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ROMANIA



"GENERAL M.R. STEFANIK"
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UNIVERSITY TEACHING POSITION VIEWED ON THE PAST- PRESENT AXIS

Simona Nicoleta NIȚĂ

Teacher Training Department and Socio-Human Sciences, Politehnica University of Bucharest,
Bucharest, Romania

Abstract: *University professor has according to his professional status the duty and the possibility to fully utilize the entire potential of young generation. But it can only be achieved when the teacher has the capacity, skills that allow performance of teaching positions, the roles that need to be performed under his status. Given this, we mention that, until 2011, to enter the university system was required bachelor's degree and completion of courses organized by the Teacher Training Department. After entry into force of the new Law on Education to hold a university teaching position, you must have at least the quality of PhD student or doctor's degree without having to follow a program of psychological and educational studies. So, we propose an analysis of how to access a function in university system in terms of past-present axis.*

Keywords: *university system, teacher position, quality of education, levels of training*

1. PROFESSORS IN SEARCH OF NEW PROSPECTS

Education is seen as an ambitious task for the development of individual and society. Each individual is encouraged and helped to make use of his/her abilities and opportunities of learning throughout his/her entire life. Therefore the university professors are expected and required to offer very much; to turn this vision into reality depends to a large extent on such professors (Jacques Delors, 2000, p. 119). Professors play a determinant role in training the youth taking into account that the former have to teach the latter not only how to trustfully view the future but also how to build that future with responsibility and awareness.

Necessity of instruction, generally, and quality of education, especially, depend on the personal qualities of the professor and on

his/her relationship with the class and with each and every pupil/student separately and also on his/her capacity of organizing and guiding the activities in the class and on the ability to motivate his/her students in the learning process.

In this respect we propose a thorough analysis of the manner one can attain a teaching position in the university education as viewed on the past-present axis.

2. MODALITIES OF ATTAINING A UNIVERSITY INSTRUCTIVE POSITION: PAST-PRESENT

Teaching positions in the university education can be occupied, by the time the

new Law of Education enters into force (January, 2011) as follows:

- Requirements for the position university tutor, university assistant – to have graduated, holding a licence diploma, a higher educational institute or holding an equivalent diploma or of a postuniversity academic institute as well as to have graduated the courses conducted by the Department for the Teaching Personnel Training (as for the university assistant minimum criteria of seniority are also applied);

- Requirements for the position of *university lecturer* or chief of works – to have graduated, holding a license diploma, a higher university institute or holding an equivalent diploma or of a postuniversity academic institute as well as to have graduated the courses conducted by the Department for the Teaching Personnel Training or to be a trainer for a doctor's degree or to have been conferred the Doctor's Degree/Ph.D (minimum criteria of seniority are also applied);

- Requirements for the position of *university conferee* and *university professor* - to have graduated, holding a license diploma, a higher university institute or holding an equivalent diploma or of a postuniversity academic institute as well as to have graduated the courses conducted by the Department for the Teaching Personnel Training or to have been conferred the Doctor's Degree/Ph.D (minimum criteria of seniority are also applied).

We can notice that all the teaching positions require both academic instruction and the graduation of the courses conducted by the Department for the Teaching Personnel Training (DPPD) within the higher educational institutions. The professional training offered by the said courses is certified at graduation in a certificate of graduation issued by the related higher educational institute.

As an alternative the graduates choosing a didactic profession are given the possibility to attend the courses of DPPD in a period of maximum 3 years from the date of employment (Law of National Education, 2007-2008).

As soon as the Law of National Education (10th of January, 2011) enters into force the teaching positions can be occupied as follows:

- Requirements for the position of *university assistant*: to have got the status of student-trainer for doctor's degree or diploma of doctor's degree and to have met the standards for occupying the teaching positions, standards specific to the related position as approved by the University Senate without any provisions for seniority according to the law;

- The minimum conditions for occupying the position of university *lecturer/chief of works* are the followings: to be the holder of a diploma of doctor's degree, to meet the standards for occupying a teaching position, standards specific to the related position and approved by the University Senate without any seniority conditions according to the law;

- To occupy the teaching position of a *university conferee* one is required to hold a diploma of doctor's degree, to meet the minimum standards for occupying the position of a university lecturer (standards approved under art. 219 (1) lit. a), satisfying the standards for occupying teaching positions, standards specific to the related position and approved by the University Senate without any seniority restrictions in accordance with the law;

- To occupy the teaching position of a *university professor* one is required: to hold a diploma of doctor's degree, to hold a certificate of qualification, to meet the minimum standards for occupying the position of a university professor (standards approved under art. 219 (1) lit. a), satisfying the standards for occupying teaching positions, standards specific to the related position and approved by the University Senate without any seniority restrictions in accordance with the law;

Having into consideration the above said we have to mention that, by 2011, one could have access to the university educational system if having hold a licence diploma and graduated the courses conducted by the Department for the Teaching Personnel Training while the status of a student/trainer of the doctor's degree or the diploma of the



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doctor's degree was required to occupy a teaching position at a higher university level.

Since 10.01.2011 (when the new Law of National Education entered in effect) to occupy a university teaching position one has been required to have at least the capacity of student/trainer for the doctor's degree or to hold a diploma of doctor's degree (that means implicitly to have graduated higher studies and hold a diploma of licence and a master's degree). We observe that, at present, there is no longer any obligation to attending the program of psycho-pedagogic studies conducted by DPPD.

With regard to the occupancy of a teaching position at university level we observe that the model proposed by the new law is conditioned as follows – the candidate must hold all the three diplomas: licence, master's and doctor's.

Lately reforms regarding the training systems for university personnel have been made in the other European countries too.

Examining the Eurydice Data Base with regard to the training level of the university teaching personnel in Europe (20 countries surveyed), we have subsequently synthesized the information in the following table:

Table no. 1. Levels of training for the European University Teaching Personnel

| Levels of training for those willing to teach in the university educational system | European countries |
|--|--|
| Minimum requirements for employment in the university education: | |
| Diploma of licence | Belgium – Flemish area, Holland, Norway |
| Diploma of master's degree | Check Republic , Estonia, Iceland, Letonia, Luxemburg, Poland, Slovenia, |

| | |
|--|--|
| | Great Britain |
| Diploma of master's degree in teaching + diploma of doctor's degree | France |
| Diploma of doctor's degree | Austria, Romania, Bulgaria, Cyprus, Finland, Germany, Greece, France, Spain, Sweden |
| Obligation to attend a program of initial training for professors | Estonia, Iceland, Norway, Slovakia, Slovenia, Great Britain |
| Universities impose the graduation of a program of training for their own teaching personnel, a <i>Postgraduate Certificate for training and teaching in the higher education is conferred</i> | Great Britain |
| No obligation to attend a program of initial training for professors. | Austria, Belgium – French community, Romania, Cyprus, Republic Check, Spain, Sweden, Malta, Netherland, Finland, Italy |

3. CONCLUSIONS & ACKNOWLEDGMENT

It can be seen that in a limited number of European countries, the minimum requirement for someone teaching in an university is to have graduated the licence studies while in other countries a diploma of master's or doctor's degree is required with or without the obligation to attend a program of training for the teaching profession.

In Romania, starting from year 2011, the diploma of master's degree as well as the diploma of doctor's degree, represents significant prerequisites for a debut/start in a university career. There is no longer any compulsory program of psycho-pedagogic studies. Moreover, the modulus for training in the teaching profession, offered by the Departments for the Teaching Personnel Training, is about to cease beginning with the university year 2011-2012, it means that the students can no longer attend, during their studies for licence, the program of qualifying as teaching personnel. They may attend a teaching master course instead having accordingly the possibility of pursuing doctorate studies, or they may choose a scientific master course in which case there is practically no specialty training for the university teaching profession.

It is worth mentioning that the curriculum of DPPD was modified by the Ministry of Education and Research beginning with university year 2008-2009, with intent to make a difference between the professional training routes of the following categories of teaching personnel: those who are to teach in the primary and secondary schools (graduates of licence studies and of the program of psych-pedagogic studies level I) and those who are allowed to teach in the high schools and universities (graduates of master's degree studies and of the program of psycho-pedagogic in-depth studies level II).

In this formula, the pedagogic competences were ensured and achieved by a curriculum structured as follows: psychology of education, fundamentals of education, theory and methodology of curriculum, theory and methodology of instruction, theory and methodology of assessment, management of the class, didactics of specialty, pedagogic practice, optional subjects, summing up classes of theoretical training, methodology and practical applications, scheduled along the years of academic study. The following questions are raised: how shall the pedagogic competences be induced to the future university teaching personnel especially if they are no longer obliged to attend a teaching master course? Is it sufficient for the students to get only a theoretical knowledge about a

distinctive methodology and thereto the certainty of its being applied efficiently in the class? How shall the pedagogic practice be provided, a practice that makes the future professor be better prepared for such profession and brings about an extra experience which of he can benefit to easily adjust himself/herself to various situations? It is of a great importance that the following general abilities be developed and/or acquired:

- a. abilities for relationship:
 - confidence, independence and responsibility in getting in touch with other persons;
 - ability to communicate;
 - ability to work in a team;
 - ability to efficiently solve conflicts.
- b. efficient teaching:
 - time planning and management;
 - knowledge of personality and qualities of students;
 - development of learning abilities throughout the life time;
- c. steady professional development (a life time learning):
 - ability to critically consider and assess the students activity;
 - ability to develop and generate knowledge.
- d. organizational and managerial abilities.

The Curriculum of DPPD for levels I and II was conceived so that students could learn the subjects in such a succession and in such a number of hours that made possible the acquiring of the abilities under the standards of teaching profession for the primary and secondary school, high school and university, the progress registered, in comparison with the previous curriculum is obvious. The Program of training had the structure and the number of hours required for the European professor training and offered the students proper conditions for acquiring the entire assembly of professional abilities necessary for the profession of university teaching personnel.

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