

## THE HISTORY OF FUTURE



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# *ALMANAC OF STUDIES*

**- ideas to be implemented through discussions  
and personal experiences-**



**HOW TO TRANSFER FROM THE SYSTEM OF STUDIES THAT PREPARES  
STUDENTS TO SWIM IN A POOL TO THE SYSTEM THAT PRODUCES SWIMMERS IN  
A MOUNTAIN RIVER?**

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**“I know that I know nothing!”**

**(Socrates)**

**“Imagination is more important than knowledge!”**

**(Einstein)**

**“In a global, information-based, interconnected economy, universities, businesses and individuals are increasingly going up against the world’s best. The costs of being less than truly world class are growing, as are rewards of being genuinely great.”**

**(G. Colvin)**

## **WHAT IS THE PURPOSE OF ALMANAC AND WHOM DOES IT SERVE?**

This is the material intended for every professor and teaching assistant who has the teaching or research contract with UDG. Besides professors, this material will be provided to any interested student and his/her parents, if desired so. Almanac is

available only as a hard copy, since it represents a business secret of University of Donja Gorica. Therefore, data from this material is highly confidential.

Almanac ideas will be discussed at round tables that are traditionally organized at UDG. It is to be highlighted that UDG is the only university in the region with this practice. Round tables are closed events, whose participants are UDG students, teaching assistants and professors. They discuss threats and opportunities that UDG faces in a context of **UDG in EU**. All discussions are based on a concept of **philosophy and vision of UDG studies**. Some of the topics of round tables were:

- Dominant directions of development and modernization;
- Fundamentals of thinking as the base for practical knowledge;
- Skills (universal competences of students);
- Study program (viewed holistically - as a whole, but structured of individual, interdependent units)
- Teaching methods

This material aims at changing the classical model of studies  $S = P + V$  with the new model  $S = z \times i^2$ . This model is known as “Professor Equation” and it is the innovative approach to organization of studies and teaching at UDG. The goal of such model is to “produce” the student who is **the expert for uncertainty**, capable of making decisions based on insufficient information and able to see beyond the superficial. In a complex and ever-changing world the probability of having all the information is equal to zero. The fact is that no one can enter the “safe zone” nowadays. My idea to create this material is based on an experience long for decades, as well as the success and recognition of my students in practice. Besides that, I have spent years in analyzing study programs and teaching in general by taking into consideration the “creative destruction” (J. Schumpeter), “uncertainty principle” (W. Heisenberg), but also “creative evolution” (H. Bergson). All these three lead us to Njegos statement: **“I am ready to handle whatever is coming.”** This statement represents my view on the expert of uncertainty and it is a guiding idea of studies that are organized at UDG.

Studies should help student understand more profoundly that life is a gift of God!

Classical study program prepares experts for specific fields! It closes the mind of an individual! In my opinion, classical organization of studies “produces” a student able to swim in a hotel pool! How to move from the system of studies that prepares students to swim in a pool to the system that produces swimmers in a mountain river, the ones that are capable of handling the river rapids and swimming in a river of uncertainty? How to move from the Plato’s idealism to the real life experiences and temptations? How to move from the perspective of “learning about the world (life)” to the perspective of “learning from the world (life)”?

The aforementioned principles and concepts represent the mental framework of round table discussions. They all must be adopted by any UDG professor and

teaching assistant. All of the participants in UDG study programs must aim above the formal and bureaucratic principles, and this is the main criterion based on which professors and associates are engaged in UDG studies.

The fact that must not be neglected is that our current students are soon going to become parents. Therefore, investing in students must be seen as investing in their children – their character, state of mind, education, good manners, etc. For us, entering the classroom represents more than just teaching. It represents the tribute to past generations and cherishing the inherited values! Every day of teaching represents the investment in future generations and their recognition even when they become history! **Only creators** are the ones that will be remembered by generations! This Almanac is dedicated to the **God of creation**, respectively student, teaching assistant and professor of UDG and to all those who are aware of their capabilities to create, but also recognize and honor the creative mission of UDG.

## PRINCIPLES OF ALMANAC OF STUDY PROGRAMS AND RESEARCH AT UDG

Dear colleagues, students, associates and professors of UDG; dear friends of UDG,

Based on a long experience, as well as on the conversation with the newly enrolled generation of students (2013/2014), in the hereafter text you will find main premises and principles of the study program at UDG that are aim at establishing the Almanac of studies and research at UDG. This material serves at the mental framework and agenda of all the engaged teachers at UDG.

Almanac considers the fact that UDG is a **private university**, which essential owners are students, associates and professors who see themselves as a part of UDG and aim to develop within and alongside with UDG.

My life experience, based on personal achievements and failures, has made me set my **theoretical platform** which is composed of my **four views on life**. Two out of these four are life quotes of the greatest mind the human history – Albert Einstein: a) "Imagination is more important than knowledge."; b) "Insanity: doing the same thing over and over again and expecting different results."; c) "If-" poem by British Nobel laureate Rudyard Kipling and d) "I am ready to handle whatever is coming." In the heart of the platform are concepts of "chaotic creation" and "freedom to create". The platform was built by a **wholly spirit**, the **"global spirit of human species"**. It is a spirit of our ancestor who has started his road of uncertainty 200.000 years ago from the Rudolf's lake (today, Ethiopia). See how far he came? He came to... today!

It is this platform that ideas and context of Almanac is based on, which is always present in the big ocean of our unconsciousness.

Almanac represents the system of values based on which the rules of behavior of all participants in study program and research are set.

Almanac is seen as a geyser of ideas continuously arising ideas, a geyser that creates the warmth of creative, intellectual and **academic atmosphere** at UDG. This atmosphere is as important for development of capabilities, the way of thinking and culture of behavior as mother's womb for the unborn baby.

Geyser is the opposite of sponge! Metaphorically said, in contrary to the sponge that represents the absorption of the old, already seen, geyser is the diffuser (producer) of new ideas. How to make teaching at UDG to be based on a "geyser principle"? Answering this question is the core goal of UDG studies. **How to understand that human capability, not the cash capital, represents the key component of human development? The guiding idea of this Almanac is to answer the question on how can UDG "produce" capable individuals.**

Almanac is conceptually based on the following premises and assumptions:

1. In order to understand the system of values and characteristics of young people nowadays, it is important to read the book "Generation ME" (Jean. M. Twenge), published by "Oeconomicus", CID. Neglecting the gap between generations can harm the quality of our student.
2. In addition to "Generation ME", it is crucial to read the book "Growing up Digital" by Don Tapscott in order to understand "how the net generation is changing our world".
3. In order to make students understand that nothing is eternal and that they are going to experience the "transition of civilization" it is obligatory to comprehend ideas of Oswald Spengler ("The decline of the West"), Henri Bergson ("Creative Evolution"), Thomas Kuhn ("The structure of scientific revolutions"), Jose Gasset ("The revolt of the Masses"), John Horgman ("The end of science") and Roger Penrose ("Emperor's new mind").
4. In the era of uncertainty (which is the era of our students and their descendants), the focus will be on imagination, new ideas and creation... Voltaire, one of the greatest educators, was right when he said that one of the most important books which is crucial for individual's development is "Robinson Crusoe", written by Daniel Defoe... In my opinion, in addition to this one, I would recommend the Andersen's fairytales, as well as Jules Verne and Aldus Huxley.
5. Learning from life implies learning from personal experiences, but also learning from the history. History navigates our experience; it widens our knowledge and readiness to handle the future temptations. In order to understand the way of thinking of our ancestors and to comprehend the reasons for that kind of state of mind, it is essential to read H. G. Wels, D. Borstin, W. Durant, mythologist Joseph Campbell... Their work will provide us the answer to the question on main forces and reasons that drove people of that time to think that way.
6. Literature, art, poetry... How to use someone's work of art to awaken the creativity and spiritual development? Can we see the importance of art and creativity when considering the fact that wall pictures in cages of our ancestors were distinguishing characteristic of human beings from animals? The time that will put literature, art and poetry in a center of development of human race is yet to come. We always have to bear in our minds that UDG represents the history of the future.
7. The work with people, but especially with students, implies the capability of a professor and teaching assistant to estimate human characteristics, as well as to have the ability to estimate the situation properly. In order to establish effective communication with individuals and to better understand other people, it is of crucial importance to comprehend the mentality and psychology of individuals and mentality of one nation. Thus, it is necessary to, in addition to aforementioned authors and books, to read the following literature: "Jedinstvo i psihicki tipovi dinarskih juznih Slovena" – Jovan Cvijic,

“Depresivni optimizam Crnogoraca” – Todor Bakovic, “Besudna zemlja” – Milovan Djilas, “Psihofilozofija biznisa” – Veselin Vukotic... It is recommended to read also Adler’s “Understanding Human Nature”, Jung, Freud, Fyodor Dostoevsky, and others... Nothing innovative (creative) cannot be made by an individual if (s)he does not understand the human nature. In order to create something new, you must know the psychology of your colleagues, but primarily your personal strengths and weaknesses! Therefore, it is essential to get to know better the national history – the history of Montenegro, as well as the history of Balkans.

8. The basis of the concept of UDG studies is built on Kipling’s poem “If-“, the Jorge Luis Borhes poem “Moments”, as well as Wintle’s poem “Thinking”. The poem that besides the already mentioned ones sets the basis for the conceptual framework of UDG studies is “Noc skuplja vijeka”. The author of this poem is famous ruler and poet of Montenegro, Njegos.
9. The changes in teaching methods are influences by technological changes and changes in demand. Still, **the generation gap** and changes in the modern world must be taken into consideration by any UDG professor and teaching assistant. UDG teaching methods must be adjusted to modern generations of students, since every generation has characteristics of its own!
10. How to understand the differences between generations and implement them in UDG teaching model? Think about why it is detrimental for development of UDG to think that younger generations are becoming worse? (In order to overcome such mindset, set of seminars will be organized in guidance of neuroscience experts. For self-education, I recommend the book of Eric Jensen “Teaching with poverty in mind”.)
11. Implementation of the innovated model of studies, based on a “Professor’s Equation”  $S = z \times i^2$  has shown as a good practice at UDG. The main assumption of this model is that **knowledge is not equal to competences and capabilities**. This model gives answer to the question on what is the conversion factor between knowledge and individual competence. UDG develops competence oriented education approach - the goal of higher education is the competence which an individual is acquiring during university education. It is the ability of an individual. UDG should “produce” a creator (S) with modern knowledge (z), whose life and professional experiences (i) convert that knowledge into **competences**! Therefore, factor of conversion is “ $i^2$ ” – intensity of life, the permanent need for changes and new experiences. Every professor and teaching assistant should base their teaching methods on “Professor’s Equation”  $S = z \times i^2$ .

In a model of education prescribed by Montenegrin legislation, which is  $S = P + V$  (studies = lectures + exercise sessions), student is treated as a person who passively absorbs formulas, definitions, factors, models, etc (elements of knowledge). When focused on a specific field of study, individual is not able to

understand the interdependency between all the areas of study. It is to be concluded that structural reforms of education system in Montenegro must be done!

How to make students think about the facts they **have heard** at lectures and “see” what lies behind them? In pursuance of this goal, besides teaching, professors should motivate individuals by organizing debates, forums, practical exercises, essays... but primarily develop the ability of students to implement the research method in their daily routine. This enables students in developing the competences needed for real life temptations.

12. Each professor and teaching assistant has to ask himself/herself whether (s)he succeeded in motivating students to think about the concepts that (s)he teach in class. Everyone engaged in teaching at UDG should ask himself whether he made students look for their personal experiences, whether he made their passion run... Did s(he) succeed in bringing their ability to create and innovate at higher level?

At UDG, “learning” must imply “the creative evolution of student” (H. Bergson)!

**Warehouse of construction materials is important for building the house. Still, it is just an initial step of this process and if someone does not know how to use it properly (does not have the appropriate experience), the house cannot be built.**

Metaphorically, the house represents the creation and entrepreneurial spirit of an individual (the creator). Students should not become a “warehouse of information”. “Professor’s Equation” implies that a professor does not only **know**, but **understands** what (s)he teaches. Teaching based on memorizing facts by heart does not awake the spirit of a student. Those kinds of lectures do not motivate students to think!

13. What did I create today? Did I succeed in motivating my students? Did I succeed in getting to know myself better? This is the only way to initiate the geyser of creation and new ideas... We must forget about our ego, academic titles and live life with no prejudices if we want to develop the new model of teaching and become one of the Western universities that set the basis for the future development of education.
14. How to prepare our student to cope with inevitable destruction of bureaucratic civilization? We should make our students understand that **only the spirit of one civilization is eternal!** Students must understand that civilization is temporary. It serves as a technical and technological mean of achieving practical goals of today’s humankind. Therefore, it is essential to focus on culture seen as a system of values, the way of thinking, the customs of civilization... The spirit of civilization is timeless!
15. **The identity of Montenegro**, i.e. the identity of Montenegrin citizens – us, is and will be greatly defined by the **quality of education system**. Therefore, we have an obligation for our homeland to produce students that will be competitive in the global market! Global market has already arrived to Montenegro – there are so many foreign investors! Our student must be aware that he is not worse than any

other international student of his generation! The world education, especially the Western education, is in a big conceptual crisis. Crisis is a chance for everyone, especially for new universities! My vision of UDG is to become recognizable in a global market! The crisis in education is a chance to make that happen, by implementing innovative methods and new ideas!

16. **Intellectual roots** of Montenegro, as well as of UDG are linked to **Lovcen and Petar II Petrovic Njegos**. This is the reason why traditionally, ever since the first generation enrolled UDG, the first lecture of new academic year is held at Lovcen – in front of Njegos. The first lecture is held on 4<sup>th</sup> of July, ever since UDG was established. 4<sup>th</sup> of July is **The Day of Liberty** at UDG. Every 4<sup>th</sup> of July on Lovcen, students honor their ancestors, develop the vision of them in the future and start developing their creativity which will help them achieve that goal. All these activities prepare them to think globally! They prepare them for the global world. Global world looks for the local in tradition, history in present and something special in the future.

17. The concept of our education system must be based on a premise that student is not our consumer, but **the product** of our work. If a student is our consumer (and Cotler said: “Consumer is the king!”), can we anger the consumer? Doing so, we will lose a consumer. So, if a professor gets a good grade on internal evaluation by yielding to students and disrespecting the rules, **UDG will not tolerate that**. Our student is the product that we offer in the market. Evaluation of our study program can be done through our (un)successful students. All unemployed students are the product of hypocritical behavior of irresponsible and incapable professors and teaching assistants. If we look at competences, creativity and character of a student as our product, then our efforts and commitments will be evaluated in the market. Our success is estimated through the success of our students! For example, if we what kind of professional career achievements and where do our students stand at the age of 35? By which successful students UDG and its faculties are recognized? This principle aims at transferring from the concept of self-centered and presuming professors to the methodological concept of professor who is at a same time a coach, a motivator, etc. Every professor and teaching assistant should think about this. Ask yourself do you implement this concept in your teaching method?!

In a long term perspective, development of UDG is strongly linked to the success or failure of its graduated students. UDG is not subsidized by the government, it's sources depend on the market success.

18. Our mission is to invest in student's **mindset**, respectively **the capability of our student!** How to motivate our students to overcome the prejudices? How to liberate them from the media pressure? How to open their minds? How to open their vision? How to develop their critical approach to life? How to develop their sense of future? How to build their self-confidence and make them feel fearless in the global market? If our sportsmen could do it, why

would it be impossible for our experts (graduated students) to succeed in international market? How to encourage them to try and not be afraid to fail? How to reduce their ego? How to convince them that there is no progress without constant hard work, knowledge widening and creation?

There is a lot more to think about...

This is the duty of our studies. But primarily, we all have to be honest and ourselves if we answered these questions... We cannot teach what we have not ever experienced.

19. Studying at UDG should be based on **association of ideas**! Professors and teaching assistants should avoid the classical approach to studies by memorizing the facts. They should motivate students to think about the facts, find interconnections between them... Professors and teaching assistants should encourage students to “see what lies behind the facts”, which will motivate them to produce new ideas and become more critical to life and to the superficial things.

20. The aforementioned approach to studies requires professors and teaching assistant’s good preparation for each lecture! It also requires professors to innovate constantly. All lectures and teaching methods must be adjusted to new generations! The classical approach of not changing the method of teaching and structure of lectures might be fatal for the quality of studies! **Each lecture has to be the story for itself!** Each lecture must be unrepeatable! Therefore, routine must be avoided! Students must be provided with examples from life...

21. Each course must present its connections to other disciplines. Students must be taught how to perceive the interdependence between disciplines and other fields of science. Disciplines taught at UDG must present the importance of **unbreakable bond between the knowledge and skills**. This approach will encourage students to use their capabilities in order to create. Besides that, it will enable students to understand interdependencies between phenomena.

22. Analytical approach to science is inevitable! Students must be taught separate disciplines in order to understand the process in whole. **Still, one must not permit himself/herself to be stressed over unnecessary details.** Separate parts of a whole must be presented as parts of a process. They must be seen in a greater picture, **holistically**.

The overall synthesis of all the disciplines taught during the studies (as well as synthesis of all sub-disciplines within one discipline) is one of the most important tasks of each professor and teaching assistant at UDG. It is something that takes a lot of time and effort. Each professor and teaching assistant must study a lot and constantly improve! It requires the continual improvement process. There is no discipline that is “the most important”! What we teach within one discipline is useful if and only if it is connected with other disciplines. This is particularly true for disciplines such as mathematics, physics, accounting, criminal law, art...

23. Instead of insisting on memorizing the unnecessary facts and on specialization in one field, professors and teaching assistants must motivate their students to open their minds and to think about the presented facts. They should awaken their spirits by insisting on **spiritual, educational and philosophical** dimension of study programs. Each discipline should be focused on the aforementioned dimensions. Demand for specialists in one field is about to vanish. We must prepare our students for uncertainty and risk, uncertain global dynamics, for the life in global interdependencies... No one knows what will exactly be requested from our students in the future circumstances! Change is the only constant in the world! That is why we have to “produce” **the experts for uncertainty!** “I am ready to handle whatever is coming!” (Njegos)

We cannot swim twice in the same river water, nor can we teach two generations by using the same method. It does not have to mean that something that was of high importance for us will be important for our students. If we do not widen our experiences and upgrade teaching methods constantly, we will worsen the quality of our studies.

24. Besides students, even professors and teaching assistants must forget about their ego! How to achieve that? Montenegrin citizens have so big ego that it is becoming narcissism. Ego is nothing good! It creates closed state of mind and it kills creativity and new ideas... How to build young people’s self-confidence and self-respect? This is the key mental problem that all young individuals face, since they represent the so called “net generation”. Therefore, they are virtually brave, but is this a case in a real world?

25. Student – how to build his/her character? His personality! How to encourage him to build self-respect, but at the same time to treat other people with empathy? How to make our students believe that friendships are the groundwork of any success in life? Hippocratic behavior of fighters for the social justice pursuing their personal interests is spreading all over the world. We must teach our students to overcome such manners and build them the real empathy for other people...

26. It is essential to insist on linkages between the taught discipline and other disciplines (literature, poetry, arts, general education, culture, but also mythology, religion, philosophy and history). This approach will awaken the spiritual sights of a student. Of course, this requires enormous work and professional development of our professors and teaching assistants. They must invest in their general education, culture, but first of all, their spirit.

27. **The game spirit** should be the basic concept of our study program! Actually, the ground rules should be set based on the rules of sport. Sport is a natural game, it develops the man’s responsibility, but also prepares individuals to train (work) hard in order to achieve good results. The game spirit fosters **the creative and innovative capabilities**; it enables **the production of new ideas**.

And the most important – studies that are conceptually based on the rules of sport will be the best method to motivate our students!

28. Creation, creation, creation; innovation, innovation, innovation; entrepreneurship, entrepreneurship, entrepreneurship! Dynamic life! Life in the context of the environment created by discoveries of quantum mechanics and physics, but also of molecular biology and cosmology. Not just the life in the nature, but natural life!

How to motivate the student? How to approach to him and his curiosity? These are our main duties, as professors and teaching assistants. In classical approach to motivation, it represents motivating students to behave in a certain way. There is always someone who should motivate other people or some individual! Let us abandon this approach to motivation! Personal relationships do not work this way. Actually, there is no mechanical relation between the cause and consequence. Each individual is responsible for his/her behavior. The motivation method based on the Pavlovian reflex theory, promoted by Bologna Declaration, does not motivate individuals to create, but to imitate. Do you agree that it is hypocritical to “award” students for coming to lectures? You must agree that it is his duty! We must not permit to insert the mindset of individuals, who see the salary as their award for coming to work instead for their achieved results into our educational system!

In order to get to the student, we must approach to his/her **system of values**. We must approach to his/her **emotions**... Our study program and teaching must not be based on the facts only, but should concern something that is important for him. This is the only way to approach to him/her! That is why it is essential to know the system of values of younger generations, not to judge it, but to use it in order to get to our students, so that we can develop his/her capabilities, competences, creation... What is important also is to give a good personal example to students, as well as to comply with the rules that are presented to students. There is an increasing need to understand the sociology of emotions.

29. The relationship between emotions and studying is the research topic that is increasingly being examined. The results of a research show that it is essential to foster **emotionally colored studying**. Neuroscientists researches on this topic show that emotions represent important component of studying process. Affective domain of studying is important for our feelings, functioning and thinking. Emotions and reason cannot be separated – emotions, thoughts and studying are closely related... We must not permit ourselves to underestimate the importance of emotions. **Although this is a Western countries heritage, by which the science should be based on logic and reason, and to focus on facts, we all have to be aware that affective domain of any human process (in this case, studying) is inevitable.** It is fatal for the quality of our study program for our professors and teaching assistants to think that teaching by memorizing the facts is the appropriate teaching method. That is

why we need to work hard on improving the communication with students, by using metaphors, associations that will motivate them to think and that will awaken their imagination... We must bring out our life examples to encourage students to create and be innovative, as well as not to be afraid to fail. Our students should follow our lectures emotionally and should motivate them to think, and not to memorize the facts without understanding them! We must awaken the emotions of our students!

Can professor or teaching assistant with passive teaching method awaken his students and motivate them to think and widen their imagination? We must never forget that emotions lead us to achievements of our goals. **Reason sets the goal, but without emotions we cannot aim for anything, since it takes only passionate dedication in order to achieve the goal that is set!** We all must comply with this rule. We all must ask ourselves how to teach with **passion** and **overwhelming desire** to prove to ourselves that we are able to motivate others, and not just ourselves. This is also one of the topics that will be discussed in some of the seminars organized in guidance of neuroscientists. This component of teaching will be examined in judging the pedagogical capabilities of professors and teaching assistants.

30. How to develop emotional intelligence (Goleman), which leads to social intelligence? We are all individuals. Notwithstanding the fact that I find individuals to be the primary force of one society, we must admit that we live in a community. **We live in a densely populated planet, which is increasingly becoming technologically connected.** Extreme cases of individuality principle affect the emergence of inhuman selfishness of people; fading of empathy and solidarity; as well as losing the feeling that one individual's freedom is limited by the freedom of other individuals. Those individuals are people with whom we live in a community. Emotional intelligence has nothing to do with the concept of social and bureaucratic justice, justice represented by lazy and inhumanly selfish individuals... How can you fight for something without involving emotions and passion? How can someone who does not know how to feel love and does not appreciate the love for other people, be a fighter for the social justice?

Kind of emotional intelligence can be seen through **dedication to UDG**, participation and initialization of social activities, **but also educating our students within the emotional domain.** How much do we encourage our students to socialize, to make friendships with their colleagues? How much emotions and effort do we put in opening their minds? What are the key obstacles and limitations of small countries like Montenegro? Why do Montenegrins admire everything made in foreign countries, but underestimate domestic achievements? Can we say that is a lack of emotional intelligence? The lack of honesty! How to create the ambience in which students will overcome the prejudices which fatter the creation, initiative, entrepreneurship of our students, but ours as well?

31. How to develop passion and curiosity of our students? In a global world (“the world is flat”- T. Friedman), passion and curiosity are becoming more important than intelligence! Of course that IQ is important, but besides it, CQ – curiosity coefficient, as well as PQ – coefficient of passion are very important, too!

A student who studies with passion and curiosity will make bigger progress than the one with higher intelligence coefficient. Curious and passionate students are motivated and capable of studying from their personal experience, respectively life! Hard work is very important. Still, the most diligent student will be the one who is curious. That is the reason why the walls and floors at UDG are covered with posters, quotations of famous creators, explanations of processes. We must work on developing the curiosity of our students! This is the way to awaken their passion for research achievements!

You must agree that all of the teaching staff at UDG should, by giving real life examples and by the way they communicate with students, enhance the excitement and curiosity of students over the topic they are teaching! No one of us should enter the classroom without the willingness to encourage them to be passionate and curious... Of course, this is something that we need to carry within ourselves in order to naturally motivate our students! That is why this characteristic is very important in order to be engaged at UDG.

32. The responsibility of UDG professors is not that high during the studies period. We are more responsible for his/her future life and career success, when our students experience real life temptations! Students adopt the mindset, the system of values, and the character of their professors. And these are characteristics that affect the life of a student in a long term. Things that contribute in building a specific mindset of a student are: exams and study program, sticking to deadlines precisely, well prepared lectures, organization of exams, following the dress-code, good manners, communication...

Our attention, as professors and teaching assistants, should be mostly put on our behavior and manners!!! Only when we have good manners and behave properly, we can expect for our students to do the same. **We must always work and improve our personal example!** Our personal example should show that we all respect the rules, the deadlines, dress-code, the rules of exams organization, be respectful to our students, and therefore motivate them to behave the same. We cannot ask from our students what we do not ask from ourselves! The only rules our students should follow are the ones that we are following!

33. We have to have professional relationship with our students. Any kind of parental or protective relationship should be avoided. Our teacher should not build his/her authority by easing to students. **Personal responsibility, personal example and professional relationship!** We must respect the personality and the rights of our student, but also to insist on carrying out the responsibilities and obligations of our students.

34. UDG represents **the network of contracts**. These contracts are: contracts between the legal owners (there are 10 of them); contracts between Faculty units; contracts between the University and students; contracts with business partners... The contract represents the voluntary and free choice of contracting sides expressed within the applicable legal and constitutional provisions... The contracts bring relationships within UDG at professional level. It means that contracting sides must comply with the rules of the contract, and anyone who obeys the rules will be punished. No one has a discretionary power – neither the owners, nor the individuals, nor the bodies of UDG! **Complying with the rules, as a form of freely expressed willingness is fundamental principle of UDG!**
35. We must be aware of two facts: (1) UDG offers good conditions, not only by having a lot of space and appropriate equipment and technology, but also through organization of study programs and teaching methods, as well as by having the good teaching staff which is **on the higher level compared to the levels of universities in the region**. (2) Our students usually pay for their studies with their parents' money.
- Knowing all these facts, can we permit ourselves not to encourage our student to make the most of the life opportunity that he got? Can we be ignorant to the fact that he/she chose us and that they paid for that choice? Let us bring the quality of studies to the higher level, devote ourselves to students, motivate him/her and help him/her to overcome the potential ignorance that he has for studies. We should all motivate them to work hard, but also to enjoy his/her studies; let us help him/her to develop their vision... We must encourage them to study and experience more, to gain skills that will be useful in the post-studies period, but also to develop their creative possibilities with higher competences... But among all this, we must “produce” students with **the urge for self-education!** Without that urge, there is no life-long learning.
36. We must motivate our students to work and think in accordance to the standards of Master of Science studies (3+2), and prepare the best ones for the PhD studies (3+2+3). In all the possible ways, student must be encouraged to develop his/her vision in the future and to see beyond the ordinary life circumstances. They have to overcome the prejudices of small country like Montenegro is and not to be afraid to be different! We must do the same!
37. Young teaching assistants must pay attention to the following: you must work on yourself, read, and research, publish, perform in public and first of all – you must live and experience life! That is the only way to **create yourself and find yourself**. In order to become a university professor, you need at least 15 years of experience, composed of hard work (minimum 10 hours a day) and the rest of the day you should use to widen your experience. It is not just the title and diploma that make one person a professor! The title and diploma is not the criteria implemented at UDG. A real professor, besides diploma, is completely

devoted to teaching and has experienced a lot! As a private university, UDG has a chance only when its professors and teaching assistants understand that there is no progress without continuous development and improvement. But first of all, they have to be aware that they have to work on their spirit! Teaching staff will succeed in this only by using all the opportunities they have at UDG, and that are provided to them every day. They must never forget that competition is rising, there are candidates from abroad! **No one will be engaged at UDG forever, if they do not deserve so!**

38. One must be aware that a process of becoming a university professor starts when he/she successfully graduates! Diploma is not equal to the professor vocation! Young teaching assistants must not permit to themselves to teach and advice young generations about something they have not experienced. We must not permit to ourselves to become intellectual narcissus. Intellectual narcissism usually implies the lack of knowledge and skills, lack of creativity. A road to becoming a university professor from teaching assistant position is analogous to apprentice (cobbler, hairdresser or blacksmith) becoming a master. You cannot become a good master if you were not a good apprentice first. Therefore, at the beginning of their career, **all teaching assistants are apprentices first.** Apprenticing (in a modern world, apprentice is called a trainee) is the step by step studying process, followed by the master (mentor). Young teaching assistants must ask themselves do they all have their mentor. Mentor is someone who inspires you to create, someone who encourages you to create and follow your vision... **Mentor is your inspirer!** According to experiences of many individuals, those who lost communication with their mentors have usually failed more.
39. The classical teaching method composed of fulfillment of workload, literature and exams should be abandoned! It is necessary to look for a feedback from your students – how did they find your lectures, did they get everything, what do we need to do to upgrade their knowledge, skills, etc. **Every student should be approached individually!** The teaching method must be **interactive!** Professors and teaching assistants must respect their student's individuality, respectively his/her capabilities and knowledge. Student has a right not to know and it is not something based on which we should classify our students. Their dignity and freedom must be respected! We must take care of our student's privacy. Low grades and ignorance of our student must be seen as an additional motive for a professor/teaching assistant to encourage him/her to put additional effort in work and study harder...
40. Regardless the average score they had in high school, students come to UDG with ability to study by heart and memorize unnecessary facts, with a poor vocabulary, undeveloped curiosity with a fear from unknown, fear to ask questions and to comment... What teaching method should be implemented in approaching to these students? Should we use the "classical teaching method", be strict in communication with students, or we should be open to

help and talk to our students and eliminate their flaws and defects, as well as improve their virtues and talents! Students should not be “punished” by giving them low marks, but by requesting them to work harder within the context of interactive teaching method!

41. In order to improve his capabilities and creativity, students must learn how to link the facts and disciplines they study about. We all must think of a way on how to enable our students to connect single information into **a single unit**, based on which they will **produce new ideas**. Building a **mental network** (making connections between the facts) should be the basis for teaching at UDG... Each professor and teaching assistant should align his/her teaching method with his/her character. Students must study based on associations and metaphors, discussions about books, articles, etc.

Within the afore explained concept, mass usage of modern technologies makes homework nonsensical, since everyone can copy from the internet – not just the homework, but the whole PhD dissertation... Homework should foster the creativity of our students, liberate our students to express themselves and forget about copying it from the internet. UDG model of studies is based on **spending working hours at University**. The last is the intention of Bologna declaration! If we have all the necessary conditions to comply with this rule, we have to find a way to make our students stay at the University as much as possible. Students must develop in academic and intellectual ambience of UDG, and not in cafés, malls etc. This is also one of the reasons for building UDG at its current location.

42. **“The 13 commandments”** of written examination are obligatory for everyone at UDG – the students, but the teaching staff as well. These rules must be followed strictly. Everyone who signed a contract with UDG must follow the rules that are set. **“The 13 commandments” may be a subject to change but as long as these rules are valid, we all must comply with them.** We should all be aware, especially younger teaching assistants, that in a long term, students will respect more the professionals instead of those who try to ease them.
43. Special attention should be put on preparation of specialist, master’s and doctoral thesis. (This and the research principles will be discussed separately.) The topic, the structure, research methods and mentoring should disable students in his **suspicious intentions**. We must never forget that branding of university is done at this level of studies. That is why every suspicious act and obeying the rules of thesis preparation are a subject to criminal punishment of students, professors and teaching assistants. This is the provision of the study contract that we have all signed.
44. Any kind of non-transparency, nonchalance and irresponsibility in implementing the rules of UDG affect the image of UDG (which implies that it ruins the image of our graduated students and administrative and teaching staff engaged at UDG). It is impossible to tolerate this kind of approach to our studies, since it has a very bad impact on the image and the quality of our

studies! We must never forget that when we work at University we have **a personal responsibility!** The image of UDG depends on you! You must take personally all the critiques regarding anyone engaged at UDG.

45. UDG professors and teaching assistants must increase the number of languages they use and speak. Of course, this regards to students too! Still, we cannot “force” our students to learn foreign languages if our professors and teaching assistants do not do the same! In two, three years from now, we must be ready to teach in **English language.** But also in other foreign languages. In this way we will attract foreigners! This is the key condition to **expand our market** which is the only source of our funds! Professor and teaching assistant who is aware that his/her self-improvement is beneficial both to them and the University, and continues to work on h(er)imself, is kind of individual that will attract foreign students! Also, only that kind of teachers will be a role model to students. **How many professors and teaching assistants are studying foreign language at this moment?** English language is not considered a foreign language anymore. Today’s generations will follow only **personal examples!** Words will not affect them! The Center for foreign languages, accredited by the state offers good conditions to anyone who is willing to study and improve his language skills. From the next year, enrolled students will be obliged to use at least three foreign languages in order to get a diploma. Today’s generations must be able to speak 4-6 languages in order to be competitive when they start to work. Most European companies and research institutes look from their candidates to know at least three languages! What do we expect to be the condition to enter such companies in 2030? Let us prepare them for that era!
46. In order to enhance the quality of teaching, we must focus on improving the research component of science. The research is the integral component of every study program! Studies and research have the unbreakable bond in the “Professor’s equation” ( $S = z \times i^2$ )! This implies that our students must be involved more actively in the research and develop research capabilities of our students and on the other side we must publish more of our articles in renowned journals. All the aforementioned is of high importance for the image and recognition of UDG! The ones who do not comply with this will be excluded from teaching, will be denied for their doctor dissertation, will not get the chance to get a scholarship or a postdoctoral specialization... My question to all the teaching staff engaged at UDG – How much did you do to help our students understand the concept of **The research Day at UDG,** held every 4<sup>th</sup> of April, which is the Day of students.
47. Informatics skills and capabilities of the teaching staff at UDG will have to be improved in the accordance to the program prepared at UDG! We are approaching to the new era! Therefore it is essential to understand the transfer **from the industrial to informatics society.** This transfer represents

the completely new approach to the world and our environment. We are entering the “age of access”, as J. Rifkin would say.

48. Preparation of lectures is of high importance! Professors and teaching assistants must approach to it seriously. Full preparation, with no improvisation and nonchalant behavior, political discussions or slang terms is required of anyone working at UDG. Teaching staff should prepare their lectures based on the principle that **there is nothing more spontaneous and natural-looking than something that is well organized!**

The lecture is the workshop which engages all the students to cooperate, study and practice, and motivates them to be active. One of the important tasks of each professor and teaching assistant is to motivate the students to be actively involved. There are no excuses for this. If students are not willing to get involved in the workshop, then their professors and teaching assistants are incapable to motivate them. **These professors are not capable of teaching at UDG and therefore their working contracts will be enquired.** The behavior of teachers who act with no enthusiasm when entering the classroom and with no pedagogical capabilities will not be tolerated at UDG.

49. The lectures at UDG are **obligatory!** All the activities at UDG are **obligatory!** This is prescribed by **The Studying contract.** Provisions of the contract are known in advance. Student has the right to decide whether to enroll UDG or not. If a student enrolls UDG, all the issues between the contracting sides will be resolved at the court. A student will not be able to do the exam if there is no clear evidence of his attendance. Any misinterpretation of this rule is considered as violation and will be punished. This may lead to breaking the working contract at UDG. **Parents who are paying for their children’s studies expect their children to be at UDG during their lectures, and not somewhere else where they can be exposed to vices of today’s world.**

50. The usage of projector must be **limited.** A professor and teaching assistant should not read from the slides, or put the entire lecture on the slide. He should think about the key words and ideas that will force the students to think and develop their imagination, but first of all, to be involved in the lecture! A teacher must not permit h(er)imself to lose authority simply by including lectures based on slides, which will never motivate students as good as pictures, graphics, words over which they should discuss. Therefore, it is essential to disable our students to prepare for the exam based on the slides. They must have the basic and additional literature, use books, discussions from the class in order to prepare for the exam... Of course, the usage of “live words” is of high importance!
51. Each course should develop the student’s ability to understand the meaning of **key words!** These words concern the discipline within which they are used. Students should be motivated to give their own definition of the key words. We must aim at enriching our student’s vocabulary as well as developing the abstract thought of our students... In order to understand the sentence, one

must firstly understand the word. The sentence is the way to express your opinion! How to understand the meaning of the sentence if we are not able to understand the words of which it is composed?

52. The starting and the ending hour of the lecture must be respected strictly. No one is allowed to be late for the class, as well as to extend it! Students must learn that respecting the Agenda is one of the basic professional manners, which will be very important in their professional development.
53. Faculty deans are obliged to attend the lectures of professors that teach not just at “their” faculties. My motto is: **“It is good to have trust, but controlling is much more efficient.”** Rector of the University has the same duty, notwithstanding the fact that his appearance usually induces wonderment. This is our way to contribute to the concept of internal evaluation of the quality of our studies.
54. Connecting professors from different Faculty units of UDG (by organizing projects, lectures, teaching...) will motivate our students to enhance their networks, regardless the UDG Faculty they are coming from (at this moment, there are 12 Faculty units). Business network (**“the network of old friends”**) is beneficial for students who enroll UDG! UDG is one of the rare Universities whose **Faculty units are set within one building**. A faculty that is not willing to cooperate and communicate with other faculty units at UDG threatens to erode the quality of his students, as well the image of UDG. This will not be tolerated at UDG. Snobbishness is below the need for creation, production of new ideas and self-respect in the Maslow’s hierarchy. This is something we insist on at UDG.
55. It is crucially important to **cooperate with the parents of our students** more intensively. This is one of the advantages of UDG over other universities in the region. We should prepare written semi-annual reports for the parents of our students, which should contain information on the marks, the behavior, the attendance to class and extracurricular activities... This is especially important for the freshmen. In that case, the written communication with parents should be even more intensive. We must not forget that besides the fact that parents are the ones who pay the tuition fee, they are the ones who gave us their trust to help their children become expert, but first of all good people.
56. The answer to the question on how to build a good relationship with **high schools** is one of the necessary conditions to bring the quality of our study program to the higher level. The enrollment campaign is only one of the ways to establish that. Do you agree that this year’s (2013) Milocer Development Forum, on which the quality of education was discussed and which attendants were high school teachers, was the way to improve the relationship with high schools? We should look for the way to cooperate with high schools and organize seminars, conferences and lectures; find a way to involve high school teachers in the lectures held at UDG. We must agree that the quality of high school teacher defines the quality of lectures at university, based on the

quality of students. Even now, we can differentiate students coming from certain high schools, based on the quality of their knowledge. All professors and teaching assistants at UDG should try to contribute to building this relationship. Round tables on this topic are going to be organized in the near future. All the representatives of high schools in Montenegro will be invited.

57. Within the concept of studies based on the “Professor Equation” ( $S=zx_i^2$ ), the connections with **the business sector, public institutions, international organizations, embassies** is very important. The involvement of UDG professors and teaching assistants in the economic and business sector is highly important and recommendable! Study program must contain the lectures of people from the business sector, as well as offer to our students the opportunities for the internship, which will enable them to link the theory and practice. Professors who sit in their offices and undermine the value of practice are about to vanish. No one, not even the state, will pay for that kind of service.
58. The basic principle of UDG is **liberty**. Responsibility! Personal responsibility! The liberty of spirit! The liberty to create! The liberty to produce ideas! The liberty that produces diversity! The liberty seen as “the right to inequality” (N. Berdjajev). Liberty without the fear to have the liberty! The liberty that is opposite to ideas of Eric From’s “Escape from Freedom”! The opportunity to liberate oneself from the fear of politics! The opportunity to liberate oneself from the fear of being stationary! At UDG, liberty is considered as being personally responsible for your own actions and behavior. It also implies that one’s liberty is limited by the liberty of others!
59. UDG supports creativity of its students, teaching and administrative staff. UDG encourages intelligent explosions to risks, and therefore it considers that everyone has a right to make a mistake. Liberated from the fear to fail, our students, professors and teaching assistants are not afraid to try and bring something new.
- We supports Einstein’s statement that he is not famous for his equation  $E = m \times c^2$ , but for the **thousands of trials by which he proved that this equation “does not work”!** We must think of a way to liberate our students not to be afraid to fail!
- After all, as Karl Popper states, only by “trial and error” method, humans, as well as other organisms (natural selection), have found their place on earth. This method of trials and errors leads to continuous enhancements and improvements of knowledge. This is analogous to the theory of evolution of species, according to which only by overcoming the obstacles the species can survive.
60. Even though it is based on the liberty concept, UDG creates the ambience of “healthy” competition. Nonetheless the fact that UDG students naturally compete with each other, building the tolerance and cooperation among the students is one of the most important aims of UDG. A competition based on a

concept that someone's gain is other person's loss must be abandoned at UDG. Everyone must believe in the logic of "win-win" situations and based on this concept professors, teaching assistants and students must build their relationship.

61. UDG tries to develop a specific concept of competition. Competition is based on a desire of individuals to continuously improve their knowledge and skills and to become better day by day. It is not seen as a struggle for life or death or as a fight with others in order to seize the opportunity. At UDG, there is place for everyone who has the initiative, who wants to work hard and create new ideas... This implies that one person's idea is not limited by space or other people. At UDG, everyone has a chance! I believe that it is more efficient to have five professors teaching one discipline... That is the reason why the number of professors who finished their Master or PhD studies abroad engaged at UDG is rising.

No matter the discipline, any individual from all around the world willing to create and develop h(er)imself is welcomed at UDG.

62. Students must develop the urge to be **self-employed**! Our students must be willing to run their own business! In achieving this goal, **Student Business Center** was established at UDG, as well as **New enterprises incubator**... Students must be prepared to solve problems by their own and not to expect someone else (usually the state) to do it for them. We have to direct our students to look for a job in a private sector, start their own businesses and avoid public institutions. There is a big difference in a concept of creating added value (profit) between the business and public sector.

63. Communication via e-mail is something that UDG employees should put a special attention on. The quality, the style, the grammar and the content of e-mails must be highly professional. The overall communication between the teaching, administrative staff and students of UDG is expected to comply with the business and professional etiquette. We all must be aware that everything we write (paper, book or e-mail) can be read by anyone, after we publish it. Therefore, it can seriously impact our image. It is clear that any kind of rude, nonchalant or unprofessional communication can harm the overall image of UDG. This is also a preparation of our students for the future professional development, where professional etiquette will be the minimum requirement. In order to achieve this, we will organize the course on methodology of writing an e-mail.

It is essential to comply with the rule that an official message or e-mail shall be deemed as read seven hours after it was sent. When it comes to this, there are no excuses. This rule concerns everyone at UDG.

64. Our students will be living in a densely populated world – a global world, where there will be no boundaries. In order to succeed in this world, the minimum requirements will be the business etiquette and cultural awareness. **Cultural awareness** will be of high importance for the professional career of

our students! I hope that we are all aware that Lustica Bay will have at least 20.000 inhabitants coming from all over the world. Have you ever thought that when Montenegro enters the EU “the migration of European population” will start? In the near future, our environment will be composed of individuals with different systems of values, coming from different countries, different characters and opinions. Therefore, we must prepare ourselves by increasing the number of languages that we speak (4-6), as well as by learning and accepting other cultures. Do you agree that language is the only mean of communication between different countries? Development of Montenegro should be based on its tourism, they say. If we do not speak any foreign language besides English and do not know anything about other cultures, how can we expect to grow?

We must teach our students that a **given word (promise)** is the basis of any successful business relation! They have to know how to behave in accordance to professional etiquette. UDG must develop the global (professional) spirit among its students and teaching and administrative staff engaged at UDG!

65. UDG highly supports the mobility of its students. UDG students are encouraged to go and study at other universities. All the exams will be acknowledged by UDG. This specially concerns summer schools in USA, China, South Korea and Australia. All the courses that students passed on web platform [www.course.org](http://www.course.org) will be acknowledged too.
66. UDG has to comply with all the aforementioned rules, and any violation of rules that can cause dissatisfaction of our student **will give him/her the right to attend UDG lectures for free, or to be returned the money back...** Of course, this concerns individuals who comply with rules of the studying contract too and who do not have higher expectations from UDG from the ones highlighted in the contract.
67. The duty of UDG students and teaching staff is to actively participate in discussions regarding the ideas of Almanac. Ideas will be discussed at round tables organized by UDG. (the rules of Round tables are separate part of Almanac)  
Every professor, teaching assistant or student who signed the contract with UDG has to be aware that UDG is the university which belongs to **everyone** who sees the opportunity for personal and professional development. Therefore, both **employers and employees** have **a right to choose** within the pre-prescribed rules at UDG.
68. It is obligatory for everyone engaged at UDG to comply with the rules of dress-code. Dress-code is something extremely important, since it shows the respect an individual has for the institution. Therefore, it is impossible to see someone entering the Court in his shorts or sleeveless t-shirt. Have you ever seen someone entering the State Department without a blazer?

Where can our students learn about the rules of dress-code? Of course, at University! Students will learn about the dress-code rules and business etiquette from their professors.

69. UDG believes that every student is gifted for something and that young individuals are willing to work hard in order to succeed. UDG believes that every young person has a dream! It is considered that everyone who follows the basic rules of this document – Almanac of studies at UDG, **can be successful and happy**. Of course that UDG is interested to enroll the best students, but it also seeks for individuals with life experience. UDG seeks for persons who have learned that life represents a continuous struggle which requires hard work. Every young individual who believes in his/her willpower and who are ready to fight for what they want will be admitted to UDG! We need fighters, not lazy individuals! No one needs spoiled individuals! We are looking for individuals who are ready to have fun while working hard, as well as to dream big!
70. At UDG, we promote **success and successful people**. We promote **happiness and fun**! We support creators! Innovators! Entrepreneurs! We support hard workers! We strictly prohibit gossiping! We support individuals with guts! We support humanity! **We promote student and his intellectual and spiritual power**. We promote the idea of **THE HISTORY OF FUTURE!**
71. I hope that this document will make you think about your professional and personal values. I hope that it will inspire you to develop your teaching method, but also your personality and character. But most of all, I hope that you will take it seriously and read it **few times, very carefully**. Wishing you to respect your own responsibilities, your students and time, hoping that we will sail along for a long time in **THE HISTORY OF FUTURE**, I am sending you lots of greetings!

Professor Veselin Vukotic, Rector of UDG

The creator of idea of Almanac of UDG study program

# **PHILOSOPHICAL AND OPERATIONAL PLATFORM OF ALMANAC:**

## **1) POEMS:**

- **If-, Ryan Kipling**
- **Moments, H. L. Borhes**
- **Thinking, W. D. White**

**2) Noc skuplja vijeka, Petar II Petrovic Njegos**

**3)  $S = z \cdot i^2$  (Professor's equation)**

**4) "The 13 commandments"**

**5) Round tables**

### Moments\*

If I could live again my life,  
In the next – I'll try,  
- to make more mistakes,  
I won't try to be so perfect,  
I'll be more relaxed,  
I'll be more full – than I am now,  
In fact, I'll take fewer things seriously,  
I'll be less hygienic,  
I'll take more risks,  
I'll take more trips,  
I'll watch more sunsets,  
I'll climb more mountains,  
I'll swim more rivers,  
I'll go to more places – I've never been,  
I'll eat more ice creams and less (lime) beans,  
I'll have more real problems – and less imaginary ones,  
I was one of those people who live  
prudent and prolific lives -  
each minute of his life,  
Of course that I had moments of joy – but,  
if I could go back I'll try to have only good moments,  
If you don't know – that's what life is made of,  
Don't lose the now!  
I was one of those who never goes anywhere  
without a thermometer,  
without a hot-water bottle,  
and without an umbrella and without a parachute,

**Horhe Luis Borhes**

### If—\*\*

you can keep your head when all about you  
Are losing theirs and blaming it on you,  
you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
nor being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:  
you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
nor watch the things you gave your life to, broken,  
And stoop and build them up with worn-out tools:  
you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
and lose, and start again at your beginnings  
And never breathe a word about your loss;  
you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
and so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'  
you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
ours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

**Rudyard Kipling**

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\* The poem highlights the importance of spending quality time enjoying life; we should all be aware that our life is a gift of God!

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\*\* The importance of self-awareness, the importance of differentiating challenges in respect to ambition!

### Thinking \*\*\*

If you **think** you are beaten, you are  
If you **think** you dare not, you don't,  
If you like to win, but you **think** you can't  
It is almost certain you won't.

If you **think** you'll lose, you're lost  
For out of the world we find,  
Success begins with a fellow's will  
It's all in the state of mind.

If you **think** you are outclassed, you are  
You've got to **think** high to rise.  
You've got to be sure of yourself before  
You can ever win a prize.

Life's battles don't always go  
To the stronger or faster man,  
But soon or late the man who wins  
Is the man WHO THINKS HE CAN!

**Walter D. Wintle**

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\*\*\* The poem highlights the importance of mind power in achieving life goals. Whether you think you can or cannot, you are both right!

# NOĆ SKUPLJA VIJEKA<sup>1</sup>

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<sup>1</sup> The importance of putting imagination, emotions and passion into life and the study program... The thoughts of Njegos – historical root of UDG!

## HOW CAN THE KNOWLEDGE BE CONVERTED INTO THE ABILITY OF AN INDIVIDUAL?

### PROFESSOR'S EQUATION:

$$S = z \cdot i^2$$

*Individual ability (capacity) of UDG student*

=

*Knowledge of UDG student*

.

*Life intensity of UDG student*

- solving problem
- recognize the opportunity
- compassionate (with others)
- action
- selfconfidence
- noble spirit
- ideas
- vision
- ambition
- need
- energy
- life as a game
- creation
- sense of future
- individual
- character
- personality
- intellect
- risk
- critical thinking
- culture
- competition spirit
- recognize opportunities, not struggle for positions

=

- associative (not only reproductive) learning
- emotions (scribing knowledge)
- notebook as the method of binding knowledge
- professors (Montenegro, region, world) - their knowledge and character
- experts from the practice
- textbooks from famous universities and written by well known authors
- foreign and domestic scientific journals
- network of international experience
- interdisciplinary
- interactive
- professionalism
- classes in English
- practical aspect of classes (related to real life)
- attending classes requirement
- gradual displace of textbooks with collections of original papers written by well known authors (so called hrestomatia)
- building the network of knowledge from different areas
- importance to develop students' affinity to ask questions and looking for the answers on their own
- importance of students' orientation to (re)search and look what they (don't) know

X

- positive university atmosphere
- determination to success
- devotion to studies
- working conditions, organization and technology level in classes
- activities at UDG (public debates, tribunes, exhibitions, literary events, concerts, etc.
- sport activities (Olympic Games of UDG students)
- students' presentations
- the project "Ideas and Character" - implementing principles of self-education and self-creation
- entrepreneurship and promoting entrepreneurial abilities
- business and creative entrepreneurship
- dress code and business code
- communication culture
- general education (nice literature and poetry)
- fine arts
- foreign languages (4-6)
- earning money during studies
- students' organization and forums
- international cooperation
- summer schools (Bar, Cetinje)
- Winter school of entrepreneurship and innovation
- Student business center
- folklore
- debates, oration
- life in library
- gym
- educative posters on the wall
- required attendance of classes
- required non-curriculum activities
- Lovcen race
- cooperation with students' parents
- organization of master and PhD defenses
- The UDG Day (11.11.) and celebrating graduation ceremony
- permanent contact with parents
- preparing students for self-employing
- UDG Research Day
- Fair of Entrepreneurial Ideas
- academic conferences
- Alumni-club
- classes in English
- cooperation with businesses
- developing communication skills

## The rules of written examination, valid for every UDG Faculty unit<sup>2</sup>

### “The 13 commandments”

1. Before entering the classroom, students must be called-on. They are able to enter only after their name was called.
2. Students cannot take with themselves nothing but a pen and/or a calculator (when needed). All other things (books, bags, cell phones, computers, etc) must be outside the classroom.
3. Coats, jackets, scarves and the like must be posted on the hanger. Everything must be hung on; otherwise the student will fail the exam immediately, with no right to take the exam in the next call.
4. The leader of examination will decide on how to place the students. A student is obliged to look carefully around his/her table and remove all the papers and other things that are forbidden to be taken to the exam. Otherwise, all forbidden items that are found near the student will be treated as they belong to him and disciplinary punishment will be carried out.
5. Student will get a signed paper that is necessary for writing the answers. All the papers that are given to him/her must be returned, together with examination test.  
In the case that students do not return the papers – the test will not be reviewed and the student is automatically being punished with the prohibition of taking the exam in the next call.
6. Student will get a test with examination questions. Student must answer the questions in the order that is given on the examination test. Otherwise, the exam will not be reviewed and a therefore cannot be evaluated.
7. In the case when student whispers, turns around himself/herself, uses inappropriate and forbidden materials (this also includes the cell phone in the student’s pocket), (s)he is automatically being removed from the exam. This applies to anything that is near the student (a paper, a notebook, etc) and that is forbidden to be taken to the exam. **It is not necessary to prove these things – the doubt of a professor/teaching assistant is enough.**
8. Students have five minutes to address their questions and doubts regarding the examination questions. The questions must be asked loudly, so that everyone who is on the exam can hear the potential explanation. After this, it is strictly forbidden to ask any kind of questions and additional explanations. Any further communication between the student and a teaching assistant is forbidden too.
9. Teaching assistant or professor who does not comply with the rules of written examination will suffer a disciplinary punishment with the possibility to the exclusion from the University.

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<sup>2</sup> The document highlights the importance of complying with the afore-defined rules in educating the students, professors and teaching assistants.

10. Any violation of rules implies disciplinary punishment. It consists of prohibition of taking the exam in the next call, at least. The maximum penalty is exclusion of a student from the University. The sanction is published on the official website of the Faculty and University.
11. Each exam has appropriate duration and a teaching assistant or professor is obliged to highlight it clearly on the blackboard. No papers will be accepted after the deadline for the submission. Teaching assistant or professor is not authorized to change the duration of the exam (the submission deadline).
12. During the exam, the entrance is not allowed to anyone who is not authorized to enter, except the manager of the faculty, the dean or a rector.
13. It is strictly forbidden to teaching assistants or professors to take their cell phones with themselves. Students are obliged to warn professor or teaching assistant who is using a cell phone. They can also report him to the Dean after the examination has been done. The usage of computers is forbidden too.

**Round tables:**  
**UDG IN A GLOBAL MARKET<sup>3</sup>**  
**Principles of organization**

**The goal:** Operationalization of Almanac ideas and taking personal responsibility and a responsibility as a professor, teaching assistant or student.

- The introductory lecture and round tables management: Professor Veselin Vukotic, creator and promoter of idea;
- Panelists:
  - Four panelists that are first to apply for the Round tables discussion among professors and teaching assistants;
  - One panelist among UDG students at Master of Science and PhD program;
  - Two panelists among UDG students at Bachelor program;

Panelists have 7 minutes to present their ideas.

- Discussants from the public (up to five of them) – 4 minutes for presentation;
- The principle of choosing panelists and discussants – the first to apply gets the chance to discuss.
- The right to ask questions and give comments will have those to apply directly on the Round table – they will have 2 minutes to present;
- Discussions will be video recorded;
- Duration of the Round table – up to 111 minutes;
- Administrative secretary of Round tables: Marija Radunovic, UDG student;
- E-mail to apply for the discussion: [os@udg.edu.me](mailto:os@udg.edu.me);

**TOPICS OF ROUND TABLES<sup>4</sup>**  
**Academic year 2013/2014**

- 1)  $S = z \times i^2$  (“The Professor’s Equation”), March 2014 (the application period: 1<sup>st</sup> to 5<sup>th</sup> December 2013);
- 2) **How to reach self-employment?**, April 2014 (the application period: 1<sup>st</sup> to 5<sup>th</sup> March 2014);
- 3) **How to establish connections with high schools within the context of Almanac?**, May 2014, together with participation of high school representatives (special rules and organization);

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<sup>3</sup> This document is of essential importance for the further discussion and development of Almanac.

<sup>4</sup> All discussions will be video recorded and will witness the way of thinking in a certain period of time.

# **GEYSER PLATFORM – THE HISTORY OF FUTURE**

**(How to avoid getting stuck in a “safe zone” made of already known and generally accepted information? How to liberate our mind and emotions? How to create the history of the future?)**

- 1) “FUTURISTIC” STUDY PROGRAM – a view from the future (future perspective) on today’s circumstances**
- 2) EDUCATION AND (IN)EQUALITY – today’s misconceptions**
- 3) “WHO EDUCATES EDUCATORS?” – Do we take care of that nowadays?**
- 4) THE END OF TODAY’S POLITICS – Can we imagine the life without partocracy?**

# GEYSER'S PLATFORM – ideas from the heart's intuition –

## How to look on nowadays problems of development from the future?

### I) FUTURISTIC STUDY PROGRAM – Year of 2030

How would you find the following study program of UDG, with professors-mentors from all around the world (who are not present physically at UDG) in 2030?

The idea of a visionary plan is the overall integration of knowledge, avoiding today's feudalization of science. If the world is becoming increasingly globalized, how can we expect the science to be divided into parts? Can we proceed in developing the "zombie" logic? Shall we get back to Aristotle or even Tales, the first philosopher of human kind? Based on today's criteria we would not be able to determine Aristotle's profession – he was into several disciplines. What do you think – could Aristotle be appointed for a professor today? What about Nikola Tesla? Or... Are we living in the era of formal education? Still, **capability** is required over **formal education**.

I year (2 semesters)	II year (2 semesters)
1. The Big Bang and inventions of evolution	1. Mathematics and the history of mathematical ideas
2. Robinson Crusoe - a human in nature	2. Physics, chemistry and the history of ideas of nature
3. Population - the big migration	3. Biology and the secret of human's life
4. The history of ideas (culture) and civilizations	4. Anthropology and archeology
5. Mythology and religion	5. Philosophy of poetry
6. Philosophy and metaphysics	6. Philosophy of weather (climate, meteorology)
7. Art and history of art	7. Philosophy of moral and ethics
8. Literature and development	8. Foreign languages and cultures
9. Foreign languages and culture	9. Crafts and connections with life of an individual
10. Crafts and connection with life	10. Sport and game (the common course for all the students)
11. Sport and game (the common course for all the students)	

III year (2 semesters)	IV year (2 semesters)
1. Cosmology and the conquest of space	1. Crafts - the life experience of an individual
2. Crafts - the life experience of an individual	2. Foreign languages and culture
3. Foreign languages and cultures	3. Sport and games
4. Philosophy of energy and technology	4. Psycho-philosophy of a global society
5. Philosophy and the history of ideas of professions (for example economics, law, archeology,...)	5. Philosophy and the history of ideas of professions (the achievements of a certain profession)
6 - 10. A road to profession (division of students by studies -faculties)	6 - 10. A road to profession (division of students by studies -faculties)

How would this all look like if the studies were organized virtually, with no physical presence of students? Distance learning... Sounds crazy, right? It is proposed by a "crazy man"? Does the future belong to **homo oeconomicus**, **homo politicus** or maybe to **homo ludens**? Everyone talks about changing of paradigm or civilization, **but still sticks firmly to ordinary things...**

How do you find Almanac – as the path to futuristic education? Maybe you find education to be conservative and as something that should not be a subject of changes?

The main goal of Geysler platform is to get us out of the "safe zone"!

Is the proposed Study program good?

It is not important! What is important is to spot **the trend of changes. We have to be aware that we have to change!** In which direction should we go? How? It is the individual freedom of choice! We must stop expecting the Ministry of education to tell us what to do and which courses to include in our study program! Education existed long before the Ministry of education... And it will continue to exist after the Ministry ceases to exist! Instead of having logic of temporary institutions, try to think in a context of the logic of nature and natural spirit within us!

## II) EDUCATION AND (IN)EQUALITY<sup>5</sup>

Is nowadays system of studies about to vanish? What do you think – will the future organization of studies be based on concepts of education that are implemented nowadays? According to many futurists, **the end of today's organization of studies has already started. It is considered as misapprehension to think that educational system exists ever since the world was created.** The fact is that it started with capitalism. The education of children was firstly introduced in France in the year of 1489 **(3 years after Obod printing office started to work)**. Still, people were studying before the educational system was introduced. Even today, people study outside the

<sup>5</sup> It is important to stop thinking that schooling brings equality into society. Also, it is important to understand the importance of education "outside the school" in the near future.

context of educational system. In the Age of Enlightenment (18<sup>th</sup> century) it was considered that a man was born stupid, as “tabula rasa” (meaning blank slate) with no capabilities to survive without education... The question is – how has man succeeded to survive for 200.000 years without the movement of Enlightenment, where the focus was put on formal education? How is it possible that it succeeded in developing the high level of intelligence in the era of science and technology? Is there some historical explanation on how did a “stupid man” came up to the idea of education? The idea of education (“the school and the state institutions which protect it”) was promoted in order to **achieve equality and justice in the society**. But, would you agree that the opposite applies? Do you agree with me that the ones who have better education are the new “royal class” in a society? Do we all agree that education brings out the social and class differences between individuals? Why do we have educated members of Parliament (individuals who were attendants of educational trainings within institutions that prepared them to protect the bureaucratic state system)? How come that all “representatives of people” are highly educated individuals, which represent 12% of Montenegrin population? Have you ever think about other 88%, who are not educated? If they cannot be “representatives of people”, can we claim that education introduces equality in society? Do you agree that it would be fairer to choose “people’s representatives” by **draw**, instead of **elections**? In this way, one eighth of the Parliament would be composed of highly educated individuals (12% of population). Do you agree that this structure of Parliament would be more realistic? You think it would be “stupid” to organize it this way? Were you the one who said that elitism distorts democracy? I am sure that there are few people who could be able to imagine a Parliament structured in aforementioned way in today’s paradigm. But we all have to be aware that paradigms change! In order to understand how they change, I recommend you to read Kuhn’s book “The structure of scientific revolutions”. **There is a saying: “Whatever moves, comes fast!”**

Can we agree that in today’s system of education, the highest power is given to the most educated ones? Given all that, can we conclude that in this educational system the key factor is **inequality**? Can we say that the state is used as a tool for protecting the power and privileges of the most educated ones? Today’s highly educated elite, to which I personally belong, was using other people’s (the tax payer’s) money to educate for free! Actually, the whole period of schooling that lasts 20-25 years (from elementary school to post-doctoral studies) was financed by individuals from the bottom of the social ladder? Can we call it **social justice**? Is it fair that taxi drivers, utility worker or farmer pay for education of so called **power elite**? Of course, in today’s circumstances, this is called the state care!

Would you agree that even today there is **discrimination** within the educational system? All state institutions are preferred over the private ones, so that new generations of “fighters for social justice and equality” could protect today’s state redistribution system (this is especially true for Europe). The concept of today’s

politics and organization is based on democracy. The ruling principle of such system is: **“We are all equal, but there are individuals who are more equal than others.”**

Is the educational system based on state (but also private) institutions the only way to prepare individuals for life experiences and temptations? Is it the only way to gain knowledge? What to do – use the already tested teaching method and teach new generations how to **learn about the world** or is it much better to implement the new study program which will enable them to **learn from the world (life)**? How to liberate ourselves from the current education’s limitations? **Only if we are aware of these limitations we can bring the studies at UDG to the higher level, as well as comply with the ideas of Almanac of study program.**

### III) “WHO EDUCATES EDUCATORS?”<sup>6</sup>

Is it enough to have individuals with the highest grades as professors and pedagogues, especially in the high education system? Can an article published in some prestige journal be the criteria that will guarantee us the quality of an educator (professor and teaching assistant)? Is the frequency of citation of some author the proof of his scientific value and wisdom? Does this hold true nowadays, when the most cited articles are the unread ones (**“the effect of snobbism”**) and not the articles that were used as a basic literature for writing that article (**“the effect of despising the familiar”**)?

Could Aristotle be chosen to teach at university in today’s system of values? What about Nikola Tesla? Could Njegos teach literature? Could king Nikola teach political science? Could Sula Radov teach liberal philosophy? Or maybe Marko Miljanov? How come that these are one of the most cited people, but still it would be inappropriate to include them in today’s system of education? Their spirit lives in today’s educational system. **Still, if they were alive today, they would not be “eligible” for the professor vocation.** Can we say that spirit is timeless? If so, why do we keep on having bureaucratic criteria for choosing the professors? Why don’t we focus on choosing the professors based on their spirit?

Are we all aware that culture (the spirit) and civilization (technology) are not the same? Civilizations fail, but the cultures keep living! Roman Empire has fallen, but the spirit of Roman law still lives in the classrooms of law faculties.

How to focus education more on **culture** (spirit, the system of values, the way of thinking, tradition, habits, the history of ideas, sport, mythology, religion, etc.) and less on **today’s user-oriented civilization**, mechanical approach to reality, stereotyped thinking limited by bureaucracy? We live in a civilization where the spirit, emotions and passion are abandoned.

We should not expect **quantum leaps** in a transition from today’s civilization (homo oeconomicus and homo politicus) to civilization of culture (ideas and games) – homo ludens.

The history has shown (“Historia magistra vitae est”) that this transition will be long. Still, the most successful individuals are always those who have a sense for future and who are

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<sup>6</sup> It is important to overcome the prejudice that anyone who has good grades can become a professor, as well as to develop the sense that professors are spiritual educators of students.

ready to adjust to the coming changes, compared to other individuals who are closed to changes and who believe that familiar solutions are the best in pursuance of happiness.

It is way easier to accept dogmatic facts, not question anything and live the life in a belief that nowadays solutions will be applicable forever. "But I will not be alive then!"... Have you ever questioned yourself if your spirit will continue to live once you die? It is the most required characteristic for a Professor title – to teach in a manner so that his spirit continues to live long after his death.

Complying with Almanac principles is the way to achieve that! Almanac principles should inspire you to work on your spirit!

#### IV) THE END OF TODAY'S POLITICS<sup>7</sup>

Politics nowadays functions on a concept of deciding on usage of money which is taken by force from the citizens (through state institutions and the tax payment system). Are you able to foresee the end of such system?

Do you agree that the world or at least Western civilization suffers from a cancer called **budget deficit**? Can a civilization (national state) subsist if its consumption is higher than economic wealth of individuals who maintain it?

Do you agree that today's partocratic model of politics enhances the number of employees in public administration? What effect causes the decisions of political parties which win power to employ its supporters, without firing individuals who were already working there, on national state or quasi-state?

Whether greater orientation towards protectionism and stronger state regulation increase the demand for enhancing the number of employees in public administration?

In a long term, the importance of demographical factor will become greater in time.

**Average life expectancy is increasing.** It implies that the number of old people in population increases too. At the same time, **reductions in a birth rate** affect the reduced number of young people in population. Shape of the population age structure is transformed from the shape of acorn to the shape of mushroom! No young individuals – no taxes from which the old ones will be maintained! No young individuals – no new businesses!

What will happen with politics and how will it look like if it continues to develop in the shade of the aforementioned mushroom?

#### V) HOW TO UNDERSTAND THE MODEL OF UDG?<sup>8</sup>

Perhaps we should learn from history: even **print office Obod** was directed from the East to Cetinje, but also village **Njegusi**, from the West to Cetinje... How to track directions of the new planetary myth – the myth of globalization? It is not easy to orientate – currents and

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<sup>7</sup> Overcoming the prejudice that current political model of partocracy is eternal, is of essential value; we have to be aware that sun is highest at twilight!

<sup>8</sup> We have to overcome the prejudice that UDG is based on a concept of main-stream studies; we have to be aware that UDG is on a track of the history of future!

winds of globalization are coming from everywhere. Uncertainty is the becoming the ordinary life component... Still, there are some signs of future directions. Some of them are highlighted in the Almanac... Everyone at UDG should try to recognize as much signs as they can!

**VI) HOW DO YOU CONCEIVE YOUR PRESENCE AT THE DAY OF UDG AND DIPLOMA AWARDS ON 11.11.2111?**

Everyone is obliged to write this part of the Almanac by himself!

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