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**Poznan University of Economics (PUE)
 (Akademia Ekonomiczna w Poznaniu)**

EUEREK Case Study, Poland (draft, not for quoting)

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

EU Sixth Framework Program, Priority 7, Project CIT2-CT-2004-506051,
 coordinated by Michael Shattock and Gareth Williams, Institute of Education,
 London University, UK

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**1. Brief introduction to the Polish EUEREK 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.

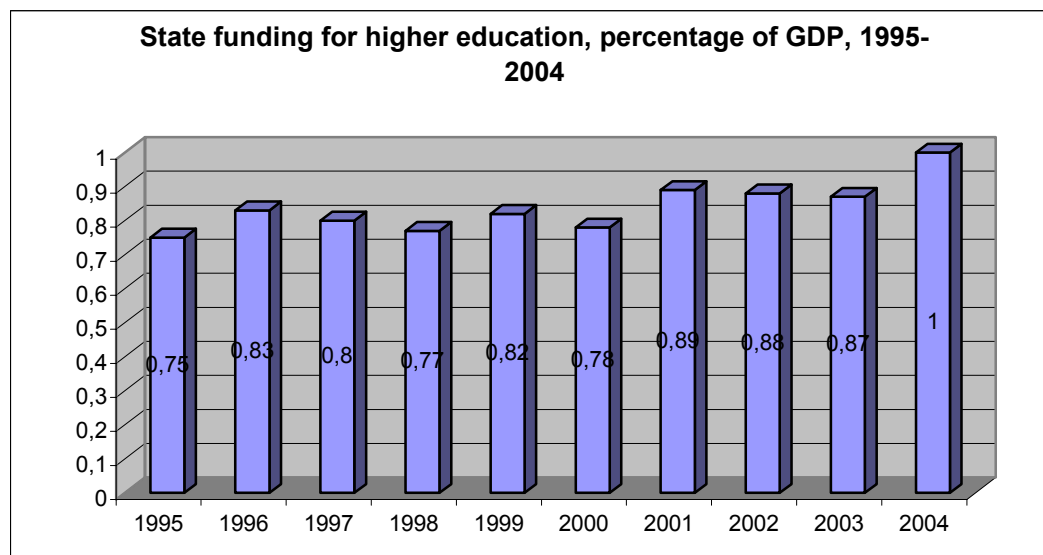
4. The Law on Higher Education allows for financing of some schools' activities from non-budgetary sources (own income) which include fees charged for particular types of studies, sale of services and other. As a result, in Polish higher education institutions there are two types of studies: tuition 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:

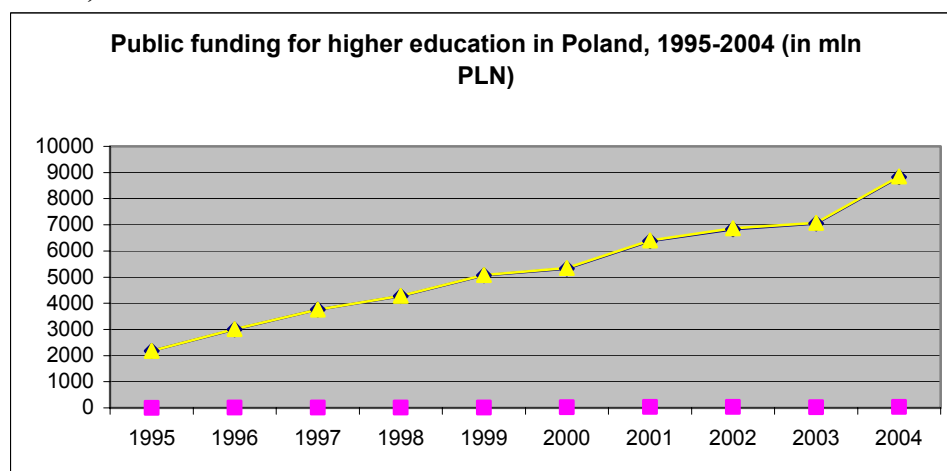
Chart: State funding for higher education, percentage of GDP, 1995-2004



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).

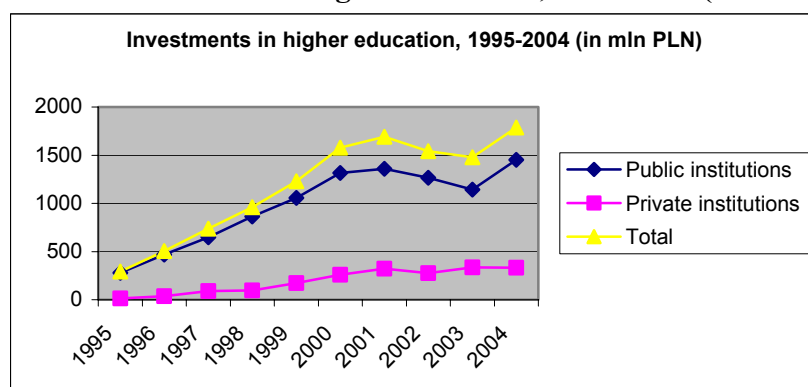
9. The level of investments in both public and private institutions has risen substantially in the last decade, 400 percent in the public sector and 2900 percent (28 times!) in the private sector. The rise in investments is shown below:

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).

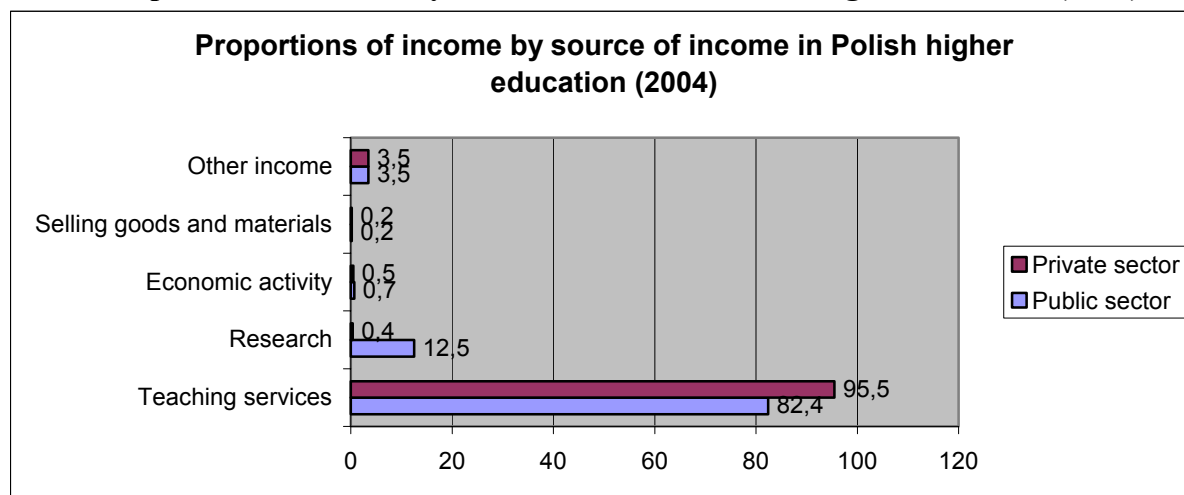
Institutional income and expenditure in higher education

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.

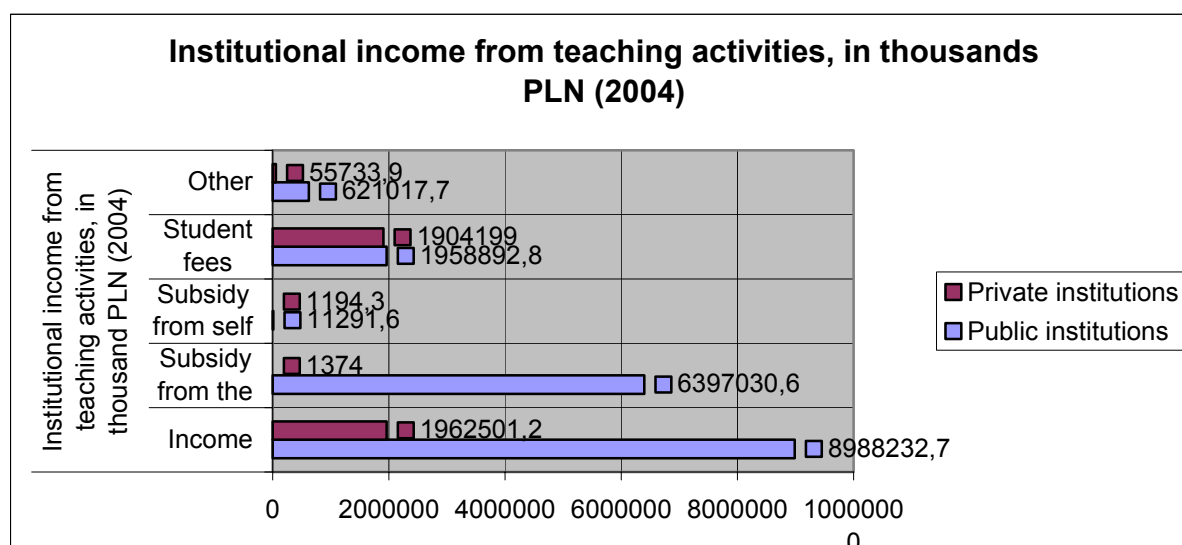
Teaching activities as a biggest source of income

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).

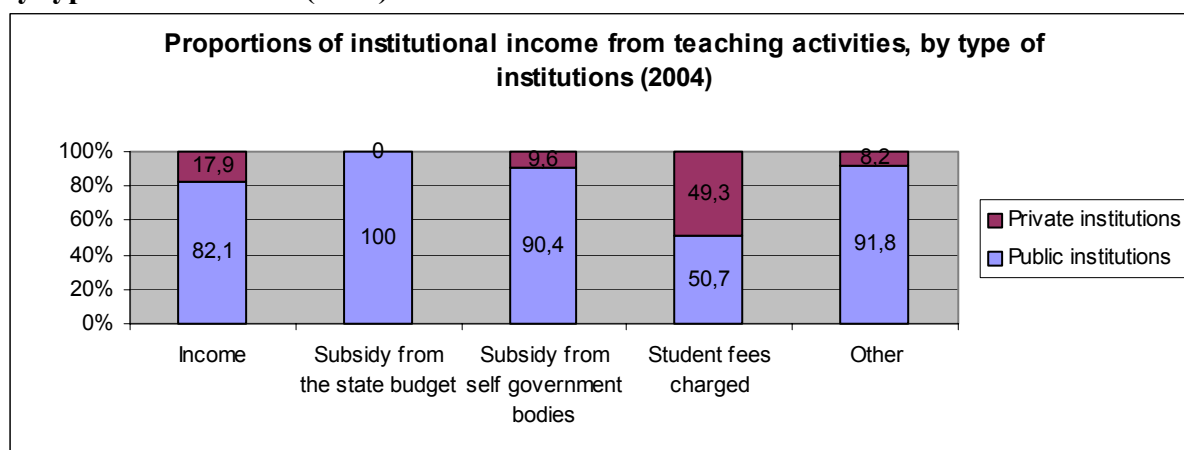
14. What proportion of institutional income from teaching activities comes from state subsidies and student fees is explained below. Generally, over 80 percent of all income from teaching go to public institutions (82,1 percent); all state subsidies (100 percent) go to public institutions as well. And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

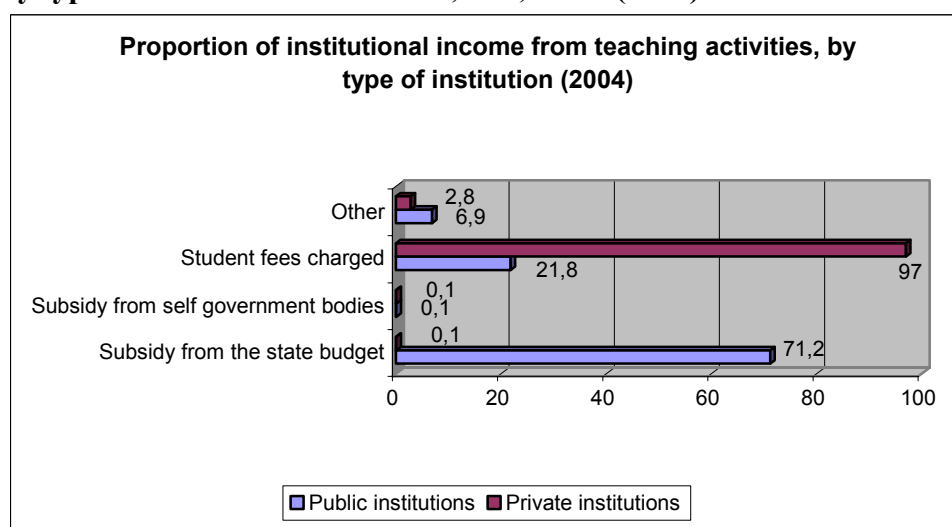
Table: Proportion of institutional income from teaching activities, by type of institutions – subsidies, fees, other (2004)

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 statutory 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

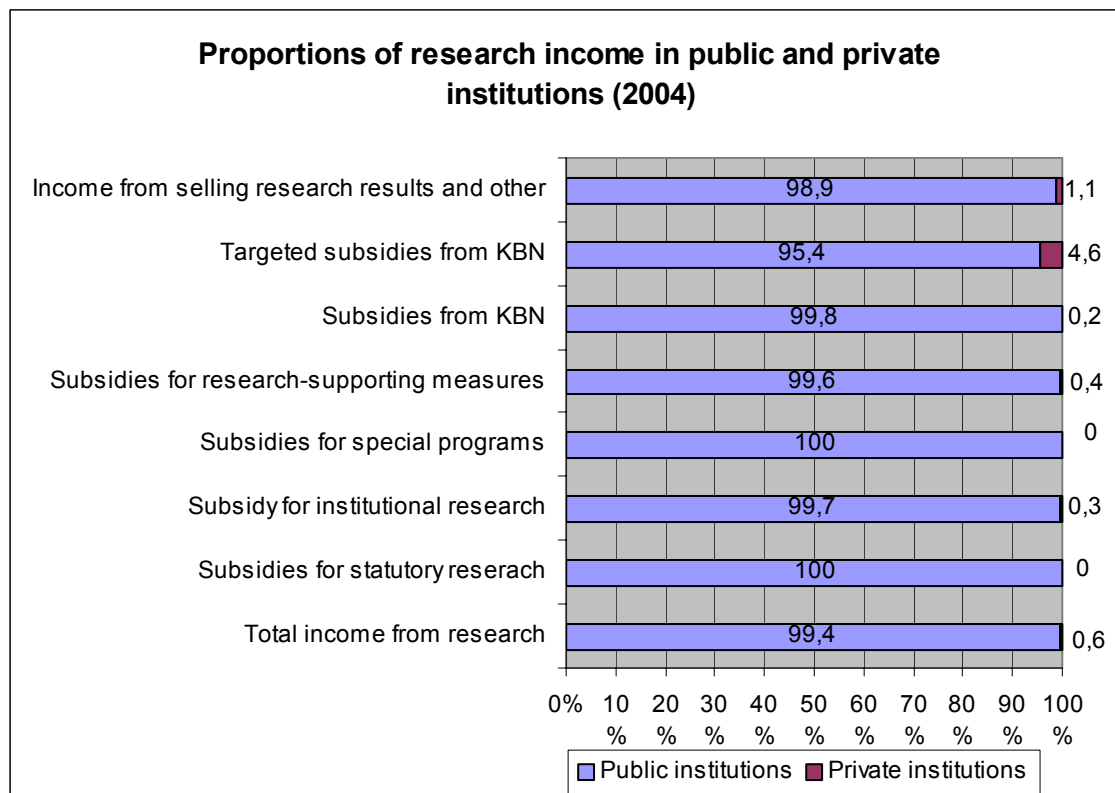
Source: Higher Education and Its Finances in 2004 (2005 and previous years). Warsaw: Main Statistical Office (GUS).

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)

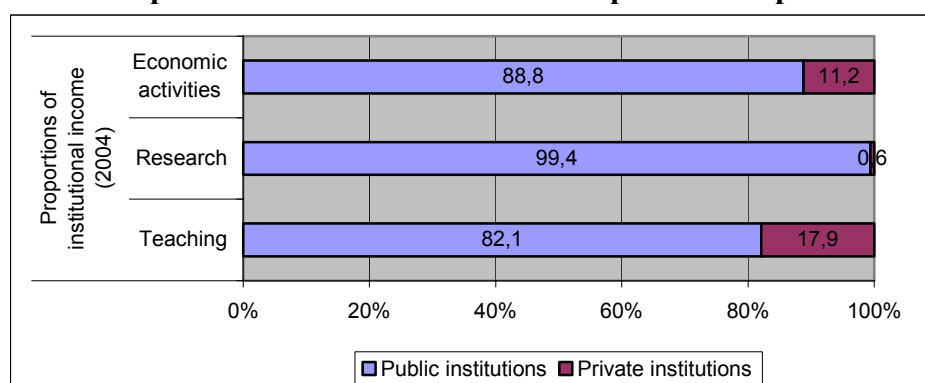
Source: Higher Education and Its Finances in 2004 (2005 and previous years). Warsaw: Main Statistical Office (GUS).

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)

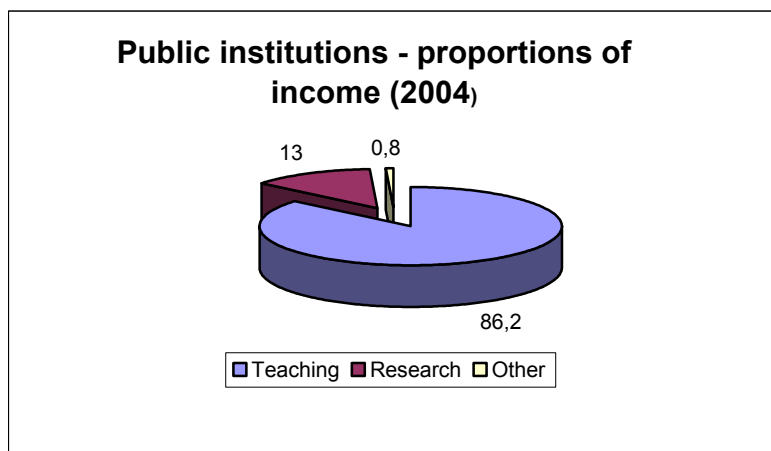
	Institutional income, in thousands PLN (2004)		
	Teaching	Research	Economic activities
Total	10950734	1366326	84699,5
Public institutions	8988233	1358613	75197,8
Private institutions	1962501	7712,6	9501,7

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

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

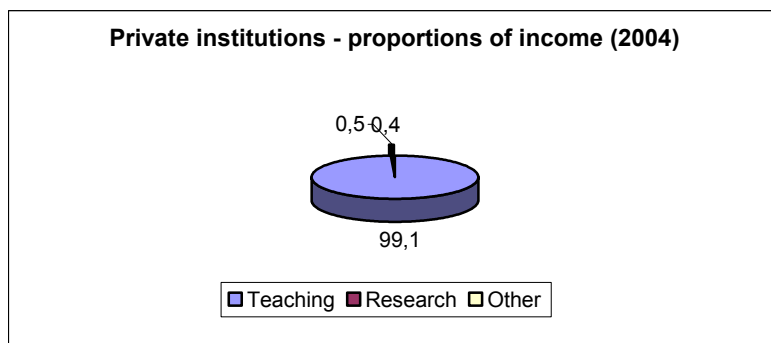
Source: Higher Education and Its Finances in 2004 (2005). Warsaw: Main Statistical Office (GUS).

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

Poznan University of Economics is a public institution and ranks among the best economic schools in Poland. The high standard of teaching is verified by the Foundation for the Promotion and Accreditation of Economic Education, accreditations issued by the State Accreditation Committee (PKA) for studies held in the Faculties of Economics and Management, as well as by conforming to the teaching quality system of the international norm ISO 9001:2000 in the Faculty of Commodity Science, which is unmatched by any other Polish school.

Currently, it is a scientific and educational institution with an established tradition for teaching as well as scientific research. It has also been renowned as a buoyant center of economic analysis. Being a school of economics, the university fosters all the forms of academic education, maintains a high level of scientific research, supervises numerous economic analyses and innovative projects implementation, and constantly strengthens international co-operation as well as general economic activity.

It is a major academic institution in the Western part of the country. It is the biggest and oldest business university in the region of Wielkopolska. Its origins go back to 1926 when the Foundation of the Chamber of Commerce and Industry founded the College of Commerce. As a private school, it had no authority to grant degrees. The school was given the authority in 1938 and, in the same year, was named the University of Commerce. In 1950, there were 2026 students attending the University. In that year, the University was taken over by the state and renamed the Higher School of Economics, initially with two faculties, then three. In 1954, the University ran uniform five-year courses leading to a Master's degree. In 1974, the school was named the University of Economics.

In 1990, Poznan University of Economics fundamentally restructured its faculties, courses, specializations and curricula. Presently, the university specializes in educating economists, managers and specialists in quality management in all sectors of the economy. It offers all academic degrees: Master of Arts, Master of Science, Doctorate and Habilitation. The University expands its post-master programs in order to meet the growing demand from those who are already professionally active. During the academic year 2000/2001, the University introduced the European Credit Transfer System (ECTS) at the Faculty of Management, the Faculty of Economics and the Faculty of Commodity Science.

Table: Student numbers in Polish universities of economics, without postgraduate and PhD studies, 2004 (top rankings)

rank	University	number of students
1	Krakow University of Economics	21,125
2	Wroclaw University of Economics	17,810
3	Poznan University of Economics	13,610
4	Katowice University of Economics	13,061
5	Warsaw School of Economics (SGH)	11,945

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

For international students, the University has developed courses in English, French, German and Russian as well as Polish language course for beginners. The main subjects of research range from various aspects of Poland's economic transformation to the preparation of Polish enterprises for competition within the European Union and the globalization trends in the world economy. Product and organizational innovations are those subjects of research which the Poznan University of Economics intends to develop further in close co-operation with Polish enterprises. PUE also focuses on international market research (primarily the EU, but also Central and East European countries) in order to facilitate the expansion of Poland's export trade.

The main campus of the university is located in Poznan, but the University offers its courses also in seven other locations (colleges of higher education) situated within a distance of 30-100 km from Poznan (Bydgoszcz, Kalisz, Konin, Pila, Leszno, Zielona Gora, Szamotuly).

In terms of student enrolments as well as scientific and academic potential, Poznan University of Economics ranks among the two leading economic universities in Poland (the first being Warsaw School of Economics, SGH). Since 2000, the University has come second in rankings published by such Polish magazines as *Polityka*, *Rzeczpospolita*, *Perspektywy*, *Magazyn Businessman* and *Newsweek Polska*.

In the field of research, since the 1990s Poznan University of Economics has developed a new model of co-operation with foreign scientific centers. It is based on the University's broad participation in European and international programs and on bilateral relations with foreign partners. In the 1990s, the University was involved in EC research and development programs like: Jean Monnet, TEMPUS, COPERNICUS, and ACE. Presently, Poznan University of Economics participates in the following programs: SOCRATES, PHARE ACE, V and VI Framework Program.

The University has changed its curricula, adapting them to European educational standards in all major fields of training and specializations. It was awarded the status of an official regional examination Center for English for Business Third Level exams run by the London Chamber of Commerce and Industry, Center for Russian for Business run by the Russian Chamber of Commerce and Center for French for Business run by Paris Chamber of Commerce and Industry.

With the help of the European Commission, the University has established the European Documentation and Research Center which provides information and training programs for the local and regional business community.

Since the end of the 1990s, Poznan University of Economics has participated in international projects coordinated by the State Committee of Scientific Research and the Polish Academy of Sciences.

Poznan University of Economics has a lot of strengths in both research and education. The most important of them are 500 research projects completed every year, modern European curricula, a high level of foreign-language teaching, ECTS in use, courses taught in English, and an increasing number of students participating in international exchange. The weaknesses of University's present situation are a low level of staff exchange, weak involvement in intensive programs and thematic networks, and an insufficient number of international incoming students (adapted from PUE's brochures).

The University is No. 2 from among all institutions teaching economic sciences in Poland in rankings carried out by most influential Polish magazines: *Rzeczpospolita*, *Polityka*, *Wprost*, *Newsweek Polska* and *Perspektywy*. The only university higher in the rankings is the Warsaw Main School of Commerce (Szkola Glowna Handlowa, SGH). The rankings were focusing on either the quality and conditions for teaching, or on the attractiveness of its graduates and their chances for good professional future on the labor market, or both. Additionally, PUE according to *Newsweek Polska* is among three top state institutions (of all kinds) as far as the chances of graduates on the labor market are concerned. PUE is also among top institutions educating highest percentage of managers active on the labor market today. It is no. 3 in this respect for directors and chief officers.

3. Mission and strategy

University priorities

Considering the strengths and weaknesses of the University's present situation, the authorities of the University have set the following priorities for the years 2003/4 – 2006/7:

- Further internationalization of teaching and research;
- Development of student exchange;

- Improvement in teaching quality;
- Expansion of staff training.

Aims of the University

As the University states in its brochure,

- The overall aim of the University's Internationalization Strategy is to enable staff members and students to build stronger international links with European countries in the fields of education, research and culture, and to help the graduates find employment in a multicultural community and information society.

In order to strengthen its international dimension, to adapt the process of teaching to the growing demands of the global economy, and to ensure the priorities listed above, the University intends:

- To strengthen ties with foreign higher-education institutions in the EU and CEEC and to search for new partners for active co-operation. The general aim is to have at least one University partner in each European country. The University is going to continue co-operation in the form of student and staff mobility and to extend co-operation to other forms of activity.
- To increase the presently-insufficient number of outgoing and incoming students. The Poznan University of Economics is planning to increase student exchange by 100% in the next four years. To attract more foreign students, the University is going to include in the curriculum professional training at business enterprises. Another task is to develop a five-semester Master Program in English.
- To promote and expand the exchange of staff members. More foreign lecturers will be invited within the SOCRATES Program and under bilateral agreements. The University will also promote and encourage the staff's involvement in international research networks and intensive programs.
- To update curricula regularly, to follow world and market changes and to maintain a high level of foreign-language teaching.
- To stimulate research projects and to support academic staff's participation in national and international training programs and research events. The University intends to keep the number of foreign visits at about 250 per year. The general goal is to maintain involvement in national research projects. Another challenge is to participate in more international projects. It is also important to continue the publication of Poznan University of Economics Review, which features articles by the University's staff and foreign partners.
- To examine closely the consequences of the Bologna declaration.
- To seek new sources of funds in order to provide financial support for different aspects of international activity and to promote and disseminate information concerning international activity through the central authorities, departmental coordinators and International Office personnel.

Principles of University's research policy

Research policy of the University has been defined in a special regulation passed by the Senate (2004). Research policy is serving the aim of stimulating the development of science and better use of the scientific potential of the University. Research is one of the two fundamental duties of its academics, the other being teaching. The policy consists of three

components: (1) research directions and priorities, (2) policy principles, and (3) policy instruments.

- “Research directions and priorities should result both from requirements of the external environment in which the University is operating, as well as the analysis of its own research potential and the need to develop economic sciences”.
- “Teaching activities (current and projected for the future” is the main criterion determining the scope and qualifications of the research and education staff”.

Major determinants of research directions and priorities include:

- needs of educational offer determined by the needs of the educational market
- internal needs of the development of economic sciences
- needs of the economic practice
- governmental priorities
- EU priorities
- needs of local government and self-government
- other national and international priorities.

The University’s research policy is based on the following principles:

- the superior principle is the principle of freedom in research
- research carried out at the University should take into account international and European tendencies, refer to them and cooperate in working on them with foreign research centers
- the principle of horizontal research policy – all faculty and all units have equal rights in applying for University research funds. The only criterion used in selecting faculty and units for research funding is research results.
- Expenditure in research is linked to results. Funding is given for the realization of particular aims.
- Research results are subject to evaluation based on objective, commonly used criteria. Research results are one of the most fundamental criteria of staff evaluation and are taken into account in the promotion policy
- Research results should be used in teaching to the largest extent – and should be the basis of the advantage of the University over its competitors
- Individual and collective attempts to have access to external, and especially EU research funds should be promoted
- Interdisciplinary, international, inter-departmental and inter-chair research should be supported
- Results of research carried out at the University must belong to the University – which means their strict affiliation to the University

Aiming for high standards as an overall University policy

The high standard of teaching is verified by accreditations issued by the State Accreditation Committee for studies held in the Faculties of Economics and Management, the Foundation for the Promotion and Accreditation of Economic Education, as well as by conforming to the teaching quality system of the international norm ISO 9001:2000 in the Faculty of Commodity Science, which is unmatched by any other Polish school. Granted accreditation means the highest standards of teaching.

All teachers and courses are evaluated by Polish and foreign students. Outgoing teachers are evaluated by foreign partners. Evaluation helps to eliminate shortcomings and improve the quality of teaching.

To ensure high standards in student mobility, the University organizes qualification for study abroad. It is based on the student's grades and language-test results. Selected students have the opportunity to take part in additional language courses.

The University policy promotes full equality of people. Neither a physical disability, a social or economic disadvantage, nor anyone's sex or race can influence their chance to study or work at our University (adapted from: PUE ECTS Information Package).

Currently the University consists of three faculties: Economics, Management or Commodity Science. Within these faculties there are 7 courses in which various specializations can be studied. Being a university, PUE offers under-graduate, post-graduate, post-masters and doctorate studies (adapted from University's website and brochure)

4. Students and recruitment

Full-time studies are offered in the form of:

- graduate studies at the Faculties of Economics and Management,
- graduate studies at the Faculty of Commodity Science,
- graduate and professional studies at the Faculty of Economics

Students can choose from 3 faculties: Economics, Management, and Commodity Science, with 15, 16 and 5 specializations, respectively.

In the Faculty of Economics, there are three courses to choose from: Economics (with the following specializations: Agroecconomics, Economic and Social Studies, Labor Economics and Human Resources Management, Regional Economy, Economic Policy and Corporate Strategy, Economic Journalism and Public Relations, Tourism and Hotel Management, Hotel Management - bachelor degree studies). Finance and Banking (with the following specializations: Banking, Finance and Monetary Policy, and Economics of Insurance), and Computer Science and Econometrics (with the following specializations: Economic Cybernetics, Business Computing, and Computer Science and Statistics).

In the Faculty of Commodity Science, there are 5 specializations available: Product Ecology, Quality Design of Industrial Products, Quality Design of Food Products, Product Manager, and Quality Management.

And in the Faculty of Management there are three courses: Spatial Economics (with the following two specializations: Local Government Administration and Local and Global Economics), International Relations (with the two specializations: European Studies and International Business) and Management and Marketing (with the following 12 specializations: Electronic Business, Corporate Finance and Accountancy, Trade and Marketing, Investment and Corporate Financial Strategy, Logistics, Organization and Management, Enterprise and Economics of Production, Entrepreneurship in Small and Medium-Sized Enterprises, Managerial Decision Support Systems, Investment and Real Estate Management, Urban and Environmental Management, and Corporate Management).

Modes of studies

In most general terms, studies offered at PUE are of the following types:

- full-time MA studies
- part-time BA studies
- MA-supplementary studies
- PhD studies
- Post-masters studies)
- Master of Business and Administration studies (MBA)

Full-time studies last 10 semesters, full-time professional (BA) studies last 6 semesters, part-time professional (BA) studies last 7 semesters. MA-supplementary studies last 4 semesters, PhD studies – 8 semesters, and post-graduate and MBA studies – 1-2 years, depending on their kind.

Within the SOCRATES/Erasmus Program, the Poznan University of Economics developed in the academic year 2000/2001 the English Program in Business and Economics, which provides also an introduction to the Polish language and culture. Currently, the University runs a two-semester English Program which is available to international and Polish students.

Since the academic year 2000/2001, the University has implemented ECTS at all faculties, which makes it possible to compare the workload, measure achievements and transfer students' results between home and host institutions. All University transcripts issued to SOCRATES students carry ECTS credit information.

In 2001, the Faculty of Commodity Science was awarded an ISO 9001-2000 certificate by det Norste Veritas organization. The certificate confirms the faculty's efficiency and compatibility of management system with the demands of international standards.

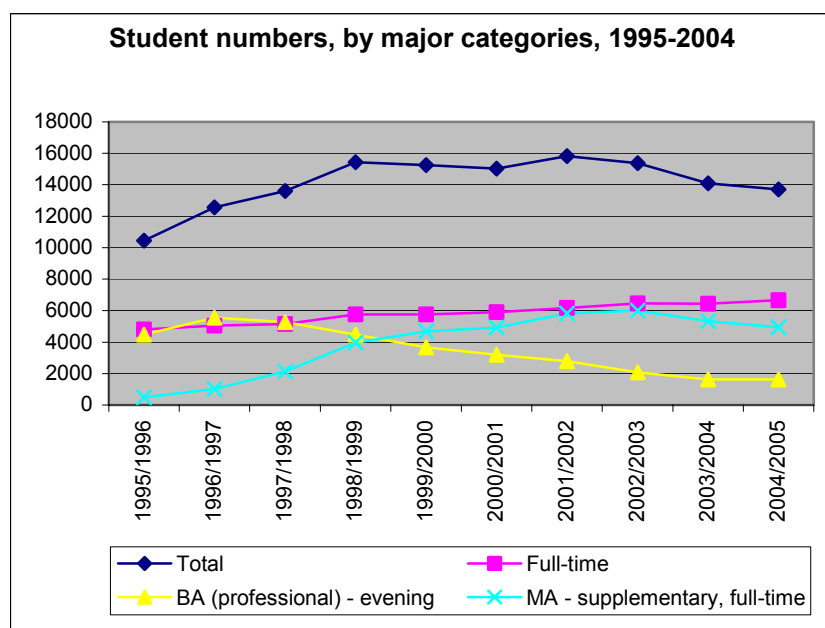
As a result of its participation in the SOCRATES/Erasmus Program, the University has considerably increased student exchange. The number of outgoing students has increased from 41 in 1999/2000 to 200 in 2005/2006. For incoming students, the number in the year 2004/2005 was 72 Erasmus students and 64 from CEEC, who studied under international governmental agreements. Since 2001/2002, following the implementation of the Bologna process, all graduates have received a diploma supplement containing the list of courses passed during the studies.

The precise data on BA and MA studies are given below in the Table and Chart. In the ten year period analyzed, the number of students has increased by about 30 percent, but it had its peak in 1998-2002 when the increase was by almost 50 percent. In the category of full-time students, and MA-supplementary studies students, the increase has been steady in the period analyzed. Only in the category of BA (professional) studies – all of which are part-time – the number of students has decreased almost three times, from almost 4,500 in 1995 to above 1,600 in 2004. One of the reasons in this particular case could be that the market value of the professional (BA, *licencjat*) degree in economic education is relatively low. This is a wider problem of the lack of acceptance of this degree by both the labor market and the public. In all probability the rate of return from this educational investment was too low – as opposed to the rate of return from the category which observed the most rapid growth: MA- supplementary studies. The number of those seeking MA degree in economic sciences (having studied something else for 6 semesters before) increased ten times in the period studied: from ca. 500

in 1995 to ca. 5000 in 2004. As a source of additional non-core funding from teaching, MA-supplementary studies proved the most successful. By comparison, the number of MBA students increase in the same period only three times. This is a good indication where a stable source of revenue is located and how highly the MA degree in economic sciences is valued by the labor market and society.

Table: Students numbers, major categories (1994-2005)

	Total	Full-time	BA (professional) evening	MA - supplementary, full-time
1995/1996	10447	4807	4487	490
1996/1997	12568	5057	5557	1014
1997/1998	13599	5149	5266	2135
1998/1999	15432	5770	4486	3971
1999/2000	15261	5759	3663	4684
2000/2001	15023	5912	3205	4920
2001/2002	15825	6174	2797	5821
2002/2003	15381	6453	2085	5998
2003/2004	14081	6444	1631	5331
2004/2005	13704	6654	1623	4946



Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

Table: Student numbers, all categories (1995-2004)

	Total	Full-time	Evening- professional	MA – supple- mentary, full- time	MA – supple- mentary, evening	Foreign Students	MBA students
1995/1996	10447	4807	663	4487	490	72	864
1996/1997	12568	5057	872	5557	1014	0	1147
1997/1998	13599	5149	880	5266	2135	98	1303
1998/1999	15432	5770	891	4486	3971	238	1832
1999/2000	15261	5759	862	3663	4684	217	1864
2000/2001	15023	5912	644	3205	4920	262	2368
2001/2002	15825	6174	540	2797	5821	422	2143
2002/2003	15381	6453	388	2085	5998	398	2257
2003/2004	14081	6444	273	1631	5331	341	2640
2004/2005	13704	6654	170	1623	4946	217	2682

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

The dynamics of the number of candidates for the first year of studies at PUE is presented below. The peak of interest in studying economic sciences was in 1998-1999. Since then, the number of candidates has been decreasing slightly, while the number of places available has been increasing slightly but steadily. Consequently at PUE, taken as a whole with its 3 faculties, has been becoming an easier-to-get place.

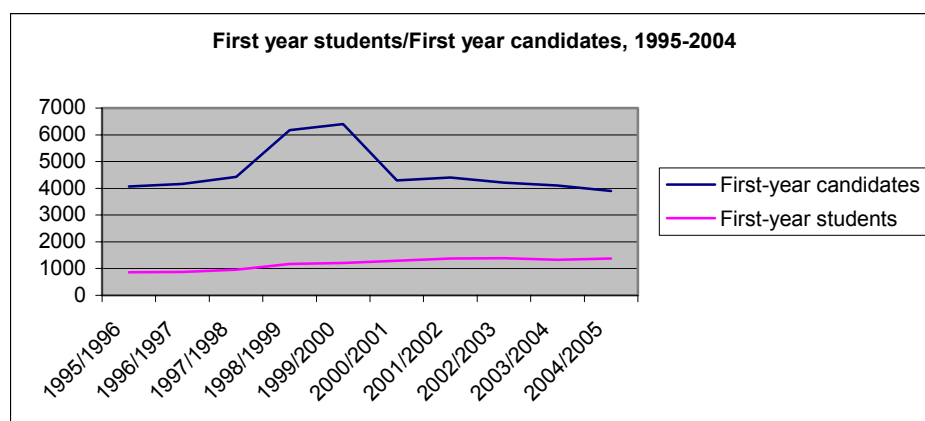
This tendency is in accordance with wider Polish educational trends in which the number of places offered at both public and private institutions is increasing each year but the overall number of candidates is decreasing (for demographic reasons). In 2005, for the first time, the number of places offered in both sectors was higher than the number of students seeking higher education.

There is also a growing competition from the private sector in educational sciences, both in the Wielkopolska region and in Poland. The majority of private institutions offer education in some sort of economic sciences, and increasingly, after operating for 5-10 years, they are being granted the authority to confer MA degrees. Therefore the competition between the two sectors increases (a good example can be given by studies in tourism and recreational studies – offered in the three institutions studied: PUE, Adam Mickiewicz University and WSHIG).

Table: First year candidates/first year students (1994-2005)

	First-year candidates	First-year students
1995/1996	4070	863
1996/1997	4168	879
1997/1998	4433	960
1998/1999	6177	1169
1999/2000	6400	1213
2000/2001	4300	1287
2001/2002	4400	1377
2002/2003	4210	1384
2003/2004	4108	1333
2004/2005	3904	1375

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

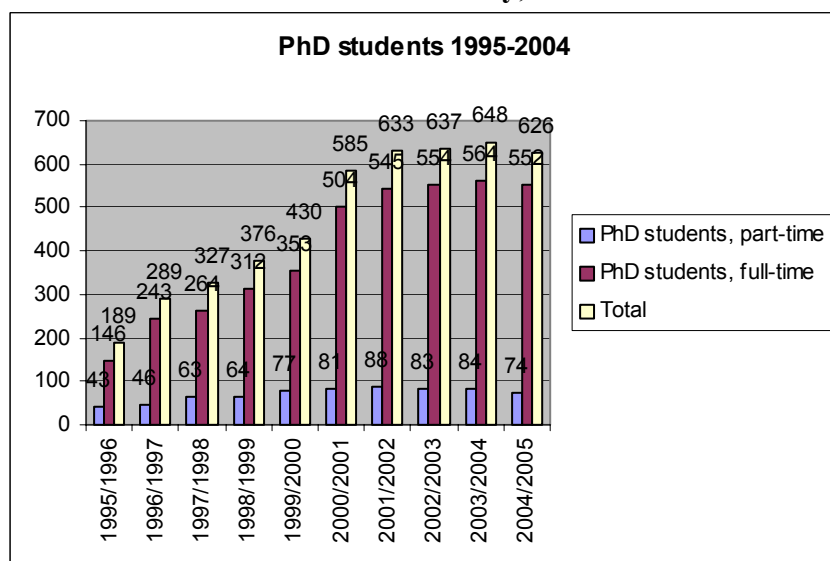
Chart: First year candidates/first year students (1994-2005)

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

PhD students

Their number has increased more than four times in the period analyzed, with the vast majority of full-time students. After a period of initial rapid increase in the years 1995-2000, in the last four years their number has remained stable. It is obvious, by comparing the staff number at PUE and the number of PhD students at PUE – which are more or less equal – that PhD degree is sought by students who do not plan academic careers at PUE as this career, in general terms, is closed. While back in the 1980s, PhD studies were closely connected with future academic careers of holders of the degree, after radical increases in numbers in 1990-2005, PhD studies are somehow increasingly delinked from academic careers. In Poland in this period, the number of PhD students increased more than 10 times.

At the same time, in the new law (2005), PhD students are relegated to the status of students of the third-cycle of studies; until recently, and especially until mid-1990s, their status was unclear – between students and academic staff.

Chart: PhD students at the University, 1995-2004

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

5. Staffing policies

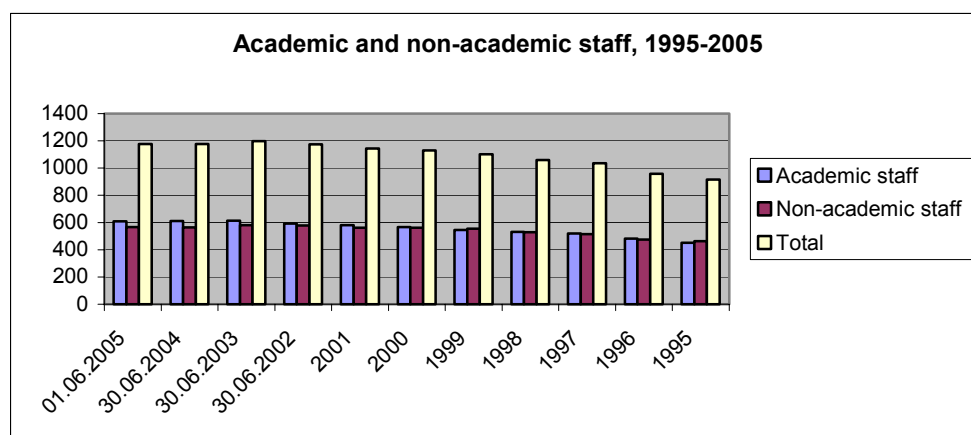
The number of academic staff has increased by 35 percent in the period analyzed; by contrast, the number of non-academic staff has increased by only 21 percent. At the same time, the number of students has increase by about 30 percent. The proportions in that period has changed substantially: while in 1995 the (slight) majority of all staff was non-academic (50,1 percent), since 2000 the number of academic staff is (slightly) higher than non-academic (and its proportion reaches the level of 52 percent)

Table: Academic and non-academic staff at the University (1995-2004)

	Academic staff	Non-academic staff	Total
1995	451	464	915
1996	483	475	958
1997	521	515	1036
1998	531	529	1060
1999	546	555	1101
2000	568	562	1130
2001	581	562	1143
01.06.2005	609	567	1176
30.06.2002	594	579	1173
30.06.2003	615	582	1197
30.06.2004	612	564	1176

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

Chart: Academic and non-academic staff at the University (1995-2004)



Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

In terms of career development, as in other segments of Polish public education, the number of top professors has increased dramatically: in the case of full professors, by over 150 percent (from 26 in 1995 to 66 in 2005). The number of university professors has been relatively stable in the period

analyzed. Since 2002, the number of full professors has not increased – which is a phenomenon observed in the whole education sector.

With the huge development of the private sector, the staff of which comes directly from the public sector in the vast majority of institutions, most senior academics – and especially senior academics in economic sciences in which most private institutions are offering education – became involved predominantly in teaching. Until the new law on higher education (2005) it was perfectly possible to teach in several, sometimes many, institutions. Polish professors of economics not only taught but also got involved as founders, rectors and deans in the private sector. Consequently, the research side of their careers, in most cases, was somehow slowed down. And the academic title of “full professor” is based almost fully on research results achieved rather than the teaching track of their careers. Also the promotion from university professorship to full professorship does not bring about substantial raise in salaries.

Currently (2004/2005), the issue of holding multiple academic posts will be solved. The most probable option will be holding one public post (so-called basic or first post) and one private post (secondary post). At the same time, it is still perfectly possible to teach in many private institutions without holding posts – but being employed and paid on a per-hour, part-time basis. The difference is that part-time professors do not count as faculty of an educational institution. And each institution needs a minimum of core full-time staff (currently mostly retired academics, of 70 years of age and older).

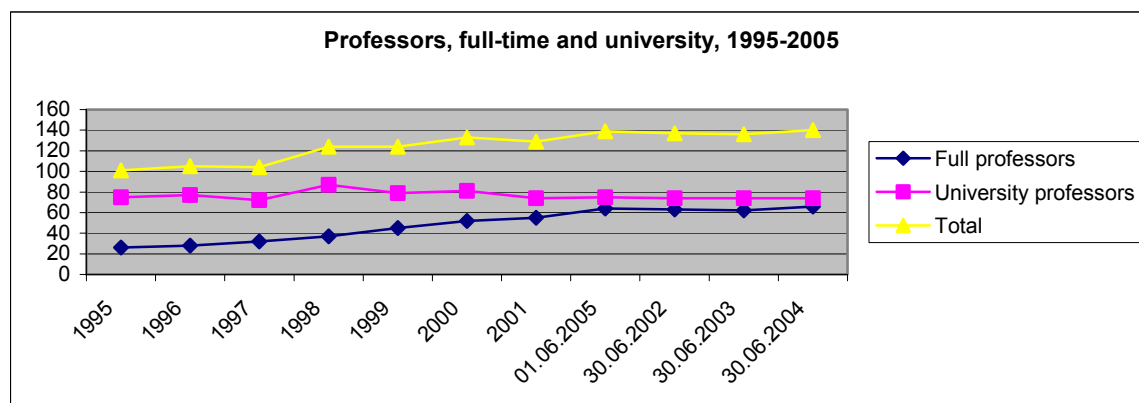
The details on the PUE staff are given below:

Table: Senior staff numbers (1995-2005)

	Full professors	University professors	Total
1995	26	75	101
1996	28	77	105
1997	32	72	104
1998	37	87	124
1999	45	79	124
2000	52	81	133
2001	55	74	129
01.06.2002	64	75	139
30.06.2003	63	74	137
30.06.2004	62	74	136
30.06.2005	66	74	140

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

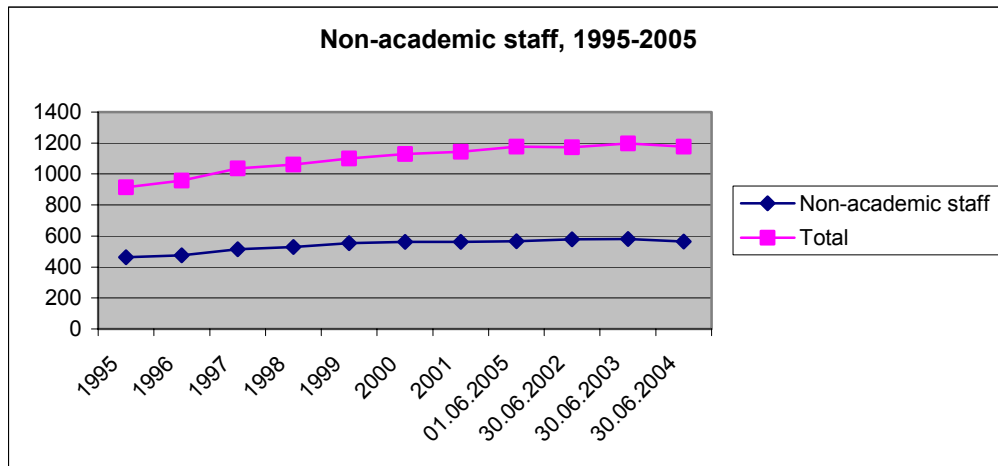
Chart: Senior staff numbers (1995-2004)



Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

The proportion of academic staff is given below. At any rate, their percentage has always been either slightly less (earlier years) or slightly more (recent years) than 50 percent of the total staff.

Chart: Non-academic staff (1995-2005)



Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

6. The funding base

(A) Income

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. All major components of the university income has increased by more than 300 percent. The total income in the 10 years analyzed here grew by 325 percent, total income from teaching grew by 312 percent, and finally total income from research grew by 340 percent.

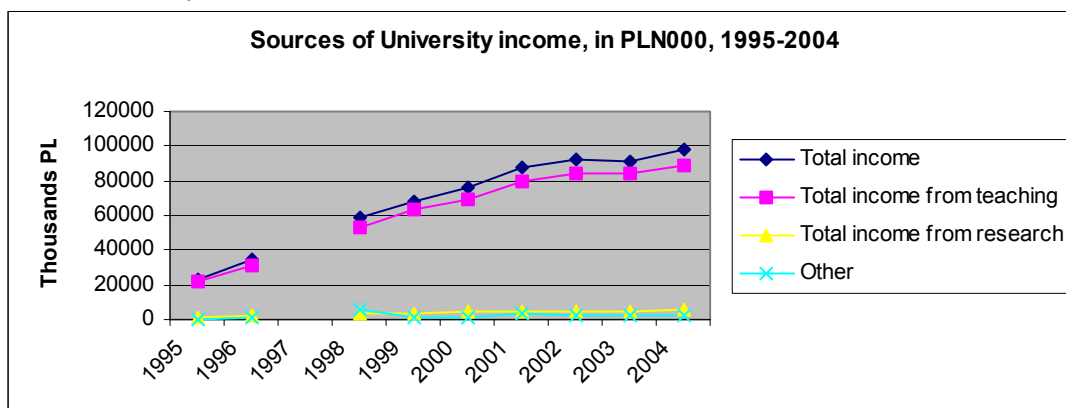
The total income from research grew at the same rate as the major funding for research from the state. Interestingly, the proportions of major sources of University income has remained stable in the last 10 years.

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

	Major sources of University income, in PLN000, 1995-2004, 1 EUR = 4 PLN			
	Total income	Total income from teaching	Total income from research	Other income
1995	23067,4	21633,3	1383,9	50,2
1996	34165,1	31194	1797,5	1173,6
1997				
1998	58625,2	52902,5	3180,7	5722,7
1999	68166,9	63400,1	3221,6	1545,2
2000	76424	69768,9	5012,6	1642,5
2001	87790,3	79889,6	4886,5	3014,2
2002	91763,1	84519	4608,5	2635,6
2003	91070,3	84282,2	4591,3	2196,8
2004	97995,6	89129,6	6094,9	2771,1

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

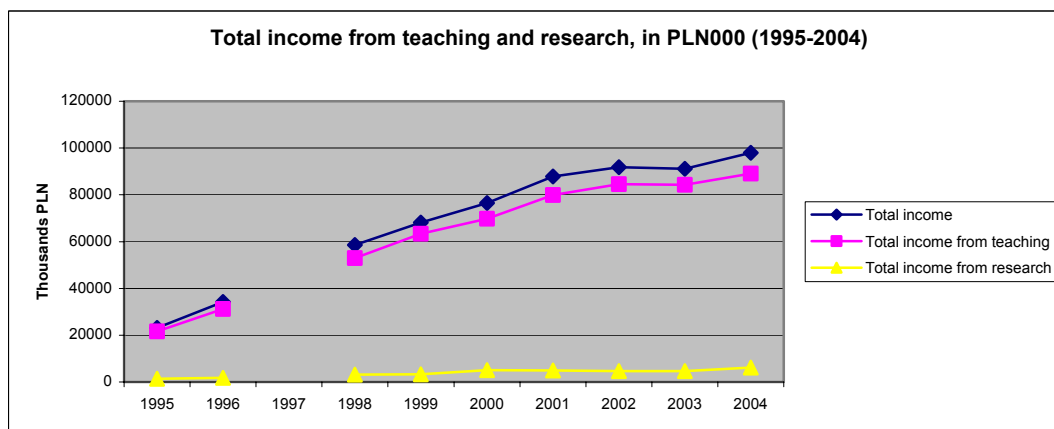
Chart: Major sources of university income, in real numbers (in PLN000, 1995-2004, 1 EUR = 4 PLN)



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

As the rate of growth of the total income, total income from teaching (state subsidies plus tuition fees from part-time students) and total income from research remains similar, the overall structure of income sources remains relatively unchanged.

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

The University income from teaching in the last decade in real numbers was the following.

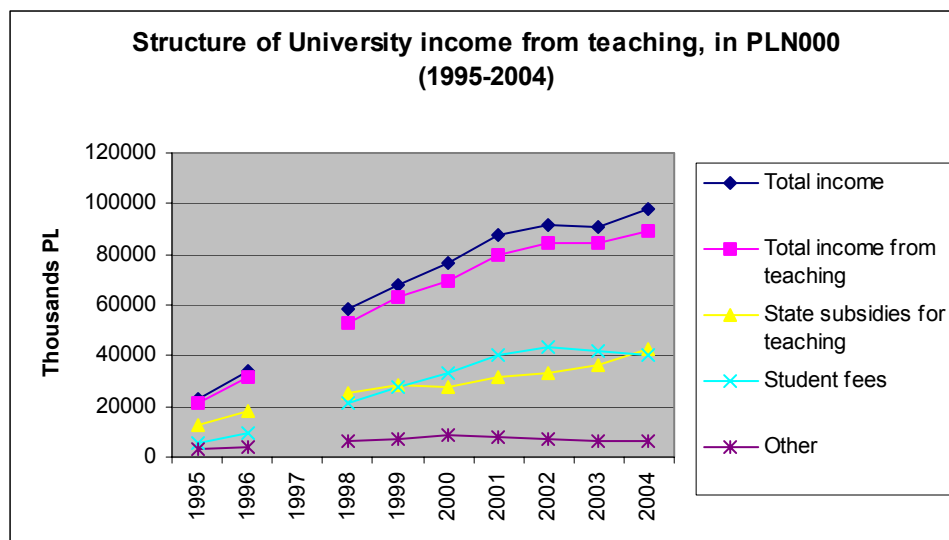
Table: University income from teaching, by main categories, in real numbers (in PLN000, 1995-2004, 1 EUR = 4 PLN)

Structure of University income from teaching, in PLN000 (1995-2004)

	Total income	Total income From teaching	State subsidies for teaching	Student fees	Other
1995	23067,4	21633,3	12533,2	5647,2	3452,9
1996	34165,1	31194	18035,8	9385	3773,2
1997					
1998	58625,2	52902,5	25104,4	21541,6	6256,5
1999	68166,9	63400,1	28589,1	27343,3	7467,7
2000	76424	69768,9	27651,9	33387,8	8729,2
2001	87790,3	79889,6	31335,6	40516,9	8037,1
2002	91763,1	84519	33349	43729,3	7440,7
2003	91070,3	84282,2	36122,9	41540,4	6618,9
2004	97995,6	89129,6	42660	39988,4	6481,2

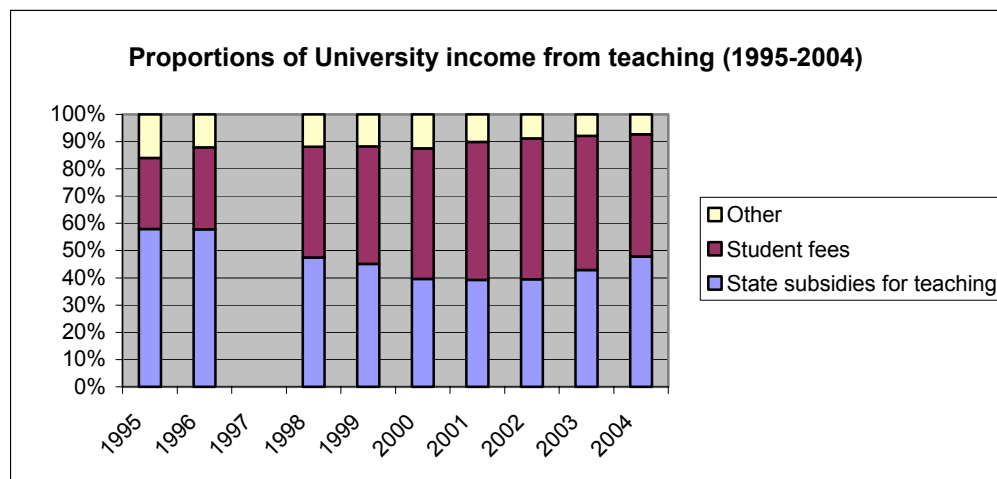
Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

In practice, within University income from teaching, in the last ten years, state subsidies in the first years were decreasing from about 60 percent to about 40 percent, to be raising again between 2002 and 2004. Consequently, a corresponding pattern can be shown for student fees, with their share decreasing in the last three years after a peak of almost 50 percent in 2002 but still remaining at the level of 40 percent in 2004.

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

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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 but lower than in traditional universities (like AMU): ten years ago (1995) it was about 60 percent, then it went down to about 40 percent in 2000, to be rising again to about 50 percent in 2004. Generally, in the last ten years state subsidies provided 40-60 percent of total university income.

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 363 percent, unit's own research by 30 percent, and research projects by 403 percent. As can be seen below, at the same time state subsidies for teaching has increased by 240 percent and was the biggest among all budget slots for different state subsidies. Subsidies for teaching in 2004 were about 10 times higher than subsidies for research.

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

	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	Total state subsidies (teaching plus research projects – research) with agreements
1995	23067,4	12533,2	486,5	646			173,3	13839
1996	34165,1	18035,8	691	670,3			357,9	19755
1997								
1998	58625,2	25104,4	1084,4	746,7			764,6	27700,1
1999	68166,9	28589,1	1199,2	769,2			664,6	31222,1
2000	76424	27651,9	1530,5	861,2	172,1		826,6	31042,3
2001	87790,3	31335,6	2008,3	937,2	408,4		556,4	35245,9

2002	91763,1	33349	1968,1	796,4	618,9	66	388,1		37186,5
2003	91070,3	36122,9	2109,6	931,7	435	68	544,2	213,6	40425
2004	97995,6	42660	2250,5	841,6	531,1	62	870,6	656	47871,8

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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 beginning (1995-1996) state subsidies formed 60 percent of total income, then it went down to 40 percent and stayed there for three years (2000-2002), and finally it began increasing to reach almost 50 percent in 2004 (48,85 percent). 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.

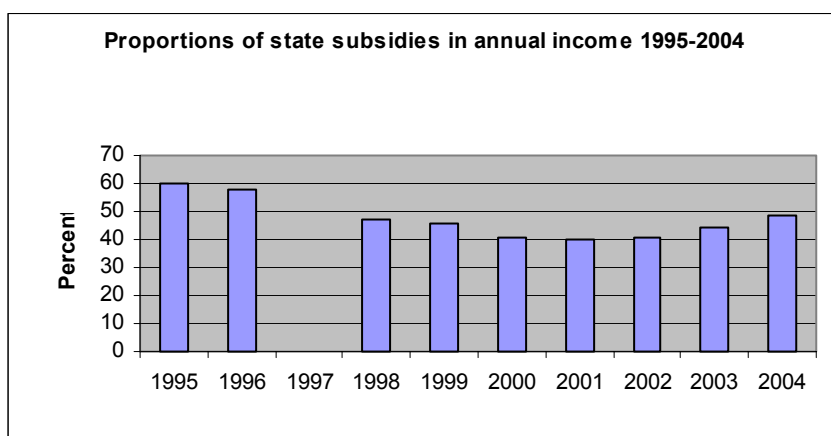
In the 10 years analyzed, the increase in state subsidies was 246 percent while the increase in total income from all sources was higher and reached 325 percent.

Table: State subsidies vs. total University income, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

	Total income	Total state subsidies	Percent of state subsidy in annual income
1995	23067,4	13839	59,99
1996	34165,1	19755	57,82
1997			
1998	58625,2	27700,1	47,24
1999	68166,9	31222,1	45,8
2000	76424	31042,3	40,61
2001	87790,3	35245,9	40,14
2002	91763,1	37186,5	40,52
2003	91070,3	40425	44,38
2004	97995,6	47871,8	48,85

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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 40 percent in 1995-1996 to about 60 percent in 2000-2002 and went down to 50 percent in 2004. In the period 1995-2002 there was an increase, albeit marginal in 2000-2002. 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, just as in the case of AMU: the state reduces subsidies for teaching, the state increases (various forms of) subsidies for research, the University receives more private research funds. None of the three options seems possible in an extent which could change substantially proportions of external funding.

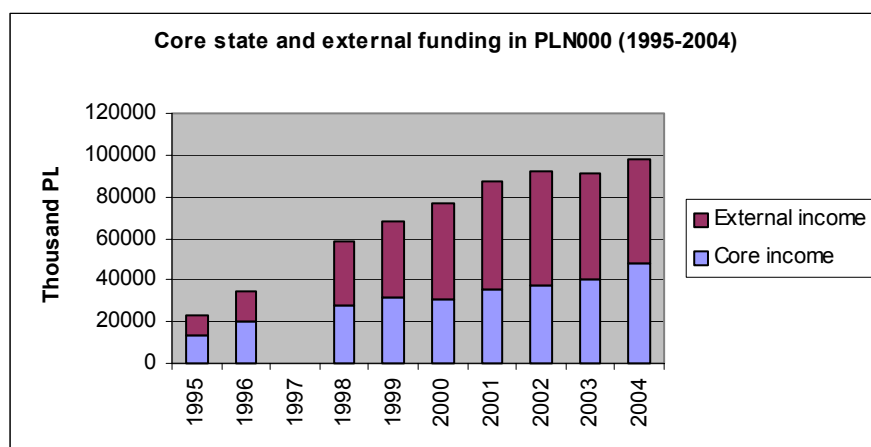
Consequently, core and external funding in real numbers and proportions of external funding are shown below.

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

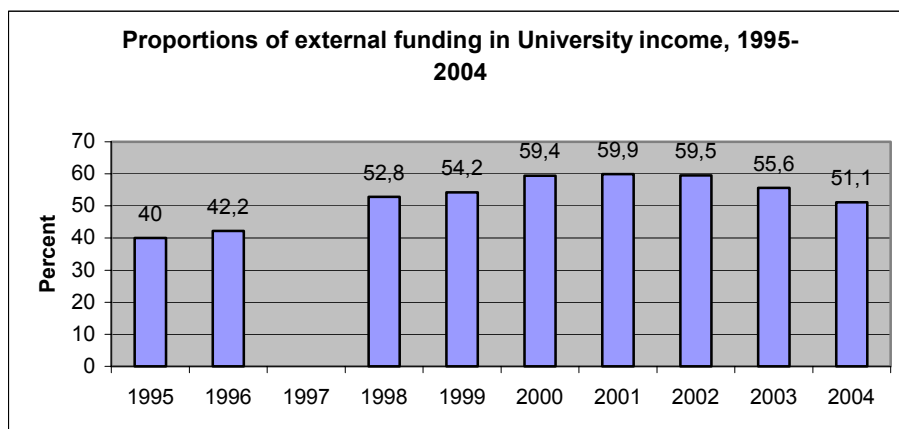
Core state and external funding in PLN000 (1995-2004)

	Total income	Core income	External
1995	23067,4	13839	9228,4
1996	34165,1	19755	14410,1
1997			
1998	58625,2	27700,1	30925,1
1999	68166,9	31222,1	36944,8
2000	76424	31042,3	45381,7
2001	87790,3	35245,9	52544,4
2002	91763,1	37186,5	54576,6
2003	91070,3	40425	50645,3
2004	97995,6	47871,8	50123,8

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart: Proportions of external funding in University income, 1995-2004

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

(B) Expenditure

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

	Materials Depre- and ciation energy	Materials and energy	Outside services	Fees and taxes	Staff costs	Including staff remune- ration	Social security	Other	Costs Total	Change of state of products	Total exploitation costs	Goods and services sold	Other Opera- ting costs	Operat- ing costs
2004	2480,5	6161,6	4805	72,5	64015	51209,6	12135,8	7216,4	96886,8	660	97546,8		522,4	98069,2
2003	2774,3	6458,4	5403,6	77	59267,2	44198,1	11118,2	7194,1	92292,8	-1168	91124,8		558,3	91683,1
2002	2882,4	6459,5	6576,3	1	57498,4	42194,7	11679,7	6284,4	91381,7	188,4	91570,1		751,3	92321,4
2001	2488,3	6964,9	7937,9	80	53491,8	38326,1	10956,1	6344,1	88263,1	-649,8	87613,3		668,5	88281,8
2000	2042,1	6643,6	7155,4	100,7	48207,2	34783,3	9216,9	5799,5	79165,4	-640,5	78524,9		464	78988,9
1999	1657,2	6064	5717,8	25,9	41571,2	31025,4	9070	4892	68998,1	-1257,3	67740,8		787,1	68527,9
1998	1438,5	5985,3	5275,4	8,5	29106,1	21020,9	12971,5	4057,5	58842,8	-258,4	58584,4	1165,1	315,2	60064,7
1997														
1996	1318,4	3043,2	2927,6	11,9	16466,9	12356,7	7531,1	2349,2	33648,3	-343,4	33304,9	424,3	91,7	33820,9
1995	1443,6	2365,5	1845,6	236,5	10858,6	8071	4972,9	1697,2	23419,9	-484,9	22935	33,7	51,7	23020,4

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

The major sources of University expenditure are by far staff costs, followed by materials and energy and outside services. In the last 10 years, staff costs increased from about 45 percent to about 65 percent in 2004. The data on the major sources of University expenditure are given below in Table and Chart.

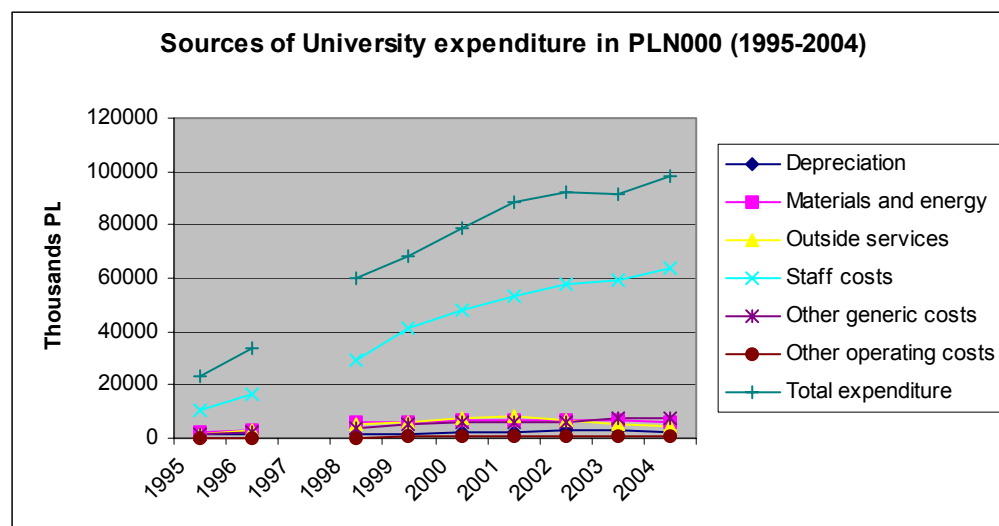
Table: Major sources of University expenditure in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

Sources of University expenditure in PLN000 (1995-2004)

	Depreciation	Materials and energy	Outside Services	Staff costs	Other generic costs	Other operating costs	Total Expenditure
1995	1443,6	2365,5	1845,6	10858,6	1697,2	51,7	23020,4
1996	1318,4	3043,2	2927,6	16466,9	2349,2	91,7	33820,9
1997							
1998	1438,5	5985,3	5275,4	29106,1	4057,5	315,2	60064,7
1999	1657,2	6064	5717,8	41571,2	4892	787,1	68527,9
2000	2042,1	6643,6	7155,4	48207,2	5799,5	464	78988,9
2001	2488,3	6964,9	7937,9	53491,8	6344,1	668,5	88281,8
2002	2882,4	6459,5	6576,3	57498,4	6284,4	751,3	92321,4
2003	2774,3	6458,4	5403,6	59267,2	7194,1	558,3	91683,1
2004	2480,5	6161,6	4805	64015	7216,4	522,4	98069,2

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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

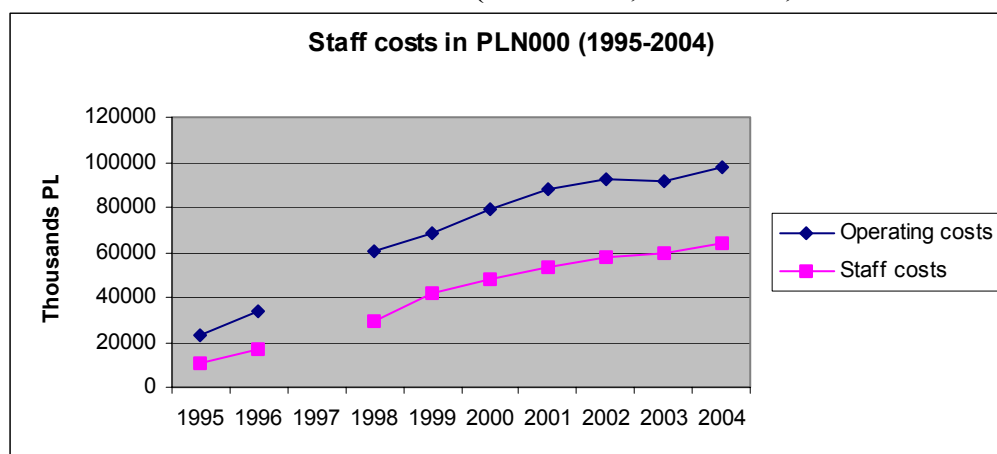


Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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

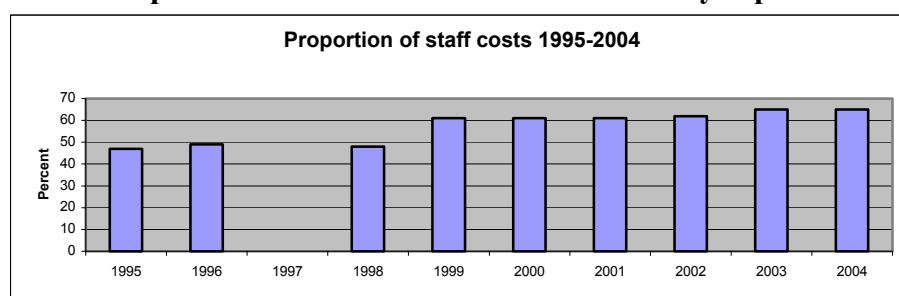
	Total expenditure	Staff costs
1995	23020,4	10858,6
1996	33820,9	16466,9
1997		
1998	60064,7	29106,1
1999	68527,9	41571,2
2000	78988,9	48207,2
2001	88281,8	53491,8
2002	92321,4	57498,4
2003	91683,1	59267,2
2004	98069,2	64015

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

As in the case of AMU, although to a smaller degree and mostly with respect to junior staff, it is important to remember that in the 1990s university salaries were at a very low level. 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. Average salaries at universities of economics are higher than at universities. Also apparently more staff are having parallel employment in private institutions. Staff costs in real numbers and in proportion to university expenditure are given below.

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

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

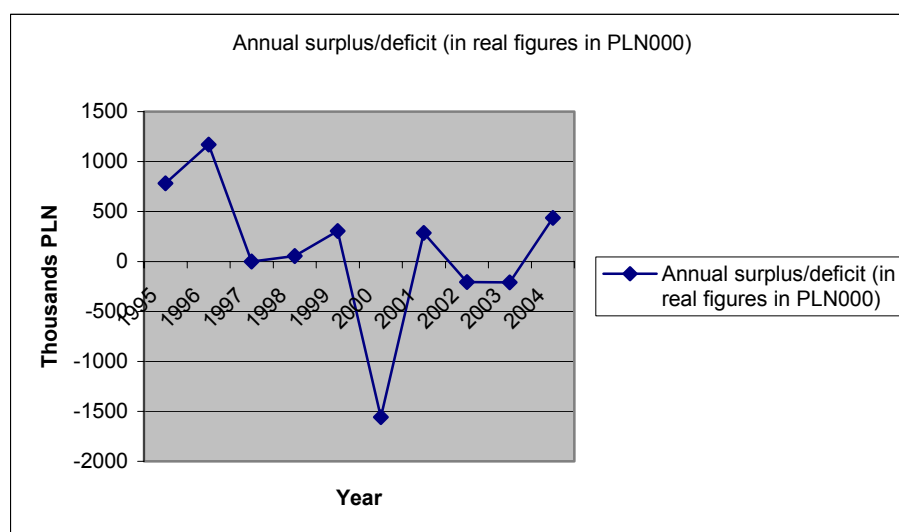
Surplus/deficit

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)				
	Annual surplus/deficit on operational activity	Income from operating activity	Costs of operating activity	Annual surplus/deficit
1995	47	23067,4	23020,4	783,2
1996	344,2	34165,1	33820,9	1169
1997	na	na	na	na
1998	-1439,5	58625,2	60064,7	54,2
1999	-361	68166,9	68527,9	302,9
2000	-2564,9	76424	78988,9	-1556,5
2001	-491,5	87790,3	88281,8	284,1
2002	-558,3	91763,1	92321,4	-205,5
2003	-612,8	91070,3	91683,1	-208
2004	-73,6	97995,6	98069,2	434,8

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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

Fee-paying students at PUE

Total income from teaching in Polish higher education is composed of state subsidies for teaching full-time students, tuition fees from part-time and postgraduate students, and other. State subsidies for teaching grew in the last 10 years by 240 percent, while university income from tuition fees grew by slightly over 600 percent (608). At the same time, as shown later in the review, the income from tuition fees in 2004 is almost equal to the income from state subsidies for teaching in real numbers (42,660,000 PLN vs. almost 40,000,000 PLN).

Commenting on the Table and two Charts below, it has to be noted that the peak in the proportions of student fees in the total University income has been reached in 2002 (and it was almost 48 percent). In 2003 and 2004 both in real numbers and in the proportion of the total income, there is a decrease. In 2004, the decrease can be described as sharp (the biggest single change in the last 10 years): by almost 5 percent points.

At least four causes should be mentioned in this context:

- 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 state subsidies (see 2002-2004). With the level of tuition fees decreasing in real numbers (see 2002-2004), its proportion in annual budget is decreasing rapidly.
- 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.
- Most private sector institutions are in economic areas; consequently the above competition is even harsher for the University.

It needs to be emphasized that while at the neighboring Adam Mickiewicz University the share of tuition fees in overall income had grown from about 10 percent in 1995 to about 20 percent in 2002-2003 and then in 2004 decreased by 2 percent point to about 18 percent, at Poznan University of Economics the starting level was more than twice as high, and the current levels are also more than twice as high. But a sharp decline in 2004 took place in both institutions.

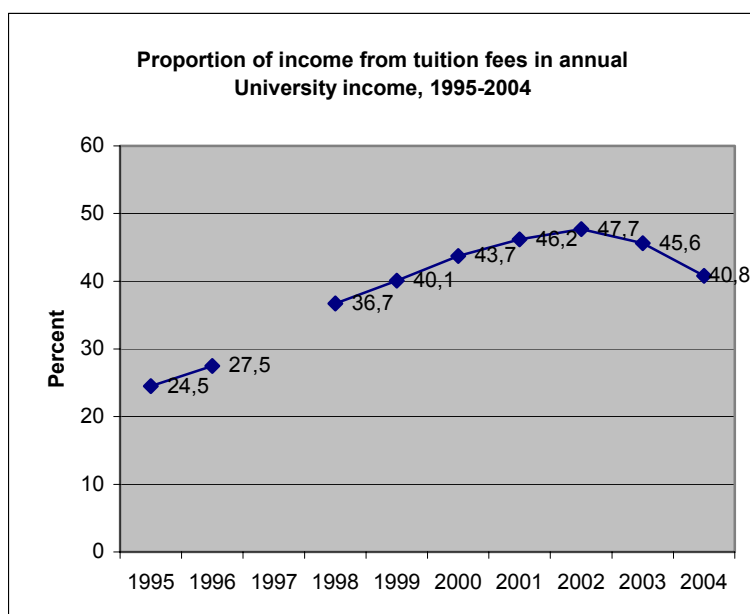
Table: Income from tuition fees (in percentages out of total annual University income, 1995-2004, 1 EUR = 4 PLN)

Income from tuition fees (in percentages out of total annual University income, 1995-2004)			
	Total income	Student fees	Percent
1995	23067,4	5647,2	24,5
1996	34165,1	9385	27,5

1997			
1998	58625,2	21541,6	36,7
1999	68166,9	27343,3	40,1
2000	76424	33387,8	43,7
2001	87790,3	40516,9	46,2
2002	91763,1	43729,3	47,7
2003	91070,3	41540,4	45,6
2004	97995,6	39988,4	40,8

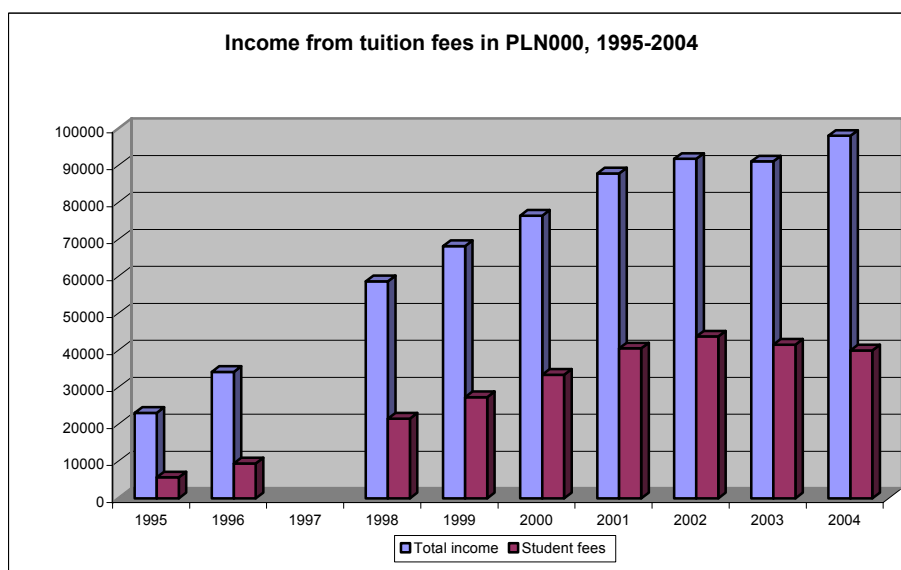
Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart: Income from tuition fees, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

The example of MBA studies (as a unique source of revenue)

It has to be noted that regular MBA studies started already in 1995, with the enrollment of over 850; currently the number of MBA students has reached almost 2,700. There is a steady grow in the number of students, except for two years, 2002 and 2003, when there was a slight decline in numbers.

There are important differences in the status of MBA studies offered by PUE. It is difficult for them to compete between themselves as some have to pay substantial overheads to PUE while others do not have to, even though the label of PUE is used by them.

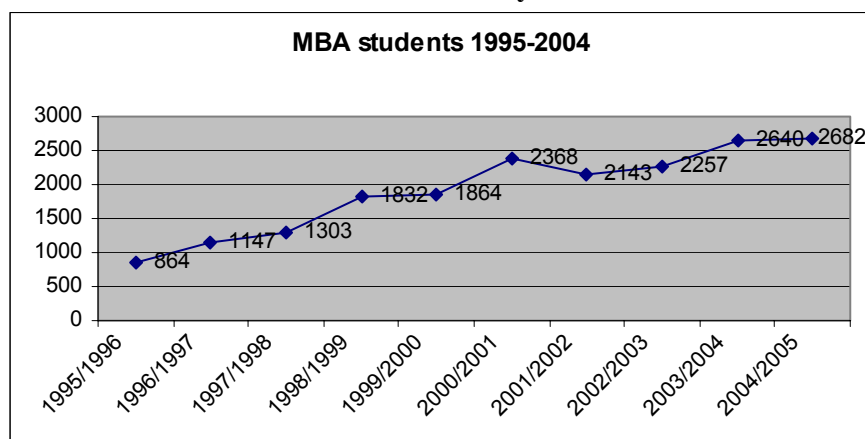
PUE offers four international MBA programs with the help of: 1) Nottingham Trent University (UK), 2) Université de Rennes (France), 3) Europäische Wirtschaftshochschule in Berlin (Germany) and 4) Georgia State University (USA). The University has signed over 80 agreements with foreign universities (73 of which are SOCRATES agreements).

The University also develops international activity as part of a double-diploma system. The University has signed three agreements on double-diploma with the University of Exeter (UK), Technische Universität Bergakademie Freiberg (Germany) and European School of Management – ESCP EAP (Paris, Berlin, Oxford, Madrid and Torino).

PUE offers MBA studies in four versions: English, American, Polish-German, and Polish-French. The four options are the following:

- MBA in cooperation with Georgia State University
- Polish-German MBA, “European Management” (Central European MBA)
- MBA at the Wielkopolska Szkoła Biznesu (Business School of the Wielkopolska, Region), affiliated with PUE
- Polish-French MBA in management

Chart: MBA students at the University



Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

All MBA programs are accredited; depending on the type, by AMBA (Association of MBA), EQUIS (the European Quality Improvement System), AACSB (the International Association for Management Education), the Association of management Education FORUM etc. All MBA programs are paid through tuition fees which are very high (at least 2-3 times higher than in the private sector for regular studies).

The University for companies – links with the industry and business

The Consulting Office of the Foundation of the Poznan University of Economics is located at PUE. The Office was opened in September 2000 in the legal form of a company with limited responsibility. The main partner in the company is the PUE Foundation which controls 80% of its shares. The PUE Foundation was founded in 1992 with the idea of bringing PUE and the world of business together. The idea of creating the company which own the majority of shares in the Consulting Office was to put together the prestige of one of the leading universities of economics in Poland and the skills and competencies of a group of consultants who were active in the consulting business in the beginning of the 1990s. The Chairman of the Foundations' Council is PUE Rector, and its President has been the same in recent 14 years. To put it simply, the foundation uses the name of PUE and is associated with PUE; the Consulting Office belongs in 80 percent to the foundation but does not belong to the university. Its link with the university as such is not formal: the link is formed rather by consultants who come mostly from PUE. There are no financial flows from the office to the university as such (in a similar vein, Adam Mickiewicz University has an association with the AMU Foundation, a separate legal body).

Group members authored more than 100 reports and documents which include e.g. documents of privatization, restructuring programs, strategic programs, price evaluations and market research. The PUE Foundation was opened in September 1992 and its aim was to support the University in its research and teaching activities, as well as activities related to its organization, relations with society and economy and its popularization. In accordance with its statute, the PUE Foundation activities include:

- economic, financial, organizational and management advice
- advice in privatization and reprivatization processes (except for legal advice)
- promotional, informational and publishing activities
- computing services
- consulting and services in the field of commodity science
- foreign languages courses and translation/interpreting
- assistance in preparing conferences and public events
- new educational programs in various forms – courses, lectures, seminars

8. Knowledge transfer

The University income from selling research results and services has been steady in the last decade. There is no clear trend, the levels are between 0,3 percent to 1,1 percent, with one exceptional year in which it was 2,12 percent (in 2000). Similarly to universities, 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 borders directly with staff's entrepreneurialism.

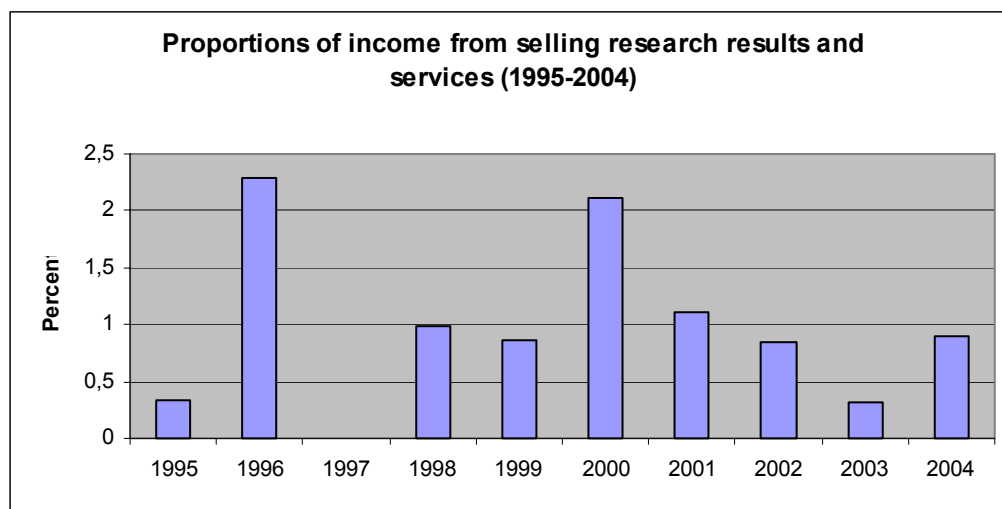
Table: Income from selling research results and services, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

Proportions of income from selling research results and services (1995-2004)

	Total income	Selling other research results and services	Percent
1995	23067,4	78,1	0,34
1996	34165,1	78,3	0,29
1997			
1998	58625,2	585	0,99
1999	68166,9	588,6	0,86
2000	76424	1622,2	2,12
2001	87790,3	976,2	1,11
2002	91763,1	771	0,84
2003	91070,3	289,2	0,31
2004	97995,6	883,1	0,9

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart: Proportions of income from selling research results and services (1995-2004)



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

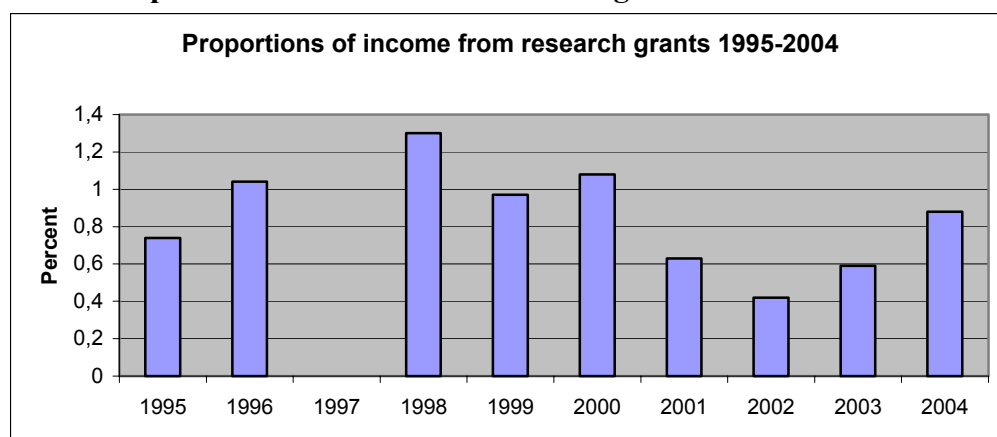
Research funding: the major source in this category has been state research grants. While the overall University income grew by 325 percent in the period studied, the income from subsidies for research projects grew by over 400 percent (402). If we have a look at real numbers in PLN, though, this source of income has been marginal in the whole period. Only twice the level of income from research grants exceeded 1 percent, and in 2004 it reached 0,88 percent. This feature certainly makes Polish universities of economics different from traditional universities, even though the difference between them has been decreasing.

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

Total income from research grants in real numbers in PLN000, 1995-2004			
Total income	Subsidies for research projects	Percent	
1995	23067,4	173,3	0,74
1996	34165,1	357,9	1,04
1997			
1998	58625,2	764,6	1,3
1999	68166,9	664,6	0,97
2000	76424	826,6	1,08
2001	87790,3	556,4	0,63
2002	91763,1	388,1	0,42
2003	91070,3	544,2	0,59
2004	97995,6	870,6	0,88

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart: Proportions of income from research grants 1995-2004



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

The total proportion of the annual income from teaching has always in the last 10 years been more than 90 percent. Despite huge transformations of the public sector in education, the structure of the University income has not changed. The proportion of the annual income from research (including state research projects discussed above) has always been at the level between 4,7 and 6,6 percent. This tendency can be seen from the Tables and the Chart below.

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

Income from teaching and research, 1995-2004			
	Total income	Total income from teaching	Total income from research
1995	23067,4	21633,3	1383,9
1996	34165,1	31194	1797,5
1997			
1998	58625,2	52902,5	3180,7

1999	68166,9	63400,1	3221,6
2000	76424	69768,9	5012,6
2001	87790,3	79889,6	4886,5
2002	91763,1	84519	4608,5
2003	91070,3	84282,2	4591,3
2004	97995,6	89129,6	6094,9

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

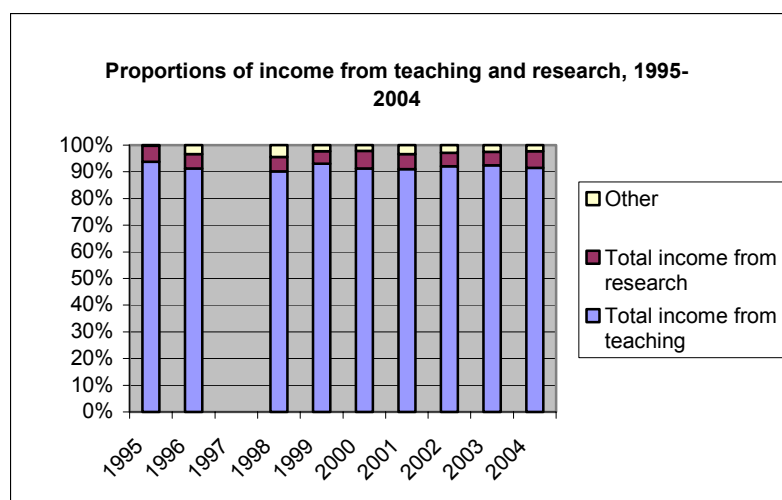
Table: Proportions of income from teaching and research, 1995-2004

Proportions of income from teaching and research, 1995-2004				
	Total income from teaching	Total income from research	Other Income	
1995	100	93,8	6	0,2
1996	100	91,3	5,3	3,4
1997				
1998	100	90,2	5,4	4,4
1999	100	93	4,7	2,3
2000	100	91,2	6,6	2,2
2001	100	91	5,6	3,4
2002	100	92,1	5	2,9
2003	100	92,5	5	2,5
2004	100	91,5	6,2	2,3

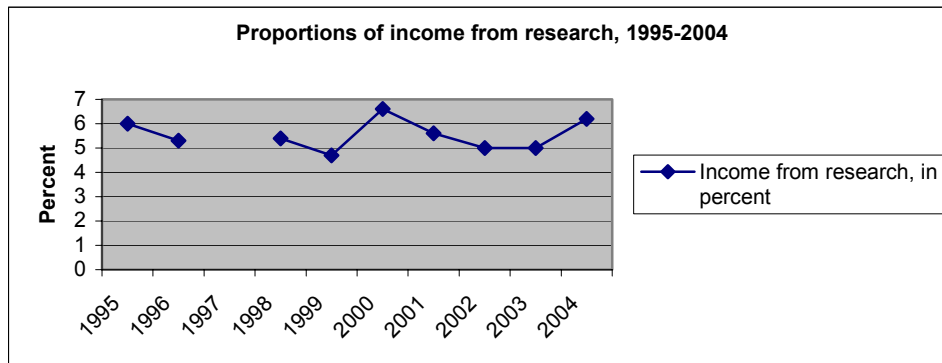
Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Graphically, the major sources of income are presented below.

Chart: Proportions of income from teaching and research, 1995-2004



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart: Proportions of income from research, 1995-2004

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

9. Inhibitors to entrepreneurialism

Inhibitors to academic entrepreneurialism, as in the case of AMU, can be determined on several interrelated levels:

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

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 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 PUE. Currently, only two full-time academic posts are allowed.

Economists, and especially economists from top Polish universities, have been a special case in the last 15 years. The majority of private institutions are economics- or management-related. Consequently, they have been employed in many institutions at the same time. To seek additional income through research, in general terms, seems unthinkable if a PUE professor is teaching full-time in several institutions, including at various MBA programs.

Additionally, PUE professors have also been administrators in the private sectors (founders, rectors, vice-rectors, deans etc).

- The law on public-private partnerships and the law on intellectual property – the impact has not been determined yet.
- 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.
- State funding for research is very limited. But also research fund are not appealing to PUE professors (as to other economists) today.
- The private sector seems to have been the major source of income for both junior and senior staff at PUE in the last decade.

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

- the level of research funding available on a competitive basis is very low. But also it is not especially appealing to the professoriate, compared with other options still open
- the appreciation for the academia-business or academia-industry links is increasing, and seems already to be high
- the appreciation for international cooperation in research seems undervalued, as there have been unprecedented opportunities for well-paid teaching in the private sector business and management schools etc
- generally, the prestige of research work seems to be in danger; especially in the context of academics teaching in many private institutions
- both research work and publications, in general, seem undervalued in the context of opportunities provided by the private sector teaching (and administration)
- consequently, publishing and research may be increasingly viewed as important for personal career and development (degrees, title) but not for the academic units or for the institution as a whole

At individual level, inhibitors to entrepreneurialism include:

- the 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, within 8 years after a PhD degree)
- entrepreneurialism in the form of holding multiple positions and teaching in many institutions may block entrepreneurialism at PUE, especially with regard to research

Thus inhibitors to entrepreneurship exist at all level mentioned; they are certainly state regulatory, structural, and especially budgetary.

Personal view about on how entrepreneurial PUE is

The entrepreneurial culture to be formed requires individual entrepreneurs to be additionally compensated for, especially in the context of PUE operating together with other private business and management schools in Poznan. Consequently, the entrepreneurial culture seems to involve, paradoxically, those involved in the private sector teaching and administration – but this is more *individual* entrepreneurialism, instead of *institutional* one. The only real additional funding for PUE is fees from extramural fee-paying students; the only good additional compensation for an academic is from a different business and management institution or from outside additional consulting, advisory activities etc. PUE seems to be very successful (and therefore entrepreneurial) in attracting student fees, less successful in attracting EU research funding, but perhaps its most entrepreneurial component is the field of MBA studies, of four different kinds. Additionally, economists from PUE are the most entrepreneurial academics: they are past or present founders, rectors, vice-rectors, deans, as well as professors in the private sector. Their commitment to research activities is certainly much diluted, as confirmed by financial data on national and international research grants. At the same time steering more towards individual entrepreneurialism – at the expense of developing a culture of institutional entrepreneurialism at PUE – is more than understandable: very few professions had opportunities in the emergent private sector (and in consultancy work) comparable with professors of economics.

10. Appendix: the most relevant data

Table 1: Student numbers, all categories (1995-2004)

	Total	Full-time	Evening	Evening- professional	MA – supple- mentary, full- time	MA – supple- mentary, evening	Foreign Students	MBA students
1995/1996	10447	4807	663	4487	490		72	864
1996/1997	12568	5057	872	5557	1014	0	68	1147
1997/1998	13599	5149	880	5266	2135	98	71	1303
1998/1999	15432	5770	891	4486	3971	238	76	1832
1999/2000	15261	5759	862	3663	4684	217	76	1864
2000/2001	15023	5912	644	3205	4920	262	80	2368
2001/2002	15825	6174	540	2797	5821	422	71	2143
2002/2003	15381	6453	388	2085	5998	398	59	2257
2003/2004	14081	6444	273	1631	5331	341	61	2640
2004/2005	13704	6654	170	1623	4946	217	94	2682

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

Table 2: Academic and non-academic staff at the University (1995-2004)

	Academic staff	Non-academic staff	Total
1995	451	464	915
1996	483	475	958
1997	521	515	1036
1998	531	529	1060
1999	546	555	1101
2000	568	562	1130
2001	581	562	1143
01.06.2005	609	567	1176
30.06.2002	594	579	1173
30.06.2003	615	582	1197
30.06.2004	612	564	1176

Source: Poznan University of Economics (1995-2005). Rector's Statement on Activities in 2002/2003 – 2004/2005 (and versions for 1995-2002), Poznan: University of Economics

Table 3: Income from tuition fees (in percentages out of total annual University income, 1995-2004, 1 EUR = 4 PLN)

Income from tuition fees (in percentages out of total annual University income, 1995-2004)			
Total income	Student fees	Percent	
1995	23067,4	5647,2	24,5
1996	34165,1	9385	27,5
1997			
1998	58625,2	21541,6	36,7
1999	68166,9	27343,3	40,1
2000	76424	33387,8	43,7
2001	87790,3	40516,9	46,2
2002	91763,1	43729,3	47,7
2003	91070,3	41540,4	45,6
2004	97995,6	39988,4	40,8

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Table 4: State subsidies vs. total University income, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

	Total income	Total state subsidies	Percent of state subsidy in annual income
1995	23067,4	13839	59,99
1996	34165,1	19755	57,82
1997			
1998	58625,2	27700,1	47,24
1999	68166,9	31222,1	45,8
2000	76424	31042,3	40,61
2001	87790,3	35245,9	40,14
2002	91763,1	37186,5	40,52
2003	91070,3	40425	44,38
2004	97995,6	47871,8	48,85

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

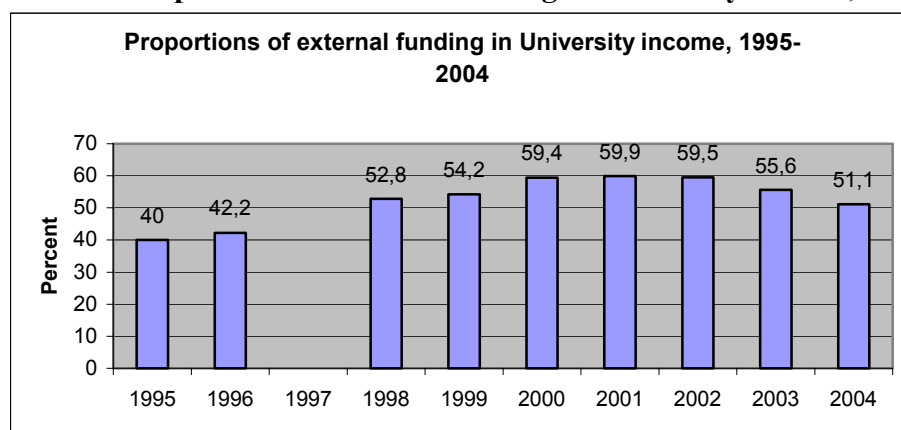
Table 5: Core state and external funding, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

Core state and external funding in PLN000 (1995-2004)

	Total income	Core income	External
1995	23067,4	13839	9228,4
1996	34165,1	19755	14410,1
1997			
1998	58625,2	27700,1	30925,1
1999	68166,9	31222,1	36944,8
2000	76424	31042,3	45381,7
2001	87790,3	35245,9	52544,4
2002	91763,1	37186,5	54576,6
2003	91070,3	40425	50645,3
2004	97995,6	47871,8	50123,8

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Chart 1: Proportions of external funding in University income, 1995-2004



Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Table 6: Income from teaching and research, in real numbers (in PLN000; 1995-2004, 1 EUR = 4 PLN)

Income from teaching and research, 1995-2004

	Total income	Total income from teaching	Total income from research
1995	23067,4	21633,3	1383,9
1996	34165,1	31194	1797,5
1997			
1998	58625,2	52902,5	3180,7
1999	68166,9	63400,1	3221,6
2000	76424	69768,9	5012,6
2001	87790,3	79889,6	4886,5
2002	91763,1	84519	4608,5
2003	91070,3	84282,2	4591,3
2004	97995,6	89129,6	6094,9

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Table 7: 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 Income	
1995	100	93,8	6	0,2
1996	100	91,3	5,3	3,4
1997				
1998	100	90,2	5,4	4,4
1999	100	93	4,7	2,3
2000	100	91,2	6,6	2,2
2001	100	91	5,6	3,4
2002	100	92,1	5	2,9
2003	100	92,5	5	2,5
2004	100	91,5	6,2	2,3

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

Table 8: Annual surplus/deficit in real figures (in PLN000; 1995-2004, 1 EUR = 4 PLN)

Annual surplus/deficit in real figures in PLN000 (1995-2004)				
	Annual surplus/deficit on operational activity	Income from operating activity	Costs of operating activity	Annual surplus/deficit
1995	47	23067,4	23020,4	783,2
1996	344,2	34165,1	33820,9	1169
1997	na	na	na	na
1998	-1439,5	58625,2	60064,7	54,2
1999	-361	68166,9	68527,9	302,9
2000	-2564,9	76424	78988,9	-1556,5
2001	-491,5	87790,3	88281,8	284,1
2002	-558,3	91763,1	92321,4	-205,5
2003	-612,8	91070,3	91683,1	-208
2004	-73,6	97995,6	98069,2	434,8

Sources: Poznan University of Economics Financial Statements (for the years ended 31 December 1995 to the year ended 31 December 2004), Poznan: Poznan University of Economics

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