

UNIVERSITY MUSEUMS AND COLLECTIONS ON THE EXAMPLE OF THE JAGIELLONIAN UNIVERSITY. SEARCH FOR NEW REGULATIONS IN THE CONSTITUTION FOR SCIENCE

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For centuries universities shaped the cultural and economic power of Europe, influencing society development. The beginnings of the community of those teaching and the taught were shaped in the Middle Ages. In relation to the first universities being formed at that time, Aleksander Gieysztor quoted a feature that characterized the Middle Ages: people associating outside family bonds and outside their individual respective subordination.¹ Nineteenth-century reforms of higher education, particularly the concept of Wilhelm Humboldt, marked out the basic university tasks which consisted in educating and conducting scientific research. In order to fulfil the tasks, appropriate instrumentation serving education and research had to be gathered. Instruments, laboratory equipment, teaching materials, but also specimens and preparations purchased by universities became the grounds for university collections. Furthermore, some universities chose to collect art works, religious mementoes, and archaeological historic items, not merely for

their educational value, but also in order to boost their image and prestige.² Some objects used for teaching reached schools as bequeathed by scholars, in collectors' donations, and from wealthy families. Next to precious objects telling the story of science and representing works from art history, university histories are also filled with elements of intangible heritage, including academic rituals and traditions, as well as historical memory.

The function of guardians of tangible and intangible heritage of tertiary-education institutions is first of all exerted by museums. From the point of view of the currently valid law and in harmony with the provisions of the Act on Museums,³ due to the category of the organizer museums founded at public universities are regarded as private. Such classification, however, inspire doubts in view of the status of public higher schools treated as public legal persons. In the model proposed by Maria Karcz-Kaczmarek the museums operating within public universities should be

classified as public entities, thus she introduced a division into three groups: public, public-legal, non-public.⁴ Art. 6.6. of the Act on Museums stipulates that museums operating within the structure of an organizational entity, shall operate in pursuance with the regulations issued by the organizer in agreement with the minister responsible for culture and national heritage. Maria Karcz-Kaczmarek emphasizes that the legislator did not define the means of the above procedure. As of 4 November 2016, in compliance with the decision of the Secretary in the Ministry of Culture and National Heritage, the authority to coordinate tasks related to the phrasing of draft statutes of private museums was assigned to the National Institute for Museums and Public Collections (NIMOZ). On the other hand, the provisions of the Act: The Law on Higher Education and Science confirm the constitutional stipulation from Art 70: that higher education institutions are autonomous, this confirmed by the fact that they themselves approve their statute, not the minister responsible for science and higher education. Thus, to conclude, it seems that the necessity to agree the charter with the minister responsible for culture and national heritage does not apply to university museums.⁵

The latest published research demonstrates that there are over 68 museums and museum-like institutions operating at 134 public tertiary-education institutions.⁶ The catalogue published by the Association of University Museums (SMU) in 2017 named 50 units.⁷ During the Association's Conference titled *University Museums: Challenges, Threats, Potential* held in Lodz on 17–18 October 2018 the number given was over 180 units operating both in public and in private institutions. The scale of the phenomenon forces the observation that the guardians of the academic collections are not only museums in the understanding of the definition as in the Act on Museums, but also units that are outside the museums' structure, in the form of a collection or a gathering amassing objects that are of research or educational character. At this point it is appropriate to the terms applied by ICOM and its international specific committees. The above-discussed units rank in the category of University Museums & Collections, UMAC. As can be read in the UMAC definition, it provides a forum for all those working in, or associated with, academic museums, galleries and collections (including herbaria and botanical gardens).⁸ The researcher Marta Lourenco distinguishes between the concept of a museum and a collection, claiming that university museums fall within the definition used by ICOM implying that they are... *non-profit, permanent institutions in the service of society and its development, open to the public, which acquire, conserve, research, communicate and exhibit the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment*. As for collections, they are said to be in museums, but also outside their structures, serving first and foremost instructive and researching purposes.⁹ Under the Polish realities, the above profile of a collection should be added the feature of making a collection available for public viewing not on a continuous basis, but only occasionally or for teaching purposes. To some units, despite them having assumed the name of a 'museum', the Act on Museums does not apply, since they operate abiding by their internal regulations, not those agreed with the minister responsible for culture and

national heritage. Under these circumstances it is necessary to point to the lack of a legal protection for the term 'museum', the name sometimes adopted routinely, also used by commercial institutions that do not boast museum objects.

Let us therefore for the purpose of the present paper adopt the distinction and definitions proposed by ICOM and Marta Lourenco. The paper focuses on the Jagiellonian University at which, as the 2018 research demonstrated,¹⁰ seven operating museums and collections were distinguished: the Anatomopathological Museum of the Faculty of Medicine Collegium Medicum, Museum of Pharmacy, Anatomy Museum of the Medical College, Botanical Garden Museum, Faculty of Medicine Museum, Natural Sciences Education Centre,¹¹ and the Jagiellonian University Museum – Collegium Maius. From among the enumerated institutions, only the latter is based on the charter as agreed with the minister responsible for culture and national heritage. Interestingly, merely four other university museums are in the Minister's register,¹² with the remaining ones operating in compliance with internal organizational regulations authorized by university senate's resolutions.

Precious information on the number of heritage guardians at the Jagiellonian University was additionally provided by the Association of University Museums, an NGO grouping museums and collections, consolidating activities for their development. The SMU's website features six further museum units: the Collection of the Institute of Art History, Museum of Dentistry of the Institute of Dentistry of the Jagiellonian University Medical College, Ignacy Jan Paderewski Centre for the Documentation of 19th- and 20th-century Polish Music; History of Nursing Lounge of the Institute of Nursing and Midwifery of the Medical College, Collections of the Institute of Archaeology, Collections of the Chair and Department of Pharmacognosy of the Jagiellonian University Medical College.

The described case of the Jagiellonian University museums and collections is a multi-faceted gathering of academic legacy, mainly tangible, that remains within the University structure. At this point the newer recently formed units, or the ones known merely to specialists and the students, should be briefly characterized.

One of the most recent units of the type is housed in the Dentistry Institute of the Medical College and has been in operation since 2019. The Museum stems from the Dentistry Institute collections: dentistry devices and instruments, as well as publications, documents, scientific studies. Apart from the permanent exhibition, also a board display talking of the history of Cracow's dentistry can be viewed. The exhibition can be visited upon a prior arrangement.

The History of Nursing Lounge at the Institute of Nursing and Midwifery had been opened slightly earlier (2011). It is made up of exhibits used in medical service over the last 100 years. The authors describe the Lounge as the collection of *mementoes documenting the beginning and development of the education of nurses in Cracow*. Next to documents, contract furniture, and photographs, it is also a place dedicated to women who shaped the history of nursing in Poland and their personal mementoes. The intention of the unit is to consolidate students' identity. Similarly, as the Dentistry Museum, the Lounge of the History of Nursing can be visited upon a prior arrangement.

The Ignacy Jan Paderewski Centre for Documenting 19th- and 20th-century Polish Music was established in the 1970s as an ancillary structural unit at the Chair of History and Theory of Music at the Jagiellonian University, and is currently housed in the Musicology Institute of the Jagiellonian University Department of History. The collection is made up mainly of the private book collection once belonging to I.J. Paderewski, enriched with musical prints. The institution's task is to conduct academic and research activity, as well as to disseminate information and popularize knowledge. Visiting is possible upon a prior arrangement.

The collection at the Institute of Art History is famed for one of the oldest art history archives on the Polish territories; their purpose back in ca 1881 was to serve teaching and research. Its resources are composed of illustrated albums, publications, and around 68.000 photographs forming the so-called Phototheca,¹³ as well as plaster casts currently preserved by the Jagiellonian University Museum. The access to the collections is possible thanks to their digitizing, and also in the Museum's seat.

Furthermore, within the same Faculty the Collections of the Institute of Archaeology have been amassed since the foundation of the Institute of Art History, namely since 1897; the collection is made up of genuine archaeological historic pieces and a collection of plaster casts of ancient sculptures, partially transferred to the Jagiellonian University Museum. This Collection is not currently available for public viewing.

The last of the earlier-enumerated collections dates back to the late 18th-century and was connected with the activity of the Pharmacognostic Bureau founded by Florian Sawiczewski. Curing materials of plant and animal origin bought for instructive purposes have survived to this day. The collection is completed with glass vessels and display cabinets. The collection has the status of 'under organization' and can be shown only following prior arrangements.

The selected units not listed in the University Statute and organizational regulations (this to be discussed at a greater length below) operate first and foremost as the scientific backup. Marta Lourenco divides the collections of this kind, depending on the function they exert into: research collections: when they are used in the processes of conducting research, and teaching collections: when they support teaching. The units grouped at the oldest Polish University, despite the variety of forms they adopted: be that a museum in a historic décor, a modern science centre, a lounge, or collections held in storages, all and every emphasize the contribution of the University to the development of science and represent academic communities.

The question whether science can be done within museums and collections is actually a question about their basic tasks. Museums' main tasks resulting from the generally valid definition relate to amassing heritage, conserving it, studying, disseminating, and displaying. From the point of view of doing science in a museum certain regulations are introduced by the Act on Museums. One of the basic museum goals is to diffuse the fundamental values of history, science, and culture (Art. 1 of the Act on Museums¹⁴). Museums fulfil their goals by performing strictly defined tasks, such as, in the case of scientific activity, *cataloguing and scientific classification of objects* (Art. 2.2), *organizing research and scientific expeditions* (Art. 2.6), and *providing*

access to collections for educational and scientific purposes (Art. 2.8). From the perspective of museum employees the question related to conducting research can be reduced to the employment structure. From the formal point of view, it is much more propitious to carry out research when the employment structure of university museums provides for full-time academic teachers; then that activity is strictly directed and can be parametrized. Let me give an example: in the largest University Museum in Poland it is hard to find positions for researchers-teachers, teachers and researchers¹⁴ in the understanding of the Act: The Law on Higher Education and Science. Just the contrary: in compliance with the provisions of the law, the Museum employs individuals who are not university teachers. Let us not forget, however, that the Museum is a unit that enjoys the status of being out-of-faculty, and not of being the unit of the basic activity. On the other hand, due to the fact of having been entered into the State Museum Register (as the only university museum there), this confirming a high factual quality of the activity achieved, e.g. thanks to the collections and qualified staff, the Museum is expected to maintain its excellent quality emphasized by academic papers. Rafał Golat observes that a particular impact is put on the aspect of a museum's scientific activity already in the very process of applying to be entered in the Register. The institution is obliged to demonstrate the number of employees boasting the title of licenced curator and curator (respectively boasting the academic doctoral degree and professional accomplishments as well as post-graduate studies), the number of professors, individuals with post-graduate degrees, and doctoral degrees.¹⁶ Moreover, questions are asked regarding scientific collection catalogues, academic publications, e.g. periodicals published by the museum and academic publications for the general public, the research conducted at the museum over the last five years, as well as forms of international cooperation. The activity of the Jagiellonian University Museum was evaluated positively and yielded the entry into the Register on 15 July 2011.

In other Jagiellonian University museums and collections, academic teachers are employed on e.g. lecturer's positions within the given institute/department/unit, at the same time taking care of the collections. In the case of the smallest collections this was a frequently adopted procedure, allowing to combine teaching and scientific activity.

Following the statement expressed by Piotr Piotrowski signalling that science in a museum is basic science,¹⁷ there comes the conviction that it results from the implementation of the basic goals of the museum's existence which are amassing and studying the collections. These do not only yield thematic exhibitions,¹⁸ allowing to put together a definite group of objects under the same heading, but also publication of collection catalogues. Furthermore, university museum employees participate in domestic conferences (SMU has to-date held three conferences) and international ones; they publish papers in Polish and international journals of sufficient parametric impact on the lists of the Minister of Science and Higher Education. Additionally, as has been many times pointed to, university museums and collections are teaching bases available not only to museum curators, but also to the university staff. Let us quote an example here: the Jagiellonian University

Museum, as part of the History of Artistic Techniques course at the Jagiellonian University Institute of Art History, makes available its scientific depository base with the objects which are individually presented to the students. A similar cooperation in the scientific context applies to research projects. Thanks to the National Programme of the Development of Humanities titled *Photographs of Art Works in the Collections of the Phototheca of the Institute of Art History of the Jagiellonian University. Studies, Digitizing, and Catalogue publishing*, the collection of the Institute of Art History has been studied and digitized. Digital presentations of photographs and descriptions have been shared in the Phototheca virtual base and can be accessed by any Internet user. The research results have been published. The example of the Institute of Art History Collection demonstrates that in many a case the research conducted into one's own collection is the best way of thoroughly becoming acquainted with it.

To sum up this part of the paper, it can be said that scientific activity is one of the most important tasks of a museum, regardless of its organizer. In the case of the museums and collections of the Jagiellonian University, creating science and conducting scientific processes are their implied daily routine implemented through studying collections and conducting scientific and research activity. The units in question, in the understanding of the Act of 30 April 2010 on Research Institutes and the Act of 30 April 2010 on the Principles of Financing Science, do not boast the status of research institutes and scientific organizations, thus their activity cannot be assessed by the Minister of Science and Higher Education, and neither can it be taken into consideration when conferring a scientific category. It can thus be stated, following above-quoted Piotr Piotrowski, that the scientific activity of museums and collections of the Jagiellonian University does not adopt an institutionalized form.

University museums and collections as elements of the academic community need to comply with the legal regulations addressing higher education and science, namely the Act: The Law on Higher Education and Science of 20 July 2018¹⁹ as well as the universities' internal regulations. In the previously valid Act of 27 July 2006: Law on Higher Education²⁰ it would be impossible to find the concept of 'museum', or any content dealing with amassing historic objects. A similar thing can be said about the currently valid Act: The Law on Higher Education and Science: the term 'museum' is not mentioned among its basic terms, neither is it featured in any of the Articles. The matter that museums deal with is in a way alluded to by Art. 11.9 mentioning among other university's tasks: *disseminating and multiplying scientific and cultural achievements, including through the collection and provision of library, information and archival collections*;²¹ (the same provision was also present in the Act of 2005 in Art. 13.5). Although the stipulation does not introduce the analogical concept of 'museum collections', it approximates most the activity conducted by academic museums and collections, thus amassing collections and studying them. It can be therefore assumed that in view of the absence of the above terms in the Act, we must turn to university charters. In line with the provisions of Arts. 227.1 and 227.2 of the Act of 3 July 2018 Regulations introducing the Act: Law on Higher Education and Science, university

charters are adopted by respective university Senates.²² The provisions of the Act: Law on Higher Education and Science allow universities to freely shape their internal structure depending on the need resulting from the scientific category they represent. Furthermore, what matters are also such aspects as: historical continuity, the type of school,²³ size, relevance in the region, and others. The Act as the grounds for the university operating points to the statute where it delegates regulations for the university organization and operation, thus attributing it a higher importance than to-date.

The above remarks allow the conclusion that there exists no model statute of a higher education institution. The respective statutes differ among themselves, they can depart from the classical structure, and shape the institution's internal system so as to better consolidate the institution's mission. In Art. 34.1.5, types of organizational units of the institution are enumerated, such in particular as: faculties, institutes, departments, units, centres, and colleges. And it is in them that most institutions taking care of the academic heritage can be located.

University museums as guardians of the academic heritage emphasize the tradition and echo the customs of higher education institutions. They are also the place where the institution's identity with reference to academic values is emphasized. In the Statute of the Polish oldest University references to its identity are phrased in subsequent provisions of the document.²⁴ Already in the Preface one can read that the Jagiellonian University *continues its ancient heritage of service to science and education*. Meanwhile, in the *General Provisions* the reference to the 'traditional customs' of the University is found. When looking for the term 'museum' and alike, we find Art. 7 of the Statute with reference to the tradition of the University which exercises special care towards its library, archival, and museum collections, as well as preserves and develops academic customs (interestingly, still in the previous 2006 Statute there was no mention of guaranteeing guardianship to those three essential collections). Art. 7 is a pretext to recall in the subsequent provisions units oriented at preserving heritage. And so in Art. 116 of the Statute titled *Organizational Units, Out-of-Faculty Units, Intra-Faculty Units, and Shared*, the out-of-faculty units are mentioned, e.g.: the Jagiellonian Library, Jagiellonian University Museum, and the Jagiellonian University Archive. Enumerated in the proper name form, they inform, as selected from among other out-of-faculty units, that they are essential for preserving the continuity of the University history for future generations. It is the division of the University units into three groups (Art. 81) that is of key importance to all the Jagiellonian University museums, in which next to the units which fulfil the basic tasks of the University, including educating students and doctoral students, conducting scientific research, as well as the units running the administrative services that support the performance of the University's tasks, there are also units running auxiliary activity of experimental, commercial, service or museum character. It is for the first time that units of museum character appear among the latter group. Previously, this category of museum tasks had not been included among auxiliary units, although they had operated at the University. Therefore, it can be concluded that these provisions are a signal to

the academic community that museum auxiliary units are a universal phenomenon; what is more, there are no contraindications for creating or extracting other ones within the academic structure. Regrettably, in the literature on the subject or in the new Act, or in the official guide to the system of higher education and science, there appears no definition of 'auxiliary units'. It can only be supposed that they are units supporting the activity of a university that enjoys a certain scope of autonomy and specialization. The Statute additionally points to the types of units that run e.g. auxiliary activity of museum character; these can include: colleges, faculties, doctoral schools, institutes, centres, departments, clinics, units, and other units running research or teaching activities, in particular units, centres, laboratories, auxiliary units, as well as out-of-faculty and intra-faculty bodies. Thus, the potential space for university units has been expanded. It goes without saying that the appearance of the 'museum' concept within, yet another category can be regarded a positive step. In this way the Jagiellonian University Statute has for the first time included information on the existence of entities other than the Jagiellonian University Museum, albeit relatively enigmatically, thus emphasizing the need for the existence and establishment of units of this character.

Next to the Statute, of key importance are the organizational regulations that will specify the organizational structure of the higher education institution. In view of the issues important for the present paper, it is Art. 23.3.1 of the Act: The Law on Higher Education and Science that points to the impact of the organizational regulations and a more detailed distribution of tasks within this structure. Thus, on the regulations' level more museum units can be found. In the case of the Jagiellonian University's organizational regulations it is enough to glimpse at the department structure where more museum units can be found: the Museum of the History of Medicine at the Faculty of History of Medicine at the Medical College, Museum of Pharmacy at the Pharmacy Faculty, Museum at the Institute of Geological Sciences,²⁶ and the Natural Sciences Education Centre as an out-of-faculty unit.

The analysis of the Act and of the organizational regulations of the University make one wonder about the status of the remaining museums absent in those documents? Is it so that their absence testifies to the lack of sufficient awareness of the University authorities? Or maybe insufficient efforts of the involved individuals? Let us bear in mind, however, that the scope of the University collections is wide. Some units, mainly because of the number of their employees, range of collections and accessibility, have as yet been unable to emphasize their activity within the University structure. However, their absence 'under their proper name' within the documents forming the Jagiellonian University structure does not hamper their activity of studying collections and making them available to the public. The variety of forms that museum units represent at the Jagiellonian University and the challenges they happen to be facing led to forming a committee to support their activity. As early as in June 2018, the Rector Committee for the Heritage of the Jagiellonian University – Collegium Medicum was established. Thanks to the endeavours of the community associated with the preservation of the academic heritage it was possible to form a body participated in by representatives

of both museums, and libraries, uniting their commitment to the University and Collegium Medicum. Experts involved in the Committee are working out methods meant to define the tangible and intangible heritage of the whole Jagiellonian University. One of its tasks is to prepare a strategy meant to promote the academic heritage, ways of documenting and studying it, as well as working out the model of amassing and preserving historic collections. In the near future, the academic collections shall be presented a database system serving to manage museum resources and collections of museum character. The undertaken efforts shall serve all the units of museum character, irrespective of their size and position within the University structure.

Another shared effort has been the publication of the *Jagiellonian University Museums Catalogue*, this project assisted by the Jagiellonian University Centre for Communications and Marketing. The publication shows selected units preserving the University traditions and collections. Apart from those afore-mentioned: the Jagiellonian University Museum Collegium Maius, Natural Sciences Education Centre, Museum of Pharmacy, Museum of the Medical Faculty, and the Botanical Garden, the publication speaks of the Jagiellonian University Archives, Jagiellonian Library, Collegium Iuridicum, Collegium Minus, Pharmacognostic Faculty, and the Pułowski Palace. Being a marketing tool, this material is distributed during official events among visitors to the University.

In order to sum up the amendments introduced by the so-called Constitution for Science, it is necessary to observe that its generalization level has permitted to transfer decisions related to the institution's internal matters to university statutes. The statute has become the expression of the university's autonomy, serving at the same time as the source of law and regulator of a larger than so far range of the activity of higher education institutions. On the example of the Jagiellonian University Statute it can be judged that the University has taken the advantage of the possibility of a flexible structuring, introducing the category of auxiliary units of a museum-like character: a new concept, not existing before among structural units. No only do the Statute provisions remind of the already existing units, but also secure protection to the new emerging collections. The last spectacular opening: in November 2019, of the afore-mentioned Museum of Dentistry at the Collegium Medicum of the Jagiellonian University does not merely manifest the determination of the employees, but also the potential of the collections within the University. The establishment of the Rector Committee for the Jagiellonian University Heritage Collegium Medicum, serving as an 'umbrella organization' stems from the diagnosis of the community which, despite the differences among the University collections, wishes to cooperate, basing themselves on a homogenous strategy. Grassroot initiatives, new statutes and organizational regulations give some hope that the units serving as guardians of the academic heritage shall be noticed and more strongly exposed. The Jagiellonian University museums and collections amassing objects from within science, bring closer the institution's achievements. Regardless of the position they take in the University organizational structure, the units echoing ancient museions are a place for exercising scientific processes.

Abstract: Resorting to the example of the Jagiellonian University (UJ), the Author discusses the topic of the bodies that are guardians of academic heritage within the structure of public tertiary education. In the first part of the paper the distinction between a museum and a collection is introduced, and the brief profiles of selected units of the Jagiellonian University are provided.

In the next section definite examples are given of conducting scientific processes in museums and collections. In the context of the new Law on Higher Education and Science amendments that appear in reference to university museums and collections are discussed.

The collections of museum units curating the academic heritage stem from the fundamental activity of the Jagiellonian University consisting in education and conducting research. These units operate within the University structure, this confirmed in the Charter which the Constitution for Science has made the major document regulating the university internal system.

The Charter of the Jagiellonian University as a university running 13 museum units has been analysed. The search for the concepts related to identity, academic heritage, and museums in the content of the Charter, resulted in the identification of a new category: units running ancillary activity of museum-like character.

Keywords: university museums, academic heritage, university Charters, university structure, Act: Law on Higher Education and Science.

Endnotes

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- ¹¹ Natural Sciences Education Centre groups four University collections: Paleobotanical, Antropological, Geological, and Zoological.
- ¹² <http://bip.mkidn.gov.pl/pages/rejstry-ewidencje-archiwa-wykazy/rejstry-muzeow.php> [Accessed: 30 June 2020]
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- ¹⁵ The exception is the position of the Museum director Prof Krzysztof Stopka at the same time serving as the Head of the Unit of History of Culture and Historical Education at the Faculty of History of the Jagiellonian University.
- ¹⁶ R. Golat, *Aspekty naukowe w przepisach o muzeach* [The Scientific Aspects in Regulations Related to Museums], in: 'Muzealnictwo' 2014, Vol. 55, p. 70.
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- ¹⁹ Journal of Laws 2018, Item 1668.
- ²⁰ Journal of Laws 2005 No. 164, Item 1365.
- ²¹ For the English version: <https://konstytucjadlanauki.gov.pl/content/uploads/2020/06/act-of-20-july-2018-the-law-on-higher-education-and-science.pdf> [Accessed: 28 Sept 2020].
- ²² This provision is applicable to public tertiary education institutions.
- ²³ According to the POL-on, a database of information on Polish science and higher education, the following higher education institutions are listed: universities, universities: technological, agricultural, economical, pedagogical, maritime, medical; schools of physical education, artistic schools, theological schools, and schools of the departments of defence, administration, and others.
- ²⁴ The Statute of the Jagiellonian University was adopted on 29 May 2019.
- ²⁵ The guide to the reform was published by the Ministry of Science and Higher Education in March 2019, <https://konstytucjadlanauki.gov.pl/content/uploads/2019/02/przewodnik-po-systemie-szkolnictwa-wyszego-i-nauki-cz-1-20190218.pdf> [Accessed: 1 May 2020].
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