

III. Z ŻYCIA NAUKOWEGO

Report from the International Scientific Conference "University and College against the crises of autonomy"

Szczecin, September 14-15, 2018

On September 14-15, 2018, the conference „University and College in the face of crises of autonomy” took place in Szczecin, organized by the Faculty of Humanities of the University of Szczecin and the editorial team of the „Pedagogy of the University” publishing house published at the Institute of Pedagogy of the University of Szczecin. The scientific patronage over the conference was taken up by the Pedagogical Sciences Committee of the Polish Academy of Sciences, while the scientific committee of the conference was composed of: dr hab. Urszula Chęcińska, prof. US – Dean of the US Humanities Department, prof. dr hab. Maria Czerepaniak-Walczak, dr hab. Ewa Bochno, prof. UZ, prof. dr Lyudmyla Gorbunova, prof. dr hab. Barbara Kromolicka, prof. dr hab. Zbigniew Kwiecieński, prof. dr hab. Mieczysław Malewski, dr hab. Julita Orzelska, prof. dr hab. Urszula Ostrowska, doc. PhD Ivana Pirohova, prof. Flavia Stara, prof. Julian Stern, dr hab. Janina Świrko, prof. US, dr hab. Maria Wójcicka, prof. dr Vaiva Zuzeviciute, dr hab. Anna Murawska, prof. US – who chaired the committee.

The subject matter of the conference was related to current political and educational events in higher education, the so-called Act 2.0. The functioning of the university according to the Act 2.0 was the first topic of the speech at the conference, delivered by Barbara Kromolicka. The most important factors were the parameterizing factors – especially regarding the scoring of magazines. Employees of the university were located in the situation of commercialization of research results and their popularization – to a large extent abroad. At the same time, the score of magazines in Poland has changed. The Rector’s election was also changed. Act 2.0 decided to choose the rector of choice of the rector. In addition, the University will be deprived of deans. Barbara Kromolicka mentioned such changes in higher education, such as the division of fields and disciplines, stressing that the department will not be evaluated, but the areas and the regulation on the lack of staffing minimum. Professor also emphasized the situation of universities in Poland: there are 5 Pedagogical Institutions at 398 Higher Schools, including 260 Higher Private Schools. At the same time, she pointed out the

number of Higher Schools that can award a doctorate in Poland: 1272, with the number of 54 000 currently promoted doctors. The issues of internationalization of scientific activity become particularly important. It is also worth emphasizing Barbara Kromolicka's statement that decision-making it ceases to be a privilege of scientists over 65. At the end, the professor added three aspects of the 2.0 Act to the journal Zbyszko Melosik: the aspect of managerialism, the aspect of consumerism and the aspect of restratification, emphasizing the importance of the ethical-moral state and the problem of scientific nomadization.

The first foreign guest was Julian Stern from York St. John University, who asked the question of what is autonomy at a university? The professor distinguished the opposite of autonomy – exonomy, that is, external management, external dependence. The main assumptions of Julian Stern's speech were to define autonomy as an expression of deep understanding, curiosity, mutual concern – justice, even when it can not be fully achieved, which is one of the absurdities of autonomy; according to a professor from York, you have to bend over the soul of the person, make a dialogue with her (also with the dead – through books). Especially important for Julian Stern was the expression of curiosity, interest in what the other person is interested in, the task of asking why someone is a researcher. Also mutual surprise was discussed within the discussed speech as the possibility of getting rid of passivity at the University employee. An additional, side-by-side thread was to define the features of the leader, which should be above the rivalry between employees. Particularly important in Julian Stern's speech, which was summed up by Anna Murawska was the definition of academic culture, existing without publication, in respect for expressing itself through the warmth to other people; independence – inbreeding replaced by dependence on the rights that the person accepts, i.e. autonomy; inclusive community in the sense of being open to others; developed strategy, methodology that would be varied. The guest who came to the end concluded the presentation with the expression of giving autonomy, which should be a given gift for the accepted gift. Anna Murawska stressed that autonomy is dynamic, it is a process, not a bottom-up or top-down ministerial regulation.

The second session was started by Mieczysław Malewski from the University of Lower Silesia, who talked about three traditions of studying. At the beginning of his narrative he described the University as an institution of long duration. Then he presented three traditions of studying: 1. Medieval, which he characterized as: striving for the truth as reaching the essence of being, fulfilling a mission that was cut off from the world; 2. Competence (modernist) characterized by professionalism and 3. Consumption (postmodern), whose characteristic features are, among others: structuring education itself, massification of education, commercialization, in which the scholarisation coefficient is significant, where inflation of diplomas takes place, high social status after completed university studies has no reason for existence, focus on reflexivity, profit and income, marketization (interests and market expectations). The professor touched on the side of the scientific circles and the pretense of studying, where 20% of students asked about the reason for studying, she replied that she was studying to party. He described

my studies as a theater, where instead of a solid education, students situate themselves as insignificant actors of university life, and their knowledge comes down to carrying out tests, summarizing or decreasing the amount of reading. The post-modern model of the study tradition assumes immediate gratification, where the main factor of activity is the sale and purchase of packages. The other half of the students are educated just in case, because the variability of the modern world makes it impossible to predict their own future. Mieczysław Malewski concluded his speech with the question: what is the difference between knowledge and information: knowledge is in a human being, it is an interpretation, it is characterized by heuristic; however, information is a data that allows you to control something.

Next, Maria Czerepaniak-Walczak gave a lecture on the subject of „Autonomy of education in the conditions of program centralism and decreed educational effects”. An investigator from the University of Szczecin emphasized that educational interactions consist in courage and responsibility, the so-called elitism of studies. She constituted her deliberations on shared Higher Schools: economy and autonomy. Where exonomy was characterized by: power, legitimization, colonialism, control and assessment of coping at the University along with recognized values. On the other hand, autonomy was characterized by: effort, taking care of subjectivity and approaching it through emancipation (emphasizing that empowerment is not emancipation), determining weight, being honest, having your own voice, co-deciding about time and space management, sense of humor, care (system class-lesson, acquiring ECTS), obedience, subordination, qualifications without a profession. The side of the speech was the scientific circles, which according to the professor make it possible to pursue interests, passions of both students and the supervisor of the scientific circle, are an opportunity for mutual learning of the participants of the scientific circle. Maria Czerepaniak-Walczak expressed her opinion on the Act 2.0, which according to the researcher is characterized by: guidelines, passivity (therefore, one must build discreet opposition, self-confidence, awaken students). The professor from the University of Szczecin underlined the knowledge that the student brings to classes, which is the everyday life of learning. You have to ask yourself why, what is it about? She defined two types of relations: horizontal – as a process with two subjects, who teaches self-discipline and vertical: on the principle of „servant and his master”, that is, subjection and obedience to authority and commands. Maria Czerepaniak-Walczak asked the question, where is the trust? At the same time, she described contemporary academic teachers as ketmans (conformists) who, for peace, suspend their own ideas so as not to fall into conflict. On the end has defined the way of organizing studies as the infantilization of student life, which is devoid of independence.

The last conference speech during the second session was the presentation of Vaiva Zuzeviciute and Gitany Nauduziene from Mykolas Romeris University on the subject of controversy and dimensions of the University. The researcher emphasized the attitude towards new experience, which includes the past and the future – at the same time it eliminates the present. In her speech she stated that students are not interested in anything, therefore they should be invited to

take personal interests. Emotional intelligence was a side-effect of the speech. The second session ended with the question: Who oversees the supervisor?

The third session of the first day of the discussed conference was started by Elżbieta Wołodźko from the University of Warmia and Mazury in Olsztyn, with the theme „Autonomy in the university space – meaning, experience, limitations”. The main thesis of the researcher was the types of autonomy, which are characterized by multi-discursiveness. The doctor habilitated emphasized the ambivalence of the contemporary University: simultaneous independence with a sense of security and the desire to create a bond with simultaneous isolation. It also defined the limits of autonomy, mentioning eg a personal limitation. On the other hand, Ewa Bochno from the University of Zielona Góra asked herself about the common good and the principles that are respected within it, describing them as a common pasture. The researcher mentioned such features of community: self-management, good management, stable management system: diversity in unity (resource, societies and norms). She stressed that the common good consists of smaller common goods. According to the researcher from Zielona Góra, only democracy can free man to social disobedience, which is destroyed by power through rankings and rivalry. Ewa Bochno described the post-modern University as a market academy, which is regulated by external and internal regulations and familiarity (selfish attitude on the basis of „cronyism”, division into mine and others). Another presentation in the third session was the presentation of Lyudmyla Gorbunova from Kiev, who began her narration on the subject of „A cross-cutting self as the basis of an autonomous subject: towards justifying transformational strategies of higher education” from the complexity of research on autonomy around the world. Janina Świrko from the University of Szczecin, the beginning of her narrative on the subject of „Individuality – autonomy – independence” began with the determination of pettiness in the University and questions about what really means autonomy? – because there is no self-sufficiency. The second question was, is there any subjectivity? which would herald the end of the modern era. The researcher referred to the ability to decide, to have a conscious choice. The main thread Janina Świrko's speech was the atomization she characterized as: focused on consumerism, nihilism. The professor expressed her longing for quality in the form of self-determination, self-reflection. At the same time, the researcher from Szczecin determined that independence is not an individuality. The next speech in the third session of the discussed conference was the paper by Elżbieta Magiera „Universities and colleges of the Second Polish Republic in the face of crises of autonomy.” A researcher from the University of Szczecin mentioned the following dates: 1918, in which, after regaining independence, education began to develop after 123 years of annexation; 1920, in which there was a division into state and private education; 1922, when the law on the state's university service was established; student's independence occurred during this period; 1926. a Benedictine Ghetto was created discriminating against, for example, Jews, such slogans as engaged youth; 1933. in which there was a reform limiting student autonomy and Higher Schools, including the liquidation of departments. The Education Historian from the University of Szczecin stressed the position

of Stanisław Kot, who described autonomy as an anachronism. At the end of the conference, Anna Murawska gave a talk about „Autonomy at the university. Towards a hermeneutic rationality of education. „ A professor from the University of Szczecin at the beginning of her narrative described hope, for „Homo viator” by Gabriel Marcel, in which she searched for the rationality of education. The main topic of the speech of the chairperson of the scientific committee was the definition that autonomy is to serve values. The researcher referred to such names as: Wellins, Byham, Wilson or Milerski.

The second day of the conference began with two separate sessions. The fourth session, moderated by Elżbieta Magiera, included the following speeches: Piotr Domeracki talked about the ideas and practice of university autonomy; Mariola Gańko-Karowska spoke about the freedom of science within the theory and practice of university autonomy; Włodzimierz Olszewski delivered a lecture entitled „Whether and how much autonomy in a small” local government university „”, thus determining the importance of local educational ventures; Aleksandra Sander created a narrative about the „Autonomy of the German university of higher education – between politics and science (selected aspects)”, which presented international autonomy, contributing to the widening of the theory of comparative pedagogy; Ilona Kość talked about „Experiencing autonomy by students working in scientific circles”, in which she leaned towards student activity and the student’s situation in the post-modern University focused on marketization; Katarzyna Ciarcińska gave the theme „Martha Nussbaum on silent crisis from universities”, in which she talked about the quiet university crisis with reference to Martha Nussbaum; while Barbara Rdzanek introduced changes in higher education and „Legislation regarding higher education in Poland in the context of autonomy of higher education”.

In session V, moderated by Janina Świrko, innovative proposals for understanding autonomy were presented, especially in the spirit of the pedagogy of critical thinking and distance. Janina Świrko proposed a formula for a panel discussion in which particular speakers presented the main theses of the papers. Oskar Swabianly spoke about the theme „Crisis, commitment, exodus”, where he asked the question, why do we need autonomy? Who does the university belong to? Jacek Moroz delivered a lecture entitled „Student independence in a constructivist educational model”, in which he presented a variant of project method – Problem Based Learning (PBL), asking the question how we think? Hubert Kupiec presented the main assumptions of the topic „Method of projects in developing student independence and resocialization”, the researcher concluded that students need a safeguard, they can not combine theory with practice. Jarosław Jendza’s speech had the title „” Autonomy „in the narratives of the Academy people – the third spectrum of the university”; as part of the speech, the researcher distinguished three types of university spectra: 1. U. in chains; 2. Laws for purposes; 3. U. in the rhizome. Agnieszka Jankowska gave a speech on „Reflexivity in academic education – to support the development of human autonomy”, in which she stressed that autonomy is not a limitless freedom, needs constant reflection, dialogue with each other. Anna Pawiak delivered the main thesis of the paper entitled „Exem-

plification of expectations implicating credibility towards academic teachers in the opinion of students”, in which she referred to the Polish sociologist Piotr Sztompka and his concept of credibility, stressing that an academic teacher should not do everything, as the student expects. The last speech was the theme „Freedom of creative expression in academic artistic education” – pronounced by Paula Wiażewicz-Wójtowicz, who distinguished the limitations of artistic expression, especially in the form of goals that are focused on effects, this aspect is particularly important within the framework of artistic education, which has for the task to develop and open up the student for aesthetic experiences, not forcing and worrying. As part of the proposed panel discussion, at the end of session V a stormy discussion on autonomy began, including: would not lack of autonomy cause even greater marketization of the university? How to exceed the prevailing regulations, which are non-human autonomy? Have socially maladjusted individuals identified common goals when implementing the project method? Will computers not make faster choices than humans, thanks to a programmed set of algorithms suited to a specific situation, eg, while chess? Did not the mythologization of autonomy occur? Is the choice of captivity as well autonomous? Is it by accident that academic teachers do not re-evaluate students? The considerations have been concluded that the academic teacher should choose what is good for him, not what is good for students.

The conference discussed ended with two speeches during the 6th session. The session began with Andrzej Olubiński from the University of Warmia and Mazury in Olsztyn, the subject of „System for the parametrization of scientific achievements as a barrier to the development of social sciences and society”. The researcher referred to such elements of parameterization as: meaning, effects, condition, role, specificity, hidden and explicit interests, criteria and subject of evaluation, priorities and nature of development. A professor from Olsztyn defined the requirements of the parameterization manager, eg basic and not critical research is profitable, the style of writing articles with socialist language, the weight of statistics, not quality and truth. As part of the speech, he asked the questions: To what truth did the humanists come to? What is more important in studying the reaction of a fly or thinking a human – predicting his actions, attitudes, problems? Therefore, why research on the fly is financed in millions of zlotys, and research about a man in several thousand? What costs and consequences of parameterization are there for Higher Schools? Andrzej Olubiński came to the conclusion that biographical research may have a chance to finance the so-called research grants, but small, because it is not a statistic. At the end of the conference there was Flavia Stara from the University of Macerata with the theme Fri „University Autonomy as a Social Asset”, in which she talked about autonomy in social work. The whole conference was summarized by Anna Murawska, especially emphasizing the value of the speeches of foreign guests who brought optimism into the university environment, presenting that not only in Poland there was a crisis. At the same time, emphasizing the importance of caring for students and research, so as to continue to promote the truth, not necessarily points.

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