

What role does the University play in establishing a culture of dialogue?

أي دور للجامعة في تأسيس ثقافة الحوار؟

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Abstract:

The University plays a prominent role in establishing a culture of dialogue by promoting constructive communication and interaction among members of the academic community. Despite the challenges facing the establishment of this culture, such as identity conflicts and the lack of actual dialogue activation, the university works to overcome these difficulties. It does so by enhancing intellectual and cultural diversity and encouraging constructive debate and exchange of opinions among students and faculty members. Additionally, the university plays a role in promoting collaboration and interaction among individuals, enhancing mutual understanding, and respecting diverse perspectives.

Keywords: The role, the university, establishment, dialogue, culture of dialogue.

1. INTRODUCTION

From a sociological perspective, the culture of dialogue in the academic environment reflects the social interactions and relationships that occur among individuals, whether they are students or faculty members. It signifies the values and principles governing those relationships, impacting academic and research processes. With a deep understanding of this culture, researchers can uncover how it influences learning processes and knowledge transfer within the University. It plays a crucial role in shaping academic and social identities.

Undoubtedly, this topic requires a deep examination of the concepts of dialogue and social interaction in the academic context, and how dialogical practices can affect the behavior and thinking of individuals. Additionally, research in this area can shed light on the challenges and opportunities facing participants in the academic environment in building an optimal culture of dialogue. Therefore, researchers need to analyze the social and cultural aspects of dialogue in the University and how they diversify and evolve over time, affecting academic and social identities.

The study aims to explore the social and cultural dimensions of dialogue in the University and how it can be enhanced. This research will not only review practices that encourage a culture of dialogue in the academic environment but will also investigate how fostering mutual understanding and respect through dialogue can improve educational quality and promote constructive communication among different members of the academic community.

In this context, the role of the University in promoting a culture of dialogue is crucial. Failure to recognize dialogue and closing all channels for expressing opinions may fuel a culture of violence and hate speech in the academic environment. Therefore, there is an urgent need for a communicative link between the various components of the University

community, establishing a procedural model for ethical discussion and dialogue based on rationality and equal participation, and freedom in expressing ideas.

2. Conceptualization

2.1 University

In his work "The Idea of a University," John Henry Newman presents an ontological definition of the University as a place where students come from all places to acquire every kind of knowledge and engage in the exchange of ideas through personal interaction. It is a space where thousands of schools contribute their efforts, allowing the mind to wander and think safely. A place encourages inquiry, offers advancements, and refines discoveries through the collision of human minds and the exchange of knowledge. In the broadest sense, mutual education is one of the major and continuous activities of human society (Boulton & Colin Lucas, 2011, p. 3).

In another expression, John Henry Newman's definition of the university highlights its role as a place for education, exchange of ideas, and knowledge. This is emphasized through his emphasis on the following points:

A Place for Knowledge Acquisition: Newman begins by describing the university as a place where students gather from all around the world with the aim of acquiring various types of knowledge. This underscores the importance of the University as an educational center and a source of knowledge.

Exchange and Circulation of Ideas through Personal Interaction: Newman indicates that the University encourages communication and the exchange of ideas through personal interaction between students and professors. This highlights the role of dialogue and discussion in knowledge transfer and idea development.

A Venue for Contributions from Thousands of Schools: Newman suggests that the University is a place where many schools and individuals contribute their ideas and thoughts. This emphasizes the diversity and richness that comes with differences in origins, cultures, and knowledge.

Encouraging Inquiry and Developing Discoveries: The University encourages research, inquiry, and the development of discoveries. Students and professors can improve ideas and uncover errors through the exchange of knowledge and the encouragement of research.

Mutual Education: Newman points out that education in the University is a mutual process, where previous generations can shape new generations. This demonstrates how the interaction between students and professors can be fruitful and beneficial for everyone.

On the other hand, the University represents both an institution of higher education and a community of scholars or researchers. The University is an institution of higher education that develops men and women to a high level of intellectual advancement in the fields of arts and sciences, as well as in traditional professional disciplines. It promotes high-level research and serves as a community of individuals engaged in studying and researching. The University is a source of global knowledge and highly skilled human resources for professions. Other institutions of higher education also participate in training technical and middle-level professional personnel. Universities and other higher education institutions differ in their mission, objectives, functions, qualifications of faculty members, student admission standards, the extent of their programs, and the types of degrees they confer (Alemu, 2018)

In other words, the University, as a high-level educational institution, aims to develop individuals to a high level of intellectual advancement. Being an institution of higher education, it offers studies in the fields of arts and sciences, as well as in traditional professional disciplines. The University is not only an educational institution but also a source of global knowledge. It provides highly skilled human resources for various professional fields, contributing to the development of knowledge, technologies, and ideas. The University is a hub for knowledge and human resources, and the diversity and specialization in higher education institutions illustrate how they accommodate the needs and priorities of different societies.

In another context, we can distinguish between two concepts in defining the University. The first concept is theoretical, considering the University as an institution

dedicated to the pursuit of knowledge, education, entrepreneurship, and policy development. In other words, the central function of the University is to seek learning, produce new specialized knowledge, and train the next generation of researchers. The second concept of the University is practical. According to this concept, the University is primarily portrayed in terms of its economic value, preparing students for the job market, producing innovative technologies, supporting entrepreneurial projects, and generating scientific discoveries that are beneficial for the government or industry (Goetze, 2019, pp. 63 - 64).

As you know, the University consists of an undergraduate division that grants bachelor's degrees and a graduate division comprising a graduate school and professional schools, each of which can confer master's and doctoral degrees (Dani & Shreedha Shah, 2016, p. 64).

This definition indicates that the University is a higher education institution comprising a division for undergraduate students, who can obtain a bachelor's degree, which is the initial University study where students learn fundamental concepts and knowledge in various disciplines and earn a bachelor's degree upon successfully completing the program requirements. In the graduate division, students can pursue advanced studies leading to the award of master's and doctoral degrees. This means that the University provides high-level education where students can acquire deep skills and knowledge in a variety of fields. Students can pursue graduate studies, and upon successful completion of their graduate program, they obtain a master's or doctoral degree, which includes in-depth research and specialization in a specific field.

From a sociocultural perspective, the University makes significant contributions to the field of culture, as it is the place where culture is created, performed, presented, disseminated, and discussed. Artistic and cultural activities will remain a key element in the academic interaction with society, including new forms that incorporate digital technology and cultural debates. They will provide evidence to clarify the nature of cultural change, offer new interpretations of cultural heritage, and serve as a window overseeing various cultural forms. The University will encourage the study and understanding of cultural diversity as places where people from different cultural backgrounds meet, exchange, and collaborate. In

this way, it will enhance mutual understanding and develop intercultural competencies, representing a vital contribution to a world where local and global realities intersect through increased use of digital technology (Murphy & Amanda Crowfoot, 2021, p. 9).

In another context, the University is recognized for its developmental role, as it plays an active role in achieving sustainable development. Therefore, there is a need for new approaches to research, as traditional research practices do not adequately meet the research needs for sustainable development. Traditional research practices rely on a static and rigid approach, while sustainable development requires a dynamic and comprehensive approach. Emphasis should be placed on the links between biological, chemical, economic, geological, physical, political, and social systems, seeking dynamic explanations that deal with multiple systems. In this context, the University contributes to achieving sustainable development by fully harnessing science to discover new knowledge, conveying current and new understanding to the public and decision-makers, and assisting communities in creating a more sustainable world (Waas & et al, 2010, pp. 629 - 630).

The definition indicates that research for sustainable development should not be merely an "academic exercise" but, instead, a "vital" response to the sustainability crisis. Research should have goals that align with achieving sustainable development, and it should be directed towards understanding and improving the world to achieve a better quality of life and a healthy, sustainable environment.

In modern societies, universities rely on information, knowledge, advanced technological tools, and information and communication technology (ICT) to create an environment suitable for every individual. This includes a wide range of options for receiving, processing, storing, and applying information, tailored to enhance self-improvement, education, and personal development. Currently, the concept of "education without boundaries" is one of the most sought-after concepts in higher education, often referred to as distance education. It emphasizes the need to implement the principle of "community-based education" and utilize technology that can be termed as group-free (where digital

information systems can deliver individualized curricula and training products for each student), session-free (based on individualized timetables for knowledge acquisition where students take exams whenever they master the relevant subject matter instead of final exams), and document-free (meaning the use of digital materials provided by digital media libraries at two levels containing full-text documents and media products) (Donina & et al, 2020, pp. 418 - 419).

Indeed, this definition points to a transformation in the model of education and learning in modern societies due to the availability of modern technologies and information and communication technology (ICT). Individuals can now access educational experiences and knowledge freely and at any time that suits them using technological tools. This opens the door to opportunities for self-directed learning and personal development in diverse ways.

Based on the aforementioned, we can procedurally define the University as a higher education institution that offers advanced educational programs at the undergraduate and graduate levels, such as master's and doctoral degrees. The University aims to provide an educational and research environment that fosters the development of knowledge and skills in a variety of academic disciplines. The university's tasks include preparing students for various professions and enabling them to develop critical thinking, research, and problem-solving abilities. Additionally, the University plays a significant role in scientific research and provides innovative contributions in various fields.

The University encompasses a community of academics and students who interact within an educational and cultural context. It develops knowledge and transfers it from generation to generation through research and education. Universities vary in their missions, structures, specialties, educational programs, and areas of focus, but the general aim is to enhance education and research to achieve academic progress and contribute to the development of society and science.

2.2 Culture of dialogue

The concept of a "culture of dialogue" in the social sciences dictionary refers to a conversation aimed at both collision and mutual understanding of opinions, as well as

collaboration in the search for genuine protection of universal human values and working towards justice and peace. The culture of dialogue is described as a process of exchanging information where participants in the dialogue initiate a deeper level of knowledge and a broader frame of reference than they previously approached with. It involves creating an expandable context. Dialogue is somewhat successful if all parties remain consistently open beyond their opinions to accept the other (Doron, 2011, p. 2).

In this sense, the concept of a "culture of dialogue" emphasizes the importance of dialogue and conversation as a means of achieving mutual understanding and reconciliation between individuals or different parties. Dialogue aims to enable parties to know, understand, and appreciate each other's perspectives better, and to collaborate in finding solutions to common issues related to human values, justice, and peace. The concept of a culture of dialogue reflects the importance of listening deeply and considering the viewpoints of others rather than adhering strictly to one's own opinions.

Dialogue differs from discussion and negotiation in that it focuses on understanding and comprehending the viewpoints of others rather than simply negotiating or reaching an agreement. It encourages the building of bridges of mutual understanding and respect. Dialogue is considered a sustainable process aimed at enhancing communication, cooperation, and expanding the context through which understanding and solving common problems can be achieved.

Moreover, dialogue promotes treating others as unique individuals rather than mere entities and fosters accepting the other in their entirety. This contributes to building positive and fruitful relationships between individuals and different parties, enhancing a deeper understanding of issues and human values.

Often, the culture of dialogue is understood as a political or religious unity. However, contrary to this perception, the ultimate goal of the culture of dialogue is mutual respect that leads to peace and coexistence, where people live together peacefully and maintain

friendly relationships regardless of religious, cultural, or ethnic differences (Faisal, 2013, p. 15).

It is evident that the culture of dialogue is a concept that signifies mutual understanding and appreciation among diverse groups of people, whether they come from different religious or cultural backgrounds. Individuals and communities must accept the existence of differences and strive for communication and understanding among each other. The goal of the culture of dialogue is to create a positive environment of coexistence where people from various backgrounds can live together peacefully and respect each other regardless of their differences. It reflects the importance of cooperation and mutual respect in building good relationships and enhancing peaceful coexistence among people from different backgrounds. It helps to avoid conflicts and tensions and promotes peace and stability in diverse societies.

In his book "On Dialogue" (1996), David Bohm presents a definition of the culture of dialogue as a means to achieve collaboration with others, aiming to strike a delicate balance between collective inquiry and personal challenge. Interacting and engaging with others serves as a catalyst for broader horizons in dialogue. Dialogue then seeks to explore this variation within the individual and society and aims to minimize it through various dialogue practices and activities.

Bohm delineates this special relationship between thinking and speaking as the center of dialogue: "For example, think of a dialogue... When one person says something, the other person does not usually respond with exactly the same meaning as the first person saw it. Instead, the meanings are only similar and not exactly alike. Thus, when the second person responds, the first person sees a difference between what he intended to say and what the other person understood. And by looking at this difference, he may be able to see something new." Towards the end of the book "On Dialogue," Bohm expresses the relationship between speech, thought, and social relations, thus emphasizing the necessity of dialogue. Bohm's major contribution to dialogic work is acknowledging that dialogue is fundamentally a

practice of examining thought together, leading to new ways of thinking. In a society plagued by conflict, models of self and other are central. Successful processes in building coexistence primarily utilize the culture of dialogue, allowing participants to engage in discussions that contribute to achieving coexistence and recognizing the other (Feller & Kelly K. Ryan, 2012 pp. 358 - 359)

In this understanding, David Bohm presents a definition of dialogue as a means of interaction and collective thinking with others. He indicates that the purpose of dialogue is for individuals to understand themselves and others fully, and to collaborate with them. It encourages collective interaction and personal challenge as a means of developing ideas and thinking. The culture of dialogue promotes questioning and exploring assumptions and ideas about the self, society, and others.

In the context of conflict and division, patterns of self and other are central. Dialogue aims to understand these patterns and reduce the contradictions and conflicts that arise from them. Bohm considers this shared thinking to be at the center of dialogue, and through it, collective thinking can be changed. Thus, the culture of dialogue is a practice that promotes collective thinking and encourages understanding and interaction with others with the aim of achieving coexistence and mutual understanding.

In this context, we should question individuals' abilities in their daily lives to communicate in ways that avoid, reduce, or resolve differences. This fundamentally relates to inquiring about the level of dialogue culture skills that individuals bring to their relationships. Often, mention is made in this regard of a decline in dialogue skills as a result of immersion in social media and the internet in general. But where are the contexts that enable the acquisition of the necessary dialogue skills for achieving peaceful coexistence? There is indeed a growing awareness - even on the international stage - of the need for soft skills for harmonious relations. It seems that higher education is the most apparent direction for development. Indeed, these skills must be prominently visible in the learning objectives of our universities, raising another question about the dialogic structures that recognize the

other and achieve peaceful coexistence, rejecting violence and extremism (Gergen, 2023, pp. 20 - 21).

Here, we can affirm that the central idea of dialogue culture is that it encompasses speaking and listening through the transformation of conflict or transcending hostile relationships towards achieving greater peace. All relationships involve conflict, but conflicts between individuals regarding their beliefs and interests do not need to be hostile and non-peaceful. Dialogues are a specific type of exchange that performs these transformative or transcendent functions. In dialogue, participants engage in what they believe instead of defending it. This usually requires individuals to suspend the part of themselves that criticizes, blames, and judges. They do not need to put themselves against the other; they are usually more open and receptive to others. Therefore, dialogue is a part of establishing peaceful relationships. It is valuable in itself because it is an integral part of peaceful relationships (Thomson, 2023, p. 13).

In another sense, the culture of dialogue is an exchange that brings individuals together in an atmosphere of friendship and respect, leading to a better understanding of each other and transcending conflicts towards achieving greater peace. It is characterized by opening ears to listen and respecting the viewpoints of others without directing towards a specific goal, making it valuable in itself for fostering peaceful relationships.

In another context, Paulo Freire emphasizes that the culture of dialogue always relies on communication and encourages individual collaboration. The world acts as a mediator between individuals who come together to declare themselves, recreate themselves, and transform the world together, in a process that involves deep cognitive curiosity. Dialogue also has a deep humanistic aspect. In this context, dialogue is not just a means to achieve our humanity but also to achieve the humanity of the world. From Freire's perspective, this process is achieved through words. It is said that human existence cannot be silent, nor can it be nourished by false words, but only by true words, through which humans can transform the world. Human existence must be speaking and changing the world. Once the world is named, it appears to speakers as a problem and requires them to give it a new name.

Therefore, the culture of dialogue includes recognizing the other and recognizing oneself in the other (Trindade & Fábio Merladet, 2023, pp. 35 - 36).

According to this understanding, the culture of dialogue is a communication process among individuals that encourages collaboration and constructive interaction, emphasizing that dialogue plays a crucial role in shaping relationships between individuals and enhancing mutual understanding. In this context, the world serves as a means of communication between people, acting as a mediator between them when they come together to declare themselves and participate in rebuilding and transforming the world together. This communication is central to achieving understanding and change in the world.

In general, the culture of dialogue is not merely a means of achieving understanding among individuals, but it is also a way of interacting with and transforming the world. "Freire" emphasizes the importance of the word in this process, considering it a means of transforming the world and naming its problems. This definition reflects the value of dialogue as a means of thinking, reflecting, changing, and transforming, not only at the individual level but also at the level of society and the world as a whole.

Based on the foregoing, we can define the culture of dialogue procedurally as an interactive approach aimed at promoting understanding and effective communication among individuals or groups through organized dialogical processes. This approach is considered an established method for dealing with conflicts, issues, and sensitive matters in a way that encourages understanding and cooperation. To ensure that dialogue proceeds effectively, participants exchange their opinions and viewpoints openly and candidly. Good listening to others is essential for understanding and appreciating their perspectives. The goal of dialogue is to reach a mutual understanding among participants and to build consensus on the issues at hand. This understanding should be built on mutual respect and trust.

3. Obstacles to the establishment of a culture of dialogue in the University community

The establishment of a culture of dialogue in the University community is crucial for

fostering an environment of open communication and mutual understanding. However, there are several obstacles that hinder this process, which can be analyzed from a sociological perspective as follows:

3.1 Identity conflicts

The weak communication is a major cause of identity conflicts in the University environment, negatively influencing the establishment of a culture of dialogue. This weak communication stems from several factors, including the absence of effective means of communication between students and University staff, limited interaction among different cultures and identities present in the University, and the lack of an encouraging environment for dialogue and exchange of opinions. Moreover, identity tensions and conflicts in the University environment undermine efforts to build a culture of dialogue, as individuals find it difficult to express their opinions freely and without fear of discrimination or retaliation. Since effective communication is the foundation of dialogue and understanding, neglecting this aspect poses a significant obstacle to establishing an effective culture of dialogue in the University (Obasa & Jumoke Adebule, 2017, p.404).

In other words, weak communication is a key factor contributing to the complexity of identity conflicts within universities. These conflicts arise for various reasons, such as a lack of strong channels of communication between students and academic staff, limited interaction among diverse identity groups and cultures on campus, and the absence of an environment that encourages open dialogue and idea exchange.

Furthermore, identity tensions and conflicts exacerbate the challenge of establishing a culture of dialogue. When individuals feel marginalized or discriminated against based on their identities, they may be less willing to engage in meaningful dialogue or express their opinions openly. This reluctance to communicate freely hinders efforts to enhance understanding and collaboration among members of the University community.

3.2 The Absence of Effective Dialogue Practices

The Absence of Effective Dialogue Practices in the Academic Environment" refers sociologically to the observation or analysis of a situation where effective dialogue practices are lacking or not implemented within the academic setting. From a sociological perspective, it highlights the absence or inadequacy of methods, strategies, or cultural norms that facilitate meaningful and productive dialogue within a specific context or environment. This may indicate a failure in communication processes, a lack of platforms for open exchange of ideas, or the presence of barriers preventing individuals or groups from engaging in constructive dialogue.

Universities face several challenges in adopting dialogue practices on campus. Dialogue, instead of top-down decision-making by senior administrators, may seem unfamiliar and time-consuming for them. Student affairs practitioners and co-curricular advisors may feel anxious about losing control and unclear student learning outcomes. Additionally, faculty members may struggle with insufficient facilitation skills or a lack of knowledge about rigorous pedagogies needed for incorporating dialogue in the classroom. However, these challenges can be overcome through professional development and training for stakeholders, along with encouragement of continuous practice and critical reflection (Diaz & Stephan Hiroshi Gilchrist, 2010, p.404).

3.3 Individualistic culture

Individualistic culture may negatively affect the achievement of a culture of dialogue in the University environment from several aspects:

1- Limited social interaction: In individualistic culture, students may be less inclined to social interaction and collaboration with others. This can lead to student isolation and their reluctance to participate in educational discussions and dialogues.

2- Weak social relationships: When students are highly self-centered, they may have limited social relationships with their peers. This reduces opportunities for cultural exchange and understanding of diversity.

3- Weak social skills: Sometimes, students who are immersed in individualistic culture may struggle to develop the social skills necessary for engaging in dialogues and resolving conflicts constructively. This can hinder their ability to interact effectively with their peers and exchange ideas beneficially.

4- Preference for individual work: In individualistic culture, students may prefer working alone rather than in groups. This reduces opportunities for learning through social interaction and collaborative knowledge building.

Overall, individualistic culture may restrict students' ability to interact and cooperate, thus hindering the achievement of an effective culture of dialogue and social interaction in the University environment (SANTOMÉ, 1996, p.39).

3.4 The absence of communication between the professor and the student

The absence of communication between the professor and the student negatively affects the establishment of a culture of dialogue in the University environment in several ways:

1- Missed opportunity for exchanging ideas and opinions: Open communication between the professor and the student provides an opportunity to exchange ideas and opinions on academic subjects and general issues. The lack of this communication prevents the development of a culture of dialogue and restricts opportunities to stimulate discussion and critical thinking.

2- Lack of understanding of the material by students: When there is ineffective communication between the professor and the students, it can lead to a lack of understanding of the material by students. This lack of understanding can lead to disinterest in the subjects and reduce the benefits of learning.

3- Decreased interaction and participation: In an environment where communication between the professor and the students is lacking, there may be a decline in the level of

interaction and participation by students. This can lead to missed opportunities for interactive learning and knowledge building through dialogue and interaction.

4- Failure to promote a culture of dialogue and collaboration: In an environment where communication between the professor and the students is absent, a culture of dialogue and collaboration may not be adequately promoted. This lack of encouragement can lead to continued isolation and individualism rather than cooperation and social interaction in the University environment.

When dialogue, communication, and life experience are lacking, knowledge is reduced to a form of "thing" or "property", stripped of its personal and humane dimensions. Academic performance becomes the ultimate goal, leading to its transformation into quantitative indicators such as "grades and achievements" pursued by university students. Consequently, the overall value of education is lost, and the general practice of teachers is completely removed from University life (Liu, 2020, p.309).

4. What role does the University play in establishing a culture of dialogue?

Universities as spaces for dialogue are a necessity that must be built into the education process and become a daily culture by promoting equal communication among individuals. Dialogue is not easy, so it requires training and preparation. The learning space and other activities at the university become places where dialogue takes place. Equality among students becomes important to strengthen the establishment of a culture of equality and become a university culture that practices dialogue in its daily activities. Establishing dialogue means attempting to trust each other, continuing to learn from each other, and listening to diverse opinions. It is expected that the effort made by this University will contribute to establishing social relationships in the community. Mutual trust and acceptance that everyone is equal will negate conflict. There is already an effective mechanism, which is the use of dialogue instead of violence. Establishing dialogue in a multicultural society is one of the important efforts in strengthening positive social bonds

(Afriansyah, 2020, p.61).

In this context, it can be affirmed that students' participation in dialogic activities enhances their ability to express ideas clearly and persuasively, leading to the development of trust relationships with both their peers and teachers. Students feel "accountable" to each other, thus inclining them to adhere more closely to standards of thinking and take into consideration the issue of shared knowledge. In this diversity of ideas, students are encouraged to carefully consider all ideas, reflect on how they differ from their own, and build upon them. An important part of this process is students justifying their own ideas and developing constructive criticism of others' viewpoints. These reflections give students the opportunity to engage in shared inquiries, contribute to knowledge building, and resolve conflicts as a team (Rapanta & et al, 2023, p1).

In general, the University plays a vital role in establishing a culture of dialogue within the academic community through several perspectives:

1- Academic and Cultural Environment: The University can create an educational environment that encourages dialogue and interaction among students and faculty. This can be enhanced through organizing seminars, workshops, group discussions, and cultural events that promote communication and exchange of opinions.

2- Curriculum: The University can incorporate components of dialogue and discussion into the curriculum, whether through using teaching methods that encourage discussion and interaction, or by integrating topics that promote dialogue and critical thinking.

3- Diversity and Inclusivity: The University can promote a culture of dialogue by encouraging diversity and inclusivity within the student and faculty community, enriching different opinions and experiences and enhancing mutual understanding.

4- Support for Research and Student Projects: The University can provide support and resources for research and student projects that encourage dialogue and exchange of ideas, contributing to the development of critical thinking and collaboration skills.

5- Values and Ethics: The University can promote values of respect, tolerance, and cooperation as part of a culture of dialogue, encouraging students to interact with a spirit of respect and mutual understanding.

5. CONCLUSION

As a vital educational and cultural center, the University bears significant responsibility in building a community based on dialogue and effective interaction. The university provides an ideal environment for exchanging ideas and opinions, stimulating critical thinking, and serves as a platform for cultural and intellectual diversity. By offering opportunities for students, professors, and researchers to interact and engage in mutual learning, the university fosters a culture of dialogue that respects diversity and promotes cooperation.

Moreover, the University can serve as a model for society regarding core values such as respect, tolerance, and collaboration. It encourages respect, understanding, and appreciation of diverse perspectives, and works to build bridges of communication among individuals from different backgrounds. Consequently, the university plays a crucial role in enhancing effective communication and mutual understanding within society.

As an educational institution, the University is committed to promoting critical thinking, analytical skills, and social interaction, which positively impacts students and society as a whole. Graduates equipped with skills in dialogue, cooperation, and critical thinking can become active members of society, contributing to the development of a tolerant, open-minded, and progressive community.

In this way, the university is not merely a center for knowledge transfer but also a driver of social change and cultural development. The university plays a vital role in fostering a culture of dialogue and effective interaction, significantly contributing to the establishment of a community characterized by cooperation, understanding, and mutual respect.

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