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EUEREK

European Universities for Entrepreneurship: Their Role in the Europe of Knowledge (2004-2007)

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**Institutional Review
of Adam Mickiewicz University (AMU)
(Uniwersytet im. Adama Mickiewicza w Poznaniu)
Poznan, Poland
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1. Brief introduction to the Polish EUERЕК case studies: financing higher education and research in Poland

1. The social and economic surrounding in which higher education operates in Poland today has changed substantially in the last decade and a half: the number of students rose more than four times, from about 400.000 in 1990/1991 to over 1.926.000 in 2004/2005 (the increase of 377 percent), and in the academic year 2004/2005 almost one third of the student body (30,2%) went for private (or rather non-state) higher education institutions, almost non-existent immediately following the collapse of Communism; there is currently 301 private higher education institutions and the number of them is constantly. Out of 301 private institutions only 25 percent have been conferred the rights to provide education at a MA level; the remaining 75 percent of them provide education at a BA level only. The vast majority of private institutions provide education in various specializations related to economics, such as management, marketing, banking, finances etc). Private institutions, especially in towns, provide often the only available form of higher education (which is also cheaper than public education in university cities when accommodation costs are taken into account).

2. Public financing of higher education is implemented on the basis of the law on higher education (of 1990, since July 2005 – a new law) and on the law on financing of research (which replaced the law on the State Committee for Scientific Research, KBN) and comes from the following two parts of the state budget:

- “Higher Education” slot – financial means directed to the public sector for teaching (including teacher's remuneration), in-service training for teachers, financial support to students and to investments. The Ministry of National Education and Sports is in charge of this subsidy (together with other supervising ministries). An institution can also receive funds (insignificant, by comparison) from local self-governments' budgets as well as from donations.
- ”Research” slot – financial means directed to both public and private sector for research activities. The Minister of Research is in charge of this subsidy (who replaced in this capacity the State Committee for Scientific Research, KBN). The Minister divides the subsidy into different types of allocations such as research and development and other tasks directed to science and its development. Institutions and their academic staff usually apply for funds for statutory research, unit's own research and implementation of research projects. The subsidy is divided between institutions on the competitive basis.

3. The division of teaching subsidy is based on an algorithm formula (introduced in 1993) which takes into consideration the parameters related to numbers of students, doctoral students and the academic staff. In 2001 the rules of this division were slightly modified in order to take into consideration the 3-step plan to increase the salaries for academic staff (the full implementation of this plan was finished in 2005). Starting 2005 the results of teaching quality assessment are taken into consideration, to some extent, while dividing the subsidy.

4. The Law on Higher Education allows for financing of some schools' activities from non-budgetary sources (own income) which include fees charged for particular types of studies, sale of services and other. As a result, in Polish higher education institutions there are two types of studies: tuition fee paying and free of charge. Private institutions depend on fees paid by their students (registration and tuition fee). The amounts are very varied and they fall

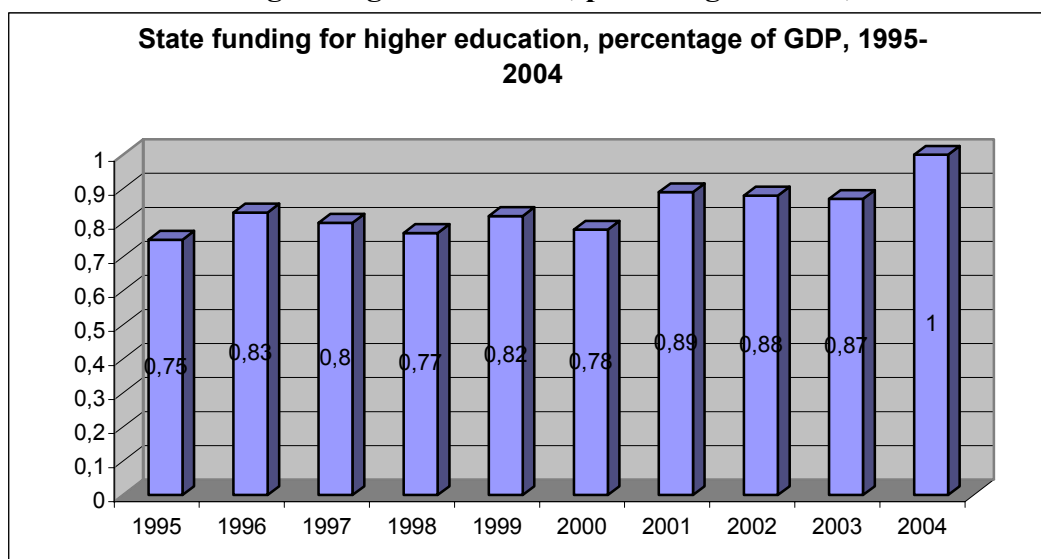
mostly between 4000 and 8000 PLN (1,000-2,000 EUR) per academic year (or more in some specific areas and most expensive institutions, up to 12,000 PLN).

5. Public higher education is funded through the state budget and local government (insignificant proportion: 0,1 percent) and through tuition fees from part-time students. Full-time studies in Poland are free of charge, based on art. 70 of the Polish Constitution. Private higher education is overwhelmingly funded by students' tuition fees.

6. From a comparative perspective, Polish higher education is financed with public funds at a slightly lower level than in other EU countries. In 2001, in selected EU countries public funding as percentage of their GDP varied from 0,8 in Italy and the United Kingdom, 1,0 in France, Spain, the Netherlands and Germany, to 1,1 in Ireland, 1,5 in Sweden and 1,8 in Denmark (combined with private funding, the percentage of GDP for education in these countries was: 0,9 in Italy, 1,0 in Germany, 1,1 in France and the United Kingdom, 1,2 in Spain, 1,3 in the Netherlands and Ireland and 1,8 in Denmark). The highest percentage of GDB from private funds was spent on higher education in Spain, Ireland, and the United Kingdom (0,3 percent).

7. Public funding for higher education in 1995-2004 in Poland was generally between 0,75 and 0,89 percent of GDP, except for the last year (2004) in which it reached the level of 1 percent:

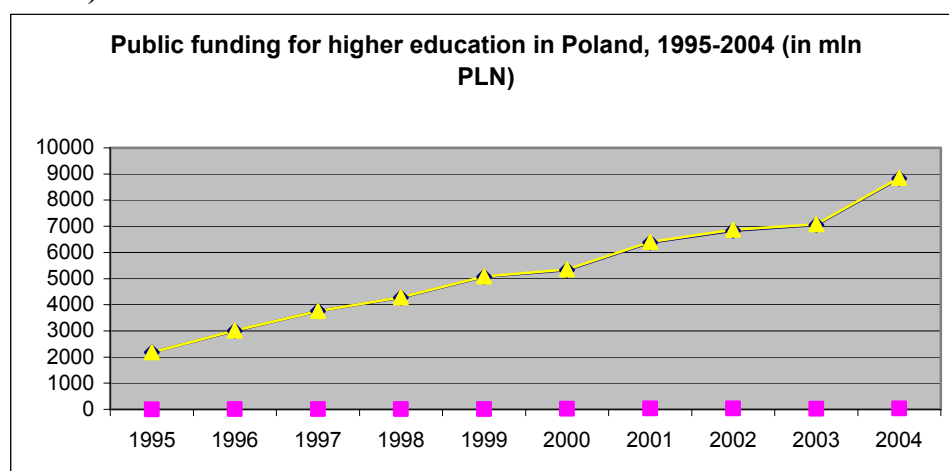
Chart: State funding for higher education, percentage of GDP, 1995-2004



Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

8. In 1995-2004, total funding for higher education from both state budget and local government budget was constantly rising in real terms (below in MIL PLN) and reached the level of almost 9 billion PLN (ca. 2,25 billion EUR) in 2004:

Chart: Public funding for higher education in Poland, 1995-2004 (in MIL PLN, 1 EUR = 4 PLN)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

9. The level of investments in both public and private institutions has risen substantially in the last decade, 400 percent in the public sector and 2900 percent (28 times!) in the private sector. The rise in investments is shown below:

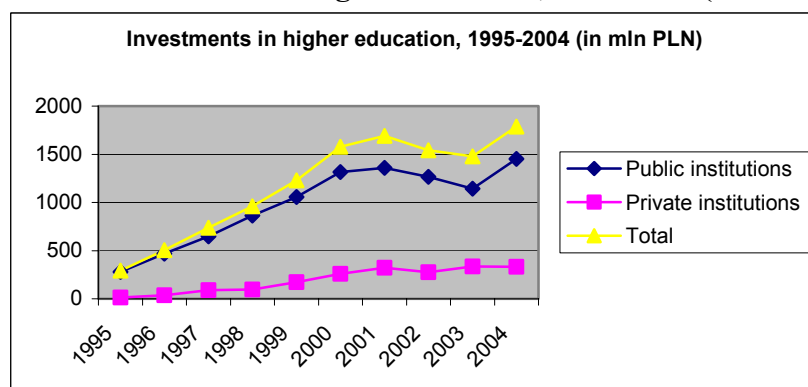
Table: Investments in higher education, 1995-2004 (in MIL PLN, 1 EUR = 4 PLN)

Investments in higher education, 1995-2004, in million PLN

	Public institutions	Private institutions	Total
1995	280,4	13,2	293,6
1996	468,5	34,9	503,4
1997	647,5	91,3	738,8
1998	863,5	95,4	958,9
1999	1055,8	172,3	1228,1
2000	1317,1	258,7	1578,8
2001	1357,9	322,7	1690,6
2002	1265,5	275,9	1541,4
2003	1142,2	336,4	1478,9
2004	1452,2	333,6	1785,8

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Chart: Investments in higher education, 1995-2004 (in MIL PLN, 1 EUR = 4 PLN)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Institutional income and expenditure in higher education

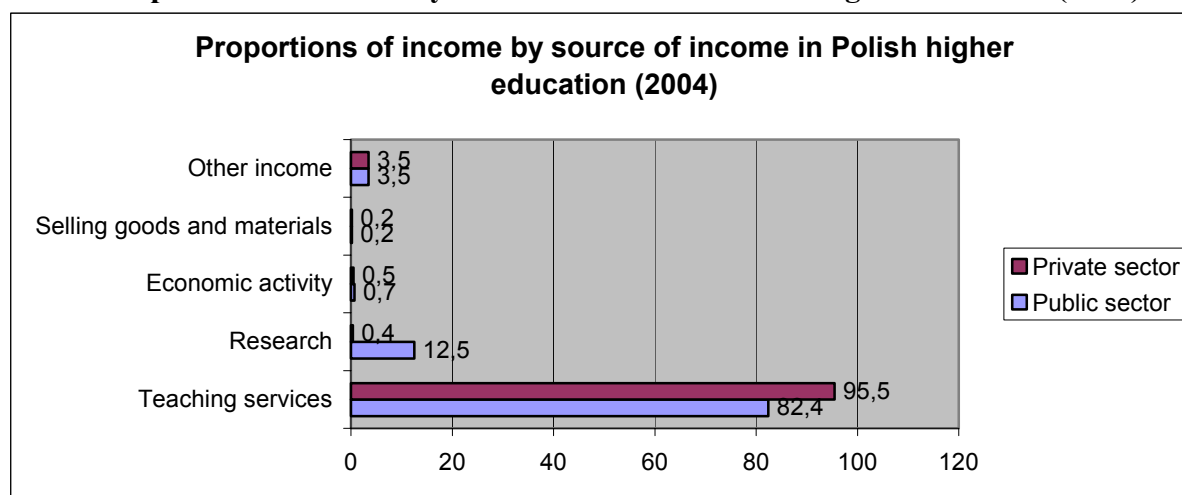
Sources of income in higher education

10. There is a substantial difference between public and private institutions as far as the structure of the sources of income is concerned. The structure for 2004 is presented below. Both public and private institutions obtain the vast majority of income from teaching services. For public institutions teaching provides 82,4 percent of income, for private ones – 95,5 percent. Income obtained from research is 12,5 percent in the case of public institutions and only 0,4 percent in the case of private institutions. In general terms, the private sector is almost fully a teaching sector, which is reflected in the data provided. The details are given below.

Table: Proportions of income by source of income in Polish higher education (2004)

Proportions of income by source of income in Polish higher education (2004)						
	Total income	Teaching services	Research	Economic activity	Selling goods and materials	Other income
Total	100	84,5	10,5	0,7	0,2	3,5
Public sector	100	82,4	12,5	0,7	0,2	3,5
Private sector	100	95,5	0,4	0,5	0,2	3,5

Chart: Proportions of income by source of income in Polish higher education (2004)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

11. It is important to note, though, that the proportion of income by source of income is highly diversified according to the type of institution. In 2004, in public technical institutions, the proportion of income from teaching was 75,1 percent and from research – 20,5 percent. For medical universities it was 77,7 percent and 14,9 percent, for agricultural universities 73,4 and 12,6 percent, and finally, for the two types of greatest interest in this institutional review: universities ca. 85,2 percent and 10,6 percent, and universities of economics – 90,0 percent

and 5,1 percent. Public institutions are much more deeply involved in research activities than private institutions, for most of each research is a side activity both in terms of academic mission and in terms of funding.

12. The above figures would not be clear without an additional explanation – and consequently additional data – concerning where the funding for both teaching and research come from.

Teaching activities as a biggest source of income

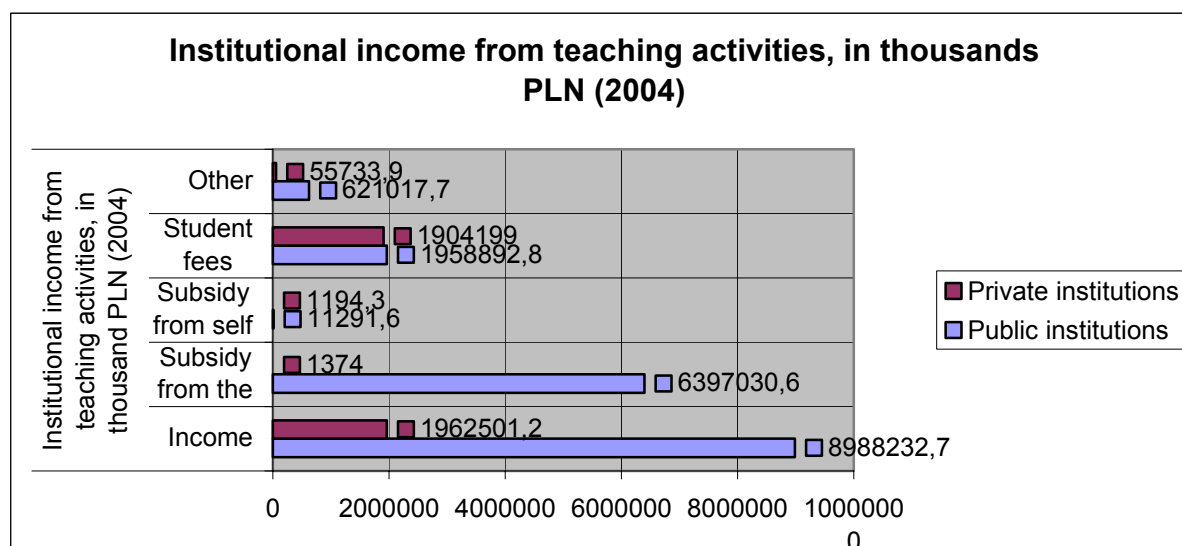
13. The structure of income from teaching activities according to sources of funding for teaching shows that the main source of funding in public institutions is donations of the state budget (71,2 percent), followed by tuition fees (21,8 percent) and other sources (6,9 percent). Other public funds, including donations from local government, was marginal (0,1 percent). In private institutions, the main source of income from teaching activities are tuition fees (97 percent). The details are given below.

Table: Institutional income from teaching activities, in 000PLN (2004)

	Institutional income from teaching activities, in thousand PLN (2004)				
	Income	Subsidy from the state budget	Subsidy from Self government bodies	Student fees Charged	Other
Total	10950734	6398405	12485,9	3863092	676751,6
Public institutions	8988233	6397031	11291,6	1958893	621017,7
Private institutions	1962501	1374	1194,3	1904199	55733,9

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Chart: Structure of institutional income from teaching activities, in 000PLN (2004)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

14. What proportion of institutional income from teaching activities comes from state subsidies and student fees is explained below. Generally, over 80 percent of all income from teaching go to public institutions (82,1 percent); all state subsidies (100 percent) go to public

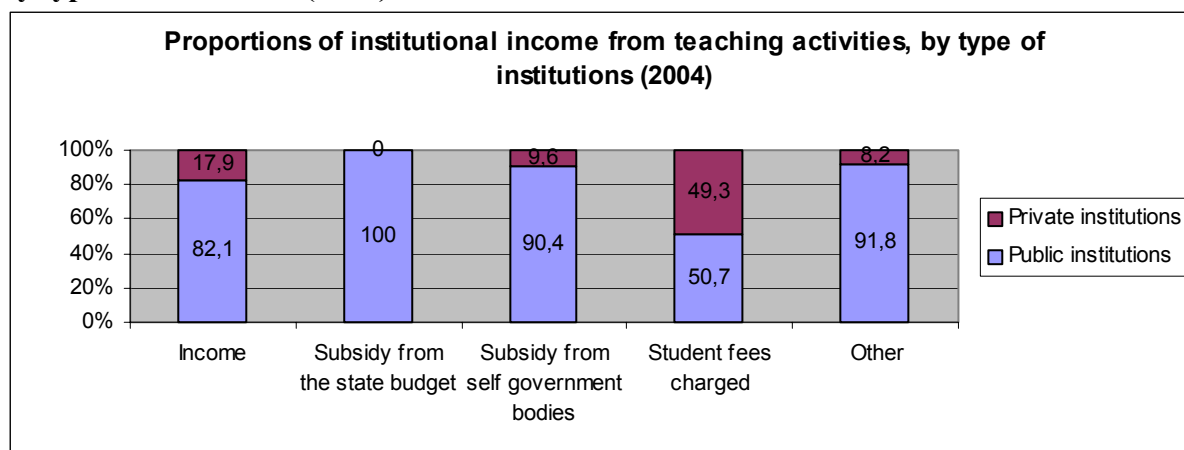
institutions as well. And additionally, slightly more than a half (50,7 percent) of all income from student fees go to public institutions as well.

Table: Proportion of institutional income from teaching activities, by type of institutions (2004)

	Proportion of institutional income from teaching activities, by type of institutions (2004)				
	Income	Subsidy from the state budget	Subsidy from Self government bodies	Student fees charged	Other
Total	100	100	100	100	100
Public institutions	82,1	100	90,4	50,7	91,8
Private institutions	17,9	0	9,6	49,3	8,2

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Chart: Proportion of institutional income from teaching activities, by type of institutions (2004)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

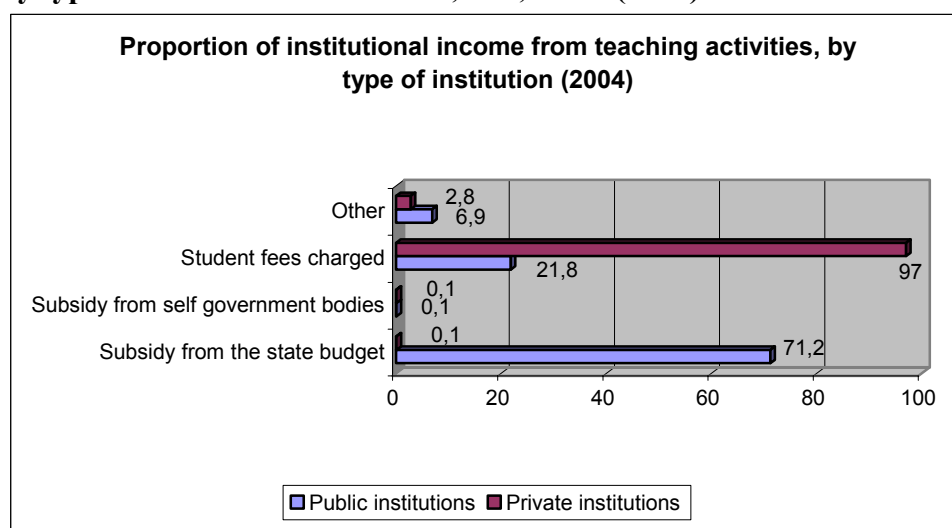
15. From another perspective, the structure of institutional income from teaching activities according to sources of financing is the following.

Table: Proportion of institutional income from teaching activities, by type of institutions – subsidies, fees, other (2004)

	Proportion of institutional income from teaching activities, by type of institutions (2004)				
	Income	Subsidy from the state budget	Subsidy from Self government bodies	Student fees Charged	Other
Total	100	58,4	0,1	35,3	6,2
Public institutions	100	71,2	0,1	21,8	6,9
Private institutions	100	0,1	0,1	97	2,8

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Chart: Proportion of institutional income from teaching activities, by type of institutions – subsidies, fees, other (2004)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Research as an additional source of income

16. Research in Polish higher education is funded mostly by the state. The structure of research funding looks differently for public and private institutions. Almost all income from research goes to public institutions (99,4 percent), with a marginal proportion (0,6 percent) going to private institutions. The reason is both legal and structural. By law, state subsidies for statutory research go exclusively to the public sector. The only funding available in practice, albeit in a limited way, is subsidies for research supporting measures and subsidies for research from KBN (State Committee for Research, a major funding body for research until mid-2005). It is interesting to note that while in 2004 the total income from research for both sectors was 1,366,326,000 PLN, of which the private sector obtained 7,712,000 PLN (0,6 percent), the income from selling research results reached 281,493,000 PLN, of which the private sector obtained 3,219,000 PLN. While for public institutions this source of income brought only 20,6 percent, for the private sector it was 41,7 percent of all income obtained from research.

The details are given below.

Table: Research income of higher education institutions and their structure according to sources of financing, in thousands PLN (2004)

	Total income from research	Subsidies for research	Subsidies for institutional research	Subsidies for special programs	Subsidies for research-supporting measures	Subsidies from KBN	Targeted subsidies from KBN	Income from selling research results and other
Total	1366326	454634,9	153172,2	114181,7	7633,7	282102,2	115142,6	281493,2
Public institutions	1358613	454414,1	152753,1	114162,2	7604	281631,4	111199,6	278273,9
Private institutions	7712,6	220,8	419,1	19,5	29,7	470,8	3943	3219,3

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

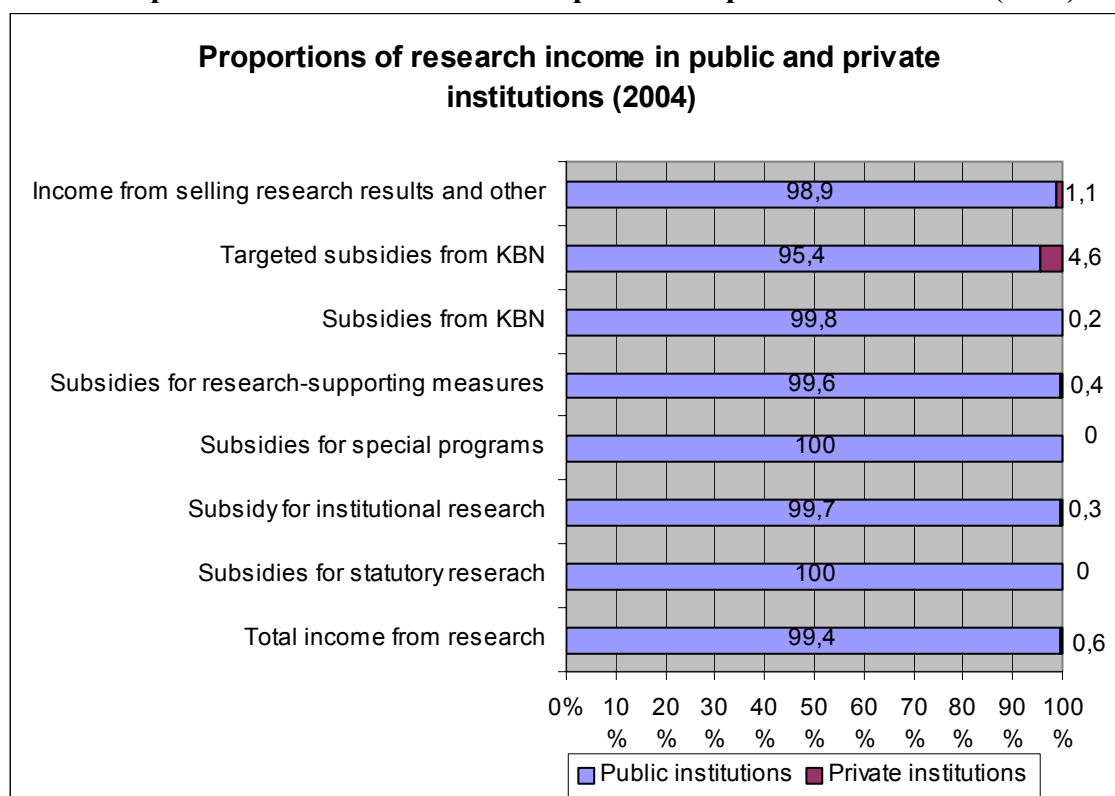
In terms of proportions, income from research in the public and private sector is the following:

Table: Proportions of research income of higher education institutions and their structure according to sources of financing (2004)

	Total income from research	Subsidies for statutory research	Subsidy for institutional research	Subsidies for special programs	Subsidies for research-supporting measures	Subsidies from KBN	Targeted subsidies from KBN	Income from selling research results and other
Total	100	100	100	100	100	100	100	100
Public institutions	99,4	100	99,7	100	99,6	99,8	95,4	98,9
Private institutions	0,6	0	0,3	0	0,4	0,2	4,6	1,1

Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

Chart: Proportions of research income in public and private institutions (2004)



Source: *Higher Education and Its Finances in 2004* (2005 and previous years). Warsaw: Main Statistical Office (GUS).

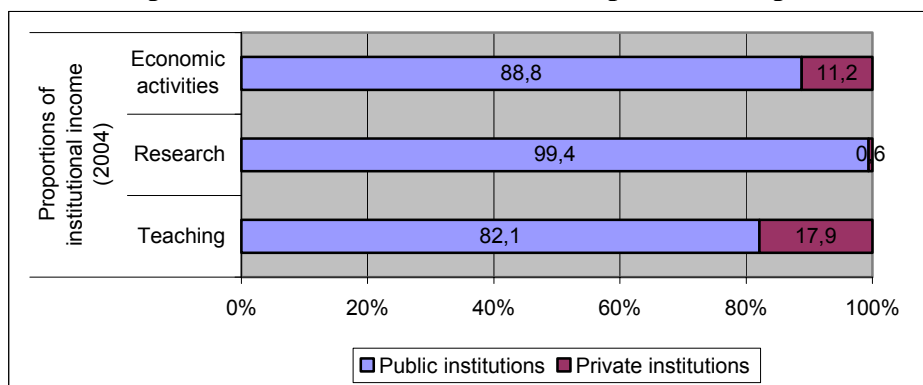
Income from teaching, research and economic activities in Polish higher education is described below.

Table: Institutional income in public and private institutions – from teaching and research, in 000PLN (2004)

	Institutional income, in thousands PLN (2004)		
	Teaching	Research	Economic activities
Total	10950734	1366326	84699,5
Public institutions	8988233	1358613	75197,8
Private institutions	1962501	7712,6	9501,7

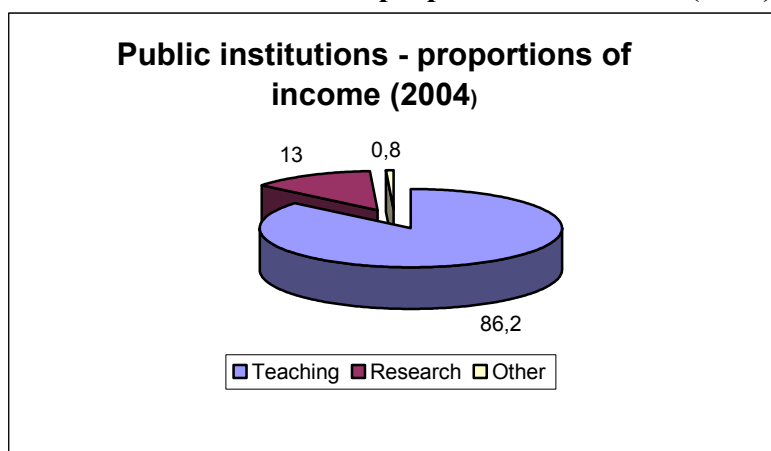
Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

Chart: Proportions of institutional income – private and public sector (2004)



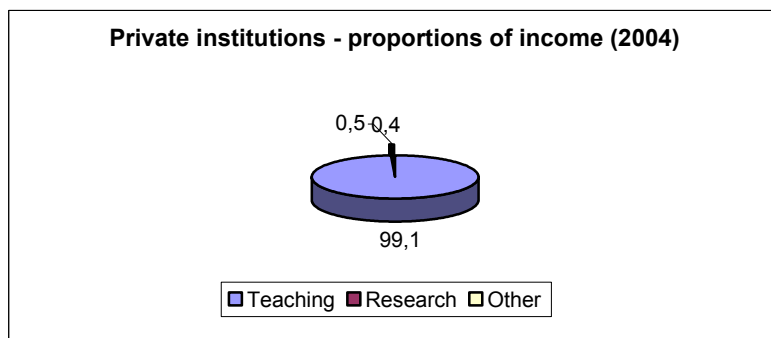
Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

Chart: Public institutions – proportions of income (2004)



Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

Chart: Private institutions – proportions of income (2004)



Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

2. Introduction

Adam Mickiewicz University in Poznan was established in 1919. At the beginning it consisted of two faculties – the Faculty of Philosophy and the Faculty of Law. However, in 1925, already five faculties were in operation. They were: the Faculty of Law and Economics, the Faculty of Medicine, the Faculty of Humanities, the Faculty of Mathematics and Natural Sciences, and the Faculty of Agriculture and Forestry. Until 1955 it was officially named the University of Poznan. However, since the year 1955, the University has been named after Adam Mickiewicz, the greatest Polish Romantic poet of the first half of the 19th century.

Poznan is the capital city of the Wielkopolska Region. It is a dynamic city of slightly below 600,000 inhabitants; with demographic indicators of 16,3 percent pre-working, 67,2 percent working, and 16,5 percent post-working population. Its rate of unemployment is 7.0 percent (against 18 percent for Poland). It has a long tradition of the small and medium-size private sector, heavy industry and higher education. In Poznan and the Wielkopolska region, in 2004 there were almost 170,000 students, of which over 50,000 studying at Adam Mickiewicz University, over 19,000 at Poznan Technical University, and in private institutions over 31,000.

3. Institutional mission, principles, and strategy

The University Statute defines the fundamental tasks of the University in the following way:

- educating students and preparing them to professional lives
- conducting research, especially in basic fields of knowledge
- educating academic staff capable of maintaining the progress of science and the development of teaching at the University
- providing supplementary education to people with professional titles and coming from practical professions
- dissemination of science and culture

“In its research and teaching activities, the University is guided the principles of freedom of science, search for truth, respect for diversity of views, scrupulosity and mutual charity” (adapted and quoted from the “University Statute”, 1991).

Mission statement:

The University expresses its mission through a traditional Humboldtian dyad of social obligations: teaching and research. Teaching is closely linked with research, and both are viewed as responding to social needs.

“Adam Mickiewicz University, aware of obligations dictated by its rich tradition, carries research and, in unity with it, educates students while responding to educational challenges of the contemporary society”

Core statement:

The University stresses its close relationships both with the city of Poznan and with the Wielkopolska Region. In both teaching and research, it refers to a wider, international and European, context. At the same time, academic standards are confirmed by independent, national and international, evaluation bodies and procedures.

“The University permanently widens and updates the curricular content of its study programs and increases diversity of their forms and modes. The University, seeing its important task in opening towards the needs of the city and of the region, undertakes numerous scientific and cultural initiatives. Adam Mickiewicz University through its all activities aspires to be recognized as one of the most important factors in developing Poznan and Wielkopolska Region, and to a large extent, the whole country. It also makes its presence visible in an international setting, taking part in carrying out joint research projects and European educational programs. Institutional guarantees of the high level of research and teaching conducted at the University are provided by national and international evaluation”

University research – principles:

The core of research carried out at the University, according to the mission statement, is basic research. Research results have universal value and refer to the global body of knowledge rather than e.g. local or regional knowledge applications. Research results in this vision lead to publications and conferences rather than e.g. to local, regional, or national knowledge applications. The values referred to are rather traditional: universality, knowledge, and consequently knowledge results are mostly traditional: publications, conferences.

“Research is conducted in faculties, departments, chairs and units, as well as in special university research centers and first of all it has the nature of basic research. The results of this research have universal value and considerably enrich global knowledge. They are presented in thousands of publications coming out each year, as well as in numerous national and international conferences attended by university staff” (all above quotes taken from: Adam Mickiewicz University (2005), *Rector’s Report on University’s Activities Presented to the Senate* (Poznan: Adam Mickiewicz University)).

University teaching – principles:

Adam Mickiewicz University offers teaching which:

- is diverse (almost 190 specializations, forms and modes of studies)
- reflects good cooperation with local governing bodies of the city and the region through providing teaching at the BA level in University’s satellite units
- results first of all from the work and potential represented by its academic staff
- results from the constant qualitative and quantitative growth of its academic staff
- is carried out by over 2,600 academic staff, assisted by over 1,200 PhD students

Institutional principles include:

- creating friendly social atmosphere around the University

“We are aware that the status and the guarantee of optimal conditions for the functioning of the University depend not only on the eminent academic staff but also, in particular, on the public, widely understood, and the recognition of the unique role of the University in the life of the nation and the state by politicians, both in the country and abroad”.

- cooperating with the academic community

“Rich and diverse activities of the University were characterized by agreeable, consistent and very active cooperation of Mr. Rector with the whole academic community”.

- enriching educational offer by increasing the number of specializations
- cooperating with local government bodies in providing BA-level education through University’s satellite units
- ensuring high quality of teaching and research
- developing systematically international cooperation, for both students and faculty
- supporting participation in EU research and educational programs

The University strategy 1996-1999 and 1999-2000, and beyond

The University strategy formulated for the 1996-1999 and 1999-2002 terms, and maintained for the 2002-2005 term, was given in the following 11 points:

- Further development of the harmonious cooperation of the University’s individual and collegial bodies, as well as their cooperation with staff and students in solving all problems of the University;
- Creating a friendly social atmosphere around the University;
- Creating and implementing new proposals in teaching;
- Creating a new system of quality in teaching and increasing internationalization of studies;
- Creating conditions for supporting and developing students’ initiatives through Students’ Self-Government, in students’ scientific circles etc;
- Creating conditions for the development of the academic faculty;
- Creating better conditions to conduct research;
- The development of the Morasko campus;
- Further computerization of the University and the creation of computing tools for the management of the University;
- Increasing the effectiveness of the financial management of the University and increasing University’s assets.

This strategy was repeated in every University’s Statement in the period analyzed until 2005, with no changes introduced. It is important to note that there is a strong personal continuity in rectorial authorities in the recent four terms of office, between 1996-1999 and 2005-2008, with Rector Stefan Jurga in the office between 1996-2002 and Rector Stanislaw Lorenc (formerly vice-rector) in the office between 2002-2005 and beyond until 2008. The strong continuity is additionally supported by vice-rectors who served under both rectors, today and in the previous term. (The University Statute guarantees that no person can be elected for the same rector’s or vice-rector’s office more than two times in a row).

4. Governance and organizational structure (changes in management structures and processes, changes in academic structures)

In 1995-2005, no major restructuring of the university took place: almost the same areas of studies are represented by University’s Faculties, almost the same areas of studies are represented by University Institutes. The same – collegial – structure of the University management has been maintained throughout the period, as in several previous decades. As opposed to global (and especially Anglo-Saxon) trends of managerialism in running public

universities, AMU has been ruled by the traditional spirit of collegiality rather than by any forms of corporatization: all senior faculty members and representatives of junior staff, PhDs, non-academic staff and students are electing directors of their Institutes; all senior faculty members and representatives of PhDs, non-academic staff and students from Institutes comprising a Faculty are electing deans; representatives of all categories mentioned above elect the rector. Deans represent the rector in particular faculties and cooperate closely with the rectorate; Institutes are relatively independent within particular faculties and their directors do not represent either deans or the rectorate. Decisions on the University level are taken by the University Senate (comprising representatives of all Faculties) or by the rectors; each year the rector presents a statement to the Senate on his or her activities in the previous calendar year.

The managerial style of running the University at any level – university, faculty, institute – is virtually unknown; the idea of chief executive officers is absolutely alien to the university today. The vast majority of decisions are taken in a collegial and consensual manner: at the Institute's level it is not uncommon for their directors to be outvoted by faculty members. The crucial part of the collegial way of running the university at least at the level of Faculties and Institutes is played by meetings of Scientific Councils of particular Faculties and Institutes. Deans' and Directors' individual prerogatives are relatively small – in more than 90 percent of issues the voting of Councils is necessary. Regular Councils' meetings take place at least once a month both in Institutes and in Faculties. Additionally, there are extraordinary meetings for every habilitation procedure. Usually, there are at least 3-4 meetings of Councils' a month: separately at the Institutes' level (for matters related to Institutes) and separately at the Faculty level (for matters related to Faculties and Institutes – when the approval of the Faculty has to be sought). The culture of collegiality involves directly each senior faculty member; it consumes a huge amount of time, in most cases a few hours a week. The participation in Scientific Council's meetings is part of academic duties. In many Institutes research funds are divided between faculty members on the basis of voting results; voting is necessary in all issues related to employment, promotion, leaves etc.

Governance and organizational structures do not seem to have changed in recent 10 years. The move from academic collegiality to a more corporate model has not taken place. It also goes against the tradition of the profession as seen at AMU. As entrepreneurial behavior takes place mostly at the level of particular professors, governance structures seem to have no influence on entrepreneurialism. Employment structures have not been modified, there are no part-time contracts, research-based employment etc. For the time being, this is lifetime job if the ladder of promotions is stepped at proper intervals (habilitation degree being the most difficult step).

5. University staffing

In the period analyzed, the number of academic faculty has increased in almost every category: while the total number has increased by 26%, in the ranks of full professors and university professors the increase was 20%, while in the ranks of associate professors (academics with PhD degrees only), the increase was substantial and was over 100 percent (103). Only in one category the number of academic staff has decreased – that of junior faculty (the decrease was by 17 percent). The main reason for the decreased was a new staff recruitment policy which made it obligatory for newly recruited academic staff to have a PhD degree. Consequently, no MA degree holders were hired anymore in recent 5-8 years and the

number of MA-holding “assistants” has been decreasing steadily. Most of them either obtained their PhD degree or had to leave.

Currently, only PhD holders can be hired. Until a few years ago, PhD holders were hired for an indefinite period of time (and they had 8 years to complete their Habilitation degree, the second academic degree in Poland deriving from the German university tradition). Currently, all PhD holders are hired with an initial one-year contract, followed by a four-year contract. The vast majority of new junior staff come from PhD studies run by the University. Although outside junior staff is recruited, in most disciplines the competition for a junior position (as for other positions) is a local competition.

The details on the academic faculty are given below.

Table: Staff, general categories (full-time equivalent 1998-2004)

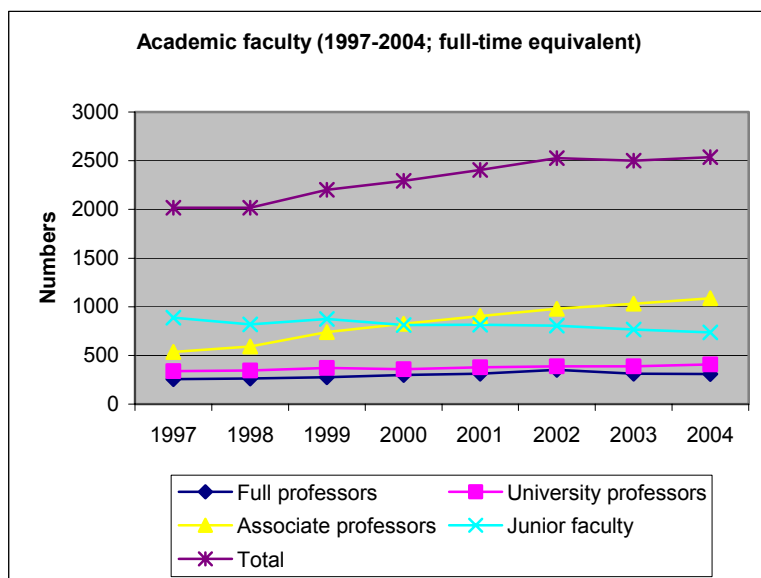
	Non-academic staff	Academic staff	Total
2004	1908	2538	4446
2003	1896	2499	4395
2002	1878	2528	4406
2001	1992	2407	4399
2000	1753	2293	4046
1999	1960	2201	4161
1998	1678	2017	3695

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector’s Report on University’s Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table: Academic faculty (1997-2004; full-time equivalent)

	Academic faculty (1997-2004; full-time equivalent)				Total
	Full Professors	University professors	Associate professors	Junior faculty	
2004	307,8	407,2	1088,6	734,5	2538,1
2003	313,2	387,3	1032	766,9	2499,4
2002	352,8	388,9	980,6	806	2528,3
2001	310,61	378,99	903,25	813,66	2406,51
2000	299,56	359,75	823,5	810,3	2293,11
1999	275,61	369,82	738,5	874,38	2201,31
1998	262,73	346,24	590,75	816,98	2016,7
1997	256,03	337,87	536,5	887,2	2017,6

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector’s Report on University’s Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: Academic faculty (1997-2004; full-time equivalent)

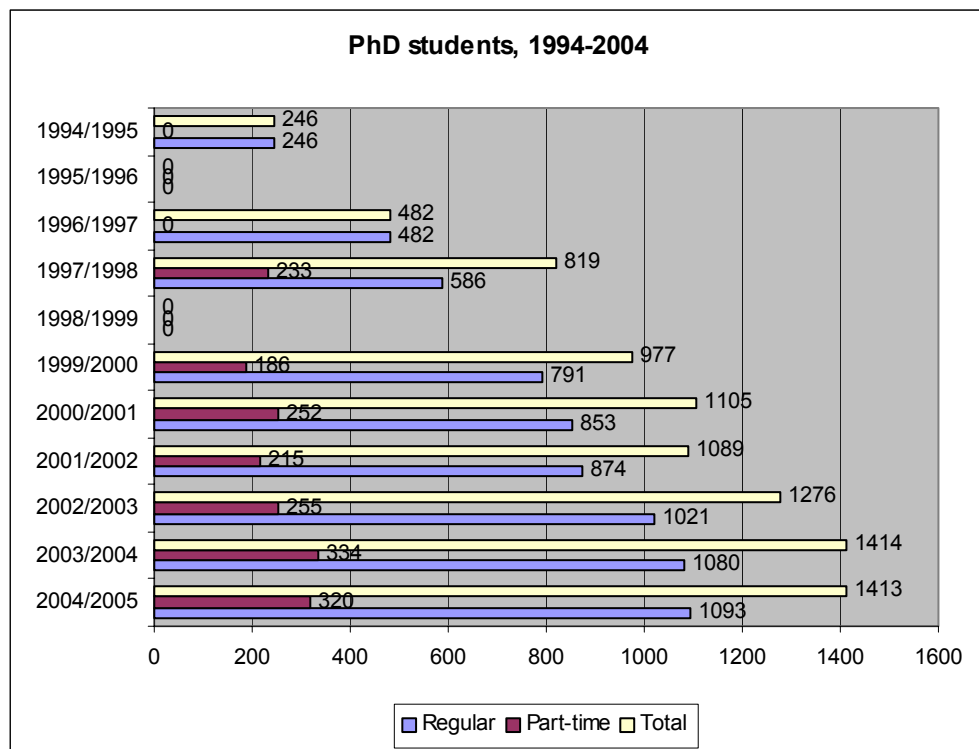
Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Dynamics of academic staff development

In the period analyzed, the increase in the total number of academic staff was accompanied by clearly changing staff development. The number of both doctorates and habilitations has increased: for doctorates, the increase between 1995 and 2004 was by over 123 percent; in the case of habilitations, the increase in the same period was by 61 percent.

It needs to be noted that in the ten years analyzed, both the status of the PhD student changed and the role of PhD studies at AMU got transformed. In mid-1990s, when the number of all PhD students at the University was over 200, most of the most talented among them could count on being employed upon receiving the degree. Today, when the number of PhD students has increased almost six times (by 474 percent), reaching the level of over 1,400, PhD studies has become increasingly delinked from further academic career, at least at AMU and at least in the overwhelming number of cases.

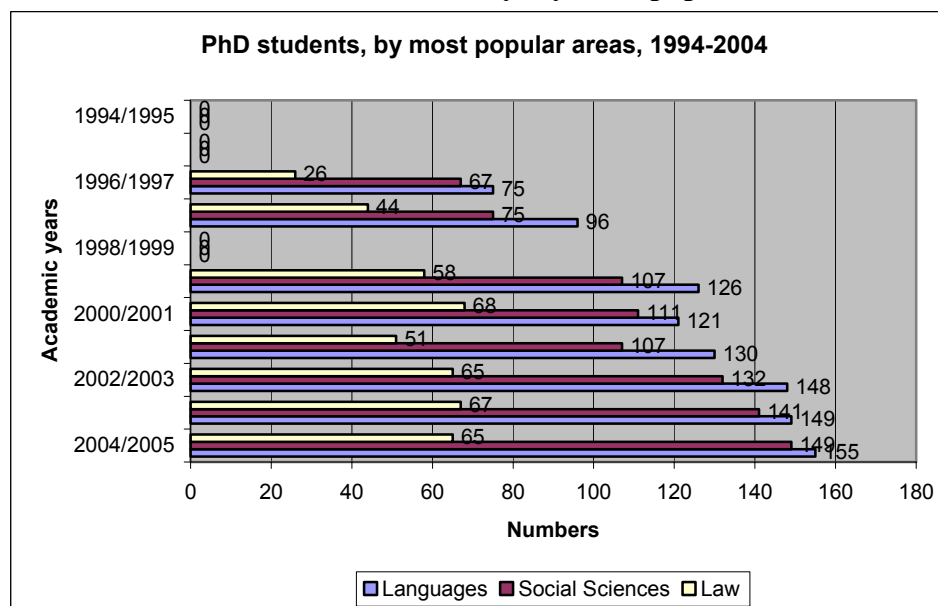
Chart: PhD students at the University, regular and part-time (1994-2004)



Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

PhD studies has been most popular in the same areas of studies in the last decade: these are languages, social sciences, and the law. The biggest number of PhD students has always been unchallenged in languages; the second biggest has always been social sciences. Between 1996 and 2004, the numbers has increased by 107 percent for languages, 122 percent for social sciences and by 150 percent for law.

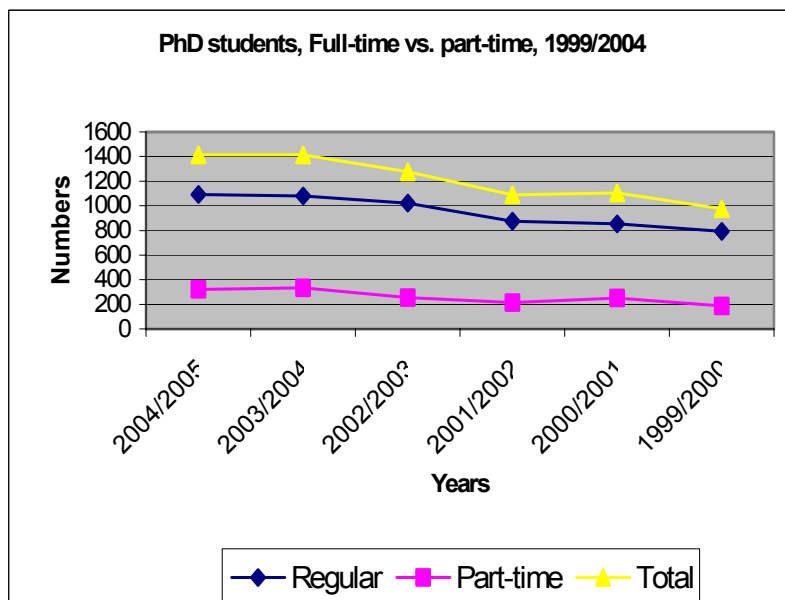
Chart: PhD students at the University, by most popular areas of study (1994-2004)



Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

At the same time, about 80 percent of PhD students are full-time students and the proportion of full-time students has slightly increased (from about 67 percent in 1999). Full time students may be receiving scholarships from the University; scholarship cannot be lower than 60 percent of basic salary of assistant professors.

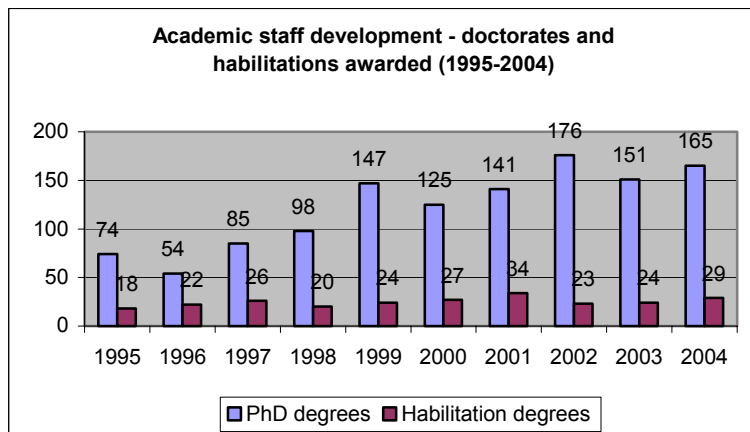
Chart: PhD students, full-time vs. part-time (1999-2004)



Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

In many areas, it is increasingly difficult to provide convincing motivation why PhD students are seeking PhD degrees (in Poland, there is no distinction between PhD degrees as such and "professional" PhD degrees, as in the USA). Traditionally, and still until mid-1990s, PhD studies were the first step in a long academic career. Today, in the new law on higher education (2005), in accordance with expectations, PhD studies has become relegated to the status of studies of the third cycle (also in accordance with the Bologna process).

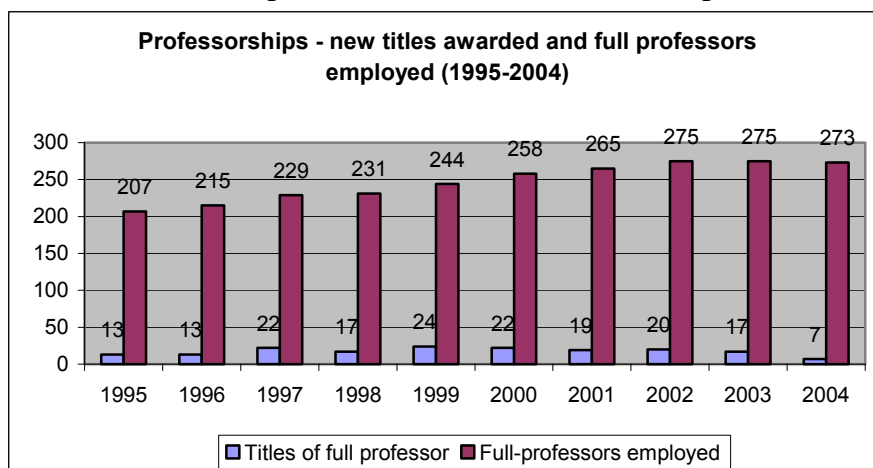
In the Charts below, the number of doctorates increasingly includes the number of doctorates in PhD studies for people who have actually never started their academic careers (redefined by AMU as beginning with PhD degree). So while 10-15 years ago the number of doctorates could be closely linked to staff development (PhD degrees obtained by MA-degree holding assistants and PhD students, of which a large proportion could count on being hired by AMU), today – in the very same Chart – these numbers should be related more to degree-granting activities to its older students. The exact data for doctorates and habilitations are given below:

Chart: Academic staff development - doctorates and habilitations awarded (1995-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

In the context of AMU, the core of research (and most of teaching activities – seminars and lectures) is conducted by senior academics: full professors and university professors. Full professors are professors with the scientific title of professor (granted by the “Central Committee for Scientific Degrees and the Scientific Title”) – can be ordinary and extraordinary at the University level (in terms of functions). The title of professor is for life while the function of ordinary or extraordinary is assumed only until retirement. University professors, in contrast, are senior academics with the habilitation degree, mostly but not exclusively serving the university function of extraordinary professors. While the habilitation degree makes an academic senior (and independent), the title of professor makes an academic part of the university elite of less than 10 percent in the University's composition.

While in the decade analyzed, the number of full professors employed has increased substantially (from about 200 to about 270, by 32 percent), the number of new titles of professor obtained seems to be decreasing steadily since 1999. Also the age bracket for full professors needs to be born in mind: interestingly, in the period studied, the number of full professors employed has increased by 66 but at the same time there were 174 new titles awarded. The difference is over 100 – and the most natural explanation, knowing extremely low mobility of senior faculty in Poland, is that about 100 full professors may have retired. The details of the trend are given below:

Chart: Professorships - new titles awarded and full professors employed (1995-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

What these trends mean in practice is that the number of full professors will be decreasing with every year as the number of retiring professors (at the obligatory age of 70 at the latest) is growing compared with new titles awarded. Thus in practical terms, the elite will be smaller, both as a proportion of all academic staff and in real numbers.

There is a number of explanations why the number of new titles is decreasing:

- a large proportion of university professors, especially in social sciences and the humanities, has become teaching professors together with new opportunities of additional income from teaching in rapidly developing private sector
- consequently, the research dimension of their careers has been severely neglected – and granting of the title results mostly if not exclusively from one's research track
- university salaries are low compared with other professionals; the difference in salary in real terms between university and full professor is marginal
- in more general terms, as academic salaries are low compared with other professionals, the motivation to go up the academic ladder is equally low
- formal conditions and requirements set by the Central Commission mentioned above are difficult to overcome
- the symbolic transition in calling academic ranks in the first half of the 1990s made it possible to call senior academics without the title - (university but still) professors (the only University not using this legal opportunity being the Jagiellonian University in Krakow)

The above trends (and explanations) are characteristic of the whole higher education sector in Poland. Comprehensive data for Poland confirm the tendency of less full professorships per year and professorships being awarded to increasingly older academics.

Non-academic staff

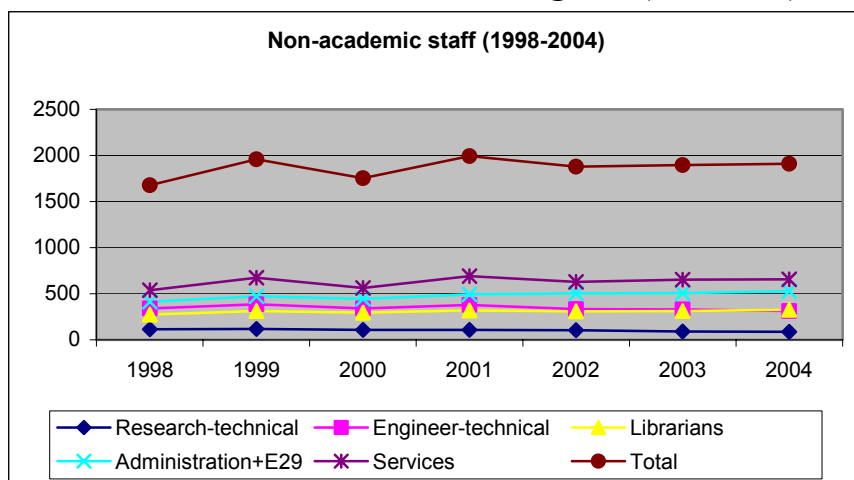
In the period analyzed, the number of non-academic staff has increased by merely 14 percent (compared with the 25 percent for academic staff and almost 60 percent for students in all categories). Interestingly, the number of research-technical and engineer-technical staff has decreased, while the number of librarians, administrative staff and service personnel has increased. The biggest increase in non-academic staff was observed for administrative staff – almost 30 percent (28). The numbers for detailed categories are given below.

Table: Non-academic staff, detailed categories (1998-2004)

	Non-academic staff (1998-2004)					
	Research- technical	Engineer-Librarians technical	Administration	Services	Total	
2004	86,5	312,4	325,5	526,2	657,5	1908,1
2003	91,5	330,6	311,8	508,2	653,8	1895,9
2002	103,1	333,1	308,5	504,9	628,8	1878,4
2001	109	379	319	494	691	1992
2000	108,75	340,58	296,67	443,41	563,84	1753,25
1999	118	386	311	471	674	1960
1998	115,2	339,55	273,85	412,15	537	1677,75

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: Non-academic staff, detailed categories (1998-2004)



Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

6. Students and recruitment

The study offer at AMU has been increasing systematically within the timeframe analyzed. As AMU has been a traditional university represented by all university areas, the number of study areas has been almost constant: it increased from 35 in 1996 to 39 in 2004. The development of the study offer is best represented by the dramatically increasing number of specializations available within particular study areas: the increase has been from 94 in 1997 to 149 in 2004. New specializations offered are both at a MA and BA levels (five years and three years of studies, respectively).

Generally, studies are offered in 13 Departments of which 12 are located in Poznan and one outside (Biology, Chemistry, Educational Studies, Geographical and Geological Science, History, Law and Administration, Mathematics and Computer Science, Modern Languages and Literature, Physics, Polish and Classical Philology, Social Sciences, Theology, Pedagogy and Fine Arts in Kalisz) and Collegium Polonicum in Slubice, Collegium Europaeum in Gniezno as well as in other towns of the Wielkopolska Region (including Koscian, Wagrowiec, Jarocin, Krotoszyn, Ostrow Wlkp., Srem, Pniewy and Pleszew).

AMU offers the following types of studies:

- Full-time, part-time and evening MA studies (five years)
- Full-time, part-time and evening BA studies (three years)
- Full-time, part-time and evening (two years)
(MA supplementary studies are designed for students with a BA degree from a different institution, enabling them to continue their studies at AMU and get an MA degree from AMU)
- Extramural studies
- Post-master studies
- Full-time and part-time PhD studies

In total, the academic community of students of all types (including PhD students) and academic staff is composed of over 60,000 people.

Program development

For comparison, AMU is the second biggest university in Poland, slightly after Warsaw University; student numbers in Poland are the following:

Table: Students in Polish universities, without post-master and PhD studies, 2004 (top 10 rankings)

rank	University	number of students
1	Warsaw (UW)	55,203
2	Poznan	50,497
3	Wrocław	41,447
4	Katowice	41,056
5	Jagiellonian U. – Krakow	40,231
6	Lodz	39,759
7	Torun	37,404
8	Szczecin	36,465
9	Olsztyn	36,132
10	Lublin	34,489

Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

AMU keeps opening new specializations within existing areas of studies and new areas of studies. Examples, with separate new enrollments from 2004 onwards, include:

- Administration, 3 years BA and 2 years MA-supplementary studies (full-time and part-time)
- Acoustics, 2 years MA-supplementary studies (full-time and part-time)
- Chemistry, specialization in basic chemistry, 5 years MA studies (full-time)
- Chemistry, specialization in applied chemistry, 2 years MA-supplementary studies (full-time)
- Philology, specialization in Spanish philology, 2 and 3 years MA-supplementary studies (part-time)
- Philology, specialization in New Greek philology, 5 years MA studies (full-time)
- Philology, specialization in Vietnamese and Thai philology, 5 years MA studies (full-time)
- Physics, specialization in medical physics, 5 years MA studies (full-time)
- Sociology, specialization in social work, 3 years BA studies (full-time)

Examples from 2003 (with separate new enrollments) included:

- Political Sciences, specialization in European administration, 3 years BA studies (full-time)
- Protection of cultural heritage, in the Faculty of Education and Arts in Kalisz, 3 years BA studies (full-time)
- Biology, specialization in biocomputing, 3 years BA studies (full-time)
- Philology, specialization in Korean philology, 5 years MA studies (full-time)
- Philology, specialization in Latvian philology, 5 years MA studies (full-time)

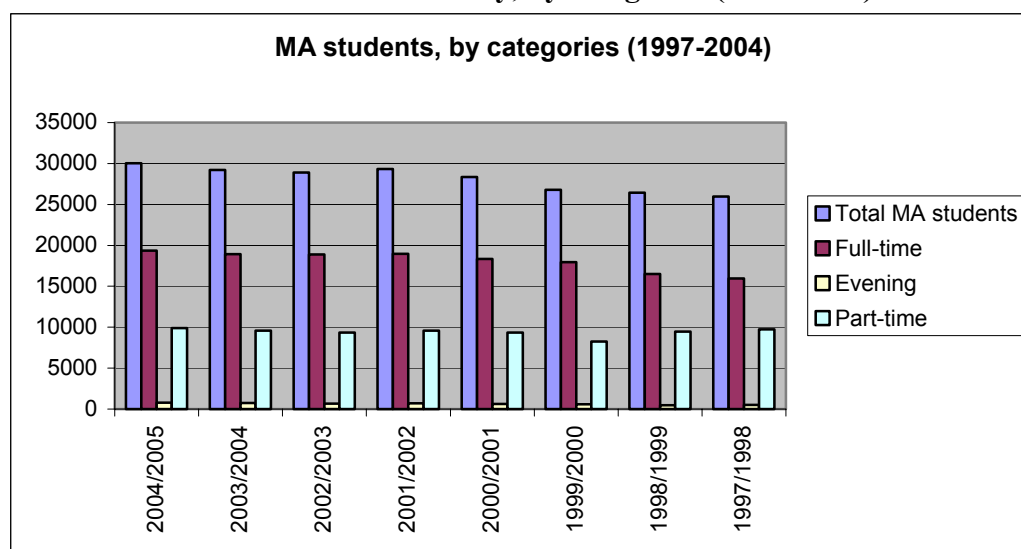
- Philology, specialization in applied linguistics – ecocommunication, 2 years MA-supplementary studies (part-time)

Table: MA students at the University, by categories (1997-2004)

	Total MA students	Full-time	Evening	Part-time
2004/2005	30046	19377	770	9899
2003/2004	29215	18920	728	9567
2002/2003	28903	18876	673	9354
2001/2002	29325	18947	696	9592
2000/2001	28337	18345	630	9362
1999/2000	26791	17937	590	8264
1998/1999	26433	16513	468	9452
1997/1998	25962	15967	525	9740

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: MA students at the University, by categories (1997-2004)

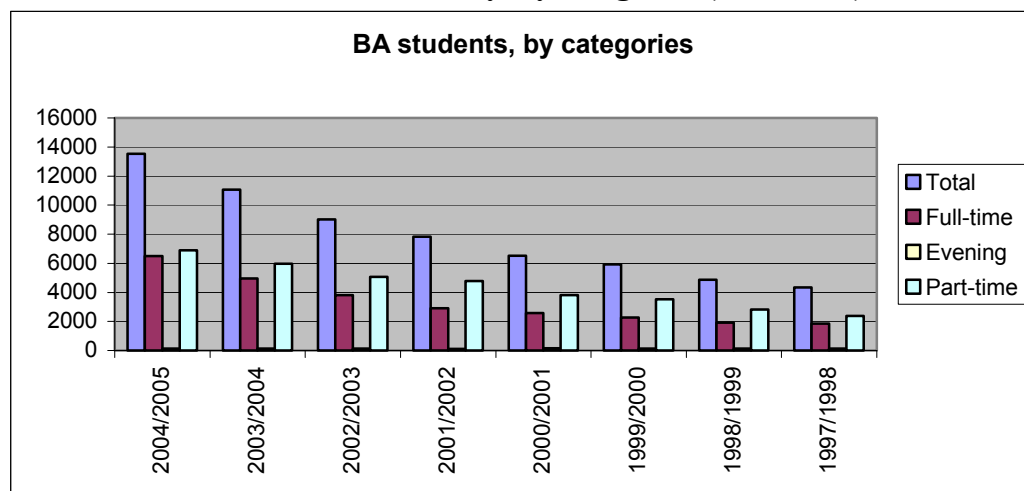


Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

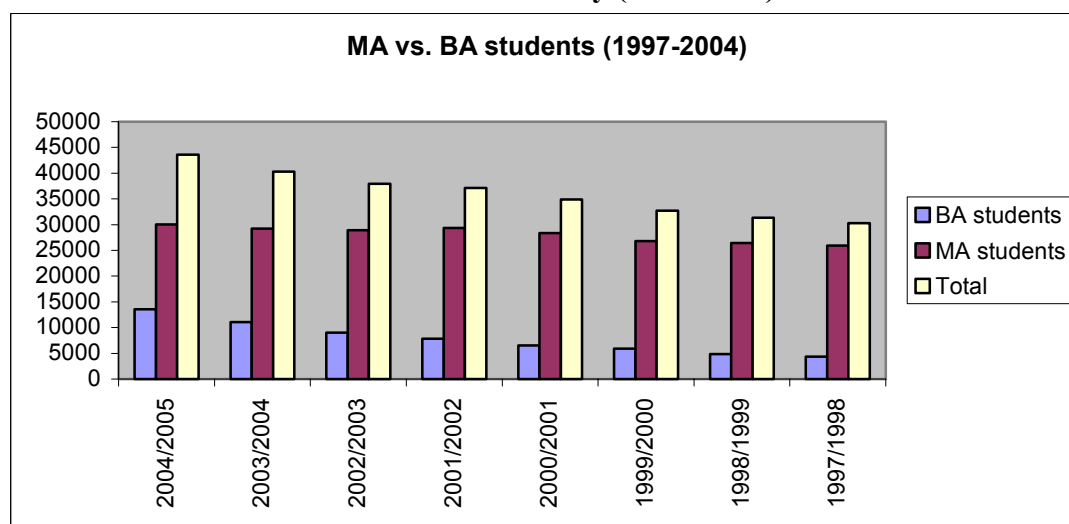
Table: BA and MA students at the University (1997-2004)

	BA students	MA students	Total
2004/2005	13529	30046	43575
2003/2004	11053	29215	40268
2002/2003	9011	28903	37914
2001/2002	7813	29325	37138
2000/2001	6533	28337	34870
1999/2000	5924	26791	32715
1998/1999	4880	26433	31313
1997/1998	4345	25962	30307

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: BA students at the University, by categories (1997-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

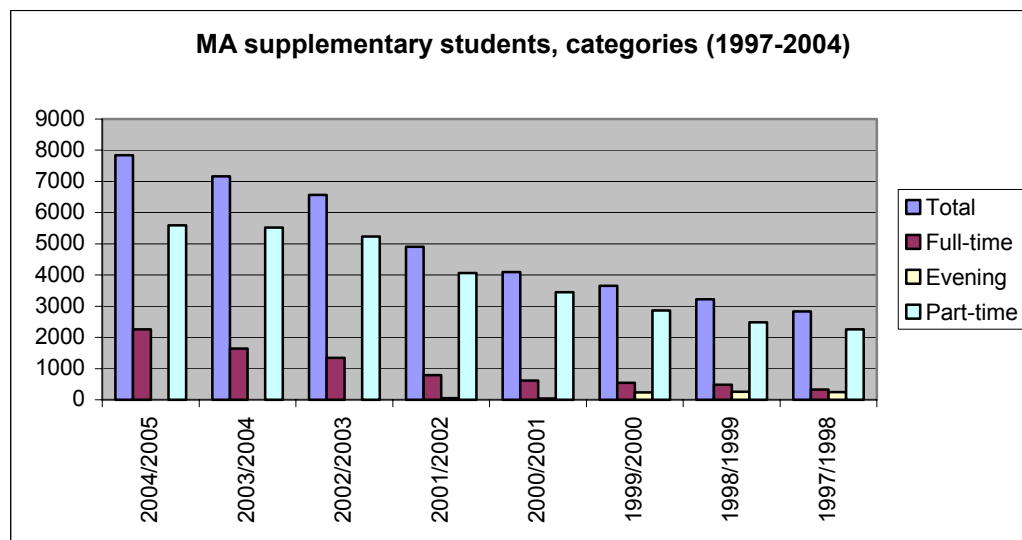
Chart: MA vs. BA students at the University (1997-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table: Students of MA supplementary studies (1997-2004)

	Total	Full-time	Evening	Part-time
2004/2005	7845	2256	0	5589
2003/2004	7167	1641	0	5526
2002/2003	6570	1341	0	5229
2001/2002	4903	789	49	4065
2000/2001	4095	613	39	3443
1999/2000	3649	549	235	2865
1998/1999	3223	484	256	2483
1997/1998	2836	325	250	2261

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: Students of MA supplementary studies (1997-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

All AMU students include BA, MA, MA supplementary and post-masters students. The dynamics of changes is different in different categories of students. The overall increase of students in the period studied was 57 percent; the effect was reached through the increase of 211 percent in the case of BA students, 177 percent in the case of MA-supplementary studies students, and 146 percent in the case of post-masters students. The increase in the traditional form of studies, MA studies, was only 16 percent.

In real numbers, the increase was most substantial for BA category (about 9,000 students), followed by MA-supplementary category (about 5,000 students) and MA category (about 4,000 students).

In terms of the quality of teaching, the above data contradict the popular supposition that AMU (as other public universities) is overcrowded. The increase in the number of full-time MA students can be even viewed as too small (only 16 percent in recent 8 years) but it is centrally regulated on the state level (as studies are paid by the state, with no tuition fees). The university might be overcrowded during weekends when part-time studies are organized but this is the specificity of this mode of studies. Most of work has to be done at home. The details on the changes of student numbers in all categories are given below in Table.

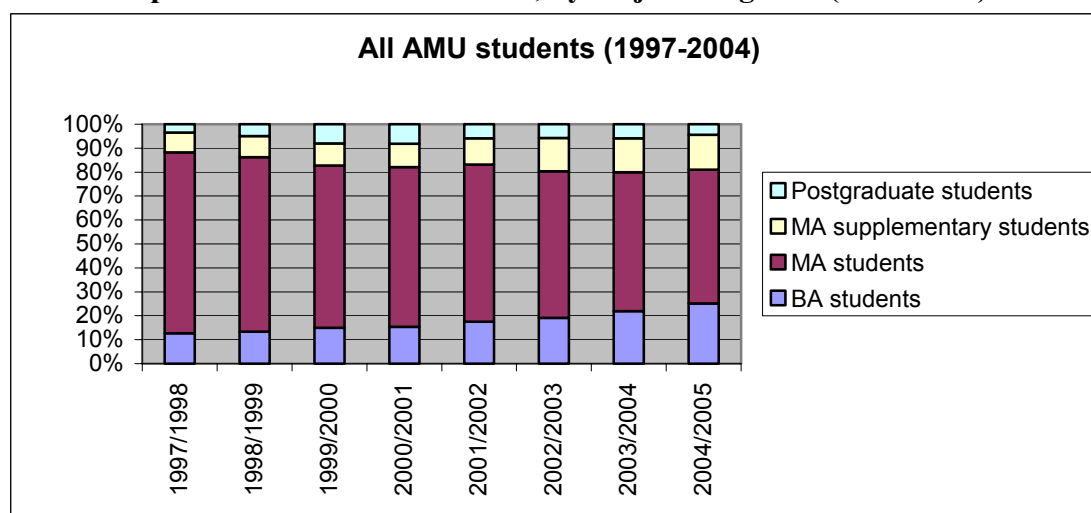
Table: All AMU students, by major categories (1997-2004)

	BA students	MA students	MA supplementary students	MA Post-masters students	Total
1997/1998	4345	25962	2836	1194	34337
1998/1999	4880	26433	3223	1803	36339
1999/2000	5924	26791	3649	3165	39529
2000/2001	6533	28337	4095	3485	42450
2001/2002	7813	29325	4903	2645	44686
2002/2003	9011	28903	6570	2709	47193
2003/2004	11053	29215	7167	2943	50378
2004/2005	13529	30046	7845	2340	53760

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

The proportion of AMU students in particular years is given below. As can be observed, the proportion of MA students has been steadily decreasing, the proportion of BA students has been steadily increasing, as has been that of MA supplementary studies and post-master studies.

Chart: Proportion of all AMU students, by major categories (1997-2004)



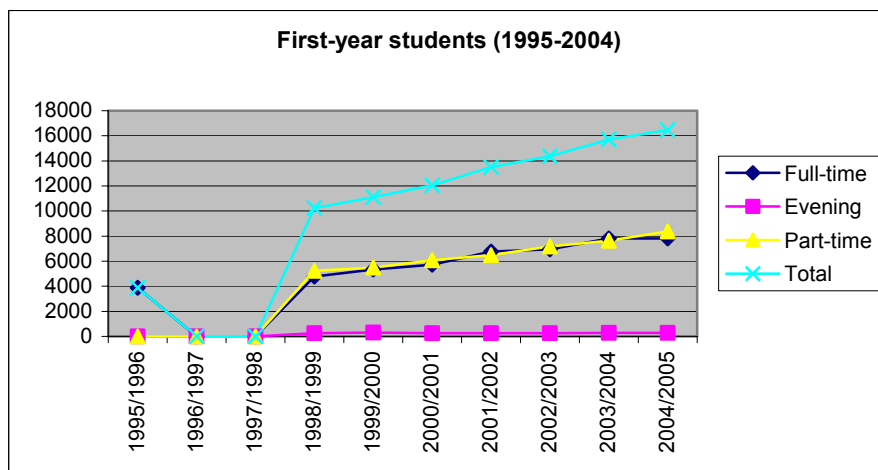
Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

The above tendencies, especially with regard to the full-time/part-time students ratio, can be observed also through analyzing the number of first-year student, as seen below in Table and Chart. The 50 percent division between the two categories has been maintained in recent years, as seen graphically in the Chart below.

Table: First-year students (1995-2004)

	First-year students (1995-2004)			Total
	Full-time	Evening	Part-time	
1995/1996	3875	na	na	3875
1996/1997	Na	na	na	0
1997/1998	Na	na	na	0
1998/1999	4782	244	5224	10250
1999/2000	5327	300	5477	11104
2000/2001	5721	246	6085	12052
2001/2002	6760	254	6489	13503
2002/2003	6945	259	7170	14374
2003/2004	7806	278	7628	15712
2004/2005	7825	270	8364	16459

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: First-year students (1995-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

7. The funding base: University income and expenditure

(A) Income

The following Table and shows the sources of University income in detailed categories in the ten years' period analyzed.

Table: Sources of University income, detailed categories (in PLN000; 1995-2004; 1EUR = 4 PLN)

Sources of University income, detailed categories, in PLN000 1995-2004																			
Total Income	Total income from teaching	State subsidies for teaching	Subsidi- es from local govern- ment and other state subsidi- es	Student Fees	Other	Total income from research	Subsidies For statutory research activities	Subsidies for unit's own research	Subsidies for SPUB	Subsidies for research- supportin- g measures	Subsidi- es for research projects	Subsidies for targeted research projects – with agree- ments	Include -ing from KBN	Selling other research results	Inco- me from sellin- g goods and servi- ces	Other income from operati- ons	Includ- ing: selling non- financi- al durabl- e assets	Including: other operational income	
1995	78351,4	65981,6	52655,3	7501,3	5825	11766	4793,2	1888,1	89,8		3494,3			1500,6	2,9	600,9	57	543,9	
1996	109432,1	91137,4	74073,6	10607,6	6456,2	15412,8	6052,1	2649,5	305,6		5014,5			1391,1	7,3	2874,6	2540,9	333,7	
1997	137266,8	117522,7	91350,6	17936,2	8235,9	14881,7	6955,1	2762,7	153,9		3691,7			1318,3	14,6	4847,8	1804,6	3043,2	
1998	169893,4	143048,6	106364,8	23345,6	13338,2	18990,1	10146,9	3692,9	64,6		3930,2			1155,5	9,8	7844,9	4	7840,9	
1999	188153	158855,2	118430	29203,2	11222	26247,5	12779,6	6651,9	311,3		4555,4			1949,3	17,7	3032,6	33,3	2999,3	
2000	209509,1	177651,3	122123,5	38245,9	17281,9	29660,5	15559,7	6921,1	162,4		5454,8			1562,4	7,9	2189,5	40,3	2149,2	
2001	247410,2	210082,7	143894,5	766,1	47377,3	18044,8	34847,1	15445,2	8037,2	228,7	8280,8			2855,2	7,6	2472,8	260,9	2211,9	
2002	268413,1	226961,1	154320,9	1039,3	54269,3	17331,6	34109,4	15405,3	7585,4	383,9	263,7	8910,2	163,8	100	1397,1	15,6	7327	35,5	7291,5
2003	285920,6	246975,7	167855,7	1205,2	58444,9	19469,9	31230,6	14998,2	6156,1	372,4	289	8107,5	10	10	1297,4	5,9	7708,4	22,1	7686,3
2004	328608,2	284496,3	202736,4	1371,2	59734,9	20653,8	31329,4	16030,9	5185,1	793,8	293	6602	1533,3	27	891,3	54,3	12728,2	1358,6	11369,6

Sources: Adam Mickiewicz University Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

The following Table shows the major sources of university income – from teaching, research, and other sources. This Table and the Chart below show how radically the income of the University grew from all sources, including teaching and research. It is interesting to note that the total income in the 10 years analyzed here grew by 319 percent, total income from teaching grew by 331 percent, and finally total income from research grew by 166 percent.

The dynamics of the growth of income from teaching vs. growth of income from research clearly shows the standard pattern of development of public universities in Poland in the last decade: opening universities to much wider public through increasing the number of students, both regular and part-time (see the section on student recruitment for details).

Enrolling more students in financial terms meant a bigger subsidy for teaching from the state in the case of full-time students (no tuition fees paid, in accordance with the Polish constitution) and higher income from student tuition fees in the case of part-time students.

The total income from research grew at a much slower rate as the major funding for research comes from the state. Consequently, together with generally low state funding in the period analyzed, the overall proportion of research funds in total university income was falling.

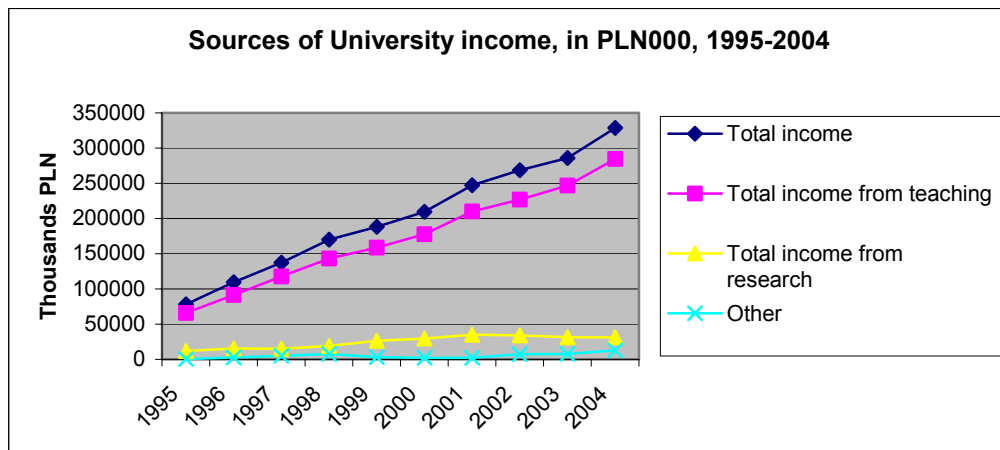
The difference between two separate slots in the state budget needs to be emphasized: one is budget for higher education, the other for research. State funding for higher education remains at the levels between 0,75 percent of GDP in 1995 and 1 percent of GDP in 2004 (which is a slightly lower level from an EU perspective, as discussed in a separate section about the context; a low level of GDP needs to be born in mind as well, though). State funding for research and development is low indeed (and has been decreasing systematically in the last 10 years – from 0,55 percent of GDP in 1994, to 0,43 in 2000 to 0,34 in 2003) and is not supplemented by private funding for research. The EU goal to have 3 percent of GDP (from both public and private sources) spent on research and development is unattainable.

Table: The major sources of university income (in PLN000; 1995-2004; 1 EUR = 4 PLN)
Major sources of University income, in PLN000, 1994-2005

	Total income		Total income	
	Total income from teaching	from research	Other	
1995	78351,4	65981,6	11766	600,9
1996	109432,1	91137,4	15412,8	2874,6
1997	137266,8	117522,7	14881,7	4847,8
1998	169893,4	143048,6	18990,1	7844,9
1999	188153	158855,2	26247,5	3032,6
2000	209509,1	177651,3	29660,5	2189,5
2001	247410,2	210082,7	34847,1	2472,8
2002	268413,1	226961,1	34109,4	7327
2003	285920,6	246975,7	31230,6	7708,4
2004	328608,2	284496,3	31329,4	12728,2

Sources: Adam Mickiewicz University Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart: Major sources of University income (in PLN000; 1995-2004; 1 EUR = 4 PLN)



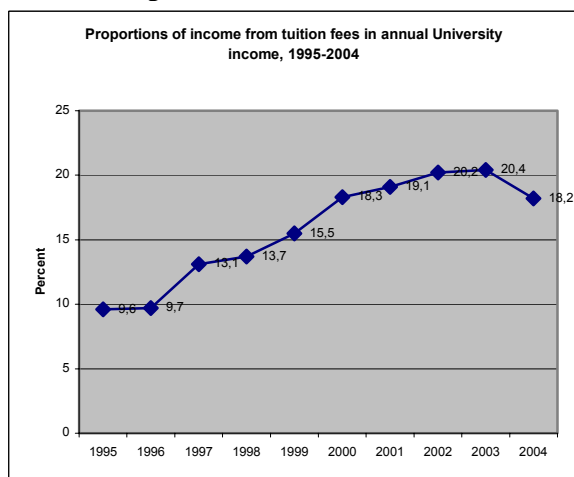
Sources: Adam Mickiewicz University Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

It needs to be emphasized, prior to presenting the exact data on student fees, that fees may be collected only from:

- BA and MA part-time students
- Both full-time and part-time MA-supplementary students
- Post-master students.

The Table below shows the role of student fees in University finances. In the last decade it has been increasingly important as a source of additional non-state income until a certain point in which it stopped. While in 1995 the University income from tuition fees was only about 10 percent (9,6 percent), in 2000 it reached the level of almost 20 percent (18,3 percent), in 2002 it was 20,2 percent, in 2003 it was 20,4 percent, and in 2004 it was lower and reached the level of 18,2 percent.

Chart: Proportions of income from tuition fees in annual University income, 1995-2004



Sources: Adam Mickiewicz University Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Although it may be premature to comment on the end of rise and the beginning of the decline of the share of income from student fees in the total university income, at least three causes should be mentioned:

- In 2004 the radical increase of student numbers in Poland was stopped; the increase was smaller than in any other year before, between 1990 and 2004. First, the point of natural saturation may have been reached (the enrollment rate for Poland grew from ca. 13 percent in 1990 to almost 50 percent in 2004). Second, the number of secondary school-leavers is decreasing; higher education is expecting fewer candidates than before in every coming year.
- In recent year the state funding for higher education in real terms as increasing, which can be seen from increasing University income from subsidies. With the level of student fees staying at a roughly the same level in real numbers (see 2002-2004), its proportion in annual budget is decreasing
- The competition of public and private institutions for students, and especially fee-paying students, is increasing. At the same time, the number of private institutions with rights to confer MA degrees is growing too. Until fairly recently, only about 15 percent of private institutions could confer the MA degree – still the sign of higher education as such (BA degree is still not recognized as a credential of higher education by both the public and the labor market. Consequently, students in recent years, and especially in 2004, had wider choice of (fee-paying) study options.

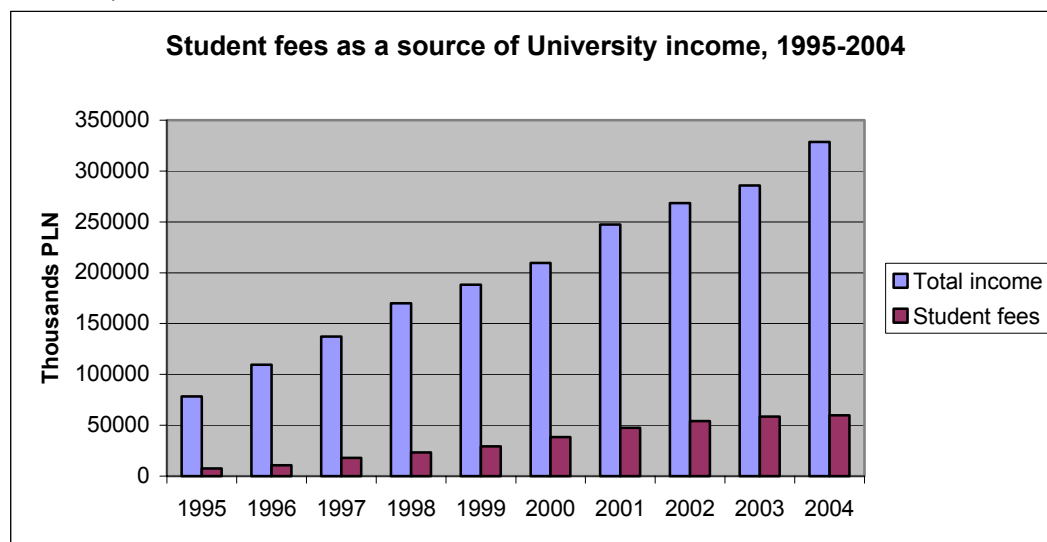
Table: University income from tuition fees (in PLN000; 1995-2004; 1 EUR = 4 PLN)

	Income from tuition fees (in PLN000; 1995-2004)	
	Total income	Student fees
1995	78351,4	7501,3
1996	109432,1	10607,6
1997	137266,8	17936,2
1998	169893,4	23345,6
1999	188153	29203,2
2000	209509,1	38245,9
2001	247410,2	47377,3
2002	268413,1	54269,3
2003	285920,6	58444,9
2004	328608,2	59734,9

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

The Chart below graphically shows the increase of the share of students fees in the annual income in the first five years analyzed, and then its steady share of above or below 20 percent in recent five years.

Chart: Student fees as a source of University income (in real numbers, in PLN000)



Sources: Adam Mickiewicz University Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Despite the fact that state subsidies for research projects have been growing in the last decade (by 89 percent in total), at the same time the total university income grew at a much faster rate (by 319 percent in the same period). Consequently, the share of university funding from research projects decreased from over 4 percent (4,45 in 1995 and 4,58 in 1996) to mere 2,01 percent in 2004. In all probability, in 2005 it will further decrease below 2 percent.

Interestingly, despite vast increases in the number of students in the period analyzed (as we have shown in a separate section on student recruitment, the increase between 1997 and 2004 was from 34,300 to 53,800 students, and from 3,900 to 16,459 first-year students), the proportion of total income from teaching remained during the 10 years at the same level: 83-86 percent, with a tendency to increase slightly each year. In 2004, the proportion of income from teaching was almost 87 percent (87,6) and from research was 9,5 percent. Total income from research has been decreasing steadily in the last decade, going down from the highest level of 15 percent in 1995.

To sum up, while the share of income from teaching has been steadily growing, the share of income from research has been steadily decreasing.

Table: Proportions of income from teaching and research (1995-2004)

Proportions of income from teaching and research, 1995-2004

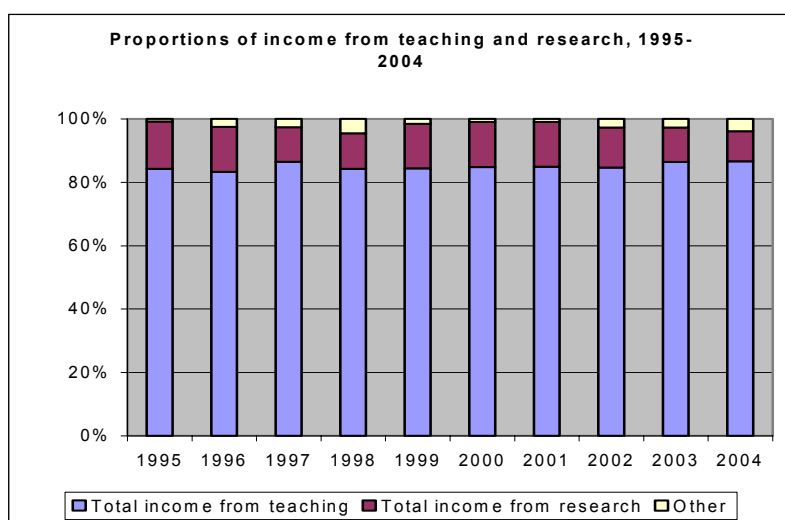
	Total income from teaching	Total income from research	Other	Total income
1995	84,2	15	0,8	100
1996	83,3	14,1	2,6	100
1997	85,6	10,8	2,6	100
1998	84,2	11,2	4,6	100
1999	84,4	14	1,6	100

2000	84,8	14,2	1	100
2001	84,9	14,1	1	100
2002	84,6	12,7	2,7	100
2003	86,4	10,9	2,7	100
2004	86,6	9,5	3,9	100

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Graphically, Chart below shows proportions of income from the two main sources.

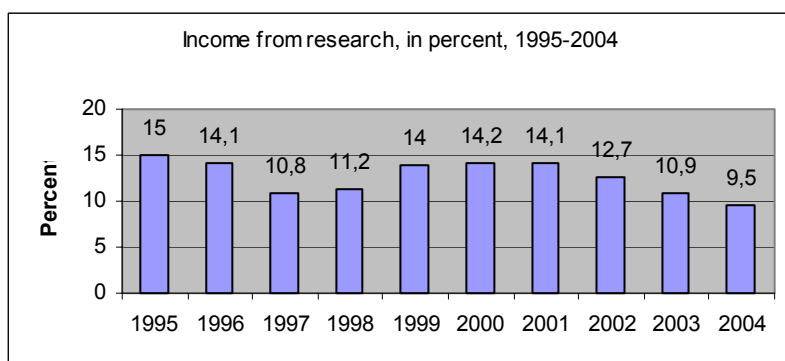
Graph: Proportions of income from teaching and research (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

It has to be born in mind that the income from research comes in various forms: state research grants (form KBN – State Committee for Scientific Research), state funds for statutory research, unit’s own research, special programs (SPUB), research-supporting measures, state grants accompanying EU grants, targeted research projects through contracts etc. The proportion of research funding from all sources is shown in the Chart below.

Chart: University income from research, in percent (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Now let us pass on to the structure of *the* major university income – the income from teaching. The income consists of three major elements: state subsidies, students fees and other (including examinations, various fees etc). In the 10 years analyzed, total income from teaching grew by 331 percent, while state subsidies grew by 285 percent and the income from student fees grew by almost 600 percent (696)! The structure of University income from teaching is presented below in Table.

Table: The structure of University income from teaching, in real numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)

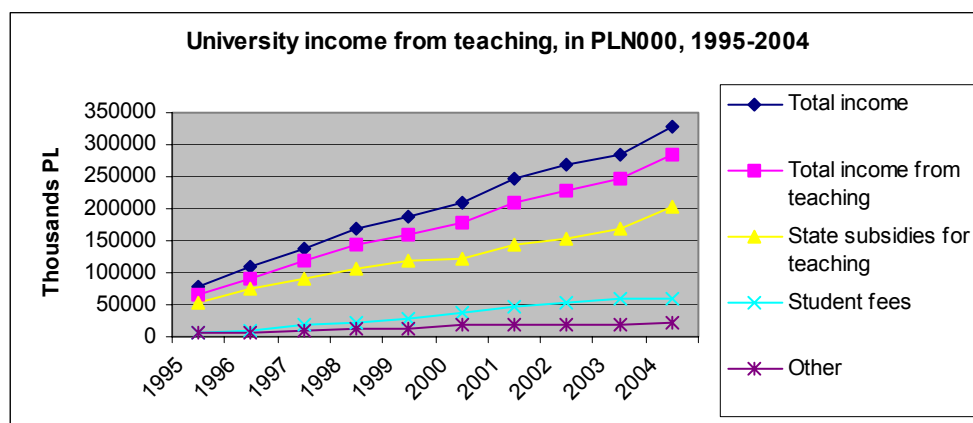
Structure of University income from teaching, in PLN000 (1995-2004; 1 EUR = 4 PLN)

	Total income	Total income from teaching	State subsidies For teaching	Student fees	Other
1995	78351,4	65981,6	52655,3	7501,3	5825
1996	109432,1	91137,4	74073,6	10607,6	6456,2
1997	137266,8	117522,7	91350,6	17936,2	8235,9
1998	169893,4	143048,6	106364,8	23345,6	13338,2
1999	188153	158855,2	118430	29203,2	11222
2000	209509,1	177651,3	122123,5	38245,9	17281,9
2001	247410,2	210082,7	143894,5	47377,3	18044,8
2002	268413,1	226961,1	154320,9	54269,3	17331,6
2003	285920,6	246975,7	167855,7	58444,9	19469,9
2004	328608,2	284496,3	202736,4	59734,9	20653,8

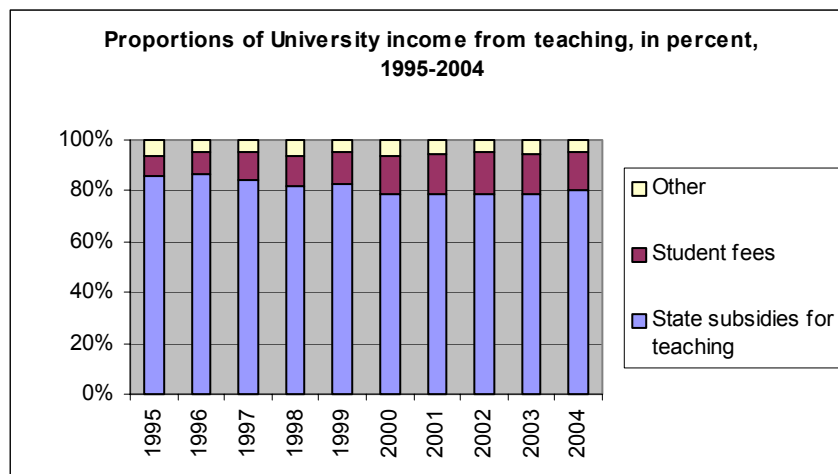
Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart below shows how substantial has always been the income from teaching in the last decade, and how substantial within that income were state subsidies (despite rapidly growing income from student fees). State subsidies for teaching have been at a relatively constant level in that period – slightly below or under 80 percent of the overall income from teaching. As mentioned, the income from fees was about 10 percent 10 years ago and has been above or below 20 percent in recent years, with a tendency of a slow decrease.

Chart: University income from teaching, in real numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)



And the proportions of university income from teaching are graphically presented below.

Chart: Proportions of university income from teaching (1995-2004)

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

State subsidies

Let us pass on now to the role and structure of state subsidies. The proportion of state subsidies in total annual university income has been substantial: ten years ago (1995) it was about 80 percent, today it is about 70 percent.

It is important to remember that state subsidies are provided to the two major university activities: teaching and research. In the case of research, the subsidy has been relatively low already 10 years ago, but has increased substantially in different categories (as shown below in Table): for statutory research subsidies the increase was by 234 percent, unit's own research by 175 percent, and research projects by 89 percent. As can be seen below, at the same time state subsidies for teaching has increased by 285 percent and was the biggest among all budget slots for different state subsidies.

Table: University income from state subsidies in real figures in PLN000 1995-2004; 1 EUR = 4 PLN

University income from state subsidies in real figures in PLN000 1995-2004; 1 EUR = 4 PLN

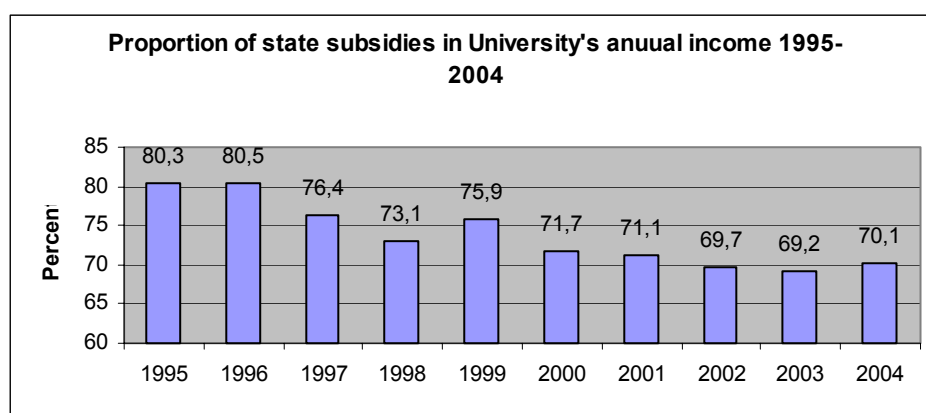
	Total income	Total state subsidies for teaching	Subsidies for statutory research activities	Subsidies for unit's own research	Subsidies for SPUB	Subsidies for research-supporting measures	Subsidies for research projects	Subsidies for targeted research projects - with agreements	Total state subsidies (teaching plus research)
1995	78351,4	52655,3	4793,2	1888,1	89,8		3494,3		62920,7
1996	109432,1	74073,6	6052,1	2649,5	305,6		5014,5		88095,3
1997	137266,8	91350,6	6955,1	2762,7	153,9		3691,7		104914
1998	169893,4	106364,8	10146,9	3692,9	64,6		3930,2		124199,4
1999	188153	118430	12779,6	6651,9	311,3		4555,4		142728,2
2000	209509,1	122123,5	15559,7	6921,1	162,4		5454,8		150221,5

2001	247410,2	143894,5	15445,2	8037,2	228,7		8280,8		175886,4
2002	268413,1	154320,9	15405,3	7585,4	383,9	263,7	8910,2	163,8	187033,2
2003	285920,6	167855,7	14998,2	6156,1	372,4	289	8107,5	10	197788,9
2004	328608,2	202736,4	16030,9	5185,1	793,8	293	6602	1533,3	233174,5

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

In the period analyzed, the University's reliance on core state funding – state subsidies for teaching and for research – decreased. Nevertheless during ten years the change was only 10 percentage points. In the context of radically increasing external funding (especially tuition fees from part-time students), the conclusion can be that the increase of state funding in real terms was substantial, and followed mostly state-funded full-time studies.

Chart: Proportions of state subsidies in annual University income (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

In terms of core and external funding, the Table and the Chart below provide real numbers and show the dynamics in the timeframe analyzed. The role of external funding grew from about 20 percent in 1995 to about 30 percent in recent years (2002-2004). The increase was slow between 2000 and 2002, reached a peak in 2003 and the decrease started in 2004. As most external funding comes from tuition fees, and the number of students at a national level is growing at a very low rate, further increase of proportions of external funding in University income is possible only in three cases:

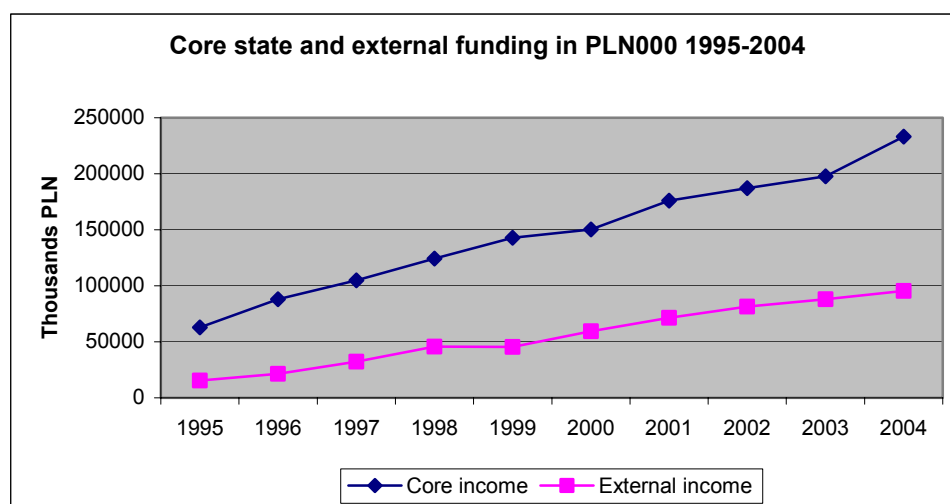
- the state reduces subsidies for teaching
- the state increases (various forms of) subsidies for research
- the University strengthens its links with the industry and receives more non-state research funds.

None of the three options seems possible in an extent which could change substantially proportions of external funding.

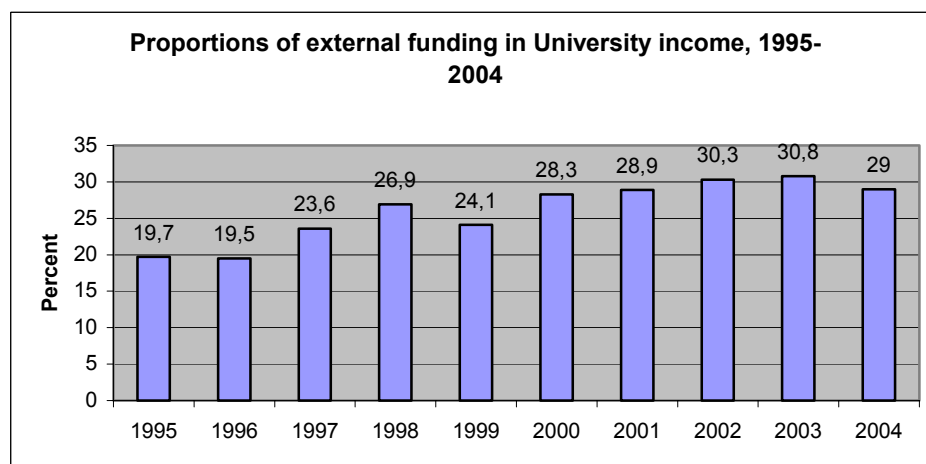
Consequently, core and external funding in real numbers and proportions of external funding are shown below.

Table: Core state and external funding in real numbers in PLN000 (1995-2004); 1 EUR = 4 PLN**Core state and external funding in PLN000 (1995-2004); 1 EUR = 4 PLN**

	Total income	Core income	External
1995	78351,4	62920,7	15430,7
1996	109432,1	88095,3	21336,8
1997	137266,8	104914	32352,8
1998	169893,4	124199,4	45694
1999	188153	142728,2	45424,8
2000	209509,1	150221,5	59287,6
2001	247410,2	175886,4	71523,8
2002	268413,1	187033,2	81379,9
2003	285920,6	197788,9	88131,7
2004	328608,2	233174,5	95433,7

Chart: Core state and external funding in real numbers in PLN000 (1995-2004); 1 EUR = 4 PLN

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart: Proportions of external funding in annual University income (1995-2004)

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

(B) Expenditure

Table: Structure of University expenditure, in real numbers (in PLN000; 1995-2004); 1 EUR = 4 PLN

	Operating costs	Depreciation	Materials and energy	Including energy	Outside services	Fees and taxes	Staff costs	Including staff remuneration	Social security	Including social security and work's fund	Other	Instruments	Business travel	Costs total	Change of state of products	Total of exploitation costs	Goods and service sold	Other operating costs
1995	77980	4077,9	7802,7	1934,2	6303,6	841,6	34935,1	30734,5	17331,2	14656,7	7218,2	2332	1118,7	78510,3	-1325,7	77184,6	1,4	794
1996	111945,8	5548,4	9571	2399,7	11550,6	1951	48987,8	43535,7	25140,3	21039,7	10055	2821,2	1866,2	112804,1	-2528,3	110275,8	6,8	1663,2
1997	140241,4	7501,8	10167,6	2793,1	14158,4	2281,4	63200,1	57853,8	31974	27217,9	11060	2036,1	2055,7	140343,3	-3622,3	136721	4,5	3515,9
1998	164248,8	9732,3	11577,5	3748,4	18483,9	3210,6	73874,4	67039	36888,6	31392,5	13785,4	2266,5	2749,2	167552,7	-3968,9	163583,8	3,5	661,5
1999	187212,6	11411,7	13021,9	4276,8	14310,2	3265	105693,4	95776,5	26154,4	19640,3	17506	2881,2	3421,5	191362,6	-4295,1	187067,5	0,9	144,2
2000	218458,6	14129,5	16390	5597	17172,6	3971,7	120517	107433,8	28608,8	21143,3	23599	3058	7345	224388,6	-6383,1	218055,5	260,4	452,9
2001	252812,1	16565,9	17453,2	6411,7	20364,5	4662,5	140611,5	122628,4	33782	25467,7	24587,6	4334,9	5553,9	258027,2	-6672,4	251354,8	0	1457,3
2002	273800,7	18511	18381,5	7853,8	19775,5	4890,6	155242,1	138625,9	37731,9	27885,1	22182,6	2807	5156,8	276715,2	-3288	273427,2	0,3	373,2
2003	291015,4	20339,8	18355,2	8207,6	18237,3	4973,1	169069,1	152417,3	50280,2	30432,1	12052,7	2642	4783,9	293307,4	-2536,1	290771,3	0	244,1
2004	331845,4	23035,3	22854,8	10636,2	21279,3	268,2	197021,9	172747,1	47076,1	45365	23951,6	2505,5	5192,2	335487,2	-4020,4	331466,8	11,6	367

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

The major sources of University expenditure are by far staff costs, followed by depreciation, materials and energy and outside services. In the last 10 years, staff costs increased from about 45 percent to almost 60 percent in 2004. The data on the major sources of University expenditure are given below in Table and Chart.

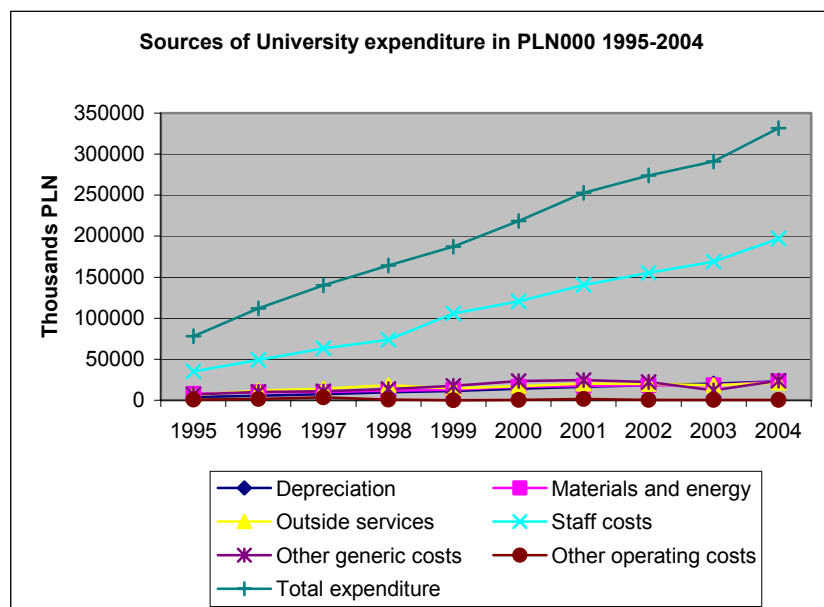
Table: Major sources of University expenditure in real numbers, (in PLN000; 1995-2004); 1 EUR = 4 PLN

Major sources of University expenditure in PLN000 (1995-2004); 1 EUR = 4 PLN

	Depreciation	Materials and energy	Outside Services	Staff costs	Other generic costs	Other operating costs	Total Expenditure
1995	4077,9	7802,7	6303,6	34935,1	7218,2	794	77980
1996	5548,4	9571	11550,6	48987,8	10055	1663,2	111945,8
1997	7501,8	10167,6	14158,4	63200,1	11060	3515,9	140241,4
1998	9732,3	11577,5	18483,9	73874,4	13785,4	661,5	164248,8
1999	11411,7	13021,9	14310,2	105693,4	17506	144,2	187212,6
2000	14129,5	16390	17172,6	120517	23599	452,9	218458,6
2001	16565,9	17453,2	20364,5	140611,5	24587,6	1457,3	252812,1
2002	18511	18381,5	19775,5	155242,1	22182,6	373,2	273800,7
2003	20339,8	18355,2	18237,3	169069,1	12052,7	244,1	291015,4
2004	23035,3	22854,8	21279,3	197021,9	23951,6	367	331845,4

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart: Major sources of University expenditure in real numbers, (in PLN000; 1995-2004); 1 EUR = 4 PLN



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

It is important to remember that in the 1990s university salaries were at a very low level and it was only in recent 4 years that they increased. Nevertheless, compared with other professionals, they remain at a non-acceptable level. The new law on financing higher education (2004) links staff's salaries to the national industrial average salary, with full

professors receiving over 300 percent of that average. Staff costs in real numbers and in proportion to university expenditure are given below.

Table: Staff costs in real numbers (in PLN000; 1995-2004); 1 EUR = 4 PLN

Staff costs in PLN000, 1995-2004; 1 EUR = 4 PLN

	Operating costs	Staff costs
1995	77980	34935,1
1996	111945,8	48987,8
1997	140241,4	63200,1
1998	164248,8	73874,4
1999	187212,6	105693,4
2000	218458,6	120517
2001	252812,1	140611,5
2002	273800,7	155242,1
2003	291015,4	169069,1
2004	331845,4	197021,9

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart: Staff costs in real numbers (in PLN000; 1995-2004)

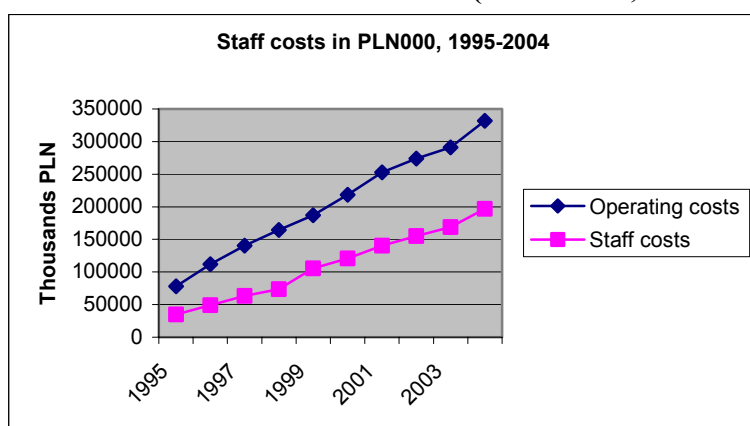
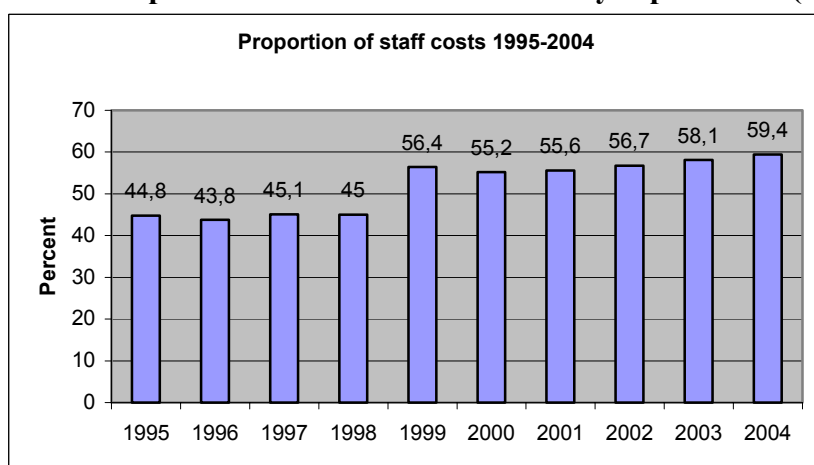


Chart: Proportion of staff costs in University expenditure (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Surplus/deficit

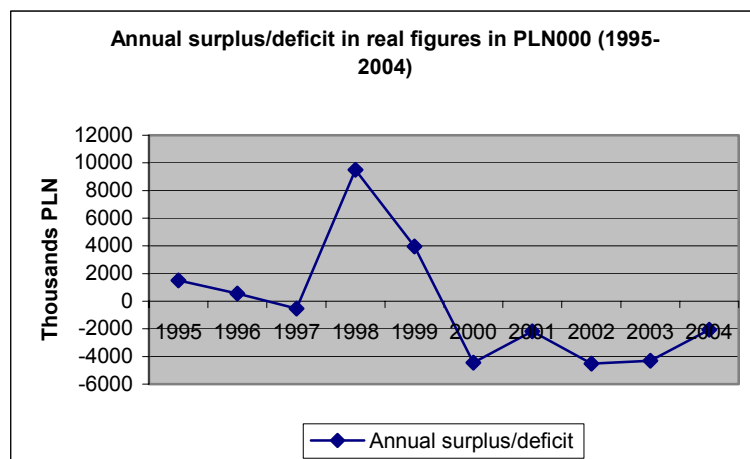
It is interesting to note that between 1995 and 1999 there was only one year in which the University had an annual deficit (1997), in all later years annual deficit was its common financial feature. As the University is a state institution, this fact did not seem to cause any problems in its functioning. In 2004, the level of annual deficit was 0,62 percent.

Table: Annual surplus/deficit in real figures in PLN000 (1995-2004); 1 EUR = 4 PLN

Annual surplus/deficit in real figures in PLN000 (1995-2004); 1 EUR = 4 PLN				
	Annual surplus/deficit on operational activity	Income from operating activity	Costs of operating activity	Annual surplus/deficit
1995	371,4	78351,4	77980	1502,1
1996	-2513,7	109432,1	111945,8	548,5
1997	-2974,6	137266,8	140241,4	-530,9
1998	5644,6	169893,4	164248,8	9495,9
1999	940,4	188153	187212,6	3963,5
2000	-8949,5	209509,1	218458,6	-4438
2001	-5401,9	247410,2	252812,1	-2177
2002	-5387,6	268413,1	273800,7	-4528,9
2003	-5094,8	285920,6	291015,4	-4316,2
2004	-3237,2	328608,2	331845,4	-2069,2

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart: Annual surplus/deficit in real figures in PLN000 (1995-2004); 1 EUR = 4 PLN



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

8. The dissemination of knowledge and the development of new knowledge from entrepreneurial activities

The dissemination of knowledge in connection with university entrepreneurialism is best shown with the example of fee-paying students at AMU and the development of new programs and study areas.

Fee-paying students at the University

Student fees are paid by part-time students (BA and MA) and both full-time and part-time MA-supplementary students. All post-master students pay fees as well. Both full-time and part-time PhD studies, in contrast, are free of charge. The number of fee-paying students has been increasing substantially in the timeframe analyzed – especially in the category of BA and MA-supplementary studies. The number of fee-paying MA students has been constant at the level of slightly below 10,000; the number of fee-paying BA students has increased by 200 percent – from ca. 4,300 (in 1997) to 13,500 (in 2004); and the number of fee-paying MA-supplementary students has increased by over 150 percent – from ca 2,800 (in 1997) to 7,800 in 2004. The phenomenon is shown below:

Table: Fee-paying students at AMU (1997-2004)

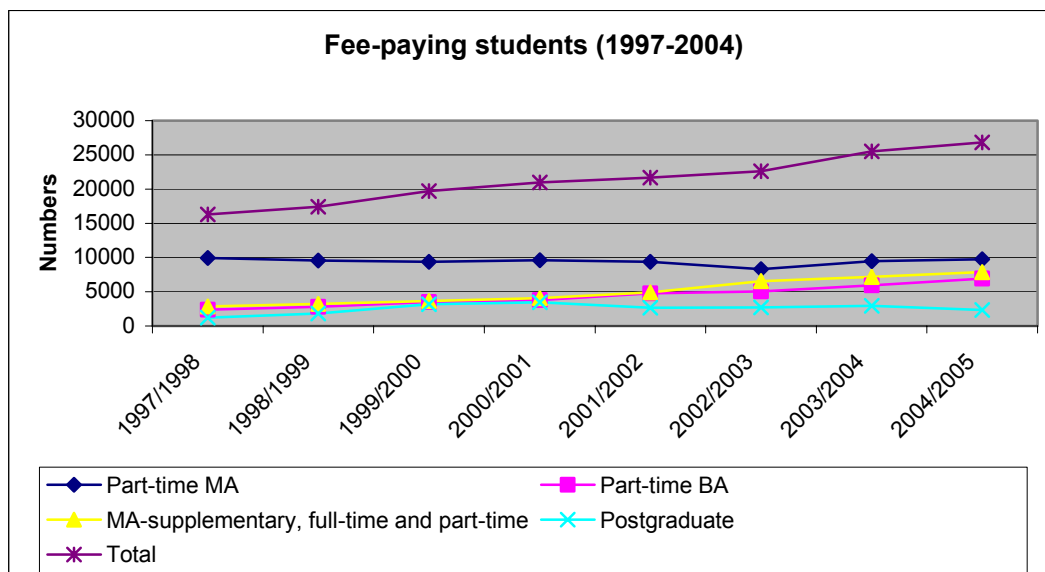
	Fee-paying students at AMU (1997-2004)				Total
	Part-time MA	Part-time BA	MA-supplementary, full-time and part-time	Post-masters	
1997/1998	9899	2375	2836	1194	16304
1998/1999	9567	2830	3223	1803	17423
1999/2000	9354	3517	3649	3165	19685
2000/2001	9592	3803	4095	3485	20975
2001/2002	9362	4779	4903	2645	21689
2002/2003	8264	5067	6570	2709	22610
2003/2004	9452	5963	7167	2943	25525
2004/2005	9740	6904	7845	2340	26829

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table: Students with and without fees at AMU (1997-2004)

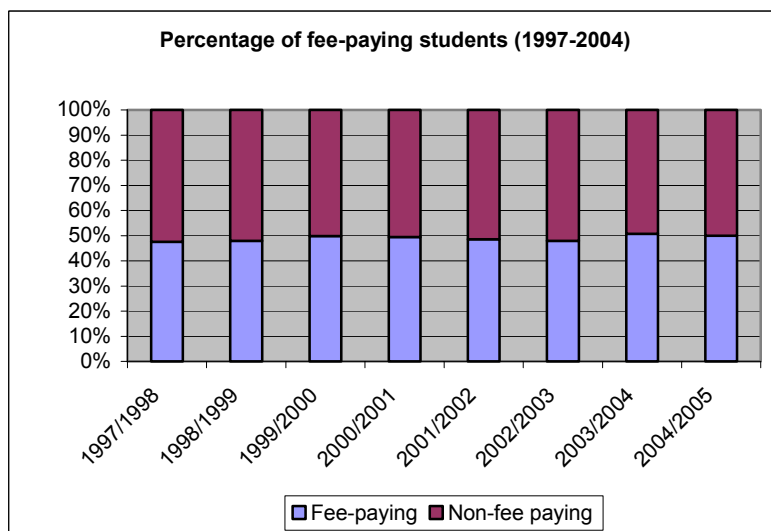
	Fee-paying students	Non-fee paying students	Total
1997/1998	16304	18033	34337
1998/1999	17423	18916	36339
1999/2000	19685	19844	39529
2000/2001	20975	21475	42450
2001/2002	21689	22997	44686
2002/2003	22610	24583	47193
2003/2004	25525	24853	50378
2004/2005	26829	26931	53760

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart: Fee-paying students at AMU (1997-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Despite growing numbers, the total share of fee-paying students in the student body at the University has been steady, and oscillating around 50 percent:

Chart: Proportion of fee-paying students at AMU (1997-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

The number of fee-paying part-time students in 2004 was the following:

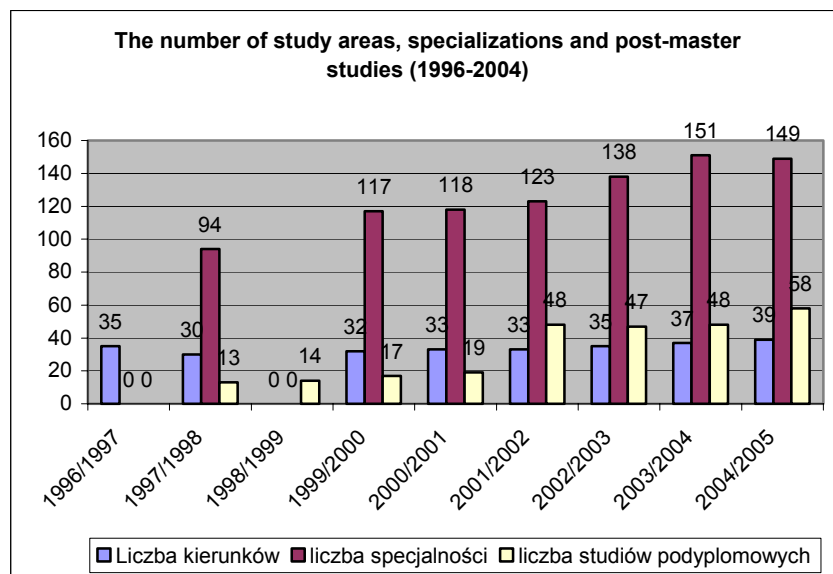
- MA students – 33 percent
- BA students – 51 percent
- MA-supplementary studies students – 71 percent

The overall proportion of part-time students in new recruitment in 2004 was slightly more than a half (51 percent). The details of student numbers in various modes of studies are given in the section on student recruitment.

As the number of part-time students is growing, and as this is the category of students which brings biggest revenues to the university through student fees, it is important to see the University's policy in this regard. The policy regarding fee-paying part-time students was formulated in 2000 in a document "Principles pertaining to the model of part-time studying at AMU". Its major points are the following:

- Part-time studies, by law, are completed with exactly the same diploma as those issued for full-time studies
- In principle, the aim of part-time studies is to provide higher education to those who are already or want to be engaged in professional work
- AMU should aim at guaranteeing the programmatic equivalence of part-time and full-time studies, while maintaining the specificity of part-time studies
- Educational offer should be well-defined, differences between MA and BA diplomas clearly explained; the level of fees defined and the structure of academic year determined in advance
- Recruitment: principles of recruitment should be defined for both modes of studies at the same time; timing – recruitment for part-time studies later than for full-time studies
- Teaching process: schedules for the whole year provided in advance; well-planned teaching weekends
- Part-time educational offer should be clearly referred to the full-time educational offer (generally 40-60 percent of the total number of teaching hours per year)
- Access to the same specializations guaranteed, consequently the same diplomas received
- Clear policy how to follow from BA to MA level of studies: the continuation of studies at an MA supplementary level should be guaranteed for all BA graduates. Also 5-year MA studies may be offered in a part-time mode.
- ECTS and wider offer of elective courses should be gradually introduced.

Educational offer of AMU has been steadily developed in the period studied. The number of general courses (study areas) has been stable as the University has always had a full array of disciplines represented in its teaching and research. But the number of specializations offered within traditional study areas has increased dramatically – by 60 percent (from below 100 to about 150). The University has been also developing its offer of post-master courses. Here the offer has been growing radically – the increase has been almost four and a half times (from 13 in 1997 to 58 in 2004). All post-masters courses are fully paid. The details are given below.

Chart: The number of study areas, specializations and post-master studies (1996-2004)

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

The four most popular areas of studies in the last decade were: law, political sciences, tourism and recreational studies and educational sciences. Changes over the years are given below in Table. The most interesting case from a funding perspective is the Faculty of Law. The number of full-time students has been stable in the period studied – around 1,500 students. The decrease in the total number of students enrolled results from the decrease in the number of part-time fee-paying students by almost 30 percent (from about 3,300 to about 2,300 last year). Part-time students of law in the second half of the 1990s and the beginning of the 2000s was one of the most significant sources of income from student fees (from the perspective of a single faculty, one of 14). The phenomenon was linked to University liberal policy with respect to the proportion of part-time fee-paying to full-time (non-fee paying) students. In 1997, the proportion of fee-paying students in the faculty reached almost 70 percent, and then it was going steadily down, but still reaching the level of 60 percent in 2004. University's liberal policy has been accompanied by huge interest of students in studies the studying of which on a full-time basis is extremely difficult. The University has intentionally used the opportunity provided by its monopolistic position in the Region: to study the law in the Region means studying the law at AMU. The studies in both full-time and part-time modes are very competitive, and especially in their part-time mode the drop-out rate is very high (and especially in the first year). In practice, it means enrolling hundreds of students with the intention of letting only a small fraction of them continue studies). Despite these hard conditions, the number of part-time fee-paying students enrolled is still very significant and much higher than in any other areas.

In terms of funding, the standard agreement between the University and a faculty is dividing revenue equally, 50 percent from student fees are left in a faculty, and 50 percent go to the University. With a substantial and increasing number of part-time students, the University income from tuition fees is substantial, as discussed in the section on funding.

AMU has been consistently opening new specializations every academic year; both in a full-time mode (without fees), and in part-time modes (with fees). Educational offer has been much more competitive than 5-10 years ago. The example of direct competition with other

institutions in Poznan (e.g. with WSHIG, analyzed separately) is Tourism and Recreation Studies, opened in 2000, with more than 1,600 students today (of which about 1,000 part-time fee-paying). The dynamics of changes is given below by this excellent example:

Table: Changes in student numbers in the most popular areas of studies – Tourism and Recreation Studies (2000-2004)

	Total	Full-time	Part-time
2004/2005	1610	508	1102
2003/2004	1295	368	927
2002/2003	1046	283	763
2001/2002	857	222	635
2000/2001	760	102	658
1999/2000	0	0	0
1998/1999	0	0	0
1997/1998	0	0	0

9. Knowledge transfer

The University income from selling research results has been steadily decreasing in the last decade. From 1,91 percent in 1995 to 0,27 percent in 2004. Interestingly, the decrease took place not only in proportions of total income from this source, but also – surprisingly – in real numbers. Certainly, the issue needs further analysis as research results and services could be sold not only in natural sciences but also in social sciences. The idea of selling one's knowledge or expertise through the university is not working. The data are provide below in Table.

What most academics are selling today are not research results but teaching services: both for their home university (teaching part-time fee-paying students for additional money) and for other educational institutions. Just as university has been becoming increasingly a teaching institution, staff have been becoming increasingly teaching staff. This issue is dealt with separately, though, as it borders directly with staff's entrepreneurialism.

Table: Income from selling research results, in real numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)

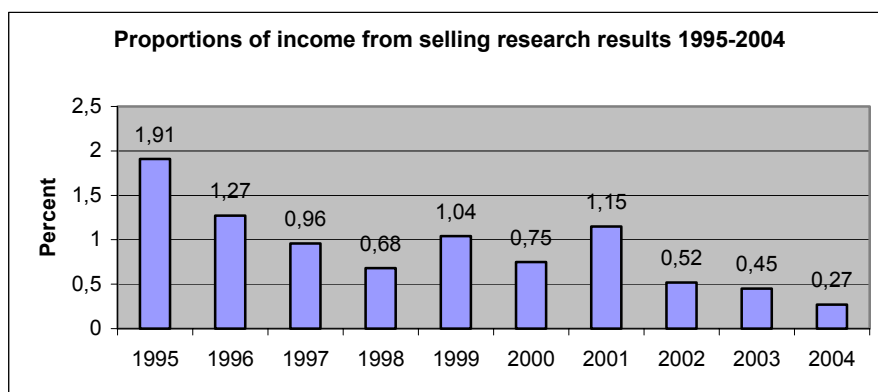
Income from selling research results numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)

	Total income	Selling other research results	Percent
1995	78351,4	1500,6	1,91
1996	109432,1	1391,1	1,27
1997	137266,8	1318,3	0,96
1998	169893,4	1155,5	0,68
1999	188153	1949,3	1,04
2000	209509,1	1562,4	0,75
2001	247410,2	2855,2	1,15
2002	268413,1	1397,1	0,52
2003	285920,6	1297,4	0,45
2004	328608,2	891,3	0,27

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Graphically, proportion is shown below and the steady decrease in the last decade is clearly seen:

Chart: Proportions of income from selling research results 1995-2004



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

The general problem of Polish higher education, and the University is not an exception here, is that very low public funding for research (and research projects) is not supplemented by private funding for research. The University/industry cooperation is certainly underdeveloped, for at least two reasons: first, the industry, and especially heavy industry, has been in a very difficult financial position in the recent 15 years due to the passage from command-driven to market economy and heavy competition with foreign products; second, the university in previous decades under communism was focused much more on state-supported basic research, rather than on industry-supported applied research (the latter has traditionally been catered for by technical universities). It is a long-term process to get the industry and the university work together, or get the university work on projects not only applicable in, but also sellable to, Polish industry.

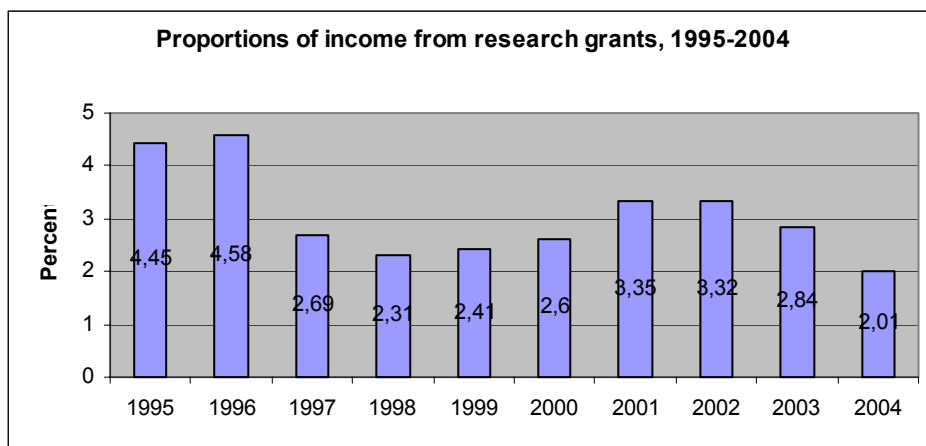
Table: Total University income from research projects, in real numbers (in PLN000, 1995-2004; 1 EUR = 4 PLN)

Total income from research projects 1995-2004			
	Total income	Subsidies for research projects	Percent
1995	78351,4	3494,3	4,45
1996	109432,1	5014,5	4,58
1997	137266,8	3691,7	2,69
1998	169893,4	3930,2	2,31
1999	188153	4555,4	2,41
2000	209509,1	5454,8	2,6
2001	247410,2	8280,8	3,35
2002	268413,1	8910,2	3,32
2003	285920,6	8107,5	2,84
2004	328608,2	6602	2,01

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Consequently, under current university/industry relationships, research money is almost exclusively (in comparative terms) state money through different slots in state subsidies for research. Additionally, the University makes use of EU research funds, currently mainly through the 5th and 6th Framework Programs. The Chart below shows graphically the decreasing proportion of income from research grants in the period analyzed.

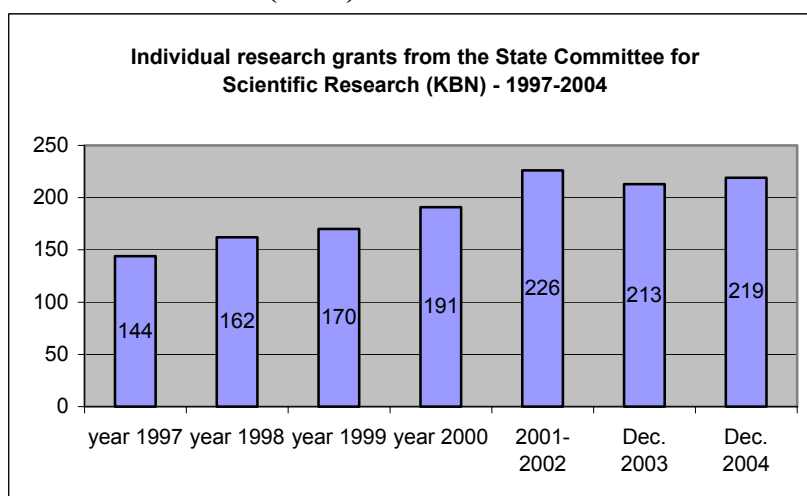
Chart: Proportions of income from research grants (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

The number of state research grants awarded to the University (on a competitive basis – based on a national competition) has substantially increased in the years 1997-2004 (for which full data are available) – the increase was over 50 percent. But in recent three years the number of grant has been stable and is about 220 (approximately one grant for ten academics).

Chart: The number of individual research grants from the State Committee for Scientific Research (KBN) - 1997-2004



Source: *Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate* (Poznan: Adam Mickiewicz University)

10. Competition (and external/internal drivers of change)

In general, the major transformation of Polish universities occurred after 1989 when – in the new 1990 law on higher education – academic freedom and institutional autonomy was granted. The new law gave higher education institutions a chance to begin to accommodate to new social, political and economic conditions and to make use of its newly gained autonomy. The law re-introduced the spirit and practices of autonomy, freedom of teaching and research and together with a new 1991 “Law on the State Committee for Scientific Research” (KBN) opened new ways of financing research by means of a new system of open competitions for “research grants”, unheard of before. The first step in reforming higher education was made and it was supposed to be followed soon by next steps, in the direction about to be born together with deep transformations of society and economy. Surprisingly, after nine subsequent projects of reforming Polish higher education presented by the Ministry of Education alone, the new law was passed only after 15 years, on July 27, 2005. The social and economic surrounding in which higher education operates in Poland today has changed enormously in the last decade and a half: the number of students rose more than four times, from about 400.000 in 1990/1991 to over 1.926.000 in 2004/2005 (the increase of 377 percent), and in the academic year 2004/2005 almost one third of the student body (30,2%) went for private higher education institutions, almost non-existent immediately following the collapse of Communism; there is currently 301 private higher education institutions and the number of them is constantly.

In the decades preceding the advent of market economy in 1989, there was no competition between universities for students or for research markets. Universities were elitist, the enrollments were low and were kept at this low level, and changes were being introduced at the stimulation of the state. Currently, the competition between AMU and other universities in Poland (especially between the top 3 universities: AMU, Warsaw University, the Jagiellonian University in Krakow) is evident; but equally important, on a regional basis, is the competition for best students between AMU and other public and private institutions in Poznan, in selected areas.

The competition for students is certainly uneven in the case of full-time students: they are studying at AMU for free; but in the case of fee-paying part-time students, the choice in the region is huge.

The competitive advantage of AMU over other, especially private, providers – apart from an incomparable level of infrastructure provided to students and top academic quality of its academic staff – is the AMU label. AMU graduates are still receiving the same AMU diploma, with no indication about the mode of studies (full-time or part-time). This situation has been very advantageous to AMU and the number of part-time students has been growing. To the labor market, the substantial difference between the two modes of studies has been concealed. It is only with the introduction (in 2006) of the “Diploma Supplement”, promoted within the Bologna Process, that the differences will be explained in a final diploma detail.

The competition for state research funds is open to all educational institutions. Public universities, including AMU, take the lion’s share of both research subsidies and research grants available. The details on the allocation of research funds to public and private institutions, and on state research subsidies according to various categories are given in the introduction to the Polish system of financing higher education and research.

The internal competition between Institutes and between Faculties is very limited; the reason is that most funding comes from teaching (and especially from core state subsidies for teaching) in which there is no direct competition; the number of candidates is still higher – and in many cases much higher – than the number of places available to students; the exception being some areas in natural sciences and some philologies.

Funding for research where potentially internal competition could be observed is divided at the state level, based of specific categorization of each Institute (based mostly on publications and research results, updated each year). So there are no research funds at the University level for which Institutes or Faculties could compete for, except for small collaborative grants, or publication subsidies etc, insignificant from a larger institutional perspective.

There is an important difference between social sciences and the humanities on the one hand, and natural sciences on the other (in general). Some faculties (e.g. Chemistry) have, by comparison, significant state subsidies for research to be divided between their research teams and academics: the number of points gathered by teams of academics (publications, research results) is translated into research funds available (1 point equals e.g. 230 PLN). It creates competition, and the number of publications is rising. The problem is that this solution works only in those faculties which at the original division of state funds (at the state level) have substantial subsidies to compete for. The only good example at AMU is chemistry but state subsidies for chemistry are the biggest at AMU and no academics, basically, were losing in the competition introduced in the faculty for state funds in recent 5-6 years. In social sciences and the humanities where “points” for research and publications are also gathered, this mechanism does not work as the funds are too small at the first original division, at the state level (the difference in research funding available can be as high as 10-20 times).

Competition is observed in seeking EU funding, especially for research; but again, it is not internal competition but external one – between international teams; At the national level, EU funding can be complemented by state subsidies, to support Polish participation in EU projects (and increase Poland’s chance to regain its financial contribution to EU research project).

Major changes expected in the functioning of universities may come from the national level: funding for research and teaching; fees from full-time students, if any; changes in academic titles and degrees – and consequently new career ladders; changes in modes of academic employment etc (especially in a new AMU Statute, expected for October 2006).

Funding (and especially funding available to academic staff themselves) has determined to a large extent the institutional developments of AMU. The flourishing of extramural fee-paying studies at AMU means securing additional sources of income for professors and for the institution (in the 50 percent – 50 percent relation); students and their future in the labor market, are sometimes less important; also the study areas in which these studies are organized may reflect merely academics (justified) need for extra source of income combined with young people’ (justified) need to have academic credentials relatively easily (3-4 days of studies a month) – and from a very respectable institution. As a funding source, fees from part-time students will not be possible in the mid- to long-term perspective because of competition with other providers and the incoming downfall in secondary school-leavers. In the recent 10 years, though, part-time fee-paying studies has determined to a large extent transformations in most (except for the natural sciences) faculties. Additionally, no financial

risks were involved. From a national perspective, over 50% of students in public institutions are these fee-paying part students, and in the private sector this level goes beyond 70%.

11. Human resources management

In the period analyzed. AMU, similarly to other public universities, has not changed the management of its academic staff. The rules of the academic game do remain the same, and do not differ substantially from those from the 1970s or 1980s (except for academic freedom and institutional autonomy). The rules of hiring and firing, the division of time between teaching (180 hours per year for senior academic staff, 210 hours per year for junior academic staff), research and services, the system of degrees, titles and promotions are roughly the same. The only major difference (introduced at the national level, though) was the introduction of “university professorship” for (some) senior academics with the habilitation degree but without the scientific title of professor, accompanied by the deletion of the former intermediary title of “docent”. Otherwise the university structures remain unchanged, also at AMU.

As the traditional spirit of academic collegiality does not seem to be endangered by corporatization and managerialism as new modes of human resources management, the relationship between Institutes, Faculties and their staff remains unchanged. At AMU, as at other public universities, no intention to change that spirit can be observed. Even more, as the number of senior academics (especially in the range of university professors) is constantly increasing, the power of Scientific Councils is even higher, and the position of directors is definitely weaker. Ten years ago decisions were taken in a collegial manner in Institutes by a few senior academics; today they are often taken by a few dozens of senior academics.

AMU does not seem to be using any human resources management techniques. As the level of salaries is determined at a state level (state brackets of university salaries), and as the overall state funding is limited, there seem to be no financial reward system for entrepreneurial units, institutes or individual faculty members. Regardless of the research or teaching achievements of a professor, his or her salary is exactly the same. Also there are no differences between faculties and specializations in terms of salaries. For particular departments, an informal reward system can be through access to part-time teaching, which may be well paid. But most academics do not look at their institutions for financial rewards through teaching – until recently they have most often sought parallel employment in the private sector (the new law of July 2005 introduces a limit – two posts – to parallel employment) to do additional teaching.

The chances of AMU to enhance entrepreneurial approach through a financial reward system are limited; also considering the fact that from every 1000 PLN paid additionally by the institution from research grants, only 200-300 can reach the pocket of the individual professor (200 go for overheads, 400 for social security contributions, 100-200 for personal tax; by comparison, in teaching in outside institutions, the personal income from the same 1000 PLN gross would be 800-900 PLN (deductions to personal tax only).

12. Inhibitors to entrepreneurialism

The changing financial setting in which European higher education systems function increasingly impose new modes of operation of their institutions: the theoretical description of these transforming management and funding structures involve such notions as the

“entrepreneurial university” (as well “enterprising university”, “innovative and self-reliant university” etc). Public but “entrepreneurial” universities are seeking additional non-state income; in the case of transition economies – they do so under severe governmental underfunding of both research and teaching. There is a number of ways of generating non-state funding as European “best practices” show, including fees (special programs, foreign students), research (overheads, patents), continuing education (short courses for professionals), charging for university services, opening science parks and spin-off companies etc. To be entrepreneurial, a university needs a special entrepreneurial culture, supported by entrepreneurial (but collegially-elected) leadership.

AMU as an entrepreneurial university would mean: AMU as an organization behaving in an entrepreneurial manner; AMU units and sub-units behaving in an entrepreneurial manner; and AMU faculty and staff behaving in an entrepreneurial manner. Entrepreneurial behavior would mean taking institutional and financial risks; rewarding academic entrepreneurs (and possibly “punishing” traditionalists through not rewarding them); seeking non-state income wherever possible, through teaching, research, and services; teaching students, PhD students and young faculty to be innovative, entrepreneurial-minded; supporting closer links with the industry; widening educational offer (including the offer for fee-paying students) etc. The crucial point is to increase the proportion of external funding in overall university income, becoming more independent of state subsidies (especially in research), be forward-looking, innovative, be expansive etc.

In view of the above, inhibitors to academic entrepreneurialism can be determined on several interrelated levels:

- State level (e.g. national legislation, state funding and state modes of allocation of research funds, current modes of academic promotion, a national system of academic titles and degrees)
- University level
- Faculties’ and Institutes’ level
- Individual level (e.g. traditional academic mentality)

Inhibitors on all levels reinforce one another and make the entrepreneurial culture extremely difficult to achieve in Polish public universities, including at AMU.

National legislation relevant in the context of entrepreneurialism seems to include at least:

- Tax regulations: in the final analysis, 50% lower taxes for academics (and other so-called in Poland “creative” professions as e.g. journalists, artists, lawyers etc). This award is always threatened to be taken away from these professions, with the danger of academic salaries being still lower. Currently, its existence can be viewed as a positive factor.
(In more detail: the tax base for academics is approximately 50% of their income on average – 50 % for research and 75% for teaching from the academic salary, the salary being divided into the two components; and in the case of additional income related to research, the tax base is also 50%, no matter whether the income comes from the university or a different source, including payments for reviews, academic honoraria etc.)
- Social security regulations: every payment by the University of any additional money (research fees, consulting fees, university awards, additional work for the university etc) to its academics is charged with personal tax plus a 20-40 percent contribution to

social security scheme (only after reaching a certain – relatively high for AMU – amount of income of 72,000 PLN in a given tax year, the social security contribution is not deducted). The contribution to social security comes almost half by half: 20% from the side of the academic, and 20% from the side of the institution. Certainly, in the case of outside grants, a grant has to cover both academic's and institution's component of the social security contribution. It effectively means that a payment from a grant to an academic has to include 40% social security contribution.

The law intended for companies which avoided paying these contributions for high salaries directly affects public universities: potential additional income from research and consulting is much less appealing to potential grant or consultancy seekers. As far as possible, being rational, they should avoid their universities rather than involve them in research or consulting activities.

- Law on higher education: the old law (in force until July 2005) did not ban the holding of multiple positions in several institutions. Consequently, faculty members have been much more interested in teaching in several places than in thinking in an entrepreneurial manner in the institutional context of AMU. Currently, only two full-time academic posts are allowed. AMU accepts only the first employment; the second can be left for another institution. AMU Statute determining the issue is in progress.
- “The law on some forms of supporting innovation activities” (July 2005) introduces VAT on R&D activities. The impact on these activities at AMU is still unknown.
- “The law on financing research” (2003) introduces new modes of financing research, and precludes other previous modes.
- “The law on public finances”; introduces severe limitations on e.g. publishing activities.
- The law on public-private partnerships and the law on intellectual property – the impact has not been determined yet. Potentially opens new possibilities for spin off companies run by academics.
- The law on scientific degrees and the scientific title; the academic career in Poland has a milestone of a Habilitation degree, usually obtained between 45 and 50 years of age. It is only Habilitation that makes an academic a senior academic – but still on the ladder there is the professorship (the scientific title of professor). For many academics this traditional career ladder, with no exceptions possible, makes entrepreneurial thinking and entrepreneurship in practice difficult to achieve. The rules for academic promotion (degrees and title) do not include entrepreneurial achievements; what counts is traditional publications rather than patents, sellable research findings or technology transfer between academia and the business and industry sectors.
- State funding for research is very limited; consequently competition for e.g. research grants seems to high to enter, compared with opportunities through outside teaching (on average and comparing the number of grants and the number of faculty eligible for competing for them at the state level). The exception are natural sciences.
- Low salaries (compared with other professionals) forces most academics to seek additional income elsewhere through additional teaching (senior staff) or non-related business activities (junior staff) or through research.

There is an interesting difference between social sciences and the humanities on the one hand, and natural sciences on the other. While the former at AMU seem to favor teaching, the latter are forced to focus on research in search of additional income. Under financial stress, a lot of energy of academics is lost on day-to-day problems, at the expense of devoting energy to changing their institution. (From a comparative

perspective, academics' working conditions and salaries are deteriorating everywhere; in the Polish context, and that of AMU, the issue is more acute than in old EU countries as the starting level of salaries in 1989 was very low).

At the University and Faculties/Institutes levels, inhibitors to entrepreneurialism include:

- There is a clear difference between social sciences and the humanities (in general terms, including also e.g. law) and the natural sciences (in general terms). In most remarks given below, this difference needs to be born in mind.
- There is a big pressure to widen AMU's educational offer, both in full-time and part-time modes. The number of fee-paying part-time students cannot exceed 50 percent of the number of full-time students, and this proportion has been steady at AMU in 1995-2005 (see Chart). At the same time national regulations about the contents of studies make this opening difficult; and the inhibitor is also the lack of teaching space.
- The level of research funding available on a competitive basis at the University level is very low (it can be high on an Institute's level as in natural sciences, chemistry with its mechanism of "points" calculated into research money being perhaps the best example, as described briefly above).
- There does not seem to be a comprehensive system of rewarding entrepreneurial units, teams, and individual academics financially (except for occasional rectorial awards for teams and individuals) in the case of social sciences; in natural sciences, competition for relatively substantial research funds can be viewed as a system of rewards for the best research teams (again chemistry is an example).
- The appreciation for the academia-business or academia-industry links seems to be (traditionally) very low; there are exceptions, especially in natural sciences; but these links are still rather insignificant in the context of AMU income (see income from selling research results, falling sharply to 0,24 percent of total income in 2004).
- The appreciation for international cooperation through joint research projects at lower levels (*below* the university level) seems too low (but also the opportunities are scarce, and the competition for EU research funds is high); again natural sciences represent a much higher appreciation in this respect.
- Generally, the prestige of research work seems to be in danger; the fetish of having ever more students and ever more specializations within an Institute etc – especially in the social sciences and the humanities – is widely spread. There is a danger of AMU becoming a student-focused, teaching-focused institution, which goes against the mission of top modern public research universities. Certainly the problem does not concern natural sciences in general: fee-paying part-time mode of studies is difficult, if not impossible in most cases there. Consequently the interest in, and prestige of, research activities is still high
- Both research work and publications, in general, seem undervalued; they appear to bring calculable "points" to the university units, but clearly teaching subsidies are much higher than research subsidies except natural sciences. Consequently, there is a widespread (and dangerous to the mission of the university) feeling that research, publications, and other research results are increasingly less important. Again the exception are natural sciences for which state subsidies for research can be high in some areas (e.g. chemistry), and can be seen as worth competing for on the basis of "points" gathered through publications and research results.
- Consequently, publishing and research are more often viewed as important for personal career and development (degrees, title) but not for the units or institution as a whole, with differences between research-focused natural sciences; in the long run,

these changes in the academic culture of social sciences and the humanities may have negative consequences.

- Entrepreneurialism can also be stopped by growing bureaucracy and increasingly stifle procedures; the procedures for public tenders, based on the law on public finances, are extremely complicated (e.g. to buy a computer or any other office equipment, it may take up to six months, to buy books academics need to present a list of titles in advance etc).
- Interestingly, the culture of accountability (points gained for research and publications) has not been tiresome to academics so far; it certainly cannot be compared with any Anglo-Saxon research-assessment exercises (RAE).
- The attitude of the University towards spin-out activities and companies is definitely positive: academics should start high-tech, risky companies based on research results; the AMU Foundation provides offices and secretarial support to new companies; but still their number is limited.
- The University/academic share of patent rights is still unclear: in the past, the rights to inventions were owned by AMU; currently, they can be transferred from AMU to academics opening spin-off companies – but the danger is what happens if these companies become financially successful and AMU rectors are charged with leaving the rights (and potential incomes) to the company? It is a serious danger in the context of the law on public finances forcing public institutions to seek income wherever possible. Current AMU policy is to leave potential gains to companies – otherwise the chance of their appearance seems minimal.
- The issue of time: the collegial manner of running the university (all Polish public universities) requires all senior academics and representatives of junior academics to participate in meetings, councils etc. Also all secretarial work, paper work, arranging reimbursements for travels etc is done by academics themselves: secretarial support means 1-2 persons for 50-60 staff. Consequently, the time for collaborative projects, preparing grant proposals etc is limited. And AMU is scattered all over the city, with central administration far away from most faculties.

At individual level, inhibitors to entrepreneurialism include:

- relatively old age of senior staff and their inability/unwillingness to change traditional working habits
- academic post as an almost fully safe, non-competitive working environment: working contracts guarantee employment as long as milestone promotion steps in the career ladder are taken (especially the Habilitation degree; previously within 11 years, now within 8 years after PhD degree). Following the new law on higher education of 2005, AMU is working on a new University Statute, to be introduced as of October 1, 2006. The Statute may, although does not have to, change existing employment relationships e.g. introduce performance-based shorter-term contracts. The issue has been left to statutes of particular universities.
- most senior academics represent the traditional academic non-competitive mentality
- most senior academics do not have a working knowledge of English which they could use in research and, especially, in international individual and collaborative projects (their knowledge of German and Russian does not suffice to engage in more than national research initiatives; junior staff have much better knowledge of English); again, this point does not concern most academics in the natural sciences

Personal view on AMU's entrepreneurialism:

Inhibitors to entrepreneurship are certainly state regulatory, structural, and especially budgetary. The entrepreneurial culture to be formed – in current budgetary conditions – requires individual entrepreneurs (currently severely underfunded professors, compared with other professionals) to be additionally compensated for. In current budgetary realities, and within legal parameters in which public institutions operate, this is difficult to achieve. Historically, the academic sector has been outside of financial concerns somehow crucial to the lives in other professions; traditionally, the academic posts were selected for their prestige; today, in increasingly market-oriented environment, university professors are still in the top place in terms of prestige, and in lower ends compared with other professionals in terms of their salaries. Consequently, the entrepreneurial culture involves, paradoxically, those involved in the private sector teaching in the social sciences and the humanities – but this is individual entrepreneurialism, instead of institutional one. And those involved in research, mostly in natural sciences.

It is difficult to talk about more entrepreneurial missions and strategies in a severely underfunded public system which has marginal chances for either international funding or funding from the industry and which a few years ago was not able to pay salaries at some point (except for AMU). The only real additional funding for most institutes is fees from extramural fee-paying students; the only good additional compensation for an academic in social sciences and the humanities is from a *different* institution – which directly affects academic staff's thinking. The exceptions to the above are some selected areas of natural sciences, e.g. chemistry, in which AMU has traditionally excelled internationally, and which have relatively good state subsidies for research (divided in this manner at the level of the state rather than at the level of the university).

Entrepreneurialism seems not to be rewarded, academically or financially, in most areas. The critical mass of entrepreneurial-minded people – from the perspective of the university as a whole, in both natural sciences, and social sciences and humanities – has certainly not been reached at AMU or other Polish public universities. But clearly islands of entrepreneurialism can be shown.

At AMU, there are many entrepreneurial individuals who pursue entrepreneurialism outside of their home institution. Most of them, in most areas, are rather afraid of institutional entrepreneurialism at AMU which might require them to work more or work differently – which would leave them less time and energy for outside activities, currently crucial for their living and bringing them relatively good additional income from relatively uncompetitive environment of the private sector institutions forced to use public sector academic staff. The exception are academics in the natural sciences where outside teaching is in most cases not possible. The main sources of non-public funding for most faculties are student fees but this form of studies has been evolving in the period studied, in some faculties appearing later than in other, and on a different scale. The difference between the natural sciences in general and the social sciences and the humanities in general is evident: while extra teaching provides extra money for the latter, the former receive the largest external funding through national and international research projects and cooperation with the industry. From this perspective, entrepreneurialism in social sciences led to developing fee-paying part-time studies and new specializations, and in natural sciences led to wider participation in EU research programs and generally a strong focus on research.

13. Other points

Research centers

AMU has been actively involved in supporting opening new research centers, particularly those working across disciplines or in new areas of research. AMU both promotes the idea of research centers and attempts to support (some at least) forms of their activities.

For the majority of centers, funding is coming from outside sources (e.g. research grants). University's financial involvement in centers is in most cases kept at a minimum. The standard procedure is seeking EU projects which could support them.

Consequently, both opening and operating of centers can be viewed as examples of AMU entrepreneurialism. Centers are institutionally forced to seek non-core, especially but not only, international funding for their functioning. At the same time the number of full-time staff in most of them is very low, as opposed to an increasing number of loosely associated, often interdisciplinary collaborators.

Examples of research centers include Center for the Studies of Terrorism, Center for Quality of Life Studies, Center for Ethics, Center for Public Policy Studies, University Center for International Education, University Center for Innovation and Technology Transfer etc. The first research center was the Center for European Integration, followed by the Center for Public Policy Studies (2002).

Satellite AMU divisions – serving students in the Wielkopolska Region

The University is also providing education in its satellite divisions across the Wielkopolska Region (and beyond). The two major initiatives has been opening two large (each for about 1,000 students) Collegia: Collegium Polonicum in Slubice at the German border and Collegium Europaeum in Gniezno. The total number of students in AMU satellite divisions reaches about 5,400 (and would be over 8,000 but the division in Kalisz in 2002 became a regular Faculty of the University).

The idea to develop satellite divisions of AMU was started in practice in 1996. The motivation of this development was expressed by the AMU Rector in 1997 in the following way:

“It is our intention to develop within a radius of 100 kilometers from Poznan a ring of university colleges providing education at the BA level in such study areas which are most needed in a given environment. Thereby we are providing those young people who are not able for a variety of reasons, very often financial, to undertake studies in Poznan with an opportunity to study at a good level; on the other hand, we are providing opportunities of employment and scientific development for an ever growing number of graduates from PhD studies at AMU” (Adam Mickiewicz University (1997). *Rector's Report on University's Activities Presented to the Senate*, Poznan: Adam Mickiewicz University, p. 8).

Table: Student numbers in AMU Satellite Divisions (1999-2004)

AMU - student numbers in Satellite Divisions (1999-2004)

	Collegium Polonicum	Collegium Europaea	Kościan	Kalisz	Ostrów Wlkp.	Wągrowiec	Jarocin	Razem
2003/2004	1059	1019	1172	0*	943	698	564	5455
2002/2003	882	497	1075	0*	663	657	617	4391
2001/2002	608	173	930	2985	471	680	0	5847
2000/2001	311	0	714	2986	248	477	0	4736
1999/2000	179	0	497	2758	175	344	0	3953

* in 2002, the AMU satellite division in Kalisz became a Faculty of the university.

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Examples of most recent international and state funding for AMU:

AMU has been successful not only in receiving EU research grants but also other EU grants. Most recent examples include:

- Phare Crossborder Project to construct and equip a dormitory for Collegium Polonicum in Slubice/Oder: 4 million EUR
- Phare Crossborder project to construct and equip a university building for Collegium Polonicum in Slubice/Oder: 6 million EUR
- European Regional Development Fund (ERDF) project to construct a university building for the Faculty of Geography and Geology of AMU: ca. 2 million EUR

In terms of securing state funding for further development of AMU, the single most important issue is the law passed in Parliament (in July 22, 2004) on the multi-year support program for AMU (2004-2011) which guarantees state subsidies for investments in the amount of almost 312 million PLN (approximately 80 million EUR).

14. Appendix: the most relevant data

Table 1: All AMU students, by major categories (1997-2004)

	BA students	MA students	MA Post-masters supplementary students	MA Post-masters students	Total
1997/1998	4345	25962	2836	1194	34337
1998/1999	4880	26433	3223	1803	36339
1999/2000	5924	26791	3649	3165	39529
2000/2001	6533	28337	4095	3485	42450
2001/2002	7813	29325	4903	2645	44686
2002/2003	9011	28903	6570	2709	47193
2003/2004	11053	29215	7167	2943	50378
2004/2005	13529	30046	7845	2340	53760

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table 2: Fee-paying students at AMU (1997-2004)

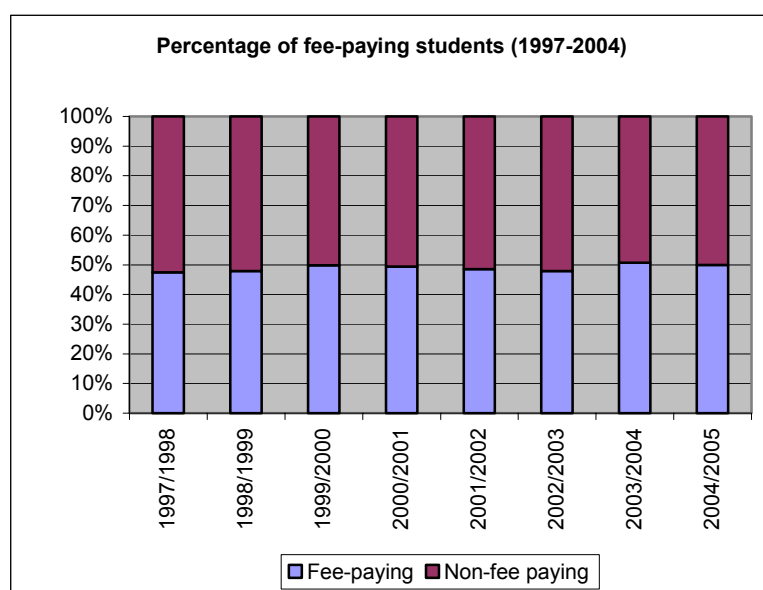
Fee-paying students at AMU (1997-2004)					
	Part-time MA	Part-time BA	MA-supplementary, Post-masters full-time and part-time	Total fee-paying students	
1997/1998	9899	2375	2836	1194	16304
1998/1999	9567	2830	3223	1803	17423
1999/2000	9354	3517	3649	3165	19685
2000/2001	9592	3803	4095	3485	20975
2001/2002	9362	4779	4903	2645	21689
2002/2003	8264	5067	6570	2709	22610
2003/2004	9452	5963	7167	2943	25525
2004/2005	9740	6904	7845	2340	26829

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table 3: Students with and without fees at AMU (1997-2004)

	Fee-paying students	Non-fee paying students	Total
1997/1998	16304	18033	34337
1998/1999	17423	18916	36339
1999/2000	19685	19844	39529
2000/2001	20975	21475	42450
2001/2002	21689	22997	44686
2002/2003	22610	24583	47193
2003/2004	25525	24853	50378
2004/2005	26829	26931	53760

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Chart 1: Proportion of fee-paying students at AMU (1997-2004)

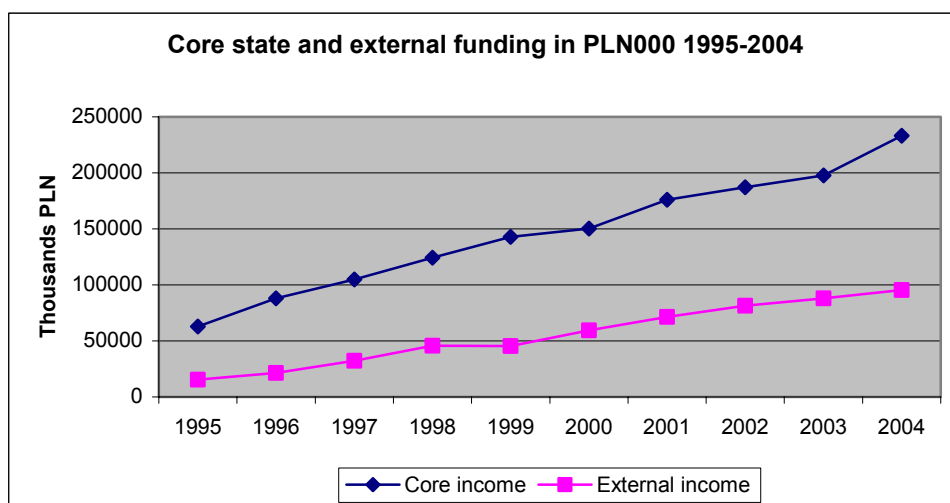
Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

Table 4: Core state and external funding in real numbers in PLN000 (1995-2004); 1 EUR = 4 PLN

Core state and external funding in PLN000 (1995-2004); 1 EUR = 4 PLN

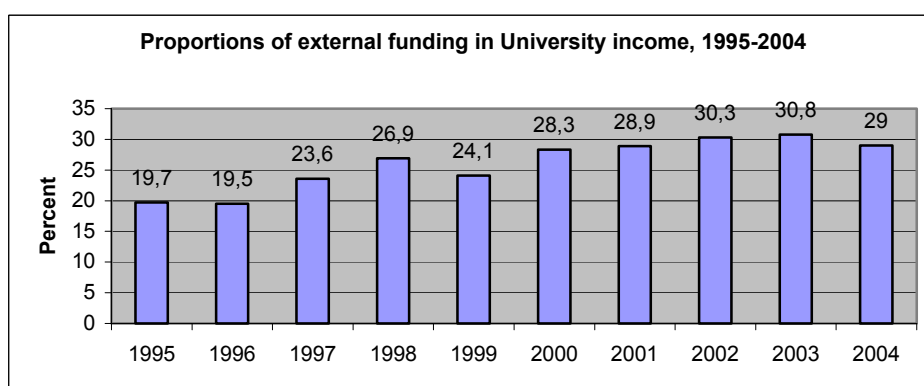
	Total income	Core income	External
1995	78351,4	62920,7	15430,7
1996	109432,1	88095,3	21336,8
1997	137266,8	104914	32352,8
1998	169893,4	124199,4	45694
1999	188153	142728,2	45424,8
2000	209509,1	150221,5	59287,6
2001	247410,2	175886,4	71523,8
2002	268413,1	187033,2	81379,9
2003	285920,6	197788,9	88131,7
2004	328608,2	233174,5	95433,7

Chart 2: Core state and external funding in real numbers in PLN000 (1995-2004); 1 EUR = 4 PLN



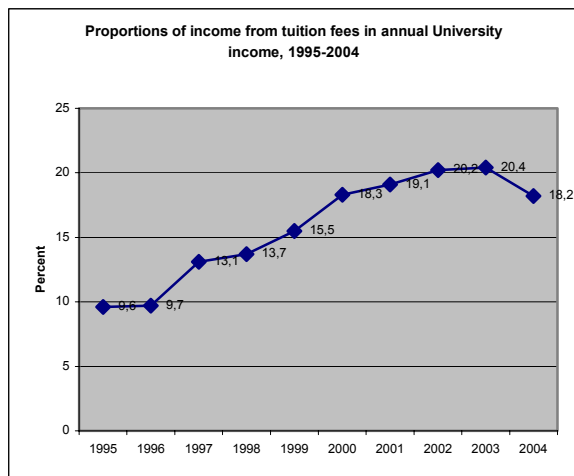
Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart 3: Proportions of external funding in annual University income (1995-2004)



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Chart 4: Proportions of income from tuition fees in annual University income, 1995-2004



Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 5: University income from tuition fees (in PLN000; 1995-2004; 1 EUR = 4 PLN)

Income from tuition fees (in PLN000; 1995-2004)		
	Total income	Student fees
1995	78351,4	7501,3
1996	109432,1	10607,6
1997	137266,8	17936,2
1998	169893,4	23345,6
1999	188153	29203,2
2000	209509,1	38245,9
2001	247410,2	47377,3
2002	268413,1	54269,3
2003	285920,6	58444,9
2004	328608,2	59734,9

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 6: Proportions of income from teaching and research (1995-2004)

Proportions of income from teaching and research, 1995-2004

	Total income from teaching	Total income from research	Other	Total income
1995	84,2	15	0,8	100
1996	83,3	14,1	2,6	100
1997	85,6	10,8	2,6	100
1998	84,2	11,2	4,6	100
1999	84,4	14	1,6	100
2000	84,8	14,2	1	100
2001	84,9	14,1	1	100

2002	84,6	12,7	2,7	100
2003	86,4	10,9	2,7	100
2004	86,6	9,5	3,9	100

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 7: Income from selling research results, in real numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)

Income from selling research results numbers (in PLN000; 1995-2004; 1 EUR = 4 PLN)

	Total income	Selling other research results	Percent
1995	78351,4	1500,6	1,91
1996	109432,1	1391,1	1,27
1997	137266,8	1318,3	0,96
1998	169893,4	1155,5	0,68
1999	188153	1949,3	1,04
2000	209509,1	1562,4	0,75
2001	247410,2	2855,2	1,15
2002	268413,1	1397,1	0,52
2003	285920,6	1297,4	0,45
2004	328608,2	891,3	0,27

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 8: Total University income from research projects, in real numbers (in PLN000, 1995-2004; 1 EUR = 4 PLN)

Total income from research projects 1995-2004			
	Total income	Subsidies for research projects	Percent
1995	78351,4	3494,3	4,45
1996	109432,1	5014,5	4,58
1997	137266,8	3691,7	2,69
1998	169893,4	3930,2	2,31
1999	188153	4555,4	2,41
2000	209509,1	5454,8	2,6
2001	247410,2	8280,8	3,35
2002	268413,1	8910,2	3,32
2003	285920,6	8107,5	2,84
2004	328608,2	6602	2,01

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 9: Annual surplus/deficit in real figures in PLN000 (1995-2004); 1 EUR = 4 PLN

Annual surplus/deficit in real figures in PLN000 (1995-2004); 1 EUR = 4 PLN				
	Annual surplus/deficit on operational activity	Income from operating activity	Costs of operating activity	Annual surplus/deficit
1995	371,4	78351,4	77980	1502,1
1996	-2513,7	109432,1	111945,8	548,5
1997	-2974,6	137266,8	140241,4	-530,9
1998	5644,6	169893,4	164248,8	9495,9
1999	940,4	188153	187212,6	3963,5
2000	-8949,5	209509,1	218458,6	-4438
2001	-5401,9	247410,2	252812,1	-2177
2002	-5387,6	268413,1	273800,7	-4528,9
2003	-5094,8	285920,6	291015,4	-4316,2
2004	-3237,2	328608,2	331845,4	-2069,2

Sources: *Adam Mickiewicz University Financial Statements* (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Adam Mickiewicz University.

Table 10: Staff, general categories (full-time equivalent, 1998-2004)

	Non-academic staff	Academic staff	Total
2004	1908	2538	4446
2003	1896	2499	4395
2002	1878	2528	4406
2001	1992	2407	4399
2000	1753	2293	4046
1999	1960	2201	4161
1998	1678	2017	3695

Source: *Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate* (Poznan: Adam Mickiewicz University)

Table 11: Academic faculty (1997-2004; full-time equivalent)

	Academic faculty (1997-2004; full-time equivalent)				Total
	Full Professors	University professors	Associate professors	Junior faculty	
2004	307,8	407,2	1088,6	734,5	2538,1
2003	313,2	387,3	1032	766,9	2499,4
2002	352,8	388,9	980,6	806	2528,3
2001	310,61	378,99	903,25	813,66	2406,51
2000	299,56	359,75	823,5	810,3	2293,11
1999	275,61	369,82	738,5	874,38	2201,31
1998	262,73	346,24	590,75	816,98	2016,7
1997	256,03	337,87	536,5	887,2	2017,6

Source: *Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate* (Poznan: Adam Mickiewicz University)

Table 12: Non-academic staff, detailed categories (1998-2004)

	Non-academic staff (1998-2004)					
	Research- technical	Engineer- technical	Librarians	Administration	Services	Total
2004	86,5	312,4	325,5	526,2	657,5	1908,1
2003	91,5	330,6	311,8	508,2	653,8	1895,9
2002	103,1	333,1	308,5	504,9	628,8	1878,4
2001	109	379	319	494	691	1992
2000	108,75	340,58	296,67	443,41	563,84	1753,25
1999	118	386	311	471	674	1960
1998	115,2	339,55	273,85	412,15	537	1677,75

Source: Adam Mickiewicz University (2005, 2004 and all subsequent versions). Rector's Report on University's Activities Presented to the Senate (Poznan: Adam Mickiewicz University)

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