Towards a New Model of a Healthy Academic Institution

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Acknowledgement: Research developed under NURC PNII 774
Between persons of equal income there is no social distinction except the distinction of merit... That is why idiots are always in favour of inequality of income (their only chance of eminence), and the really greats in favour of equality.

G. Bernard Shaw

- In the field of society life, educational institutions serve the function of transforming the scientific knowledge, the life experience and the culture of the traditions into learning processes for children and other adults,

- Considering the university organization as a living organism, we consider that one could attach to it the concept of health, as for any other living organism,

- **The health of the university organization**, in its entire body could be characterized as that state of its functional structure which can no longer be improved, when its resistance to noxious or perturbing influences is strong and has reached its maximum level. Their new requests should be welcomed with the greatest ease while its capacities beexpressed through functions characterizing themselves as whole, harmonized with each of any part.
School must first of all teach us how to learn, awakening the thirst for knowledge, the joy of a work well done, the emotion of creation, to helping us to discover what we might like to do - SzentGörgyi, 1981

While there is much that the Government needs to do, there are also things that we can all do now. We cannot afford to wait and neither should we. We might have to give some things up, but these are not the important things in life. What we could gain, on the other hand, would be something really worth having.

**The Transition to the Great Values**

1. learning ourselves.
2. becoming aware of the need of knowledge.
3. teaching the joy of the thing well done and the emotion of creation.
4. teaching the love for discovering what we might like to do.
Can it exist wellbeing developed on environment loss?

- Much more significant to our long-term happiness are factors relating to individual differences in outlook and to the kinds of activities that people engage in: having and raising children, socialising, participating in cultural life, caring for relatives or friends, and having a sense of meaning and purpose.

- These things have little to do with material possessions (provided, again, that basic needs are met) and everything to do with social and cultural norms and values.

- In fact, it is well established that having an overly materialistic outlook on life has negative impacts on well-being. Materialistic people suffer worse outcomes across a range of domains: happiness and satisfaction, mental health, social relationships, and more.

- The societal defined concept of value is placed at the centre of academic decision-making and progress towards it is measured. In educational public policy, achievement of such value would be instituted as a central goal.
The architecture of the model: IASU Model

The university: a part of a whole

Causal relations:

Part-Whole

University-student
University-professor
University-student-family
University-professor-family
University-community
University-business environment
University-institutional environment
University-natural environment
The philosophy of choosing smartly

Create the culture of competing with your self

Understanding our life 
Causes & Effects

Understand the history of evolution

Alter, Ego, Mind, Spirit, Soul

Cultivating the sense of responsibility

Understanding the life experience

Value awareness inside the living entity

Intelligent human Auto-governing

Source: Popescu et all, Academic Organisation in the service of human autogoverning, Metalurgia International no9/2008, pp.87-94

Fig no. 1 Functions of the interdependent educational community
Choose education as Philosophy of life

Education: institution labor as bodies

Communities: Academy, Society

Teachers... and teachers

Education and religious As institutions

Choose education as Philosophy of life

Teachers & students

Education of political democracy as an institution

Academic organisations and families

Students

Fig. no. 2 The core of the partnerships for education
Integrate the socio-human knowledge in experts training

Get spiritual: Assume new academic programs and directions

Validate motivation of state, teachers, students

Institutionalized freedom to choose topics to study

Innovate abilities in communication and accepting solidarity

Stay focus on individual motivation learning

Develop education in alternance through arts.

Developing self Excellence & Competition

Fig. no. 3 The re-spiritualization of education
New ways to evaluate institutions, people, activities

Auto-governance of all levels

Validation from perspective of work love and motivation

Excellence of self by true competition

Directions of action

Fulfilling the human health criteria

Respiritualization; Reinvent NOT copy-paste

Parameterized evaluation (hexogen evaluation)

Competing with the others by reunite not get into wars

Fig. no. 4 The Evaluation forms
A sound organization structural approach

Fig no.5 Costea, et all., The Health of the Academic Organization from the Point of View of the Living Entity, ETAP, no. 10 (515) / 2007
Part - Whole

✓ According to the theory of the integrated wholes, the university organization can be interpreted as a part of the manmade environment, through which the most important function of human society is realized.

✓ The university is a living man-made organism set in dynamic interactions of meaning with the other components of the entire living entity formed of men, communities, families, enterprises and the natural environment.
The university organization-student relation is an active relation in which the student is taught to learn, is taught to love what he might like to learn, is taught to live the emotion of the discovery of the lawfulness and to enjoy the quality of the well done thing, is taught to prize the past whence he comes and anticipate the future fulfilling him.

At the same time, he is taught to unlearn, to forget things and habits that are not appropriate anymore.

The normative character of the student-university organization relation implies certain responsibilities on the part of the academic environment, the family, the young student, the business environment, but also of human community.
University - Professor

✓ A defining element of this relation from the perspective of the health of the organization carries the mark of the premise of choosing the profession of teacher,

✓ We keep in mind that the professor, as educator, represents the more important public personality of a human community,

✓ This is why we estimate that as the proportion of professors in a university who love the profession increases, the close it comes to the vocational occupation and thus fulfills the primes necessary to create a healthy education.
University – Student - Family, University – Professor - Family

- Specialized studies showcase the fact that the human being cannot become a human person – and thus fulfill itself – unless it lives, thinks and acts as an organic part of the human family,

- So long as the young men learning in universities and the professors that teach them in universities are each a part of human families based on love, it is natural to promote the model of management of the university organization through the participation of family members into the educational act,

- For example, students’ parents, as carriers of their interests, naturally participate in the founding of educational programs, in the conception of the institutions for those programs, in their inclusion in the general process of placing education in the service of fulfilling man and not to transform him into a production factor.
University - Community

✓ Interpreting this organic correlation from the perspective of “integrated wholes”, the moment has come to show that we can no longer promote the spirit of university education apart from the spirit of human communities, apart from that space of our time together where we fulfill concomitantly the life we live and the work and the love,

✓ A health university organization is found in a healthy human community, just like in a healthy human community there must be a healthy university organization, healthy work organizations, etc.,

✓ it is desirable that future educational organizations integrate with the same power of reflection both the values of the constructive human spirit that generates hope and the values of scientific knowledge which help man discover he is approaching the understanding of the realities of this world in which we coexist and succeed one another.
University Business Environment

✓ The university organization, like the business organization, is a social way of gathering men under the dome of a dream and to use them to produce in the name of that dream – that dream could be planes, bread, movies, etc.,

✓ While education – irrespective its private or public way of proceeding – gradually became the most important function of a human community, of human society – gradually we came to the rupture of that dream away from the imperatives of human life, channeling life almost exclusively in the direction of making man very productive, but not for him, but for the business organization,

✓ The university organization must imprint the business organization with a new scientific vision of its optimum – based on the words of Fritjof Capra, on human dimensions that harmoniously fit with the exigencies of ecologic equilibrium, with the exigencies of the harmony of human communities, etc.
The indicators & Methodology

✓ The construction of the analysis, interpretation and evaluation model for the health of the university organization follows the various steps we have outlined in the systemic vision and interaction.

✓ One of these steps is covered by the methodology of founding the indicators used to describe the health of the university organization.

✓ A first element of this methodology targets the grouping of indicators on defining elements to do with the health of university organization.

✓ This grouping is meant to outline the organic parts of whole that can be expressed with the help of measurements resulting either from statistical data describing the activity of the university organization or from the subjective estimations of the carriers of interest in the field.

✓ These groups prove that the university organization is a living system, part of a greater manmade system which is integrated in the system of the “integrated wholes”
A. Indicators for freedom of choice

A.1. The degree of choice of specialization by the student

A.2. The nature of the choice of the profession of professor (job, career, vocation)

A.3. The ratio of academic subjects imposed per cycles or years of study

A.4. The degrees of responsibility of choosing the School Curriculum by the Faculty Council

A.5. The degree of attraction of extra financial resources

A.6. The degree of student participation in the choice of spiritual packages to do with music, literature, painting, art, sport, etc., regardless of their major
B. University Democracy

B.1. The level of expression of the carriers of interest in the democratic structures of university, councils, senates, etc. (professors, students, families, community, business environment, civil society, governmental institutions)

B.2. The degree of responsibility of the titular persons in the educational process, including evaluation of the respective domain

B.3. The influence of environmental factors (students, democratic university organisms, scientific or professional organizations, civil society, etc.) in the motivation and remuneration of professors

B.4. The degree of flexibility of the structures of management of the university democracy
C. Education means wisdom

C.1. The degree of participation in debating the problems specific to each discipline

C.2. The time spent on philosophy and the history of thought in the relevant disciplines

C.3. The degree of professor involvement in the educational process

C.4. The image of the student’s belonging to the professor’s school

C.5. The degree evaluation appeals to memory, logical thinking, creativity, etc.

D. Education and the imperatives of human life

E. Education from the perspective of the health of the entire living entity

F. Education and the twin triads

G. Education in the sense and throughout the duration of life

H. Education as awareness: hope and responsibility
I sympathize with those who would minimize, rather than those who would maximize economic entanglements among nations. Ideas, knowledge, science, hospitality, travel — these are things that of their nature should be international. But let goods be homespun wherever it is reasonable and conveniently possible, and above all, let finance be primarily national. - J.M. Keynes, On National Self-Sufficiency 1933

Starting from IASU, and CRAVI (Capitalized and Returned Added Value Index) we are supporting the decision to build VERDI, a new index for the world containing not only the GDP, HDI, HI touches, but also those values ignored by now (not being captured), an index showing the universal valuable engagement in robust development.