

GUIDE
TO THE DOCTORAL
SCHOOL
OF LANGUAGES
AND LITERATURES





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AND
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Contents:

1. About Adam Mickiewicz University — 7
 - Faculty of English — 13
 - Faculty of Polish and Classical Philology — 23
 - Faculty of Modern Languages and Literatures — 45
2. How to become a student in the Doctoral School of Languages and Literatures? — 61
3. I got accepted into the Doctoral School of Languages and Literatures. What now? — 69
4. Jak zostać doktorantką/doktorantem w Szkole Doktorskiej Nauk o Języku i Literaturze? — 77
5. Przyjęto mnie do Szkoły Doktorskiej Nauk o Języku i Literaturze – i co teraz? — 85

THIS GUIDE TO THE DOCTORAL SCHOOL OF LANGUAGES AND LITERATURES

at Adam Mickiewicz University is addressed to all those who consider joining us. Working on a doctoral thesis in Poland, in Poznań, at Adam Mickiewicz University, in the School of Languages and Literatures, of which the Doctoral School is a part, is an excellent idea. Feel invited to read it!

At the same time, we believe that this work will also be useful for doctoral students who have already joined us, as it provides a detailed summary of various topics related to education, requirements, and opportunities that concern them.

We would also like current and future supervisors, lecturers, and colleagues, including those from abroad, to make use of this Guide. They will find not only a lot of useful information in it but also evidence of a deeply human bond that they themselves co-create with their students.

Because our School is not a factory of doctorates, but a space for comprehensive development and creative interactions!



(1. *ABOUT*) Adam Mickiewicz University, Poznań

Comprehensive: 204 study programs and specializations, 50 postgraduate study programs, 3006 researchers and teaching staff, 240 partner universities.

Modern and active: 860 research projects, over 4600 scientific publications annually.

Esteemed: over a century-old tradition, the third university in Poland, one of the 10 research universities covered by a special funding program.





At the helm of AMU is the Rector, Prof. Bogumila Kaniewska.

“Dear Doctoral Students,

With great joy, I welcome you to Adam Mickiewicz University, fondly recalling the time when I myself became a first-year student of the Doctoral Studies Program at the Faculty of Polish and Classical Philology. It was a wonderful time marked by curiosity, many activities and opportunities. I wish for all of you to find your own fascinating path at AMU.





The School of Languages and Literatures is led by Vice-Rector Prof. Katarzyna Dziubalska-Kolaczyk.

SCHOOL OF LANGUAGES AND LITERATURES

It is one of the five Schools that exist at Adam Mickiewicz University. It coordinates the work of three Faculties – the Faculty of English, the Faculty of Polish and Classical Philology, and the Faculty of Modern Languages and Literatures. All Faculties conduct extensive research in linguistics, literary studies, as well as studies at the intersection of culture, history, and anthropology.

“ “ The School is an academic community whose goal is to collaborate within disciplines while maintaining the diversity and identity of the Faculties: a new beginning based on past achievements. Each of the Faculties retains its specificity, conducts research and provides education in various fields, while our accomplishments in scientific disciplines are evaluated jointly. We are united by “fileo logos” – the love of word. We are humanists-philologists, thus we explore what is closest and universally accessible to humans – language and all its manifestations and applications, including the most beautiful among them: literature. Humanities study the areas directly influenced by humans: that is a great advantage of humanities.

Each of the Faculties has its own tradition and distinctive scientific and educational profile. Together, they form the research potential of the School of Languages and Literatures in fields such as: general linguistics and linguistics of specific languages, lexicology and lexicography, neurolinguistics and psycholinguistics, comparative linguistics, historical linguistics, applied linguistics, sociolinguistics, translation studies, foreign language teaching, literature and culture of specific linguistic areas, literary history, literary theory, comparative literature, film studies, audiovisual arts, Mediterranean studies, intercultural communication, dialectology, pragmalinguistics and rhetoric, as well as ethnolinguistics. Alongside research in these areas, study programs are offered in more than 60 languages: **Afrikaans, Akkadian, Albanian, Arabic, Armenian, Assyrian, Azerbaijani, Basque, Belarusian, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Faroese, Finnish, French, Georgian, German, Ancient Greek, Modern Greek, Biblical Hebrew, Modern Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Kazakh, Khmer,**

Kyrgyz, Latin, Latvian, Lithuanian, Macedonian, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Sanskrit, Serbian, Old Church Slavonic, Slovak, Slovenian, Spanish, Swedish, Turkish, Ukrainian, Uzbek, Vietnamese, Welsh and Yiddish.

The School of Languages and Literatures at Adam Mickiewicz University takes pride in its reputation for research and teaching both in Poland and worldwide. In the University Ranking prepared by *Perspektywy*, the leading Internet portal on education in Poland, English philology, foreign philologies, and Polish philology hold the top positions in Poland. In the 2021 QS World University Rankings by Subject, linguistics is ranked in the 101-150 range globally, and Arts & Humanities are placed 361st in the world.

The School of Linguistics and Literature invites you to engage in research, studying, and cooperation!

””



Faculty of English

(Dean – Prof. Joanna Pawelczyk; presentation – Prof. Bogusława Whyatt)

*Status,
Prestige
and Ranking
Position*

THE FACULTY OF ENGLISH AT ADAM MICKIEWICZ UNIVERSITY IS CURRENTLY THE LARGEST CENTER FOR ENGLISH STUDIES IN POLAND AND EUROPE. IT ENJOYS A EPUTATION AS A NATIONALLY AND INTERNATIONALLY RECOGNIZED INSTITUTION CONDUCTING RESEARCH IN LINGUISTICS AND LITERARY STUDIES AND IS RENOWNED FOR OFFERING HIGH-QUALITY PHILOLOGICAL STUDIES AT THE UNDERGRADUATE AND MASTER'S LEVELS.

The scientific prestige of the Faculty of English is evidenced by the highest scientific category – Category A+ – awarded by the Ministry of Science and Higher Education in 2017. For the past three years, the Faculty's excellence has been confirmed by the first-place in the *Perspektywy* educational portal ranking of the study programs. In 2018-2019, the Faculty held the top position in the “Foreign Philologies and Linguistics” category within the field of humanities, whereas in 2020 and 2021, it was unmatched in the “English Philology” category. The significance of this distinction is demonstrable upon meeting criteria such as: the program's prestige; the ease with which its graduates find work and the level of their earnings; the academic potential of the program, which includes parametric assessment, the right to award academic degrees, the number of doctoral and habilitation degrees relative to the number of the employees; scholarly effectiveness (number of publications in prestigious scientific journals and the number of citations of faculty members' work); education conditions, including the high qualifications of the staff, the accreditations obtained, and innovativeness. All these criteria, which our Faculty fulfills, are also expressed in our motto:

Excellence in research, passion in learning

The development strategy of the Faculty of English states: “For the staff and students of the Faculty of English, the University is a place of work and learning, as well as a place where we pursue our life passions. Science serves the contemporary world, nations, and societies as the foundation for civilizational progress, but it is also necessary for individuals for whom intellectual activity is a source of personal joy and satisfaction. This is our own attitude towards science, which we intend to promote through our work, personal example, and interactions with the social environment”.

In order to fulfill its mission, the Faculty of English at Adam Mickiewicz University in Poznań is guided by the following values and principles:

- **Openness to the World:** We place great importance on the free exchange of ideas and opinions among researchers and the collaboration with academic institutions in Poland and around the world.
- **Cultural Engagement:** Alongside the entire academic community, we feel responsible for shaping an enlightened society. We engage in initiatives that promote culture, ethics, and scientific knowledge beyond the University walls.
- **Tolerance and Diversity:** Academic freedom implies respect for the diversity of viewpoints and attitudes, and ensuring the highest level of research does not equate to imposing its direction.
- **Academic Ethics:** We aim to tirelessly promote academic ethics and ensure that its principles serve as the foundation for all relationships, both with other University staff and students.
- **Linguistic Awareness:** As linguists active on a global scale, English scholars are particularly sensitive to issues such as linguistic identity, the preservation of endangered languages, and the promotion of linguistic diversity across the Earth.
- **Educational Excellence:** We make every effort to ensure that the students receive the highest quality of education and that the diploma from our Faculty is an obvious sign of the quality of education obtained.
- **Student-Friendly Faculty:** The Faculty should provide assistance to students and support their

- personal development.
- **Bold Risk-Taking:** We are not afraid of change, progress, or new challenges; development requires continuous reassessment of our accomplishments and subjecting ourselves to external evaluations.
- **Teamwork:** The Faculty of English constitutes a harmonious community of collaborating and mutually supportive researchers, teachers, and students.

In Numbers

Currently, the student community comprises **980** individuals studying at the undergraduate level, **270** individuals studying at the master's level, and **45** doctoral students. Students have the option to choose between full-time and part-time (extramural) studies. The Faculty offers various study programs and specializations.

At the undergraduate level, students can choose from the following programs and specializations:

English Philology (specializations: general academic, teaching, translation, theatre and drama in English)
 English-Celtic Philology
 Dutch Studies (formerly Dutch Philology, with a specialization in South African Studies)
 Philology > English and Chinese Studies
 English Studies: Literature and Culture
 English Linguistics: Theories, Interfaces, Technologies
 Russian and English Philology (in cooperation with the Faculty of Modern Languages and Literatures)

At the master's level, students can choose from the following programs and specializations:

English Philology (specializations: general academic, written translation, conference interpreting, American literature and culture, Canadian studies, applied cognitive linguistics, language and communication in media and politics, Australia and New Zealand, optional module "Teacher Training")
 Language and Communication in Healthcare (since 2021)
 Language, Mind, Technology (since 2021; program in English)
 Dutch Studies

The Faculty of English also offers postgraduate studies:

Specialized Translation,
 English as a Foreign Language Teacher Training
 Methodology of English Language Teaching in Elementary Education
 English Language in Preschool and Primary Education

- The number of research and teaching staff members totals **140**, including **40** with a doctoral degree, **44** associate professors, and **8** full professors.
- The Faculty of English is frequently visited by international students as part of the ERASMUS program and international agreements. In the academic year 2018/2019, we hosted **46** students; in 2019/2020, the number was also **46**; and during the remote teaching in the academic year 2020/2021, as many as **54** students from foreign institutions took part in our classes.

Trends, Research Areas, Research Projects, and Publications

The Faculty of English comprises **14** departments and **11** research units and laboratories, which bring together lecturers and researchers in the research areas indicated in their names. **The departments** are listed in alphabetical order:

- Department of American Literature
- Department of Applied English Linguistics and Language Teaching
- Department of Cognitive Linguistics
- Department of Contemporary English Language
- Department of Dutch and South African Studies
- Department of English Literature and Literary Linguistics
- Department of English-Polish Comparative Linguistics
- Department of Older Germanic Languages
- Department of Pragmatics of English
- Department of Psycholinguistic Studies
- Department of Sociolinguistics and Discourse Studies
- Department of Studies in Culture
- Department of the History of English
- Department of Translation Studies

Research Units

- Canadian Literature Research Unit
- Celtic Studies Research Unit
- Lexicography and Lexicology Research Unit

Laboratories

- Computer Laboratory
- English Language Teaching Laboratory
- English Teacher Training and Education Laboratory
- EYE-LANG – Eye-tracking Laboratory for Research in Language
- Laboratory for National and Foreign Projects
- Laboratory of Educational Innovations and Language Technologies
- Language and Communication Laboratory
- Neuroscience of Language Laboratory – NeuroLang
- Publishing Laboratory
- Speech and Language Processing Laboratory

Research Areas and Projects

The Faculty of English gathers researchers in the field of two main disciplines: linguistics (general and English linguistics, comparative linguistics, historical linguistics, psycholinguistics, sociolinguistics, pragmatics, foreign language teaching methodology, translation studies) and literary studies (literature and culture of English-speaking countries and the Netherlands). Interdisciplinary research has a rich tradition. Our scholars achieve international success, publish in the most prestigious journals and publishing houses, and conduct numerous grant projects funded from the European funds as well as by the Polish National Science Centre, the POWER Program, ELSE, Erasmus+, National Program for the Development of Humanities, EEO & Norway grants, DARIAH, and Chiang Ching-Kuo Foundations. Our staff members are also winners of competitions within the Excellence Initiative – Research University (ID-UB) program and members of renowned scientific associations. They serve on editorial boards of prestigious journals and participate in the scientific committees of world-class conferences,

congresses, and symposia.

Currently, a total of 60 grant projects are being carried out at the Faculty of English.

The following journals with an international reach are published at the Faculty of English:

Poznań Studies in Contemporary Linguistics (PSiCL) (De Gruyter) (IF 2-year [2018]=0.347, IF 5-year [2015]=0.265)

Studia Anglica Posnaniensia (SAP) (De Gruyter Open)

Werkenwinkel. Journal of Low Countries and South African Studies (De Gruyter Open)

Yearbook of the Poznań Linguistic Meeting (De Gruyter Open)

Studia Celtica Posnaniensia (SCP) (De Gruyter Open)

Polish-AngloSaxon Studies

PWPL – Poznań Working Papers in Linguistics Medieval

English Mirror (Peter Lang)

Involving Students in Scientific Research

We encourage students to participate in research conducted at the Faculty and to apply for grants for their own research projects through the Study&Research and BESTStudentGRANT programs. The Faculty of English Student Club encompasses sections focused on various areas of knowledge in linguistics and literary studies, including phonetics and phonology, syntax, psycho- and neurolinguistics, history of the English language, translation studies, and Anglophone literature (British, American, and Canadian). It is during meetings of these student clubs that students have the opportunity to develop their passions and engage in discussions on theory and research methodology. We also host regular academic gatherings open to all, such as the Faculty of English Friday Lunch Talks and Distinguished Professors Lectures series.

International Cooperation

Openness to the world, internationalization of research, and international cooperation are among the priorities of the Faculty of English. Our professors and doctoral students participate in international conferences and congresses both in the country and abroad. The Faculty of English organizes cyclic conferences that are recognized worldwide and continue to attract interest of scholars. These include: Poznań Linguistic Meeting (PLM), Young Linguists' Meeting in Poznań (YLMP), Medieval English Studies Symposium (MESS), Literature in English Symposium (LIES), Canada Day, and Języki ODNoWA. The Young Linguists' Meeting in Poznań (YLMP) conference was initiated by the Faculty of English doctoral students and enjoys great popularity among young researchers. The Faculty of English has also hosted renowned international conferences. In 2019, we held the prestigious International Association of University Professors of English Triennial Conference (IAUPE 2019), in 2018, we hosted the conference of the Polish Association of Applied Linguistics, and in 2017, we organized the L3 workshop (Workshop on Multilingual Language Acquisition, Processing, and Use) and Intermedia (International Conference on Audiovisual Translation).

Our researchers collaborate with scholars in renowned international institutions and participate in joint international projects.

The Faculty of English collaborates with **18** European universities as part of the Erasmus program and is engaged in activities within the EPICUR network.



People!

Our staff members have extensive experience in supervising doctoral projects.

Here are a few brief accounts of collaboration in this special process of working on a doctoral project, from the supervisors themselves and their doctoral students. Each of these narratives highlights essential aspects of cooperation aimed at introducing young researchers to the academic environment, rich in passion and scientific integrity, in service to society.

Doctoral students and supervisors on their cooperation:

Openness to the Perspective of the Other Person, or How Conversations Can Move Mountains

Doctoral student – Ewelina Wojtkowiak: I got to know my supervisor when we were working on my master's project. It was during that time that Professor Dziubalska-Kolaczyk encouraged me to apply for doctoral studies. I had many doubts myself, and probably, if it weren't for the discussions we had during our meetings before my master's defense, I wouldn't have taken this step.

I believe that one of the greatest positives of our collaboration, which has been going on for many years, is the openness to the perspective of the other person. Our research interests do not fully overlap, but we always listen to each other's viewpoints and take interest in each other's scholarly activities. This very fact – along with the freedom I have thanks to my supervisor – has allowed me, as a doctoral student, to work on projects led by other researchers from our Faculty. This led me to formulate the research problem for my dissertation. From the very beginning, we meet regularly – both in larger groups and one-on-one. During seminars, we discuss selected works in the field, which often do not directly relate to the topic of my doctoral research, but are important from a broader perspective.

This allows us to develop our linguistic views, not limiting our field of vision solely to the literature we read for the purpose of writing the dissertation. During individual meetings, due to our scholarly engagement with different matters, we can discuss and often pose challenging questions to each other that require careful consideration. Thanks to our collaboration, we were able to jointly organize a thematic session as part of the 49th edition of the conference organized by the Faculty of English, "Poznań Linguistic Meeting 2019", and publish a post-conference volume from that session. Additionally, we established cooperation with Professor Charles Chang from Boston University, who evaluated the presentation of the doctoral project and delivered a lecture for our Faculty.

Supervisor – Prof. Katarzyna Dziubalska-Kolaczyk: Ewelina is my 24th doctoral student. It's wonderful to be able to work with doctoral candidates, and working with Ewelina is pure pleasure. She is a partner in discussions; we learn from each other. Supervising a doctoral student is like creating a mini-team striving for a common goal, open to contacts with the entire relevant scholarly world. Ewelina is

an excellent young linguist, whose presentations are accepted at prestigious conferences, and her articles are published in reputable journals. She is inquisitive and thorough, original in her hypotheses, and her scientific work brings her immense joy. At the same time, she maintains a crucial trait of a researcher – humility. I am confident that Ewelina will continue her research in phonetics and phonology of languages, and her contribution will be significant; she is already recognized in the international academic community.

I would also like to add that supervising doctoral students is the most important and irreplaceable experience on the professor's academic journey. Through conversations, we move mountains together.

Fascination with various types of literature, or how to find a thread of understanding

Supervisor – Prof. Liliana Sikorska: Working with a doctoral student is a constant challenge, both for the supervisor and the student. From the beginning, one must want and be able to find a thread of understanding, but also be prepared for compromises and always listen attentively. During seminars, you meet students with interests, with enthusiasm; however, enthusiasm alone is not a guarantee of success. Literature is not just about reading interesting books. A person of letters must want and, to some extent, be able to express their thoughts in written form and demonstrate research independence. Such a student was Benjamin Klaniecki, whom I got to know during a bachelor's seminar taken over in the second semester after Dr. Katarzyna Bronk. Later, he became my individual student in a master's seminar, and at that point, I already noticed his significant scholarly potential. The turning point was undoubtedly the visit of Tabish Khair in 2015, followed by the visit of Meenakshi Bharat in 2017. Mr. Klaniecki was interested in LGBT topics and literatures in the English language, and contemporary Indian literature is a crucial field. I hoped that the texts covered during the seminar would inspire both him and me for further research. And that's exactly what happened.

Doctoral student – Benjamin Klaniecki: We met when I was in my first year of studies – it was during Prof. Sikorska's lecture on British literature. However, our collaboration began two years later. It happened by chance. Fate had it that Prof. Sikorska took over my bachelor's seminar from another professor. Already then, we discovered that we share a fascination with various types of literature. Though an expert in medievalism, Professor Sikorska was working on the topic of Islam in contemporary texts; my interests, on the other hand, ranged from British modernism to Anglophone literatures of Nigeria and India. I believe that it was this diversity of interests that allowed us to start making plans for the years of collaboration ahead. It resulted in a project that emerged from the combination of our shared interests. The project took shape after many discussions, where on one hand, there were somewhat unrealistic ambitions of a young doctoral student, and on the other hand, the years of experience of the Supervisor. Over these years, I learned a great deal, primarily perseverance in scholarly work and a critical approach to my own ideas.

Libraries, Laboratories, Facilities

The Faculty of English at Adam Mickiewicz University has the largest English-language collection in Poland, consisting of approximately **100,000** volumes and **80** scholarly journals. Currently, the library resources are part of the Novum Philological Library located at Aleja Niepodległości 4. On the ground floor, in the English language section, there are dictionaries, language textbooks, and numerous publications dedicated to the culture, history, and civilization of English-speaking countries and the Netherlands. Readers will also find materials on Scotland, Wales, Ireland, and South Africa. On the first floor, in the English language section, there are works related to literature: anthologies, studies, and collections of texts covering English literature (from Old English literature to contemporary literature), American literature, Celtic literature, Welsh literature, and Gaelic literature. The English section also includes Anglophone works on Australian, New Zealand, Canadian, Irish, and Scottish literature. The section of linguistics is located on the second floor of the library and, in addition to publications dedicated to the English language, it houses numerous works concerning Celtic languages: Irish, Gaelic, and Welsh. On the second floor of the library, there is also a collection related to the Scottish language, Dutch, and Afrikaans. The collection is continually enriched with new acquisitions purchased thanks to numerous grant projects awarded to academic staff at the Faculty of English. The classification of the collection, divided into fields, makes it easy to familiarize oneself with the publications available in the reading room or on loan in the form of hard copies or e-books. Readers can also access databases and e-journals.

The research infrastructure at the Faculty of English includes the following laboratories:

Language and Communication Lab – This laboratory was created for students, doctoral candidates, and experienced researchers conducting experimental research on various aspects of language and communication. The lab is equipped with computers and software (E-prime, Exp-Manager) that allow for conducting up to eight behavioral experiments simultaneously to gather data for later analysis. The laboratory also provides technical support for innovative interdisciplinary research and offers training in experimental studies.

Speech and Language Processing Laboratory – This laboratory features a soundproof booth for conducting audio and video recordings, as well as software for visualizing articulation during speech production. The lab provides technical support for language processing research – multimodal data is collected and shared in the form of corpora and used for modeling.

EYE-LANG – Eye-tracking Laboratory for Research in Language. The laboratory, officially opened in 2021, is an example of how research grants enrich the university's infrastructure. Thanks to two research projects funded by the National Science Centre, awarded to Dr. Agnieszka Lijewska and Prof. Bogusława Whyatt, the laboratory is equipped with two state-of-the-art eye-tracking systems (stationary and partially mobile) – EyeLink 1000 Plus. Oculographic research focused on language processing in bilingual individuals during reading or text and speech translation has resulted in numerous publications, making the Faculty of English a recognized modern research center.

Neuroscience of Language Laboratory – NeuroLang. Located at the Center for Advanced Technologies at the AMU Morasko Campus, this laboratory possesses a modern electroencephalograph (EEG) capable of recording EEG signals from 64 electrodes simultaneously. Research is centered around topics such as electrophysiological correlates of language processing in bilingual individuals, the impact of emotions and mood on language processing, creativity, and metaphorical language.

PoLA Lab – Psychophysiology of Language and Affect Laboratory is the newest laboratory at the Faculty of English. It is dedicated to conducting research in the field of psychophysiology of language

and affect using state-of-the-art research equipment, allowing for the measurement of brain bioelectrical activity (64-channel electroencephalogram from the reputable company BioSemi) as well as skin-galvanic response. PoLA Lab was established to enable the implementation of research projects, including OPUS-19 (UMO-2020/37/B/HS6/00610, duration: 2021-2025, Principal investigator: Dr. Rafał Jończyk), National Agency for Academic Exchange grant (PPN/PRO/2020/1/00006/U/00001, 2021-2024, Principal investigator: Prof. Guillaume Thierry), and other research projects conducted by students, doctoral candidates, and staff members of the Faculty of English.

Students also have access to a modern computer laboratory and classrooms for conducting classes within the specialization of written and conference translation. The publishing laboratory provides support in the preparation of publications and promotional materials. The laboratory for national and international projects offers support to researchers conducting grant projects. Students facing difficulties during their studies can rely on the support of an experienced team of teaching specialists gathered around TELL (Techniques of Effective Language Learning). Anyone can schedule a meeting through the website <http://tell.amu.edu.pl>, after which they will receive an invitation for an individual conversation during which ways to overcome difficulties are recommended.

Life is culture and social responsibility

The Faculty of English engages in initiatives that promote knowledge, scientific ethics, linguistic awareness, and respect for cultural diversity in the non-academic environment. An excellent example of this kind of activity is the Poznań branch of Bilingualism Matters (BM) at the Faculty of English. Bilingualism Matters @Poznań is part of an international center based in Edinburgh, whose aim is to disseminate knowledge about bilingualism, multilingualism, and multiculturalism both in academic circles and local communities. Bilingualism Matters @Poznań collaborates with parents raising bilingual children, teachers in bilingual schools, municipal authorities, and education representatives. It organizes training and promotes topics related to bilingualism and multilingualism to increase public awareness and propagate regulations concerning multilingualism and multiculturalism in the education system. BM also works to support linguistic diversity, including minority languages.

The cyclical offer includes classes conducted by the employees of the Faculty of English as part of the AMU Open University (English and Dutch offer). Researchers and lecturers prepare an annual series of Open Lectures for the community.

Cyclical Offer:

- AMU Open University – see the latest English and Dutch offer
- Open Lectures of the Faculty of English – an annual spring cycle of lectures for the general public

Students and staff of the Faculty of English participate in all events promoting science, such as Researchers' Night, Poznań Festival of Science and Art, Kariera na językach, as well as within the framework of AMU initiatives – Colorful University and UAMówi. A separate initiative to promote science and our teaching offer is the ongoing cooperation with schools in the region – our staff visit schools and invite students to lectures and workshops. The Faculty of English contributes to social debates and consistently advocates for equality and tolerance, respecting views and supporting diversity, as exemplified by the Language of Empowerment symposium during the International Week for Equality and Tolerance.



**Faculty of Polish
and Classical Philology**

(Dean – Prof. Tomasz Mizerkiewicz, presentation – Prof. Jerzy Borowczyk)

*Mission,
Prestige,
Significance*

THE MISSION OF THE FACULTY OF POLISH AND CLASSICAL PHILOLOGY IS TO CULTIVATE THE KNOWLEDGE OF AND THE LOVE FOR POLISH LANGUAGE AND LITERATURE, CLASSICAL (ANCIENT) LANGUAGES, LITERATURES AND CULTURE, AS WELL AS THE LANGUAGES, LITERATURE, AND CULTURES OF SOUTHERN AND WESTERN SLAVIC LANDS, AND, FINALLY, POLISH AND GLOBAL FILM, MEDIA, AND AUDIOVISUAL ARTS. THIS MISSION IS EXPRESSED THROUGH SCIENTIFIC RESEARCH AND TEACHING IN LITERARY STUDIES, LINGUISTICS, FILM, AND MEDIA STUDIES.

We explore languages, literatures, and cultures: Polish, ancient Greek, Latin, Bulgarian, Croatian, Czech, Serbian (and the smaller ones from the Balkan Peninsula). We explore the art of filmmaking, the functioning of media, and the increasingly important field of game studies. As philologists, film scholars, and media specialists, we base our research and teaching activities on knowledge about the past of the languages and cultures that we are interested in, as well as on the insightful diagnoses of contemporary scientific, cultural, and social phenomena, and strive to recognize upcoming changes and prepare ourselves for functioning in the near and distant future. We are convinced that the mission of philologists, film scholars, and new media specialists involves not only professionalism in approaching academic challenges but equally promoting and respecting values that are dear to every humanist – respect for others, their nationality and language, religious beliefs, skin color, and sexual orientation.

Research and teaching activities conducted by classical philologists, Polish philologists, Slavic philologists, and film scholars aim at a thorough understanding of cultural traditions and present-day cultures worldwide, with a special emphasis on the ancient world, the Polish language, literature and culture, as well as on the cultural heritage of the Slavic community.

This is enabled by the research of literary and linguistic scholars on the history and current state of Polish, Greek, Latin, as well as Western and Southern Slavic languages. In turn, film scholars, game studies specialists, media scholars, and experts in opera explore in their research and teaching the output of artists in the fields of opera, cinema, television, as well as the cultural dimension of the work done by digital reality creators. In each of these domains, we aspire to bridge the past with the present, the tradition with the latest accomplishments in the cultural and artistic realms. This is achieved through numerous research projects conducted by our academic staff, multilingual publications including monographs, articles in reputable Polish, European, and global academic journals, as well as educating Polish philologists, classical philologists, Slavic philologists, film scholars, and specialists in media and game studies. Numerous study programs and the specializations within them greatly serve the latter goal, allowing us to annually produce hundreds of teachers (primarily Polish, but also Latin teachers), translators (of ancient Greek and Latin, Slavic languages, and Western European languages), journalists, publishers, editors, documentarians, librarians, cultural animators, experts in media communication, literary curators, film and new media experts, literary critics and film critics.

A special place in the Faculty's mission is dedicated to the duty and vocation of upholding the native language and literature. We strive to ensure that the Polish language, literature, and culture are taught as effectively as possible in courses for foreign students studying at Poznań universities. This is facilitated by classes conducted by a highly qualified glottodidactic team at the Center of Polish Language and Culture for International Students, Polish studies programs such as *Polish as a Foreign Language* and *Poles and Germans in Europe*, as well as Balkan and Mediterranean studies conducted in English.

Both in the scholarly and teaching activities of the Faculty's staff, interdisciplinarity plays a significant role. Many linguists, literary scholars, and film scholars draw inspiration from historical, social, art, culture, and religion studies for their research. The Institute of Polish Philology has been conducting interdisciplinary programs geared to the needs of education, such as *Polish-Philosophical* and *Polish-Historical Studies for Teachers*. The Faculty also houses *Interdisciplinary Individualized Studies* in the Humanities and Social Sciences.

The scientific and educational mission of the Faculty also finds expression in the extensive activities of its staff within the social, cultural, and artistic spheres of Poznań, Greater Poland, and the entire country. The Faculty's presence in the social and cultural life is discussed in a separate section of this guide. Here, it's worth to mention the Creative Writing program, launched three years ago as part of the Polish master's degree studies. This program has become a meeting point for academics, writers, and students who have already engaged in writing endeavors and are pursuing new artistic challenges.

In numbers

Full Professors: **44**

Associate Professors: **102**

Institutes: **4**

Departments: **23** (including two large teams – Hellenistic and Latin – in the Institute of Classical Philology)

Research units: **9**

Laboratories: **1**

Center of Polish Language and Culture Studies for International Students

Doctoral students: **39**

Students: over **1600**

Trends, Research Areas, Scientific Projects, Publications

Intensive and highly diverse research, projects, and scientific publications at the Faculty of Polish and Classical Philology are the work of research and teaching staff employed in four institutes and an interdisciplinary research unit:

- Institute of Polish Philology
<https://polonistyka.amu.edu.pl/>
- Institute of Classical Philology
<http://ifk.amu.edu.pl/ifk/ifk/aktualnoci>
- Institute of Slavic Philology
<http://slavic.amu.edu.pl/>
- Film, Media and Audiovisual Arts Institute
<https://filmoznawstwo.com/>
- Interdisciplinary Humanities Research Unit
<http://mishis.amu.edu.pl/>

Scientific achievements are primarily focused in two disciplines: linguistics and literary studies, but there is also a notable presence of accomplishments in the field of culture and religion studies, as well as other humanities disciplines, since the research of many staff members have an interdisciplinary character. The range of research areas and topics pursued in individual departments, research units, and laboratories belonging to the aforementioned institutes is very wide, and it can only be briefly outlined here, highlighting recent achievements representative of the Faculty's divisions and the disciplines practiced here. A separate section is dedicated to the research conducted by the youngest researchers – assistant professors and doctoral students.

It is worth noting that in the five years between 2017 and 2021, which corresponds to the period covered by the latest ministerial evaluation of scientific achievements, researchers from the Faculty of Polish and Classical Philology published an average of **30-40** monographs each year (with a predominance of literary studies, followed by linguistics, and several from disciplines such as culture and religion studies or arts studies), over **100** articles in peer-reviewed journals (here the contribution of

leading disciplines was quite equal), and close to two hundred chapters in edited volumes. Every year, they announced at least one (often more) source publication, representing the result of editorial work on previously unpublished (or published long ago and inadequately edited) Old Polish texts (frequently relics of the emerging Polish language), poetic and prose works, memoirs, and correspondence. Each subsequent year saw a dozen or more research projects (already in progress or newly funded) undertaken by the Faculty members who were winners of competitions organized by the National Science Centre, the National Program for the Development of Humanities, and occasionally the National Centre for Research and Development. Apart from that, every year the Faculty members have won several grants from the National Agency for Academic Exchange. Every year, the departments and research units functioning within the Faculty's institutes organize a dozen or more international and nationwide scientific conferences. Furthermore, their staff members actively participate, presenting papers, in numerous (several dozen each year) national and international conferences. Scientific research is also greatly stimulated by the long-established academic journals operating at the Faculty.

Within the Institute of Classical Philology, research is not limited solely to languages and the literary works of Greek and Roman antiquity. The focus is also on the contemporary reception of antiquity, medieval and Neo-Latin literature, as well as on early Christian philosophy and literature. The art of translation, as well as various humanistic categories and phenomena (primarily memory, cruelty, and pride), also remain important fields of interest.

Film and media scholars delve into the history and aesthetics of Polish and global cinema, film genres (including short films and documentaries), research on screenplays, the relationship between film and history, popular culture, and other arts, as well as phenomena related to new media (news poetics) and audiovisual arts.

Members of the Interdisciplinary Humanities Research Unit explore the intricacies of digital humanities and the relationship between literature and culture.

Within the research conducted by Slavic studies scholars, languages and literatures of the Balkan countries and the Czech Republic naturally take precedence. This involves a wide range of research topics and questions, spanning from the most general (histories of literatures and languages) to specific phenomena, including Balkan folklore, history of ideas, national identity, diverse interpretations of Otherness, religious matters, feminism, and animal studies.

The most extensive research is conducted by linguists and literary scholars working at the Institute of Polish Philology. The former focus on the history and contemporary state of the Polish language, language anthropology, New Testament apocrypha, medieval and later sources, onomastics, speech therapy, foreign language teaching (in close collaboration with the Center for Polish Language and Culture for International Students), language of people with speech and hearing impairments, rhetoric, and pragmalinguistics. Literary scholars, on the other hand, primarily engage in research in literary history and theory. Polish literature researchers also delve into drama and literary aesthetics, the art of translation, independent literature and culture, scholarly editing, literary anthropology, literary criticism, literary documentation, popular literature and culture, feminism, queer studies, ecocriticism, Jewish themes, and science fiction literature. At the intersection of linguistics and literary studies there is the research of the methodologists of teaching Polish language and literature. A rapidly growing within the Institute of Polish Philology is also the study of literature in the digital age.

Selected research projects carried out (or completed) in recent years at the Faculty of Polish and Classical Philology

Linguistics

- **Institute of Polish Philology**

Five Old Polish Apocrypha: Sprawa Chędogo o Męce Pana Chrystusowej – Ewangelia Nikodem – Historia Trzech Króli – Żywot św. Anny – Historia barzo cudna. Text Edition.

Principal investigator: Dr. Rafał Wójcik (University Library), co-investigators: Prof. Wiesław Wydra (professor emeritus of the Institute of Polish Philology), Prof. Marek Osiewicz. Duration: 2018–2022. The National Programme for the Development of Humanities grant is carried out by a team of employees from the University Library, Institute of Polish Philology, and the Department of the Dictionary of the 16th Century Polish Language (Institute of Literary Research, Polish Academy of Sciences). The main goal of the project is to publish all texts in the form of a complete critical edition, including their transliteration, their transcription with explanations, as well as introductions: historical-linguistic, historical-literary, and bibliological-codicological.

The origins of Polish language and religious culture in the light of the medieval Apocrypha of the New Testament. Universal tool for research on Polish apocryphal texts.

Principal investigator: Prof. Dorota Rojszczak-Robińska (Institute of Polish Philology). Main co-investigators (all from Institute of Polish Philology): Dr Olga Ziolkowska, Dr Karolina Borowiec, and doctoral students: Aleksandra Deskur, Wojciech Stelmach. Duration: 2018–2022. National Science Centre competition: SONATA BIS.

The result of the project will be a series of monographs in cultural studies, linguistics, literary studies, and source studies. The second goal will be to develop a multidisciplinary search and comparison engine based on a meticulously developed database, including, among others, Latin sources, Slavic contexts, and the employed themes.

- **Institute of Classical Philology**

Lexicon of Oriental Words in Ancient Greek.

Principal investigator: Prof. Rafał Rosól. National Science Centre competition: OPUS.

The main goal is to create an online lexicon (in English) that will include borrowings and glosses from Semitic, Iranian, Indian, Anatolian, Egyptian, and other oriental languages in the ancient Greek language. The researched material will cover two millennia of Greek language history, from the Mycenaean period to the 6th century CE. Based on the electronic version, a printed lexicon will also be produced later on.

Literary Studies

- **Institute of Polish Philology**

Since January 2021, the Faculty has been engaged in the activities of a team within the project DARIAH-PL Digital Research Infrastructure for the Arts and Humanities – Philological Hub.

Its task is to create an accessible online cloud platform equipped with tools necessary for literary and linguistic research (especially on textual and graphic source documents). The entire project, coordinated by Prof. Mirosław Wobalis, is expected to be finalized by the end of 2023.

Half a Century of Children's Literature in Poland. Texts for a young audience in the context of cultural production and power: the recipient of literature – literature as a recipient.

Principal investigator: Prof. Bogumiła Kaniewska. National Science Centre competition: OPUS.

Nowy Korbut. Adam Mickiewicz. Bibliography and Nowy Korbut. Adam Mickiewicz. State of research bibliography.

Two projects financed under the National Programme for the Development of Humanities (the first one already completed). Principal investigator for both: Prof. Zbigniew Przychodniak. Participants from the Institute of Polish Philology: Dr. Elżbieta Lijewska, Prof. Zofia Dambek, Prof. Jerzy Borowczyk, and the representative of the Raczyński Library, Dr. Alicja Przybyszewska.

The aim of the projects is to fill a significant gap in the bibliography of Polish literature, namely the compilation of bibliographic listings of Mickiewicz's works and the studies dedicated to them. In addition to printed monographs, the bibliography will be made available in a digital form of a modern database.

Between appropriation and foreignness. The Reception of Gustave Flaubert's work in Poland. Principal investigator: Prof. Piotr Śniedziewski. National Science Centre competition: OPUS.

The aim of the project is to trace the reception of Flaubert's work in Polish literature, starting from the mid-19th century (from the first statements about the French author) to the present day. Only such a comprehensive research plan allows for a full understanding of the Polish reception of Flaubert and, more broadly, enables the development of a research method for analyzing the ways in which a foreign author (in this case: French) functions within the context of the target culture (in this case: Polish).

- **Institute of Classical Philology**

The Liber of Angela of Foligno and heterodox movements in Umbria in the years 1270-1320.

Principal investigator: Prof. Mateusz Stróżyński. National Science Centre competition: OPUS.

The international research team includes Prof. Sylvain Piron from the École des hautes études en sciences sociales in Paris and Prof. Antonio Montefusco from Ca' Foscari University in Venice.

Late Greek Poetry (Edition, Translation, Commentary).

Principal investigator: Prof. Krystyna Bartol (Institute of Classical Philology). Contributors: Prof. Jerzy Danielewicz, Dr. Cezary Dobak. The project is funded within the National Program for the Development of Humanities.

The aim of the project is to create an annotated edition of texts of pagan Greek poetic works (excluding epic and epigrams from the Palatine Anthology) from the period of 1st to 6th century AD. The edited texts will be presented against a broad historical and cultural backdrop, which is crucial for understanding the diversity of Greek literary production during the imperial period. The commentary will discuss the literary aspects of the published works. The planned volume (alongside the already published books by Krystyna Bartol and Jerzy Danielewicz dedicated to Greek lyric poetry of the archaic, classical, and Hellenistic periods) will contribute to the dissemination of knowledge about Greek poetry and can also be utilized in academic teaching.

- **Institute of Slavic Philology**

Queer Spaces Behind the Iron Curtain. The Case of Wilhelm Mach.

Principal investigator: Dr. Adrianna Kovacheva. National Science Centre competition: SONATA.

The project aims to go beyond the boundaries of monolingual literary history. Treating the Bulgarian and Polish correspondence of Mach in a complementary, networked manner opens up the possibility of thinking about the microhistory of literary contacts in transnational and transcultural terms. Shifting the emphasis away from nationality reveals new actors (in Bruno Latour's sense) who shape and modify the literary life and the life of a specific intellectual community. All these factors, at the scale of microhistory completely incompatible with the political and ideological mo-

tivations, condition a somewhat different literary-historical narrative. The attempt to understand the transnational microhistory of an intellectual community is a research experiment that may lead to a new way of understanding power and coercion to which artists were subjected during the times of the People's Republic of Poland and the Bulgarian People's Republic. Film studies, media and audiovisual arts, studies in opera (disciplines: literary studies, culture and religion studies)

Film studies, media and audiovisual arts, studies in opera (disciplines: literary studies, culture and religion studies)

- **Institute of Film, Media, and Audiovisual Arts**

Prof. Anna Mrozewicz, Individual Grant: Fulbright Senior Award 2020–2021 (start of the project postponed to September 2021 due to the pandemic).

Project Title: Eco-Seriality. Environmental Imaginations and Ecological Crisis in Contemporary Nordic and American Television Series. Department of Scandinavian Studies, University of Washington.

Selected Research Projects and Publications by Young Researchers

Dr. Dorota Maslej, *Jak rodził się średniowieczny tekst. Tak zwane Kazania augustiańskie w perspektywie historycznojęzykowej*, Poznań 2021.

The work was reviewed by Prof. Piotr Sobotka from the Institute of Slavic Studies of the Polish Academy of Sciences, who wrote about the achievement of the young linguist: “The Author’s task is somewhat reminiscent of a detective’s work, who, having at his or her disposal many complex and labyrinthine facts or only their traces, tries to unravel and explain the essence of the matter. She transports herself to a medieval scriptorium, where she carefully examines the smallest details of the manuscript’s pages and – kindly accepted by it – engages in a conversation, asking questions about its origins, details, the circumstances of creation, the rationale behind the melody of its phrases and the construction of its ‘double voice’, whereas the manuscript, to the extent possible, with its characteristic kindness, reveals to the Author the secrets hidden for centuries”. The book offers a multifaceted reading of a unique medieval treasure of the Polish language. Almost forgotten by researchers, the 15th-century manuscript of the so-called Augustinian Sermons proved to be an excellent material for tracing the birth of vernacular text in the Middle Ages: how it appeared on the pages of an already existing Latin manuscript, how it entered into relationships with Latin text, and how it was linguistically developed using Polish and Latin. The author received several awards and distinctions for this publication, the most valuable of which is the Kazimierz Nitsch Award granted by Humanities and Social Sciences Division of the Polish Academy of Sciences in 2021. This award is granted every four years for outstanding and creative scientific work in the field of linguistics.

It’s worth recommending a longer statement by the young researcher in one of the episodes of the Faculty podcast “dwukropek badacz_ka” titled “On the Pleasures of Medieval Texts”:

<https://www.youtube.com/watch?v=WcJuLKyFc98>

Dr. Patrycja Bąkowska, *Formy ekspresji podmiotowości nowoczesnej. Tożsamość indywidualna i zbiorowa w poezji polskiej schyłku XVIII i początku XIX*, Toruń 2021.

Publication of the doctoral dissertation (defended in 2019) in the prestigious publishing series *Monographs of the Foundation for Polish Science*. In 2021, the Author became one of the three laureates of the “Monographs of the Foundation for Polish Science” program. Previously, her doctorate was awarded

the prize of the Polish Society for 18th-Century Studies. In her research on the poetry of the turn of the centuries, Bąkowska seeks to utilize the methodologies offered by contemporary humanities. She examines anthropological, identity-related, and aesthetic transformations taking place in the mentioned poetry. The works of poets such as Franciszek Karpiński, Adam Jerzy Czartoryski, Józef Morelowski, Jan Paweł Woronicz, Hugo Kollataj, and Cyprian Godebski raise many questions concerning issues of individual and collective identity. The period under consideration here was marked by pan-European tendencies that favored the crystallization of modernity while also being linked to issues characteristic of the domestic Enlightenment variant. Literature that emerged as a result allows us to trace the emergence of early modern subjectivity with its characteristic tensions between self-definition and self-creation.

Iga Skrzypczak, Doctoral School of Languages and Literatures, recipient of the Ministry of Science and Higher Education “Diamond Grant” in 2020, as part of which she is pursuing the project titled *The Category of Silence in Avant-Garde Poetry of the Interwar Period in the Semiotic-Structural Perspective* under the supervision of Prof. Agnieszka Kwiatkowska. In one of her statements (on October 16, 2020, for *Życie Uniwersyteckie*, AMU periodical), she thus described her project: “In the works of the avant-gardists, there is a significant breakthrough in the way this semiotic-structural category is utilized, remaining an immanent element of the works and revealing itself in various ways in individual poetic idioms”. Iga Skrzypczak’s goal is to systematize the theoretical reflection on silence, scattered across numerous publications, and to propose new research tools (such as her own terminology in the field of versology). The project will result in a series of analyses and interpretations of avant-garde poetry, in which the mentioned tools and research findings will be put to a test.

Dagmara Świerkowska, Doctoral School of Languages and Literatures, winner of the PRELUDIUM competition by the National Science Centre in 2021 – project: *What are slam poets (not) telling us about? Multimodality of spoken-word poetry*. The doctoral student examines the genres of discourse present in the Polish slam poetry scene. Genre analysis will be accompanied by field research, surveys, and interviews with key figures from this community. It’s worth noting that the young researcher is active in both the Polish and international slam poetry scenes.

Consortium for the Research in Humanities is a joint initiative of two partners: the **Faculty of Polish and Classical Philology at Adam Mickiewicz University** and the **Faculty of Polish Studies at Jagiellonian University in Kraków**. For the past five years, the consortium has been organizing scholarly seminars, conferences, and joint research projects. The mission of the consortium is to shape a modern humanistic discourse through the joint implementation of research initiatives encompassing the general formula “Horizons and Sources of New Humanities: Language, Literature, Culture, Education”, as well as engaging in various forms of educational and popularization activities. The shared research tasks take into account the specialized competencies and achievements of both institutions. The goal is for the scholarly and educational activities of each partner to be enriched with innovative values.

Selected topics of meetings and research projects include:

- Old Polish Linguistic Encounters
- New Humanities
- *Crudelitas*. Cruelty in European Literature and Culture
- *Pride* (superbia, hybris) in European Culture and Literature from Ancient Greek, Hebrew, and Roman sources to their contemporary metamorphoses and modifications.
- Culture of Affect – Affects in Culture. Humanities after the Affective Turn.
- “Polish Culture of Text-Creation” project. The broadest question is: how did text-creation practices changed in Poland over centuries, from the Middle Ages to the threshold of twentieth-century modernism?

Selected Scientific Journals

The scientific life is also shaped by a large number of academic journals, esteemed both in Poland and abroad, in which the three most important disciplines practiced by the Faculty members play a leading role: linguistics, literary studies and – to a lesser extent – culture and religion studies (the field practiced by the researchers of audiovisual phenomena). Faculty periodicals are included in the ministerial list of scientific journals, and nearly half of them boast high scores (70 and 100 points). Faculty journals provide their publications through open access, subject submitted articles to peer review procedures, and adhere to the publication ethics policies developed by the Committee On Publication Ethics (COPE).

Bohemistyka

The linguistic and literary publications published here are intended to serve as a source of information and effective assistance for all specialists in Czech studies, primarily in Poland. It serves as a platform for exchanging ideas, doubts, and the experiences of researchers in the field of Czech language, literature, and culture.

<https://www.bohemistyka.pl/>

Forum Poetyki / Forum of Poetics

A bilingual (Polish and English) quarterly philological journal published online, discussing contemporary issues in poetics. A multi-faceted reflection on the transformations of poetics resulting from changes in philological studies and in the humanities.

<http://fp.amu.edu.pl/>

Images: The International Journal of European Film, Performing Arts and Audiovisual Communication

The results of research on audiovisual culture are presented, including film, television, new media, performing arts, theater, photography, and their intersections with other cultural and artistic domains, as well as with social reality.

<https://pressto.amu.edu.pl/index.php/i/index>

Porównania. Czasopismo poświęcone zagadnieniom komparatystyki literackiej oraz studiom interdyscyplinarnym

Original works and translations containing the results of comparative research in the field of literary studies, theory and history of culture, science theory, anthropology, arts studies, cinema, theater, music, as well as comparative works in the fields of history, postcolonial studies, gender studies, pedagogy, law, modern media, and the relationships between the humanities and natural sciences.

<http://porownania.amu.edu.pl/>

Poznańskie Studia Polonistyczne – Seria Językoznawcza

Semi-annual publication. Articles cover both contemporary and historical Polish language, the history of the discipline, and reviews of scientific works. In recent years, the focus has been expanded to include Slavic studies topics.

<https://pressto.amu.edu.pl/index.php/pspsj>

Poznańskie Studia Polonistyczne – Seria Literaturoznawcza

A semi-annual journal addressing current issues in the history and theory of literature. Each issue of the journal is monographic in nature, with its main section devoted to a topic chosen by the editorial team. Independent of the main section, there is an interpretation section (“Confrontations”) where we publish texts on different eras and authors, presenting philological skills. Equally important is the section with critical essays (“Readings”).

<https://pressto.amu.edu.pl/index.php/pspsl/index>

Poznańskie Studia Slawistyczne

A journal dedicated to the research in Slavic and Balkan studies. The topics chosen as the guiding theme of each issue respond to the current challenges of the humanities. While literary studies serve as the leading discipline of the journal, monographic issues also include linguistic, cultural, historical, art history, religious, and sociological contexts.

<https://pressto.amu.edu.pl/index.php/pss/index>

Przestrzenie Teorii

A transdisciplinary journal on literary theory. It addresses research issues related to literature, aesthetics, arts studies, especially visual and performing arts, theater, and film. The character of the journal is shaped by the concept of dramatic literary studies.

<https://pressto.amu.edu.pl/index.php/pt/index>

Symbolae Philologorum Posnaniensium Graecae et Latinae

The journal addresses research issues related to ancient Greek and Roman literature, ancient history, reception of antiquity in different eras, as well as original Latin-Polish and Latin literature from the medieval, Renaissance, and Baroque periods, thus covering a wide range of classical philology.

<https://pressto.amu.edu.pl/index.php/sppgl>

Gwary Dzisiaj

An annual dedicated to Slavic dialectology. The Slavic aspect of the published works has been strongly present since the launch of the series and is reflected in the authorial circle from all Slavic countries (and beyond). As a result, the journal has become a platform for exchanging research findings among scholars focusing on dialects from across the Slavic world.

<https://pressto.amu.edu.pl/index.php/gd>

And finally a word about **Poznańskie Studia Polonistyczne Publishing House** which has existed at the Faculty for over twenty years and has published many important monographs and edited volumes, authored by both the Faculty members and researchers from outside the Faculty. The publishing house releases works in linguistics and literary studies by both young researchers and experienced, established scholars. Certainly, one of the most distinguished editions by this publisher is „*Śmierci z Mistrzem dwojakię gadania... Nieznany drukowany przekaz. Rozmowy mistrza Polikarpa ze Śmiercią z 1542 r.*”, edited by Prof. Wiesław Wydra (a co-founder and longtime head of the “Poznańskie Studia Polonistyczne” Publishing House), who discovered this text. Prof. Paweł Stepień, an expert in this field, noted that “the rediscovery of *Śmierci z Mistrzem dwojakię gadania...* is one of the most important events in the history of research on the Polish medieval literature”.

International Cooperation

An essential element of the research and educational activities of the Faculty is international cooperation. Joint initiatives with reliable partners in Europe, the Americas, and Asia involve all Faculty institutes. Before providing concise descriptions of these collaborations, it is important to mention the Faculty-wide cooperation with universities in China: Shanghai International Studies University, Guangdong University of Foreign Studies, and Chengdu Institute Sichuan International Studies University. This cooperation entails joint research projects, co-organized conferences in Poznań and Shanghai, as well as the annual presence of groups of Chinese students at the Faculty (their numbers steadily growing – in the academic year 2021/2022, they exceed one hundred students). The Faculty also maintains scholarly and educational connections with Turkish universities in Ankara and Istanbul. Last but not least, the Faculty actively participates in broad all-European initiatives such as EPIKUR, E-LOCAL for all, and particularly in the ERASMUS program. Thanks to ERASMUS, a substantial group of students from the Faculty undertakes studies in European countries and the aforementioned Turkey every year. Additionally, the Faculty regularly hosts a diverse range of students from Western and Southern Europe, as well as Turkey, in various study programs. Another significant group of international students consists of citizens of Ukraine and Belarus.

International Cooperation within Individual Institutes and Faculty Workshops – Selected Examples

- **Institute of Polish Philology Linguistics**
 - In the field of logopedics, cooperation has been developed over the years with two units for the preparation of a Polish test for aphasia research titled “POZAS: Poznań Aphasia Screening”: Zürcher RehaZentren Klinik Wald (Switzerland) and Klinische Linguistik Fakultät für Linguistik & Literaturwissenschaft Universität Bielefeld (Germany).
 - Visegrad Grant – collaboration with onomastics researchers from Hungary, Czech Republic, and Slovakia in the realization of the so-called Visegrad Grant “Your name is your history – Personal names as common cultural heritage of the V4 region”. The project is chaired by Hungarian scholars (Mariann Silíz). Long-standing collaboration with the only Polish studies program in South America located at the Federal University of Paraná in Curitiba (<http://depac.ufpr.br/>). Plans include research on the Polish language of the Brazilian diaspora. Joint projects are carried out as part of the editorial activities of the journal of teaching methodology, *Polonistyka. Innowacje*, operating at the Institute of Polish Philology.

Literary Studies

- Long-standing cooperation in the field of teaching and research on the history of literature and culture, as well as literary theory, with universities in Kiel (Germany), Fribourg (Switzerland), as well as Italian universities in Bologna and Turin.
- For many years, Polish language methodologists and teaching specialists have been collaborating with their colleagues from Vytautas Magnus University and Academy of Education in Vilnius, Lithuania. They undertake joint research projects on multiculturalism, interculturalism, and localism in school education.
- Special emphasis is placed on the activities of the Center of Polish Language and Culture for International Students, which engages in diverse international cooperation, primarily with embassies, diplomatic missions, and universities. Together with them, it implements educational projects (financed by Polish National Agency for Academic Exchange) related to teaching the Polish language and promoting knowledge about Polish culture.
- Collaboration with the CEEPUS (Central European Exchange Program for University Studies)

- network, specifically in the Women Writers in History project (<https://women-writers.net>) – a joint international research effort on women’s writing.
- Prof. Agnieszka Gajewska, a researcher of Stanisław Lem, collaborates with Lviv Center for Urban History (<https://www.lvivcenter.org/en/>). Collaboration intensified during the Year of Lem (2021), when her lecture “Lem’s City” was part of the program “The City and Trauma: Conversations in a Year of Lem” organized by the Center for Urban History and the Lviv Philosophical Café as part of the celebrations of Stanisław Lem’s centenary, in partnership with the Lviv City Council and the “Choven” Publishing House.
 - As part of Romani studies, for the past five years cooperation has been developed with the Gypsy Lore Society (GLS was founded in 1888 in Liverpool as an international association of researchers focused on the history and culture of people referred to as Gypsies). The activities within GLS involve participation in conferences with presentations on Polish research in this field, as well as reviewing texts and preparing review articles for *Romani Studies*.
 - Research Centre for Electronic Literature at the Faculty of Polish and Classical Philology has initiated collaboration with the Electronic Literature Organization (USA) – the world’s largest organization bringing together researchers, creators, programmers, and audiences of electronic literature. As part of joint efforts, the dissemination of the emerging tool for creating electronic literature (INKAH – Online Tool for Collaborative Animation and Hypertext) developed at the Faculty of Polish and Classical Philology is planned. The center was established in 2021, and the cooperation will continue to develop.
- **Institute of Classical Philology**
 - University of Cambridge – since 2020. Research visits, collaborative work on grant projects, and conference organization.
 - McGill University, Montreal – since 2020. Joint conference organization, collaboration on joint publications, research visits.
 - Katholieke Universiteit Leuven – since 2018. Research visits, joint conference organization, collaborative work on grant projects.
 - The City University of New York – since 2020. Research visits, collaborative work on grant projects, joint publications, conference and seminar organization. Particularly dynamic collaboration with Prof. Robert Maryks, with whom the Institute has been conducting regular online scholarly meetings “Jesuit Studies” for the past two years.
 - Sapienza University of Rome – longstanding research collaboration in the fields of culture, literature, and Latin language.
 - Universidad Autónoma de Madrid. Several years of scientific collaboration focused on the cultural – ancient and contemporary – role of the Latin language.
 - University of Nottingham – since 2020. Research visits, joint conference organization.
 - **Institute of Slavic Philology**
 Long-standing intensive academic (linguistic and literary) as well as didactic contacts with 22 universities and research units from the Balkan Peninsula and the Czech Republic. Particularly vibrant and fruitful relationships, based on mutual research visits, co-organized conferences, and publishing initiatives (edited volumes), exist with institutions in Zagreb, Osijek, Belgrade, Sarajevo, Plovdiv, Trnovo, Skopje, Prague, and Brno.
 - **Film, Media, and Audiovisual Arts Institute**
Prof. Grażyna Gajewska – Head of the Polish-Ukrainian grant project *When Science is a Woman*. The grant is funded by the Paris-Dauphine Foundation; project duration: 2020-2022. Research on the professional situation of female scientists in Poland and Ukraine.

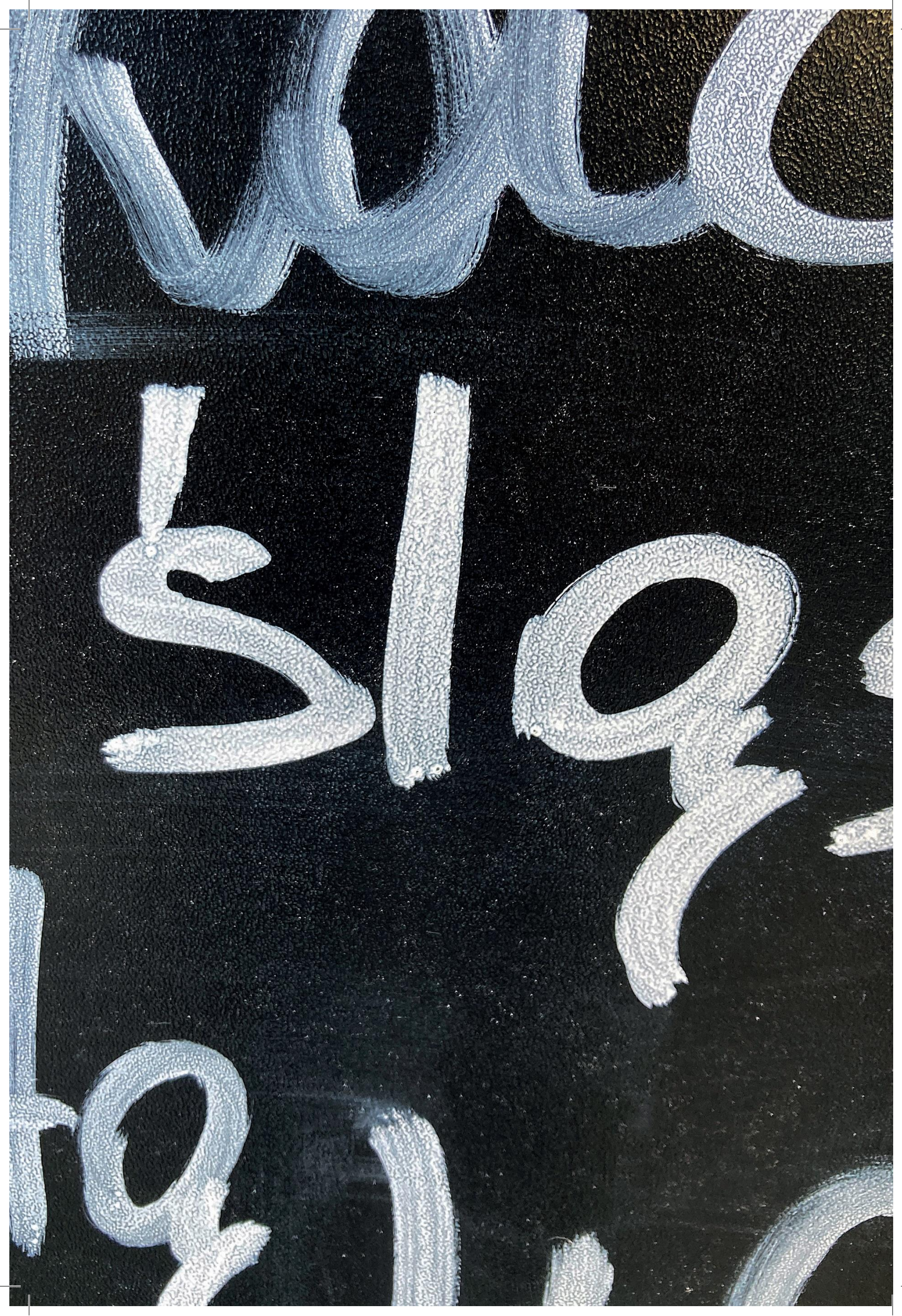
Prof. Krzysztof Kozłowski:

- Collaboration with Prof. Anno Mungen; Forschungsinstitut für Musiktheater, University of Bayreuth (Germany) since 2009; joint research projects, conferences, lectures and teaching, co-publications, exchange of academic staff and students, study visits.
- Collaboration with Prof. Sven Kramer; Institut für Geschichtswissenschaft und Literarische Kulturen, Leuphana Universität Lüneburg, Germany; since 2011; nature of collaboration: conferences, lectures and teaching, co-publications, exchange of academic staff and students.

Prof. Anna Mrozewicz – research project funded by the National Science Centre and carried out at the University of Copenhagen.

- **Interdisciplinary Humanities Research Unit**

- National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine. Joint interdisciplinary articles, exchange of academic staff (Prof. Nadya Reznik has been participating in the University of Tomorrow program for the past two years, teaching in the Central European and Balkan Studies program). The collaboration covers literary studies and has been ongoing for over two years.
- National State Pedagogical University, Uman, Ukraine. Uninterrupted collaboration for almost 15 years, encompassing all areas of academic activity in the disciplines of literary studies, as well as culture and religion studies. Joint student and doctoral conferences, joint publications, exchange of academic staff, joint grant projects; participation in the Interdisciplinary Individualized Studies in the Humanities and Social Sciences program.
- Université de Haute-Alsace Mulhouse, Mulhouse, France. Joint teaching in the EPICUR program. The collaboration has been developing for 2 years.
- University of North Carolina, Department of Germanic & Slavic Languages & Literatures, United States. The cooperation which has been going on for several years resulted in the research and teaching project “Summer Seminars in Polish Culture: A Virtual Study Abroad Program at Adam Mickiewicz University in Poznań” for UNC students (students from Brazil and Italy also participated in the program). The program covered literary studies and was prepared jointly by the Interdisciplinary Humanities Research Unit and the Institute of Polish Philology.



People!

Traveling between disciplines, texts, and around the world

Graduate of the Doctoral Studies Program, Dr. Weronika Szwebs: The journey, culminating in the defense of the doctoral dissertation “Translation of Theoretical Discourses in Polish Humanities at the Turn of the 20th and 21st Century” began in 2009 when I started my Polish Studies at Interdisciplinary Individualized Studies in the Humanities and Social Sciences program with the intention of focusing on translation. In search of an academic supervisor, I knocked on the door of Prof. Ewa Kraskowska, the head of the Department of 20th Century Literature, Literary Theory, and the Art of Translation, and thus began our years-long, fruitful collaboration. I owe my development opportunities also to Prof. Ewa Rajewska, who supervised the translation studies reading group and the translation specialization. In this supportive atmosphere, my diploma theses in the field of translation studies were created.

In 2014, I was accepted into the Interdisciplinary Doctoral Program in Translation Studies and Comparative Literary Research, led by Prof. Piotr Śliwiński. The extremely rich and inspiring program included seminars with distinguished humanists from all over Poland, summer schools, and a study visit at the University of Bologna. In my doctoral work, I continued my interests in translation studies, leaning towards theoretical texts representing the most important trends in Western post-war humanities, which made their way to Poland through translation. For this project, I received two grants from the National Science Centre – Preludium, which enabled, among other things, research trips to Paris and New York, and Etiuda, which allowed me to conduct a research stay at the University of Ottawa under the supervision of Prof. Luise von Flotow.

Supervisor, Prof. Ewa Kraskowska: Our case shows that uninterrupted, years-long collaboration between an academic supervisor and their student does not hinder young researchers from pursuing academic mobility. Thanks to the interdisciplinary doctoral studies program at the AMU Faculty of Polish and Classical Philology and her grants, Weronika gained valuable experience in academic work abroad.

Methodological initiation of the researcher of silence (in avant-garde poetry)

Supervisor – Prof. Agnieszka Kwiatkowska: When Iga Skrzypczak began her studies at Interdisciplinary Individualized Studies in the Humanities and Social Sciences program, I became her tutor. Already during the first year of our collaboration, I could joyfully observe Iga’s successes – including presentations at two conferences. At one of them – focused on the poetry of Julian Przyboś – she carefully and sensitively analyzed the poems of the outstanding avant-garde poet. Even then, at the beginning of her academic journey, she leaned towards the study of avant-garde poetry and eagerly sought theoretical tools that would allow her to discover something new in the works of contemporary poets. The next step on this path was a project carried out as part of the Best Student Grant competition, dedicated to

linguistic feminine poetry. After completing her bachelor's studies ahead of schedule, Iga Skrzypczak obtained the Diamond Grant, which allowed her to start doctoral studies even before obtaining her master's degree. The doctoral project on silence in avant-garde poetry is being carried out as part of the Doctoral School, and I – now as the supervisor of Iga Skrzypczak – am observing her research work.

Doctoral students – Iga Skrzypczak: As a recipient of the Diamond Grant, I gained the opportunity to apply to the Doctoral School before completing my master's studies. This entailed the need to plan two paths of education simultaneously – the educational offer and the individualized learning process enabled by the School proved incredibly helpful and tailored to the needs of doctoral students who are simultaneously pursuing other academic, teaching, or professional responsibilities. During the first year, the classes on literary research methodology were particularly valuable to me. They effectively organized the knowledge I had acquired in earlier stages of education and supplemented it with new information, prompting reflection on the research tools to be used in my planned dissertation. In the context of my project, the seminar devoted to linguistics as literary criticism also proved valuable, deepening my awareness of poetic grammar. Consultations with academic staff were also invaluable, and the opportunity to discuss my research project during department meetings resulted in numerous valuable insights.

However, the key aspect for me remains the opportunity to collaborate with my supervisor – Prof. Agnieszka Kwiatkowska – who from the outset knew how to guide me wisely along my academic path and continues to provide substantial scholarly and organizational support.

Close Encounters of Literature and Law, or the Community of Scholarship and the Value of Dialogue...

Doctoral student – Martyna Bąk: My collaboration with Prof. Izabela Lis-Wielgosz began shortly before defending my bachelor's thesis. During my undergraduate studies, Professor Lis-Wielgosz inspired me to explore the world of ancient Croatian literary-legal relics. In addition to Croatian philology, I also studied law, which made the topic particularly intriguing to me. The issues surrounding ancient Croatian legal sources and the contemporary legal, social, and cultural systems that existed at the time had not been extensively explored by researchers neither in Poland, nor in Croatia. Thus, we believed that they deserved investigation from a broader, interdisciplinary perspective. Together, we decided to apply for the “Diamond Grant”. The research project titled *Law, Society, Culture in the Light of Ancient Croatian Legal Acts* received funding and is currently being pursued within the Doctoral School. The research not only focuses on the characteristics of ancient Croatian legal acts but also seeks to answer how the law influenced the formation of cultural and literary centers as well as the society of the Croatian lands. The objective of this endeavor is to illustrate the interplay between common law and literature, culture, and art, as well as to reconstruct the image of medieval society in Croatian territories and to map out the multidimensional landscape of the legal centers of the time. I am convinced that without completing my studies at the Faculty of Polish and Classical Philology, these research endeavors, which are my passion and challenge, could not have been undertaken on such a comprehensive scale.

Supervisor – Prof. Izabela Lis-Wielgosz, Institute of Slavic Philology: The above statement by Martyna reminds me of our initial meeting, which in hindsight proved to be remarkably fruitful, and as a supervisor, it reaffirms my belief that together, through dialogue, we have chosen the right path. As a researcher of ancient Slavic literature and cultures, an experienced teacher, and a supervisor of numerous theses at different academic levels, I must admit that I have rarely encountered such a talented and hard-working person, full of enthusiasm yet resolute and characterized by humble diligence. Fortunately, it turned out that I had indeed the opportunity to meet, learn from, and engage in dialogue

with an exceptional young researcher whose ambitions reach for the stars. Thus, with the support of the Doctoral School, I have been tasked with fulfilling this mission – to guide the process of polishing the scholarly diamond.

Formulating research problems, exchanging thoughts, critical discussions, looking in the same direction...

Doctoral student – Łukasz Piosik: I have been collaborating with Professor Romana Łapa since my BA studies. It was actually a matter of chance that led to this. Initially, I intended to attend a literary seminar focused on women's literature, but the informational meeting regarding it didn't take place at the specified time and location. In any case, it turned out well – Professor Łapa proved to be an excellent teacher. Without the time that she devoted to me and her critical feedback, I probably wouldn't have completed my bachelor's thesis. And yet, here I am, doing my PhD.

Supervisor – Prof. Romana Łapa, Institute of Polish Philology: Indeed, our encounter results from a series of coincidental events. Quite happy ones, I would add. When I opened the diploma seminar in the academic year 2017/2018, I didn't expect that one of its participants – albeit somewhat belatedly – would be a student of Polish philology and law, someone with clearly defined research interests and an idea for a thesis. Łukasz came to the seminar and stayed; we have been collaborating for four years. What, in my view, shapes and enhances our collaboration is, indeed, the thorough, often even avid, immersion in scholarly literature, the recognition and precise formulation of research problems, as well as openness to the exchange of ideas and critical discussions, but not only that. Equally important – sometimes I think, the most important – is looking in the same direction. Thanks to this, we not only learn more about ourselves but also from each other.

Doctoral student: ...and there's quite a lot of learning, it must be said. Also related to preparing the thesis. There are also plenty of growth opportunities: internships, grants, conferences. Just not much time...

Supervisor: Łukasz has a sense of humor. Not much time? It's about something else here: time must not be left unused! In an era of intensive scientific development and its internationalization, it's important to invest in oneself, to take advantage of the rich and promising educational and research offer of the Doctoral School and our Faculty.

Doctoral student: Rich offer, high-quality products... I guess I've made enough jokes, I'd better get back to reading before I get into trouble.

Supervisor: Quite right!

Libraries, laboratories, facilities

Since 2008, the headquarters of the Faculty of Polish and Classical Philology at Adam Mickiewicz University has been the Collegium Maius located at 10 Fredry Street, in the vicinity of the Prussian Castle (now the seat of ZAMEK Culture Centre), the Opera House, and the neo-Gothic Church of the Holy Saviour. The Faculty shares the building with the Medical University. Its construction began in 1904, and after four years of work, it was completed in 1909. Stylistically, the building represents the standard of Prussian official architecture, known as Wilhelmian Neo-Baroque. The construction of the building was part of the creation of the Imperial District, established in place of the dismantled fortifications of the Poznań Fortress on its western section (comprising representative, monumental structures). The building was erected for the needs of the Prussian Settlement Commission established in 1886 and was incorporated into a series of initiatives inspired by the ideology of Germanization. Currently, the

building serves as the “center of Polish language and culture” to borrow the formulation from Adam Mickiewicz’s *Pan Tadeusz*.

Key Facilities of the Faculty

- **The Stanisław Lem Experimental Media Laboratory**, covering an area of 25 sq. m, equipped with professional audio-video as well as Gaming and Virtual Reality equipment. An excellent space for research on new media and the preparation of multimedia projects.
- **The Wojciech Bogusławski Theater Hall and the Absyda Hall** is used for theatrical and performative exploration. This empty studio space with unconventional architecture and an area of 90 sq. m features wooden flooring, brick walls, and theatrical lighting. It is ideally suited as a laboratory for research in the field of new media, movement analysis, and stage presence. Moreover, in a way, the Theater Hall serves as a link between the historic Collegium Maius building and the Faculty of Polish and Classical Philology Library, which was added more than a century later, at the beginning of the 21st century.
- **Faculty of Polish and Classical Philology Library** – a three-story building with numerous glass surfaces. It stands out with modern architecture that harmoniously complements the styles of the two adjacent buildings, Collegium Maius and the Voivodeship Office. The library boasts a rich collection of books, an IT facilities, a children’s literature room, a group work room, and two reading rooms.
- **The Mickiewicz Salon** – a representative, multimedia seminar-conference room (200 sq. m) in a semi-circular shape, accommodating 80 people. Each post is equipped with a microphone. A venue for conferences, seminars, and lectures.
- **The Śniadecki Hall, Multimedia Hall, W. Kuraszkiewicz Hall, K. Komeda Hall** – large, representative auditoriums equipped with multimedia equipment; the largest of them is the Śniadecki Hall, capable of accommodating 200 people.
- **Multimedia Translation Laboratory** (29 sq. m) – equipped with four interpretation booths, a control panel for interpretation booths, and 20 computer workstations, enabling the organization of seminar meetings conducted in multiple languages.
- **Editorial and Printing Laboratory** (30 sq. m) – equipped with 25 professional graphics stations, a professional printing scanner, and a photographic printer; a space dedicated to research in the field of traditional and modern (digital) academic editing.
- **The Włodzimierz Odojewski Archive at the Faculty of Polish and Classical Philology**, Adam Mickiewicz University (30 sq. m), where the literary legacy of the distinguished novelist is stored (several thousand manuscripts and typescripts of novels, short stories, essays, and letters), along with the writer’s personal library, desk, typewriters, and a collection of family photographs. This space offers the opportunity to conduct research on the process of text creation and to acquire practical skills in the field of literary archiving, textual studies, and editing of 20th- and early 21st-century literature.

Culture and Social Life – Engagement

Both literary scholars and linguists from the Faculty of Polish and Classical Philology are highly active participants and promoters of social and cultural life across Poznań, Greater Poland region, and the entire country. Even if we were to focus on the last two decades, we still wouldn’t be able to comprehensively present all the forms of activity for the socio-cultural environment in a concise manner. A representative selection is therefore necessary. Let’s point out a few examples of initiatives by literature and language researchers that have received strong responses and have firmly established themselves in the calendars of social and cultural events in Poznań, Greater Poland, and throughout the entire Poland.

- a. Literary scholars from the Institute of Polish Philology engage with contemporary literature as a theme for activities within the socio-cultural sphere of Poznań, Greater Poland, and the entire country. This finds its expression in initiatives such as:

Poznań Literary Award. The award has been established in 2015 by the authorities of the City of Poznań and Adam Mickiewicz University. It was initiated by the academic community of Polish philology in Poznań, with a direct impetus from the extensively attended literary meetings organized by the Faculty of Polish and Classical Philology in late 2014 and 2015, in connection with the passing of Stanisław Barańczak, a distinguished literary scholar, translator, poet, and literary critic, who was an alumnus and academic staff member of the Institute of Polish Philology. The award is annually granted to living authors for their achievements in the field of literature. The prize is awarded in two categories:

The Adam Mickiewicz Award for outstanding contributions to Polish literature and culture, for significant and innovative achievements in literature, humanities, and the promotion of literary culture. The award winners include Krystyna Miłobędzka, Wiesław Myśliwski, Zbigniew Kruszyński, Tadeusz Sławek, among others.

The Stanisław Barańczak Scholarship Award for authors who have not yet reached the age of 35. Among the honorees are poets such as Kira Pietrek and Małgorzata Lebda.

Poznań of the Poets Festival takes place every two years, starting from 2003. This event has become deeply ingrained in the cultural landscape and calendar, both in Poznań and throughout Poland. It is a joint initiative of the Institute of Polish Philology and ZAMEK Culture Centre. Its curator is Prof. Piotr Śliwiński from the Institute of Polish Philology, one of the foremost experts on contemporary poetry, an active and versatile critic, and the initiator of numerous endeavors to popularize literary culture. Poznań of the Poets hosts Polish and foreign poets from various generations, musicians, theater artists, and visual artists. The festival includes a systematic educational campaign among young people and involves the residents and city space of Poznań.

Each edition of the festival features dozens of meetings with authors, attended by audiences ranging from dozens to several hundred spectators. These events are consistently accompanied by scientific conferences aimed at promoting literature organized by the Institute of Polish Philology at Adam Mickiewicz University, which bring together Polish and foreign researchers and attract not only academics and students, but also high school students and poetry enthusiasts.

The Festival of the Plot takes place every two years, starting from 2014. Its curator is Prof. Marcin Jaworski from the Institute of Polish Philology. The event showcases important and representative phenomena in the field of prose, including novels, short stories, essays, biographies, reportage, and popular genres. Authors of the most interesting and significant prose books published in Poland are invited to Poznań by the Department of Poetics and Literary Criticism and ZAMEK Culture Centre. Meetings at ZAMEK gather hundreds of participants who want to listen to well-told stories and also discuss what, how and why we narrate. By posing questions about literature, the festival's creators also inquire about politics and social changes, old philosophical problems, and new ideas. The festival also includes workshops concerning plot and style for aspiring authors and a nationwide short story competition.

- b. The presentation and popularization of the cultural diversity of the Mediterranean, Central Europe, and the Balkans by researchers from the Faculty of Polish and Classical Philology have resulted in significant events, including:

Linguists and literary scholars from the Institute of Classical Philology and the Institute of Slavic Philology, focusing on the Mediterranean, Central Europe, and the Balkan Peninsula, expand and deepen the knowledge of ancient culture, Czech and Slovak cultures, as well as Balkan cultures, including Bosnian, Bulgarian, Croatian, Macedonian, and Serbian cultures.

The significant achievements of the Poznań Slavic scholars in promoting and disseminating Balkan

cultures caught the attention of the Ministry of Foreign Affairs of the Republic of Poland. Slavic scholars were entrusted with organizing the **Balkan Culture Week** in Poznań from May 13 to 18, 2019, as well as the “**Balkan Date**” event on October 5, 2019. The organizers presented the relationships between Balkan countries and Poland. The diverse program and varied communication channels aimed to reach audiences with different aesthetic preferences, education levels, and sensitivities. Coverage of the events in nationwide media led to people coming to Poznań from all over the country. The main beneficiaries of the events were the city’s residents, families with children, elderly individuals, as well as international students in Poznań. These events resulted in a change in the perception of the Balkans and the dismantling of their stereotypical negative image.

On the other hand, the activities of Poznań literary scholars specializing in Bohemian studies are focused on disseminating knowledge about the Czech Republic and Polish-Czech relations. In this regard, literary scholars collaborate with the Raczyński Library in Poznań to organize the annual **Czech Culture Days**, carried out within the framework of the over fifty-year partnership between the partner cities of Poznań and Brno. One example of such initiatives: as part of these celebrations, in cooperation with the Centre for French Culture in Warsaw and Poznań City Office, an international symposium titled “Day of Charter 77: Paris–Prague–Poznań–Warsaw 40 Years Later” was organized on October 24, 2017. In the following year, 2019, on the occasion of the 30th anniversary of the Velvet Revolution, a photography exhibition of Czech dissident and one of the youngest signatories of Charter 77, Karel Koutský, was prepared on December 11.

Research conducted by the scholars in classical studies has led to significant projects promoting the Latin language and ancient culture. The project **Summer School of Living Latin**, ongoing since 2000, is focused on a modern approach to teaching classical languages and adapting them to the realities and needs of Latin and Greek education. The project disseminates Latin and knowledge about Poland’s Latin-language cultural heritage. Approximately 60 participants from as many as 30 countries worldwide attend the school annually, resulting in cross-cultural integration. Activities under the **SILVA RERUM – Latin for the Youngest** project are geared toward a younger audience. It promotes ancient culture, particularly the basics of the Latin language among the youngest. It combines learning Latin phrases and proverbs with fun.

- c. Linguists from the Institute of Polish Philology are engaged in **research on communication among individuals with disabilities, as well as those excluded due to their origin**. Particularly significant are the actions of Poznań Polish philologists aimed at promoting knowledge about the identity and communication issues of people with disabilities, facilitating their access to education and culture, and raising social awareness about linguistic mechanisms and tools of exclusion. Mass media and public administration serve as mediums for these activities. A range of initiatives **supporting the integration of Deaf and hearing communities** in Poland should be noted. It is extremely important to raise the awareness of hearing individuals regarding the barriers and linguistic challenges faced by the Deaf. Many hearing individuals believe that since Deaf individuals were born in Poland, they know Polish just like hearing individuals, which is not true. These are two different linguistic systems. By discussing Deaf communication and their language, more and more people are coming to understand the linguistic challenges Deaf individuals face in the hearing community. On the other hand, for **the social inclusion of blind and visually impaired individuals**, audio description, practiced by linguists from the Institute of Polish Philology, plays a fundamental role. It enables access to audiovisual content, such as films, TV series, news programs, artistic, and sporting events.
- d. Film scholars from the Faculty of Polish and Classical Philology also participate in numerous cultural events in Poznań and the Greater Poland region, with the aim of popularizing and fostering a better understanding of film culture. This is manifested through regular lecture presenta-

tions to various audiences and a systematic collaboration with ambitious and renowned cinemas in Poznań (Kino Palacowe, Kino Muza) and the Greater Poland region (such as the cinema in Szamotuly). Furthermore, Poznań film scholars closely collaborate with the prestigious and widely popular **OFF CINEMA Documentary Film Festival in Poznań**, organized by ZAMEK Culture Centre. For instance, in 2020, Prof. Mikołaj Jazdon served as the Artistic Director of the 24th edition of the festival, while Dr. Piotr Plawuszewski was a member of the selection committee for OFF CINEMA.



The background of the image is a photograph of an ancient mosaic floor, likely from a Roman or Byzantine site. The mosaic is composed of small, irregular tiles in shades of white, grey, and black. It depicts architectural elements such as columns and arches. The floor is partially covered by a layer of dark, textured earth or debris. A large, solid red circle is superimposed over the lower half of the image, containing the text.

Faculty of Modern Languages and Literatures

(Dean – Prof. Krzysztof Stroński, presentation – Prof. Dominika Skrzypek)

THE FACULTY OF MODERN LANGUAGES AND LITERATURES IS THE LARGEST FACULTY OF ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ, HOUSING SIX INSTITUTES AND TWO CHAIRS.

The Faculty conducts research and teaching in linguistics and literary studies, covering over 40 languages, including the major European languages such as German, French, Russian, and Spanish, as well as lesser-known languages like Korean and Hindi.

The high quality of research conducted translates into research projects carried out at the Faculty, funded by major grant agencies (National Science Centre and National Centre for Research and Development) and science funding programs (National Programme for the Development of Humanities and the Foundation for Polish Science), publications in leading journals and publishers, as well as active international collaboration.

In the latest parametric assessment by the Ministry of Education and Science, the Faculty of Modern Languages and Literatures received an “A” rating (for both disciplines), and the philological studies programs taught there have for years been recognized as the best in the country (Perspektywy portal University Ranking 2020, 2019).

The Faculty of Modern Languages and Literatures collaborates extensively with numerous domestic and international institutions. The Faculty offers education in forty specializations, along with post-graduate and doctoral studies. Our students benefit from an incredibly broad range of scholarship programs and foreign exchange opportunities. The Faculty of Modern Languages and Literatures also engages in cultural activities; our staff includes well-known translators, writers, journalists, and artists. We are open to collaboration with the community, including schools, educational and cultural institutions, business, administration, and social organizations. For many years, we have been active in Poznań’s cultural life, including the annual Days of Cultural Diversity (https://www.youtube.com/watch?v=0lt__3Jp7IU&ab_channel=Wydzia%C5%82NeofilologiiUAM).

Our Mission

The Faculty of Modern Languages and Literatures is a place where people interested in different cultures, literatures, and languages come together; a place uniting representatives of different nations. Our goal is to create a context in which everyone is met with respect, and knowledge expands horizons and literally opens up to the entire world. The research conducted at the Faculty of Modern Languages and Literatures is published and presented in the international circulation of scholarly thought, and knowledge about other cultures, literatures, and languages is disseminated in Poland through translation and popularization activities. The mission of the Faculty of Modern Languages and Literatures is to build bridges between cultures and languages and contribute to growing tolerance.

As philologists, staff members and students of the Faculty of Modern Languages and Literatures are particularly engaged in preserving linguistic diversity by supporting endangered languages, disseminating knowledge about them, and introducing their literatures to the world. We are committed to deepening and disseminating knowledge about minority languages that are less researched and less visible.

Our ambition and mission are to educate graduates who will become ambassadors of other cultures and languages in Poland, as well as of Polish culture in other countries. The foundation of this work is an excellent command of studied languages, honed through numerous study abroad programs and international stays. The philological studies offered by the Faculty of Modern Languages and Literatures are highly sought after by candidates, consistently ranking among the top ten most popular majors at AMU. The consistently high quality of education is reflected in top rankings, including the annual first place in the Perspektywy educational portal ranking for the best conducted foreign philology program in Poland. We are a Faculty where students can develop their passions.

The Faculty of Modern Languages and Literatures collaborates with dozens of foreign academic institutions in Poland and around the world. We believe in the free exchange of scholarly ideas and value cooperation over competition. We engage in initiatives that promote scientific research, culture, literature, and the ethics of scientific research in the non-academic context. We aim to be a Faculty that is present in the cultural and social life of our city, region, and country.

In numbers

Staff: **422**, including **232** research-and-teaching staff members, **190** teaching staff members; **92** foreign nationals in the staff.

Students: **4500**, including approximately **200** foreign students.

Doctoral students: over **40**.

Number of programs: **19** (Bachelor's degree), **20** (Master's degree).

Scientific Research

The research projects carried out at the Faculty of Modern Languages and Literatures are as diverse as the educational offer and scholarly interests of the staff. They encompass the analysis of literary works from various cultural circles, as well as in-depth research on multilingualism, language development, translation issues, and legal linguistics. Many projects have not only a research component, but also a clear social dimension and significant practical potential. These are projects whose results can contribute to improving communication between institutions and citizens, developing support programs for minority languages, and the development of tools useful in foreign language teaching.

In collaboration with other faculties of the University, the Faculty of Modern Languages and Literatures is implementing the DARIAH-PL Consortium project – "Digital Research Infrastructure for the Arts and Humanities", in which AMU participates as a partner. The project received funding under the EU program "Smart Growth". The implementation of the tasks outlined in the project proposal began in January 2021. The head of the project component carried out at AMU is Prof. Katarzyna Klessa from the Faculty of Modern Languages and Literatures. As part of the project, AMU plans to establish a research infrastructure within six modules. This infrastructure will be sited and made available for use at the Faculties involved in its development. The multimodal corpus infrastructure being developed at the Faculty of Modern Languages and Literatures will include an audiovisual (vision and phonics) corpus of multimodal communication with multi-layered annotation of speech and gesture, as well as techniques and tools for creating and analyzing similar custom-made corpora including techniques for recording, processing, and archiving various types of audiovisual data and body movement parameters; techniques for supporting and automating speech signal segmentation and transcription; and the technical background necessary for creating the corpus, enabling the creation of similar corpora on demand or making it available to the interested parties.

Selected areas of research conducted in recent years at the Faculty of Modern Languages and Literatures

Linguistics

Research on Multilingualism

For many years, the Department of Studies on Multilingualism has been active at the Faculty of Modern Languages and Literatures, conducting research on both individual and societal aspects of multilingualism. The research topics encompass multilingualism in natural settings, educational environments, and immersion situations.

Regarding individual aspects of multilingualism, the following research issues are considered: language competence of bilingual and multilingual individuals, language processing in bilingual and multilingual individuals, third language acquisition, second language acquisition in preschool and early school-age children, promoting multilingualism through educational contexts, immersion method in language education for children, knowledge about challenges arising from bilingualism within families, third language teaching, specialized language teaching, intercultural competence in foreign language teaching.

In the context of societal aspects, the following research issues are addressed: multilingual communication in specialized fields, contrastive analysis of specialized languages, legal linguistics, legal translation, uniformity of European Union law versus multilingualism, multilingualism and cultural diversity in the European Union, as well as education and support for parents in their children's multilingualism.

Polish-German Child Bilingualism: The role of Age of Onset for Long-Term Achievement. Project led by Prof. Aldona Sopata (Faculty of Modern Languages and Literatures, Adam Mickiewicz University) and Prof. Bernhard Brehmer (University of Greifswald) was conducted from 2016 to 2020 and funded by the National Science Centre in Poland (2014/15/G/HS6/04521) and the German Research Foundation (DFG) (277135691) as part of the Beethoven 1 competition. This project explores the impact of the age at which children are first exposed to the Polish and German languages on their long-term language development. The project's innovation lies in combining different research fields that were previously often treated separately, namely the study of child second language acquisition and research on the language of origin.

A project in collaboration with the Institute of Applied Linguistics and Translatology (Prof. Klaus-Dieter Baumann) at the University of Leipzig focusing on multilingual specialized communication. In particular, the research examines international communication in higher education institutions (international exchanges, study visits, academic cooperation) and athlete communication (e.g. communication between athletes and foreign coaches, among athletes). The study investigates linguistic and non-linguistic aspects that differentiate specialized communication in these domains as well as those that universalize it. Responsible person at the Institute of Applied Linguistics, Faculty of Modern Languages and Literatures: Prof. Agnieszka Błażek.

Teaching the neighbours' language from kindergarten to the end of education – the key to communication in the Euroregion Pomerania project was co-financed by the European Union through the European Regional Development Fund – expert supervision by Prof. Aldona Sopata (Institute of Applied Linguistics, Faculty of Modern Languages and Literatures). The main goal of the project was to develop a long-term concept of educational offer for teaching the language of the neighbours from the preschool stage to the completion of formal education, within the context of life in the border region.

Research on Minority Languages

At the Faculty of Modern Languages and Literatures in recent (and upcoming) years, several projects have been/are/will be conducted under the collective profile of **Minority And Endangered Languages – Research, Documentation, Revitalization**.

These projects are the response of the researchers in linguistics to the increasingly articulated and recognized impoverishment of linguistic diversity of the world, Europe and its other regions, as well as Poland. Our projects are characterized by both scientific dimension and a social engagement, as we collaborate with administration centers of various levels, academic partners from around the world, as well as communities of minority and/or endangered languages. Young researchers and language activists are also increasingly participating in them. In addition to traditional sociolinguistic, glottopolitical, glottodidactic, and anthropological research, we organize and conduct international field summer schools, scientific expeditions, symposia on revitalization and strengthening of language vitality, and activities that promote the topics of our projects and their results. We also prepare various multimodal didactic aids for learning and digital resources related to languages that are endowed with e.g. the tools of contemporary applied linguistics.

Detailed information about the implemented projects can be found on the following websites:

- Poland's Linguistic Heritage. Documentation Database for Endangered Languages
<http://inne-jezyki.amu.edu.pl>
- INNET – Innovative Networking in Infrastructure for Endangered Languages
<http://pl.languagesindanger.eu> and <http://languagesindanger.eu>
- COLING – Minority Languages, Major Opportunities. Collaborative Research, Community Engagement and Innovative Educational Tools
<https://coling.al.uw.edu.pl>
- MULTILING-HIST – Multilingual worlds – neglected histories. Uncovering their emergence, continuity and loss in past and present societies
<https://cordis.europa.eu/project/id/101002696/pl>

Diachronic Research

Research on language change is one of the important areas of linguistic research conducted at the Faculty of Modern Languages and Literatures. It encompasses issues of morphological and syntactic change in several language families, including Romance, Germanic, and Indo-Aryan languages. Currently ongoing projects at the Faculty focus on the development of definite and indefinite articles, as well as the evolution of possessive expressions in North Germanic languages, ways of expressing reciprocity, changes in the form and location of clitic pronouns, and the negative concord, along with the entire grammar of indefinite pronouns carrying negative meaning in Romance languages, as well as impersonal verb forms in Indo-Aryan languages.

Selected ongoing research projects:

Diachrony of article systems in Scandinavian Languages (National Science Centre grant OPUS, project led by Prof. Dominika Skrzypek).

The project's aim was to present the development of definite and indefinite articles in Scandinavian languages, addressing questions such as why the development of the definite article precedes that of the indefinite article, and why the latter did not develop in Icelandic until today. The study is based on the texts that have survived in these languages, written between 1200 and 1550, from the beginning of literacy in Scandinavia (associated with the Latin alphabet) to the Renaissance.

Non-finite verbs in New Indo-Aryan languages – diachrony and typology (National Science Centre grant Harmonia, project led by Prof. Krzysztof Stroński).

The main goal of the project was to trace the developmental paths of impersonal verb forms in selected early New Indo-Aryan languages (NIA). The project focused on the analysis of adverbial participles, known as “converbs”, which are among the most important tools in the syntax of compound sentences in Indo-Aryan languages (IA). Additionally, the project analyzed infinitives appearing in various significant syntactic constructions. As part of the project, an electronic corpus containing early NIA texts was created, allowing for multi-level analysis.

Old Romance Reciprocity – evolution of reciprocal markers from Classical Latin to incipient national languages (National Science Centre grant OPUS, project led by Prof. Mikołaj Nkollo), Romance clitics in diachrony. An integrated approach (National Science Centre grant Harmonia), Negative Concord in the History of Gascon (National Science Centre grant OPUS, project led by Prof. Mikołaj Nkollo).

The areas of research undertaken so far have focused on reciprocal markers, changes in the form and location of clitic pronouns, as well as negative concord, along with the entire grammar of indefinite pronouns carrying negative meaning. The research encompassed ancient Romance languages: French, Spanish, Catalan, Portuguese (reciprocal constructions), Galician, Portuguese (16th-19th century; clitic pronouns), and the Occitan language (specifically its Gascon variety for negative concord).

Diachronic research on the grammar of Romance languages provides an opportunity to study less well-known languages or their varieties. Historically, these varieties have sometimes played a significant role. For instance, it is not entirely clear how proficient King Richard I of England (Richard the Lionheart) was in the English language. His native language was Occitan. Similarly, it is not uncommon for archaic grammatical structures, long abandoned in standard varieties, to be found in currently functioning regional varieties – dialects. Thus, research does not solely revolve around the realm of distant history.

Literary Studies

Translation Studies

Many members of the Faculty of Modern Languages and Literatures are also accomplished translators of literature. In their research, they combine theory with practice, showcasing the process of translation and the challenges faced by translators seeking to bring works of world literature closer to Polish readers.

Research on the History of Translation and Reception of Grimm Brothers' Fairy Tales in Poland
Grimm Brothers' fairy tales hold a significant place in the canon of world literature and are also present in Poland through numerous translations and retellings. Research on the uniqueness of their Polish translations, both in the context of the translation era and the native fairy tale convention, provides important insights into diagnosing German-Polish cultural and political relations, as well as native upbringing models and genre conventions. They can also serve as a starting point for comparative studies, as these texts are translated into other languages in different cultural and historical contexts.

At the same time, an essential aspect of the latest research on Grimm fairy tales is the editorial history of the original. Recognizing that in Polish we only have translations of the latest edition of the Grimm collection reveals the need for a critical and annotated translation of the earliest edition of the original, which could become a significant source text for literary scholars, folklorists, and teachers (Prof. Eliza Pieciul-Karمیńska).

Research on Ideological Elements in Fantasy Literature

The primary goal of this scientific project is to determine the diverse relationships between ideology and literary fiction in the fantastic narrative mode. This involves the analysis of ideological thinking, the process of its construction, and its formulation in literary format. The textual corpus of the project mainly comprises literary works from the 19th and 20th centuries that have been considered characteristic of the fantastic literary mode by literary scholars in recent decades. Special attention has been given to works from Spanish literature, including authors like Miguel de Unamuno, Pío Baroja, E. Pardo Bazán, Álvaro Cunqueiro, Cristina Fernández Cubas, and José María Merino, as well as Catalan literature, including authors like Joaquim Ruyra, Joan Perucho, Pere Calders, Maria Antònia Oliver, Jaume Fuster, and Albert Sánchez Piñol. (National Science Centre competition OPUS, 2011/01/B/HS2/03615, Principal investigator: Prof. Alfons Gregori i Gomis).

Research on Biofiction

For at least forty years, there has been a tendency in Scandinavian literatures to take a real character as a starting point and fictionalize him or her in literary works that can be referred to as biofiction. In these works, situated at the intersection of fictionality and referentiality, central figures are often treated by authors as a pretext for discussing contemporary issues that may not necessarily have been problematized during the protagonist's lifetime. Thus, by modernizing historical figures, biofictions become a platform for dialogue between the present and the past. (Prof. Joanna Cymbrykiewicz, *Biografia jako pretekst. Modele współczesnych duńskich biofikcji*, 2019).

Selected Projects by Young Researchers

Numerous scientific projects carried out at the Faculty of Modern Languages and Literatures are led by the youngest researchers, our doctoral students. Here are some of them:

Alicja Piotrowska

Possessive expressions in Danish and Swedish in a diachronic and synchronic perspective

The aim of the project is to study the use and distribution of possessive expressions in Swedish and Danish from the first instances of written texts (around the year 1200) to the present day. An important part of the project is also to examine the variation in possessive constructions and various factors that can help us answer the question of why a particular construction is preferred in a given context. In the project a general focus will be put on the different meanings of the relation of possession, such as the opposition of the concept of OWNERSHIP and the concept of LOCATION in possessive expressions. Research funded by the National Science Centre grant 2017/27/N/HS2/00064.

Wacław Pagórski

The image of Poland in German travel literature of the 'long' 17th century

The Polish-German neighborhood over the centuries entailed the existence of mutual images and stereotypes. Some of these elements were only part of neighbor relations for a short period of time, while others exhibited remarkable durability (such as the concept of "polnische Wirtschaft", functioning since the 18th century). The aim of this project is to examine the elements of Poland's image in German society during the 'long' 17th century (i.e. the years 1573-1700) and to analyze whether and to what extent these elements have evolved into stereotypes. Travel literature – travel accounts, journals, memoirs, and travel guidelines – will serve as the primary source for this research. These texts share the common ground of the author's encounter with the reality of the Commonwealth at that time and his interac-

tion with Polish society. Conclusions drawn from the analysis will contribute to a better understanding of Polish-German relations during this period and will also serve as a starting point for investigating the potential impact of events and their reception from the 'long' 17th century on later Polish-German relations, including those in contemporary times.

Research funded by the National Science Centre grant 2017/27/N/HS2/00254 from 2018 to 2020.

Katarzyna Plączek-Kaszyńska

Functions of literary and narrative elements in Spanish vernacular medical treatises from the turn of the 16th and 17th centuries

The main goal of the project is to analyze the function and significance of literary and narrative elements in Spanish medical treatises produced at the turn of the 16th and 17th centuries, intended for readers without medical education. The audience included not only patients for whom reading a medical guide often replaced direct contact with a physician, but also barber-surgeons, midwives, herbalists, and other non-professional practitioners of the medical art. The topics covered in these treatises were very extensive, including descriptions of the course and treatment methods of specific diseases, advice on preventing common illnesses, and recommendations for hygiene during epidemics. Within these texts, numerous literary and narrative elements can be found, such as poetic components (mainly sonnets), autobiographical fragments, as well as stories and anecdotes presented in a chatty style. The analysis will allow for the verification of the research hypothesis, suggesting that the sources or models of the so-called narrative turn in contemporary medicine can be traced back to the pre-Enlightenment medical discourse.

Research funded by the National Science Centre grant 2019/33/N/HS2/00108.

Brygida Sawicka-Stepińska

/s/-weakening in the speech of radio broadcasters in the Spanish variety from Guayaquil – acoustic and sociolinguistic analysis of the phonetic change

The project aims to verify an ongoing phonetic change characterized by the weakening of the /s/ phoneme in coda position in the speech of radio announcers from broadcasting stations in the Ecuadorian city of Guayaquil. The research will be conducted on a specially compiled corpus of spoken language, consisting of excerpts from radio broadcasts transmitted in the city. Ecuador is one of the smallest yet most diverse countries in Latin America, with this diversity extending to the linguistic realm. Despite being a small region on the map of the Spanish-speaking world, alongside numerous local languages, it boasts multiple dialectal variants of the Spanish language. However, this linguistic diversity is not reflected by the state of the art. Ecuadorian linguistics are limited to a few publications, with the most extensive and comprehensive work, *El español del Ecuador* by H. Toscano, dating back to 1953. Furthermore, there are no available corpora of spoken language for this geographic area.

Research funded by the National Science Centre grant 2017/25/N/HS2/00006.

International Cooperation: From Tierra del Fuego to Spitsbergen

Due to its diverse nature, the Faculty of Modern Languages and Literatures maintains collaboration with various research institutions promoting science worldwide. Numerous international agreements provide opportunities for education under the guidance of native speakers of foreign languages, ranging from Arabic to Ukrainian.

The diversity of research conducted at the Faculty of Modern Languages and Literatures would not be possible without an extensive network of connections with universities and academic centers across the

globe. The Faculty of Modern Languages and Literatures collaborates with over sixty universities from all continents. As part of international agreements, we engage in joint research, professors from the Faculty of Modern Languages and Literatures deliver guest lectures at foreign institutions, and professors from other universities come to us to give lectures. Students and doctoral candidates also benefit from the opportunities for travel under these agreements.

Among the most important centers we cooperate with are: Hokkaido University, Sapporo, Japan, Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany, University of Stellenbosch, South Africa, School of Oriental & African Studies, London, United Kingdom, Latvijas Universitāte/University of Latvia, Riga, Latvia, University of Texas at Austin, USA, University of North Carolina at Chapel Hill, USA, Universität Bern, Bern, Switzerland, Université de Fribourg, Switzerland, Rijksuniversiteit Groningen, Netherlands, Universitas Indonesia in Jakarta, Leipzig University, Humboldt University of Berlin, Aristotle University of Thessaloniki, Vilnius University (Lithuania), Vilnius University (Vilniaus universitetas), Lund University (Sweden), University of Stockholm (Sweden), Uppsala University (Sweden), University of Copenhagen (Københavns universitet), Aarhus University (Aarhus universitet), University of Oslo (Norway), University of Iceland (Háskóli Islands), University of Marburg, University of Nijmegen, Christian Albrecht University in Kiel, Université Rennes 2 (France), “1 Decembrie 1918” University in Alba Iulia (Romania), University of Santiago de Compostela (Spain), Camões Institute (Camões, I.P. Instituto da Cooperação e da Língua, Portugal), and Charles University in Prague (Czech Republic).



People –

– Conversations Between Doctoral Students and Supervisors

At the Threshold of Studies. Plans, Dreams, and Challenges

Supervisor: Prof. Beata Waligórska-Olejniczak

Doctoral Student: Piotr Braszak

How did you meet?

PB: During my MA studies, I was looking for a supervisor who could help me write my thesis on a topic that also interests me outside of academia – I knew I wanted to take up the subject of Polish and East Slavic traditional songs. Professor Waligórska-Olejniczak captured my scattered enthusiasm in a methodological framework, and thus, a thesis was born that became the basis for a monograph on border experiences in the texts of these very songs. It will soon be published by Adam Mickiewicz University Press.

How did the idea for doctoral studies come about?

PB: I liked the university knowledge exchange system and thought that discussing literature is something I would like to do. Of course, once again, I went straight to Professor Waligórska-Olejniczak, laid out a palette of aspects I wanted to address in my work, and a range of works by borderland writers that were close to me. This time as well, I could count on professional assistance in solving the scholarly puzzle, which now bears the title *Geographies Imagined and Lost. The Life of Memory in the Works of Selected Writers from the Belarusian, Ukrainian, and Russian Borderlands*.

BWO: I hope that Piotr will soon be able to go on a library survey to St. Petersburg as part of the National Agency for Academic Exchange grant he was awarded. This is one of many attractive opportunities that doctoral students can apply for today to carry out their projects and enthuse their mentors with their ideas (laughter).

What hopes do you have for the future in connection with Piotr's doctoral project?

PB: The nearest one is to submit the thesis on time (laughter). But seriously, I hope to use the knowledge gained while writing the dissertation to develop other areas of my life and vice versa.

BWO: Memory studies are developing very dynamically today, and we are constantly examining communicative practices that allow us to understand ourselves, others, a given time, and space. The project being carried out has the potential to influence the nature of future reflections on current phenomena shaping our reality.

Like a Doctor with a Professor. About Passion, Support, and Mutual Respect

Supervisor: **Prof. Jerzy Kalążny**

(former) Doctoral Student: **Dr. Waclaw Pagórski**

WP: I decided to pursue doctoral studies less than a year after completing my master's degree because working in a corporation wasn't giving me full satisfaction. I approached Prof. Kalążny with my idea, whom I actually only knew only from a lecture in the first year, but I remembered him not only as a dedicated researcher, but also as a friendly and open person.

The beginnings were challenging; I was still working full-time and had to attend classes and conduct classes for students. After a year, due to meager results and significant fatigue, I wanted to give up. However, I had support from my loved ones, and Prof. Kalążny remained convinced that the project would succeed. A turning point was preparing a grant proposal and receiving funding for the implementation of my project. The first success was formulating the application itself, which required a precise determination of the work's status and setting specific goals. The funds enabled me to conduct library surveys, purchase literature, and improve my working conditions (including new equipment). Although it cannot be denied that the everyday life of a grant holder also abounded in absurd problems... From the perspective of slightly over five years under the guidance of Prof. Kalążny, what I probably value the most is significant freedom in choosing and planning the next stages of work, with full support from his side. I consider the entire doctoral studies to be a very important experience.

JK: When Waclaw, now Dr. Pagórski, came to me with the idea for his doctoral thesis and asked me what I thought about it, I perked up because the idea seemed excellent to me. However, we needed to take a moment for reflection: Waclaw – whether he could embrace the ups and downs of the doctoral life and the rather vaguely emerging professional future in the Academia, and I – whether I could provide him with proper academic guidance. We resolved our dilemmas with a well-known outcome, also thanks to the invaluable assistance of my institute colleague, Dr. Anna Kochanowska-Nieborak, in the role of assistant supervisor.

Collaborating with doctoral students always teaches me something new. Participating in Waclaw's grant proposal preparation revealed to me a new world that was previously unfamiliar to me... Meanwhile, our discussions about various sections of the dissertation often transformed into seminar-like debates with significant added value for me.

I always strive to show my doctoral students faith in their abilities and provide them with ample freedom to act. And this strategy is effective, as once again, I have reason to be proud and satisfied that a fully-fledged and promising young researcher has emerged under my guidance.

Unexpected meetings in Poland

Supervisor: **Prof. Nicole Nau**

Doctoral Student: **Natika Puthran**

NN: I came to Poznan in 2004 when I was invited to work as a professor for the newly established study programme in Latvian philology. The number and diversity of languages on offer at the Faculty of Modern Languages and Literatures is really impressive and also a good base for students with more

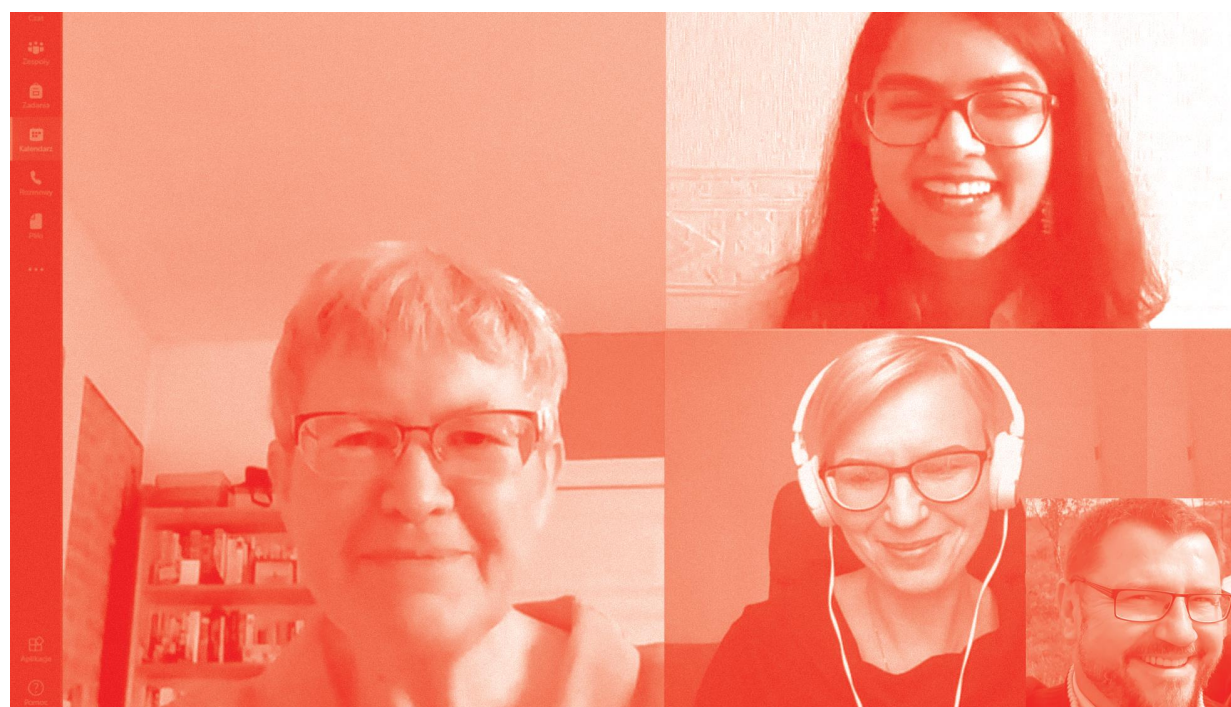
general academic interests. To attract more such students also from other universities in Poland and abroad, in 2016 we founded the MA programme Empirical Linguistics and Language Documentation (ELLDo), which is taught in English. Natika, who started the programme in 2018, was just the student we had wished for: intelligent, active, well-organized and genuinely interested in empirical linguistic research. Furthermore, her personal knowledge of the linguistic situation in India and of several languages enriched many class discussions to the benefit of other students and teachers alike.

NP: I completed my Masters in English in India and wanted to venture into the enticing field of linguistics. I've always been interested in empirical methods, which is why when I came across ELLDo, I knew it was just the thing I was looking for. It brought me to Poznan where I met Prof. Nicole Nau, who is highly knowledgeable and supportive. Her areas of interest, style of teaching and friendly nature led me to choose her as the supervisor for my MA thesis on Bumbaiya Hindi, an urban dialect of Mumbai. I was unable to explore this topic further as a PhD project due to the pandemic and COVID-19 restrictions. Nevertheless, I plan to publish a monograph based on my MA thesis.

NN: Supervising her MA thesis, I learned a lot about the linguistic situation in Mumbai! This is one of the things I generally like about supervising: it broadens my own linguistic horizon. In summer 2020 it became clear that it would be too risky to plan a PhD project that required research stays in India. Natika therefore developed a new plan, which is well founded and promises a pioneering study in an area that is topical in current research on multilingualism.

NP: Living in Poland, I came across a few mixed Indo-Polish families which piqued my interest as to what languages are spoken in these households. This led me to my current PhD research project, Family Language Policy in Indian-Polish Families in Poland. My study focuses on the language policy and linguistic strategies used in Indo-Polish families to maintain bilingualism/multilingualism at home. Furthermore, special focus will be placed on language ideologies of each parent as well as the extent to which their cultural differences and mono/multilingual backgrounds determine the choice of language at home.

NN: One aspect that makes this topic so interesting is the very different approaches to multilingualism in Poland, where monolingualism is the norm and the acquisition of a second language is associated with formal learning, and India, where most people speak several languages, often also at home. I look forward to learning what Natika will find out in her research!



Screenshot from Natika Puthram's MA exam. Left side: Prof. Nicole Nau; to the right on top: Natika Puthran, below: Prof. Katarzyna Klessa, small picture: Prof. Tomasz Wicherkiewicz.

Researchers Translate

Among the professors, doctoral candidates, and students of the Faculty of Modern Languages and Literatures, there are many promoters of science and knowledge about different cultures, as well as translators of both literature and specialized works in humanities. In this section, we present profiles and interests of several of them.

Prof. Łukasz Musiał – a researcher of literature, literary critic, translator, and essayist. Author of numerous publications focusing on, among others, Franz Kafka's prose, Giorgio Agamben's philosophy, literary theory, the relationship between literature and philosophy, anthropology of violence, popular culture, and the connections between literature and digital culture. His monograph titled *Kafka. W poszukiwaniu utraconej rzeczywistości* received the important award granted by the journal *Literatura na Świecie*, and his essay collection *O bólu. Pięć rozważań w poszukiwaniu autora* was nominated for the Gdynia Literary Award. He edited the selection of Franz Kafka's prose published as part of the prestigious Biblioteka Narodowa (National Library) series by Wydawnictwo Ossolineum. He translates both scientific and literary works, including works by Ernst Jünger and Franz Kafka. He is currently working on a new translation of *Kafka's Diaries*. He was awarded the German "Jabłonowski-Preis" prize for his significant contributions to Polish-German scholarly and cultural dialogue. He is a popularizer of literature and philosophy, a guest on television programs (TVP Kultura) and radio shows (Program Drugi Polskiego Radia); he has also been a frequent guest at literary festivals, including the Conrad Festival in Krakow, the Ars Cameralis Festival in Silesia, and the Stolica Języka Polskiego Festival in Szczepczeszyn.

Prof. Wojciech Charchalis – Assistant Professor in the Department of Portuguese Studies. He specializes in research in the field of African literature in the Portuguese language, as well as contemporary Iberian fiction. Author of monographs *El realismo mágico en la perspectiva europea. El caso de Gonzalo Torrente Ballester* and *Między luzotropikalizmem i luzofonią: polityczne uwarunkowania przemian w literaturach afrykańskich języka portugalskiego*. Editor and co-editor of numerous edited volumes, including: *Mitologizacja człowieka w kulturze i literaturze iberyjskiej i polskiej*, *Mitologizacja państwa w kulturze i literaturze iberyjskiej i polskiej*, *Mitologizacja kultury w polskiej i iberyjskiej twórczości artystycznej*, *Współczesne literatury afrykańskie i inne teksty kultury w świetle badań postkolonialnych*, *Intelektualiści afrykańscy wobec doświadczenia dyktatur*, and a series of edited volumes dedicated to J.L. Borges, J. Saramago, J. Marias, M. Cervantes, R. Bolaño, and T. Bernhard.

He is a translator from Iberian literatures, with over 70 translated works, including a new translation of *Don Quixote*, translations of poetry by Fernando Pessoa, short stories by C. Lisperpector, and novels by J. Saramago, A. Lobo Antunes, A. Muñoz Molina, J. Marias, G. Torrente Ballester, J. Goytisolo, and A.M. Matute.

Prof. Aleksandra Matulewska, is a graduate of Adam Mickiewicz University in Poznań, Faculty of Modern Languages and Literatures, Institute of Linguistics (MA in Linguistics and Information Science in 2000, PhD in the field of general linguistics in 2005, habilitation in Applied Linguistics in 2014). She is a translator and an expert member of the Polish Society of Sworn and Specialized Translators (TEPIS). Her research interests focus on legal linguistics, specialized translation, particularly in the legal field, comparative analysis of specialized languages (including legal and juridical language, logistics, history, falconry, zoology, hunting, etc.), legal semiotics, infodemics, fake news, cyberbullying language, and its impact on social groups. She collaborates primarily with researchers from France, China, and Italy.

Dr. Natalia Kolaczek, translator of Swedish literature

Words rest like coins at the bottom of a well and shine when someone is to write a story, with an introduction, body, and conclusion. It can be a story about people, about language, about a country, a story that can be true, false, or full of embellishments; a story about history.

Elisabeth Åsbrink, *Made in Sweden. 25 Ideas that Created a Country.*

In *Made in Sweden*, Elisabeth Åsbrink analyzes words, expressions, quotes from literary and film works, song lyrics, and even hashtags that have shaped the Swedish nation from the first century AD to recent years. In Lars von Trier's *The Kingdom*, she finds expressions of Swedish-Danish prejudices dating back to the 15th century. A psalm sung at end-of-school-year celebrations and the internet acronym OMG serve as a pretext for reflecting on religion. Zlatan Ibrahimović reflects the changes occurring in the Swedish approach to collectivism and individualism. For the Swedish reader, the reading is a form of introspection, while for the reader in Poland (where interest in Scandinavia still seems alive), it represents a somewhat more distant journey through Swedish history and values. Some of the titular “words that created a nation” thus needed not only to be translated but also, to a certain extent, explained, because words do not always translate to words – especially those behind which whole ideas stand, on which a sense of identity is based; those that describe the history of language, of a country, of history.

Prof. Iwona Kasperska: The Nahuatl language, which I utilize in translation studies as well as in teaching literature and translation, captivated me primarily due to its distinctiveness compared to European languages. Until I went on a research trip to Mexico, it didn't particularly pique my interest, although it inevitably appeared in the Mexican literature that I passionately read. I first heard its intriguing sound almost two decades ago on the street stalls of Mexico City. Subsequently, frequent research trips to Mexico proved to be an excellent opportunity to learn Nahuatl in completely different yet always exhilarating places: under the guidance of professional instructors at the National Autonomous University of Mexico, at the University of Veracruz in Xalapa, and at the Zacatecas Institute for Teaching and Research in Ethnology, from ordinary speakers during travels through the Sierra de Zongolica region, at markets in Tequila, Cuetzalan, Orizaba, and Tecamate, with the assistance of native speakers as well as other enthusiasts studying it just like me. Exploring the Nahuatl language and culture from a cultural studies, literary studies, and above all linguistic and translation studies perspective allows me to better comprehend Mexican multiculturalism and the complexity of that context. The Mexican identity, shaped by indigenous cultures and languages, including Nahuatl culture and language, represents to me the most intriguing material for interdisciplinary research.

The presentation of the Faculties was necessary, as it is from them that the Doctoral School draws its scientific, didactic, and social potential.

OWCIE

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2.

How to become a student in the Doctoral School of Languages and Literatures?

There is only one bad piece of news: you have to successfully go through the admission process!

There is more good news: the admission process is clear and you can prepare for it properly!

THE ADMISSION PROCESS FOR AMU DOCTORAL SCHOOLS TAKES PLACE THROUGH A COMPETITION. IT IS CARRIED OUT IN ACCORDANCE WITH THE RULES DESCRIBED IN THE RULES OF ADMISSION, AND ITS RESULT IS PUBLIC.

Admission process is open to graduates of second-cycle studies or long-cycle studies, i.e., individuals holding a master's degree, a master of engineering degree, or an equivalent degree.

Graduates of first-cycle studies or students who have completed the third year of education in the case of long-cycle studies may also apply for admission to the doctoral school, provided they can boast high, outstanding scientific achievements.

The candidate for the Doctoral School of Languages and Literatures is required, within the deadlines specified in the attachment to the Rules of admission to doctoral schools, to register in the Online Admissions System, pay the application fee, and then attach a complete set of required documents, which include:

- Consent to processing of personal data for the purposes of admission process;
- A statement that the candidate has not enrolled in another doctoral school and does not hold a doctoral degree;
- A motivational letter indicating the scientific discipline in which the candidate would like to apply for a doctoral degree;
- A CV;
- A statement of scientific achievements and other achievements with documents confirming these achievements. The candidate is allowed to indicate a maximum of three documented scientific achievements and a maximum of three documented other achievements, which will be assessed by the selection committee;
- A proposal for an **original research project** – description with bibliography, and in the case of recruitment related to a research project – an original idea of implementing a research grant project. The project cannot exceed 15,000 characters with spaces (about 8 pages of a standard typescript);
- An official copy of the higher education diploma. In the case of candidates who graduated in the same academic year in which they apply for admission to the doctoral school, and who have not yet been issued a diploma, it is possible to submit a certificate of obtaining qualifications at level 7 of the Polish Qualifications Framework. For those who apply for admission to the doctoral school based on the highest-quality scientific achievements, a first-cycle studies diploma with a supplement (in the case of graduates) or a certificate of the grade average from years 1-3 along with a transcript of records (for students who have completed the third year of long-cycle studies) is required;
- One color photo (35 mm x 45 mm);
- Confirmation of payment of the application fee.

Attention, attention! Now we will talk about graduates of foreign universities!

Documents should be submitted in Polish, and in the case of foreign candidates in English or Polish translation. Candidates who have completed studies at a foreign university should also attach:

- A certified true copy of the higher education diploma (first-cycle studies diploma with supplement and second-cycle studies diploma with supplement) in the original language, as well as a certified translation into English or Polish,
- A copy of the passport (in the case of foreign candidates).

Heaven has given human beings three things to balance the odds of life: hope, sleep, and laughter.

Immanuel Kant

The admission process, in the form of an **interview** (lasting no more than 30 minutes) and the evaluation of the research project along with other documents and achievements submitted by the candidate, is carried out by the selection committee. The interview can be conducted remotely using appropriate information technology (real-time transmission of the meeting).

The maximum score that can be obtained during the admission process is 100 points. The condition for admission to the Doctoral School of Languages and Literatures is for the candidate to obtain at least 60 points and be placed on the ranking list within the limit of admissions, which is announced annually before the admission process for each discipline in which education is conducted in the given doctoral school. The general rules concerning the scoring of individual elements are contained in the Rules of admission to doctoral schools, which are attached to the Resolution of admission to doctoral schools announced annually, five months before the admission process begins, by the Senate of the University. According to these rules, the following factors are taken into account in the admission process:

- grade from the second-cycle studies diploma or long-cycle studies diploma – up to 10 points,
- evaluation of a maximum of three scientific achievements indicated and documented by the candidate – up to 15 points,
- evaluation of a maximum of three other achievements indicated and documented by the candidate – up to 5 points,
- evaluation of the interview – up to 50 points,
- evaluation of the candidate’s research project – up to 20 points.
- Detailed evaluation criteria are established and made public on the School’s website by the selection committee within 14 days from the beginning of the committee’s term of office. For example, in last year’s admission process for the Doctoral School of Languages and Literatures, the following detailed evaluation criteria were established:

a) for the discipline of linguistics:

Grade from the second-cycle studies diploma or long-cycle studies diploma	Max 10 points
Very good	10 points
Good+	8 points
Good	6 points
Satisfactory+	4 points
Satisfactory	2 points
Academic achievements (points awarded for up to three documented achievements)*:	Max 15 points
Peer-reviewed academic article published/accepted for publication (editor's confirmation of acceptance) in a journal or edited volume	5 points
Execution of individual research grant/research project financed from external sources (e.g. Diamond Grant, National Science Center research grants)	5 points
Execution of individual research grant/research project financed from university funds (e.g. Excellence Initiative – Research University)	4 points
Co-investigator in a research grant (mentioned by name as a member of the research grant team)	4 points

Co-investigator in a research grant (investigator not indicated as a member of the grant team)	2 points
Ministry of Education and Science scholarship for academic achievements	3 points
1st, 2nd, or 3rd place in a nationwide/university/faculty/institute competition for the best BA or MA thesis	3 points
Honorable mention in a nationwide/university/faculty/institute competition for the best BA or MA thesis	2 points
Rector's Award of 1st or 2nd degree for academic achievements	2 points
Rector's Award of 3rd degree for academic achievements	1 points
Work in the editorial board of a journal	2 points
Paper presented at a scientific conference	2 points
Other achievements (points awarded for up to three documented achievements)*:	up to 5 points in total
Completion of postgraduate studies / second degree (or final semester of studies in progress)	2 points
Membership in a student government, faculty/institute committees/teams, university organizations	2 points
Scientific article for the general public published/accepted for publication (confirmation of acceptance for publication by the editor)	2 points
Translation of a scientific/literary text	2 points
Membership in a student research club	2 points
Conducting workshops or panels during scientific meetings	1 point
Mobility within Erasmus+, CEEPUS, PROM, NAVA (or other) programs	1 point
Scholarships/awards from government bodies, local authorities, foundations, associations	1 point
Co-organization of a conference, workshop, cultural event	1 point
Mentoring foreign students	1 point
Volunteering in associations, foundations, or organizations related to science or culture	1 point
Other forms of popularizing literature and culture	1 point
Dean's/Institute's Director's award for work on behalf of the Faculty/Institute	1 point
Evaluation of the interview:	up to 50 points in total
Candidate's knowledge and competencies relevant to the planned research and appropriate to the indicated scientific discipline:	up to 30 points in total
poor	up to 10 points
satisfactory	up to 20 points
high	up to 30 points
Knowledge of the elements of research methodology appropriate to the indicated discipline:	up to 20 points in total
poor	up to 7 points
satisfactory	up to 15 points
high	up to 20 points

Evaluation of the research project:	up to 20 points in total
Ability to formulate research objectives and present the research problem; evaluation of the research idea and the ability to propose a solution	up to 12 points
Evaluation of methodology appropriate to the given discipline, and knowledge of the state of research along with basic bibliography	up to 8 points

b) in the discipline of literary studies:

Grade from the first-cycle studies diploma or long-cycle studies diploma	up to 10 points
Very good	10 points
Good +	8 points
Good	6 points
Satisfactory +	4 points
Satisfactory	2 points
Academic achievements (points awarded for a maximum of three documented achievements):*	up to 15 points in total
Article published/accepted for publication (confirmation of acceptance for publication by the editor) in a journal or edited volume; in the case of a multi-author publication, points are awarded proportionally to the number of authors.	5 points
Execution of individual research grant/research project financed from external sources (e.g. Diamond Grant, National Science Center research grants)	5 points
Execution of individual research grant/research project financed from university funds (e.g. ID-UB)	4 points
Co-investigator in a research grant (mentioned by name as a member of the research grant team)	4 points
Co-investigator in a research grant (investigator not indicated as a member of the grant team)	2 points
Ministry of Education and Science scholarship for academic achievements	3 points
1st, 2nd or 3rd place in a nationwide/university/faculty/institute competition for the best BA or MA thesis.	3 points
Honorable mention in a nationwide/university/faculty/institute competition for the best BA or MA thesis.	2 points
Rector's Award of 1st or 2nd degree for academic achievements	2 points
Rector's Award of 3rd degree for academic achievements	1 point
Work in the editorial board of a journal	2 points
Paper presented at a scientific conference	2 points
Conducting a workshop, a literary evening, or a panel discussion	1 point
Other achievements (points awarded for a maximum of three documented achievements):*	up to 5 points in total
Completion of postgraduate studies / second degree (or the final semester of studies in progress)	2 points

Membership in the student government, faculty/institute committees/teams, university organizations.	2 points
Scientific article for the general public published/accepted for publication (confirmation of acceptance for publication by the editor); in the case of multi-author publications, points are awarded proportionally to the number of authors	2 points
Translation of a scientific/literary text	2 points
Membership in a student research club	2 points
Mobility within Erasmus+, CEEPUS, PROM, NAVA (or other) program	1 point
Scholarships/awards from the local authorities, foundations, associations	1 point
Preparation of an exhibition	1 point
Co-organization of a conference, workshop, cultural event	1 point
Mentoring foreign students	1 point
Volunteering in associations, foundations, or organizations related to science or culture	1 point
Other forms of popularizing literature and culture	1 point
Dean's/Institute Director's award for work on behalf of the Faculty/Institute	1 point
Evaluation of the interview:	up to 50 points in total
Candidate's knowledge and competencies relevant to the planned research and appropriate to the indicated scientific discipline:	up to 30 points in total
poor	up to 10 points
satisfactory	up to 20 points
high	up to 30 points
Knowledge of elements of research methodology appropriate to the indicated discipline:	up to 20 points in total
poor	up to 7 points
satisfactory	up to 15 points
high	up to 20 points
Evaluation of the research project:	up to 20 points in total
Ability to formulate research objectives and present the research problem	up to 5 points
Evaluation of the research idea and the ability to propose a solution	up to 7 points
Evaluation of methodology appropriate to the given discipline and knowledge of the state of research, along with basic bibliography.	up to 8 points

* If the candidate demonstrates other forms of scientific activity than those listed above, the points will be awarded based on the agreement of all members of the selection committee.

The admission process for candidates to the Doctoral School of Languages and Literatures is conducted in August and September (August – candidates submit their application documents, September – interviews with candidates are carried out). The decision on the admission process in the form of announcing the list of accepted candidates is made by the end of September.

And how about participating in a large research grant project?

In the case of research grant projects, the qualification process is launched after announcing the call for the position of scholarship holder in a specific supervisor research grant and is carried out according to a separate recruitment schedule. Each time, such a schedule is made available to candidates along with the announcement of the call and the launch of recruitment through the Online Admissions System.



(3.

I got accepted
into the
Doctoral School
of Languages
and Literatures.
What now?

**Now comes the daunting list of tasks you will
be required to complete!**

A CANDIDATE WHO SUCCESSFULLY COMPLETES THE ADMISSION PROCESS IS INCLUDED IN THE LIST OF PHD STUDENTS AND RECEIVES THE STATUS OF A DOCTORAL STUDENT.

The newly admitted doctoral student is obliged to:

- take the doctoral oath;
- fill out a form on the basis of which the doctoral scholarship will be paid;
- regularly check the email account provided as contact in the application documents – the employee of the doctoral school office will inform the newly admitted doctoral students about an orientation meeting via email.

The meeting in question takes place at the beginning of the academic year with the participation of the Director of the doctoral school and an employee of the school office. First-year doctoral students are then informed about:

- the Regulations of AMU doctoral schools;
- the framework curriculum of the doctoral school
- the detailed curriculum, i.e. the educational offer for the next academic year;
- the schedule of classes and the method of signing up for selected courses;
- the task schedule;
- the insurance;
- other issues related to first-year doctoral students.

During the first month of education, doctoral students receive a doctoral student electronic ID card, which requires annual activation, i.e. extending its validity for the next academic year.

In the first year of doctoral studies a doctoral student is supposed to complete all necessary formalities required for smooth functioning in the doctoral school. The task schedule for doctoral students in the Doctoral School of Languages and Literatures is as follows:

- By the end of October, submission of the chosen Individual Path of Study for the first year of study. The Individual Path of Study involves the selection of courses from the educational offer for the given academic year, which will be formally in line with the framework curriculum and match the scientific interests of the doctoral student. The Director of the school provides support in preparing the document for the first year of education and ultimately approves it as binding for the given academic year. Changing the Individual Path of Study is possible in justified cases, and requires an appropriate application procedure.
- By the end of November, submission of the application for appointment of the supervisor/supervisors/primary supervisor and assistant supervisor. The application must include a justification for the choice of the supervisor and his or her consent to serve in this capacity. A candidate for a supervisor is indicated by the doctoral student. In case of difficulty in identifying the right supervisor, the Director of the school assists the doctoral student by suggesting several potential candidates for the supervisor and helps establish contacts with them so that the doctoral student can make the most appropriate choice. The law allows for the possibility of appointing two supervisors or a primary supervisor and an assistant supervisor. The justification for this solution is the interdisciplinary nature of the doctoral student's planned research. The finalization of the appointment of the supervisor takes place during the session of the Scientific Discipline Council for Linguistics and Literary Studies. If the doctoral student decides to prepare a doctoral dissertation without indicating a leading discipline and thus plans to apply for the degree of doctor in the field of science, the supervisor is approved by the University Senate.
- During the first year of education, at a time specified by the Director of the school, participation in the doctoral colloquium.

- By the end of the first year of education, i.e. by September 30 of the given academic year, submission of the Individual Research Plan. The document should include a detailed description of the scientific research planned by the doctoral student throughout the entire period of education in the doctoral school. This involves research tasks, a schedule of implementing various stages of research (including preliminary surveys of the library/archival holdings, participation in conferences, domestic and foreign research stays, schedule for the preparation of scientific publications, schedule for the preparation of grant applications), as well as the planned deadline for submitting the doctoral dissertation and commencing the procedure for awarding the doctorate degree. The Individual Research Plan is created with the participation of the supervisor/supervisors and must obtain their acceptance before being submitted for approval by the Director of the doctoral school. The Individual Research Plan may be subject to changes, and the change procedure requires repeating the above-described formal actions. This is an extremely important document that is subject to evaluation during the Mid-Term Evaluation (described below) in terms of the degree of its implementation.
- By September 30, together with the Individual Research Plan, submission of the doctoral report summarizing of the doctoral student's research and teaching activity. The report has to be approved by the supervisor before being approved by the Director of the doctoral school.

Education? Again, still, how and for how long?

Education in a doctoral school lasts for 4 years, i.e., 8 semesters, or 6-8 semesters in the case of foreign students, if it is based on an agreement concluded with a foreign entity. The education is designed to prepare the doctoral student for writing a doctoral thesis and achieving learning outcomes at level 8 of the Polish Qualifications Framework. A doctoral student studying in the Doctoral School of Languages and Literatures can prepare a doctoral thesis in the form of a scientific monograph or in the form of a collection of published and thematically related scientific articles. The submission of a doctoral thesis by the student ends the period of his or her education in the doctoral school.

Doctoral students can pursue their education in Polish, English, or both languages. The curriculum provides courses taught in both languages so that the doctoral student, depending on their educational needs or language preferences, has the opportunity to choose and complete all class modules, obtaining all learning outcomes at level 8 of the Polish Qualifications Framework.

What are the subsequent stages of education?

Doctoral students pursue the chosen curriculum according to their annually declared Individual Path of Study, consulted with the supervisor and approved by the Director of the school. The doctoral student's Individual Path of Study must be adequate in relation to the framework curriculum approved by the University Senate for particular yeargroups studying in a given doctoral school.

The educational offer for doctoral students is announced annually in advance so that students can familiarize themselves with it relatively early and choose the courses that interest them to be completed in the given year of study. Each of the offered courses comes with a syllabus, specifying the issues to be discussed during the courses, bibliography, learning outcomes, methods of their verification by the professor, and the conditions for passing the course.

During the first year of study, doctoral students are obliged to complete a mandatory course entitled Academic Didactics (20 hours) on pedagogical skills, preparing doctoral students for the role of aca-

demical teachers and unassisted teaching of BA or MA students in the future. The second mandatory subject is Methodology of Scientific Research (20 hours), in the field of linguistics and literary studies respectively, to be chosen according to the research interests of each doctoral student. The next item on the list of courses to be completed is a context-specific scientific seminar selected by the student from the rich educational offer (20 hours). The educational requirements for the first year of study also include courses selected from the following modules: Practical skills and social competences of a researcher, Specific nature of work in a discipline and Specialist classes (15 hours from each). During this year of study, doctoral students are also required to participate in a doctoral colloquium entitled Language – Literature – World, which covers a wide range of young researchers' fields of investigation. This event is an opportunity for each doctoral student to present their research idea, descriptive outline of the planned doctoral thesis, or a fragment of their previous work (in the form of a paper or article), according to their preference. The final requirement for the first year of study – which is year-long – is the preparation of an Individual Research Plan. Submitting it for formal approval, together with the annual report that should be handed in during the same period, concludes the first year of study at the third level of education.

The second and third year of doctoral studies provide an opportunity for the student to enrich their individual research skills, acquire additional competencies, and expand their research interests. During this time, students attend selected context-specific scientific seminars (20 hours per each semester) and another courses representing the above-mentioned modules (15 hours per each semester specified in the framework curriculum). Doctoral students are also required to participate in a doctoral colloquium, where they can present their research findings in ways that were mentioned above. From the second year of studies onwards, students are required to participate in selected elective courses according to their preferences. Throughout the second and third year of doctoral studies, students are also supposed to engage in a mandatory work experience, which involves teaching or co-teaching (together with a senior academic staff member) academic courses for students (30-60 hours per academic year). At the end of each academic year, by mid-September, students are required to submit an annual report summarizing their activities in the fields of research, teaching and popularizing science, as well as describing the progress made towards the completion of their Individual Research Plans and thus the doctoral thesis.

Attention! Mind this step!

Towards the end of the fourth semester of study, **each doctoral student is required to undergo a Mid-term Evaluation** which is conducted by an independent committee composed of expert researchers representing the respective scientific discipline. The evaluation assesses the student's progress in completing the Individual Research Plan, i.e. progress in preparing their doctoral theses, as well as their scientific activity, including publications, participation in scientific conferences, and grant applications. Negative evaluation results (with the possibility of appeal) lead to mandatory removal of the student from the doctoral program. A positive evaluation, however, results in an increase in the doctoral scholarship received by the student from the following month onwards.

During the fourth year of doctoral studies, besides the mandatory work experience (30 hours during the seventh semester), students no longer participate in courses and can devote their full attention to individual research work. The end of the eighth semester is the statutory moment for submitting the completed doctoral thesis and thus concluding the doctoral program. The law, and consequently, the regulations of the doctoral schools, allow for the possibility of extending the time for completion of the thesis and thus the program as a whole, as well as for the possibility of suspending education in the doctoral school.

Phew, it's time for a break!

The possibility of **suspending education** in the doctoral school is reserved for those doctoral students who, for important health or personal reasons, or other circumstances beyond their control, are unable to continue their studies and pursue individual research work. The interruption of studies is therefore not final and allows the doctoral student to return to their role as a doctoral student, while maintaining the statutory deadlines and formal procedures. The maximum period of suspension of studies cannot exceed one year. It may be granted at the request of the doctoral student (most often in the case of maternity leave/parental leave – in which case the right to receive a doctoral scholarship is maintained) or at the request of the Director of the school (especially in the case of a prolonged illness of the doctoral student, which prevents timely completion of the curriculum task schedule declared in the doctoral student's Individual Research Plan – in such a case, with the suspension of studies, the doctoral scholarship is suspended until he/she returns to their doctoral obligations).

The end! But what if it's not the end?

Extension of the deadline for submitting a doctoral dissertation, if the deadline previously declared in the Individual Research Plan of the doctoral student cannot be met, is another legal and statutory possibility to extend the time for finalizing scientific research and completing the doctoral dissertation. This right can be exercised when circumstances beyond the control of the doctoral student – such as prolonged illness, caring for a sick family member, caring for a child under the age of four, or other factors delaying the implementation of the doctoral student's research schedule – prevent the timely completion of the aforementioned doctoral obligations. The extension of the deadline for submitting the doctoral dissertation, granted by the Director of the school for a period of up to one year, can be renewed for a maximum of one more year if the doctoral student submits the relevant documents with their request. Applying for an extension of the deadline for submitting the doctoral dissertation results in the need to submit an application for a change, i.e. updating of the Individual Research Plan, especially in the part concerning the schedule of planned stages of research and of work on the dissertation.

An unpleasant but necessary topic: how not to get expelled from the list of doctoral students

Obtaining a negative assessment during the Mid-term evaluation, which takes place at the end of the fourth semester of education, is grounds for **mandatory removal of a doctoral student** from the list of doctoral students. Removal is also an obligatory consequence of a doctoral student's failure to submit their doctoral thesis within the deadline specified in the Individual Research Plan of the doctoral student.

Mandatory removal also occurs when a doctoral student submits a written resignation from pursuing education in the doctoral school. A similar consequence applies when a doctoral student receives a penalty of expulsion from the University, issued by a disciplinary committee authorized to make a final decision in this matter.

Other circumstances listed below require individual assessment of the Director of the school. Legal regulations allow the Director to initiate removal proceedings in situations where the doctoral student:

- fails to meet the deadline for the implementation of the Individual Research Plan (i.e. presents

- unsatisfactory progress in implementing this plan),
- fails to meet the obligation to complete the curriculum on time,
- acts in violation of the regulations,
- does not resume education after the temporary suspension deadline has expired,
- fails to present a current medical examination certificate indicating no objections to pursuing education (if referred for occupational health examination).

In the situations described above, the supervisor may also request the initiation of the removal procedure, by submitting a relevant opinion to the Director of the school and presenting their own application for consideration.

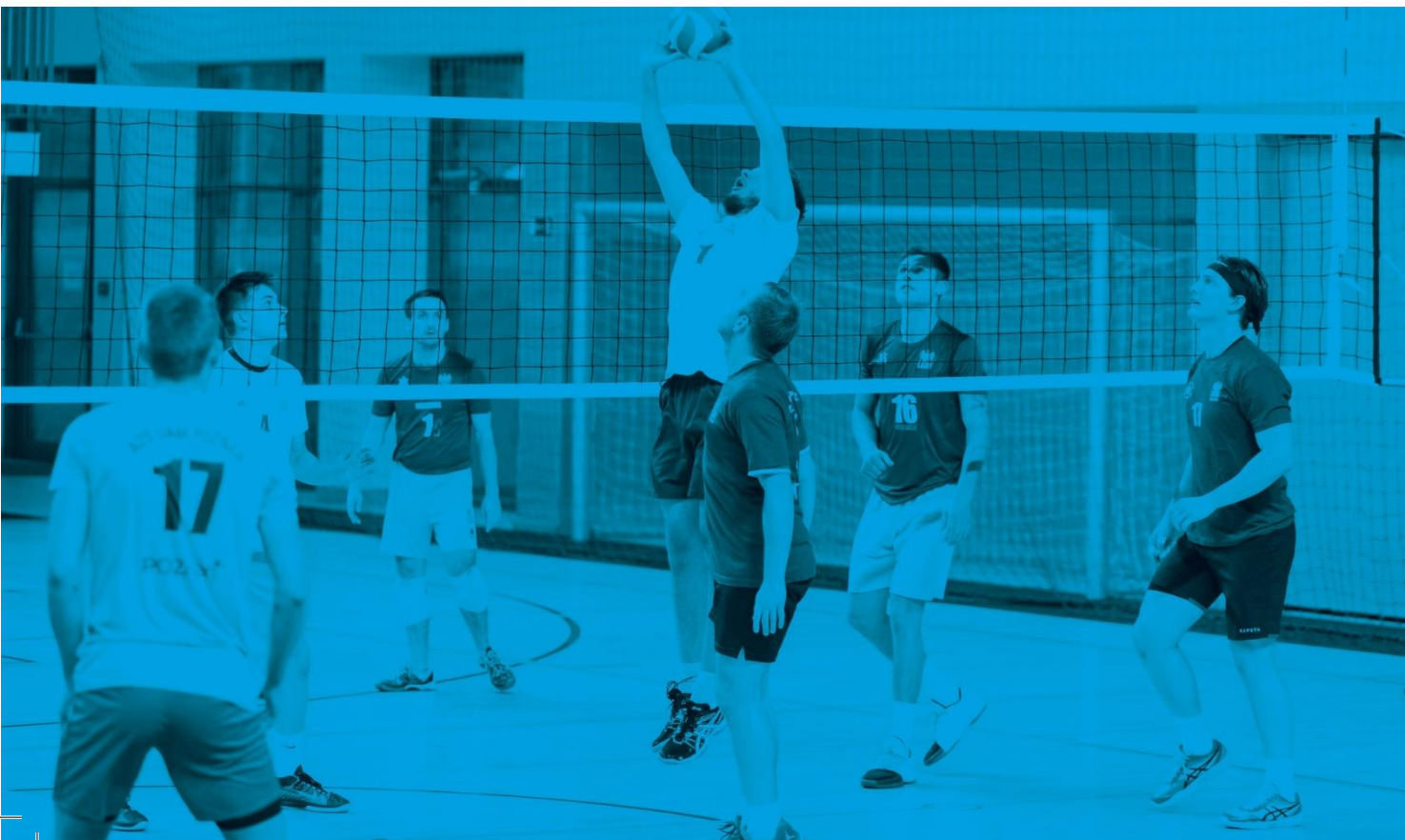
Last but not least – the money. On the topic of research funding

Each doctoral student should indicate potential sources of funding for their scientific activities (participation in conferences, research stays, etc.) when filling out the Individual Research Plan. There are many possibilities for obtaining support at the University.

The first and primary source is the Faculty subsidy. A doctoral student can apply for funding for their planned activities from the appropriate Dean.

The “Excellence Initiative-Research University” (ID-UB) project offers many possibilities, with regular competitions dedicated to young researchers. These may concern specific parts of doctoral students’ scientific activities, such as participation in foreign conferences or support for translating articles to be published in international journals. ID-UB also announces general competitions called “doctoral mini-grants,” in which doctoral students, after submitting their proposed research along with a schedule of implementation and a cost estimate, may receive significant support.

Young researchers should also bear in mind the possibility of applying for their own individual research grants, in periodically announced competitions by National Science Center, National Programme for the Development of Humanities, and The Polish National Agency for Academic Exchange. Preparing a grant application during education at the doctoral school is an opportunity for the young researchers to gain valuable experience that will pay off in the future, when they will carry out further research projects connected with work at the university or in various scientific and cultural institutions.



Does doctoral school offer anything other than work, work, and more work? Of course – even more work!

However, it is an interesting and even exciting work, and doctoral students are not left without support. By undertaking education in the Doctoral School of Languages and Literatures, students can count on a package of social support, among other things.

The most significant aspect is the **doctoral scholarship** guaranteed by the law for students who do not hold a doctoral degree, paid throughout the entire period of education, i.e. four years – 48 months in total (in all doctoral schools where the student undertook education).

The scholarship is paid at a monthly rate of at least 37% of the professor's basic salary during the first and second year of study, increasing to 57% of the professor's salary after the student receives a positive Mid-term evaluation result and continues at this level until the end of the fourth year of education. Doctoral students who submit a completed thesis earlier than after the end of the 8th semester of education may apply for reimbursement of the scholarship for the period for which it was awarded, but no longer than 6 months. Doctoral students with a disability certificate receive a scholarship increased by 30% of the scholarship amount before the Mid-term evaluation.

Social security contributions are deducted from the doctoral scholarship; doctoral students are subject to pension insurance, disability insurance, and accident insurance. At the request of the doctoral student, a contribution for sickness insurance may also be deducted.

The doctoral school also regulates **health insurance** issues. Doctoral students of the doctoral school who are under 26 years old and not employed are covered by health insurance as family members (i.e. they benefit from insurance with their parents). Doctoral students who have an employment relationship are covered by insurance through their workplace. Other doctoral students may, on an individual request, be insured through the University.

Other social and general matters guaranteed as part of doctoral education include:

- the right to apply for accommodation in student housing;
- the right to a vacation break as defined by law, up to 8 weeks per year;
- the possibility to apply for a student loan (up to the age of 35);
- the right to apply for scholarships for young scientists awarded by the Ministry of Education and Science;
- the opportunity to participate in university competitions, such as the Dr. Jan Kulczyk Scholarship, awarded to students and doctoral candidates with high academic achievements who also document difficult financial situation;
- the period of education in the doctoral school, of not more than 4 years, counts towards the doctoral student's work experience on which the employee entitlements depend (in the case of students who have obtained the doctoral degree);
- access to discounts on public transportation, railways, and buses (according to the regulations set by individual carriers);
- the right to apply for scholarships from local government units, individuals or legal entities,
- membership in the doctoral student government, the right to join student organizations, the right to delegate representatives to university bodies, and at a higher level, to the National Doctoral Representatives.



**e dotykać
rządzenie
elektryczne**

(4.

Jak zostać doktorantką/ doktorantem w Szkole Doktorskiej Nauk o Języku i Literaturze?

Zła wiadomość jest tylko jedna: trzeba pomyślnie przejść rekrutację!

Dobrych wiadomości jest więcej: rekrutacja przebiega w sposób czytelny i można się do niej odpowiednio przygotować!

POSTĘPOWANIE KWALIFIKACYJNE DO SZKÓŁ DOKTORSKICH UAM MA CHARAKTER KONKURSOWY, PRZEBIEGA ZGODNIE Z ZASADAMI OPISANYMI W OBOWIĄZUJĄCEJ UCHWALE REKRUTACYJNEJ, A JEGO WYNIK JEST JAWNY.

Do postępowania rekrutacyjnego dopuszcza się absolwentów studiów drugiego stopnia lub jednolitych magisterskich, tj. osobę posiadającą tytuł zawodowy magistra, magistra inżyniera lub równorzędny.

O przyjęcie do Szkoły Doktorskiej może się ubiegać również absolwent studiów pierwszego stopnia lub student po ukończonym III roku w przypadku jednolitych studiów magisterskich, posiadający wybitne osiągnięcia naukowe.

Kandydat do Szkoły Doktorskiej Nauk o Języku i Literaturze jest zobowiązany – w terminach ogłoszonych w załączniku do zasad rekrutacji – do rejestracji w systemie Internetowej Rejestracji Kandydata (IRK), opłacenia opłaty rekrutacyjnej, a następnie załączenia kompletu wymaganych dokumentów, na który składają się:

- zgoda na przetwarzanie danych osobowych na potrzeby rekrutacji,
- oświadczenie o niepodjęciu kształcenia w innej Szkole Doktorskiej oraz o nieposiadaniu stopnia doktora,
- list motywacyjny ze wskazaniem dyscypliny naukowej, w której kandydat chciałby odbywać kształcenie,
- CV,
- oświadczenie o osiągnięciach naukowych oraz innych osiągnięciach wraz z dokumentami potwierdzającymi te osiągnięcia; kandydat jest zobowiązany do wskazania maksymalnie 3 udokumentowanych osiągnięć naukowych oraz maksymalnie 3 udokumentowanych innych osiągnięć, które będą podlegać ocenie komisji rekrutacyjnej,
- propozycja **autorskiego projektu badawczego** – opis wraz z bibliografią, a w przypadku rekrutacji w związku z realizacją projektu badawczego – autorska koncepcja realizacji projektu grantowego; projekt nie może przekraczać 15 tys. znaków ze spacjami (ok. 8 stron standardowego maszynopisu),
- odpis dyplomu ukończenia studiów wyższych; w przypadku absolwentów z roku akademickiego, w którym ubiegają się o przyjęcie do Szkoły Doktorskiej, możliwe jest złożenie zaświadczenia o uzyskaniu kwalifikacji drugiego stopnia. W przypadku kandydatów, którzy ubiegają się o przyjęcie do Szkoły Doktorskiej na podstawie najwyższej jakości osiągnięć naukowych, wymagany jest odpowiednio: dyplom ukończenia studiów pierwszego stopnia wraz z suplementem (dla absolwentów tych studiów) lub zaświadczenie o uzyskanej średniej studiów z lat I–III wraz z kartą przebiegu studiów (dla studentów po ukończonym III roku jednolitych studiów magisterskich),
- jedno kolorowe zdjęcie (w formacie 35 mm × 45 mm),
- potwierdzenie uiszczenia opłaty rekrutacyjnej (wydruk ze strony banku).

Uwaga, uwaga – teraz będzie o absolwentach uczelni zagranicznych!

Dokumenty składa się w języku polskim, a w przypadku kandydatów cudzoziemców wymagane jest załączenie tłumaczenia dokumentów na język angielski lub na język polski.

Kandydaci, którzy ukończyli studia na uczelni zagranicznej, załączają także:

- potwierdzoną za zgodność z oryginałem kopię dokumentu poświadczającego wykształcenie (dyplom z suplementem studiów pierwszego stopnia oraz dyplom z suplementem studiów drugiego stopnia) w języku oryginalnym, a także poświadczone tłumaczenie na język angielski lub na język polski,
- kopię paszportu (w przypadku cudzoziemców).

Dla przeciwwagi wielu uciążliwości życia niebo ofiarowało człowiekowi trzy rzeczy: nadzieję, sen i śmiech.

Immanuel Kant

Postępowanie kwalifikacyjne w formie **rozmowy kwalifikacyjnej** (trwającej nie więcej niż 30 minut) oraz w formie oceny przedłożonego projektu badawczego (wraz z pozostałymi dokumentami i osiągnięciami kandydata) przeprowadzane są przez powołaną w tym celu Komisję Rekrutacyjną. Rozmowa kwalifikacyjna może odbyć się zdalnie, z wykorzystaniem odpowiednio przystosowanych technologii informatycznych (transmisja posiedzenia w czasie rzeczywistym).

Maksymalna punktacja do uzyskania w toku postępowania rekrutacyjnego wynosi 100 punktów. Warunkiem przyjęcia do Szkoły Doktorskiej Nauk o Języku i Literaturze jest uzyskanie przez kandydata co najmniej 60 punktów i znalezienie się na liście rankingowej w obrębie limitu miejsc/przyjęć, który jest ogłaszany corocznie przed rozpoczęciem procesu rekrutacyjnego dla każdej z dyscyplin, w której prowadzone jest kształcenie w danej Szkole Doktorskiej. Ogólne zasady punktowania poszczególnych elementów zawarte są w zasadach rekrutacji będących załącznikiem do uchwały rekrutacyjnej ogłaszanej corocznie, na pięć miesięcy przed rozpoczęciem rekrutacji, przez Senat Uczelni. Zgodnie z nimi w postępowaniu rekrutacyjnym są uwzględniane:

- ocena z dyplomu studiów drugiego stopnia lub jednolitych studiów magisterskich – do 10 punktów,
- ocena maksymalnie 3 wskazanych i udokumentowanych przez kandydata osiągnięć naukowych – do 15 punktów,
- ocena maksymalnie 3 wskazanych i udokumentowanych przez kandydata innych osiągnięć – do 5 punktów,
- wynik rozmowy kwalifikacyjnej – do 50 punktów,
- ocena projektu badawczego kandydata – do 30 punktów.

Szczegółowe kryteria oceniania są ustalane i podawane do publicznej wiadomości na stronie internetowej szkoły przez Komisję Rekrutacyjną w ciągu 14 dni od rozpoczęcia przez komisję jej kadencji. Przykładowo – w postępowaniu rekrutacyjnym do Szkoły Doktorskiej Nauk o Języku i Literaturze w ostatnich latach obowiązywały następujące szczegółowe kryteria oceny osiągnięć kandydata:

a) w dyscyplinie językoznawstwo:

Ocena z dyplomu studiów pierwszego stopnia lub jednolitych magisterskich:	do 10 pkt
ocena bardzo dobry	10pkt
ocena dobry plus	8pkt
ocena dobry	6pkt
ocena dostateczny plus	4pkt
ocena dostateczny	2pkt
Osiągnięcia naukowe (punkty przyznane za maksymalnie 3 udokumentowane osiągnięcia)*:	łącznie nie więcej niż 15 pkt
recenzowany artykuł naukowy opublikowany / przyjęty do druku (potwierdzenie przyjęcia do druku przez redaktora) w czasopiśmie lub pracy zbiorowej	5pkt
realizacja własnego grantu / projektu badawczego finansowanego ze środków zewnętrznych (np. Diamentowy Grant, granty z NCN)	5pkt
realizacja własnego grantu / projektu badawczego finansowanego ze środków uniwersyteckich (np. ID-UB)	4pkt
współwykonawca w grantcie (imiennie wskazany członek zespołu grantowego)	4pkt

współwykonawca w grantcie (wykonawca bez wskazania przynależności do zespołu grantowego)	2 pkt
stypendium MNiSW za wyniki w nauce	3 pkt
I, II, lub III miejsce w konkursie ogólnopolskim / uczelnianym / wydziałowym / instytutowym za najlepszą pracę licencjacką, magisterską	3 pkt
wyróżnienie w konkursie ogólnopolskim / uczelnianym / wydziałowym / instytutowym za najlepszą pracę licencjacką, magisterską	2 pkt
nagroda Rektora I lub II stopnia za wyniki w nauce	2 pkt
nagroda Rektora III stopnia za wyniki w nauce	1 pkt
praca w redakcji czasopisma	2 pkt
referat wygłoszony na konferencji naukowej	2 pkt
Inne osiągnięcia (punkty przyznane za maksymalnie 3 udokumentowane osiągnięcia)*:	łącznie nie więcej niż 5 pkt
ukończenie studiów podyplomowych / II kierunku studiów (lub ostatni semestr studiów w toku)	2 pkt
członkostwo w samorządzie studenckim, komisjach/ zespołach wydziałowych, instytutowych / organizacjach uczelnianych	2 pkt
artykuł popularnonaukowy opublikowany / przyjęty do druku (potwierdzenie przyjęcia do druku przez redaktora)	2 pkt
przekład tekstu naukowego / literackiego	2 pkt
członkostwo w kole naukowym	2 pkt
prowadzenie warsztatów lub panelu w ramach spotkań naukowych	1 pkt
wyjazd w ramach programu Erasmus+, CEEPUS, PROM, NAVA (inne)	1 pkt
stypendia / nagrody organów rządowych, samorządowych, fundacji, stowarzyszeń	1 pkt
współorganizacja konferencji, warsztatów, wydarzeń kulturalnych	1 pkt
opieka nad studentami zagranicznymi	1 pkt
wolontariat w stowarzyszeniach, fundacjach, organizacjach związanych z instytucjami nauki i kultury	1 pkt
inne formy popularyzacji literatury i kultury	1 pkt
nagroda Dziekana / Dyrektora Instytutu za aktywność na rzecz wydziału	1 pkt
Ocena rozmowy kwalifikacyjnej:	łącznie nie więcej niż 50 pkt
wiedza oraz kompetencje kandydata istotne dla planowanych badań oraz właściwe dla wskazanej dyscypliny naukowej:	łącznie nie więcej niż 30 pkt
słabe	do 10 pkt
wystarczające	do 20 pkt
wysokie	do 30 pkt
znajomość elementów metodologii badań właściwych dla wskazanej dyscypliny:	łącznie nie więcej niż 20 pkt
słaba	do 7 pkt

wystarczająca	do 15pkt
wysoka	do 20pkt
Ocena projektu badawczego:	łącznie nie więcej niż 20 pkt
umiejętność sformułowania celu badań, przedstawienia problemu badawczego oraz ocena pomysłu badawczego i umiejętności zaproponowania sposobu rozwiązania	do 12pkt
ocena metodologii właściwej dla wskazanej dyscypliny oraz znajomości stanu badań wraz z podstawową bibliografią	do 8pkt

b) w dyscyplinie literaturoznawstwo:

Ocena z dyplomu studiów pierwszego stopnia lub jednolitych magisterskich:	do 10 pkt
ocena bardzo dobry	10pkt
ocena dobry plus	8pkt
ocena dobry	6pkt
ocena dostateczny plus	4pkt
ocena dostateczny	2pkt
Osiągnięcia naukowe (punkty przyznane za maksymalnie 3 udokumentowane osiągnięcia)*:	łącznie nie więcej niż 15 pkt
artykuł opublikowany/ przyjęty do druku (potwierdzenie przyjęcia do druku przez redaktora) w czasopiśmie lub pracy zbiorowej; w przypadku publikacji wieloautorskiej punkty przyznawane są proporcjonalnie do liczby autorów	5pkt
realizacja własnego grantu / projektu badawczego finansowanego ze środków zewnętrznych (np. Diamentowy Grant, granty z NCN)	5pkt
realizacja własnego grantu / projektu badawczego finansowanego ze środków uniwersyteckich (np. ID-UB)	4pkt
współwykonawca w grantcie (imiennie wskazany członek zespołu grantowego)	4pkt
współwykonawca w grantcie (wykonawca bez wskazania przynależności do zespołu grantowego)	2pkt
stypendium MNiSW za wyniki w nauce	3pkt
I, II, lub III miejsce w konkursie ogólnopolskim / uczelnianym / wydziałowym / instytutowym za najlepszą pracę licencjacką, magisterską	3pkt
wyróżnienie w konkursie ogólnopolskim / uczelnianym / wydziałowym / instytutowym za najlepszą pracę licencjacką, magisterską	2pkt
nagroda Rektora I lub II stopnia za wyniki w nauce	2pkt
nagroda Rektora III stopnia za wyniki w nauce	1 pkt
praca w redakcji czasopisma	2pkt
referat wygłoszony na konferencji naukowej	2pkt
prowadzenie warsztatów, spotkania autorskiego, panelu	1 pkt

Inne osiągnięcia (punkty przyznane za maksymalnie 3 udokumentowane osiągnięcia)*:	łącznie nie więcej niż 5 pkt
ukończenie studiów podyplomowych / II kierunku studiów (lub ostatni semestr studiów w toku)	2 pkt
członkostwo w samorządzie studenckim, komisjach/ zespołach wydziałowych, instytutowych / organizacjach uczelnianych	2 pkt
artykuł popularnonaukowy opublikowany/ przyjęty do druku (potwierdzenie przyjęcia do druku przez redaktora); w przypadku publikacji wieloautorskiej punkty przyznawane są proporcjonalnie do liczby autorów	2 pkt
przekład tekstu naukowego / literackiego	2 pkt
członkostwo w kole naukowym	2 pkt
wyjazd w ramach programu Erasmus+, CEEPUS, PROM, NAVA (inne)	1 pkt
stypendia / nagrody starosty, fundacji, stowarzyszenia	1 pkt
przygotowanie wystawy	1 pkt
współorganizacja konferencji, warsztatów, wydarzeń kulturalnych	1 pkt
opieka nad studentami zagranicznymi	1 pkt
wolontariat w stowarzyszeniach, fundacjach, organizacjach związanych z instytucjami nauki, kultury	1 pkt
inne formy popularyzacji literatury, kultury	1 pkt
nagroda Dziekana / Dyrektora Instytutu za aktywność na rzecz wydziału	1 pkt
Ocena rozmowy kwalifikacyjnej:	łącznie nie więcej niż 50 pkt
Wiedza oraz kompetencje kandydata istotne dla planowanych badań oraz właściwe dla wskazanej dyscypliny naukowej:	łącznie nie więcej niż 30 pkt
stabe	do 10pkt
wystarczające	do 20pkt
wysokie	do 30pkt
Znajomość elementów metodologii badań właściwych dla wskazanej dyscypliny:	łącznie nie więcej niż 20 pkt
staba	do 7pkt
wystarczająca	do 15pkt
wysoka	do 20pkt
Ocena projektu badawczego:	łącznie nie więcej niż 20 pkt
umiejętność sformułowania celu badań oraz przedstawienia problemu badawczego	do 5pkt
ocena pomysłu badawczego oraz umiejętności zaproponowania sposobu rozwiązania	do 7pkt
ocena metodologii właściwej dla wskazanej dyscypliny oraz znajomości stanu badań wraz z podstawową bibliografią	do 8pkt

* W przypadku wykazania przez kandydata innych form aktywności naukowej niż te, które zostały ujęte w powyższym wykazie, punktacja zostanie przyznana na podstawie uzgodnień wszystkich członków komisji rekrutacyjnej.

Postępowanie kwalifikacyjne dla kandydatów do Szkoły Doktorskiej Nauk o Języku i Literaturze jest przeprowadzane na przelomie sierpnia i września (sierpień – składanie dokumentów aplikacyjnych przez kandydatów, wrzesień – rozmowy kwalifikacyjne z kandydatami). Rozstrzygnięcie postępowania rekrutacyjnego w postaci ogłoszenia listy przyjętych następuje do końca września.

A może popracować w wielkim projekcie grantowym?

W przypadku projektów grantowych nabór jest uruchamiany po ogłoszeniu konkursu na stanowisko stypendysty w danym grantie promotorskim i prowadzony według odrębnego kalendarza czynności rekrutacyjnych. Każdorazowo kalendarz taki jest udostępniany kandydatom wraz z ogłoszeniem konkursowym i uruchomieniem naboru poprzez system Internetowej Rejestracji Kandydatów.



(5.

Przyjęto mnie do
Szkoły Doktorskiej
Nauk o Języku
i Literaturze – i co
teraz?

*Teraz przerażająca lista czynności, do których
zostaniesz zobowiązany/zobowiązana!*

Kandydat, który pozytywnie przeszedł proces rekrutacyjny, zostaje wpisany na listę osób przyjętych do Szkoły Doktorskiej i otrzymuje status doktoranta.

Po dopełnieniu formalności porekrutacyjnych nowo przyjęty doktorant jest zobowiązany:

- złożyć ślubowanie doktoranckie;
- wypełnić formularz, na podstawie którego będzie wypłacane stypendium doktoranckie;
- regularnie sprawdzać konto pocztowe podane jako kontaktowe w dokumentach aplikacyjnych – drogą mailową pracownik biura Szkoły Doktorskiej poinformuje nowo przyjętych doktorantów o spotkaniu informacyjnym.

Wspomniane spotkanie odbywa się na początku roku akademickiego z udziałem Dyrektora Szkoły Doktorskiej oraz pracownika biura szkoły. Doktoranci I roku kształcenia zostają wówczas poinformowani o:

- regulaminie Szkół Doktorskich UAM;
- ramowym planie kształcenia szkoły;
- szczegółowym programie kształcenia, tj. ofercie dydaktycznej na najbliższy rok akademicki;
- harmonogramie zajęć oraz sposobie przeprowadzenia zapisów na wybrane przedmioty;
- terminarzu zadań;
- ubezpieczeniu;
- innych zagadnieniach dotyczących słuchaczy I roku Szkoły Doktorskiej.

W trakcie pierwszego miesiąca kształcenia doktoranci otrzymują elektroniczną legitymację doktorancką, wymagającą corocznego aktywowania, tj. przedłużania jej ważności odpowiednio na okres kolejnego roku akademickiego.

Pierwszy rok studiowania to dla doktoranta okres dopełnienia wszystkich formalności niezbędnych do jego sprawnego funkcjonowania w Szkole Doktorskiej. Terminarz działań dla doktorantów Szkoły Doktorskiej Nauk o Języku i Literaturze wygląda następująco:

- **Do końca października przedłożenie wybranej Indywidualnej Ścieżki Kształcenia na I rok studiów.** Indywidualna Ścieżka Kształcenia oznacza wybór przedmiotów z oferty dydaktycznej na dany rok akademicki, która będzie formalnie zgodna z ramowym planem kształcenia, a merytorycznie z zainteresowaniami naukowymi doktoranta. W przygotowaniu dokumentu na I rok kształcenia wsparcia udziela Dyrektor Szkoły, który ostatecznie zatwierdza dokument jako formalnie obowiązujący na dany rok akademicki. Zmiana Indywidualnej Ścieżki Kształcenia jest w uzasadnionych przypadkach możliwa, z zachowaniem odpowiedniej ścieżki wnioskowania.
- **Do końca listopada złożenie wniosku o powołanie promotora/promotorów lub promotora i promotora pomocniczego.** Wniosek musi zawierać uzasadnienie wyboru opiekuna naukowego oraz jego zgodę na pełnienie funkcji promotora. Kandydata/kandydatów na swojego opiekuna naukowego wskazuje doktorant. W przypadku trudności ze wskazaniem właściwego do opieki nad realizacją danego projektu badawczego opiekuna pomocą służy Dyrektor Szkoły, który podczas konsultacji z doktorantem wskazuje kilku potencjalnych kandydatów na promotora oraz pomaga w nawiązaniu przez doktoranta kontaktów z zaproponowanymi opiekunami, aby doktorant mógł dokonać najbardziej odpowiedniego dla siebie wyboru. Ustawa dopuszcza możliwość powołania dwóch promotorów lub promotora i promotora pomocniczego. Uzasadnieniem dla tego rozwiązania jest interdyscyplinarny charakter planowanych przez doktoranta do realizacji badań. Finalizacja powołania promotora następuje podczas posiedzenia Rady Naukowej Dyscyplin Językoznawstwa i Literaturoznawstwa. W przypadku, gdy doktorant decyduje się na przygotowanie rozprawy doktorskiej bez wskazania dyscypliny wiodącej i tym samym planuje ubiegać się o nadanie stopnia doktora wyłącznie w dziedzinie nauki, promotora dla doktoranta zatwierdza Senat Uczelni.

- **W ciągu I roku kształcenia, w terminie wskazanym przez Dyrektora Szkoły,** udział w kółkach doktoranckim.
- **Do końca I roku kształcenia, tj. do 30 września danego roku akademickiego, złożenie Indywidualnego Planu Badawczego.** Dokument powinien zawierać szczegółowy opis planowanych przez doktoranta w ciągu całego okresu kształcenia w Szkole Doktorskiej badań naukowych – zadań badawczych, harmonogram realizacji poszczególnych etapów pracy naukowej, w tym udział w kwerendach, konferencjach, stażach krajowych oraz zagranicznych, plan przygotowania publikacji naukowych, plan aplikacji grantowych itd., a także oczywiście planowany termin złożenia przez doktoranta rozprawy doktorskiej i przystąpienia do etapu wnioskowania o wszczęcie postępowania w sprawie nadania stopnia doktora. Indywidualny Plan Badawczy powstaje przy udziale promotora/promotorów i musi uzyskać ich opinię, zanim zostanie przekazany do zatwierdzenia przez Dyrektora Szkoły Doktorskiej. Indywidualny Plan Badawczy może ulegać zmianom – procedura zmiany wymaga powtórzenia wyżej opisanych działań formalnych. Jest to niezwykle ważny dokument, który podlega ocenie w trakcie oceny śródokresowej (o której więcej poniżej) w zakresie stopnia jego realizacji.
- **Do 30 września, wraz z Indywidualnym Planem Badawczym, złożenie sprawozdania doktoranckiego, podsumowującego I rok działalności naukowo-dydaktycznej.** Sprawozdanie, przed zatwierdzeniem przez Dyrektora Szkoły, wymaga także zaopiniowania przez promotora.

Kształcenie? Znowu, nadal, jak i jak długo?

Kształcenie w Szkole Doktorskiej trwa 4 lata, tj. 8 semestrów lub odpowiednio 6–8 semestrów w przypadku kształcenia cudzoziemców, jeśli następuje ono na podstawie umowy zawartej z podmiotem zagranicznym.

Kształcenie ma przygotować doktoranta do napisania rozprawy doktorskiej oraz osiągnięcia przez niego efektów dla kwalifikacji na poziomie 8 Polskiej Ramy Kwalifikacyjnej. Doktorant kształcący się w Szkole Doktorskiej Nauk o Języku i Literaturze może przygotować rozprawę doktorską w postaci monografii naukowej lub – alternatywnie – w postaci zbioru opublikowanych i powiązanych tematycznie artykułów naukowych. Złożenie przez doktoranta rozprawy doktorskiej kończy tym samym okres jego kształcenia w Szkole Doktorskiej.

Doktoranci mogą realizować ścieżkę kształcenia w języku polskim, angielskim lub mieszana. Program dydaktyczny zapewnia przedmioty prowadzone w obu językach, żeby doktorant – w zależności od swoich potrzeb edukacyjnych lub preferencji językowych – miał zapewnioną możliwość wyboru i mógł zrealizować wszystkie moduły zajęciowe, uzyskując na koniec komplet efektów uczenia się określonych na poziomie 8 Polskiej Ramy Kwalifikacyjnej.

Jak wyglądają poszczególne etapy kształcenia?

Doktoranci realizują wybrany przez siebie program kształcenia zgodnie z zadeklarowaną corocznie, na dany rok akademicki, Indywidualną Ścieżką Kształcenia, konsultowaną z promotorem i zatwierdzaną przez Dyrektora Szkoły. Indywidualna Ścieżka Kształcenia doktoranta musi być adekwatna w stosunku do ramowego planu kształcenia, zatwierdzanego przez Senat Uczelni dla poszczególnych roczników doktoranckich kształcących się w danej Szkole Doktorskiej.

Oferta dydaktyczna ogłaszana jest corocznie z wyprzedzeniem, żeby doktoranci mogli się z nią stosunkowo wcześniej zapoznać i wybrać interesujące ich przedmioty i zajęcia do zrealizowania w danym roku

kształcenia. Do każdego z oferowanych przedmiotów załączony jest sylabus w postaci karty przedmiotu, określającej zagadnienia omówione w trakcie realizacji zajęć, literaturę, zapewniane efekty uczenia się oraz sposoby ich weryfikacji przez prowadzącego zajęcia, a także warunki zaliczenia przedmiotu.

Doktoranci w trakcie I roku nauki zobowiązani są do realizacji obligatoryjnych zajęć pt. dydaktyka akademicka (20 godzin) kształcących umiejętności pedagogiczne, przygotowujące doktorantów do roli pracowników dydaktycznych i przyszłego samodzielnego prowadzenia zajęć dla studentów studiów licencjackich bądź magisterskich. Drugim obligatoryjnym przedmiotem jest metodologia badań naukowych (20 godzin), odpowiednio w zakresie językoznawstwa oraz literaturoznawstwa, do wyboru zgodnie z zainteresowaniami badawczymi każdego z doktorantów. Kolejną pozycją na liście przedmiotów do realizacji jest wybrane przez doktoranta z bogatej oferty dydaktycznej kontekstowe seminarium naukowe (20 godzin). Wymóg dydaktyczny na I roku kształcenia zamykają wybrane zajęcia z modułów zajęciowych: warsztat i kompetencje społeczne badacza, specyfika pracy naukowej w dyscyplinie oraz zajęcia specjalistyczne – każde w wymiarze 15 godzin. W ciągu tego roku kształcenia doktoranci są zobowiązani również wziąć udział w kolokwium doktoranckim pod nazwą obejmującą szerokie pola badawcze młodych pracowników nauki – *Język – literatura – świat*. Wydarzenie to ma być okazją dla każdego doktoranta do prezentacji swojego pomysłu badawczego, opisowego konspektu planowanej rozprawy doktorskiej bądź też fragmentu dotychczasowych prac (w postaci referatu, artykułu) – zgodnie z preferencjami. Ostatnie zobowiązanie doktoranta przewidziane na I rok – całoroczne – to wspomniane już w powyższym tekście przygotowanie i przedłożenie do formalnego zatwierdzenia Indywidualnego Planu Badawczego, które – wraz ze składanym w tym samym okresie sprawozdaniem doktoranckim – zamyka I rok studiów na III poziomie kształcenia.

II i III rok studiów to dla doktoranta okazja wzbogacenia swojego indywidualnego warsztatu badacza, nabycia dodatkowych kompetencji oraz rozszerzenia badawczych zainteresowań. Doktoranci realizują wówczas wybrane przez siebie kontekstowe seminaria naukowe (w wymiarze 20 godzin w trakcie każdego semestru nauki) oraz kolejne dostosowane do swoich potrzeb i zainteresowań z modułów zajęciowych wymienionych powyżej (w wymiarze 15 godzin w określonych w ramowym planie kształcenia semestrach nauki). Obligatoryjny charakter ma również uczestnictwo doktoranta w kolokwium naukowym, według opisanych wyżej możliwości prezentacji swoich dotychczasowych badań naukowych. Od II roku kształcenia program wymaga od doktorantów uczestnictwa w wybranych przez nich zajęciach fakultatywnych, według własnych preferencji każdego ze słuchaczy. W trakcie obu lat kształcenia doktoranci odbywają także obowiązkową praktykę zawodową w postaci prowadzenia lub współprowadzenia z samodzielnym pracownikiem naukowym zajęć dydaktycznych dla studentów, odpowiednio w wymiarze 30–60 godzin w każdym z dwóch lat akademickich. Podsumowaniem doktoranckich aktywności naukowych, dydaktycznych oraz popularyzatorskich jest składane do połowy września każdego z obu lat akademickich sprawozdanie doktoranckie, obejmujące także podsumowanie działań na rzecz realizacji Indywidualnego Planu Badawczego, a tym samym powstającej rozprawy doktorskiej.

Uwaga, uwaga – stopień!

Osobnym, niezwykle istotnym zobowiązaniem doktoranckim przypadającym na koniec IV semestru kształcenia jest **przystąpienie przez każdego z doktorantów do oceny śródkresowej**. Ocenę przeprowadza niezależna komisja, powołana zgodnie z obowiązującymi przepisami, składająca się z badaczy ekspertów reprezentujących daną dyscyplinę naukową. Ocenie podlega stopień realizacji przez doktoranta jego Indywidualnego Planu Badawczego, tj. komisja bierze pod uwagę kryterium postępów w pracy nad przygotowaniem rozprawy doktorskiej, a także aktywność naukową doktoranta, w tym jego publikacje naukowe, udział w konferencjach naukowych oraz aplikacje grantowe. W przypadku

oceny negatywnej (z możliwością odwołania się od decyzji) doktorant podlega obowiązkowemu skreśleniu z listy słuchaczy Szkoły Doktorskiej. Przejście przez ocenę komisji z pozytywnym wynikiem skutkuje podniesieniem kwoty pobieranego stypendium doktoranckiego z kolejnym miesiącem przypadającym po ocenie śródkresowej.

Na IV roku studiowania doktoranci, poza obowiązkową praktyką zawodową w wymiarze 30 godzin w trakcie VII semestru kształcenia, nie realizują już programu zajęć i mogą poświęcić całą swoją uwagę indywidualnej pracy badawczej. Koniec VIII semestru kształcenia to ustawowy moment na przedłożenie ukończonej rozprawy doktorskiej i tym samym koniec kształcenia w Szkole Doktorskiej. Ustawa, a w ślad za nią także regulamin Szkół Doktorskich UAM, przewiduje możliwość przedłużenia pracy nad rozprawą doktorską, zatem finalizacji kształcenia doktoranckiego. Możliwe jest także zawieszenie kształcenia w trakcie jego trwania.

Uff, czas na przerwę!

Możliwość **zawieszenia kształcenia** jest zarezerwowana dla tych doktorantów, którzy z ważnych powodów zdrowotnych, losowych bądź też osobistych nie mogą kontynuować studiów i realizować indywidualnej pracy badawczej. Przerwanie studiowania nie ma zatem charakteru finalnego i umożliwia powrót do roli doktoranta, z zachowaniem regulaminowych terminów i procedur formalnych. Maksymalny okres zawieszenia kształcenia nie może przekroczyć roku. Może być ono udzielone na wniosek doktoranta (najczęściej w przypadku trwania urlopu macierzyńskiego / urlopu rodzicielskiego – wówczas z zachowaniem prawa do pobierania stypendium doktoranckiego) lub na wniosek Dyrektora Szkoły (zwłaszcza w sytuacji długotrwałej choroby doktoranta, która uniemożliwia mu terminową realizację programu kształcenia lub prac wynikających z harmonogramu zawartego w Indywidualnym Planie Badawczym doktoranta – w takim przypadku, wraz z zawieszeniem kształcenia, wstrzymywane jest stypendium doktoranckie do momentu powrotu przez niego do przerwanych obowiązków doktoranckich).

Koniec!

A jeśli nie koniec?

Przedłużenie terminu złożenia rozprawy doktorskiej, jeśli nie może zostać dotrzymany uprzednio przez doktoranta zadeklarowany w jego Indywidualnym Planie Badawczym, jest kolejną ustawową i regulaminową możliwością wydłużenia czasu na finalizację badań naukowych i ukończenia rozprawy doktorskiej. Z prawa tego można skorzystać w sytuacji, gdy nastąpiły niezależne okoliczności uniemożliwiające terminowość wyżej opisanych zobowiązań doktoranckich, jak m.in. długotrwała choroba, sprawowanie opieki nad chorym członkiem rodziny, opieka nad dzieckiem do ukończenia przez nie czwartego roku życia, inne czynniki opóźniające realizację harmonogramu prac badawczych doktoranta. Przedłużenie terminu złożenia rozprawy doktorskiej, przyznane przez Dyrektora Szkoły na okres do roku, może zostać ponowione maksymalnie o kolejny rok, jeśli doktorant załączy do wniosku stosowne dokumenty. Wnioskowanie o przedłużenie terminu złożenia dysertacji doktorskiej skutkuje koniecznością złożenia wniosku o zmianę, tj. aktualizację Indywidualnego Planu Badawczego doktoranta, zwłaszcza w części dotyczącej harmonogramu planowanych etapów realizacji badań i powstawania rozprawy.

Przykry temat, lecz konieczny: jak nie dać się wyprosić, czyli o możliwym skreśleniu z listy słuchaczy Szkoły Doktorskiej

Podstawą obligatoryjnego skreślenia doktoranta z listy studentów jest uzyskanie przez niego negatywnej oceny w toku oceny śródkresowej przypadającej pod koniec IV semestru kształcenia. Skreślenie jest także obligatoryjnym skutkiem niezłożenia przez doktoranta rozprawy doktorskiej w terminie określonym w Indywidualnym Planie Badawczym doktoranta.

Obligatoryjne skreślenie następuje także w sytuacji złożenia przez doktoranta pisemnej rezygnacji z kształcenia w Szkole Doktorskiej.

Podobnym skutkiem kończy się dla doktoranta sytuacja, w której uzyskuje karę wydalenia z Uczelni, wydaną przez komisję dyscyplinarną mającą uprawnienie do podjęcia prawomocnego orzeczenia w tej sprawie.

Pozostałe okoliczności, wymienione poniżej, zależą od indywidualnego rozpoznania i oceny Dyrektora Szkoły. Regulacje prawne umożliwiają Dyrektorowi wszczęcie postępowania skreślającego w sytuacji, gdy doktorant:

- nie wywiązuje się terminowo z realizacji Indywidualnego Planu Badawczego (tj. niezadowolające postępy w realizacji tegoż planu),
- nie wywiązuje się z obowiązku terminowej realizacji programu kształcenia,
- postępuje niezgodnie z regulaminem,
- nie podejmuje kształcenia po upływie terminu przyznanego mu czasowego zawieszenia,
- nie przedstawia aktualnego orzeczenia o braku przeciwwskazań do kształcenia (o ile na badania z zakresu medycyny pracy został skierowany).

Z wnioskiem o wszczęcie procedury skreślającej może w opisanych powyżej sytuacjach wystąpić również promotor, przekazując Dyrektorowi Szkoły stosowną opinię i przekazując do rozstrzygnięcia przedłożony przez siebie wniosek.

Nareszcie o pieniądzach, czyli o finansowaniu badań naukowych

Każdy ze słuchaczy Szkoły Doktorskiej, wypełniając Indywidualny Plan Badawczy, powinien wskazać potencjalne źródła finansowania swoich aktywności naukowych (udziału w konferencjach, wyjazdach na kwerendę itd.). Możliwości uzyskania wsparcia na Uczelni jest wiele.

Pierwszym, podstawowym źródłem, jest subwencja wydziałowa. Doktorant może wnioskować o dofinansowanie planowanych przez siebie działań u Dziekana właściwego wydziału.

Wiele możliwości zapewnia projekt *Inicjatywa Doskonałości – Uczelnia Badawcza*, w ramach którego ogłaszane są cyklicznie konkursy adresowane do młodych badaczy. Mogą obejmować poszczególne segmenty działalności naukowej doktorantów, jak chociażby udział w zagranicznych konferencjach naukowych, czy też wsparcie w zakresie tłumaczenia artykułów naukowych do publikacji w międzynarodowych czasopismach. ID-UB ogłasza również konkursy o charakterze ogólnym, pod nazwą „mini-grantów doktoranckich”, w których doktorant, po przedłożeniu planowanych przez siebie badań wraz z harmonogramem ich realizacji oraz kosztorysu, może liczyć na uzyskanie wsparcia w znacznej kwocie na sfinansowanie całości wspomnianego grantu.

Młodzi badacze powinni również pamiętać o możliwości aplikowania o własne, indywidualne granty badawcze, w cyklicznie ogłaszanych konkursach NCN, NPRH, NAWA. Umiejętność przygotowania aplikacji grantowej w trakcie kształcenia w Szkole Doktorskiej to dla młodego badacza okazja do zdobycia cennego doświadczenia, które zaprocentuje w przyszłości, podczas realizacji kolejnych projektów badawczych młodych pracowników nauki, którzy kontynuować będą swoją pracę naukową na Uczelni jako przyszli adiunkci lub w różnorodnych instytucjach naukowych, kulturalnych.

Czy oprócz pracy, pracy i pracy Szkoła Doktorska oferuje coś jeszcze? Oczywiście – jeszcze więcej pracy!

Jednak jest to praca ciekawa, wręcz pasjonująca, a doktoranci nie zostają w niej pozostawieni bez wsparcia. Podejmując kształcenie w Szkole Doktorskiej Nauk o Języku i Literaturze, można liczyć na wsparcie o charakterze socjalnym, ale nie tylko.

Najistotniejszym aspektem jest gwarantowane ustawą **stypendium doktoranckie** dla doktorantów nieposiadających stopnia doktora, wypłacane przez cały okres kształcenia, czyli przez okres 4 lat łącznie, tj. 48 miesięcy (we wszystkich Szkołach Doktorskich, w których doktorant podejmował kształcenie).



Stypendium w miesięcznej wysokości co najmniej 37 proc. zasadniczego wynagrodzenia profesora, wypłacane w trakcie I oraz II roku studiów, wzrasta do poziomu 57 proc. wynagrodzenia profesora po uzyskaniu przez doktoranta pozytywnego wyniku oceny śródkresowej – i jest w tej wysokości kontynuowane do końca IV roku kształcenia. Doktoranci, którzy przedłożą ukończoną rozprawę wcześniej niż po zakończeniu VIII semestru kształcenia, mogą ubiegać się o wypłatę stypendium w okresie, na który zostało ono przyznane, jednak nie dłuższy niż 6 miesięcy. Doktoranci posiadający orzeczenie o niepełnosprawności mają stypendium gwarantowane w kwocie zwiększonej o 30 proc. kwoty stypendium do oceny śródkresowej.

Od stypendium doktoranckiego odprowadzane są składki na ubezpieczenie społeczne; doktoranci podlegają ubezpieczeniu emerytalnemu, rentowemu oraz wypadkowemu. Na wniosek doktoranta może być odprowadzana również składka w ramach ubezpieczenia chorobowego.

Szkoła Doktorska reguluje również kwestie w zakresie **ubezpieczenia zdrowotnego**. Doktoranci Szkoły Doktorskiej do ukończenia 26 lat, niemający zatrudnienia, podlegają ubezpieczeniu zdrowotnemu z tytułu pozostawiania członkiem rodziny (tj. korzystają z ubezpieczenia przy rodzicach). Doktoranci mający zawarty stosunek pracy podlegają ubezpieczeniu w ramach zakładu pracy. Pozostali doktoranci mogą, na indywidualny wniosek, zostać objęci ubezpieczeniem poprzez Uczelnię.

Pozostałe sprawy natury socjalnej oraz ogólnej, które są gwarantowane w ramach kształcenia w Szkole Doktorskiej, to:

- prawo do ubiegania się o zakwaterowanie w domu studenckim,
- prawo do przerwy urlopowej w zakresie czasowym określonym ustawą, tj. do 8 tygodni rocznie,
- możliwość ubiegania się o kredyt studencki (do ukończenia przez doktoranta 35 roku życia),
- prawo do wnioskowania o stypendia dla młodych naukowców, przyznawane przez Ministerstwo Nauki i Szkolnictwa Wyższego,
- możliwość aplikowania w uczelnianych konkursach, np. o stypendia im. dr. Jana Kulczyka, przyznawane studentom i doktorantom o wysokich wynikach w nauce, którzy dokumentują także trudną sytuację materialną,
- okres kształcenia w Szkole Doktorskiej w wymiarze nie więcej niż 4 lat wlicza się doktorantowi, który uzyskał stopień doktora, do okresu pracy, od którego zależą uprawnienia pracownicze,
- korzystanie z ulg w komunikacji miejskiej, kolejowej i autobusowej (zgodnie z regulaminami określonymi przez poszczególnych przewoźników),
- prawo do ubiegania się o stypendia z jednostek samorządu terytorialnego przez osoby fizyczne lub prawne,
- przynależność do samorządu doktorantów, prawo do zrzeszania się w organizacjach studenckich, prawo do delegowania swoich przedstawicieli do organów uczelni oraz na wyższym poziomie, tj. do Krajowej Reprezentacji Doktorantów.

We cordially
invite you to
join us, see you
soon

Prof. Piotr Śliwiński, Director
Agnieszka Kalecińska, Head of the Office



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Wydanie I