

Study of academic autonomy and academic freedoms

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Abstract

The current stage of the higher education systems development in the countries of the world is characterized by increased attention to the problems of autonomy and the formulation of the university sovereignty doctrine. The article summarizes the approaches to the concepts of academic autonomy and academic freedom, provides theoretical substantiation of the principles of autonomy of higher educational institutions.

The methodological and informational basis of the research were the work of scientists, which highlighted the problems of forming the autonomy of higher education systems in the countries of the world, materials of periodicals and Internet resources on the specified topics. During the research, methods of comparative analysis, system and logical analysis and information generalization method are used.

Keywords: *autonomy, academic freedom, educational systems*

1. Introduction

In today's conditions of higher education systems development in the countries of the world special attention is paid to the formation of autonomy of higher educational institutions (HEIs). Autonomy is understood as the autonomy of higher educational institutions in solving issues that relate to their competence. At the same time, autonomy acts as an institutional form of academic freedom, which is necessary for the implementation of the function of higher education. Autonomy and academic freedom contribute to the conceptualization of the democratic process in HEIs. In 1871, the German scientist H. Helmholtz developed a theory of the combination of academic freedom and the responsibility of universities, which formed the basis of the content of the principle of academic autonomy in the Bologna Process (Yu. E. Shabalin., 2008). This theory, in its turn, is based on the Humboldt's model, which determined the development of the Berlin University - the most authoritative in Europe, a new type of university of the XIX century. The essence of the model is that the university is the center of the educational system, because it combines learning and research.

The Humboldt's model of the university was enshrined in the World Declaration on Higher Education for the XXI Century. According to the Recommendations concerning the Status of Higher-Education Teaching Personnel approved by the UNESCO's General Conference, higher education institutions and their personnel and students should (UNESCO, 1998):

preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;

be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;

enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO's Constitution;

enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;

play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

An analysis of the American system of higher education (R. N. Abramov, 2010) makes it possible to note the trend of higher education development from the model of a social institution to the model of higher education as an industry. In this model of higher education development consumers' ideas, academic stratification and management, as well as the growth of the consumer value of some types of knowledge among the public and in certain markets have significant weight. At the end of the eighties of the twentieth century similar processes were called privatization of higher education.

1.1. Research methods

According to the above, the formation of the autonomy of educational systems and universities is a topical issue of improving and developing today's higher education systems. The purpose of the article is to summarize the modern theoretical and methodological support for the construction of an effective system of higher education on the principles of autonomy, the definition of common and distinctive features between academic autonomy and academic freedom.

The methodological and informational basis of the research is monographs of scientists from the mentioned issues, materials of periodicals, Internet resources.

In conducting the study were used comparative analysis, system and logical analysis, information generalization method.

2. The main material

In contemporary practice both national and foreign higher education systems are discussing the concepts and content of university autonomy and academic freedom. The Lima

Declaration on Academic Freedom and Autonomy of Institutions of Higher Education, which was approved in 1988, academic freedom and autonomy are understood (L. M Volosnikova, 2005):

complex of rights and freedoms of teachers and students in the field of higher education;

state interference in the affairs of the university;

equality of members of the academic community;

freedom of teaching;

the freedom to study for students, which includes the right to choose the direction of study from the courses provided and the right to obtain formal confirmation of the knowledge gained;

freedom of scientific research;

freedom of development of educational opportunities;

the right to form trade unions in order to protect the interests of members of the academic community;

self-government of higher education institutions;

participation of all members of academic communities in the management of academic and administrative affairs;

election of all governing bodies of higher education institutions;

independent decision-making concerning the management and definition of education policy, research, educational work, allocation of resources.

Thus, in the Lima Declaration, academic freedom is defined as the freedom of members of the academic community to promote the generation and transfer of knowledge through research, study, discussion, documentation, production, teaching, creation, lecturing and writing. (O. A. Gavrilyuk et al., 2014). In the modern sense of the concept, academic freedom involves the freedom of teachers and universities in general - in forming the educational trajectory and the style of teaching, scientific research, financial and economic activity, and students - in choosing their educational trajectory. At the same time, in comparison with the concept of academic freedom, the term "autonomy" of the university is widely used, which is understood as a complex characteristic that reflects the independent activity of universities in the conditions of granted freedoms. That is, in its content the term "academic autonomy" is wider than the category "academic freedom".

The Law of Ukraine "On Higher Education" states that "autonomy of the University is its independence and responsibility in making decisions regarding the development of academic freedoms, the organization of educational process, research, internal management, economic and other activities, self-selection and staffing within the limits established by this Law "(2014a). And, "academic freedom is the independence and independence of the participants in the educational process during the conduct of pedagogical, scientific and pedagogical, scientific and / or innovative activities carried out on the principles of freedom of speech and creativity, the dissemination of knowledge and information, the conduct of scientific research and the use of their results and is implemented taking into account the restrictions established by law "(2014a).

Thus, it can be noted that the autonomy of higher educational institutions is considered more often as its external identity, and academic freedom - as a leading principle of the internal organization of its activities.

At the same time, in practice, forms and types of academic autonomy and academic freedom are closely interconnected. For example, freedom of research depends on the funds for their conduct, consequently, the higher the level of financial autonomy, the higher the degree of academic freedoms of teachers and students.

In the "Magna Charta Universitatum", signed at Bologna University, the following principles of autonomy of universities are formulated, based on their particular role in the modern world as centers of culture, knowledge and research:

the autonomy of universities that function as a critical reflection of reality for the purpose of spreading culture through teaching and research;

the independence of universities from political, economic and ideological authorities;

fulfillment of his mission in compliance with the requirements of freedom on both sides: authorities and universities (1999).

As the authors point out (O. A. Gavrilyuk, 2014; V. Moklyak, 2015; 2009; A. F. Pavlenko, 2011), the autonomy of the subjects of the educational process maintains a stable relationship between various forms and types of academic freedom and autonomy and provides the opportunity for the participants in the educational process to develop different kinds of autonomy granted to them (Table 1).

Table 1

Interconnection of academic freedoms and academic autonomy

Aspects of the consideration of autonomy	Subjects of the educational process		
	Student	HEI	Teacher
<i>Academic freedoms</i>			
External	Granted educational autonomy	Granted institutional autonomy	Granted professional autonomy
<i>Academic autonomy</i>			
Internal	Educational autonomy	Educational autonomy of students + professional autonomy of teachers	Professional autonomy
External +Internal	Mastered educational autonomy	Mastered institutional autonomy	Mastered professional autonomy

Source: compiled by the authors according to the data (Gavrilyuk O. A. et al., 2014)

For provided in tab. 1 relationship between the levels of academic freedom and autonomy is a characteristic change in their relations, depending on the stages of development of society and universities in general (E. B. Pokladok, V. V. Spasskaya, 1992). The high level of development of democracy in society stimulates the development of academic freedoms, which, in the presence of autonomy in higher educational institutions, make it possible for the teachers and students to develop a higher degree of autonomy. In its turn, the developed academic autonomy promotes the democratization and innovative development of universities and institutional autonomy in general. In aggregate, the subjects mastered by the educational process, autonomy is a factor in the sustainable development of the state and society.

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Consider the main aspects of university academic autonomy. This category should be considered on the basis of theoretical (related to the understanding of the nature of the university) and practical (related to the principles of university management) considerations. As shown by the analysis of literary sources (R.N Abramov, 2010), the first university corporations arose as an association of professionals engaged in the transfer of knowledge and had privileges that are typical for this type of communities, namely the privilege of legal separation, when a professional corporation itself solved issues related to her inner life and had a higher jurisdiction over her members. In this regard, academic autonomy can be understood as a special case of professional autonomy related to the institutional organization and self-organization of the academic and university community.

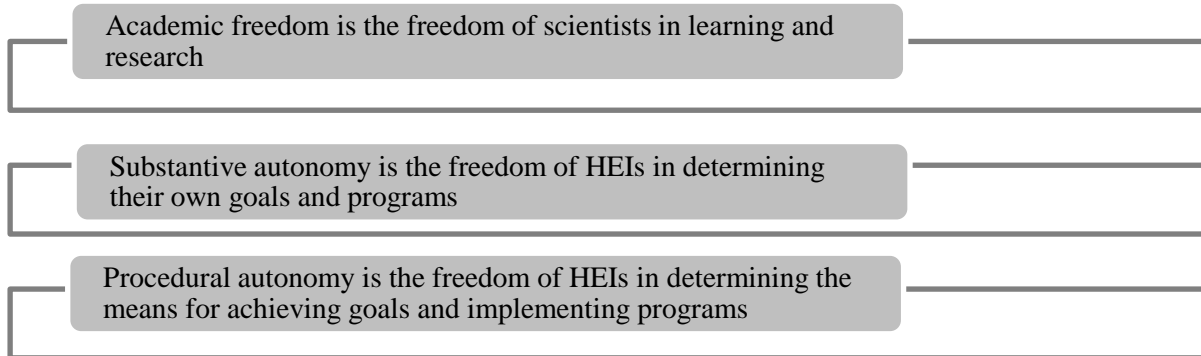
At different times, academic autonomy was under the influence of serious threats - from the pressure of the religious and secular authorities on universities, to the ideological intervention of totalitarian regimes and the logic of the university system commercialization. This dynamics changed the meaning of academic autonomy from real to symbolic, turning it into a metaphor, which meant the special position of the scientific community. I. Kant in his work noted the independence of scientific thinking, which is subordinated only to the "law of reason" and is a necessary property of a normal arrangement of academic life (I. Kant, 2002). For the French philosopher J. Derrida, university autonomy is an opportunity to make such a time gap, which will keep an intellectual view from the vanity of the world: "the time of reflection," which means that the internal rhythm of the university mechanism is independent of social time, postpones the urgency of the order, provides a large and valuable backlash "(J. Derrida, 2003).

The Lisbon Declaration of 2007 states that academic autonomy involves organizational autonomy of the university, financial autonomy, autonomy in recruitment, academic freedom in the content of curriculum and teaching, choice of thematic, theoretical perspectives and research methods. Rector of Aegean University (Greece) S. Katsikas gives a similar description of the institutional dimension of academic autonomy, which includes financial autonomy, that is combines the balance of the freedom of budget management with the response to the interest of society in the productive work of universities; administrative autonomy, when universities independently make key decisions regarding their activities; academic autonomy, which includes the priority of academic procedures in the selection of staff and the limitation of the interference of external agents (government) in research and teaching (S. K. Katsikas, 2012).

University researchers also distinguish academic freedom, procedural and substantive autonomy (L. Shpakovskaya, 2007), Fig. 1.

Figure 1

Types of academic autonomy



Source: developed by authors on the data (L. Shpakovskaya, 2007)

It can be noted, that at the institutional level substantive autonomy reflects the independent existence of the HEI, that is, the mastered autonomy of the university, and procedural autonomy - its rights, that is, the autonomy granted to the university or its academic freedom. At the level of the subjects of the educational process, academic freedom reflects the autonomy granted to them, their rights, which can be mastered by teachers and students in the process of their autonomous activity.

It can be noted that, at the institutional level, substantive autonomy reflects the independent existence of the university that is mastered university autonomy, and procedural autonomy - its rights, that is granted to the university or its academic freedom. At the level of the subjects of the educational process, academic freedom reflects the granted autonomy, their rights, which can be mastered by teachers and students in the process of their autonomous activity.

The theoretical substantiation of academic autonomy as an institutional form of academic freedom is based on the following principles (L.M. Volosnikova, 2005):

university carries out a special mission, which is to accumulate, store and broadcast knowledge and truth;

academic freedom arising from the Descartes' epistemology, according to which the learning process involves freedom from external control;

university performs the function of a socio-cultural object, that is, it creates conditions for the development of the individual, stores and transmits the scientific and cultural heritage, expands the scope of knowledge and their dissemination.

3. Conclusions and recommendations

As the reality shows, the world experience of the development of higher education systems, the quality of modern society is directly related to the quality of education, which, in turn, is largely determined by the level of university autonomy and the state of academic freedom in universities. The expansion of university autonomy and academic freedom is also important for the further formation of civil society, the process of creation of which in many countries is determined by the tasks of integration into the European and world economic, political and educational space.

Today, academic autonomy is among the basic indicators for the development of the European educational and scientific space - the construction of the "Europe of Knowledge". The main discussions are related to the definition of the boundaries of university freedoms

and academic autonomy in the context of reducing the share of public funding for higher education systems, transforming public expectations from universities, increasing the need for flexible management of academic structures and adapting curricula to employers' requirements.

At the same time, special attention is paid to the subordination of the academic autonomy of the university to the principles of the formation of the necessary competencies, and not only the number of necessary specialists, that is, the concept of university autonomy and academic freedom is complemented by the concept of responsibility.

The educational policy of the state to expand the autonomy of educational systems and universities is aimed at initiating innovations in the organization of the educational process, in conducting teaching, research, personnel and financial activities.

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