

CIEA 2014

Role of university in relationship building between individual and community

Camelia Pavel^a, Alina Țicău^{a*}^a „Alexandru Ioan Cuza” University, 11 Carol I Blvd, Iasi, 700506, Romania

Abstract

The relationship is one of interdependency with direct influence from both sides. At the same time, the role of the elements of these “golden triangles” – named this way by Hinzen H. in the paper “Standards and Demandings in Adult Education” (coord. Șoitu, 2006) – will be modified, and each of them will become a priority eventually. This study will show the used and useful paths in the building process of individual and of communities.

© 2014 Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of the Alexandru Ioan Cuza University.

Keywords: “golden triangles”; academic education; community needs; individual needs; university roles

From the beginning, we have to understand that individuals have many roles to accomplish along the entire life cycle, and for this reason, they need to adjust to the society’s new requests. One of the challenges in the present – given the new trends in politics, economy, education and social fields – is that citizens must prove they are prepared for the questions of another world, a world with different expectations. For this new world, we also need more innovation in knowledge.

By linking academic needs and resources to the community needs and resources, universities can foster relevant, mutually beneficial engagement initiatives that demonstrate a shared responsibility of social and civic engagement for our students, our university, and our community. As we were stating earlier, the individual is continually adjusting and, at the same time, university has the role of supporting individuals adjust to the community. In a re-

* Corresponding author. Tel.: +40 0744992684
E-mail address: alina.ticau@yahoo.com

thinking of the university's roles, one of them will suggest a permanent re-adjustment by correcting, improving or eliminating those offered in order to observe the individual's benefits in relation to the community and to other factors.

Modern universities can fulfil their responsibility to society only if they provide enough resources to research and teaching at all levels and for all mixed groups within society. Therefore, universities have to keep alive the interest for individual development, to provide a suitable answer for different needs and to accept new perspectives for improvement, and not only for creating a heterogeneous environment. In addition, we refer to university not as distinct, isolated education, but to the whole sector of tertiary education, including the college level and the forms of postgraduate education.

In his paper, Professor Hinzen referred to many golden triangles in adult education, such as Competitiveness – Employability – Mobility; Policy – Legislation – Financing; Public – Company – Individual; Participants – Programs – Providers and Government – NGOs – Universities. Those triangles have a high influence in the relationship studied by us: university – community – individual; they can facilitate or block it.

1. University's needs and roles

In 2010, the President of the International Association of Universities reiterated the importance of the role of the university in addressing major global issues like: community-university partnership as a valuable work for the students; the future of universities in a time of uncertainty and decreasing resources etc (Northmore & Hart, 2011). What has become clear is that none of these major issues on the global agenda will be resolved without the participation of universities, since they are the environments that foster not only knowledge, thought and research but also proposals for social action (De la Fuente, 2010). In addition, universities can offer more stability than many other organisations within a given community.

The role of universities has evolved over the past 20 years. Where once largely focused on teaching and research within a universal community of knowledge creating institutions, universities are adopting a third role in regional economic development. This role is recursive, re-shaping the two traditional roles undertaken by universities, and transformative, re-positioning universities as primary institutional spheres in economic regulation, alongside industry and the state (Etzkowitz and Leydesdorff, 1997 *apud* Gunasekara, 2006).

Academic education is designed to form elite groups that can and would refresh the community which they belong to, bringing innovation not only through knowledge showing applicative judgement, but also through cultural experiences (academic education gather various cultural personalities) and teamwork experience (academic education use many methods based on teamwork spirit for performing tasks). By conveying this perspective to a group field, the approach will be different, causing maybe questions and uncertainties but, once cleared, the new perspective will be slowly adopted. Where are the university's needs? Well, it must be recognized for this effort, for transferring contents and outlooks to an individual and to strongly believe that he will manage to deliver these to his belonging group or community. University still plays a twofold role: on one hand, it adapts by adjusting and, on the other, it adapts the individual by adjusting itself. The training for this twofold influence is performed by school, on all levels, but mainly by the University. University can place the individual beyond his own interests and those of the belonging community by understanding, explaining and assuming the change, through integration, in time or through the geographic location. Universities need to be recognized by the local government, to encourage this practice. Once this need is covered, the relationship chain will not easily break.

Here, we can mention one of the "golden triangles": Public – Company – Individual, designed by H. Hinzen. This triangle can have different forms: starting with Individual would be more suitable in this point of the paper. The list of individual needs is far from exhaustive and there are various fields promoting the centrality of their distinctive need systems. These include, for instance, the need to belong, to bond or connect with others; the need for meaningfulness as put by Richard Nixon (in Picren & Rutherford, 2010), "Unless a person has a reason to live for other than himself, he will die – first mentally, then emotionally, then physically", so we should think deeper where these needs are fulfilled. Can academic experience promise a full accomplishment? Yes, only if the needs of individual and university can meet at one point. Lists of roles and needs are not separate lists; both can be located in the same equation of interdependence. This relationship is explained by positive sciences, by behavioural sciences (see the theory of Bronfenbrenner, 1951; *Psychology of Crowds* of Gustave le Bon, 1895), by social and earth

Download English Version:

<https://daneshyari.com/en/article/1115617>

Download Persian Version:

<https://daneshyari.com/article/1115617>

[Daneshyari.com](https://daneshyari.com)