

NEVENA D. KRASULJA*

University “Union – Nikola Tesla” Belgrade – Faculty of Engineering Management



MILICA R. VASILJEVIĆ BLAGOJEVIĆ*

Academy of Professional Studies, Belgrade



IVANA Z. RADOJEVIĆ*

University “Metropolitan” Belgrade – Faculty of Management



CHALLENGES OF MODERN UNIVERSITIES AND REDEFINING EDUCATIONAL PARADIGMS IN THE AGE OF GLOBALIZATION

Abstract: The subject of this review paper is to study the current state of modern universities, and show the challenges universities are facing in today's society, emphasizing the need to redefine educational paradigms due to the impact of globalization and neoliberalism. The paper aims to identify problems in the university system and provide solutions so that the focus is again directed towards essential knowledge. The methodological approach of this paper is reflected in the analysis of professional literature, research of case studies and analysis of university policies. The research results are identification of key challenges universities are facing today, as well as confirmation of the negative effects of the “publish or perish” policy in academic circles. The conclusion that emerges from all of the above is that implementing slow education can allow universities to return to their essence as centers of knowledge and deep educational values. These proposals aim to make the renewal of the education system more sustainable and directed towards long-term benefits for students and society as a whole.

Keywords: *modern university, slow education, knowledge, educational value.*

* nevena.krasulja@fim.rs

* milica.vasiljevic.blagojevic@assb.edu.rs

* ivana.radojevic@metropolitan.ac.rs

Introduction

The main characteristics of today's modern society are speed, efficiency and material wealth. Therefore, the paradigms of globalization and neoliberalism have largely redefined the role of education, so today it is viewed in an extremely pragmatic way. Universities have become commercialized and entrepreneurially oriented, while their management has adopted a technological/technocratic orientation. This trend has also led to problems at the internal level of the university structure and the very culture of educational institutions. In such an environment, it becomes increasingly difficult to convey, and therefore highlight essential knowledge.

Trying to explore the topic, the authors will first explore the challenges modern higher education institutions face worldwide. Discussing the so-called “publish or perish” (POP) policy, which has experienced a kind of vulgarization over the years and in this way, made most of the academic work stressful, less creative and less purposeful, the authors will propose solutions in the form of the implementation of the postulate of the so-called slow movement, specifically the principle of slow education, which, in their opinion, can help the entire system return to the “right path”, so that, universities, once again, become a place where one acquires not only a diploma but essential knowledge for a lifetime.

Challenges of modern higher education

Neoliberalism has undeniably succeeded in redefining and changing the very essence of education, so it now begins to resemble training programs that prepare students for a successful entrepreneurial career. All non-monetary values, which until recently were considered crucial for maintaining the democratic spirit of the entire society, are slowly disappearing. Materialism and ruthless competition become the primary characteristics not only of the educational market, but also of the entire market. This state of affairs has been going on for a long time and it seems that less and less attention is being paid to raising awareness of society members, while the main motive of business is the goal of gaining profit at any cost.

Under neoliberal conditions, there was a drastic collapse of public education on all fronts. Also, the number of newly opened private colleges every year records a drastic increase (especially in Asia). Capitalist logic has become imperative, and education functions more and more according to the corporate model than according to the scientific principle (Abu Al-Haija & Mahmud, 2021; QS, 2020). According to the report of the World Intellectual Property Organization (WIPO), a large number of universities around the world are increasingly and more directly connected to the centers of political power, which exert a strong influence on their further development

and research areas (WIPO, 2015), which significantly diverts educational institutions from the path of knowledge to the path of profit.

Author Giroux, commenting on faculty curricula, points out that they increasingly resemble menus in fast-food restaurants. Certain occupations and courses are particularly pushed while others are left aside. In this way, there is a transformation in the ranks of the workforce, as well as the creation of conditions in which certain occupations cease to be attractive (Giroux, 2014). The concept of the quality of education has changed; today it means “equipping” students with knowledge and skills with the help of which they will further support the strengthening of the financial power of states. In this way, educational institutions are slowly turning into entrepreneurial ones (Cheng, 2017), which is certainly not the way to go. In addition, the author Al-Batmeh warns that more and more students, who failed to enroll in state universities, are going to the private ones, whose criteria are in most cases significantly lower (Abu Al-Haija & Mahamid, 2021), which is, as the authors empirically conclude, also known in the field of education in our country.

Student as a consumer/customer: the relationship between the university and the student

The maxim “the student is the customer” has become generally accepted in the modern age. Regarding the mentioned position, there has been a debate in the professional public for a long time – students are customers if the situation is viewed from the point of the sale of knowledge as an output product/service. However, it is still necessary to review the concept to raise the general quality of education.

Authors Hussey, Smith and Del Cero Santamaria suggest that universities should adopt a classic (marketing) consumer orientation, according to which the needs of students must be met in every respect. Therefore, the quality of education (in this case) depends on the students, that is, their wishes and needs. Of course, there are opposing opinions which question whether the acceptance of the mentioned position is professional enough and whether it can lead to the collapse of academic values.

It is certain that treating students as customers can easily turn universities into training centers. Also, the marketing approach, despite short-term benefits in the form of increased profits, can permanently degrade real academic practices. Providing knowledge that is profiled according to students’ requirements is very inadequate and even harmful – learning is not a routine matter and should not be viewed as such. On the other hand, students are often not interested in any important intellectual achievements, but finish college solely to obtain a diploma and take the opportunities it provides for further career development. If the professors are oriented to providing them with such instant knowledge, they will sabotage their own criteria. All the above-mentioned problems become particularly important if one takes into account

the pervasive climate of dissatisfaction among the academic staff (Hussey & Smith, 2010; Del Cero Santamaria, 2020).

Managerial approach to academic work: deprofessionalization and the way to measure productivity. Regardless of the large number of disadvantages, the managerial approach to education is becoming more and more common. Within a large number of universities, the positive values of collegiality and understanding have given way to somewhat outdated rewards and punishments. Likewise, there has been an increase in bureaucracy and administration costs, which is in no way conducive to the development of new knowledge (Graeber, 2019; McKenna, 2018). All of the above reflected on the work of university professors who became overburdened with administrative tasks over time (Heller, 2022). At the top of the hierarchy, in a large number of universities, some people operate as “mere” managers, which is initially inconsistent with the work ethics and values of the academic staff. Also, the paperwork that professors need to complete is continuously increasing. In this way, control over work is lost, which further leads to a drop in motivation, a state of stress, and an increase in anxiety (Whitehead, 2016).

A large number of authors consider the way university institutions are managed as a form of violence, emphasizing that in the race for results and profits, the competition is intensified to the extent that it brings out the worst human traits. Skinner and colleagues studied the emergence of management of faculties as economic companies within Australian universities. They concluded that a rigid managerial approach led to the collapse of a healthy organizational culture. The imposition of obligations on professors, with the aim of fulfilling certain “economically rational goals”, led to an increase in abstinence from work, a general decline in morale and job satisfaction (Skinner et al., 2015).

Ericson and colleagues researched a larger sample in Great Britain and their conclusion was very similar to that of their Australian colleagues. Under the influence of an entrepreneurial attitude, senior management has become toxically ambitious, and academic freedom is diminishing. Corporately running educational institutions leads to the creation of psychotic organizational cultures (Ericson et al., 2020).

The efficiency of today’s universities is measured similarly to the efficiency of an ordinary enterprise. The pressure from various institutions (not from the academic sphere) is constantly increasing, which is why the organizational structure has changed; it is no longer equal and democratic, but has become hierarchical and authoritative. Such changes were initiated by the so-called deprofessionalization in academic circles. The traditional concept of professionalism has changed as modern universities engage in both teaching and well-paid research for external clients. Specifically, the faculty’s power and influence are measured precisely by the number of contracts related to research projects it concludes. In this way, there is a “managerialization” of education and adoption of criteria by which performance is measured

in the corporate world. These operating conditions reduced open academic communication among professors; they now “talk” through articles published in highly ranked and often overpaid journals, while on the other hand, they make money doing research for industry clients (Del Cerro Santamaria, 2020; Lynch, 2013).

Measuring faculty productivity has become a hot topic as the cost of education has continued to rise over the last couple of decades. The increase in the number of enrolled students will compensate for poor finances. However, professors have a different opinion – academic productivity is directly related to the time they dedicate to personal and professional development. Professors Vásquez and Levin, in their article “The Tyranny of Neoliberalism in the American Academic Profession”, made a pointed comment on this issue, explaining that neoliberal attitudes should not affect the academic sphere as they cause the so-called “corrosion of character”. Professors, regardless of their career stage, are starting to act like entrepreneurs, all to increase productivity. The metric that was introduced as mandatory for monitoring the success of the professor’s work is starting to look more and more like the one from the sales sphere. Also, reward systems feed extremely superficial competence (evaluation by students, publication of papers in high impact journals, etc.).

Following this system of professional evaluation, the ideal professor fits into the standardized scheme and values that support the managerial system of functioning. The real academic identity, related to interests, personal experiences, origin, etc., is completely ignored (Morales Vazquez, Levin, 2018). Neoliberal practices in higher education threaten the decline of its quality. Increasing the number of enrolled students has become a generally accepted practice, especially at faculties whose studies do not involve high costs. Also, commercial activities in the sphere of academia threaten the traditional relationship between professors and students. In other words, from the moment when the measure of success became exclusively profit-oriented, the real quality of higher education began to decline rapidly (Del Cerro Santamaria, 2020).

Modern universities have taken the position that each one functions independently, which leads to the building and strengthening of competitive relations with other institutions. One of the negative consequences of this attitude is the high cost of education. Also, in theory, the rule applies that competition “pushes” towards higher quality, however, when it comes to education, this is not the case. Specifically, in this situation, every university tries to attract as many students as possible. However, if the needs of the population are realistically considered, competition between faculties is even bad for the users of education services. Naidoo states that in this way there is an unequal and unfair distribution of financial resources among institutions, so those with the most students have the opportunity to pay the staff more. Universities are increasingly divided into elite and less influential ones, according to the “winner takes all” system (Musselin, 2018; Naidoo, 2016). This way of doing business has led to duplication of programs offered to students, with very little qualitative difference. In professional literature, one can often come across the claim

that this trend is to blame for the so-called “knowledge economy”, which, unfortunately, has experienced a kind of vulgarization (Heller, 2022).

As already mentioned, a large number of faculties are engaged in research for external clients and their prestige is judged by this. However, research and educational activities are not directly correlated. In particular, the quality of research does not affect the quality of lectures (Figlio & Shapiro, 2017). Palali and his colleagues conducted research at several universities in the Netherlands and came to the following conclusion – the success of the lectures given by the professor is measured by the surveys that the students fill out after the course, as well as the points scored on the exam, and neither of the two criteria can be connected with the professor’s research work. Also, graduate students rate research professors the same as other professors, while undergraduate students rate them even lower (Palali et al., 2018). Bennett and colleagues warn that professors who only teach are jeopardizing their careers, which seems absurd in the academic world. Therefore, it is necessary to separate research and educational activity – professors who are only and exclusively successful lecturers should not feel inferior if they do not participate in one of the research projects. Also, professors need to be given more time to deal with topics that directly support their field of expertise (Bennett et al., 2017).

From the above, it is not difficult to conclude that this kind of system needs to be revised, it is necessary to reward good teaching skills even more than research skills. Professors should be engaged in education; they should not be seen as managers whose main task is to earn money for the faculties.

The relationship between quality and quantity: the problem of the publish or perish (POP) rule in the modern academic environment. In addition to teaching students, research work is an important item in the career of any university professor. Constant publication of scientific papers ensures advancement, reputation, and dominance of the position. Research (to write scientific material) generates new knowledge, deepens existing knowledge and, in general, makes new breakthroughs in science. In this way, publishing papers becomes both a professional and a moral obligation of the professor (Amutuhaire, 2022).

Publish or perish (POP), initially coined by Coolidge in 1932 (Coolidge, 1932: 308) is a phrase that describes the pressure exerted on academics to publish scientific articles in various journals and magazines. Specifically, to find or keep a job, and advance, they are obliged to constantly “appear” in the professional public in a written way. Employees in laboratories, institutes, and various international organizations also have this obligation. The so-called POP culture has become globally accepted and as such represents the style of academic functioning. Professors who do not accept these rules risk not finding a job or losing their current job (Grech, 2022). Over the years, a global online metric has been created in the form of databases by which publication success can be measured (e.g., Google Scholar). This extreme pressure has led to the emergence of numerous unethical practices, one of which is, for

example, predatory journals (absence of adequate reviews and extremely high publication prices) (Van Schalkwyk et al., 2020).

Among the journals, there was a division between those with a high impact factor and those that are weaker in this regard, and citation is taken as the main criterion. The higher the impact factor, the more prestigious the journal is, so the papers are expected to be of high quality. However, the aforementioned has its financial implications – a higher impact factor brings more income from advertising. Therefore, for every publisher, the main business motive becomes the establishment of a journal that will become prestigious. But, in such editions, a large number of papers are cruelly rejected, without a sufficient number of instructions and explanations; specifically, as many as 2/3 of the papers are returned to the authors without being additionally sent for external reviews (Añazco et al., 2021). For all the aforementioned reasons, to be able to publish their paper at all, authors resort to the theory from the media, which is to title it in a way that will attract the largest number of readers. Readers should believe that there is a lot of useful, new information in the paper. Both the title and the abstract should convince the publisher that the paper can be sent for further review. In short, the path to publication has become very difficult, with a large number of rejections without adequate, fair and constructive reviews. What is frightening, as Lamb points out, is that those who have funds also have a large number of published papers (which further allows them to increase research funds). This implied the formation of some kind of fraternity in academic circles, so it is very difficult for outsiders to enter that small circle (Lamba et al., 2022).

POP appears as one of the aspects of modernization. It originated in the West and does not at all take into account the global diversity of the development stages of both regions and their academic institutions. Therefore, it can be concluded that the very idea of its application carries not a small dose of ethnocentrism. The question that logically arises is whether the so-called Westernization in the sphere of education should be accepted without hesitation in other parts of the world and whether it is at all a “recipe” for success. This policy was developed according to a top-down system – that is, it goes from the global north to the global south (Amutuhair, 2022; Ynalvez & Shrum, 2011).

Bloch and Jessep agree that POP means a lot to publishing houses and brings them extremely high profits. Back in the 60s of the last century, magazines started the practice of charging for reviewing and publishing articles, and from that time until today, the development of highly rated magazines has become a very lucrative business. They have become monopolized, so the possibility of publishing works is not under the control of their authors. Also, the quality of a scientific article is no longer the only criterion for the selection of those to be published (Bloch et al., 2018; Jessop, 2017).

Attitudes of academic workers about the POP concept. In the rest of the text, the research results which aim to indicate the extent to which the respondents felt

pressured and limited by the obligation to comply with the POP concept will be presented. It is important to mention that all of them belonged to the category of young academic workers and were at the beginning of their careers. Their narrow areas of expertise were economics, education, science and social humanities. By analyzing the results, it was possible to gain a better insight into how young academic staff perceives the pressures related to the publication of scientific papers. The research was carried out in 2021 and is based on the work and hypotheses of Leavy and Hesse-Biber (Leavy, 2017; Hesse-Biber & Leavy, 2011; Mutongoza, 2023). The authors of the paper believe that it is of great importance that the study was conducted within a university in South Africa, which very clearly implies that the POP system does not work easily or “smoothly” even in countries that are underdeveloped or belong to the category of developing countries. Also, although the sample is small, it is considered a good foundation for conducting further research. Only the results that the authors consider particularly problematic will be given in the paper.

The participants then stated that they have problems with anxiety because no one asks them about the problems they face at work or with writing/publishing scientific articles. As one of them said in an interview, “No one sees us as people, but as instruments that should produce results. Senior management treats the publication of works as a given, as a must. Working at the university seems very attractive, but only when viewed from a distance”. In general, the regular publication of articles is extremely useful for the advancement of academic practice, but little attention seems to be paid to the development of the region in which the university is located. If it happens to be in a less developed part of the world, problems with salary, lifestyle, diet, burnout syndrome, etc., come to the fore (Amutuhaire, 2022).

Academic misconduct was also cited as a major nuisance. The respondents pointed out that there are always colleagues who pay for a third party to finish their work. In other words, within the POP system, a market has long since developed in which there are “customers and executors”, which makes the whole practice very unethical and incorrect. Also, the syndrome of matching names is increasingly present, in which the main author will not even consider people who are not his friends. In such a functioning system, young employees have little chance to publish their work fairly, without exposing themselves to a large number of stressors (Mutongoza, 2021). This situation has become fertile ground for the emergence of predatory journals since it is better to “appear” in any journal than have an insufficient number of annual results. In this way, university employees often turn to journals of “dubious” reputation that promise easy and quick publication if a certain amount of money is paid. However, the outcome is usually a falsely promised impact factor and a delay in the publication of the paper (Yeo-The & Tang, 2021).

Manipulation by senior management in the form of pressure on junior staff to do the work for them (instead of them). Also, the participants stated that the motivation according to the “carrot and stick” system is ubiquitous and that as a sign

of “gratitude” for the mentor, papers and projects are often written in which younger staff do not reap the fruits of their labor (Smith & Fredricks-Lowman, 2020).

Declining quality in writing and problematizing scientific papers in general; one of the participants stated that the articles were written in a generic form and were, in his opinion, unworthy of publication. Therefore, it can be concluded that the preoccupation with metrics and “scoring” has seriously undermined the quality of scientific research work.

So, despite its apparent ubiquity/acceptance, the POP system exhibits a large number of flaws. Some of the possible solutions, are the formation of regional references, highly rated journals (for each field), then the constant increase in the visibility of journals of all categories, as well as the encouragement of researchers to publish their papers beyond the most prestigious journals, are suggested. Ideally, there should be cooperation between universities around the world related to the publication of works, and the career advancement of professors should be reviewed in terms of reducing the pressure on the POP system.

Slow movement in education: a possible path to the solution of the problem

Postulates of globalization have standardized the entire education system. Of course, this trend has many positive sides – for both professors and students, it is easier to move across geographical, cultural and political borders. However, the system has become very impersonal, like a Taylor machine, so extremely talented people no longer find their place in such an organization. Pressured by the requirement to fulfill all points of the pre-prescribed curriculum, today’s professors do not have time to inspire students with their thoughts and knowledge. The goal of today’s education is to equip people to find better and better-paying jobs. However, it seems that the element of luck, as an inseparable part of the learning process, has completely disappeared. In the too-fast pace of life and the “race” for the highest paying job, people rarely enjoy new knowledge and more often, chasing after earnings, succumb to the burnout syndrome.

Slow education is a forgotten category in today’s world, regardless of all its superior qualities such as enjoying the process, spontaneously discovering new things and ideas, and gradually developing new ways of thinking. During it, the individual remains motivated by internal factors and not by mere quantification of knowledge. Authors Whitehead, representing this movement, believes that superficiality, which is ailing today’s “fast” society, can be overcome by returning to a more reasonable pace of life. Consequently, the questions that each individual should consider are “What kind of world do I want to leave behind?”, “What is my purpose in life” and others. In other words, it is necessary to revolutionize many attitudes regarding the way of living, working, spending, thinking, traveling, etc. (Whitehead, 2018).

The global movement of slow education initially started in Great Britain and Canada in 2010 and then spread to other countries of the world. Otherwise, the idea of a slow university (Slow University) follows the ideology of the entire slow movement and builds on the concept of slow food, i.e., making it in a natural, original and authentic way. In this context, slow does not imply unnecessary waste of time, it emphasizes the benefits of slowing down the frenetic pace in all areas of life.

As an interesting example, we can mention the letter of Harry R. Lewis, Professor and Dean of Harvard College, addressed to the freshmen. He especially emphasized that beginners should not take too many obligations in the form of additional courses. According to him, their graduation should be slow, based on personal choice, not compulsive decisions. Also, he believes that every student should take a break and spend a year in another country/culture, gaining additional knowledge about both the internal and external world (Lewis, 2004).

Perfection does not exist, so it should never be the main goal or motive for students and professors (Lewis, 2004). Maurice Holt, professor emeritus at the University of Colorado, stated that today's standardized education does not provide students with the knowledge that will help them navigate the complex world of adults. Also, classroom practices have become boring and predictable, making professors increasingly feel completely worthless (Holt, 2002).

Slow education emphasizes the importance of sports, music and projects that concern the wider community. Also, it should ensure that each individual finds the area which he/she is most talented for and most interested in. As such, it promotes real, studious learning in which the relationship between professors and students is based on exchanging ideas and knowledge, rather than grading quick tests. It is certain that the forcing of constant quantification of knowledge, as well as the decreasing level of adequate communication between professors and students, has already demotivated a large number of talented and gifted students. In addition to professional knowledge, he possesses high moral views, ethical rules and values. The focus is on creating self-sufficient and independent young people who, during education, were trained in both character and way of thinking. Educational institutions should not be obsessed with constant assessment; it is necessary to monitor the overall progress of students and continuously "feed" knowledge in a quality way (Hodkinson, 2012). Also, education should not result in short-term rewards, it should create moral individuals who will continue to make qualitative changes to develop the entire society. Learning is not about memorizing facts to pass an exam, it is about creating an army of people who are authentic, self-aware, disciplined, persistent, empathetic and compassionate (Smith, 2017). For that path, they need a quality teacher/professor. The Slow Professor Manifesto is very similar to other ideas of the movement and as such promotes qualities such as thoughtfulness, awareness, freedom and breadth of thinking. In the authors' opinion, although slowness has so far been most "celebrated" in the field of life pace, food and architecture, its application in the field of academic life would certainly be of multiple use (Crabtree et al., 2020). According to the

statement from the website of the World Institute of Slowness (<https://www.the-worldinstituteofslowness.com>), it can be concluded that this idea does not reject modernization and technological progress – the root of the changes should take place in the lifestyle itself, in which there will again be balance in all areas of life, time for reflection, planning, friendship.

Slow movement toward slow education. The author Glenn states that the integrity of the professor is of great importance since it, together with the identity, is strongly manifested in his work practice. In particular, the identity and integrity of the professor give the main “stamp” to his work and research (Glenn, 2021). Palmer states that during lectures the “inner being” (culture, genetics, social identity) of the lecturer is projected onto the students (Palmer, 1998). Taking into account all that has been mentioned, the relationship between professors, as well as between professors and students, should be based on meaningful collaboration instead of competition related to achieving results. Both professors and researchers need to find time for introspection and recognition of their main life motives. It is necessary to understand what inspires them and how to maintain a proactive attitude of behavior/thinking. Only in that situation will professors be able to express their creativity and leave standardized, technical templates of lectures (Glenn, 2021). Attention should also be paid to intuition – every professor has a “sixth sense” as soon as he enters the classroom. Without using words, it quickly becomes clear to him who has true potential. Knowledge is not a concrete thing, it is slowly built and created through interaction with the outside world. Therefore, the scientific public is appealing for the return of intuitiveness, which is essential for achieving success not only in research endeavors, but in life in general (Glenn, 2021).

Reading is extremely important for academic practice; it should become a liberating practice for researchers and professors in acquiring new knowledge. During the reading process, new information is collected and a deeper insight into the issue of interest is gained. It questions existing opinions and attitudes, leading to reflection. Therefore, as recommended by numerous authors, access to the databases of scientific journals should be permanently open, minimally charged and even free (a practice that began during the Covid-19 pandemic). In this way, it is always possible to stay connected with the opinions of colleagues from all over the world (Thompson, 2020).

Green stated back in the 80s of the last century that the process of reflection is of great importance for every academic worker. He describes this phenomenon as a kind of internalized dialogue through which one reaches a higher level of awareness, activates thoughtfulness, and excludes routine behavior. It would also be desirable to keep notes/diaries during this phase, which in some future periods may have an important contribution to academic creativity. In this way, a sense of control over the work environment is acquired, which makes a person inspired, professionally autonomous and emotionally connected to the work he does (Greene, 1984; Thompson, 2020).

Critical thinking is an essential part of the slowness movement and as such allows many issues to be problematized in the true sense of the word. By asking the question “Why?”, knowledge can be shifted and expanded, and numerous social and political dilemmas can be effectively clarified. It is certain that today’s modern society needs democratization in all areas of functioning, and that a meaningful revival of academic practice would also lead to a general democratization of knowledge (Wood, McAteer, Whitehead, 2019). Long ago, Chomsky stated the great truth that educated people are already socialized in a way that supports power structures. For this reason, critical thinking should be applied both through the prism of personal experience, theory and research, and relationships with students and colleagues (Brookfield, 2017; Chomsky, 2004).

In academic practice, it is very important to have good friends (who are also colleagues) with whom there is a relationship of constant, open dialogue, which is also the most important source of learning new things. It does not imply any specific strategy, on the contrary, it should encourage creativity and thus lead to a different perception and understanding of things and phenomena. Also, it is not colored by vanity, competition and partiality. Unfortunately, such practices have not existed in modern universities for a long time, so efforts should be made to rebuild a culture of healthy curiosity and mutual trust. Delong believes that dialogue should become an acceptable scientific method in many forms of scientific research (Delong, 2019; Delong 2020).

The slow movement strongly emphasizes that professors cannot be identified by CVs and titles. The fast-paced world in which the main criterion for success is achieving high performance has brought a high dose of anxiety into the ranks of the academic staff. Within Slow Universities, the idea is that professors should not be involved in administrative tasks that distract them from their real work. Answering e-mails must not “steal” time that is initially intended for writing books or giving quality lectures. Doing academic work should be enjoyable and in that context feelings of stress and nervousness should be minimized (Honore, 2014). Academic work should take place with respect for the concept of the so-called sustainable practice, which implies that professors and researchers should be guided by the so-called intrinsic motivation; curiosity, autonomy in work, desire to acquire additional knowledge, etc. They should override the need to gain position, power and money. The main driver of action should be the feeling of fulfillment and satisfaction that comes from participating in the process of learning (and transferring) new knowledge. Of course, monetary benefits are there, but they are not the primary motive for work. In other words, the work of a university professor should be like an uninterrupted flow (Salo & Heikkinen, 2018). It is not possible to measure the time that professors spend daily working in the same way as in a corporation. In general, in this profession, work should not be seen as fragmented, since the processes of thinking, writing, etc., take place outside of typical working hours. Projects, studies and research are not something that is done quickly. They should be implemented in a consistent, thoughtful and careful way and their executors should be driven by

creativity and curiosity. Working with students should be collaborative, enthusiastic, inspiring and authentic. The practice of slow learning implies a good understanding of the concepts of time, space, emotions, narration, listening, and mutual adjustment. In this way, a spirit of community and solidarity will develop between students and professors, from which useful and high-quality knowledge will emerge.

Conclusion

The process of degradation in education is not a new phenomenon. Now it can be safely said that it has been going on since the period of the heating up of the globalization movement and neoliberal values, as well as the increasingly rapid development of technology. Therefore, a logical question arises – how can negative trends be prevented? The return of autonomy and abandoning the marketing orientation is certainly one of the good solutions, of course, to the extent that it is possible.

The influence of neoliberal values on the education system is reflected in the forcing of the entrepreneurial spirit at all levels of faculty work. The ranking of faculties and professors is strongly influenced by political factors, and the traditional value of equality within the entire academic community is no longer valid. Education loses its ethical, emotional and cognitive components. Commercialization and consumerism have entered the “doors” of most colleges around the world, and as a consequence of all this, students no longer have the opportunity to develop feelings/skills of social and civic responsibility.

Faculties should have an ethical responsibility, to influence the thinking of their students morally and with common sense, to direct them in the direction of a more comprehensive understanding of today’s world. However, with the order that dominates today, the said mission is impossible.

The consumerist view of obtaining a diploma can only be changed if there are serious reforms within the institutions themselves. They should reject corporate values and return to the basic role, the basic postulates of which are best described in the Slow Movement and Education Manifesto.

We conclude that reform actions are more present in literature than in academic practice. However, universities function within a given system that is not easy to change. However, with reforms that do not have to start with big steps, it is possible to change the situation at least to some extent. It would be very useful to carry out extensive research among academic workers, and the results would provide a better insight into this problematic situation. Professors are the ones who would be best able to describe the difficulties they face.

“Science takes time. During the scientific process, one thinks, reflects, and makes mistakes that are corrected and learned from. Science is not fast and cannot be

measured in strictly economic terms. Also, motivation for learning should not only be extrinsic (secondary, external), the individual should feel fulfilled every time he learns something new” (Haigh, 2017 in Salo & Heikkinen, 2018: 95).

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НЕВЕНА Д. КРАСУЉА

Универзитет „Унион – Никола Тесла” Београд – Факултет за инжењерски менаџмент

МИЛИЦА Р. ВАСИЉЕВИЋ БЛАГОЈЕВИЋ

Академија струковних студија, Београд

ИВАНА З. РАДОЈЕВИЋ

Универзитет „Метрополитан” Београд – Факултет за менаџмент

ИЗАЗОВИ САВРЕМЕНИХ УНИВЕРЗИТЕТА И РЕДЕФИНИСАЊЕ ОБРАЗОВНИХ ПАРАДИГМИ У ДОБА ГЛОБАЛИЗАЦИЈЕ

РЕЗИМЕ

Предмет овог прегледног рада је да проучи тренутно стање на савременим универзитетима, прикаже изазове са којима се суочавају универзитети у данашњем друштву, наглашавајући потребу за редефинисањем образовних парадигми услед утицаја глобализације и неолиберализма. Циљ рада је идентификовање проблема у универзитетском систему и пружање решења како би фокус поново био усмерен ка суштинском знању. Методолошки приступ овог рада огледа се у анализи стручне литературе, истраживању студија случаја и анализе политика универзитета. Резултати до којих се дошло истраживањем су: идентификација кључних изазова са којима се универзитети суочавају данас, као и утрђивање негативних ефеката „објави или нестани” политике у академским круговима. Закључак који произилази из свега наведеног је да имплементација спорог образовања може пружити универзитетима прилику да се врате својој суштини као центрима знања и дубинских образовних вредности. Ови предлози имају за циљ да обнову образовног система учине одрживијом и усмеренијом ка дугорочним користима за студенте и друштво у целини.

Кључне речи: *савремени универзитет, споро образовање, знање, образовна вредност.*