

THE HEALTH OF ACADEMIC ORGANIZATION, A PROJECT OF TOMORROW'S SOCIETY DEVELOPMENT?

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Abstract

Starting from the hypothesis that the university organization must to be healthy to form and shape the human beings, we measured and compared the degree of health of the two similar universities from Romania and Bulgaria, the two countries close as levels of development, to detach the conclusions in the healing process of that educational organizations. The health of the two universities has been calculated based on the Aggregate Index of University Health (AIUH), designed and developed from a transdisciplinary perspective. We believe that through the implementation of solutions to the health problems of the educational organizations we put the bases of natural frame for the development of the responsible citizen future, both for himself and for the future of his Family, Community, Region of the Country of which he is a member and implicitly the planet Earth.

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JEL Classification: O10, I25, A14

1. The Reality of Our World

Endemic poverty, inhuman social inequalities, social and economical exclusion, science without humanism, fortune without honest work, frustrating communism, "widely spread individualism" (Pope Francis, 2014) etc. are products of human behaviours on the opposite direction.

Everything looks like an "uncomfortable truth", as characterized by the former American vice-president, Al Gore (2007), our alive and conscious earth is sick, as "our borrowed mind"² is sick! This expresses our disproportional evolution, knowledge upwards and morality of its application downwards, known as "man's fall" (Popescu, Taşnadi, Stanciu, 2012) determined, mostly, by the way man was educated, in excess of selfishness, liberty without responsibility, love deficit, without human solidarity and social community.

The reports to the Club in Roma in 2012 (Wijkman, Rockstrom), 2015 (Korten) and 2016 (Maxton, Randers) show that the result of human behaviours on the opposite direction generated the current global crisis.

This one, considered to be a systemic crisis, produced by applying a wrong model of economic increase, succeeds in highlighting, we hope on time, the serious consequences felt by the natural environment, by its aggressive pollution, by most of social environment, by inhuman poverty created by waste and uncontrolled overconsumption of biology and moralities, in the other part of our world, considered rich.

Built on wrong premises, the current model of economic increase promotes rivalry among people, instead of rivalry between man and him/herself and collaboration among them, win-loss rule, having serious effects upon environment and most world population, instead of the "win-win|" principle for all participants in the economic and social life, where we also integrate the natural environment, short horizon instead of long horizon, integrating healthy organic increase, based on harmony and permanent recycling of used resources, use of indicators for measuring the intensity of the economic increase, as GDP, that favour waste of resources, pollution, increase of human inequalities, break between "to have" and "to be" etc.

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² When we talk about "borrowed mind", we mean the one genetically inherited by the child through the endowment transferred by previous generation and that can be found in the DNA code.

The opposite directions, emerged at the surface of global consciousness by mean of the current global crisis, that is a crisis of meaning values, an educational, spiritual and moral crisis, did not fall from the sky, as George Miller psychologist (apud Rosemberg, 2005) says, but they are produced by human behaviours, in various institutional forms, based on a wrong educational model.

A revolution of education is needed, based on the values of liberty in responsibility, of harmony, human solidarity, community and compassion favouring sensitive human beings and institutional behaviours adequate for change to be formed.

In the same respect, Dalai Lama, Stanislav Grof, Erwin Laszlo, Peter Laszlo, Vaclav Havel and others evaluate that defeating sufferance and gaining happiness, by living a unique life, as spiritual experience on this Earth that is alive and conscious, imply a revolution of consciousness based on which human and institutional behaviours should enter in harmony with who we are, with the peers and with the exigencies of "the health of the entire living system".

In the principle of hope there is, in fact, the meaning of the rationality under limitation and incertitude conditions and both originate in respiritualization of education and in rethinking education from its foundation, as values on which we place internal transformation, as aims and objectives to be reached, as responsibilities and partnerships. In fact, hope is the one giving meaning to the principle of rationality in the choices we make and, at the same time, the rational behaviour ensures the premises for fulfilling hope dream.

2. Health of the University Organization of Today, Condition of the Harmonious Development of Tomorrow

Integrating all aspects above, we believe that the health university organization can be a project for the harmonious development of the society, on life direction and not against it.

A process of respiritualization of education must start with "the seven years from home", when at least half of the value bases of the behaviour of the future sensitive being and continue in harmony with the other institutional forms of education, we propose giving a new interpretation to the analysis of university educational organization, as "live integer created by man", with a view to rethinking this education structure from the perspective of human fulfilment.

As "integrated live integer", the university organization of any type involves the optimization of the following report aims – means – consequences – feedback - responsibilities, considering its functionality as "existence in relation", based on dynamic interactions: part-whole; organization-student; organization-teacher; organization-family; organization-community; organization-business environment; organization-state; organization-human culture; including religious culture; organization-natural environment; organization-local, regional, national, international, global-universal; organization-time.

Each of these components of the architecture of the model of the future university organization and all together are to be reflected in forming the *personality of the specialized person*, that harmonizes the society in him/her with the nature in him/her, on behalf of wise self-government of own life, from knowledge perspective that you cannot fulfil yourself unless you think, act and live as organic part of live, natural and created integer (Adler, 1995).

Without exaggerating, the education of young people, throughout the entire process, as process for forming the personality of the specialized person, depends on two fundamental factors, namely: *the human family*, made up of parents and *the family of teachers*, vocational family.

For an education on life direction, we need that each of these two human poles of the process of internal transformation of the young person *contribute with wisdom and love*, but also collaborate throughout the entire process, with responsibility. This means we need human families, where the behaviour of *wise and loving parents* should be felt (Cury, 2005) and of families of teachers, at the level of each educational organization, where *vocation and wisdom* form the bases of educational harmony, defined by endowment, coherence and resonance.

In this spirit, we comparatively analysed two educational organizations, one in Romania, that we referred to as the *Romanian Private University* (RPU) and the second one in Bulgaria, that we conventionally referred to as the *Bulgarian Danube University* (BDU), in order to emphasize the perception of students and teachers, as bearers of educational interests, as regards the health of the two university organizations.

With a view to quantifying the health of the university organization, we used 12 footprints built in the Aggregate Indicator of University Organization Health (AIUH), defining the way the university organization perceives, integrates and lives in the spirit of a healthy organization, able to generate positive externalities for those with whom it comes into contact, directly or indirectly.

Integrating the 12 footprints, respectively: *freedom to choose footprint, university organization's responsibility footprint, psycho-pedagogical footprint, scientific footprint, ecological footprint, community footprint, cultural-spiritual footprint, familial university footprint, social-human footprint, institutional footprint, professional footprint and entrepreneurial footprint* for which the base were 54 indicators in total, we formed the Aggregate Indicator of University Organization Health (AIUH)¹, calculated using the formula:

$$AIUH = \sum_{i=1}^n S(A_i) / n$$

whose values can be included between [0 and 1]. Depending on these values, we can have the following hierarchy:

Table no. 1. Synthetic expression of university organization health

AIUH value	Status of university organization
$> 0,9 \leq 1$	Highly healthy
$> 0,8 \leq 0,9$	Very healthy
$> 0,6 \leq 0,8$	Healthy
$> 0,5 \leq 0,6$	Poorly healthy
$< 0,5$	Sick

Source: Costea C., Popescu C., Taşnadi A., Stanciu M., Ungureanu A., research report. *Complexity of live integer. Case study: Health of university organization*, Bucharest, 2010, p.57.

The three main objectives of the research were: identification of students' and teachers' opinions about the way the university organization of the future should be like, in order to serve human life fulfilment; shaping some determinant characteristics regarding university organization health, interpreted from the perspective of the "the health of the entire living system" paradigm; laying the bases for support for future research that can initiate a Highly Healthy Educational Organization.

The data for the *Romanian Private University* (RPU) was collected by direct quantitative research, taking the information by applying questionnaires, administered by self-completion. At the *Bulgarian Danube University* (BDU), the data was collected using direct quantitative research, taking the information by applying questionnaires, administered by self-completion. Taking into account the very short time available for the research, we also used the

¹ The theoretical foundation of the Aggregate Indicator for Measuring University Health (IASU) was performed between 2007 and 2010, when the CNCSIS ID_774 research project was implemented and the author was part of the research team.

following methods for sending/receiving questionnaires, respectively: email, dissemination of questionnaires using social networks managed by teachers for own students, using existing official communication between teachers in the university and dissemination of questionnaires in groups of students created by means of social networks.

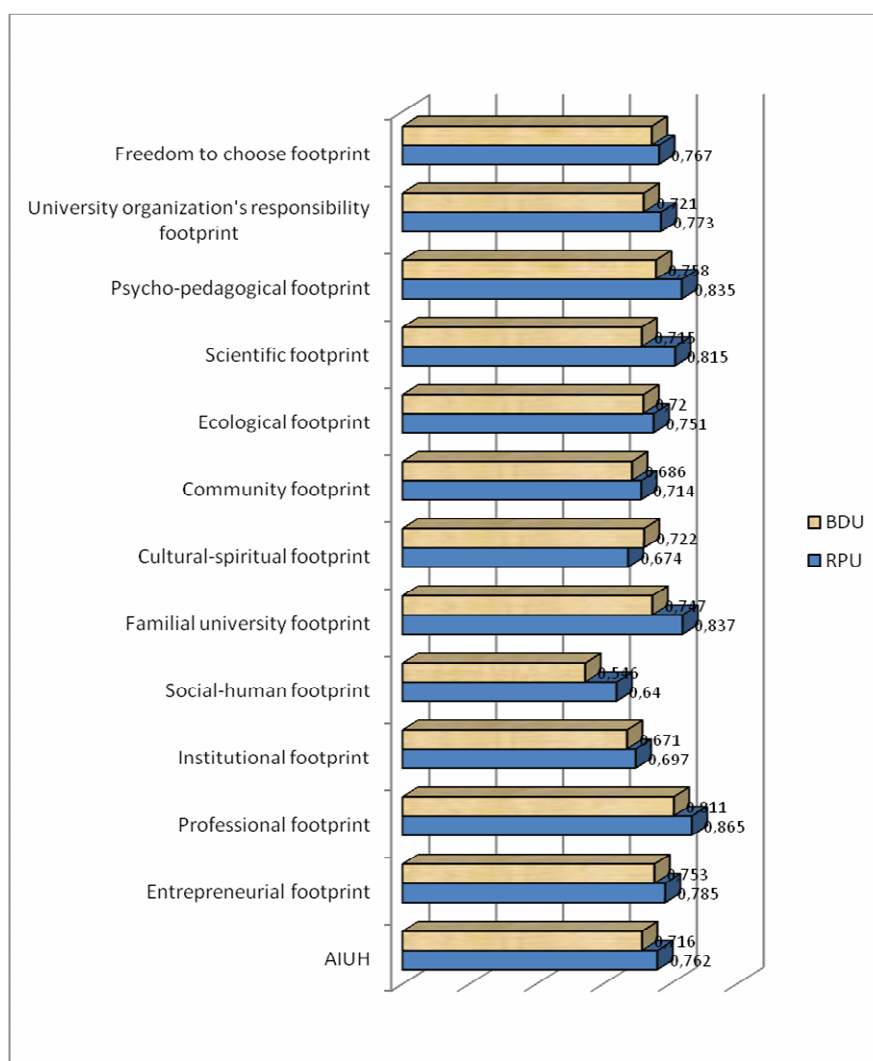
The volume of the sample was determined using the TERO JAMANE method, which follows to use the total collective size (N), not taking into account the characteristics of the participants in the research.

The data was collected, analysed and interpreted for the Romanian university between May 18th – August 12th, 2015 and for the Bulgarian university between June 22nd – July 31st, 2015.

Corresponding to the information collection method – direct quantitative research – a unique questionnaire made up 59 questions was developed, out of which the first 54 questions are content-related and the last 5 are identification questions.

877 persons answered the research, out of which 513 Romanian respondents and 364 Bulgarian respondents, 54.97% of the Romanian respondents were men and 45.03% women; while the situation was the other way around at the Bulgarian university, where 43.13% of the respondents were men and 56.87% women.

Fig. no. 1. Comparative presentation of AIUH for the two universities



Source: The Author

3. For Reflection and Action

Even if the results of the research quantified a health condition for both university organizations, there are aspects that can and must be improved in order to mark transition towards *highly healthy educational organization*, such as: admission of students without admission examination; hiring teachers without taking into account that the teaching profession is a necessity and a pleasure for the person teaching and it should not be practised only for getting money and in order to practice it, the teacher must be content; low responsibility of public authorities in education; low level of adapting the university subjects to novelties in the field, lack of "ecological consciousness" etc.

The next step in the education respiritualization process consists in deep changes of the entire system. We are trying to formulate a few proposals below, especially for Romania:

Creating a unique legislative framework for Romanian education evolution and development (as strategic plans), that should be both *in the short and medium term and in the long term* (for a few decades), so that frequent political changes do not affect the public policies in the field any longer. This framework must correlate with the strategies developed up to present, completed with the necessary elements for observing the "health of live integer" paradigm, that follows the entire evolution of the individual, since birth and up to post graduate training, including continuous training (by various short duration forms) and must relate permanently to the development strategies of Romania. It is fundamental that these documents, once adopted, to be transposed in practice, regardless of the "colour" of the governing party/coalition. Or, we are talking only about forms without fund or about assigning resources without having the desired finality. In order to fulfil this desideratum, it is necessary to have sanctions for those that do not transpose in practice legislative provisions that must be applied as soon as a certain deficiency is found out. In this way we can solve one of the deficiencies signalled by the respondents of the enquiry, namely *responsibility of public authorities in education*. The actual increase of the level of responsibility of public authorities in education is one of the obligatory conditions against education respiritualization.

Among the objectives that must be followed in these strategic plans, we mention (Stanciu, 2015): "parents' preparation with a view to birth action, meaning these should be healthy, not stressed, not to transmit to the foetus these negative parts; ensuring a minimum of preparation with a view to raising the child (especially the mother); special training of the educators in nurseries and kindergartens, in order not to transmit children negative behaviour characteristics; sending sets of fundamental values and insisting on dualities of good-bad, rich-poor type etc.; improving teachers' salaries; selecting educators and teachers based on love, talent and disposition to profession; including in the program sport for health, at all education levels; separation of religious education from the non-religious education; inclusion in the analytical curriculum, especially at elementary school and high school, of orientation classes that debate problems related to citizen education, emphasizing justice, mutual respect and knowledge about basic legislation; introducing in the curriculum sets of subjects about human health, environmental health, family health, community health, organization health so that education, in its entirety, should form specialized people; raising the prestige of all jobs and specializations, with appropriate and fair salarization (depending on economic development); increase of minimum standard from strictly necessary to necessary and creation of necessary conditions with a view to satisfying individual's spiritual needs; forming specialists in all activity fields, depending on the economical development plans for the country, considering the future general evolution of local, regional national, international or global market".

At university level, we consider that this system needs to be rethought, starting from financing principles that need to result from the fundamental legislative document, *Romanian Constitution*, stipulating that "state education is free" (art.32). For this reason, we propose that *state universities have only places financed from state budget*, but financing per "head of student" should be increased, in order to ensure appropriate conditions for quality education, considering teachers' salaries as well, in order to eliminate other negative implications, such as the phenomenon of teachers' migration to other private universities as well, in order to complete their income.

The private universities should have a percentage of the number of places without taxes, in order to be able to take over the candidates that do not have places in the state education system, another percentage with small taxes depending on the income of the people in question and a majority percentage of places for which the schooling taxes should be established depending on the costs they have, within possibility limits.

The state must ensure subventions for particular universities taking over students that cannot be trained within state universities, for covering the necessary amount provided in the economic development of the country.

Teachers should be selected depending on two obligatory considerations: professional competence and love, talent and disposition to profession, both having the same importance level. In this way, the teachers who did not choose the "profession for vocational reasons" will be eliminated from the system. For those already included in the educational system, it is necessary for multi-annual evaluations to quantify both aspects and, if not fulfilled (both theoretically and practically), to be completely as shortly as possible, and if this cannot be fulfilled, the respective teachers should be ensured either by the employer or by the state other jobs outside the educational system. In this way, there must be a permanent correlation with labour market, both at the level of covering demands with faculty graduates, and at the level of jobs requiring experience higher education.

The framework for teachers being chosen by the students needs to be more flexible, by making available for the latter a larger set of optional subjects, from where they can choose appropriate subjects, corresponding to specialization and to "student's mission", so that it helps both parties to love what they do and to do what they love.

Students to be selected by admission contests legislated by the state at all (public and private) universities, taking into account especially their dispositions to the chosen field. This selection will facilitate their faster integration within university and the mission for the future job for which they prepare themselves. We believe this is the only way to avoid situations when the "student realizes" that he/she chose a job that he/she does not like and that he/she does not practice with pleasure and has to practice other job for which he/she was not prepared enough or for which he/she was not prepared at all. Raising awareness towards the nature of the future profession is not only student's responsibility, it is also the responsibility of his/her family, of the university, of the community, of the business environment and of the state respectively. For this reason, the correlation between the fruitage of the educational system and the state development plans is extremely important as well for establishing the number of places approved for each separate specialization. Romania must reach an as good as possible correlation between the need for professors and demands of labour market, in order to remove the stress of the next day, namely the job, which will be possible in the future, considering the experience of the past, when Romania was the first country worldwide legislating and ensuring the right to work of each citizen able to work, both physically and in terms of age.

Correlation of all interests (university-students-business environment-local/central community-family, state), as regards education process, by choosing some disciplines corresponding as well as possible to present needs, but especially to future needs. This can

be done by co-opting in the decision factor-collective (Council of the faculty) the representatives mentioned before, so that to increase to a larger extent involvement of the representatives of business environment, of community etc., which leads, in time, to a better understanding of their problems by the university and, implicitly, to its involvement in their solving.

Integration within the educational process of disciplines developing inborn skills of students (music, painting, sculpture etc.), regardless of the speciality chosen, in order to create "harmonious personalities" and not only specialists.

Creating and developing a responsibility feeling for all students, both for their own lives and for understanding other people's lives. Being integrated in another integer, referred to as family, organization, community, nation, planet, we are responsible firstly for ourselves and to the same extent for the other people. For this reason, the university must cultivate this responsibility starting from the "you received the mark you deserve, correlated with how much you learnt" exigency and up to "we are all responsible for the common future". This can be achieved by systematic and conscious activity upon students by teachers who, in their turn, must discover the responsibility they have in the educational process both towards students and towards society, in its entirety.

Promoting an education based on thoughtfulness and creativity and to a lower extent on learning by heart, maintaining however this function of learning as well, to the extent it is necessary. This involves rethinking the university curriculum in this spirit and rethinking the evaluation in the same spirit as well. Learning by heart, even if it doubtless has its advantages, must not represent the base function of learning. For example, why should students learn by heart the account plan? Why is it useful to burden the memory with such information? Isn't it better for the students to know the functionalities of the respective accounts and their operation principles, knowing where to look for them when they need them? Therefore, understanding fundamental principles is much more beneficial than learning by heart. For this reason, at present we have graduates complaining about uselessness of knowledge acquired in faculty, that can be found in actual work only to a very limited extent.

Continuously adapting university subjects to the requirements of the labour market, to the newly occurred conditions, to the challenges of science and technique etc. is a must that, although regulated in the legislation of universities, it is not fully transposed into practice.

Involving to a larger extent students in research teams, that should use the obtained results in order to increase the level of knowledge and development of the country and that, implicitly, help them in the future, is another must of educational respiritualization.

Increasing the level of university involvement in the cultural-spiritual aspect of own students, by creating the necessary and sufficient framework for performing specific activities and involving them in those specific activities will contribute to completing students' preparation for life.

Cultivation by the university of "ecological consciousness" among students and institutionalized involvement in solving certain ecological situations, where students should participate as well represent important points for the future of the planet.

Creating the necessary framework for the retired people and for the children belonging to "the big university family" represents the binder among generations, shows the respect owed to them and by the power of own example, the spirit of appreciation is sent to experienced generations by younger people. Such examples can be: set up by the university of a kindergarten for employees' children, a club for retired people etc.

Cultivation of values such as human solidarity, tolerance, self-exigency, social communion to own students represent an action of responsibility of the university, from the transition's perspective towards the healthy university organization.

Development to a greater extent of healthy entrepreneurial behaviour, that should help students understand the exigencies of entrepreneurial spirit, not with exclusive absolutization of financial profit, but with a vision shared as well by the British magnate Richard Branson, that of "business for people", not against them.

Responsibilization to a larger extent of all decision factor at state level, centrally and locally, in order to transfer into practice all that is necessary for "education health".

Therefore, the university organization must change because, as Einstein said, "*the education purpose should be training people who act and think independently and who, at the same time, see in serving the community the ultimate achievement of their lives*", which today, in Romania and in the world, happens to a very low extent, by reporting to the realities existing at planetary level.

The resorts for such change come both from getting aware of dangers and from "using crises", (Dobrescu, 2010), in order to learn to unlearn, in order not to live against us, not to work against us and not to love against us and to transpose into practice the educational and economic strategies, taking into account the observation of the "health of live integer" paradigm, so that Romania reaches the highest scientific, economic, politic and social level.

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