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Academic Education: Focused Only on the Labour Market?

Edukacja akademicka – czy tylko dla rynku pracy?

Introduction

An issue that should to be considered salient and particularly valid in the modern times is the relation between the academic education and the labour market. A discussion about this issue is believed to be exceptionally significant, due to the fact that we are currently in the process of implementing a reform of the higher education system. Thus, initially at least three questions are worth asking: to what extent does and to what extent should the academic education constitute a response to the needs of market economy, preparing students for employment at the capricious, unpredictable labour market, not only of the present-day, but also in the future? Should the tertiary-level education prepare primarily professionals of the 21st century or should it focus on fulfilling a “civilisation mission”, mainly implementing the social and cultural tasks? Do the changes introduced in higher education follow the direction of preparing graduates for functioning in the labour market? These are, in the opinion of

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the author of this paper, principal questions which should be asked in reference to academic education and it is necessary to search for answers to them. The author is going to signal these problems in the discussion below.

Preparation for Employment as the Goal of Academic Education

The discussion may be started by quoting a statement of A. Giddens that “the future of the vast majority of people will directly depend on their success in professional life.” (Gidens, 2009, p. 108) In turn, such success depends on the qualifications and professional competence gained during education pursued predominantly in vocational schools of various levels and degrees. Should these schools also include universities, and if so, should all university types be included there? It may be initially assumed that the belief that academic education should prepare graduates for functioning at the labour market in our country, as well as in many other countries, is quite common.

When discussing the issue of students’ preparation for employment, it is necessary to remember that the main source of the present-day civilisation is knowledge. Increase in its significance observed in the recent years results primarily from the fact that a significant quantitative change is happening in the processes of management, because in the resources of modern organisations knowledge has exceeded a certain level and has become the primary resource. This means that the market competitiveness of an organisation and its products are determined by the type, quantity, quality, validity and completeness of knowledge and the capacity of its holders – decision makers – for its efficient application. The capacity of a modern organisation for procuring top-quality knowledge, its internalisation, as well as development, creation, use and trading, significantly affect the company’s positioning on the market. Knowledge is treated as the most strategic resource that a company has at its disposal. Already A. Toffler emphasised that the dominant resource of the third wave, indispensable for the development of man, is knowledge. In his opinion, knowledge is the source of power. On the other hand, P. Drucker draws attention to the fact that it is not work, but knowledge that more and more frequently becomes the source of wealth in the modern times. A transition from the “work community” to the “knowledge community” is taking place. As the above author claims, knowledge is the basic resource in the post-capitalist society, whereas the leading groups in the society of knowledge will

be qualified employees, i.e. educated practitioners, who are capable of using their knowledge for production purposes (see Toffler, 1986; Drucker, 1999).

Numerous publications and documents of international and national organisations indicate the strategic significance of knowledge for the development of a given country.

It is also worth adding that among the requirements set by employers, education is one of the most important, and most frequently, this should be the tertiary level education. This is true both for Poland and for other EU countries (Raport, 2005). Increasingly often, one can hear voices that “investments in intellectual assets are offering much greater benefits today than investments in tangible assets.” It is also claimed quite frequently that the value of a company’s intellectual capital exceeds, even several times, the value of its tangible assets (Probst, Raub, Romhardt, 2002, p. 14). Thus, one has to ask about the role of the academic education in preparing students for work and life in the light of the constantly growing importance of knowledge, where such terms as knowledge-based economy, or the above-mentioned knowledge society, are commonly used. In knowledge-based economy, science and research institutes, along with universities, play a significant role. They are handling the “production” of knowledge and its transmission. If this is the case, it is worth to initiate a discussion on the shape, the mission and the functions and tasks of the academic education. Reiterating the question from the beginning of the paper: to what extent should higher education facilities, including universities, fulfil the role of institutions preparing primarily for employment, or focus on fulfilling the “civilisation mission” that is traditionally ascribed to them?

It is worth wondering whether F. Mayor was not right, when in the well-known report “Future of the World” he postulated a re-definition of the role of the university, which can no longer function in isolation, but has to get rid of a double syndrome of “a factory of diplomas and an ivory tower.” It should become both the promoter of local development and the centre that radiates culture. The university of the 21st century should also “open up to the world of work and take the actual needs of the society into account” (Mayor, 2001, p. 389). Is such understanding of the role of a university in the modern world appropriate and should it be promulgated and developed? Is/ should this be the role of a modern-day university? All these issues are worth considering, especially, as the opinions on them are diverse. Should it be assumed that the Polish higher education is experiencing a peculiar dilemma? On one hand,

universities, especially those having full academic rights, believe that their goal is to perform tasks of social and cultural nature. On the other hand, they treat education only as a market game of supply and demand. It seems that today rejecting any of these points of view is impossible. While fulfilling the social demand for specialists with specific qualifications and competence, universities cannot forget about educating critically thinking persons, independent in their opinions, able to cooperate in a team, able to make decisions, mobile, and open to changes. In the opinion of the author of this paper, education in the area of purely professional knowledge, skills and abilities should not be juxtaposed with fulfilment of social mission by universities and formation of specific values, such as fondness for freedom, beauty, kindness and truth. These are the features and values increasingly often sought in the labour market, which a professional should possess according to the modern understanding of this term. Thus, it is worthwhile to search for a compromise and make attempts at preparing the professionals for employment, without simultaneously forfeiting the traditional mission of universities.

It is possible to initially accept a thesis that in the society of knowledge, the labour market should be one of the significant determinants of operation of the higher education system. Such standpoint has been recently gaining proponents, both among persons deciding about the shape of such education, as well as customers/ students and, also, employers. In consequence of the mass development of higher education which was deprived of its elitist character, together with a continuous growth of employers' demand for employees with higher education, as well as an increase in educational aspirations of growing masses of society, the inclusion of the labour market needs in the academic education is becoming inevitable.

Here, one has to consider whether tailoring of academic education to the labour market expectations should concern all universities? The answer to this question depends, to a significant degree, on the nature of a university. In the case of vocational-type study majors, e.g. technical, medical or teaching, there is – in principle – no doubt that the teaching should be practical and should prepare for practicing of the future profession. The case is slightly different with universities that often emphasise the scientific dimension of education and the fact that these are not vocational schools, whose task would be to prepare the graduates for practising a specific profession. Here, a question emerges whether it is possible to tailor academic education to the expectations of employers? One may have significant doubts in this area. A survey carried out

among employers shown a considerable discrepancy between the employers' expectations towards newly-hired young people and the knowledge and skills gained by them at universities. Greatest shortages refer to three main types of competences:

- analytical thinking skills: 48% of employers expect such competence, 19% of graduates have it;
- problem solving skills: 38% of employers expect such competence, 13% of graduates have it;
- independence: 55% of employers expect it, 23% of graduates have such competence.

However, there is one area where competences acquired at the university exceed the employers' expectations: the area of general knowledge: 26% of employers expect general knowledge, whereas as many as 43% graduates have it. It is significant that the greatest deficiencies concern the competences that students should learn in practice during classes, i.e., analytical thinking and problem solving skills, whereas excess is observed for knowledge, which is often obsolete and not tailored to the needs of the labour market (Fundacja Warszawa). It turns out that insufficient preparation of graduates by higher education facilities for their future professional career is a problem not only in Poland. In a survey conducted by Deloitte in eleven countries (Albania, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, and Slovenia) pertaining to the level of preparation of graduates by universities for their professional responsibilities, Poland scored very low. As many as 50% of graduates participating in the survey assessed their preparation for future work negatively, whereas only 10% assessed it positively. Only Albania and Slovakia recorded a higher percentage of negative assessments of professional preparation than Poland (Mayor, 2001).

Highlighting market requirements as the only or the basic criterion for academic education is dangerous, as there is a significant diversity of directions and rates of the economic development and the labour market is often sending contradictory and makeshift messages about the employers' expectations. (Gerlach, 2004, pp. 49–50). These expectations are changing quickly.

According to A. Giddens, the process of changes is, by its nature, unpredictable, whereas "life in the world of highly-developed modernity is like a speeding juggernaut. This is not only about the continually occurring changes. The core of the problem is that such changes go beyond any expectations of man and escape man's control" (Gidens, 2010, p. 46).

Concomitance of Instrumental and Directional Goals in Academic Education

Changes are happening too quickly and challenges related to them are too sudden for man to be able to get prepared for them only via participation in traditional educational systems, which, on account of their specific nature, are not capable of keeping up with the intensity and the complexity of events occurring around them. Thus, a space for education of a different character is opening up, understood as lifelong education.

Summing up the hitherto discussion, it must be emphasised that mass development of higher education in Poland is a fact. However, study majors often miss the labour market needs, as has been shown above. This happens in spite of the fact that – as Z. Melosik writes – “more and more frequently, the university is not treated as the «oasis of wisdom», but as yet another enterprise, the aim of which is efficient «production» of practical knowledge and graduates.” The “cult of wisdom” typical for the traditional universities, was – according to M. Malewski – substituted by the cult of efficiency. “Universities are losing their elitist nature and become commonplace” (Cit. Krajewska, 2004, p. 74). This is coupled with the obligation of state universities to “make money” and, most frequently, the necessity of tertiary-level non-state schools to be self-sufficient, as well as with abandoning, in many cases, an initial selection of candidates for students, which is combined with a drastic reduction in requirements for the so-called “commercial” students and, in consequence, low quality of teaching. Universities depend on students, and not the other way round. M. Czerepaniak-Walczak calls this increasingly common recruitment criterion the “pulse criterion”, which means that a university accepts everybody who has a pulse (Czerepaniak-Walczak, 2013, p. 35). Thus, preparation for employment via academic education cannot be evaluated as fully satisfactory. This is testified, among others, by the assessments of graduates’ preparation for starting work given by employers (average grade of 3.3 on a five-grade scale) as well by as graduates (average of 3.51 in case of graduates of bachelor’s studies and of 3.7 in the case master’s and doctoral studies). Therefore, it may be said that universities do not educate, in the full meaning of this word, professionals expected by the labour market.

Very dynamic quantitative development of higher education in our country has become a fact, whereas the necessity of taking the labour market needs

into account in academic education seems to be irreversible. Therefore, it must be concluded that the labour market needs will continue to be an important determinant for development of academic education.

One of the aspects to consider is activities that need to be undertaken in order to “salvage”, at least partially, what for centuries has been the core of the university: a search for the truth, freedom of science, and creation of intellectual values. It is possible to pursue such goals, while simultaneously taking the labour market needs into account? It seems so. In the opinion of the author of this paper, L. Kołakowski was right, writing that: “a university deprived of all applied sciences would be greatly impoverished and would possibly lose all social reliability and validity, but a university which would be completely reduced to the set of vocational schools would cease to be a university, it would forfeit this function which has defined it historically and even – as I suggested earlier – biologically” (Kołakowski, 2009, p. 261).

Therefore, instead of discussing the shape, the mission, and functions and tasks of academic education, we should focus on seeking a compromise and making attempts at preparing professionals for employment in the modern labour market without losing the traditional mission of universities.

Therefore, let us go back to the basic question: should the labour market needs be taken into account in tertiary-level education? The author of this paper is convinced that they are an important determinant for the development of higher education. However, one may also agree with the thesis about the inseparable relation between education and scientific studies.

Ministers of education of the EU states drew attention to this issue in the so-called Berlin Communiqué (2003), by saying that:

- “scientific studies condition modern education (they affect the content of teaching);
- participation of students in research work teaches them the ability of independent asking and solving questions, which is conducive to improved “employability”;
- scientific studies stimulate the process of creation of a knowledge-based society;
- studies conducted at the university are the guarantee of its autonomy and academic freedom” (Kwaśniewski, 2003, p. 9).

Attention needs to be drawn to the fact that in many cases universities not only miss the labour market needs, but they do not always fully fulfil their

mission with respect to education and scientific research. The discussion on the shape of the university has been conducted for years. Views on this issue are diverse and often contradictory.

“Economisation of education and professionalisation of the university is still progressing today” (Nowakowska-Siuta, 2018, p. 15).

In these long-term discussions about this issue, attention is drawn to several deficiencies. Some examples are presented below:

1. Many authors (e.g. Z. Melosik) are concerned about the unfavourable conditions for realising academic freedom, or even its far-reaching “erosion.” The majority of members of the academic community believe that “academic freedom is the key to understanding both the core and the functioning of a western university” (Melosik, 2018, p. 161) *Inter alia*, J. Brzeziński lists four basic values determining a university which are related to academic freedom:

- autonomy;
- diversity;
- complementarity of research and teaching;
- truth (see Melosik, 2018, p. 163).

Signatories of the recommendation of the Council of Europe in 2012 decided that “academic freedom and institutional autonomy are the fundamental values of academic education and are conducive to common good of the democratic society.” According to M. Czerepaniak-Walczak, statutory introduction of outcomes threatens the academic freedom, in particular at universities which do not have full academic rights (Czerepaniak-Walczak, 2013, p. 31).

2. In Poland, as well as in other countries, we are dealing with a pressure on making the universities “mass and practical.” This leads to lowering of the level of education; over-production of master’s diplomas and, in consequence, depreciation of their importance; postponing of professional careers (knowledge is to be acquired after studies and not during their course); and growth of passive attitude of students (“I am learning in order to get credits”).

Mass character of education reduces the master – student relation, which dooms the students to textbook knowledge, and results in ignoring of human aspects in the teaching programmes, leading to deficiencies in the area of personal maturity, making the study curricula excessively practical (Nowakowska-Siuta, 2018, pp. 187–188).

3. “A university is distinguished by the fact that it is (or at least we would like it to be) an autonomous institution, free from any political, religious and

economic pressure. [...] It is its full autonomy in research and teaching that was listed in the first place in the famous Great Charter of European Universities, the universal constitution of the European universities” (Brzeziński, 2018, p.19). “A particular source of threats to autonomy in the sphere of university education is the state policy with respect to higher education, and in particular, its mass character, pragmatism and succumbing to current market arguments. In consequence, (a) education of elites, (b) significance of broad bases of knowledge, innovation and creativity and (c) dynamic of professions and work places are disappearing from the field of view of reformers (designers) of academic education” (Czerepaniak-Walczak, 2013, p. 37).

4. The “idea of “Scientific Schools”, related to the pragmatic modes of thinking, continued by successive generations and clearly distinguished from others, is disappearing from academic education. In the humanities and social sciences – in line with the logic of parametrisation – the Grand Works, i.e. monographic studies, usually prepared for several or several dozens of years, which form the apogee of passion and satisfaction with scientific work start to lose their significance” (Melosik, 2017).

5. “The basic value and, at the same time, the overriding purpose /of a university – added by R. G./ – as indicated by Kazimierz Twardowski (1933) in his famous lecture “About the Dignity of University” – “is the search for the truth.” Twardowski claimed categorically: “The core and the nucleus of university work is scientific creativity [...]” (Brzeziński, 2018, p. 20).

6. “Passing the knowledge on to young generations is an important task (and it has been since its very beginning), but if one stopped at that, this would significantly impoverish the mission of a university. A university cannot be reduced to providing young people only with “cold” scientific knowledge. A university should attract attention to the traditional fundamental values which are to be nourished and harmoniously formed: truth, kindness and beauty. “Thus, a university man is not only a “specialist”, but also a sensitive man – sensitive to other values, open to diversity in this sphere, emphatic. Such man is a well-educated man” (Brzeziński, 2018, p. 22).

7. “The most destructive for the university and, in consequence, for the Person, culture, tradition, and identity of our society is breaking away – in the name of incorrectly understood superiority of economic and technological goals over deeply humanistic goals, and dominance of applied sciences over humanities – from the classic vision of a university of Humboldt and

Twardowski, including the latter's vision of unity of its two contexts: the context of scientific studies and the context of teaching. Such false superiority of the practical goal over the cognitive goal related to the formation of the Person leads to the transformation of the university into a vocational school. Marginalised significance of the humanities is also destructive, in particular in the long-term perspective" (Brzeziński, 2018, p. 23).

8. "A university should not only educate students in the instrumental dimension, i.e. equip them with knowledge and skills built on such knowledge. A university should also form the students' personalities, their pro-social stances, sensitivity and tolerance".

J. Brzeziński draws attention to the fact that succumbing to the pressure of business, universities will focus – or rather they are already focusing – on the formation of an instrumental disposition in students, whereas a direction-related disposition will be neglected.

The apotheosis of the corporate order is already taking place: the model of an "academic enterprise" is being promoted (Brzeziński, 2018, pp. 23–24).

9. "The 20th century brought «mass character» of universities which, first, lowered the standard of teaching and, subsequently, increased the pressure on the part of new «customers» who are demanding applied knowledge" (Nowakowska-Siuta, 2018, p. 13).

Many researchers, including Cz. Kupisiewicz, draw attention to the fact that three basic functions attributed to a modern higher education facility, namely: generation, transmission and application of knowledge, are lost for the sake of mass "production of graduates" (Nowakowska-Siuta, 2018, p. 18)

A similar standpoint is also presented by other researchers (e.g. Melosik, M. Trowa, J. Finkelstein), who compare higher education to fast food bars, where "forms of graduate production and quantities of diplomas issued are a manifestation of the "instant culture", similarly to packages of uniform curricula, ready for consumption"(Nowakowska-Siuta, 2018, p. 18).

10. "Traditional university values, as M. Czerepaniak-Walczak claims, are pushed away by the rules of the market game. [...] Education and scientific studies are transforming into a specific type of production. On the other hand, research results have become a commodity, whereas conducting them has been reduced to performance of research services. The so-called educational services are treated in a similar manner: resources, i.e. students, are formed (or rather transformed) into ready-made products (capable of performing

pre-defined professional roles). They are formed similarly to nails, whereas the technical specification of such production (known as competence) derives from the governmental administration and employers. The product quality is confirmed by a diploma, which becomes an autotelic value (Czerepaniak-Walczak, 2013, pp. 11–12).

11. “In line with the content of the “Poland 2030” Report and the “Development Strategy for Higher Education by 2020”, universities are primarily meant to take care of the path of professional development of students, educate them as competitive employees tailored to the labour market needs, provide diversified educational offer and be open to (particularly economic) environment, and be useful for the free-market economy, industry, trade and services, so that the market becomes the overriding principle of organisation.” “The transition from orientation on goals to orientation on effects is the core of the present-day change” (Czerepaniak-Walczak, 2013, p. 30).

12. “The functions of the university are changing: one must agree with the above-quoted M. Czerepaniak-Walczak that it changes from a place of exchange of autonomous scientific thought and basic research into a centre of impact on the economic sphere and a factor of economic development; the traditional place of education of elites is transforming into a place of mass education. The access to higher studies has increased and has been made simple” (Czerepaniak-Walczak, 2013, p. 34).

“The criterion of recruitment (or, more adequately, soliciting) of students which the above-quoted author calls the criterion of pulse (the university accepts everybody who has a pulse) is going to become even more commonplace. This means that it is not the candidate for a student who makes the effort to enter the university community, but it is the university that is trying to solicit the student. One of the measures adopted in such activities are the marketing-based, attractive names of specialisations at numerous study majors.

Difficulties at the labour market also play an important role in the growth of the number of students. Higher education offers a hope for mitigating them in the individual and national dimension, or at least postpones the encounter with such difficulties” (Czerepaniak-Walczak, 2013, p. 35). Meanwhile, Maciej Witucki, a president of the Polish Confederation Lewiatan, claims that “people for simple tasks, tasks which people with diplomas do not want to perform, are needed the most. This is the main cause of emigration. If young people have to abandon their professional ambitions, they prefer to do it for more money

abroad. The times when managers, i.e. people who were meant to take over management of companies, were sought, are over, whereas the times for highly specialised and highly paid experts have not come yet. [...] causes for absence of satisfactory positions are primarily embedded in the structure of our economy which is not sufficiently innovative. [...] in our factories, the assembly line with relatively low-qualified personnel is still the most important. [...] R&D divisions are a rarity, and this is where the best jobs are available” (Polityka, 2019, p. 41).

Considering that the remarks formulated above with respect to education are at least partially justified, the author of this paper has doubts whether the modern Polish university is a place of dialogue and search for the truth, being rather a factory of diplomas, a store to which everybody can come. Are changes in the system of academic education a result of the growing requirements of the economy, which expects specialists with appropriate high qualifications and professional competence? So on one hand, there is the pressure of the economy and on the other, there is the social pressure, i.e. the growth in social aspirations. This is coupled with the above-mentioned availability of university studies, mass development of non-state schools, departure from recruitment for the sake of registration at most study majors, and abolishment, or at least, severe limitation of requirements. This had to meet with the departure from the Humboldt model of the university, e.g. with respect to the principle of freedom. Higher vocational schools became an alternative for the university.

Focus on current interests and narrow qualifications “makes the university an environment which is closer to a factory producing ready-made products certified by diplomas rather than a place for development of people and conscious implementation of the social change and formation of the civic society” (Czerepaniak-Walczak, 2013, p. 38).

“The conviction that education, and in particular labour market education, should be tailored to the labour market needs, is very dangerous due to one more issue. The very term “tailor” warps the idea of a university as a place for developing critical thinking. Thinking in the categories of tailoring changes the university into a place of education (of non-qualified) labourers, sometimes known as *cognitaries*; the university transforms into a factory-type school that teaches narrow specialisations dictated by potential employers and, according to the above-quoted data, produces university graduates who are still dissatisfied with their qualifications”.

Furthermore, the above-quoted author claims that “the focus on narrowly defined vocational education and/ or accomplishing (any) diploma involves serious threats to the mission of the university, which is to disclose truth by conducting a range of studies and to popularise advanced knowledge and critical understanding of the theory and principles of solving unpredictable conflicts” (Czerepaniak-Walczak, 2013, pp. 38–39).

The (potential, not to say, improbable) employers expect “a product ready for a direct use”, which does not even require to be “shaken before use.” An additional doubt related to the acceptance of the employers’ expectations as the source for academic curricula is aroused by the fact that such expectations are expressed here and now, i.e. at least four years before the (potential, less frequently actual) employment of a graduate. A lot of things may happen in the course of four years. In consequence, academic education is chasing after the labour market, a situation which arouses frustration of all parties: the graduates, the employers and the academic teachers (Czerepaniak-Walczak, 2013, pp. 45–46).

The market pressure is reflected by the language in which university is talked and written about, as I. Zakowicz claims. Such terms as educational services, production of knowledge, intellectual capital, customer, knowledge, or career management locate a university closer to such concepts as a factory of knowledge or a supermarket, rather than an institution [...] «established to acquire and to share the scientific truth»” (Zakowicz, 2013, p. 134).

Final Remarks

Finally, one more reference may be made to I. Zakowicz who notices that “higher education, as well as knowledge and scientific studies are no longer treated as autotelic values. The growing pressure on the side of economy, as well as students (customers) results in the fact that knowledge loses its value of selflessness (Zakowicz, 2013, p. 36), and numerous factors indicate that the impact of the labour market will continue to be significant. Therefore, the frequently criticised multi-degree studies, resulting from the premises of the Bologna Process, may turn out to be a useful solution in this case. It may be assumed that preparation of graduates for performance of clearly specified vocational tasks requiring higher education, yet with a limited theoretical

profile and extended specialist profile, will become the basic task of first-cycle studies.

The second-cycle studies and uniform master's studies should, to a greater extent, provide scientific and theoretical background, even though, according to the author of this paper, preparation for functioning in a specific economic reality should not be overlooked, because students are expecting it.

Doctoral studies/ doctoral schools which are the third segment of academic education should prepare for work that requires exceptional intellectual predispositions. (Gerlach, 2008, pp. 111–112). Numerous factors indicate that the number of positions requiring this type of preparation will grow. Already today, 30% of employees in the USA have creative-type positions (Szulc, cited after Gerlach 2009, p. 108). Therefore, the development of such predispositions seems to be fully justified.

Finally, a few words about the reform of the higher education system. An analysis of its premises induces one to think that the expectations of further inclusion of economic needs in academic educations are going to intensify. Such activities as, for example:

- promotion and development of practical study majors;
- less rigorous personnel requirements necessary to lead a study major;
- liquidation of the obligation of procuring subsequent scientific degrees, habilitation, as well as possibilities of hiring persons without relevant qualifications, and frequently without scientific accomplishments, as university professors;
- limited impact of collegiate bodies;

are only some examples of the activities which, in the opinion of the author of this paper, will not affect the development and higher rank of universities.

Abstract: The discussion about academic education should be considered important and particularly valid at the moment, when yet another higher education reform is being implemented in our country. Among an array of issues that should be discussed in publications and scientific discussions, there is also a search for an answer to the question about the extent to which such education prepares and the extent to which it should prepare students for employment at the modern, as well as the future, rapidly changing labour market. The author of the paper also attempts to offer an answer to this question.

Keywords: academic education, labour market, education for the labour market, relation between academic education and scientific studies, popularisation of academic education

Streszczenie: Rozważania na temat edukacji akademickiej uznać należy za ważne i szczególnie aktualne w momencie wdrażania w naszym kraju kolejnej reformy szkolnictwa wyższego. Wśród szeregu zagadnień, które warto podejmować w publikacjach i dyskusjach naukowych jest też poszukiwanie odpowiedzi na pytanie, w jakim zakresie edukacja ta przygotowuje, a w jakim powinna przygotowywać studentów do zatrudnienia na współczesnym, a także przyszłym, zmieniającym się szybko rynku pracy. Próbę poszukiwania takiej odpowiedzi zamieszczono w niniejszym artykule.

Słowa kluczowe: edukacja akademicka, rynek pracy, edukacja dla rynku pracy, związek edukacji akademickiej z badaniami naukowymi, umasowienie edukacji akademickiej

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