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Quo vadis university teacher?

Introduction

As a university teacher I feel that there is less and less time for work with student and for student from year to year. Instead I fill in, prepare and then evaluate various forms, tests, questionnaires – the tools of control, so-called quality guaranties of education. Concerning research, I focus my research mainly on topics that are demanded, to ensure research financing, and not on that what I currently see as a research problem and is connected to my specialization in andragogy. Respectively, if there is space and opportunity, I “assimilate” my research topic to demanded topics to be able to use at least some amount of finances for research that I consider important and useful for the adult education area. Fortunately, the most of interaction with other research or other projects enhances me in a professional and human way. The change of requirements for the university teacher occupation concerns me; to its understanding I use the perspective of interaction of problem knowing, reflection and self-reflection of university teacher work.

The contexts of changes of university teacher job understanding

„Only the one who does not underestimate himself or herself can be a teacher, because only the teachers who are ashamed of their job do so.”¹ As a self-confident being he or she „needs to be ensured that he or

¹ J.A. Komenský, *Predpisy pre dobre organizovanú školu*, SPN, Bratislava 1991, s. 71.

she exists and that he or she is valued,"² has a specific identity and is not only an object in the world that is interesting for its profit. Every university teacher is unique also thanks to the fact that they are the part of community, occupation group, which is in interaction with public social world. And so, in each activity and relation they participate on universal and individual at the same time."³ I perceive the self-confidence of university teacher and of community and occupation group at the same time through myself – the understanding of teacher/scientist who infers from visions that others have about him or her, from comparison of himself or herself with others, from his or her own cultural habits and evaluation of own ideas and behavior in interaction with social-economic context.

The development of a human is, beside other things, a process of acquiring a set of norms and ideals that define our role in social system. In the process, in which an individual becomes university teacher, learns about expectations concerning teacher/scientist behavior at university and is evaluated based on how he or she will fulfill these expectations in reality. I suppose that in most cases the teacher/scientist will internalize the expected values and follow them and will evaluate himself or herself, others in community and occupation group negatively if they do not hang onto expected attitudes and do not follow them. Even in the case if they do not internalize expected values and norms, they are expected to behave like they already accepted them, because „behavior, feelings and relations are created by certain socially-accepted principles so that people see themselves as carriers of laws and responsibility in the system of gradually evolving relations.”⁴

The development of ideas about what university teacher should be like, what abilities should they dispose of and how they should behave is necessary to understand in the context of epochal changes of mission and functions of education in general, of the role of higher, university education, education in society, because the present „involves past and future in it.”⁵

² B. Fay, *Současná filosofie sociálních věd, Multikultúrní přístup*, SLON, Praha 2002, s. 59.

³ *Ibidem*, s. 286.

⁴ *Ibidem*, s. 57.

⁵ *Ibidem*, s. 288.

The origins of European ideas of “professor at university” reach to the era of ancient Greece. They are connected to understanding of education, to society of Plato and Aristotle, their Academy and Lykeion.⁶ The first prototype of university teacher is **philosopher – thinker, mature, virtuous** and **clever man**, teaching and learning **in dialogue**, ready to govern the society.⁷ Later, in the period of Middle Ages, the carrier of wisdom and virtue is a **priest**. For the period of antique and Middle Ages, the focus of education is on socialization and enculturation based strictly on tradition, **fixing** of man in “reliable order of natural cycle of world.”⁸

The idea of free thinking, scientific knowing, their protection and those who spread it occurs with the establishment of first European universities. In the period of Renaissance, the accepting of unique human being returns through Christian values; the mission of university professor is to prepare **educated elite of society**, mainly theologians, lawyers and doctors and “through “leading” to **emancipate** and **cultivate a human**, to provide him or her basic **values**, on which the construction of world and society is built.”⁹

In the course of history, the universities are becoming the centers of differentiated scientific knowing and of education of highly-qualified experts and scientists. They are becoming the place of various emancipation efforts, of resistance against dogmatic thinking.

There is still a vision in us of university teacher/scientist, who should be **clever**, that means generally **educated**, but also expert/**scientist**, who spreads academic knowing in certain area, **teaches** and at the same time **learns** for the whole life, broadens his or her academic knowing, gradually becomes **integrated, clever and mature personality**. There are expectations on him, which are usually not expected from people of other occupations, mainly in the area of **moral** and **social engagement**.¹⁰ This theory about university teacher/scientist offers us

⁶ M. Cipro, *Průvodce dějinami výchovy*, Panorama, Praha 1984, s. 55–71.

⁷ Ibidem, s. 58–60.

⁸ B. Kosová, *Filozofické a globálne súvislosti edukácie*, Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Banská Bystrica 2013, s. 147.

⁹ Ibidem.

¹⁰ L. Kráľová, *Sociálne roly a sociálne statusy v škole*, in: *Učiteľ a škola*, G. Moško, G. Ichoniovská, E. Hleba (eds.), Metodicko-pedagogické centrum v Prešove, Prešov 1996, s. 86–89.

comparative markers, according to which we can evaluate ourselves and use this evaluation for own academic community and occupation group. At the same time, it is necessary to understand this theory about university teacher/scientist in social, economic and political context, in the circle of cyclically repeating periods of flourishing of academic knowing, education and attacks on free thinking, directing by „one and only right” direction, restricting university rights, hindering financial support to universities’ elimination, professors’ firing, their persecution and liquidation.

The ideas on what a teacher/scientist should be like are connected to changes of function of education in society. According to J. Keller and L. Tvrđý,¹¹ until Second World War specifically **university education** was **a temple**, its graduates created privileged group with a set of advantages, resistant to the pressures of labor market.

In this context, the teacher/scientist at university is the one who creates privileged group and is **privileged** on his or her own. Wisdom is codified by scientific and academic titles. Free thinking is a freedom of privileged class to such extent, to which the governing class needs it. Exceeding the stated limit is punished, later tolerated, if the academic knowing of teacher/scientist is eligible, but it must stay only among the privileged ones. The reward is that university professors can become “**intellectual elite**” with high degree of prestige in society.

After Second World War, the demand on education rises and it is available to broad classes of citizens. University education is a **lift**, which ensures progress into higher social class.¹² University teacher enables vertical mobility in society, is the part of middle class which he broadens, is **engaged participant of democratization of society** of 60s and 70s of the 20th century. B. Johnson, P. Kavanagh and K. Mattson interpret such self-perception of mission of university scientist/teacher of this period in USA using the words of university Professor C. Kern, who said about himself that he was “man of liberal, mildly social democratic views” who had wanted to make the university serve society.”¹³ Despite the fact that,

¹¹ J. Keller, L. Tvrđý, *Vzdělanostní společnost? Chrám, výtah a pojišťovna*, SLON, Praha 2008, s. 29–33.

¹² *Ibidem*, s. 43–60.

¹³ B. Johnson, P. Kavanagh, K. Mattson, *Section One: The Rise of the Corporate University*, in: *Steal This University. The Rise of The Corporate University and the Academic*

according to their words “He was no reactionary but rather a prominent labor economist and a liberal.”¹⁴

Profession of university teacher is requiring extensive knowledge which is governed by a code of ethics at that time. University teachers “tend to have a great degree of autonomy; they are not responsible to a supervisor for every action, nor do they have to respond to the customer’s wishes.”¹⁵

But the stories of academicians in the USA or in the countries of Western Europe will probably be slightly different from the stories of university teachers in former Czechoslovakia, Slovakia, where social engagement of university teachers was discredited by **ideologization of education**, sciences about human and society.

Since 1948, except for short sign of freedom of “socialism with human face” by the end of 60s of the 20th century, each sign of academic freedoms defense resulted in loss of opportunity to be active at university. Teachers/scientists, who did not internalize “directed” ideals and stayed at universities, spoke and behaved in public in other way that they thought, in other way like they did in private. Academic community, occupation group of university teachers, on the outside “compact”, consisted of stories experienced in oneself and for oneself, without the possibility of public and academic confrontation about mission and functions of education at universities, about own mission of university teacher. Of course, it concerned more the ones who gave lectures on social and human sciences than the experts in natural sciences.

This fact was misused in Slovakia after 1989 while reasoning “non-scientism” of some sciences about human and society, “non-quality” and “defined usefulness” of education in them, including pedagogy, pedagogical education, andragogy and andragogical education. There comes an era of re-discovery of management, arrival of theories of directing man-power, popularity and prosperity of teachers/scientists of management, interest in study of management study programs, and de-

Labor Movement, B. Johnson, P. Kavanagh, K. Mattson (eds.), Routledge, New York–London 2004, p. 12.

¹⁴ Ibidem.

¹⁵ R.T. Schaefer, *Sociology*, McGraw-Hill, New York 1989, p. 422.

crease of interest in studying teaching study programs and in teachers/scientists, pedagogues, andragogists.

But there is another fact that, in this period generally in Europe, in post-socialistic states like Slovakia later, but more intense (in 90s of the 20th century and at the beginning of the 21st century) devalues the value of university education and prestige of university teacher occupation. Globally, in the post-war period, the “education is primarily **not directed** by supertemporal **values**, but by **social order** of national states.”¹⁶ And so, based on the order of state (hopefully well-intentioned), often regardless the potential of individual for university study, the groups of academicians were broadened, and university teachers assimilated to the possibilities of potential of their students to be able to graduate. Symbolic representation of education, **a diploma**, did not always represent valuable education. These processes of **devaluing** the value of school and education came under criticism, in the myths about school of I. Illich, in his Deschooling Society, already in 1971.¹⁷ In west countries, “the diplomas do not represent a value themselves anymore, the graduates are required to be able to mobilize their knowledge according to current requirements of employers.”¹⁸ C. Griffin emphasizes: “The status and authority of lecturers, and teachers generally, will depend less upon traditional forms of professional autonomy and more upon competence in meeting the learning needs of learners as consumers, as well as the meeting of externally imposed quality.”¹⁹

Not even a title of university professor represents a value itself in this world; a permanent and flexible ability to mobilize own potential according to individualized needs of market in research, education and innovation for praxis is required. Scientist/teacher is not primarily connected to one university; they change the employer flexibly, travel, make many contacts, start relations, promote their research and ensure money for them.

¹⁶ B. Kosová, *Filozofické a globálne...*, s. 148.

¹⁷ I. Illich, *Odškolnění společnosti*, SLON, Praha 2000, s. 110.

¹⁸ B. Kosová, *Filozofické a globálne...*, s. 151.

¹⁹ C. Griffin, *Didacticism. Lectures and lecturing*, in: *The Theory and Practice of Teaching*, P. Jarvis (ed.), Routledge, London–New York 2006, p. 87.

This development of university education, changes of status of universities, understanding the occupation of university professor, are realized later in Slovakia in interaction of local, national, European and global, cultural, social, economic and political contexts.

After 1989, university scientist/teacher could have again talked and made research freely, traveled, entered into interaction with the whole world. Carried away, sometimes surprised or even endangered by the possibility to speak freely, they have accepted or pretended to have accepted; resp. according to previous auto-censorship they did not speak for a long time, or they did only individually, lonely and reservedly speak to the following development of education at universities, the own occupation and academic community.

Slovakia has been since 19th June 1999 the signatory of The Bologna Declaration.²⁰ Aside from undeniable advantages like creating European university space and possibilities of mobility and academic cooperation in it, the process of obedient fulfilling of this declaration brought also some disadvantages. The division of university education to bachelor, master and post-graduate cancelled the tradition, the philosophy of education of academic experts who need for their occupation not only to acquire required knowledge, abilities and to internalize values, but also to have time to mature to understanding of their meaning for the occupation (e.g. pedagogue, psychologist, andragogist.) We have also created a space for new private schools to offer bachelor study programs that are demanded, easy to finish and financially available. This caused the devaluation of university education in general, but mainly the devaluation of value of these branches of study whose study programs were and are offered by private universities.

The stories of such universities are similar to the story of The University of Phoenix, when A.M. Cox states that “Phoenix recently utpaced New York University to become the largest private university in the country. From its start in 1975 as a small, single-campus operation offering only a degree in business, Phoenix now grants bachelor’s, master’s, and

²⁰ *The Bologna Declaration of 19 June 1999*, http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf (8.08.2014).

even doctorates in such high-demand fields as nursing, teaching, and managing of information systems.”²¹

The process of devaluation of university education is in Slovakia also accomplished in the contexts of influence of globalizing economy when education in the society no longer is a lift, but **an assurance** from fall of individual to the poorest classes, an enforced strategy, thanks to which they can work on positions which required lower education before.²²

At the same time, The Bologna Declaration started the process of support of European cooperation in ensuring quality with regard to development of comparative criteria and methodology. A process of evaluating of scientific-research quality, of educational activity, of innovations oriented to demands of globalized market has started. According to K.P. Liessmann,²³ **universities** as centers of reflection of all, **resigned** to **reflection of themselves** as carriers of valuable education, when “almost no processes of directing and control developed from the inner need and structure of university, but were adapted from the outside, mainly from the sector of managing technologies.”²⁴

So it comes to massive deviation of university “from philosophy doctrines emphasizing non-material value bases, the value of human, life and humanity to economizing educational doctrines, which place emphasis on effectiveness, backflow, accountability and efficiency of school system.”²⁵

“The practice requires fast training, rather quickly usable and easily changeable **half-education** and not general education; it causes addiction on **quickly** changing **labor marker** and so on **quick education**.”²⁶ It requires distant education, in which a student assimilates the content of education according to his or her own, or basically to the employer’s

²¹ A.M. Cox, *None of Your Business: The Rise of the University of Phoenix and For-Profit Education – and Why It Will Fail Us All*, in: *Steal This University. The Rise of The Corporate University and the Academic Labor Movement*, B. Johnson. P. Kavanagh, K. Mattson (eds.), Routledge, New York–London 2004, p. 16.

²² J. Keller, L. Tvrđý, op.cit., s. 75–77.

²³ K.P. Liessmann, *Teorie nevzdělanosti. Omyly společnosti vědění*, SLON, Praha 2009, s. 85.

²⁴ Ibidem.

²⁵ Š. Porubský, *Edukačné doktríny a kríza súčasnej školy*, „Pedagogické rozhľady“ 2010, č. 1, s. 2–3.

²⁶ B. Kosová, *Filozofické a globálne...*, s. 148.

needs in a way it is in education provided by The University of Phoenix.²⁷ Moreover, according to A. M. Cox “the sad news is that many students seem to want it that way. Indeed, research such as the annual freshman survey conducted by the Higher Education Research Institute at the University of California at Los Angeles provides sobering evidence that whether or not students actually attend for-profit institutions, they seem to share the same values.”²⁸

This way of self-controlled education “...although apparently centred intrinsic characteristics of the learner and the rigtness of the students making decisions about their own learning, actually works to increase the efficiency of the “learning system”. In other words, despite the stated rationale of students taking control of their own learning, the emphasis is on cost-efficiency, “value for money” and more efficient regulation through engaging students directly in a supposedly democratic process of participation—a process, however, which is empty of “empowering” content and centred on adaption.”²⁹

B. Kosová states: “Philosophical idea of individual creative self-realization of human according to human values is economically misused for the ideology of individualization for the needs of market.”³⁰

S. Slaughter and L. L. Leslie³¹ named this change the transition to academic capitalism and assigned it to the 80s and 90s in the countries such as Australia, Great Britain, Canada and USA. Academic capitalism was characterized as a market competition for financing among universities and it became also competition among teachers. According to S. Harley et al.³² the universities currently have more control over their employees, prefer research and international publications (what is an indirect

²⁷ A.M. Cox, *op.cit.*, p. 15–32.

²⁸ *Ibidem*, p. 22.

²⁹ R. Usher, R. Edwards, *Postmodernism and Education: Different Voices, Different Worlds*, Routledge, London–New York 2003, p. 45.

³⁰ B. Kosová, *Filozofické a globálne...*, s. 149.

³¹ S. Slaughter, L.L. Leslie, *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*, Johns Hopkins University Press, Baltimore 1999, p. 276.

³² S. Harley, M. Muller-Camen, A. Collin, *From Academic Communities to Managed Organizations: The Implications for Academic Careers in UK and German Universities*, “Journal of Vocational Behavior” 2004, Vol. 64(2), pp. 329–345.

way to direct the work focus of teachers) and fragment traditional unity of academic role. “The consequence is to cast doubt on the values of academic communities, bringing the individuals into greater indeterminacy, competition and uncertainty, and the influence on the form and direction of academic careers.”³³

Even the universities and their teachers are, and probably will be, forced to get as many students, sponsors and contacts with businessmen as possible from financial reasons, to be able to survive. In Slovakia, the meaning of branches of study, which are needed by globalizing labor market, is increasingly emphasized. Our educational system produces the highest quality for foreign, multinational corporations; so-called “useless” graduates stay at home and so the question of “financing” public university education arises.

Not every university **education** is **an assurance** from falling into the poor class. There is an emphasis on necessity of creating clusters as networks of mutually interconnected firms, institutions producing knowledge, supporting institutions (e.g. scientific-technical parks) and customers connected to production chain, which creates additional value.³⁴

I do not want to doubt the meaning of connection of universities with praxis, it is desirable. I rather think of arising threat of academic freedoms of scientists/teachers to perform academic and pedagogic work without any pressure from state or other source, from interest groups of political decisions. According to opinions of B. Johnson, P. Kavanagh and K. Mattson in the USA, “today, business leaders have gone one step further. They want to assert not just influence but much more control over the educational processes themselves.”³⁵

Gradually, the occupation of university teacher in this context is changing. “The professoriate is not a “community of scholars” that governs itself; rather its work is reviewed by administrators who chant “ac-

³³ Ibidem, p. 329.

³⁴ *Innovative Clusters Drivers of National Innovations Systems. Enterprise, Industry and Services*, OECD 2001, http://www.nist.gov/public_affairs/releases/upload/spi-the-plastics-industry-trade-association-attachment.pdf (9.08.2014).

³⁵ B. Johnson, P. Kavanagh, K. Mattson, op.cit., p. 2.

countability” while throwing merit pay rewards at those lucky enough to have full-time jobs.”³⁶

L. Kobová deals with causes and consequences of academic capitalism in Slovakia in more detail.³⁷ According to her, these changes started to happen in our conditions in the 90s under the influence of financing lowering of university education, science and research by the state and by enormous growth of student number studying at universities, mainly at social and humanitarian study branches.

Not every university **education** is **an assurance** from falling into the poor class, this can be **a survival strategy**. Highly negative phenomenon is a fact that the survival strategy also refers to the preparation for job position of the university teacher. Up to 34.8% from the early finished post-graduate students at Slovak universities stated that their motivation to continue studying was the temporal solution of unemployment.³⁸

On the other side, after the creation of independent Slovak Republic on 1.1.1993, the enhancement of education became one of the key condition for Slovakia to be able to enter European Union. At high schools, especially at universities, the research activity of the teacher became to be emphasized more than his or her pedagogical activity and the fixed-term work contracts were introduced. The question whether the teacher gets a contract for another period depends on the quantity and quality of their published papers and number of citations. Fixed-term work contract is on one side a tool to enhance the work effort, but on the other side it can be a source of uncertainty, permanent fight for financial resources for the research realization.

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³⁶ Ibidem.

³⁷ L. Kobová, *Akademický kapitalizmus na Slovensku*, in: *Situovaná veda. Podoby a kontexty tvorby poznania*, M. Szapuová (ed.), Centrum rodových štúdií, Bratislava 2009, s. 31–119.

³⁸ H. Janotová, 2004 in: R. Bednárík, B. Holubová, K. Repková, *Vedecká kariéra v povedomí mladých ľudí. “Career in Science in young peoples’ perception“*, in: *Family and labour (Práca a rodina)*, 2, 2006, s. 12–22. online cit. 10.5.2011 Dostupné na internete www.ceeol.com/aspx/getdocument.aspx?logid=5&id=ab2d93c2-730a-4b93-b129-78da31278346.pdf (13.07.2014).

tions; so-called “useless” graduates stay at home and so the question of “financing” public university education arises.

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Academic identity in danger

According to B. Kosová⁴¹ a professional identity is the realization of the basis of own professionality and place of own profession in the system of social categories and relationships. “It is characterized by the high grade of self-realization, autonomy and self-control of the professional community while accomplishing the profession and also by high consciousness and experiencing the belonging to it.”⁴² She also claims that these parts of the professional identity and not fulfilled with Slovak teachers and we can see some kind of “schizoidy in identity, as the inability to realize clearly, what is the base of professionality and expertness in the profession of teacher. This applies to all categories of teachers, including the ones at pedagogic faculties and decisive school sphere... The absence

³⁹ *Innovative Clusters Drivers of National Innovations Systems. Enterprise, Industry and Services*, OECD 2001, http://www.nist.gov/public_affairs/releases/upload/spi-the-plastics-industry-trade-association-attachment.pdf (9.08.2014).

⁴⁰ B. Johnson, P. Kavanagh, K. Mattson, op.cit., p. 2.

⁴¹ B. Kosová, *Profesia a profesionalita učiteľa v teoretických súvislostiach*, in: *Profesijný rozvoj učiteľa*, B. Kasáčová, B. Kosová, I. Pavlov, B. Pupala, M. Valica (eds.), Metodicko-pedagogické centrum, Prešov 2006, s. 10.

⁴² Ibidem.

of professional chamber of teachers and apathy in professional meetings is evident.”⁴³

Schizoidy in identity can be visible in stories of lives for themselves, about themselves, in escapes from organized, required engagement in academic community before 1989. We need to perceive in in the process of transformation to academic capitalism. M. Henkel⁴⁴ considers these political, economical and demographic changes in the last quarter of the 20th century in Great Britain **the main menace** for academic identity. According to her, academic identity is “the function of community membership and in the case of academicians an interaction among individuals and two key communities, science branch and university institution.”⁴⁵ The dynamics of interaction among individuals, science branch and university institution changed and broadened the concept of academic identity with political dimension. We distinguies three dimension of academic identity: **(1) Political changes** – have the strongest influence on university institutions, because they changed their basis (in terms of stronger political establishment and social organ). This caused fragmentation, acceptance of conflicting values and loss of institutional borders (universities are not self-centered anymore and if they want to survive, they must expand and cooperate with surrounding world). **(2) Study branches** – also underwent the changes in organizational structure of knowledge production despite the strong aversion of elite members, the changes happened in remuneration and in creation and maintaining of academic programmes. But study branches still remain the strong source for academic identity. **(3) Academic freedom** – in terms of individual and collective. For the teacher the academic freedom was and is the matter of life quality and maybe the main reward for academic career. University teachers were able to be individually free in the choice of research programe and were trustworthy to manage their own work life and priorities. This model was replaced by the change of managing of institutions and by pressure on competition with the aim to gain financial resources. Teachers have to work according to externally de-

⁴³ Ibidem.

⁴⁴ M. Henkel, *Academic Identity and Autonomy in a Changing Policy Environment*, “Higher Education” 2005, Vol. 49(1-2), pp. 155-176.

⁴⁵ Ibidem, p. 172.

fined rules and evaluative criteria. The ones who fulfil them are perceived by themselves and by others as successful individuals.

T. Bugelová and J. Lukáčová⁴⁶ explored the relation between academic career success and academic identity. The basis was the concept of personal identity by P. Weinreich⁴⁷ who characterized it as collection of self-understanding, in which he or she constitutes oneself according to the fact how he or she sees their own him- or herself in present, and at the same time how they perceive themselves in the past and what their aspirations in relation to themselves in future are. He considers self-esteem and diffusion of identity the global markers of individual identity. **Self-esteem** as a “comprehensive self-evaluation of individual expressed in terms of continual relation between past and current self-portrait of individual according to his or her value system.”⁴⁸ He does not see **Diffusion of identity** as a whole failure contrary to successful achievement of identity, he defined it as “general diffusion and grade of identification conflict of individual with others”⁴⁹ or otherwise, general diffusion and deviations of respondent’s conflicts in identification with famous other people based on the current self-portrait.⁵⁰

J. Lukáčová and T. Bugelová found out, that the markers of objective career (type of work, function, leading of grants, level of wages) have positive relation to self-esteem. Self-esteem is a positive predictor and diffusion of identity a negative predictor of subjective career success of teachers (variables of career and work satisfaction).

They found out, that at Slovak universities the most preferred academic entities are beside professors considered the leaders of scientific grants.⁵¹ It is not easy to gain finances for scientific project, specifical-

⁴⁶ J. Lukáčová, T. Bugelová, *6 Akademický kariérový úspech a akademická identita – výsledky výskumu*, in: G. Kravčáková, J. Lukáčová, T. Bugelová, *Práca a kariéra vysokoškolského učiteľa*, Univerzita Pavla Jozefa Šafárika v Košiciach, Košice 2011, s. 249–294.

⁴⁷ P. Weinreich, *Identity Structure Analysis*, in: *Analysing Identity. Cross Cultural, Societal and Clinical Contexts*, P. Weinreich, W. Saunderson (eds.), Routledge, London 2003, pp. 7–75.

⁴⁸ Ibidem, p. 47.

⁴⁹ Ibidem, p. 64.

⁵⁰ Ibidem.

⁵¹ J. Lukáčová, T. Bugelová, *6 Akademický kariérový úspech...*, s. 292.

ly for basic research of social and humanitarian sciences. 11 teachers from universities in west Slovakia said, that when they want to apply for a grant there are bureaucratic restrictions and regional discrimination, what lowers their possibility to use these sources effectively.⁵²

Except for the possibility to gain finances for research, the right and duty to deviate from the accepted process and handed research plans is also important for university teachers. And this option of deviation is protected by academic freedom, an important part of academic identity.⁵³ Slovak university teachers-researchers say that academic freedom fulfils its aim mainly “through the freedom of thinking and researching.”⁵⁴ There was an opinion concerning preparing and applying for grant in context of academic freedom, that it “restricts academic freedom in scientific research, because the topic of a grant should be elaborated in each step of solving according to previously set requirement in a way to be accepted. Not in a way the leader or the person handing an application wanted it.”⁵⁵ Set conditions of acquiring scientific grants are in harmony with the opinion of S. Harris,⁵⁶ that traditional ideas about academic freedom, autonomy and sense, which were central characters of academic identity, retreat.

Conclusion

Will an university teacher change into the **seller** of required education “**the goods**” or to seller of “**assurance – education**” which does not

⁵² J. Lukáčová, T. Búgelová, *Pracovná spokojnosť vysokoškolských učiteľov v kontexte reformy školstva*, in: *Psychologie práce a organizace*, M. Rymeš, J. Štikar, J. (eds.), *Príspevky z medzinárodnej konferencie konanej v dňoch 27–29.5.2009*, Matfyzpress, Praha 2009, s. 185–193.

⁵³ L. Bennich-Björkman, *Has Academic Freedom Survived? An Interview Study of the Conditions for Researchers in an Era of Paradigmatic Change*, “Higher Education Quarterly” 2007, Vol. 61(3), pp. 334–361.

⁵⁴ G. Platková Olejárová, K. Komenská, J. Klembárová, *1. kapitola. Akademická sloboda vysokoškolských učiteľov*, in: G. Platková Olejárová, K. Komenská, J. Klembárová, *Akademická etika: akademická sloboda a medziludské vzťahy*, Prešovská fakulta, filozofická fakulta, Prešov 2013, s. 21.

⁵⁵ *Ibidem*, s. 22.

⁵⁶ S. Harris, *Rethinking Academic Identities*, *Neo-Liberal Times*, “Teaching in Higher Education 2005, Vol. 10(4), pp. 421–433.

guarantee and cover anything? And, the ones who persuade their clients about its gainfulness will be successful and rewarded by their employers?

This development can but does not have to be the indication of miserable existence of sciences about human and society, which are not useful for practical life from the viewpoint of employers and their knowing is not immediately applicable. If so, then only narrowed into useful recommendations, competences identified based on the needs of employers and on analysis of work activities. The indication of miserable existence of professors who have a need to gradually mature in knowledge, to learn in interaction with others and educate themselves to have the possibility to be happy for their students, in which also their never-ended knowing stays. The professional identity of university teachers is gradually sophisticatedly endangered by supporting their concurrence fight in harmony with cyclically returning principles of social Darwinism – the stronger and the more competent ones will survive.

The sterility of **post-modern view** on education got stuck in “playful”, for the common human less and less **comprehensible ways of talking about education**, like the teacher/scientist was an “isolated monade” living in own autonomous, isolated world and the others (the not-knowing) were the carriers of discourse systems. It indeed unmasks the false hopes of modernism, but does not offer anything instead.⁵⁷ This **post-modern skepticism** leads to doubts about possibilities of rational analyses and solving the problems of education. “These doubts **stimulate** either **social political quietism**, retreat from society, **isolation** into **oneself** and despair, or **militant abidance** on **own perspective of values and culture**.”⁵⁸

And so, **the speech and behavior** of those who emphasize utility of research and education for **market** are more comprehensible and **more meaningful** for **public** (and potential students).

⁵⁷ B. Śliwerski, *Problémy pedagogiky a edukácie v postmodernistickom období*, in: *Edukácia človeka – problémy a výzvy pre 21. Storočie*, M. Lukáč (ed.), Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Prešov 2012, s. 43, <http://www.pulib.sk/web/kniznica/elpub/dokument/Lukac1> (11.08.2014).

⁵⁸ B. Fay, op.cit., s. 18.

And what if our “non-antagonistic fights of interpretations of educational problems from the aspect of academic discourses stop to be interesting for those who finance their publication?”

Not even we, male and female teachers at university live in vacuum. We probably want to be ensured about our value in interaction with ourselves, with others, to have certain identity and not only be useful objects. We do not reproduce, but attribute our own culture, internalize values, opinions and expected norms of behavior of teacher/scientist at university. We apply old rules in new situations, in contexts in which these rules change, give new meaning to the old, they create new. We learn, assimilate, change and create.⁵⁹ Identity development occurs in an intersubjective field and can be best characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context.⁶⁰ We learn in interaction with ourselves and others, because “the identity, is both individual and social, so that people are not only stronger because of their expertise and their own moral and conceptual frameworks, but also performing a range of roles which are strongly determined by the communities and institutions of which they are members.”⁶¹

Maybe we feel **uncertainty** in varying degrees in the process of creating an identity from conflict between ascribed ideas about **clever, mature personality of teacher/scientist** and an expected, **measurable effort** in research, education and innovations for practice. The uncertainty from the requirement, that we should modify our vision about the mission of education and teacher/scientist at university and change our identity. This state of an individual, occupation group is not final, closed or irreversible; it includes also **the possibilities to change**. Because “culture and society restrict and enable at the same time – and sometimes enable by restricting.”⁶² In my opinion, there is probably not clear answer to the

⁵⁹ Ibidem, s. 286–287.

⁶⁰ J.P. Gee, *Identity as an Analytic Lens for Research in Education*, in: *Review of research in education*, W.G. Secada (ed.), Vol. 25, American Educational Research Association, Washington DC 2001, p. 99–125.

⁶¹ M. Kogan, *Higher Education Communities and Academic Identity*, „Higher Education Quarterly“ 2000, Vol. 54(3), p. 207–216.

⁶² B. Fay, op.cit., s. 287.

question “Quo vadis university teacher?” Even the seller of **education as goods**, or the one, who strictly **fulfills the plan** of written studies and achieved titles can start to feel insecure and not satisfied enough with oneself in own community, in interaction with public.

QUO VADIS, NAUCZYCIELU AKADEMICKI

Streszczenie

W artykule zaprezentowano spojrzenie na nauczyciela akademickiego z perspektywy jakości jego pracy oraz kryteriów, którym musi on sprostać. Autorka zwraca uwagę na fakt, iż nauczyciel akademicki musi posiadać konkretne umiejętności, dlatego też jego praca podlega ciągłej ewaluacji, wydawana jest opinia na temat wartości działań podejmowanych przez nauczyciela akademickiego poprzez systematyczne zbieranie i analizowanie informacji o nim w odniesieniu do znanych celów i kryteriów. Ona/on musi być jednocześnie naukowcem, nauczycielem, innowatorem oraz organizatorem własnej pracy. Łączenie tak wielu ról i zadań nie jest proste. Dlatego nasuwa się pytanie: Czy możliwe jest jednoczesne wykonywanie tych wszystkich działań skutecznie (efektywnie).

Autorka zauważa i interpretuje wyczuwalną (widoczną) różnicę pomiędzy implikowanymi wizjami o mądrej, dojrzałej osobowości nauczyciela/naukowca i oczekiwanymi, wymiernymi wysiłkami w dziedzinie badań, edukacji i innowacji do praktyki w kontekście epokowych zmian w obrębie zadań i funkcji edukacji oraz edukacyjnej roli uczelni i edukacji w społeczeństwie z perspektywy oddziaływania wiedzy o problemie, refleksji i autorefleksji praktykującego nauczyciela akademickiego w Republice Słowackiej.

Słowa kluczowe: *nauczyciel akademicki, rola i zadania nauczyciela akademickiego, akademicka tożsamość, ewaluacja, jakość kształcenia, konteksty zmian rozumienia pracy nauczyciela akademickiego*

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