

4. For the Starting Grant, the missing data are for 2007; for the Advanced Grant, they are missing for 2007 and 2020. Data for the Consolidator Grant begin in 2013.
5. These data are only for the social sciences and humanities (i.e., the SH category).
6. I thank an anonymous reviewer for this helpful comment.
7. This is unlike other social science disciplines that enjoyed more academic freedom (e.g., sociology and philosophy).

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## ENGLISH-TAUGHT DEGREE PROGRAMS AND THE INTERNATIONALIZATION OF POLITICAL SCIENCE IN POLAND

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Poland, Lithuania, and Estonia are the only countries in Central and Eastern Europe (CEE) that have adopted official strategies for internationalization in higher education (Crăciun 2018, 100). These strategies provide incentives for public universities and impact their specific development strategies. Understood as an intentional process of integrating an international and/or intercultural dimension into the goals, functions, and delivery of higher education, internationalization aims to improve the quality of national education and research and their global impact (De Wit and Altbach 2021, 29). More generally, it is a set of strategies that promote the idea of internationality in higher education. One strategy is the development of English-taught degree programs (ETDPs) in non-English-speaking countries. This Spotlight article illustrates that offering international ETDPs in the field of political science requires not only internationalization of the curriculum and student learning outcomes<sup>1</sup> but also may significantly strengthen the internationalization of research. Moreover, internationalization of research in political science may contribute to further development of international degree programs. This trend is visible in some CEE countries, especially Estonia, Poland, the Czech Republic, and

of one another. Thus, the development of ETDPs is designed to contribute to the quality of education and international visibility but it also enhances research potential in political science.

To examine this proposition, three political science departments—at the Jagiellonian University in Krakow, the University of Warsaw, and the University of Wrocław—were selected for interviews. They are leading centers of political science that offer bachelor's, master's, and PhD ETDPs (including joint and double degrees as well as study-abroad programs) in politics and international relations for both Polish and international candidates. Additionally, all three universities were granted the designation of "research university" in 2019. They treat internationalization as a key process in their long-term strategies of development, which requires, for example, "creating strategic partnerships with prominent academic institutions from abroad, which will make it possible to work together in all the dimensions of the University's mission" (Jagiellonian University 2019). Such an intentional strategy of building partnerships contributes to the quality of both education and research (Kwiek 2020).

Nine structured interviews were conducted online with faculty from these institutions who have been involved in designing, managing, and teaching for ETDPs. Open-ended questions were intended to determine whether there is a positive correlation between running successful ETDPs and the internationalization of research in each department. The interviews suggested that two components of internationalization work especially well in political science and international relations departments as if in tandem: internationalization of research and internationalization through ETDPs. There is significant evidence from these departments and the statistics they provided that there are certain visible benefits to offering ETDPs in political science and international relations that contribute to expanding research potential and international visibility (tables 1 and 2). The trend of internationalization through ETDPs in social sciences has been practiced by many European universities, especially in Nordic countries and the Netherlands (Wächter and Maiworm 2014, 131). Strategies of CEE universities are similar in this respect, but the process also has another desirable effect: greater international research activity by those involved in teaching for ETDPs, prompted by their teaching experience and the opportunity that results for international collaboration. These statistics support the qualitative analysis presented in table 2.

There is significant evidence from these departments and the statistics they provided that there are certain visible benefits to offering ETDPs in political science and international relations.

*There is significant evidence from these departments and the statistics they provided that there are certain visible benefits to offering ETDPs in political science and international relations.*

Hungary.<sup>2</sup> ETDPs usually are offered by leading public universities and private institutions to increase additional revenue and achieve better results of internationalization. Based on nine interviews conducted at three political science departments in Poland, we contend that the benefits of these education and research statistics and existing scholarship accrue when teaching and research in the area of internationalization are treated intentionally as supportive

Selected political science departments have increased their research potential and visibility due in part because they had established ETDPs and thus international collaboration. As indicated by interviewees, this increases the number of journal articles and books coauthored with partners from other countries.

The interviewees indicated that faculty's involvement in ETDPs, which attract mainly international students, resulted in

**Table 1**  
**Teaching to Research**

	JAGIELLONIAN UNIVERSITY IN KRAKOW	UNIVERSITY OF WARSAW	UNIVERSITY OF WROCLAW
Number of ETDPs	13	6	4
Number of Students*	436	370	147
Faculty**	85	70	27
Number of International Research Projects***	15	12	4

Notes:

\* Number of all students studying in ETDPs in the academic year 2020/2021.

\*\* Number of political science faculty members teaching in ETDPs.

\*\*\* Funded in the past five years, including 11 Horizon 2020 projects.

Source: Statistics provided on request of each department as of July 2021.

a broader, more interdisciplinary research perspective, higher mobility, as well as high English-language competence, research collaboration with foreign partners, and joint grant applications with partner universities. Supervision of international master's and PhD students also may have a positive impact on innovative research perspectives. Investment in high-quality instruction stimulates teaching, which informs research benefits and vice versa. Faculty members who were involved in managing ETDPs also have been successful in international research collaborations, for which they can use existing partnerships. For example, a political science professor from an American university who taught a six-week course to international bachelor's students in an ETDP at Jagiellonian University became the leading foreign partner in an international research project. The American professor brought two more well-established research partners from North America into the project which secured funding in Poland as a result of the expected high impact of this collaboration on research quality and international visibility. Similar partnerships were established at the other two institutions.

Internationalization through ETDPs impacts results in four areas: incentives and innovation, teaching that informs research,

*Selected political science departments have increased their research potential and visibility due in part because they had established ETDPs and thus international collaboration. As indicated by interviewees, this increases the number of journal articles and books coauthored with partners from other countries.*

mobility, and international cooperation. As indicated by the data in table 1, internationalization also contributes to research quality and productivity, creating potential for higher international visibility of research results. This can be measured by the number of peer-reviewed international publications, the number of international collaborative research projects (including 11 EU Horizon 2020<sup>3</sup> projects in the politics and international relations departments of Jagiellonian University and University of Warsaw), and membership in international scholarly organizations (e.g., International Political Science Association) and participation in their annual conferences.

**Table 2**  
**Benefits of ETDPs for Internationalization of Research**

STRATEGIES	TEACHING TO RESEARCH	INTERNATIONAL COOPERATION AND VISIBILITY
Interdisciplinary and intercultural approach to teaching	Testing new methodological models and research concepts	Institutional collaboration with political science departments from partner universities
Network building	Academic exchange for teaching and research	International research projects
Collaborative degree programs	Joint initiatives (e.g., summer schools and conferences)	Joint conference panels and transnational coauthorship of publications
Research university excellence initiative	Grant schemes for visiting lecturers and researchers	Reaching out for external funding to promote collaboration (e.g., successfully bidding for the EU Horizon 2020 funding)

These findings suggest that political science departments in CEE can use internationalization strategies to broaden educational offerings and improve quality, strengthen research collaboration, and increase the visibility of an institution. Some interviews suggested that the reverse process also takes place, whereby already-developed internationalization of research fosters the successful implementation of ETDPs, especially at the PhD level. It also is evident that potential for high-quality research requires a careful strategy of both individual scholars and their institution. Selected political science departments have increased their research potential and visibility due in part because they had established ETDPs and thus international collaboration. As indicated by interviewees, this increases the number of journal articles and books coauthored with partners from other countries. This trend in social science in Poland is growing, but the number of publications is still low in comparison with other EU countries (Kwiek 2020, 58).

## CONCLUSION

The dynamic process of political science development at Polish and other CEE universities reveals potential for internationalization that uses several interrelated strategies. This research provides evidence to suggest that international collaboration stimulated by ETDPs can contribute to achieving these goals. Polish universities with significant research potential recognized by international university rankings also have been successful in offering attractive ETDPs that benefit internationalization of research. This happens when the two areas are treated intentionally as supportive of one another. This trend may be particularly

beneficial for political science departments at CEE universities that have been less successful than other disciplines in achieving a high standard of research, which is proven by the number of publications in leading journals in the field and citation metrics.

#### SUPPLEMENTARY MATERIALS

To view supplementary material for this article, please visit <http://doi.org/10.1017/S1049096522000166>. ■

#### NOTES

1. This involves, for example, following the best practices of English-speaking universities, providing curriculum that responds to the needs and expectations of international students, and designing learning outcomes according to international standards.
2. The most comprehensive information on ETDPs in these countries is available at [https://ec.europa.eu/education/study-in-europe/country-profiles\\_en](https://ec.europa.eu/education/study-in-europe/country-profiles_en). (Accessed May 10, 2021.)
3. The EU Horizon 2020 is the world's largest transnational program for research and innovation. See <https://ec.europa.eu/programmes/horizon2020/en/home>.

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#### PREPARING POLITICAL SCIENCE STUDENTS FOR TODAY'S LABOR MARKET: LESSONS FROM POLAND

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"We haven't got enough welders. I know it doesn't sound ambitious but it's better to be a working welder than an unemployed poor political scientist," stated Donald Tusk, Polish Prime Minister and subsequent President of the European Council, in a 2012 radio interview. Tusk referred to the situation in the labor market, expectations regarding higher education institutions, and the popularity of political science as a field of study. What changed in the following decade? Do political science curricula meet the requirements of today's labor market? Which strategies show promise and which are less effective?

*Four strategies seem to be effective: additional classes teaching soft-skill competencies, advisory councils, internships, and dual studies.*

This article discusses measures undertaken by Polish political science departments to prepare students for the labor market. So far, four strategies seem to be effective: additional classes teaching soft-skill competencies, advisory councils, internships, and dual

studies. Although these solutions have been implemented at several Polish universities, this article focuses on the political science department at Adam Mickiewicz University in Poznań.

The popularity of political science in Poland in the 2000s resulted in many unemployed people with political science degrees. From 2000 to 2005, there were 54,000 political science students, or 3.2% of the total number of students in Poland. As a major, political science was offered not only at prestigious universities in Poland; it was offered at 43 universities at the bachelor's and master's levels, which often were new programs with inexperienced lecturers without a quality-oriented attitude. The oversupply of political science studies downgraded the definition of a political scientist (and "humanist" in general), who was perceived as a person with limited prospects on the job market.

International organizations suggest that Polish universities should demonstrate higher sensitivity to the needs of the labor market (Organisation for Economic Co-operation and Development 2019). These recommendations aligned with Pereira and Costa (2017), who argued for the implementation of diversified pedagogical practices focused on interpersonal relations, communication, and personal development. Surveys among Polish employers identified soft skills as the most common competency deficiencies among graduates across all majors (Manpower Group 2018).

Soft skills are taught by most political science programs in Poland; however, in practice, they seem to still be underdeveloped. The quality of education and methodological shortcomings pose a challenge for soft-skill teaching in the political science field. Faculty members usually are well qualified to teach political science courses, but their methodological preparation and didactic experience in the field of "the competencies of the future" (World Economic Forum 2020), as well as creative and original thinking, decision making, and interpersonal skills, are minimal or nonexistent.

An important element of the strategy to make political science students attuned to the labor market is to design programs to be more practical. In Poland, political science students choose their specialization (e.g., policy analysis or leadership). Specializations are based on curricula that offer students more practical skills. A specialization track includes an average of eight to 10 classes in the final year of bachelor's and master's studies. The introduction of new specializations and the modification of existing ones were well received by students and external stakeholders. Many political science graduates presented themselves to the labor market (e.g., on LinkedIn) emphasizing their specialization more than their major.

Another change in political science programs was the institutionalization of external advisory councils. Political science departments in Poland appointed advisory bodies, including economic, business, and social councils. These councils are composed of business representatives, potential employers, and successful

political science graduates. Their main task is to assess concepts and contents of political science curricula from the perspective of labor-market needs. Consequently, in agreement with employers and in response to their needs, political science faculty can create