

Humanization guidelines for universities

Diretrizes de humanização para as universidades

Directrices de humanización para las universidades

Pedro Adalberto Aguiar Castro^I

Andressa Sasaki Vasques Pacheco^{II}

Lilian Wrzesinski Simon^{III}

ABSTRACT

This article aims to propose humanization guidelines for universities as a way to initiate discussions and organize the humanization process within the university context. It is an applied and descriptive study with a qualitative approach, employing bibliographic and documentary research as technical procedures. Based on the literature, four conceptions of humanization oriented to the university context and seven aspects of humanization were identified. By relating these conceptions and aspects, five humanization guidelines for universities are proposed: Welcoming; Valuing work and workers; Student rights; In

RESUMEN

Este artículo busca proponer directrices de humanización para las universidades como una forma de iniciar discusiones y organizar el proceso de humanización en el contexto de las universidades. Se trata de un estudio aplicado y descriptivo, con enfoque cualitativo, utilizando como procedimientos técnicos la investigación bibliográfica y documental. A partir de la literatura, identificamos cuatro concepciones de humanización dirigidas al contexto universitario, así como siete aspectos de la humanización. Relacionando estos conceptos y aspectos propusimos cinco directrices de humanización de las universidades: Acogida; Valorar el trabajo y los trabajadores; Derechos de los estudiantes; Inclusión y desarrollo social; y Universidad Democrática. Los resultados podrían sustentar nuevos estudios sobre el proceso de humanización de las universidades, su organización y sistematización en línea con otros dispositivos de gestión educativa.

Palabras clave: Humanización. Universidad. Gestión Universitaria.

INTRODUCTION

The process of humanization is not simple to study. The first idea that may come to mind is the somewhat simplified notion that to humanize is to attribute human qualities or to make something, or a set of things, more human (Güney and Seker, 2012). Although accurate, this notion is neither the only one nor as straightforward as it may seem.

To initiate the discussion on how to define the concept of humanization, the questions posed by Kohli (1991) are considered and expanded with additional questions that remain pertinent. Who determines what is considered 'human' in this process? What can

extension activities, it is in the student that knowledge becomes consolidated through higher education. For students to assume a leading role, faculty must also do so. The same applies to other staff members and managers. Actions that foster welcoming practices, dialogue, attentive listening, and bonding are required, along with innovation in teaching methods. These actions must occur across the entire university context, from strictly administrative sectors to offices, libraries, cafeterias, administrative units, and classrooms.

Based on these considerations, it is important to examine how humanization is addressed in universities. This study was proposed to initiate discussions and to organize the humanization process in the university context, while respecting the structural model of the Brazilian university system, which is based on a four-part framework: teaching, research, extension, and management.

This article aims to propose humanization guidelines for universities. To achieve this aim, the following specific objectives were defined: to identify the main aspects of humanization present in universities; to present a conception of humanization applied to universities; and to establish guidelines for humanization actions in universities.

Based on these objectives, it is intended to encourage universities to redesign their management processes, with particular attention to the people who share this environment, for example, by promoting welcoming dialogue, valuing individuals and their work and/or studies, and fostering democratic participation in decision-making. These changes may contribute positively to addressing some of the challenges currently faced by universities.

METHODOLOGICAL PROCEDURES

This study can be characterized as applied, descriptive research with a qualitative approach. Study execution relied on bibliographic and documentary research as technical procedures.

7. PUC-RIO – Pontifícia Universidade Católica do Rio de Janeiro;
8. PUCRS – Pontifícia Universidade Católica do Rio Grande do Sul;
9. UNESP – Universidade Estadual Paulista; and
10. UFRJ – Universidade Federal do Rio de Janeiro.

This ranking was selected because its performance indicators assess the three axes mentioned above, in addition to internationalization.

Documentary analysis was used to identify the main humanization aspects contained in the universities' institutional documents. The documents included the institutional development plan, bylaws, general regulations, and any other document that could contribute to the analysis and to the development of the proposed guidelines. Within these materials, excerpts indicating actions or intentions to humanize the university were identified, using as analytical categories the four conceptions of humanization established in the literature.

Finally, guidelines for implementing humanization in universities were established based on the main humanization aspects identified in the institutional documents analyzed, combined with the conceptions of humanization and the key actors involved.

HUMANIZATION, EDUCATIONAL INSTITUTIONS, AND THE UNIVERSITY

Education, a social right established in Brazil's 1988 Federal Constitution, is a duty of the State and the family, and society must work jointly to support and promote it. This joint effort should enable individuals to reach their full potential, acquire skills and qualifications that support career success, and prepare to become active citizens who contribute to society (Brasil, 1988). Beloshitsky and Berezhnaya (2007

Author contributions: Conceptualization: Castro, P. A. A.; Pacheco, A. S. V.; Simon, L. W. Research: Castro, P. A. A. Methodology: Castro, P. A. A.; Pacheco, A. S. V.; Simon, L. W. Supervision: Pacheco, A. S. V.; Simon, L. W. Writing – First Draft: Castro, P. A. A. Writing – Revision and Editing: Castro, P. A. A.; Pacheco, A. S. V.; Simon, L. W.

Data availability statement: The research data are available in the body of the article.

ABOUT THE AUTHORS

PEDRO ADALBERTO AGUIAR CASTRO holds a master's degree in University Administration from the Universidade Federal de Santa Catarina (UFSC). He is the Director of Academic Records at the Universidade Federal da Fronteira Sul (UFFS).

ANDRESSA SASAKI VASQUES PACHECO holds a PhD in Engineering and Knowledge Management from the Universidade Federal de Santa Catarina (UFSC). She is a professor in the Department of Administrative Sciences at the same institution.

LILIAN WRZESINSKI SIMON holds a PhD in Administration from the Universidade Federal de Santa Catarina (UFSC). She is an administrator at the Universidade Federal da Fronteira Sul (UFFS).

Received July 14, 2024

Approved April 9, 2025

Responsible Editor: