learning in networking job market and employability of graduates, program management, in my view should provide a number of fundamental elements, some on the *philosophy curriculum*, and some other to *collaboration with employers' environment*.

In the *first category* are: **curriculum reform** in each program of study, producing a curriculum flexible, modularized, adapted to the needs of the economic environment and society as a whole; **the curriculum insert specialty practice** as part of priority importance and extend optional courses in programs cultivation of interdisciplinary and transdisciplinary approaches, encouraging innovative approaches and creativity of students; **focusing on the education measure skills**

training after the first cycle qualifications; **encouraging and fostering entrepreneurship in students and graduates**, the development of *lifelong learning programs*, with internships and study modules for learning new skills and qualifications, the idea of retraining, **development of Teacher Training Department (DPPD)** for those interested to make careers in higher education and university; the development of **counseling and career guidance** for future graduates; **creating a filing system** integration of graduates in their employment and further career; **working** with alumni associations in the collection of data and information on career paths of graduates. In the *second category* of measures fall: **the establishment and development** of collaborative programs and partnerships with employers - public or private institutions, enterprises, companies, firms, multinational corporations, non-governmental; **development** within their students' professional practice, development, through **such collaborations and partnerships, a framework for co-involvement of firms and companies in education, for instance by funding education programs by employers or scholarship systems private, for training and qualification** of students as future employees at those companies; **employers' involvement in partnerships that develop curricular policies**, configure, compared with the skills, competencies and qualifications that they seek from their students as future employees. **All this should be the object of regulation of bill at law.**

6 Curricular reforms: education in developing quality and efficiency

A priority of the education curriculum reform is the orientation towards life, towards the economic environment, to labor in a process of revolutionary vision, conceptual renewal in the sense of detachment and abstract theoretical model. Such a breakthrough is possible with some strategy elements such as **student-centered education act, the orientation of education towards finality, which refers to the formation of skills and competencies for professional qualifications**. In the process of rationalization of academic education and scientific research with the labor market, it is necessary to reach an *open curriculum* to the needs of society and the economic environment, flexible to integrate materials, disciplines, themes, it required the knowledge society. Act knowledge evolves into an unprecedented rate, favored by the globalization process - putting "common" knowledge - and information technology, and the volume of information grows in geometric progression. Education changes on three main lines: **design, content (curriculum reform), in the final result**. At the third level of finality, the basic aim of academic education aimed at training the skills for future graduates skills and their integration into the labor market. From this perspective, the Bologna reform is a kind of "Copernican revolution" in

education by moving towards a pragmatic paradigm, the quality, utility and social efficiency - a paradigm consistent with the requirements of the world and time. In such a context, **students practice occupies a major role at the training curriculum and the students a set of skills and competencies for the qualification in the field of specialty. It is necessary in this context to review the status of essential practice of academic programs:** the recent tradition of higher education, professional practice has established itself as a **secondary experience**, palatable, without a stake, without interest, with a reception on both sides of the teaching, **optional discipline**. The management policy of a higher education institution to recover and rehabilitate the students practice as a fundamental stage of academic training, which contributes to the development of skills and abilities required of professional qualifications. Practical experience should become a key curriculum area studies programs. At the same time, it is important for the university to create, in collaboration with specialized institutions, training programs and **encouraging entrepreneurship in students**. Such a pragmatic approach is to bring about their creativity and ability to innovate in terms of ideas and solutions to develop their own initiatives in accordance with the skills and competencies through education formats.

One area of prime importance and the process of modern university education holistically viewed from the premises by outcomes are the counseling and career guidance for students and graduates. Young people need expert advice, which, as a result of complex assessments, career guides them according to skills, dispositions, skills and competences. **Such a service is a priority of a competitive and efficient management and a requirement of the university today, a pillar of the knowledge society**. Another element is the effective management and implementation of the faculties and universities, including through associations of alumni of record **systems concerning the integration of graduates into the labor market**, in order to developed careers and becoming professional.

Also at the university level, **working with employer's environment** is a challenge of utmost importance for the development and success of the institution in the area of the knowledge society and economy in the skills of graduates and social progress. The challenge relates to the ability of managers to both set up **programs of cooperation with employers**, to make the transfer of knowledge and skills in space *extra muros*, the university's relationship with the environment to develop practical reach of its existence and the professional areas and the ability institution to adapt to market demands.

Initiating programs of cooperation and economic partnerships with companies, firms, enterprises, and multinational companies representative of the specialty

areas are found in the university curricula in support of networking is a direct measure of the educational institution and the economic, conducive to the development of a common framework of training, which brings together theoretical knowledge, with the notional practice. That opens by establishing cooperation and partnerships between universities and employers, an *area of skills training for abilities and competencies* required by the first course cycle. Students have the opportunity to make direct contact with economic, industrial, administrative, etc. they can develop their careers after graduation. Such institutional partnerships formed to carry out the optimal professional practice for students, provided the curriculum, which they are preparing for the future profession, enjoying the conditions, infrastructure, expertise and competence of experts in relevant fields. Cooperation between universities and companies established at the same time, the framework for development of **funding programs by employers of academic preparedness** of some students, selected by the criteria of skills and competencies for their future integration in the work conducted by the firm. This type of sponsorship, on contractual basis for future studies, employees, employers investment in skilled human resources and qualified.

Scholarships awarded by private employers for the best students are, in turn, encourage a system of quality training, the spirit of competition and obtaining good results in education by them to further qualifications.

An effective means for employers' recruitment policies is to achieve higher education with a *database* of students and graduates in the selection for employment. Such evidence is useful both for the universities - which, in this way to help their graduates enter the labor market - and for firms and companies who provide authoritative information about graduates and may select prospective employees based on qualification criteria, efficiency and performance. In the context of the Bologna Process or beyond (if I see it as a time limited experience), **changing the university** and hence, education should be a **constant** one. Thus the continuous reform as a prerequisite for the university to remain in the community, the national education system and the European Area of Knowledge as an institution of quality and performance, pragmatic and competitive, which prepares graduates for employment for knowledge-based economy. In this process, which can not be governed by "recipes" are key points to be pursued in the institutional change and adapt to the challenges of society and our world. One of them is the university's *direct relationship with the world, with society, with economic and labor market.*

7 Conclusion - Social missions of universities

Opening the university to society is a matter of vision and strategy and management to be undertaken and promoted as an institutional management priority. You must not forget - as sometimes happens - the university, its mission by itself, belongs to society, that the process of teaching / learning experience is not just a theoretical exercise of abstract knowledge, but a crucial act of training, leading to the development of skills in the labor market for qualified graduates. The relationship between university and society is a complex and subtle, involving an act of permanent feedback in both directions. University prepares graduates for life, existence and knowledge needs, regardless of career field they develop. Against this philosophy in a modern managerial vision should come as a priority, turning the university into an institution *open to society, inclusive and responsive, transparent*, lying, as vision and approach, the *community center*. Unlike the elitist concept that has long worked in the European higher education and higher education persist - without always elite - the university must be open to all social groups and broader diversified to promote quality services to new segments of society, thus providing a chance and those who traditionally have access to academic education. In other words, integrate the lifelong experience of many, in a process known as *education mass* at European level, and meet the education, training and qualification of this diverse population, involved in the experience of knowledge, training, specialization and qualifications. This process of opening the university to the needs of society and social groups is a priority of modern management act, open developments at European level, quality and performance not only dedicated to education and research, but also social efficiency of the two major areas of academic mission. In this way, the university offers the service of society, ie they follow their primary mission, prepares people for skilled labor. The way that manages to take out this task, again, the management of the institution's power to impose on society and the university community by offering educational programs of study, through its quality, diversified services, by relating to the economic environment. A *quality management, pragmatic, effective, efficient and competitive institution* must be developed in order to lead to the *success* of its development, in accordance with the requirements of the society.

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