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POLITICAL SCIENCE IN POLAND WITHIN 1989–2009 APPLICANTS, STUDENTS AND GRADUATES OF POLITICAL STUDIES

ABSTRACT

The article discusses transformations of political science studies in Poland in the last two decades. The emphasis is put on the changes that took place in higher education system and in political science itself, as well as on the fact that the number of political science higher education institutions is increasing together with the number of candidates for the studies, political science students and graduates. The condition of political science studies is compared to the condition of other, selected faculties. Data presented in this article shows that political science, as a faculty, recently underwent rapid changes. Fast increase in the number of students in the 90', as well as in the number of educational institutions at the beginning of the XXI century caused political science to become one of the most popular faculties in Poland. However, in the past few years the total number of students has been decreasing, political science students included. This change is significant enough to have an influence on the condition of educational institutions, many of which face difficulties maintain the faculty. What is important, these changes seem to be independent of the tendency observed in higher education in Poland in general, as well as other faculties.

Keywords: political science, higher education, science, students, graduates, applicants

INTRODUCTION

THE PRESENT ARTICLE is aimed at presenting the changes which took place within the last twenty years at the faculty of political science with respect to the number of students, graduates and applicants for it¹. The article is an excerpt from the wide-ranging research conducted by the authors². The transformations of political science shall be presented in the following order: first of all, we shall scrutinize the conditions under which higher education after 1989 was altered. Secondly, we shall present the growth in the number of political science education centres. Thirdly, we shall demonstrate the data pertaining to the changes with respect to the numerical value of students, graduates and applicants for political science faculty. Finally, we shall juxtapose the data with the information concerning other faculties just to demonstrate the developmental characteristics of political science faculty³.

¹ It is to be mentioned that here we use uniform term “political science” referring to the faculty that, within the period 1989–2009, was given such names as: “political sciences”, “political science and social science” and “political science”.

² The present paper is a part of broader research conducted by the authors within the project *Kim jesteś politologu? Stan i perspektywy rozwoju politologii w Polsce*, grant no N N116367337, financed by the Ministry of Science and Higher Education, operative within 2009–2011.

³ Further considerations are to be preceded with a short remark concerning source data. The information concerning the number of students and graduates are based on yearly issues of the Central Statistical Office *Szkolnictwo wyższe. Dane podstawowe*. Since we often cite the information, we shall name only the title and the year of issue to which the presented data refers to. Furthermore, the information concerning the applicant for political science studies originates from non-published sources given by the Ministry of Science and Higher Education. Moreover, we used the widely available reports issued by the Central Statistical Office as well as the available reference books. See; *Szkolnictwo wyższe: dane podstawowe. 1989*, Warszawa 1990; *Szkolnictwo wyższe: dane podstawowe. 1990*, Warszawa 1991; *Szkolnictwo wyższe: dane podstawowe. 1991*, Warszawa 1992; *Szkolnictwo wyższe: dane podstawowe. 1992*, Warszawa 1993; *Szkolnictwo wyższe: dane podstawowe. 1993*, Warszawa 1994; *Szkolnictwo wyższe: dane podstawowe. 1994*, Warszawa 1995; *Szkolnictwo wyższe: dane podstawowe. 1995*, Warszawa 1996; *Szkolnictwo wyższe: dane podstawowe. 1996*, Warszawa 1997; *Szkolnictwo wyższe: dane podstawowe. 1997*, Warszawa 1998; *Szkolnictwo wyższe: dane podstawowe. 1998*, Warszawa 1999; *Szkolnictwo wyższe: dane podstawowe. 1999*, Warszawa 2000; *Szkolnictwo wyższe: dane podstawowe. 2000*, Warszawa 2001; *Szkolnictwo wyższe: dane podstawowe. 2001*, Warszawa 2002; *Szkolnictwo wyższe: dane podstawowe. 2002*, Warszawa 2003; *Szkolnictwo wyższe: dane podstawowe. 2003*, Warszawa 2004; *Szkolnictwo wyższe: dane podstawowe. 2004*, Warszawa 2005; *Szkolnictwo wyższe: dane podstawowe. 2005*, Warszawa 2006; *Szkolnictwo wyższe: dane podstawowe. 2006*, Warszawa 2007; *Szkolnictwo wyższe: dane podstawowe. 2007*, Warszawa 2008; *Szkolnictwo wyższe: dane podstawowe. 2008*, Warszawa 2009; *Szkolnictwo wyższe: dane podstawowe. 2009*, Warszawa 2010.

THE CONDITIONS OF ALTERATIONS IN HIGHER EDUCATION SECTOR WITHIN IN POLAND AFTER 1989

The reforms initiated during “autumn of nations” in 1989 thoroughly transformed all the spheres of sociopolitical life in Poland as well as the system of higher education. It was readily noticed that the legal situation descended from People’s Republic of Poland is incompatible with modern times. After all, in the light of the regulations enforced by *Ustawa z dnia 15 grudnia 1951r. o szkolnictwie wyższym i o pracownikach nauki*, the system of higher education was designed to be the tool for education “in the spirit of the sacrificial devotion to one’s nation, fighting for peace and socialism”⁴ and that very system was to be in the actual fact void of autonomy. That ideological function of higher education was weakened by the successive legal acts⁵; in 1982, the freedom for arts and science was enforced; yet, no such concession was made to education⁶. Consequently, during People’s Republic of Poland regime, Polish academies – at least formally with respect to education – were dependent on the directives issued by the state authorities. The evaluation of the said period is outside the scope of the present article. What seems certain is the fact that Polish higher education after 1989 faced the necessity of enforcing such regulations that, paying due respect to the rules of autonomy, would allow for attempting reforming processes. Ideologically entangled and nation-centric legal regulations, manifesting themselves in the total domination of national academies at the cost of the non-existence of private academies, (the only exception being The John Paul II Catholic University of Lublin) seemed utterly ineffective in the period of implementing profound political and economic reforms.

There is no need to recount the then processes of transformations. These issues are well described in professional literature⁷. Here, it is adequate to mention that

⁴ *Ustawa z dnia 15 grudnia 1951 r. o szkolnictwie wyższym i o pracownikach nauki*, “Journal of Laws” 1952, no 6, item 38.

⁵ *Ustawa z dnia 5 listopada 1958 r. o szkołach wyższych*, “Journal of Laws” 1958, no 68, item 336; *Ustawa z dnia 20 grudnia 1968 r. o zmianie ustawy szkolnictwie wyższym*, “Journal of Laws” 1968, no 46, item 334.

⁶ *Ustawa z dnia 4 maja 1982 r. o szkolnictwie wyższym*, “Journal of Laws” 1982, no 14, item 113.

⁷ The exhaustive data on the subject is to be found – among others [in:] M. Dąbrowa-Szeffler, J. Jablecka, *Szkolnictwo wyższe w Polsce. Raport dla OECD*, Warszawa 2007; *Diagnoza stanu szkolnictwa wyższego w Polsce*, ([http://www.ey.com/Publication/vwLUAssets/Diagnoza_stanu_szkolnictwa_wy%C5%BCszego_w_Polsce/\\$FILE/Diagnoza_stanu_SW_fin.pdf](http://www.ey.com/Publication/vwLUAssets/Diagnoza_stanu_szkolnictwa_wy%C5%BCszego_w_Polsce/$FILE/Diagnoza_stanu_SW_fin.pdf), July 2010); *Polskie szkolnictwo wyższe. Stan, uwarunkowania i perspektywy*, Warszawa 2009; *Strategia rozwoju szkolnictwa wyższego w Polsce do 2020 roku*, (http://www.ey.com/Publication/vwLUAssets/Strategia_rozwoju_szkolnictwa

the transformations initiated by the *Ustawa z dnia 12 września 1990 r. o szkolnictwie wyższym* oraz *Ustawa z dnia 12 września 1990 r. o tytule naukowym i stopniach naukowych*⁸ quickly changes the system of higher education and science in Poland. These transformations, following Małgorzata Dąbrowa-Szeffler, can be considered in terms of the increase of five tendencies: 1) the increase of higher school autonomy 2) the growing number of students 3) the progressive commercialization of higher studies 4) changes with respect to the structure of higher education system 5) the predicament concerning the optimization of quantitative development and the potential decrease in the quality of education⁹.

With respect to the condition of Polish academies, the changes relating to the growing number of students – that being the result of the increasing educational aspirations of students in the nineties – appears to be of utmost importance. These very alterations in the numerical value of students were the driving force of the transformations of higher education in last twenty years. It is enough to mention that the number of students within 1990–2009 grew from 400 000 to nearly 2 million. The number of academies at that very time grew from 112 to 456 (including 325 non-state academies¹⁰); and the value of the net scholarization coefficient within 1990–2009 rose from 9,8% to 40,6%¹¹. It means that within twenty years the percentage of students aged between 19 and 24 grew four times. A more conspicuous illustration of quantitative changes related to higher education in Poland after 1989 is hardly conceivable. Simultaneously, the investments on higher education and science grew much more slowly; the number of research-didactic employees also rose slowly. These processes, among others, resulted in consequences of bilateral nature. On the one hand, the growth of higher education sector allowed for the massive access to itself; on the other hand, one can notice the decrease in

wa_wy%C5%BCszego_w_Polsce_do_roku_2020/\$FILE/SSW2020_strategia.pdf, July 2010); *Strategia rozwoju nauki w Polsce do 2015*, (http://www.bip.nauka.gov.pl/_gAllery/20/48/2048/20070629_Strategia_Rozwoju_Nauki_w_Polsce_do_2015.pdf, July 2010); *Strategia rozwoju szkolnictwa wyższego: 2010–2020. Projekt środowiskowy*, Warszawa 2009; *Założenia do nowelizacji ustawy – Prawo o szkolnictwie wyższym oraz ustawy o stopniach naukowych i tytule naukowym oraz o stopniach i tytule w zakresie sztuki*, http://www.bip.nauka.gov.pl/_gAllery/73/10/7310/20091030_EEE_zalozenia_po_RM.pdf, July 2010.

⁸ *Ustawa z dnia 12 września 1990 r. o szkolnictwie wyższym*, “Journal of Laws” 1990, no 65, item 385; *Ustawa z dnia 12 września 1990 r. o tytule naukowym i stopniach naukowym*, “Journal of Laws” 1990, no 65, item 386.

⁹ M. Dąbrowa-Szeffler, J. Jabłecka, op.cit. s. 22.

¹⁰ *Szkoły wyższe i ich finanse w 2008r.*, Warszawa 2009, p. 27–30.

¹¹ The net scholarization coefficient is a quotient of the number of students aged 19–24 and the whole population aged 19–24; *Szkoły wyższe i ich finanse*, op.cit. p. 28.

the quality of research as well as the decrease of the quality of teaching. These matters are also well described in professional literature¹². The question remains as to how political science curriculum changed within that period and what its present condition is. The answers to these questions constitute the aim of the present paper.

POLITICAL SCIENCE CURRICULUM AFTER 1989 ACADEMIES WITH THE FACULTY OF POLITICAL SCIENCE

Until 1989/1990 political science was taught in 8 public academies (financed by the government budget) – The University of Warsaw, The Jagiellonian University in Krakow, Adam Mickiewicz University, The University of Wrocław, Maria Curie-Skłodowska University in Lublin, The University of Silesia in Katowice, the University of Gdansk, the University of Szczecin. At the beginning of the nineties, due to the changes in the nomenclature (in 1991, one substituted political and social science for “political science”), political science course/curriculum was recorded by Central Statistical Office in 6 further academies, that is in the higher schools of pedagogy in Bydgoszcz, Kielce, Krakow, Olsztyn, Opole and Rzeszow. In the nineties of XX century and in the first decade of XXI century, the number of state academies being authorized to teach political science keeps on increasing until the number of 29 in the academic year 2009/2010. The list is comprised of 18 universities, 2 academies, a technical college, and 8 state higher vocational schools¹³.

¹² See footnote 7 and – among others – S. Amsterdamski, *Dwa lata później: uwagi o reformach w szkolnictwie wyższym i nauce*, “Nauka i Szkolnictwo Wyższe” 1993, no 2; J. Brzeziński, *Erozja norm akademickich. Próba diagnozy* [in:] *Uczeni i uczelnie w III Rzeczpospolitej. Nowe wyzwania i zagrożenia*, B. Gruszka (ed.), Warszawa 2002; M. Dąbrowa-Szeffler, *Kadry dla nauki w Polsce. Stan i perspektywy rozwoju*, Warszawa 2001; M. Handke, *Szkolnictwo wyższe w III Rzeczpospolitej – problemy szybkiego rozwoju*, “Nauka” 2000, no 4; *Jakość kształcenia w szkołach wyższych*, T. Szulc (ed.), Wrocław 2007; *Jakość w szkolnictwie wyższym. Przykład Polski*, E. Wnuk-Lipińska, M. Wójcicka (ed.), Warszawa 1995; K. Równy, *Konieczność poprawy jakości prywatnego szkolnictwa wyższego w Polsce*, “Nauka” 2008, no 4; M. Wójcicka, *Studia stacjonarne i niestacjonarne – aspekty ilościowe oraz jakościowe*, “Nauka i Szkolnictwo Wyższe” 1997, no 1(9); A. Wyczański, *Nauka w Polsce 2002/2003. Stan i kierunki reformy*, “Nauka” 2003, no 2; J. Zalewski, *Jaka siejba taki zbiór*, “Sprawy Nauki” 1998, no 4; M. Ziółkowski, *O pewnych konsekwencjach częściowego i niekonsekwentnego utowarowienia polskiego szkolnictwa wyższego*, “Nauka” 2005, no 2.

¹³ That list is comprised of: (1) The University of Gdansk, (2) The Jan Kochanowski University of Humanities and Sciences in Kielce, (3) Adam Mickiewicz University In Poznan, (4) Jagiellonian University in Krakow, (5) Cardinal Stefan Wyszyński University in Warsaw, (6) Kazimierz Wielki

Making political science widespread manifested itself not only in absolute figures. Whereas, in the early nineties about 12–15% of the schools of such type offered courses relating to political science; in the academic year 2010/2011, the percentage amounted to a bit over 22%.

First non-state academies (financed with private means) that initiated the faculty of political science were in 1993: The Higher School of Pedagogy of the Society of Public Knowledge in Warsaw and now being abolished: The Higher School of Social Service under the name of ks. F. Blachnickiego in Suwalki¹⁴. In successive years, the number of non-state schools that gained the rights to teach political science kept on increasing to reach the number 54 in academic year 2009/2010 (still valid in May, 2010). Furthermore, two of the schools teaching political science in previous years were abolished and in one of them the rights to teach political science were suspended¹⁵. Apart from that, political science is taught in 3 church

University in Bydgoszcz, (7) University of Lodz, (8) Maria Curie-Skłodowska University in Lublin, (9) Nicolaus Copernicus University in Torun, (10) University of Opole, (11) Pedagogical University of Cracow, (12) University of Rzeszow, (13) University of Szczecin, (14) University of Silesia in Katowice, (15) University of Warmia and Mazury in Olsztyn, (16) University of Warsaw, (17) University of Wrocław, (18) University of Zielona Gora, (19) Jan Długosz University in Częstochowa (20) University of Podlasie, (21) Białystok University of Technology, (22) East European State Higher School in Przemyśl, (23) The Angelus Silesius State School of Higher Vocational Education in Walbrzych, (24) The Bronisław Markiewicz State School of Higher Vocational Education, (25) The Stanisław Staszic State School of Higher Vocational Education in Pila, (26) The Szymon Szymonowicz State School of Higher Vocational Education in Zamosc, (27) The Witelon State School of Higher Vocational Education in Legnica, (28) The State School of Higher Professional Education in Konin, (29) The State School of Higher Education in Oswiecim; see <http://www.nauka.gov.pl/szkolnictwo-wyzsze/system-szkolnictwa-wyzszego/uczelnie/uczelnie-publiczne/wykaz-uczeln-publicznych-nadzorowanych-przez-ministra-wlasciwego-ds-szkolnictwa-wyzszego/publiczne-uczelnie-akademickie/>, May 2011; <http://www.nauka.gov.pl/szkolnictwo-wyzsze/system-szkolnictwa-wyzszego/uczelnie/uczelnie-publiczne/wykaz-uczeln-publicznych-nadzorowanych-przez-ministra-wlasciwego-ds-szkolnictwa-wyzszego/panstwowe-wyzsze-szkoly-zawodowe/>, May 2011.

¹⁴ A. Kryński, *Niepaństwowe szkolnictwo wyższe w Polsce w latach 1990–2000*, Częstochowa 2002, p. 363 and then, on the basis of the Ministry of National Education, Departament Nauki i Szkolnictwa Wyższego, *Wykaz uczeni niepaństwowych wpisanych do rejestru Ministra Edukacji Narodowej, które zostały utworzone na podstawie ustawy z dnia 12 września 1990 r. o szkolnictwie wyższym* (valid on 4.04.2000), [typescript].

¹⁵ That list is comprised of: (1) Higher School of Banking and Finance in Bielsko-Biala; (2) The University of Finance and Management in Białystok; (3) The University of Economics and Humanities in Bielsko-Biala; (4) University of Economics and Administration in Bytom; (5) Higher School of International Relations and Social Communications in Chelm; (6) Higher School of Strategic Planning in Dabrowa Gornicza [suspending the entitlement to teach at the faculty of political]; (7) The Elblag University of Humanities and Economy; (8) Ateneum-University in Gdansk; (9) The Gdansk Higher School of Humanities; (10) Academy of Law and Diplomacy in Gdynia; (11) College of Social

academies¹⁶. What it implies is that, at present, overall 86 higher schools are entitled to teach political science, which amounts to 19% of all higher schools. Political science faculty occurs relatively more often in state academies (about 22%) and, as mentioned before, less frequently in non-state academies (about 17%).

Communications in Gdynia; (12) Higher School of Grudziadz; (13) Higher School of Banking and Finance in Katowice; (14) School of Economics and Law in Kielce; (15) The University of Arts and Sciences in Kielce; (16) Andrzej Frycz Modrzewski Krakow University; (17) Powislanski Higher College in Kwidzyn; (18) The King Stanislaw Leszczynski Higher School of Humanities in Leszno; (19) The Higher School of Humanities under the name of Alojzy Szubartowski in Lublin [now being abolished]; (20) The College of Enterprise and Administration in Lublin; (21) Academy of Humanities and Economics in Lodz ; (22) Cosinus Higher School in Lodz; (23) The College of Business and Government in Lukow (24) Higher School of Business National-Louis University in Nowy Sacz; (25) Olsztyn Higher School; (26) Academy of Management and Administration in Opole; (27) University of Business and Enterprise in Ostrowiec Swietokrzyski; (28) Pawel Wlodkowic University College in Plock; (29) The Poznan School of Banking; (30) School of Humanities and Journalism in Poznan; (31) School of Management and Banking in Poznan; (32) Pulawy Higher School; (33) The Pultusk Academy of Humanities; (34) Radom Higher School; (35) University of Information Technology and Management in Rzeszow; (37) Pomeranian Higher School of Social and Territorial Politics in Starogard Gdanski; (38) The University College of Tourism and Ecology in Sucha Beskidzka; (39) The Higher School of Social Service under the name of ks. F. Blachnicki in Suwalki [now being abolished – relinquishing the right to run first-degree studies at the faculty of political science]; (40) Collegium Balticum in Szczecin; (41) The School of Higher Education in Humanities in Szczecin; (42) College of Social and Media Studies in Torun; (43) Almamer University of Economics in Warsaw; (44) Collegium Civitas in Warsaw, (45) Collegium Varsoviense; (46) The Bogdan Janski Academy in Warsaw; (47) Warsaw School of Social Sciences and Humanities; (48) Melchior Wankowicz Warsaw School of Journalism (49) University of Finance and Management in Warsaw ; (50) Giedroyc College of Communications and Media in Warsaw; (51) Higher School of Communications, Political Science and International Relations in Warsaw; (52) Warsaw Management Academy; (53) The Higher School of Pedagogy of the Society of Public Knowledge in Warsaw; (54) Academy of International Relations and American Studies in Warsaw; (55) The Wroclaw College of Humanities; (56) College of Management Education in Wroclaw; (57) Wroclaw College of Management and Finance; see. <http://www.nauka.gov.pl/szkolnictwo-wyzsze/system-szkolnictwa-wyzszego/uczelnie/uczelnie-niepubliczne/wykaz-uczelnie-niepublicznych/>, May 2011.

¹⁶ The list comprises: 1) The John Paul II Catholic University of Lublin and 2) Jesuit University of Philosophy and Education; 3) The Pontifical Faculty of Theology in Warsaw section: St. Andrzej Bobola (Bobolanum); see <http://www.nauka.gov.pl/szkolnictwo-wyzsze/system-szkolnictwa-wyzszego/uczelnie/uczelnie-koscielne/>, May 2011.

POLITICAL SCIENCE STUDENTS WITHIN 1989–2009

At the turn of the nineties of XX century, political science was a faculty of moderate capacity, that is it embraced 0,95% of students in Poland. In academic year 1989/1990, there were 3486 students of political science and within a few successive years their number did not grow too rapidly. It goes without saying that the first relevant change was noted in the academic year 1992/1993, when the Central Statistical Office registered the faculty “political and social science”, which was also taught in 6 higher schools of pedagogy, which was mentioned above. The first half of the nineties brought about the gradual growth in the number of students which accelerated rapidly in the second half of the decade. Within 1990–94, the average annual increase in the number of political science students amounted to about 14%; and within 1995–99–30%. Over the next years, the growth slowed down, reaching the value of 6% annually within 2000–2004; while within 2005–2009, the population of political science students started to shrink (by on average 6,5 % annually). As a result, within 1990–2009, the number of students of political science rapidly changed, starting with 4000 at the beginning of the nineties and through over 55 000 in the academic year 2004/2005 and it finally dropped to the number of about 39 000 in the academic year 2009/2010. Pain-staking details are shown in the table 1 and diagram 1.

Table 1. Students of political science categorized in terms of a type of academy and the mode of study within 1989–2009

Year	Overall number of students		In state academies		In non-state academies	
	Overall	Intramural studies included	Overall	Intramural studies included	Overall	Intramural studies included
1989 a	3486	2445	3486	2445	0	0
1990 a	3998	2758	3998	2758	0	0
1991 a	4136	2870	4136	2870	0	0
1992 a	7825	4884	7825	4884	0	0
1993 a	8713	5132	8713	5132	0	0
1994 a	11056	5785	10524	5742	532	43
1995 a	13839	6786	13018	6622	821	164
1996 a	18478	8336	16108	7530	2370	806
1997 a	25458	10663	19424	8607	6034	2056
1998 a	32728	12298	21556	9565	11172	2733
1999 a	41122	14031	24191	10371	16931	3660
2000 b	47842	15007	27252	11007	20590	4000
2001 b	50796	15497	29986	11425	20810	4072

Year	Overall number of students		In state academies		In non-state academies	
	Overall	Intramural studies included	Overall	Intramural studies included	Overall	Intramural studies included
2002 b	52743	16792	31992	12062	20751	4730
2003 b	54211	17868	34344	13041	19867	4827
2004 b	55674	18724	35834	13833	19840	4891
2005 b	53871	18909	35292	14264	18579	4645
2006 c	54995	20689	36218	16010	18777	4679
2007 c	50325	19579	33165	15751	17160	3828
2008 c	44270	17946	28836	14799	15434	3147
2009 c	38680	16658	25181	14139	13499	2519

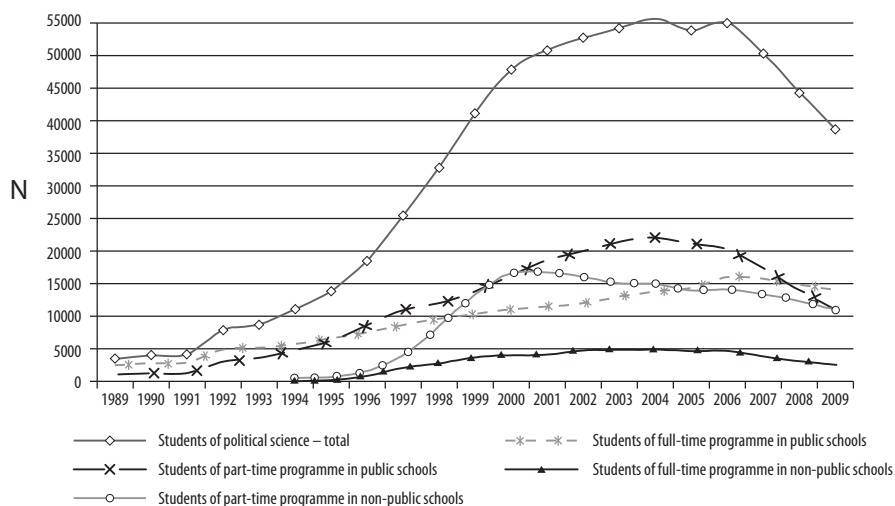
a – students and graduates categorized in terms of groups of schools, modes of study and faculties (without graduates of complementary studies and without foreigners)

b – overall number of students and graduates (without foreigners) categorized in terms of the groups of academies, faculties (areas of expertise) and the modes of study

c – overall number of students and graduates (including foreigners) categorized in terms of the groups of academies, faculties (areas of expertise) and the modes of study

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2009]; own work.

**Graph 1. Students of political science in public and non-public schools
By mode of studies in 1989–2009**



For the period 1989–2006, data concerning students of intramural and non-intramural studies without foreigners, for the period 2007–2009 data concerning students of intramural and non-intramural studies with foreigners

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2009]; own work

It is difficult to resist the impression that the dynamic growth in the number of students of political science occurred mainly due to the development of non-intramural fee-paying studies. Already in the academic year 1994/1995, there were more non-intramural students at the faculty of political science than intramural students (non-fee paying) at the same faculty – that situation persists throughout the analyzed period. It pertains to both state – and non-state academies; yet, the previous remark seems more relevant to the latter academies. It is enough to mention that in the record academic year 2002/2003, nearly 62% of the students of political science in state academies got their education in the mode of non-intramural studies; in the last 2 years of the analyzed period, the percentage of non-intramural students dropped below 50%. In case of non-state academies, with respect to the record academic year 1994/1995, the percentage of non-intramural students amounted to 92%. It has never dropped below 65%, remaining at the level of 77% within the period 1994–2009 (with the average of 50% for state academies). It allows for claiming that this mode of study was (and still is) particularly popular in non-state academies with the simultaneous greater emphasis put on education in intramural studies in state academies.

The sudden growth in the number of students of political science begins in the first half of the nineties and it continues unceasingly until the academic year 2004/2005. After one-year decline, it was growing again; yet, it started to rapidly decrease in the academic year 2006/2007. It seems that within the period 2000–2006, there was a relatively stable number of students of political science with the first symptoms of a decrease emerging. Not only the slower pace of growing number of students in relation to one within the period 1995–1999 – which was already mentioned – but also the fact that until the academic year 2001/2002, the number of students start to shrink in non-state academies – both of them convinces of the validity of the above conclusion. The shrinking numbers of students in non-state academies was perhaps caused by the decrease in the number of non-intramural studies. Therefore, one can attempt the conclusion that whereas the end of the nineties was the time of dynamic growth in the number of students of political science in non-state academies; the first years of XXI century were the time of development of state academies with respect to a number of students. Most likely, that is connected with the fact that it was the turn of XXI century when the process of spreading political science faculty in state academies started. On the one hand, *Ustawa z dnia 26 czerwca 1997 r. o Wyższych Szkołach Zawodowych*¹⁷ enabled

¹⁷ *Ustawa z dnia 26 czerwca 1997 r. o Wyższych Szkołach Zawodowych*, “Journal of Laws” 1997, no 96, item 590.

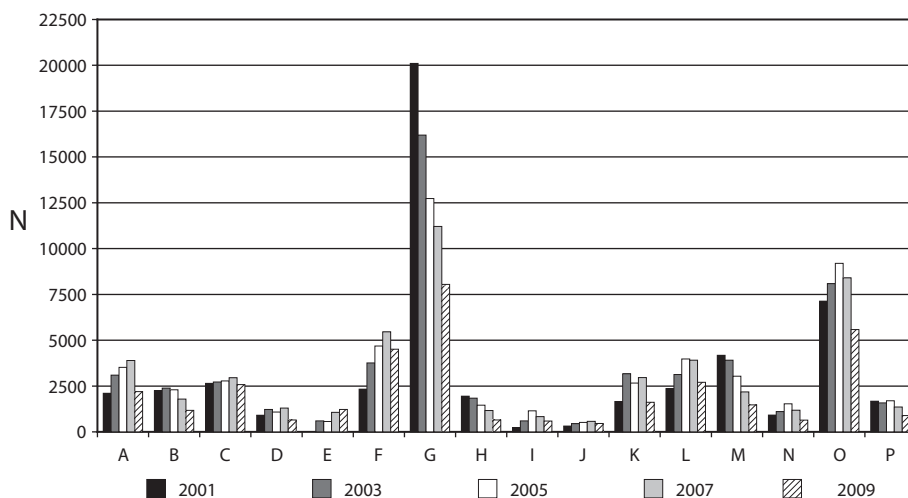
to found a series of new schools which taught political science; on the other hand, the faculty was initiated at already existing schools. The greater spectrum of offers provided by state academies most likely exerted some influence on education market. One can venture the hypothesis that the decreases of number of students of political science in non-state academies were most likely caused by the rising competition on the side of state academies.

In the light of the above data, one can claim that the increase of the number of students in the period 2001–2006 of political science was mainly connected with the increases of the number of students in state academies as such, and from the academic year 2005/2006 onwards – connected with the increase of the number of students in intramural studies in state academies. The decrease in the numerical value of students of political science began from the studies being the most market-sensitive, that is from fee-paying non-state studies. One can draw a tentative conclusion that at the turn of XXI century, political science faculty has enjoyed lesser and lesser popularity, which was of utmost importance at the end of the analyzed period. We shall return to these issues in the forthcoming parts of the present paper.

It is worthwhile to take a closer look at the distribution of the population of political scientists categorized in terms of particular regions. Unfortunately, that analysis is limited to the period 2001–2009 because there is no detailed data published relating to the preceding period of time. The details concerning voivodeships are presented in the graph 2, in which, for the sake of clarity, even years were omitted.

In the academic year 2001/2002, the greatest number of students of political science was observed in the voivodeship of Mazovia, where 20106 student were taught political science, which number amounted to 3/5 of all the students of political science in Poland. It is worth mentioning that every fifth student of political science in the voivodeship of Mazovia studied at the University of Warsaw. The statistics of Central Statistical Office noted even more plentiful groups of students of political science partaking in the course in other academies. 5884 students attended the course in Pultusk Academy of Humanities (currently: Academy of Humanities under the name of . A. Gieysztor in Pułtusk). Furthermore, there were 4353 students attending the political science faculty at Melchior Wańkiewicz Warsaw School of Journalism. Then, nearly 4/5 of the students of political science in that voivodeship got their education in non-state academies. Consequently, bearing in mind the process of political science faculty shrinking in non-state academies, in a few successive years, the number of students of

Graph 2. Students of political science in Poland by voivodeship in 2001–2009



(A) The Voivodeship of Lower Silesia; (B) The Voivodeship of Cuiavia&Pomerania; (c) The Voivodeship of Lublin; (D) The Voivodeship of Lubusz; (E) ; The Voivodeship of Lodz (F) The Voivodeship of Lesser Poland; (G) The Voivodeship of Mazovia; (H) The Voivodeship of Opole; (I) The Voivodeship of Sub-Carpathia; (J) The Voivodeship of Podlassia; (K) The Voivodeship of Pomerania (L) The Voivodeship of Silesia; (M) The Voivodeship of Kielce; (N) The Voivodeship of Varmia and Masuria (O) The Voivodeship of Greater Poland; (P) The Voivodeship of Western Pomerania.

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2008]; own work

political science began to decrease until it reached 8375 (including 2229 in the University of Warsaw) in the academic year 2009/2010.

Contrary to the voivodeship of Mazovia, one could observe exclusively the increases in the number of students of political science in the remaining voivodeships at the beginning of XXI century, though it was not an exceptional process. It can be said that within the period 2001–09, we can witness certain decentralization of teaching political science, which means the gradual decrease of importance (obviously, with regard to a number of students exclusively) of teaching centres in the voivodeship of Mazovia (mainly in Warsaw), while the increase in other voivodeships is noticeable. The sudden decrease of the number of students of political science in the voivodeship of Mazovia was somehow tempered by the growth in the number of students of political science in other voivodeships –

mainly: the voivodeship of Lower Silesia, of Lesser Poland, of Pomerania, of Silesia and of Greater Poland.

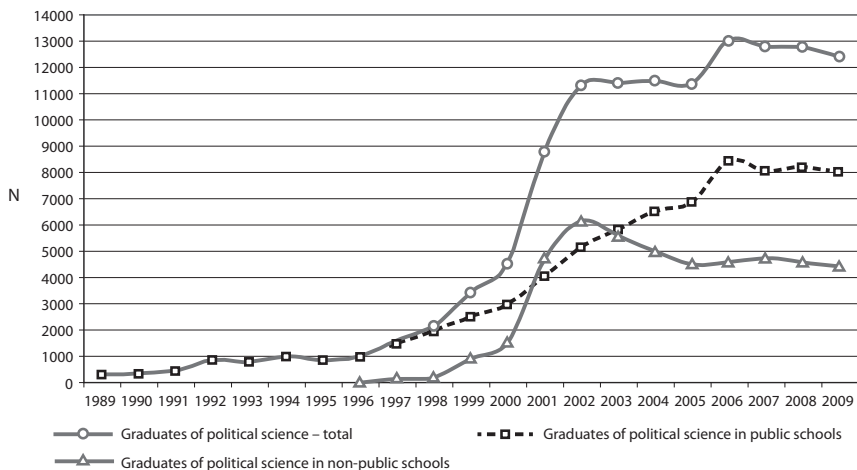
To summarize, it is to be pointed out that any changes pertaining to the number of students of political science within the period of twenty years proved significant. On the one hand, a very quick growth in the late nineties; on the other hand, a sudden decrease of the number of students in recent years. In the light of the data, it seems likely that the faculty of political science became a victim of its own success. The demand on education at the end of the nineties manifesting itself with the growing number of academies offering political science courses as well as with the growing number of students – collapsed most probably in recent years, the first symptom of which was the outpour of students from non-intramural non-state academies and the decrease in the number of students in the voivodeship of Mazovia. The latter symptom presaged the future processes on the national level. The answer to the question if that belief is valid requires the juxtaposition of data concerning political science and other faculties. We shall return to these issues in the latter part of the present paper. Now, it is high time to consider the changes related to the groups of graduates and the applicants for political science faculties.

THE GRADUATES OF POLITICAL SCIENCE WITHIN THE PERIOD 1989–2009

Similarly to the case of students, the numerical value pertaining to the group of graduates of political science has undergone a sudden change within the span of last twenty years. In the academic year 1989/90, 301 students graduated from political science faculty and from that moment the number of graduates kept on growing, reaching the level of 13043 persons in the academic year 2006/2007 and the number of 12444 in the academic year 2009/2010. Within the period 1989–2009, a bit more than 120 000 students graduated from political science faculty, which amounts to 2,6% of the whole number of graduates in Poland¹⁸. Graph 3 presents the detailed data

¹⁸ Let us add that in the academic year 1989/1990 the graduates of political science amounted to 0,6% of the whole number of graduates; in the academic year 2006/2007 – to 3,3% of the whole number of graduates and in the academic year 2009/2010 to 2,8% of the whole population of graduates.

Graph 3. Graduates of political science in public and non-public schools in 1989–2009



The data does not include the students of complementary master studies. For the period 1989–2006, data concerns the graduates of intramural and non-intramural studies without foreigners. For the period 2007–2009 data concerns the graduates of intramural and non-intramural studies with foreigners.

For the period 1989–2006 data concerns the graduates of intramural and non-intramural studies without foreigners. For the period 2007–2009, 2009 data concerns the graduates of intramural and non-intramural studies with foreigners.

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2009]; own work.

It is worth paying attention to the fact that whereas the number of students of political science in non-state academies was never higher than the number of students in state academies (see table 1); in the period 2001–2002 more students graduated from non-state academies. We cannot provide a sufficient explanation; yet, it can be connected with the fact that state academies in that period provided the education (and they still do) mainly at the bachelor's level, which limits the span of education to three years in comparison to 5-year span of master's level studies, the latter of which being the commonest mode of study in state academies. Consequently, the greater number of graduates from non-state academies within the period 2001/2002 can be a result of the explosion of student recruitment dating back to the end of the nineties, which had the tangible repercussions two years later, which was in accordance with the mode of bachelor's studies. Other relations

such as the proportion of non-intramural students to intramural ones in both state – and non-state academies remain quite similar to the case of the numerical value of students. They shall not be subject to any detailed scrutiny.

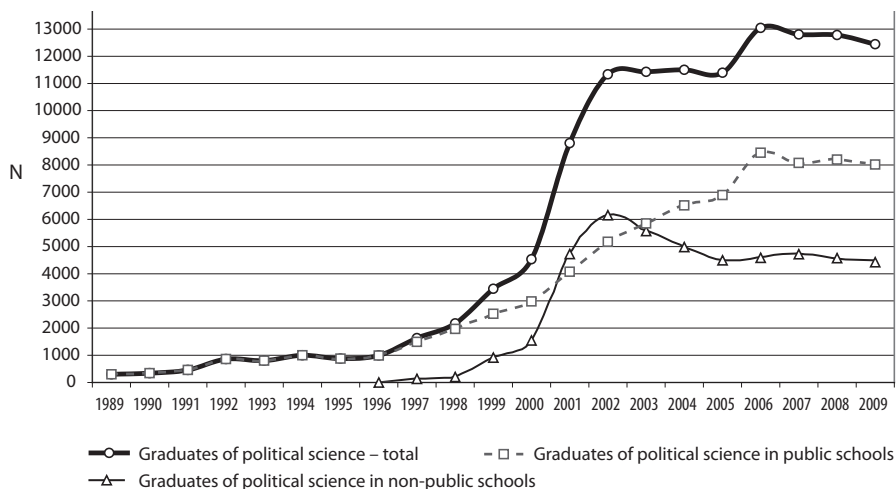
THE APPLICANTS FOR POLITICAL SCIENCE STUDIES WITHIN THE PERIOD 2001–2009

The information concerning the applicants (or more precisely: the number of registrations throughout the recruitment process, which is after all not equivalent to the number of applicants for a given faculty) encompasses the limited period 2001–2009, that is the span when the number of students of political science slightly grew at the beginning from 50 000 to 55 000 to be followed by the decrease to the level of 39 000. Consequently, one is unable to illustrate the dynamic growth in the number of students of political science at the end of the nineties of XX centuries on the basis of the above-mentioned figures. Nonetheless, one can conclude as to whether the decreases in recent years are independent of a number of applicants.

The interest in political science course manifesting itself in the students sending in applications seems to correspond with the described processes related to the number of students. Within the period 2001–05, there was a steady growth in the number of applicants up to the level of 29839 applicants, which is followed by the decrease to 15347 in the academic year 2009/2010. The processes of the decrease of the number of applicants apply first to non-state academies (from 2004/2005 onwards), which would corroborate the remarks concerning the early collapse of the growing trend for non-intramural political science rather than for intramural political science. One cannot help but notice the decreasing interest in political science in recent years. Whereas in 2006/2007, there were nearly 29 000 applicants for intramural studies; in 2009/2010, the number barely exceeded 15 000. The details are presented in the graph 4 and table 2.

There is no wonder that the decrease of the number of applicants had some bearing on the number of students. It can be observed both on the level of the whole student community and on the level of the students admitted to the first year, which number within the period 2006–09 decreased by nearly 2/5 (from about 12 000 to about 7000). Particularly non-intramural studies are burdened with such decreases. The said decreases are relatively lesser for intramural studies. Nevertheless, even in the case of the latter, the decreases are quite conspicuous.

Graph 4. Graduates of political science in public and non-public schools in 1989–2009



Source: unpublished data by MNiSW. (the Ministry of Science and Higher Education)

Table 2. Applicant for political science faculty and the first-year students within the period 2001–2009

	Overall			Inramural studies			Non-inramural studies		
	A	B	C	A	B	C	A	B	C
2001	24141	12303	1,96	14598	3797	3,84	9543	8506	1,12
2002	26589	13113	2,03	17676	4609	3,84	8913	8504	1,05
2003	28731	12849	2,24	18853	4337	4,35	9878	8512	1,16
2004	29252	13562	2,16	19630	4629	4,24	9622	8933	1,08
2005	29839	12577	2,37	20787	4539	4,58	9052	8038	1,13
2006	28703	12276	2,34	20797	5170	4,02	7906	7106	1,11
2007	23753	10419	2,28	16143	4539	3,56	7610	5880	1,29
2008	16580	8647	1,92	11340	4149	2,73	5240	4498	1,16
2009	15347	7271	2,11	11456	4157	2,76	3891	3114	1,25

Where: A – applicants for studies; B – first-year students; C – number of applicants for a free place, defined as quotient of applicants (registrations) and those admitted to studies.

For the period 2001–2006, data concerns the intramural and non-intramural students without foreigners; for the period 2007–2009 data concerns the intramural and non-intramural students with foreigners;

Source: *Szkołnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [2001–2009]; unpublished data by MNiSW. (the Ministry of Science and Higher Education) own work.

The rapid decrease of the number of applicants for a free position (defined as a quotient of the number of applicants to the number of the admitted) is equally stunning. It is the result of the decrease of the number of applicant for intramural studies. That phenomenon seems to constitute another premise endorsing the belief that there is lesser interest in political science faculties in recent years.

It is worth paying attention to the disparity between the decreasing number of students of political science and the decreasing number of students admitted to the first year. Within the period 2006–2009, the number of students of political science dropped from 55 000 to 39 000. Throughout that period, the number of students admitted to the first year decreased by about 5 000. Bearing in mind even the outpour of graduates of the first half of the first decade of XXI century, it is worthwhile to take another phenomenon into consideration just to speculate about the causes of such a drastic decrease of the number of students of political science. It is all about the increased outpour of students completing their first-year. In the light of the available data, one can affirm that such a process may have taken place in the period 2006–2009. Whereas in the period 2006–2007, there was the number of 2-year students that amounted to 96% of the students who were admitted to the first year in the academic year 2005/2006; within the period 2007–2008, that percentage was 78% and in the period 2009–2010–85%. It may mean that the population of the students of political science is shrinking not only because the lesser interests of applicants and the outpour of graduates but also because of the greater outpour of the students having completed the first year. We are unable to point to proper explanations but two possibilities seem viable. Firstly, to put things succinctly and plainly – relatively greater number of students fail their exams and are not promoted; secondly, the outpour of students can be connected with the frequent resignation from the studies, which is the result of the fact that students often attend two faculties. These issues cannot be resolved here. It would have to take further analysis.

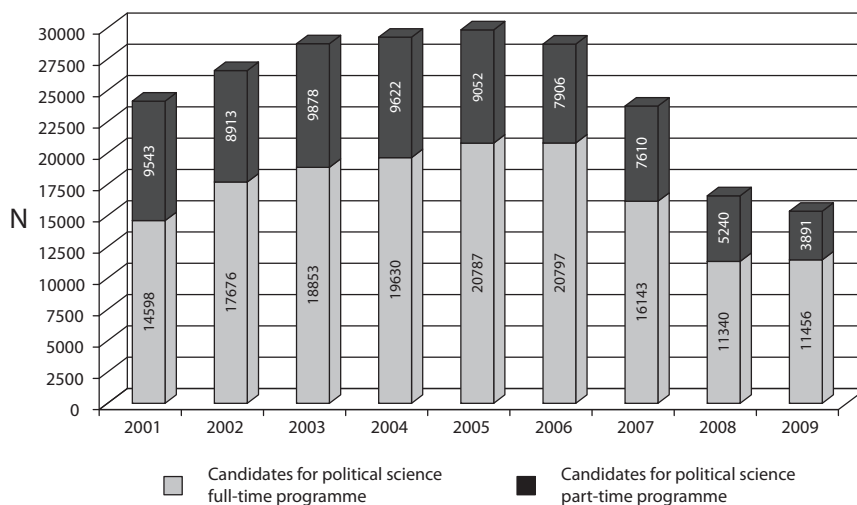
THE STUDENTS OF POLITICAL SCIENCE IN RELATION TO OTHER FACULTIES

The above considerations should be complemented with one more remark. After all it seems that the analyzed decreases of the number of students, graduates and applicants for political science faculty does not have to be unprecedented. Perhaps the very decreases are somehow deducible from the larger problems harassing all

the higher education. It is worth paying attention to that issue in the last part of the present paper

Let us start by examining to what extent (and if at all) the decreases concerning the number of students of political science are the results of the changes pertaining to the number of students in Poland. Comparing the data relating to both groups does not leave a shadow of a doubt that the situation of political science faculty does not reflect the characteristic processes on the national level. In the period 2006–2009, that is when the political science faculties reached the level of 55 000 students, which was followed by a quick decrease in number, the number of all students in Poland was maintained at the level of about 1 900 000 (see graph 5). Furthermore, as mentioned before, beginning with the academic year 2002/2003, we can witness the steady decrease of the number of students of political science in non-state academies, whereas the attendance of students in non-state academies grew from 530 000 to 630 000 on the national level. In that context, it is difficult to deny that political science faculties are currently in crisis (in terms of the number of their students).

Graph 5. Candidates for political science in 2001–2009



For the period 1989–2006 data concerns both intramural and non-intramural students without foreigners; for the period 2007–2009 data concerns both intramural and non-intramural students with foreigners

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2009]; own work

The same applied to the graduates whose number grew from 390 000 to 440 000 in the period 2004–2009. In case of the applicants for political science faculties, we do not have any comparative data at our disposal for the analyzed period; however, within the period 2007–2009, that is when the number of the applicants for political science faculties dropped from 24 000 to 15 000, the number of applicants on the national level amounted to, respectively, 565 000 in 2007/08, about 590 000 in 2008/09 and about 575 000 in 2009/10¹⁹. Therefore, one cannot observe any relevant downward trend analogous to the trend relating to the number of the applicant for political science faculties. Nevertheless, the data is too scarce to draw definite conclusions. Consequently, one can claim that the belief that political science faculties were exceptionally harassed with decreases in numbers of students, graduates and applicants is getting more and more likely.

Maybe such a situation applies not only to political science but to the whole group of social science faculties, under which (according to International Standard Classification of Education from 1997) political science is subsumed²⁰. The period 2006–2008, which is of interest to us, shows that the status of political science is peculiar. In the academic year 2006/07, 14,5% of the whole number of students in Poland got their education at social science faculties, which number amounted to about 280 000 persons. One year later, it was 13,9% (respectively about 270 000 persons), but in the academic year 2008/09 there was about 13,5% of the whole number of students in Poland that studied at social science faculties (260 000 persons)²¹. Thus, over the period of 3 years, there was a decrease by nearly 20 000 persons while the decreases related to political science amount to half of that number. In other words, the decreasing number of students of political science amounting to

¹⁹ *Informacja o wynikach rekrutacji studia w roku akademickim 2007/2008 w uczelniach publicznych i niepublicznych nadzorowanych przez Ministra Nauki i Szkolnictwa Wyższego; Informacja o wynikach rekrutacji studia na rok akademicki 2008/2009 w uczelniach nadzorowanych przez Ministra Nauki i Szkolnictwa Wyższego oraz uczelniach niepublicznych; Informacja o wynikach rekrutacji studia na rok akademicki 2009/2010 w uczelniach nadzorowanych przez Ministra Nauki i Szkolnictwa Wyższego oraz uczelniach niepublicznych.* All the data is available at the internet site: <http://www.nauka.gov.pl/szkolnictwo-wyzsze/dane-statystyczne-o-szkolnictwie-wyzszym/>, accessed 25.06.2010.

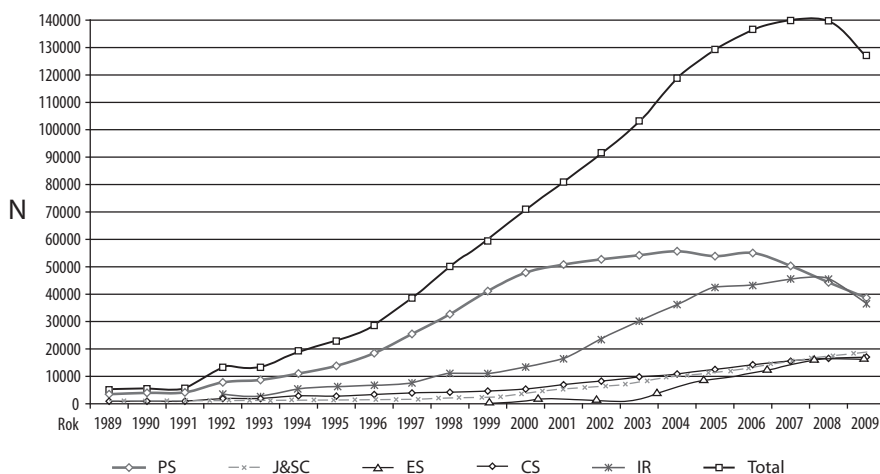
²⁰ The following are subsumed under social sciences: economy, ethnology, political science, psychology, sociology, cultural studies, family studies, European studies, spatial development, oriental studies (in the University of Warsaw); *International Standard Classification for Education – Międzynarodowe Standardy dla Tworzenia Klasyfikacji Kształcenia i Edukacji*, opracowane i przyjęte w ramach UNESCO; http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC, accessed 20.07.2010; *Szkoły wyższe i ich finanse w 2008r.*, Warszawa 2009, pp. 350–351.

²¹ *Szkoły wyższe i ich finanse w 2007 r.*, Warszawa 2008, p. 28; *Szkoły wyższe i ich finanse w 2008 r.*, Warszawa 2009, p. 27.

,respectively, (considering each successive year – 2006 inclusive) – 20%, 19% and 16% of the whole number of students attending social science faculties is a certain accelerator of decreases of the whole population of social science students. Consequently, the decreasing number of students political science seems independent of the processes relating to the overall number of students and is the major driving force of decreases of the number of students attending social science faculties.

At that point, it appear proper to ask one more question. Perhaps, the lesser interest in political science, illustrated above, stems from the intense development of other faculties which can be recognized as faculties somehow akin to the political science faculty, that is a set of faculties with similar subject matter and also borrowing from the thought of political science. Four faculties are thereby meant: a) journalism and social communication, b) European studies, c) cultural studies, d) international relations. The data gathered relating to these four faculties and to the political science faculty demonstrate that the number of students belonging to that group steadily increases until the academic year 2008/2009 (see graph 6) with

Graph 6. Students of political science, journalism and social communication, European studies, cultural studies and international relations in 1989–2009



PS – Political science, J&SC – Journalism and social communication, ES – European studies, CS – Cultural studies, IR – International relations, Total – total number of students of PS, J&SC, ES, CS, IR. For the period 1989–2006 data concerns intramural and non-intramural students without foreigners; for the period 2007–2009 data concerns intramural and non-intramural students with foreigners

Source: *Szkolnictwo wyższe. Dane podstawowe*, Główny Urząd Statystyczny, Warszawa [1990–2009]; own work.

the simultaneous decrease in number of students of political science. In 2009/2010, the number of students decreased by almost 10 000 persons; yet, in the present year, the data issued by the Central Statistical Office shows that nearly 12 000 new students were enrolled to the faculties akin to political science – homeland security and internal security. It may give rise to the conclusion that “shrinking” of political science in terms of the number of its students is related to the rapid growth of the faculties akin to it and the emergence of certain competition between the faculties subsumed under the umbrella term of broadly understood “political science”.

SUMMARY

Political science belong to the faculties that rapidly gained popularity (in terms of the number of students attending them) after 1989. The rapid growth of the number of students at the end of the nineties and the growth of the teaching centres at the beginning of XXI century made the political science one of the most frequented faculty in Poland. The very political science course was taught in every fifth academy. Thus, in quantitative sense, political science was only behind such giants as marketing, economy and administration. Nonetheless, that dynamic growth in the number of students has recently been inhibited and then even reversed. Let us recall once again the fact that, in the period of barely three years: 2006–2009, the population of the students of political science shrank by 16 000 persons, that is from 55 000 to 39 000 persons. That decrease is noticeable for each mode of study in both state – and non-state academies. Furthermore, the number of applicants is also decreasing.

It is difficult to detect the definite causes of that state of affairs. We only managed to weaken the belief that it might be the result of the broader trend connected with the decrease of the number students in whole Poland at the social science faculties and at the faculties akin to them, which encompass journalism and social communication, European studies, cultural studies and international relations. Political science in relation to afore-mentioned faculties is not in the best shape. The detected decreases do not stem from broader trends – just on the contrary (apart from the group of social science faculties). The overall number of students in Poland virtually does not decrease, being kept at a relatively stable level. In case of the faculties akin to political science, the number of students attending particular faculties increases despite the rapid decreases burdening political science faculties. In case of social science faculties, we witness some decreases but they are traceable

to the poor results at political science faculties. It encourages us to draw the conclusion that the situation of political science in terms of a numerical value of students is exceptional. Other data cited in the present paper (concerning the graduates and applicants for political science faculties) supports that conclusion.

Thus, there must appear some questions and apprehension concerning the future condition of Polish political science as a faculty not only in a quantitative dimension pertaining to the number of graduates, students and applicants. After all, the lesser interest in political science may result in huge predicament in teaching centres devoted to political science. The decreasing number of students may mean the troubles with doing the obligatory teaching load and even in closing down faculties. After all, the latter even took place – especially in smaller non-state academies (see table 3). It is enough to say that in the academic year 2009/10 only 29 non-state academies admitted students into the first year of non-intramural studies. In case of state academies, also just 18 academies admitted student into the first year of non-intramural studies. At the same time, respectively 41 non-state academies and 27 state academies indicate the third-year students. It is difficult to imagine a more conspicuous illustration of the “institutional retreat from supporting political science”.

Problems with enrollment may be reflected in the lower standards that students of political science face, which, in turn may result in lowering attractiveness and prestige of political science faculties. Another potential trouble arising may be the migration of researchers to other disciplines the development of which may be due to the deteriorating conditions in the field of political science. Undoubtedly, political scientists cannot remain indifferent to these issues. Yet, it remains open to dispute what will be the actual results of the analyzed transformations.

Table 3. Political science studies in the academic year 2009/2010 in terms of a type of academy and a mode of study – a number of teaching centres providing academic courses categorized in terms of year group

Year	Intramural studies in state academies	Non-intramural studies in state academies	Intramural studies in state academies	Non-intramural studies in non-state academies
I	28	18	18	29
II	28	24	19	33
III	28	27	23	41
IV	9	9	3	3
V	14	12	3	3
SUM	15	19	7	14

Source: *Szkolnictwo wyższe. Dane podstawowe. 2009*, Główny Urząd Statystyczny, Warszawa 2010; own work.

