

POLISH EXPERIENCE

July 13, 1920

The first Polish law on higher education (the Act on Academic Schools, Journal of Laws, no. 72, item 494).

Additional information

The main author of the Act was the president of the Conference of Polish Rectors - Stanislaw Estreicher, the Rector of the Jagiellonian University, known for his liberal-conservative convictions. Without neglecting the merits of other scholars involved in the preparation of the assumptions, and then the Act, Adam Wrzosek, professor of pathology at the Jagiellonian University, was also highly influential. The Act was like its chief creator - very liberal. It has devoted itself to research and teaching in the classical Humboldt model, though, following Austrian legislation, it has given a number of supervisory powers to the central authority.

November 16, 1945

A decree was issued to amend the regulations of governing academic schools and the professorship and academic support of these schools.

Additional information

It allowed the appointment within 2 years of the entry into force of the decree of professors of state academic schools without applying the procedure set out in the pre-war law, and even appointing them in special cases from un-laboured science workers. It also empowered the minister to transfer professors of state academic schools to other academic schools for the departments corresponding to their specializations. It is impossible not to notice that these provisions at this point were to some extent needed. It was necessary to compensate the terrible losses in Polish science quickly. Has the transfer, without the consent of the interested party and without considering his or her personal and family circumstances, had something to do with the civic rights, guaranteed by the March 1921 Constitution, which the Communists considered to be valid? It was just an invitation to the machining of a new power, aimed at fully subordinating to higher education and research institutions.

October 28, 1947

Due to the fact that the authorities of the Polish People's Republic considered too liberal the functioning of higher education, a decree on the organization of science and higher education was issued.

Additional information

November 11: at the Third Plenum of the Central Committee of the Polish United Workers' Party it was called to intensify the "revolutionary vigilance" (announcement of the further ideological offensive of the communist authorities).

December 15, 1951

The Stalinist Law of on higher education and science of employees, which abolished the remoteness of autonomy and made universities obey to the centralized socialist economy, and academics and students set the role of participants in the race for the bright communist future.

Additional information

There was no place for the legal personality of the colleges / universities. The election of rectors, vice-rectors and deans disappeared, the so-called socialist work discipline encompassed students, which in practice meant duty - meticulously enforced - attendance also in lectures. The rule without exception was to set the limits of admission to study on the top, which survived until the times of the Third Republic. On the place of the doctor and docent after the habilitation, the degrees of the candidate of the sciences and the doctor of sciences were introduced according to the Soviet model. The Act introduced a distinction between the independent scientist and auxiliary scientist, which survived in legislation until 1982, but in colloquial language today. The efforts of the Stalinist authorities to make Polish higher education similar to the Soviet ones' institutions have left their mark on public school profile.

September 10, 1956

On the wave of destalinization, the Sejm (parliament), adopted the amendment of the Act of 1951, granting the universities a very limited right to self-government, allowing the university's senators to initiate and propose changes to their principles and structure, and the faculty boards - the adoption of detailed programs and rules of study, etc.

Additional information

The revision restored the rectors and deans elections, granting the minister at the same time the right to object to the election of the rector or vice-rector, and the rector to the same choice of dean or vice-dean.

Students were removed from the discipline of work, reappointed - eliminated in 1951 - the notion of independent scientific employees and auxiliary employees of science, with far-reaching consequences of this distinction in relation to work, restored the possibility of awarding an honorary doctorate, despite the fact that the restoration of the degree of the doctor had to wait 2 more years.

November 5, 1958

Adopted by the initiative of the Minister of Higher Education, prof. S. Żółkiewski, the Act of 5, commonly known as Żółkiewski, re-admitted legal personality to higher education.

Additional information

Autonomy has returned, albeit to a very limited extent, as the regime was able to tolerate. The external autonomy has already made itself known at the central level as a Selective Board of Higher Education consisting of independent academic staff, 2/3 of whom are elected and 1/3 appointed by the Minister of Higher Education. Pursuant to Art. 6 sec. 1 of the Act, the Minister was required to seek the opinion of the Central Council in all relevant matters concerning higher education. The Act envisaged as the primary organs of the School the Rector, the Senate, the Deans and the Faculty Councils (Article 19). It provided the Senate and the faculty councils with a significant role in the management of the university and its impact on the education of the academic staff and teaching. The Senate regained the right to adopt, among others, the statute and the budget of the school, and the faculty councils have received back, subjected to certain conditions, the right to award degrees. The Act erased the academic degrees of the candidate of science and doctor of science and restored the degree of doctor granted on conditions similar to those set in 1947 and the postdoctoral degree of doctorate.

Since 1958

The defence of a dissertation is open (except the situations when there is a fear of disclosing a state secret).

Additional information

Until recently the deadlines for the defence of dissertations were announced in the press, then that obligation was abolished, leaving only an example of the dissertation in the academic libraries and institutes to be read out by the interested parties. Nowadays more and more the Internet is being used for these purposes. The revised Act of the Academic Degrees and Academic Title (March 18, 2011) stipulate that the summary in English of the dissertation is to be mandatory placed on the internet (Article 13 point 6 7).

December 20, 1968

The brutal law on the amendment of the Higher Education Act, was a specific punishment for youth protests against the repressive regime of the Polish People's Party in March 1968 and its solidarity with many academics.

Additional information

The declaration contained in Art. 1 of Żółkiewski Act, that higher schools actively participate in the construction of socialism in People's Republic of Poland was not enough. The Article 1, section 4 added by the amendment law required to conduct the education and ideological work in schools, developed jointly with political and youth organizations, aimed at introducing students to the scientific worldview and socialist morality. Schools lost the right to choose their organs. The Rector and Vice-Rectors

were appointed by the Minister, and the Rector – the Deans and Vice-Deans. For the first time in the history of Polish People Republic's legislation, the decisive influence of the Communist Party, referred to as the "leadership role of the party", governed the higher education institutions according the article 21a 2, art. 29 sec. 1, art. 32 sec. 1 and art. 37 sec. 1 and officially made the Party's representatives full members of the Rector's council, Senate, faculty and deanery councils. The Final touch was a new regulation - art. 40a - which states that "in the matters of political and ideological education, the organs of higher education cooperate with the academic organizations of the Polish United Workers' Party". „Co-operation" could only mean obedience. The Senate has become only the advisory and opinion body of the rector. The same fate was encountered by the faculty councils. Bringing in the penalties of the academic community has taken on two additional forms. The Act includes provisions of art. 79a sec. 1, which provided that in the case of crimes of particular social harm or speech against the public order or the interests of the Polish People's Republic, the rector of the school may delete the participant of such offenses from the list of students without instituting disciplinary proceedings. This authorization also served the minister. The second form was the application of the stick and carrot method to the scientific staff. It granted the rector the right to suspend a researcher before the disciplinary proceedings (Article 125 (1)). For the faithful to the regime waited the carrots in the form of the possibility of appointing as assistant professor without a habilitation and in exceptional cases even without a PhD (Articles 87.1 and 2). A new category of readers has been created, which the academy called "of March".

2nd half of 1980

When the "Carnival of Solidarity" began, one of the first postulates in the academic world was the proposal to enact a new law on higher education that would provide them with real, not facade autonomy and conditions for the free development of the university.

Additional information

At the Jagiellonian University a committee was set up, headed by prof. I. Gierowski, soon rector of this University, whose task was to prepare the bill. The project was launched in just a few months, after which another committee - the Codification Commission for the Higher Education Act, operated the project under the Ministry of National Education, chaired by prof. Z. Resicha. The basic assumptions of the Cracow commission project have survived both the Warsaw commission and after the introduction of martial law - in the ministry and in the Sejm.

After December 13, 1981¹

Some concessions were needed to save the essence of the above mentioned reform.

Additional information

Martial law in Poland refers to the period of time from December 13, 1981 to July 22, 1983, when the authoritarian communist government of the People's Republic of Poland drastically restricted normal life by introducing martial law in an attempt to crush political opposition. Thousands of opposition activists were jailed without charge and as many as 91 killed. Although martial law was lifted in 1983, many of the political prisoners were not released until a general amnesty in 1986.

May 4, 1982

The new Act was accepted very quickly, as a Law on Higher Education. It contained two programmatic regulations. The first was art. 2 sec. 3, stating that higher education institutions are guided by the principles of freedom of science and art in their activities. According to these principles, a multitude of scientific and artistic fields are developed in higher education institutions, while respecting the distinctness of worldviews. It's significant that there is no point on the freedom of teaching. At the same time, the Polish United Workers' Party did not allow to resign from the Act of Socialist Education and State (Article 1 (I) and Article 2 (1)).

Additional information

Unfortunately, the facade character was art. 14, which said that the school provided the free circulation of scientific information and unfettered access to the literature. Actually, this provision did not cover the fact that the state censorship continued and the agenda was to confiscate by the customs offices the so-called samizdat. The second was the art. 4 sec. 1, according to which the whole school community participates in the self-governing of higher education by elected collegiate and one-person bodies. All three constituent elements of autonomy, called the self-government, came back. The same Act, however, reserved quite important supervisory powers of the Minister of Science, Higher Education and Technology, and after 1985 the Minister of National Education.

The most important of these is the right to object effectively to the election of the Rector (Article 41 (4)), to raise objections to the statute of the school and even to repeal it (Article 7, (4)), to grant the honorific doctorate to the citizen of another state (Article 10 (3)), setting the rules and limits for admission to the first year of studies (Article 24 (3)), repealing the Rector's decision and resolutions of the senator

¹ Martial law in Poland refers to the period of time from December 13, 1981 to July 22, 1983, when the authoritarian communist government of the People's Republic of Poland drastically restricted normal life by introducing martial law in an attempt to crush political opposition. Thousands of opposition activists were jailed without charge and as many as 91 killed. Although martial law was lifted in 1983, many of the political prisoners were not released until a general amnesty in 1986.

violating the law (Article 25 (1)) - at that time, it was the way to the administrative court, which undoubtedly meant a small revolution in relations between higher education and the minister. For the first time a ban on the Rector, Vice-Rector, Dean or Vice-Dean was held for more than two successive terms (Article 48).

The novelty was also - taken over by the next law - making the candidature for the Vice-Rector for Student Affairs dependent on the consent of the majority of student representatives (Article 43 (6)). A great plus of Gierowski's Act was the fulfilment of the postulate of ensuring higher autonomy of higher education. Elected in free elections, the Council of Science and Higher Education was empowered with decision, opinion, and mediation powers in disputes between schools and the minister.

Before 1989

Gierowski's law was changed. Then the minister "regained" the right to dismiss the Rectors and fire the university staff.

September 12, 1990

The wide autonomy of higher education was restored only 57 years after the adoption of Jędrzejewicz's Act in 1933. It was provided by the Higher Education Act². Even more explicitly than Gierowski's Act was that higher schools operate "on the basis of freedom of scientific research, freedom of artistic creativity and freedom of teaching" (Article 2 (1)).

Additional information

Of course, there were no provisions on the approval or opposition of the minister to the elected bodies of the university. This was an Act authentically guaranteeing the autonomy of higher education. The external autonomy body was still the Council of Higher Education, composed of 50 members, which was determined by the Art. 35 sec. 1 as the elected body of higher representation. It obtained, among others, the right to determine the conditions that the college should meet to create and pursue a field of study, the minimum program requirements for the various fields of study and the names of these courses (Article 42 (1)). In all cases, however, the law provided the Minister of National Education the right to repeal the Council's resolutions if they were found to be incompatible with the law (Article 44). A multi-year chapter of Polish legislation was enacted, envisaging ministerial interference in the establishment of local government bodies.

Act of 1990

In 1990 the concept of an academic school was not returned, and the attention was paid to the fact that the universities were not equal, and, because this was not noticed, there could be no question of drawing legal consequences. The law of non-state

² Sometimes it is called the Act of Grzelak, from the name of the deputy minister of national education in the government of T. Mazowiecki.

schools (the concepts of public and non-public schools would appear in 2005, following the distinction introduced in Article 70 of the 1997 Constitution) is a testimony to the new times. The law gave them broad powers to shape their own system, while making their decisions dependent on nodal issues in the field of education from the minister's approval.

Additional information

The academic freedom guaranteed by the Act allowed gradual modelling of the tertiary system in parallel with the economic, social and political changes in Poland, joining the Bologna process and seeking a place in the European educational area. Participation in the Bologna Process, the unexpected eruption of colleges, especially non-state universities, the dramatic increase in high school enrolment rates, the genuine responsibility for the fate of higher education by autonomous bodies and the development of forms of external autonomy have made it inevitable that work on the new law about higher education.

Law on Higher Education of 2005

The Law on Higher Education undoubtedly contributed to solving many problems affecting the functioning of the Polish higher education system.

Additional information

There have also been new problems. The 2005 Higher Education Law was amended in the ten years to September 2015, up to 35 times! Constant changes in the Polish legislation were accompanied by new directives, framework decisions and regulations from Brussels, whose mandatory implementation in the Polish legal system further accelerated the pace of its transformation and thus its instability. Unfortunately, by removing some bugs and shortcomings, the other ones were committed.

March 18, 2011

The Act of March 18, 2011 on the amendment to the Act of Higher Education Law, the Act on Academic Degrees and the Academic Title and on the Degrees and Title in the field of Art and on the amendment of some other Acts was the finale of the work carried out since 2008 under the "Plan of the National Strategy for the Development of the Country" approved by the resolution of the Council of Ministers on 24 November 2009 and the Polish Rectors' Foundation in 2009 and 2010. The same amendment Act amended 12 other laws.

Additional information

It was about improving the quality of higher education, intensifying the development of academic staff, strengthening the link between Polish higher education and education in EU countries. To this end, the Polish Academy of Sciences was

reformed, subjecting it to a number of rules aimed at lowering the average age of corporate members and ensuring greater control over its operations, while at the same time depriving it of the attribute of the highest scientific institution in Poland and subordinating it to the Minister of Science and Higher Education. Institutional funding for research - the National Science Centre and the National Centre for Research and Development - has been established, and research institutes have been largely reformed. Other institutions such as the Main Council of Science and Higher, the Polish Accreditation Commission, the Alumni Rights Advocate, the National Representative of PhD Students, and the Parliament of Students have also become legal entities. It is also envisaged that universities would set up Special Purpose Vehicle to commercialize the researches' results. The amendment of the law tightened the fight against two negative phenomena of higher education and science today: the light treatment of intellectual property rights and multiple employment (Article 129). This provision provides that an academic teacher may only be approved for employment by one additional employer engaged in didactic or research activities. Control of compliance with this rule is to ensure inter alia by the central list of academic teachers and academics. The law uniquely defined the system of studies as a three-tier, ie the first degree, that is the bachelor, the second degree, that is the master's degree, and the third degree, that is, doctoral. The matter is the education but not the teaching. The autonomy of higher education was emphasized, which is to be marked by new and permanent sign - diplomas. They stopped being state-owned, they were only college / universities' ones. At the other extreme, there are: emphasizing the normative role of student partnership in education and the management of public higher education.

July 11, 2014

The reform of the higher education system has not ended in 2011. Among the amending laws, the Act of July 11, 2014 is of particular importance. First of all, the issue of commercialization (direct and indirect) of research results has been normalized, with a view to increasing the material motivation for conducting innovative research programs. The attempt to organize the definitions of concepts that have been settled for some time in higher education, eg. learning outcomes, has been addressed in the issue of regulating the functioning of the Integrated Information System on Science and Higher Education, intensified the methods of combating plagiarism of diploma, introducing (among others) the legal basis of the nationwide repository of written thesis papers and extending the basis of disciplinary responsibility of students and staff of science and academics / didactics. There are also provisions that give doctoral students a lot of privileges, while

emphasizing the legal status of them and the rules governing the monitoring of graduates.

Additional information

To be eligible for a PhD, you must complete a second degree or a master's degree and obtain a master's degree or equivalent (Article 12 (1) (1). The 2011 Act authorizes the possibility of obtaining a doctoral degree from a first degree and a bachelor's degree or equivalent (article 13a). Such a solution can only be used by a person who has "the highest quality of scientific achievements" and has obtained a "Diamond Grant" within a program established by the Ministry of Science and Higher Education. According to Art. 187a of Higher Education Act the Diamond Grant program is designed for highly gifted graduates of undergraduate, engineering, and graduate students who have completed at least 3 years of unified master's degree and allows them to receive special funding for research from the state budget. This solution aims to accelerate the career of the most talented.

In addition to having the appropriate education to obtain a doctoral degree, three conditions must be fulfilled:

- 1. to pass the doctoral examinations to the extent, specified by the organizational unit, covering basic discipline corresponding to the topic of the dissertation, and additional discipline,*
- 2. to present and defence of the dissertation,*
- 3. pass the exam of a modern foreign language or have a certificate (specified by the minister), confirming knowledge of modern foreign language.*

However, before a candidate for a doctoral degree begins to pass the examinations, a doctoral dissertation must be opened. Initiation of the registration for the doctoral conferment procedure may only take place at the request of the interested party. This means that the proceedings of such a legitimate entity cannot be initiated ex officio. The procedure of initiation begins with the application of the doctoral candidate together with the required documents. This stage concludes with a resolution of the board of the individual to initiate a doctoral dissertation. The assessment of the unit's board is the subject of the proposed topic of the hearing, its concept and the completeness of the submitted documents. The council resolution of the unit initiating the doctoral conferment procedure should simultaneously indicate the promoter. Only the adoption of this resolution allows for further activities in the doctoral dissertation. With the reform of science and higher education, has appeared the possibility of appointing an auxiliary promoter and a co-promoter. According to the Act on Scientific Degrees and Scientific Title Art. 20. point 7 states that: "An assistant promoter in a doctoral dissertation who has an important auxiliary role in

the care of a doctoral student, including in particular in the planning of research, performance and results analysis may be a doctor with a degree in related field or related scientific discipline or an artistic discipline and not authorized to serve as a promoter in a doctoral dissertation". This means that only a person without a habilitation can be an auxiliary promoter. In other words, this role is directed towards doctors. In art. 30 of this Act is written that: "The adoption of the function of promoter, assistant promoter, member of the examination committee in the doctoral dissertation, reviewer in the doctoral dissertation or habilitation and professorship, and drawing up an opinion at the request of the Central Commission is the responsibility of the academic teacher or research worker".

It should be remembered that the next steps of the doctoral conferment procedure should end with the following resolutions:

- 1. On the appointment of reviewers.*
- 2. On the acceptance of the dissertation and admission to its public defence,*
- 3. On the acceptance of public defence,*
- 4. On giving the doctorate.*

If a doctoral candidate fails to attend the examinations or fails to submit a dissertation, the unit's board may decide to close the doctoral dissertation (Article 14, paragraph 4). We need to add that the dissertation may be in the form of a typed book, a published book or a coherent thematic collection of chapters in published books, a separate and separate part of collective work, a thematically coherent collection of articles published or accepted for publication in scientific journals specified by the competent minister. It may also be a design, a construction, a technology or an artistic work. In any case, it should be an original solution to the scientific problem or the original artistic achievement and the general theoretical knowledge of the candidate in the given scientific or artistic discipline and the ability to conduct scientific or artistic work. The transparency of the doctoral procedure is an added obligation. There is a duty to post a summary of the work on the website of the unit or college. In addition, reviews' / promoters' opinions are published by the Central Commission in the Public Information Bulletin (Article 13 (6-8)). The abstract is to be in English, and if the dissertation is written in a foreign language this abstract should be in Polish. Public defence is the next stage. The public nature of the defence allows the presence of the public and, consequently, its participation in the discussion. The doctoral student takes the final vote, summarizing his/her dissertation. It is permissible for the defence to be carried out by means of technical devices enabling it to be carried out remotely with simultaneous direct transmission of the image and sound. The last stage of the doctoral dissertation is to pass a

resolution on the degree of doctorate. Please note that there is still the possibility of doing a doctorate from the so-called free foot. In this case, all costs arising from the procedures are covered by the doctoral student. It should be noted that free foot doctorates are sometimes the only possibility for an independent researcher to work in an institution that does not meet the requirements for doctoral studies, but has the right to award doctorate degrees.

Financial issues: *principles of financing doctoral studies and doctoral dissertation are framed by the provisions of the Acts and the regulations. The detailed rules of funding are determined by the legal acts of the institutions and entities authorized to confer the degree of doctor. At Jan Kochanowski University it is assumed that the costs of educational services related to carrying out the procedure of awarding a doctorate degree are covered by the University from the subsidies for the education of the participants of doctoral studies in the case of the costs connected with carrying out the procedure for awarding doctoral candidates who participate in doctoral studies conducted at the University and from the funds for the development of scientific staff at the disposal of the science and international cooperation's vice-rector, in other cases. On the other hand, the costs of the doctoral candidates who are not University employees or doctoral students are refunded by the candidate or unit employing the candidate under the contract concluded with the University. In particularly justified cases, the vice-rector of science and international cooperation may agree to finance by the University the costs of awarding doctoral degrees to candidates who are not university employees or doctoral students, provided that the University has financial resources for this purpose. The remuneration policy for the promoter and reviewers is based on the Regulation of the Minister of Science and Higher Education of 14 September 2011 on the amount and conditions of remuneration for the promoter and reviews and opinions in the doctoral dissertation, habilitation and professorship. In this case, the promoter is entitled to an one-time remuneration of 100% of the minimum remuneration of the ordinary professor, as defined in the provisions on remuneration of academic teachers. This remuneration may be increased by 50% if the doctoral dissertation concerned a foreigner and was conducted in a foreign language or a person with a disability if the type of disability requires the promoter to hold a special qualification. On the other hand, the reviewer in the doctoral dissertation is entitled to a remuneration of 34% of the month's salary.*

February 10, 2017

Ordinance of the Minister of Science and Higher Education of February 10, 2017 on doctoral education at universities and scientific institutions. The framework guidelines for doctoral education programs were set out. Due to the fact that doctoral studies can only be carried out by individuals with full academic rights (ie habilitation law and additionally two doctoral degrees) and thus full autonomy, legal acts do not specify the content of the program, although the requirement contained in the above regulation Ordinance of doctoral education outcomes, taking into account the general characteristics of learning outcomes for qualifications at the level 8 of the Polish Qualifications Framework defined in the Act of 22 December 2015 on the Integrated Qualification System (Journal of Acts of 2016, items 64 and 1010, and 2017, item 60) can be read as a restriction on the content of education.

Additional information

According to the above-mentioned regulation, doctoral education at universities and scientific institutions conducted before the date of entry into force of the Regulation may be conducted on the basis of current regulations until the end of the education cycle. The remaining recommendations remain unchanged:

- 1. The total number of compulsory, optional, and apprenticeship courses covered by the doctoral program allowed the doctoral student to receive not less than 30 and not more than 45 ECTS credits. Compulsory classes consist of general education subjects and subjects related to the discipline of doctoral studies.*
- 2. The dimension of optional courses is at least 15 hours. Optional classes also have dual character. On the one hand, they have the task of developing didactic skills for research or research and development and, on the other hand, are prepared to pursue the profession of academic teacher, in particular as regards the methodology of didactic classes and new technologies used in the education of students. Elective courses are offered in at least 5 ECTS points in each of the groups.*
- 3. The previous recommendation applies to apprenticeship. Their dimensions, including those conducted in the form of conducting didactic classes in the university or participating in their conduct for doctoral students studying in doctoral studies at the university, cannot be less than 10 and more than 90 hours per year.*

The above solutions make the doctoral studies conducted within the faculties or the University possible to have a common block of elective courses. On the other hand, the freedom of individuals to shape content in a compulsory subject module will make it difficult to study under Erasmus + or MOST. May be the necessity of achieving

effects set for the level 8 of Polish Qualification Framework will eliminate this problem.

It should be added that doctoral studies in Poland last for not less than 2 years and not longer than 4 years, with the possibility of prolonging in justified cases by 2 years (eg. in the case of long-term scientific studies conducted within these studies).

April 21, 2017

In the beginning it should be stated that the powers to award doctorate degrees are granted on the same basis to public and non-public HEIs.

Additional information

The only evaluation criterion is whether the unit meets the conditions set out in the Act of 21 April 2017. The situation is the same for doctoral studies. If a non-public entity has the right to hold a doctorate in at least two directions, it may pursue doctoral studies.

The Anglo-Saxon model of the unified PhD was formed and still remains under the sign of a lack of habilitation. The doctoral degree (PhD) plays a key role in this model. The Polish model, derived from the classical Humboldt model of the classical PhD, has little in common with it and there is no expectation that anything in this matter will change.

Planned directions of changes

The proposed Act 2.0 imposes changes also in the doctrinal system. “We want to fundamentally redesign the model of doctoral education – to go away from the concept of doctoral studies. We want to liquidate unrestricted doctoral studies. This is consistent among others with Supreme Audit Office’s report indicating the dysfunctionality of the current model, especially non-stationary studies” announced the Minister for Science and Higher Education during his speech the National Science Center Days at our University.

The Ministry wants to enter three paths to obtain a doctoral degree. To improve the level and effectiveness of doctoral studies, they will only function in a fixed system.

The degree of doctor will be obtained by:

- Education in doctoral schools, which will operate within the university – the Ministry of Science and Higher Education wants to introduce a universal scholarship system for doctoral students. Each doctoral student at a doctoral school will receive a scholarship to focus on academic work. The new structure should operate across the faculty structure of the university, and thus be interdisciplinary, and therefore be able to be created for at least two disciplines highly evaluated in the evaluation of scientific activity. Doctoral schools will also be created jointly by HEIs and academic institutes.
- Doctoral grant of promotor under the National Science Centre. This will be a 6-year elite path based on a grant competition implemented by the National Science Center and taking into account the international experts’ assessments. The student will also automatically be recruited at least as an assistant.
- The extracurricular track (“free foot”).

The ministry also plans to introduce a number of pro-quality requirements. They may be:

- publication of one or more articles in a peer-reviewed journal from a modified list of Ministry of Science and Higher Education or a book from the publication houses' list of the Ministry of Science and Higher Education;
- introduction into the doctoral school mid-term evaluation of the progress of the dissertation preparation (with the participation of reviewers from other universities), which will be a pass for further education and a condition for obtaining a higher scholarship;
- introduction of more reviews (four reviews, including at least three positive ones);
- the require of an external certificate of a foreign language at the level C1.

From the residual promises of what the new Act on Higher Education will bring, at least two issues point to the doctoral system in Poland. Well, it is also planned to transfer the right to study, doctoral students and degrees, from the organizational unit to the level of the whole university. "We want to move away from a model in which HEIs are loose faculty federations", Minister Gowin said.

It is also announced to move away from the current classification of areas and scientific disciplines. In place of the current three-tiered one, it would operate a two-level, OECD-based classification. "One of the main barriers to the development of Polish science is too narrow specialization. We have to break up with that and that is why we expect to have these disciplines (...) around 40".

Undoubtedly, there will also be a question of the powers to assign the degrees and titles closely related to the categorization of universities' units. This may be the most revolutionary change, changing the map of doctoral education centres.

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