Abstract

The purpose of this paper is to present, a sui generis point of view between two models of the social-human typology, in the context of economic cyclicity and globalization: oeconomicus and academicus. Historical evidence, presented by the specialty literature, indicate that exist a lot of theoretical and conceptual aspects between those models, but the most important interrogation is: in the oeconomicus vs. academicus debate of the beginning of this millennium, influenced by the economic and financial crisis, we can prove that academicus is deeply involved in mundus academicus, while homo oeconomicus stimulates in a global manner the whole mundus academicus?

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1. Introduction

Although it started well before the beginning of the new millennium, global reform of Higher Education is still one of the structural policies pertaining to head the list of many national authorities. In particular, the main industrialized countries of the world, it is a primary concern since the early 1980’s and many ideas have emerged as a result of public discourse aired in the rest of country systems similar forms: privatization, decentralization, deregulation and diversification.

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A social phenomenon appears undivided by the broad economical, political, cultural and historical context, hence, the "contextualization" of the educational reforms. Without deeply understanding the size and the background of this contextualization, the theoreticians, as well as the practitioners of Higher Education, may become short-sighted in their actions. History as a chronological collection of facts and events, but as well-defined interpretations and re-interpretations of theoretical economical models and constructs, can offer some assistance.

The theoretical framework interrogates interactions between economic and social environment of Higher Education, interactions that have been and will remain the main points of debate for policy decisions by developing long-term, in any economy.

As noted renowned researcher Aldrich, "historical perspective indicates the complexity of the relationship between education and economic performance" (1996, p 109). Therefore, the historical dimension is essential in order to find long-term factors that may explain the current relationship between Higher Education and economic systems. There is a common interest of combining historical and economic analysis to understand the current educational policies. On the one hand, history can complete economic analysis that tends to escape the influence of cultural and socio-political education. On the other hand, some researchers in Higher Education have called for a more consistent recognition of the economic dimension, for a correct interpretation of past educational policies. (Richardson, 1999, p 132; Goodman and Martin, 2004; Sanderson, 2005).

I proposed in this paper to describe the relationship of the two types of event-reality - economicus and academicus from the perspective of globalization and economic cyclicity. Without claiming to achieve a complete metamorphosis in which the two realities (economic and academic environment) have undergone over time, I agree with Simon's idea that "fundamental issues of education remained as the over the years - who should be educated as to what level or how different levels to be adapted services or social and industrial needs? - So interacting social and economic factors continue to operate. (1989, p. 79).

Approach may seem quite demanding, the fact that the economic theory of cyclicity is exhaustive, and the history of Higher Education is one ... secular. But the subject, clearly suggested by the title of this study, implies interrogations like: Necessary symbiotic coexistence? Discrepancies and differences of action for situations and separate realities? Based on an established methodology, the conclusions of this chapter (focused on analysing the past and the obvious complexity of this) will provide the necessary starting point in building and conceptual approach of other studies on this topic.

Conceptual construction that provides realistic and relevant to the operational approach of this study can be summarized at the identified problem: economic cycles, although incumbent phenomena that generate and for academic development (education and research) obvious cyclic trajectories. And economic impacts of socio-cultural level finds reverberations in policies, structure and development directions of universities over time: discrepancies in cross-border mobility, discouraging tax policy and funding, adopting appropriate strategies generated by the economic contexts.

2. Economic cyclicity between historical reality and theoretical background

"History does not repeat itself but it often rhymes" said Mark Twain, and the reality of human history can not contradict this assertion. Economists have discovered a long time ago the existence of business cycles, cycles that have become defined during certain epochs of humanity. They not only found them, but they have structured them, characterized, argued their structure and characterization, and all they have founded based on factors of economic activity, without separating them from other areas of human activity.

As is known, recurring cycles of increasing and decreasing phenomena cannot be dissociated from political, social and economic, though economists of the last century have detected a non-cyclic model based on specific quantitative indicators especially in the development of industrial capitalism. Reforms in Higher Education, during their evolution, were based on the fact that even long cycles are not mechanical, but a repetition of themes, motives, processes, relationships within social systems or counterpoint punctuated by economic. Literature reveals that changes in education, in the "periods of incremental change punctuated by discontinuous or revolutionary changes"
(Tushman and O'Reilly, 1996, p. 11) are nothing more than "changes that can be characterized by long periods stagnation or suddenly gradualism "(Sterman and Wittenberg, 1999, p. 323).

The literature provides enough theoretical and empirical evidences, organized in different methodological and epistemological exposures, summarizing the evolution of economics thought on cyclical phenomenon, a phenomenon closely linked to the reality of economic and financial crisis that humanity has passed, whether the crises had financial explanations (monetary or credit) or due to commodity production reality, over-engineering the, industrial revolutions, etc.

After an simple „radiography” of this rich literature, may be detected a wide range of approaches to economic cycles, the causes and factors describing taxonomic cyclical theories, to analyse the economic syntheses, depending on different variables, the main similarities and differences between renowned researchers opinions about economic cycles and different economic schools of thought, especially in the late nineteenth century until today.

Serious problems which facing both - Western and emerging economies, motivate, especially in recent years, the urgent need to achieve a better understanding of the issues and problems of long-term economic environment. Currently, economic theory recognizes the need for analysis of historical trends exhibited longer periods, to succeed as accurate predictions.

Many economists, in assessing the most recent economic crisis, making use of some interrogations like: Medium-term cycles have completed their course normally given exogenous shocks and economic policy mistakes of the mid-'70s (end system Bretton Woods, the oil crisis, budget deficits)? There was real concern for full employment and price stability work once the errors have been corrected and absorbed shocks? (Report McCracken, OECD, 1977) The low rates of economic growth since the mid-'70s showed a return to normal long-term growth once the economic reconstruction boom after the Second World War was achieved (assuming reconstruction)? Economic problems of the end of the last century can be considered evidence that the capitalist system has reached the final stage of its life cycle, a phase of decline and stagnation? We face a final crisis of capitalism?

Alternative hypothesis of reconstruction, as suggested by some economists, may explain why there was a pretty strong growth until the mid '50s (see, for example, Abelschauser and Petzina 1980). However, many economists were unable to definitively explain why economic boom continued until the early '70s. As suggested Janossy (1966), the period of reconstruction after World War II ended somewhere between 1955 and 1961 in various European countries. Then how the idea of crisis shows the end of capitalism?

It’s true: the severe recession after 1929 seemed to confirm that this system, capitalism, has entered into a phase of indubitable decline. However, the economic boom that occurred during 1940-1970 caused a complete regression in this version of the theory of crisis. Meanwhile, supporters of the competitive markets considered the boom like a real and undeniable proof of obsolescence of Marxism (Kleinknecht, 1986, p 85).

As we can see, analysis of the cyclicity of economics is focused mainly on the causes that generate these fluctuations in economic activity and the manifestation of the phenomenon in content; however, the analysis includes attempts to provide researchers valuable tools and / or models to predict the phenomenon. But, including the work of Marx or even earlier, Ricardo, Malthus and Say, we can find analyzes on this subject. For example, even if Marx considered the economic crises as expressions of the fundamental contradiction of capitalism, however, he painted a suggestive picture of the cyclic process in economy: "Business cycle theory developed by Marx coexisted with the general analysis of capital accumulation" - said Blaug (1992, p. 284).

Most of the academic community recognizes the economic cycles that occur on short and medium term, i.e. Kitchin and Juglar cycles, but today the prospects cyclical phenomena cannot compromising the economic globalization, and therefore, the theory of long term cycles is more appropriate. The existence of these cycles is challenged by advocates of conventional economic theories, but we believe that conventional economic theories have been discredited by the current economic crisis and the inability of the academic establishment's to provide viable solutions to global economic problems. In recent years, another interpretation of economic recession gained ground: the theory of "long wave" in the economics. Ironically, epistemological approach to the theory of long-wave, himself knew a specific road of ... long-wave. It should be noted here that concerns the theory of long waves was more pronounced in times of "economic despair", than in economic prosperity. When Parvus and van Gelderen have published their articles in booming economic climate of the early twentieth century, it had little resonance. In
fact, the debate on the theory of long waves started by Kondratieff during the depression preceding the World War II. Schumpeter provided then spread ideas about principles of this theory. A theory based on cyclicity, an cyclicity "with ups and downs; with crises of low amplitude and high profile breaks ... And what explains the cyclical movement is neither money, nor political and social organization ... tortuous evolution of the economy is driven by innovation in Schumpeter's terms of productive ideas of combinations... Idea’s flow is not and cannot be continuous, it comes in waves and in waves will be and economy development... Cyclicality on the innovative process explains the cyclical movement of economics. The spread between flows, as their amplitude is raised by Schumpeter on account of good or poor creative power of entrepreneurs looking. A phase of depression ends when becomes possible to overcome the technological barrier that caused the deadlock.” (Pohoată, 1993, pp. 193-194)

3. Mundus Oeconomicus and Mundus Academicus: are they independent or interdependent?

As known, the sense of mutations that humanity has known in history, they start from non-causal correlation between events, forming a system of echoes, resonances replays and a system of unwritten rules de jure but recognized de facto. And all this can be found in paradigms associated with different historical eras, paradigms which evolving and continue to change the human society, transferring to human society his own appearances.

When I examined those two socio-human appropriate to economic and academic sphere, homo oeconomicus and homo academicus (Hălăngescu, 2012), I said that the descriptions and supporting arguments have changed them, they transformed each of them, both survived, belonging and adapting to reality, either individually or in levels of confluence; however, their contours, the limits a quo (where) - ad quem (to where) of their autonomy of manifestation, their options were passed in social habitats that have generated them as typology. And it is irrefutable evidence that the two areas have emerged INDEPENDENTLY in human history, have kept this process of independence, but only up to a certain point.

At diachronic level, it can be seen that biography of academic education, dotted medieval paradigms, mechanisms that trigger archetypal role in a stock scholastic University, under the influence of homo oeconomicus fierce manifestation, redesigned functions and roles modernized University, revealed in new paths and borders for mundus academicus. A very subtle change takes place in the world, which earlier national and cultural roles of Higher Education are eclipsed by the "economic reason". In other words, the two areas have experienced moments of DEPENDENCE, moments that could not be separated in their evolution cycle. Roles are reversed or coexist peacefully, so that homo oeconomicus preaching “time and no time” the authorial prescribed recipe for omnia erga Universitas (to preserve, develop, streamline their role at a local University multiversity glocal) and recreate the homo academicus in mundus academicus. A mundus academicus in which the new technologies, the mix of opportunities they offer, creating new paradigms of learning / research, re-defines the ivory tower of Universities as a proactive agent in the global level, in terms of inputs and outputs of knowledge based society. Redefined so implacable destiny symbiotic (homo academicus provides solutions, homo oeconomicus implement them) requires that the academic world not only respond to changes, but it will also initiate them. (Pohoată, Hălăngescu, 2012)

And this two-way process is both cause and effect in the network of interdependences created by the co-existence of those two areas, a network justifying and diachronic (historical evolution and changes) and synchronic (simultaneously, recurrence, dependency) interaction of those societal realities.

The main elements of this network of dependencies and interdependencies can be schematically represented as follows:

1. Mundus academicus → from ivory tower to entrepreneurial multiversity ← Mundus oeconomicus
   a) role of universities in promoting social and economic development became imperative task;
   b) academics became more involved into relationship with government and industry by introducing the concepts of services and direct relationships with industry and agriculture;
   c) dominance of Western models: the relationship between universities and the world’s dominant economic systems;
   d) capitalization of all Higher Education needs wider economic and social development was probably the most important innovation of the nineteenth century;
e) knowledge transfer from universities to industry and economy is a smooth, complex and iterative process involving many different actors, multiple interdependencies;
f) universities are not only tools for generating marketable knowledge or highly qualified scientists in research, it also provides support for different mechanisms of knowledge transfer;
g) proximity effect for knowledge transfer provides a strong indication of the reasons why universities are seen as an essential element in the local and regional economic development, especially in knowledge-intensive economies;
h) Universities themselves can be seen as economic actors and economic factors too.

II. Mundus academicus ➔ from peregrinatio academica to brain drain ➔ Mundus oeconomicus

a) movement of personnel with Higher Education degree had a significant impact on knowledge transfer from industrialized countries to emerging economies;
b) an key factor was the increasing complexity of modern societies and economies that demanded more highly qualified staff;
c) a University degree is a prerequisite for a growing number of occupations in most societies;
d) International educational services market generated an economic impact, restructuring policies and strategies, government policies of economic infrastructure.

III. Mundus academicus ➔ lex mercatoria: about access to Higher Education and finance regulated ➔ Mundus oeconomicus

a) in most industrialized countries, the financial resources of University extension was not linear and this may be related to the impact of economic cycles on public funding
b) controversies about alternative ways to finance Higher Education and key issues focused around certain strengths about contributions of the private sector, access and equity, especially benefits and socio / economic impact of private education;
c) policies in Higher Education cannot be separated from their impact on socio-economic environment

d) business cycles and public resources had a significant impact on the structure and level of funding for universities;

e) emphasizing the need of interdependent adaptation to monitoring the external environment while managing internal resources, of course meaning the directions being from academics to the economics;
f) Universities are facing continuous demand for greater differentiation in their courses and programs in order to maintain a competitive advantage; students are attracted to programs that lead to successful entry into professional employment or upgrading existing qualifications, but with higher costs;
g) increased costs for both public and private budget implies a commercialization of study offers, a different perception of these studies in the Higher Education market; programs and universities that fail to attract sufficient funds to remain financially viable are compressed or closed;
h) for many of Higher Education institutions, the need to generate revenue from non-government sources means attempts to impose fees for student services and involvement in commercial research projects linked to industry and economy; even before the current financial crisis, Higher Education systems are facing major changes induced by public sector funding and increased competition between institutions; and this is it because the impact and consequences of the crisis were felt in the budgets of universities and competitive phenomenon, the amid high expectations of the academic community to solve social and economic problems;
i) universities and other Higher Education institutions who wished to remain at the forefront in the competitive environment induced by globalization have created strong partnerships and alliances with the economic environment, alliances with bi-directional advantages: universities are able to develop new programs adapted to the new qualifications required by the market, to develop applied research so satisfying economic needs of the environment's tendency to over-engineering.

4. Oeconomicus, academicus and globalization flows

The education and Higher Education matter (in which the research part is essential) as global priority („internationalization is changing the world of education and globalization is changing the world of
internationalization”) is unanimously acknowledged. In this current economic cycle, the shaping and redefining of Higher Education is marked both by the tendencies of the previous cycle (massification, internationalization, transnational education through mobility) and also by new tendencies: life-long at the distance education by e-learning, international classification and rankings, quality assurance, University-industry-private ownership environment relationship, new approaches of the governance, academically freedom and management, intelligence exodus and marketization/privatization, etc. Each of these challenges seem to „attack” traditional values but they, under the pressure of attractiveness, competitiveness and modernization, redefine the way in which 21st century University can serve the person and the society. (Hălăngescu, 2012)

Literature adopted the term Emerging Global Model – EGM (Mohrman et al., 2008, passim.) when referring to the new challenges of education in the 21st century. Main features (global mission, intensive research, new roles for professors, diversified funds, worldwide recruiting, raise of complexity, new relationships with governments and industry, partnerships with similar institutions at worldwide level through different collaborations) define new directions in an integrated approach and shape a matrix for globalization and internationalization in Higher Education, without losing sight of local and national dimension. The strategic role of Higher Education is to find solutions to the challenges and inherent opportunities of globalization (health, energy, food security, intercultural environment and dialogue). The apparition of truly global universities, which do not only intend to take part at a global level in the resources market (professors, researchers, students, infrastructure), but to also offer advanced knowledge, it is just an answer to the wilderness of emerging economies which have generated asymmetrical interdependencies in the metamorphosis of academic paradigms. The adaptation to financial, commercial, services and beyond national border ideas flows, led to an exponential massification (especially after 1960) marked by the mesmerizing evolution of information technology and new media. Although often in conflict with the society in what regards the mission and roles (ideological conflicts and structural policies), universities seek direct, long term bounds with economy and for the practical needs of society and the value and reward are being offered through academic and institutional means, according with their research productivity. Having become incubators for research and formation, universities put to disposition necessary competencies for a greater and greater number of new jobs that require sophisticated knowledge and abilities, but in the equal opportunity manner, through scholarships, lending programs, PPP etc. (Gidley et al., 2010, p.127).

Inequal economic development with asymmetric consequences in the worldwide academic landscape led to a social mobility marked by variations and diversity, discrepancies between educational systems and because of that the global academic environment is called not only to answer to changes but also to produce changes. Externalization of the benefits through internalization of costs reshaped the functions of Higher Education and, although sometimes Higher Education in seen as goods that need to be auctioned, we must highlight that the international academic landscape (Transnational Higher Education - TNE), in the society of the 21st century is launched and orbits around the internationalization, Americanization, Europeanization and globalization paradigms (Deem, 2008 p. 442). Admittance of qualifications, quality assurance, the relationship applied research-research based on partnerships with big industrial consorts, transborder flow of students and study programmes, using English as lingua franca for scientific communication, multiculturalism and homogenization, rebuild the mosaic of the vocation of the University in the post-industrialization, informational and globalization era. The path of Platon’s Academy from magistrorum Universitas et scholarium (community of professors and students) until multiversity, open University and e-learning has known the reactions of humboldtian or cardinal Newman’s transformations in the 19th century, that still remain structurally defining. The managerial segmentation of the universities by adapting to the new challenges, but especially to the benefits explosion of the TIC sector, by eliminating the need for space-time proximity, led to functional over qualification in which globalization and regionalization compete with internationalization (Peters, 2007, passim).

But the global-local relationship is not at all a disadvantageous one, because universities transplant to the local context what they accumulate through global experience. (Lobera and Escrigas, 2008, passim) They are placed in a space that is not defined strictly nationally or globally, but that involves both. That is why, in the context of globalization, in this Kondratieff cycle that we now pass, the biggest challenge of the Higher Education institutions is to preserve, develop and improve their role as a glocal multiversity (Delanty, 2008, p. 65), by redefining homo
academicus (Stromquist et al., 2007 p. 137) into a mundus academicus. Already recognizable at the radiography of the globalization vectors – economy, culture, ideology, politics, security, social life -, after the abandonment of the great ideology of the Marxist-Leninist hiatus, far from reaching a new terra promissa, the today’s world configures itself around a fluidization of what was fixed until today: nation-state, converting it in region-state, continental or intercontinental unions.

The direction of the changes that we witness (although the controversies of the present regression are far from over!) comes from non-causal correspondence between events, forming a systems of echoes, repeats and resonances, a system of rules not written de jure but recognized de facto. And all these can be found in the matrix described by the new established term of market democracy, forming a new matrix-paradigm which, eo ipso, suffers continuous modifications and which wants to give the society its own face; and the society, the state, acts not exactly in favor for the capitalist transformation of almost all human values and even man himself, in goods. (Pohoaţă, Hălăngescu, 2012)

The movement and accumulation of capital, the (re)organization of production, commerce and investment are being done more and more at a global scale; still, the shapes of nationality, the a quo (from where) – ad quem (to where) limits of its autonomy, its (micro/macro) economic policy options are lost on the present development trajectories. So the relative position of countries on the international scale changes, shaping a new world division of work and a new global geopolitics. The time of a unipolar world has passed, has expired; in the last years there has been an increasing regionalization and internationalization of production, so the equilibrium of the economic power tectonically shifted in a significant manner towards domains reconfigured by the global economic pragmatism itself. Between all, as fundament and dispersive element, knowledge based economy invariably steps forward. And as we know, knowledge based economy and/or society develop ultrafast at the global level and in most social-economic developed countries, the national wealth that depends now more on education than on natural resources. (Altbach, 2010)

Used as a first class vector, this knowledge based economy thus rediscovers the mission of the University in today’s world, regains the rights of homo academicus and his asymptotical destiny, a destiny sculpted in archetypes sometimes much too theoretical with patterns that today overlap or... in a tense manner in the „spaces to be filled on the ID” of the new mundus academicus.

In this spectrum, justified or not (and that depending on the qui et quomodo - who and how - introspect) the question arises: Is there a risk that universities borrow too much of the corporate ethos that is the greatest threat to academic freedom and institutional autonomy...? Will homo academicus adapt the values of homo oeconomicus, to sell and know-how to produce profitable? Some would say it is a degradation of the ontological function of the University, others that is the most positive result of historical becoming of it. But beyond the assumptions and hypotheses, not to reduce by reductio ad absurdum the eventual merging of contrasting opinions, the truth that are seen enhancer synthesizers and complete fusion of education and research in the economics coagulant environment, not only generates high volumes, but high value, which, inflexible, leads to improved overall quality of human life.

We do not know if this is another step in a globalizing process of evolution or if it will prove to be a major leap in socio-economic development in this economic cycle that we cross. But what is clear, is that, currently, homo academicus is heavily involved in mundus oeconomicus, while homo oeconomicus stimulates the whole mundus academicus.

5. Conclusions

The issues presented above gives sufficient arguments to claim that the two realities – mundus/homo oeconomicus and mundus/homo academicus marks their coexistence without any circumvention of the system that I wanted to illustrate, based on a rich literature as one whose limits, unequivocally, interrelate in symbiotic manner.

And oeconomicus site and academicus appeared independent as systems, they don’t have any common historical roots and both were rooted into societies where appeared, maintaining the key elements of historical patterns that have evolved over many centuries. But these models have been re-defined, re-interpreted, throughout their historical
and diachronic past they developed dependent on the convergences that have resulted from their coexistence, and by continuous adaptation to the flows of globalization, they have become interdependent.

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Of course, the bi-directionality of this process imprints to both types and societal realities interdependent rhythms, which are the response rates for different historical epochs of development of humanity. And these answers are perpetually shaped by synoptic vision designed in the context of conglomerate academicus - oeconomicus (the man and the world), a conglomerate which, although conceptually seem paradoxical or dilemmatic, is obvious and clearly interdependent in practice: “Education fuels the economy and shape the society”.

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