



UNIVERSITATEA
BABEȘ-BOLYAI

UBB GOES GREEN



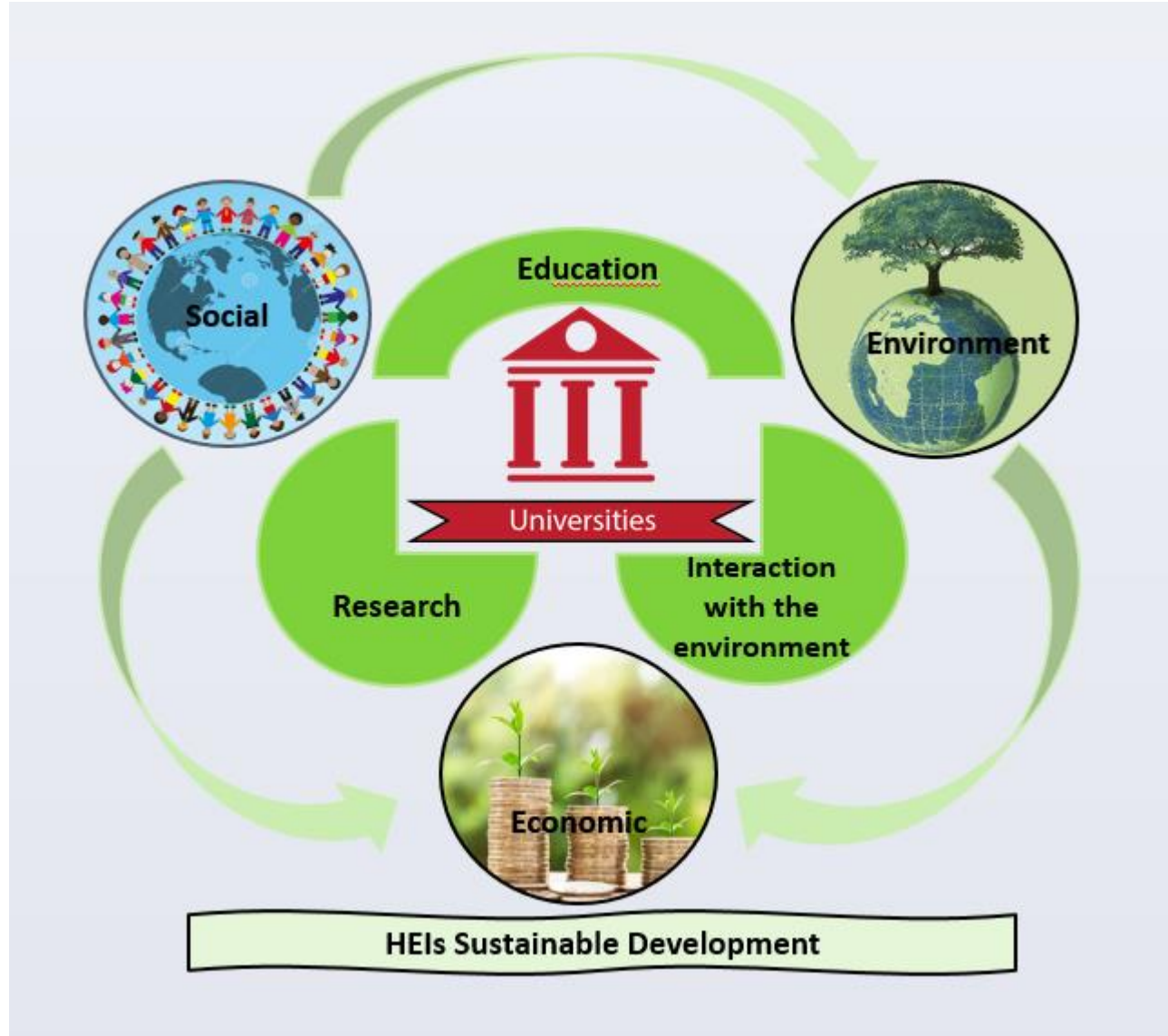
HEI's third mission contribution to sustainable development

Adriana Tiron Tudor (Babeș-Bolyai University, Cluj-Napoca, Romania)

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Introduction



Literature review



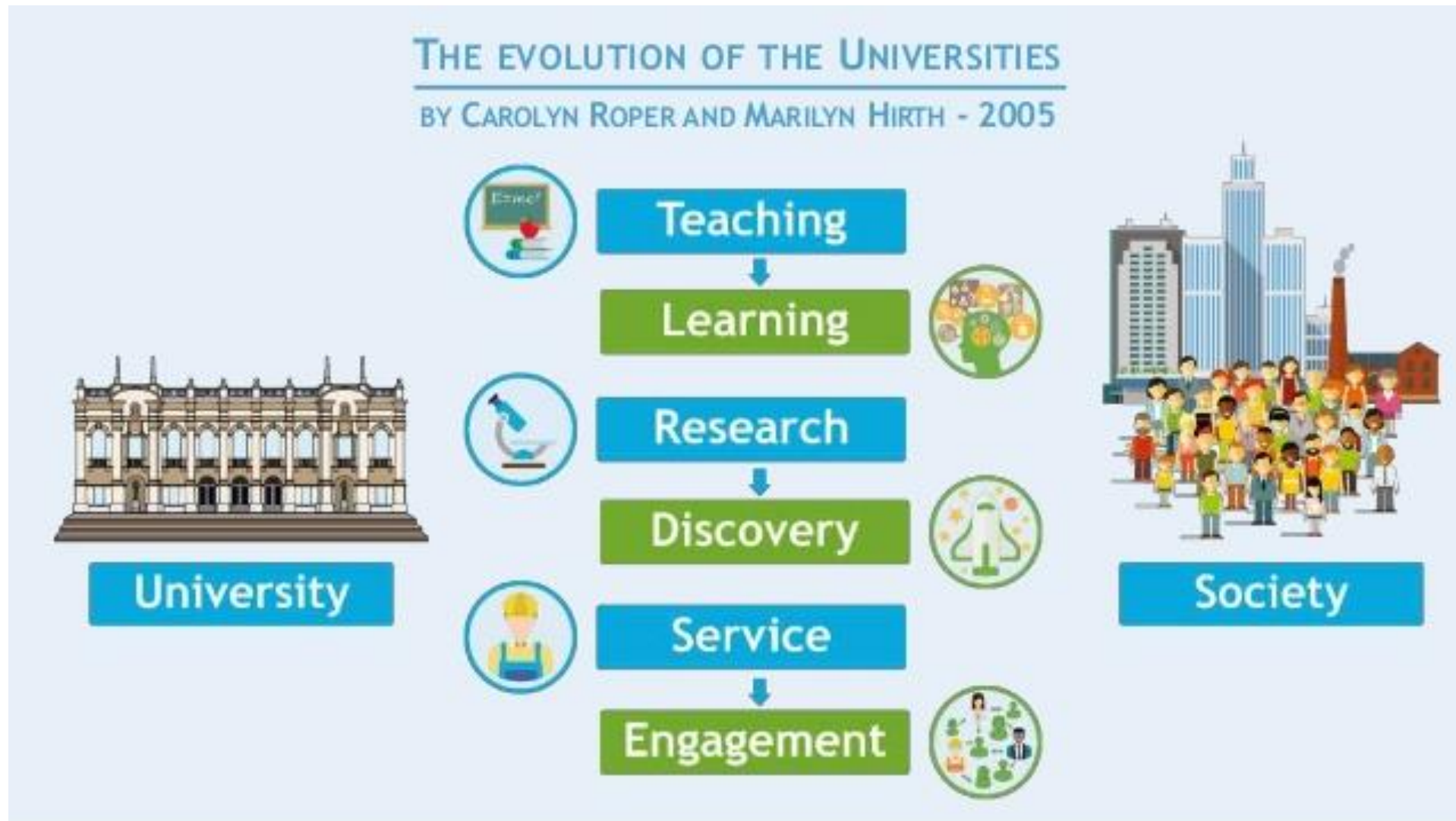
teaching --> **+ research -->** **+ contribution to society**
(teaching + learning) **(research+discovery)** **(service + engagement)**

1. **T** Teaching the elite of the society
2. **T+R** (UK, France, Germany) in XIX's. German model inspired the USA (Geuna, 1999)
3. **T+R+CS** 1980s, the USA encouraged HEIs to help solve economic problems.

The HEIs were given the right to patent their innovations to earn money and USA invested heavily in innovation that quickly transformed these HEIs into benchmarks.

Then the American model (based on funds provided by private donors) became a competitive one, growing faster than any of its European predecessors.

Literature review



Literature review

Different opinions about the importance of each mission:

- all 3 are equally important and distinctive on their own (Neave, 2000),
- some of these goals matter more than others (ter Bogt and Scapens, 2012).
- 3th mission- is more a “connector”, which shows that all types of HEIs’ activities are connected and the relationship between them is bi-directional.

HEIs missions critics

- newly developed strategies focused on research activities and teaching
- HEIs have distanced themselves from one of their initial purposes, namely, **their ability to generate, use and exploit knowledge outside the academic environment** (Molas-Gallart and Castro-Martinez, 2007; Thomas *et al.*, 2013).

Intellectual and human capital are the most important elements of HEIs capitals.

Literature review

Performance measurement HEI current controversies:

1. HEIs are now focused to a broad range of **market-oriented activities** (Sánchez-Barrioluengo, 2013) which request a **reputation** recognized by the society, stakeholders and economy
2. Although the use of **rankings** has created many controversies (EUA, 2011; Bador and Lafouge, 2005), they are nonetheless used as a benchmark for ***the quality of higher education***. Rankings are considered **performance measurement of HEIs at a global level**.
3. But, even if rankings focus on teaching and research activities, there are HEIs interested to develop **strategies, internal tools to promote, measure and report all their missions in a holistic manner**
4. ***The need for the multidimensional perspective*** that was expected to tackle the complexity of this kind of entity (Broadbent and Laughlin, 2009; Ferreira and Otley, 2009).

Literature review

- **Financial** performance –financial statements (mandatory)
- **Non financial** performance- non-financial statements (voluntary)
 - Sustainability reporting
 - CSR reporting
 - Intellectual and human capital reporting
 -
 - Integrated Reporting (financial, manufactured, natural, human, intellectual, social-relationship)
- The HEIs are an ideal **epicenter of IC**, mainly because they make rigorous use of intangible assets such as human resources, skills, abilities and knowledge (Manes Rossi et al., 2016).
- In addition, regulators and scholars have developed guidelines and frameworks to support the correct **identification of the IC components** and stimulate the diffusion of common practices of managing and **reporting** them within universities (Ramirez, 2016, Sangiorgi and Siboni, 2017).

Theoretical framework - Legitimacy of HEI's

Legitimacy

- a process of justification: of activities, of actions or even justification of an organization's existence (Maurer, 1971; Pfeffer, 1981).

A legitimate organization - acts in accordance with socially accepted values, norms, rules and expectations (Sonpar *et al.*, 2010).

HEIs were developed as a response to social and economic needs, and, they cannot exist without achieving their commitments (Thorens, 1996).

Now, HEIs are aware to maintain their legitimacy. But, legitimacy is a dynamic construct and the community expectations are not considered static

Theoretical framework – Stakeholders theory

- From the stakeholders perspective, means that organizations must do more than only complying with external laws and regulations.
- Taking a sustainable path requires organizations to give back more than they take in relation to critical economic, environmental, and social factors that their business models depend upon.
- High demand by the HEIs stakeholder, to disclose information about different issues as well as the adequacy of the current reporting tools in satisfying their information needs (about IC, for example). (Ramirez and Gordillo, 2014; Ramírez et al., 2016)

Objectives

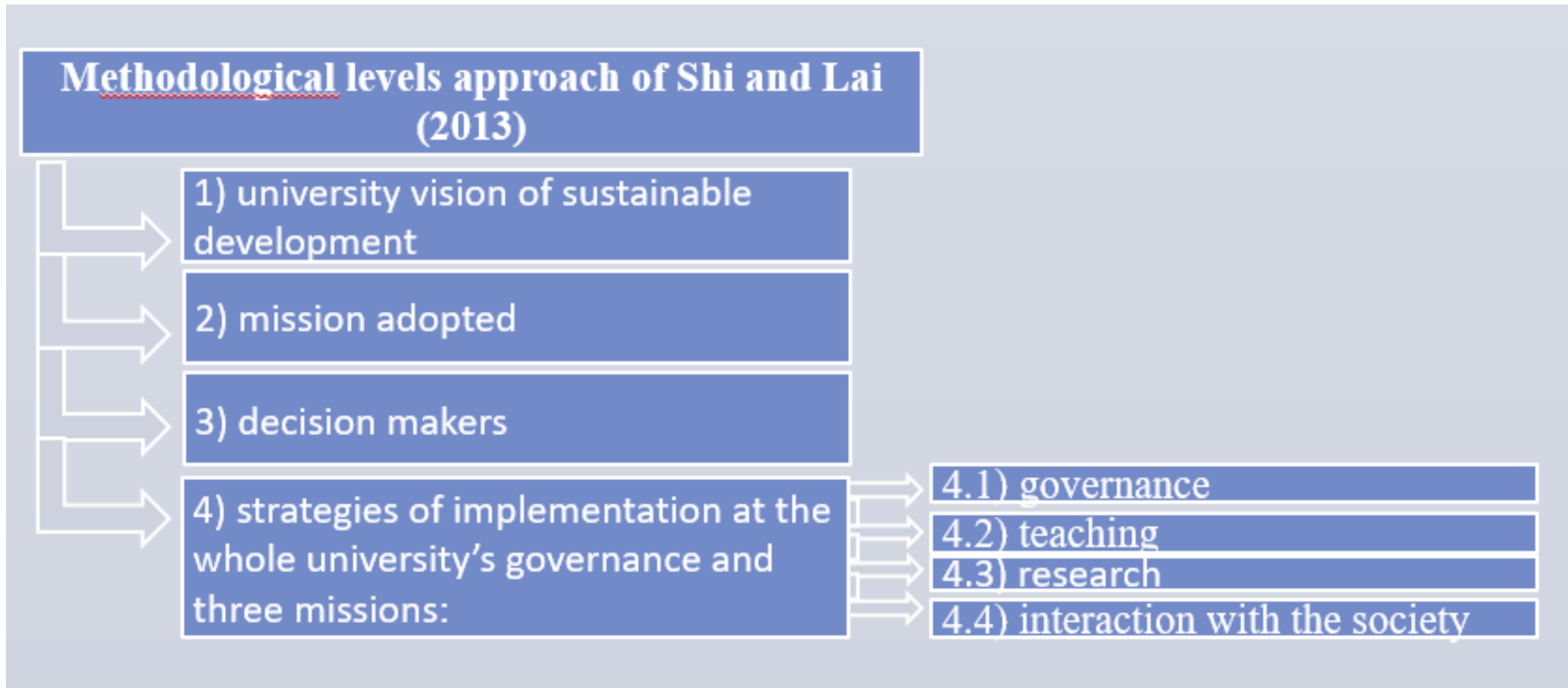
AIM: to analyze the role of universities in the sustainable development of society through the three missions (education, research, interaction with the environment and society).

- Analyze the BBU sustainable development
 - performance measurements
 - reporting implementation process
- Paper contribution: reveal a sustainability good practice of a HEI

Methodology

- Empirical exploratory research
- CASE STUDY: HEI sustainability, exploratory case-based study (Richardson, 2016),
- UBB CASE :
 - one of the largest and most important Romanian university with respect to its sustainability orientation (Dabija et al., 20120, Tiron-Tudor et al 2021).
 - National context: Romania, Eastern European Emerging economy without a sustainability culture
 - BBU is in the top of Romanian universities according with the international rankings and moreover, a devoted supporter of sustainable development.
 - 2019, BBU member of the UN Sustainable Development Solutions Network (SDSN), first RO university part of the network.

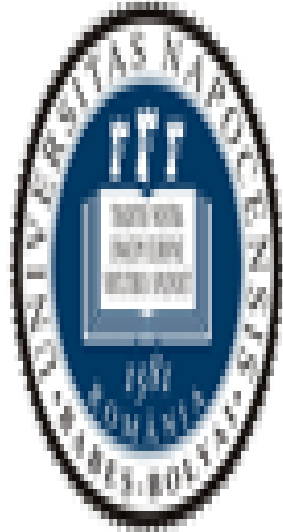
Methodology



Data collection: university sustainability reports, Rector's annual report, BBU goes green strategy, BBU website

Results

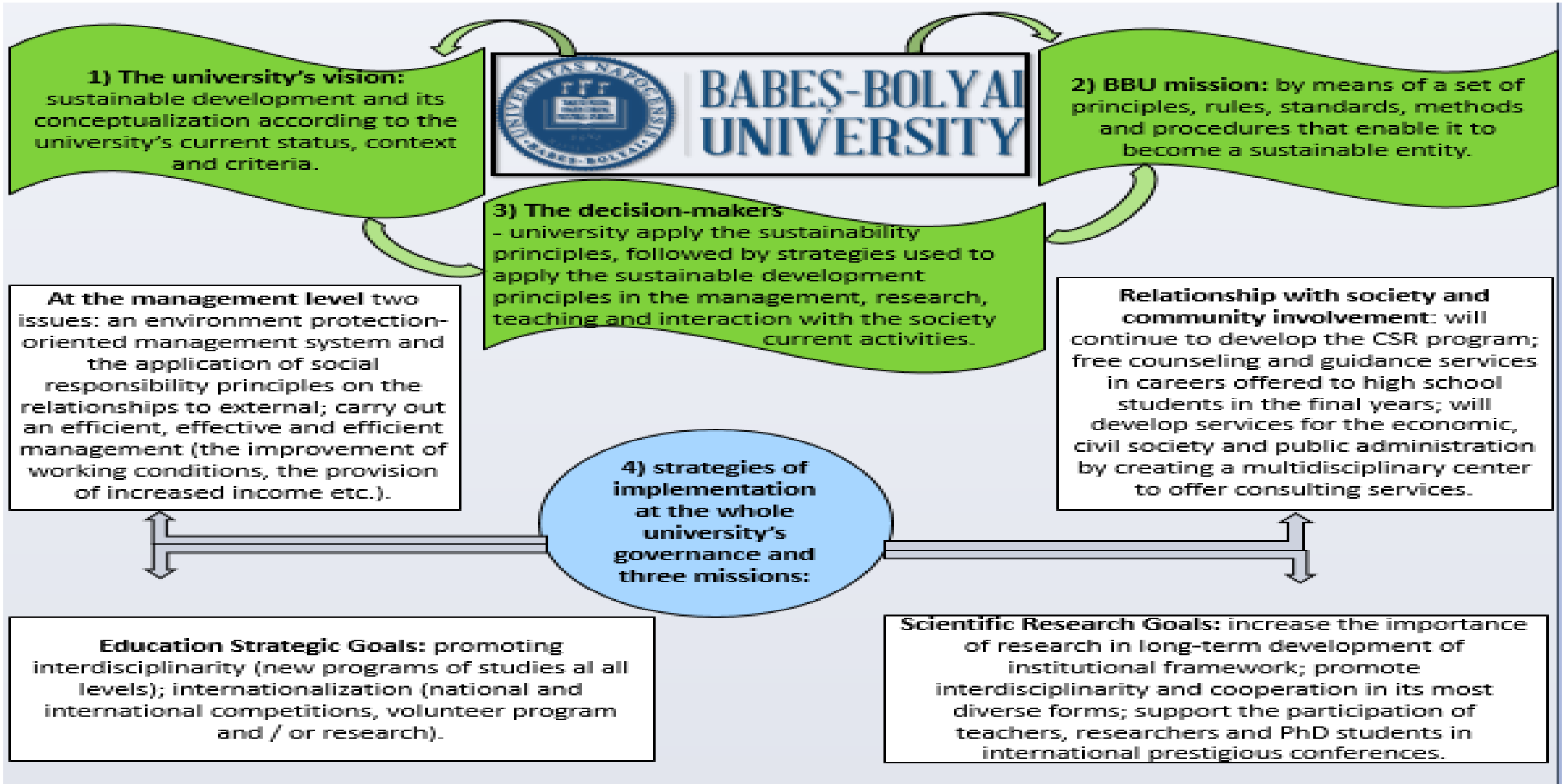
Case study:



Babeş-Bolyai
University

- over 44,000 students (in 2017)
- 21 faculties
- numerous research centers & university centers
- a Botanical Garden
- a large number of study programs, curricula, disciplines, courses in more than five languages
- great international visibility and recognition
- is in the top of Romanian universities according with the international rankings
- in 2019 has joined the UN Sustainable Development Solutions Network (SDSN) – the first university in RO
- The strategy: "BBU Goes Green" (from 2016)
- adopted the GreenMetrics indicators provided by UI GreenMetric World University Ranking.
- a devoted supporter of sustainable development

Results

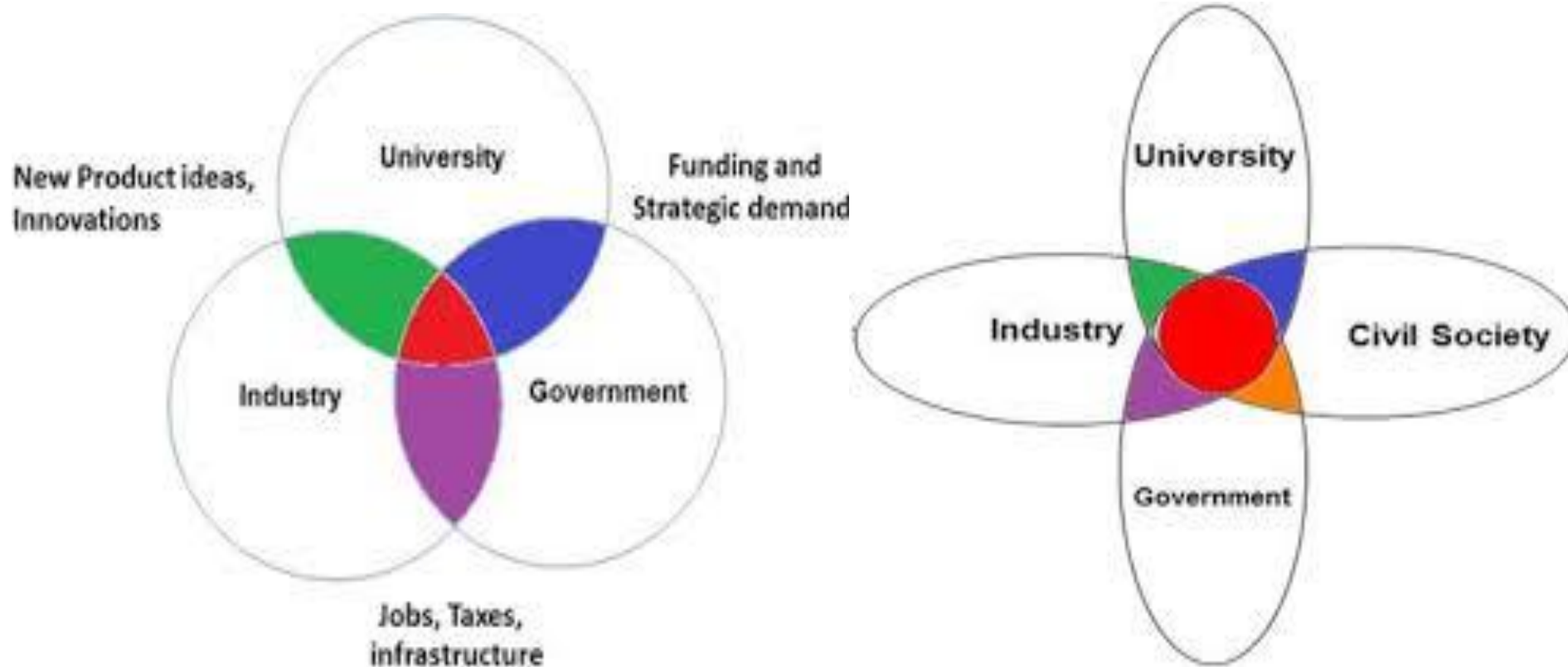


Results

Dedicated webpage <https://green.ubbcluj.ro/en/>

- Green strategy:
 - UBB Goes Green Strategy
 - Annual reports on sustainable development:2018,2019,2020,2021
- Events: conferences, round table with local community, expositions
- Centers: Research center for Sustainable Development
- Committee for Biodiversity and Sustainable Development
- Publications
- Education: Bachelor and master level

Conclusions: The HEIs role in a sustainable society (from triple to quadruple helix)



contribution to society is part of the HEIs' corporate responsibility, as they “should be able to meet the needs of regional and national economy, developing high level skills for work, play a more active role in job creation and the processes of welfare and prosperity of its context; concrete results to the region so it can be seen as a useful entity” (Arraut Camargo, 2020)

Conclusions The HEIs role in a sustainable **Society**

- HEIs **create knowledge** through their 3 missions:
 - **teaching** (students trained and educational relationships with their stakeholders);
 - **research** (the results of an investigation, publications, patents, trademarks, scientific discoveries) and
 - **entrepreneurial activities** (technology transfer, licensing, spin-offs).
- The HEIs **responded to the new demand for sustainable society and economy** at all three levels
 - **educational** level, a significant number of universities introduced a new line of studies at bachelor/master level, and PhD studies focused on sustainable economy and society
 - **research**
 - Many universities operate a technology transfer office (TTO) to improve the university and its commercial ties with industry, as a vehicle to support the creation of spin-off companies. (Hague and Oakley, 2000).

The universities are engaged in policy and national or regional strategy development. Moreover, the strategies engage universities, more efficiently, in development and innovation processes.

Conclusions

- BBU represent a good practice concerning a HEIs sustainable development process implementation.
- BBU started its way to become a sustainable university, by:
 - changing its own mission,
 - redefining its curricula,
 - modifying its research programs,
 - incorporating new ways to live on their campuses,
 - enhancing community engagement and outreach
 - assessing and reporting these activities to stakeholders (Wals, 2014; Alonso-Almeida et al., 2015).
- At the BBU level, such activities suppose a change of behavior and providing more attention to
 - sustainability of the environment,
 - as well as economic and social problem related to the sustainability.
- The paper underline that the universities that are leading the way of becoming sustainable need to be identifiable and their example should be know and promoted as a good practice.
- BBU is a Romanian leader and the efforts made by the institution to implement environmentally friendly and sustainable policies and programs should be disseminate, as a good example.



"The development of a knowledge economy together with the growth in the recognition of the fact that universities can be drivers of development, have led to an increasing awareness of the role of universities as producers of knowledge and innovation."

Adriana Tiron Tudor
Babes Bolyai University

Thank you for your attention!

adriana.tiron@ubbcluj.ro