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EUEREK

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

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**Academy of Hotel Management and Catering Industry (WSHIG),
 Poznan, Poland
 (Wyższa Szkoła Hotelarstwa i Gastronomii w Poznaniu)
 Institutional Case Study**

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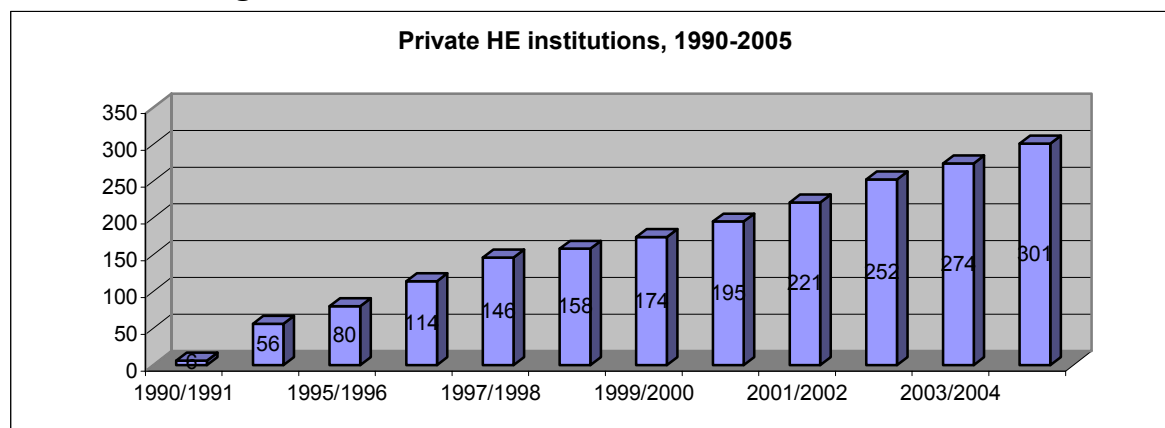
1. Brief Introduction – Private Higher Education in Poland at a Glance

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 the towns which have not traditionally academic centers, provide often the only available form of higher education (which is also cheaper than public education in university cities – when accommodation costs out of home town are taken into account). The dynamics of the development of the private sector in Poland is shown below:

Chart: Private higher education institutions in Poland, 1990-2005



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

In recent years the development of private higher education institutions has become a great success and a challenge to the public institutions. The increasing number of private educational institutions has also created a better access to the higher education system. A possibility to establish private educational institutions was created through the Act on the Schools of Higher Education of 12 September 1990.

Since 1998 according to the legislation on higher vocational schools is has been possible to establish private vocational higher education institutions.

The first non-public higher education school was registered in 1991. In 1992 there were already 15 schools of this type, and in the academic year 1997 the number of private institutions exceeded the number of state institutions. In the academic year 2003/04 there were already 274 private institutions including 151 institutions operating on the basis of legislation for schools of higher education and 123 operating on the basis of legislation for higher vocational schools. Most of them offered courses at the higher vocational level, although in 2003 over 80 of them had a right to open and run Master degree courses, and 5 of them – a right to confer a doctoral degree.

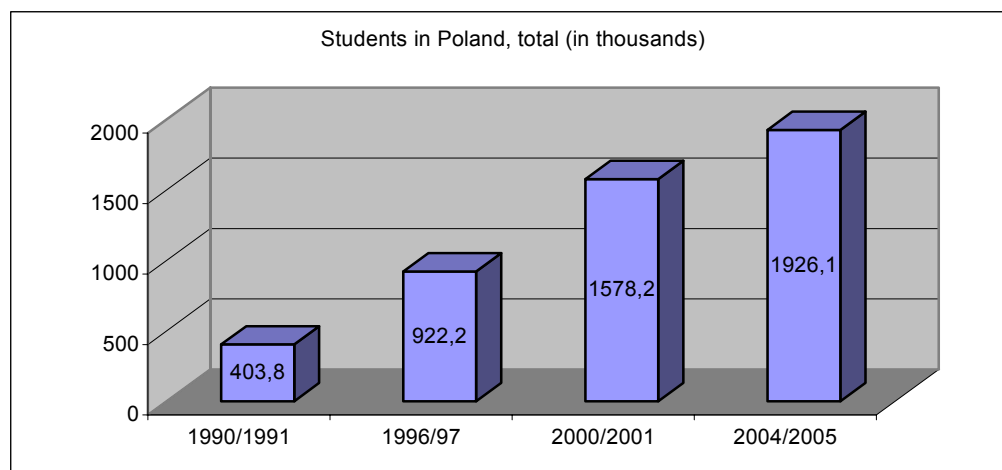
As far as fields of study are concerned, the absolute majority of non-public higher education establishments specialize in management and social sciences-related areas (management and marketing, economics, finance and banking, administration, teacher training, political sciences). The growing interest has been noted in the areas of mathematics and computing. In fact private institutions do not offer courses in the technical areas. Development of new courses has been observed in areas which do not require investments in equipment and labs. This situation is due mainly to private institutions being dependant on incoming fees. Tuition fees in private schools are very varied. The amount to be paid depends on the institution, course of study, type of study program, or even on the year of study (higher in year one, lower in the following years).

Since 2001 private institutions have been receiving additional funds from the state budget for social grants available to full-time students coming from the underprivileged families. Starting with the year 2004 all students enrolled in private institutions in any course of study have a right to apply for social benefit grants (including additional allowances for housing) and for the disabled, grants for good results in studies and in sports, and financial support allowances coming from the state budget. At present private institutions have a right to apply for funds from the state budget which are to be spent on construction investments and training of the academic staff. With respect to the above the Minister of National Education and Sports issued 2 regulations in 2003 (for private higher vocational schools and private schools of higher education) which define rules for applying by private institutions for state budget funds.

In terms of the numbers of students private institutions differ a lot. They have between several and tens of thousands of students enrolled. In general the only admission requirements are the Matura certificate (end-of-secondary education exam) and an interview. In the academic year 2003/2004 over half of a million students were enrolled in private institutions (with an exception of church institutions – the Catholic University of Lublin, the Papal Academy of Theology and others) including 110.5 thousand students enrolled in day studies and 404.8 thousand students enrolled in part-time studies (adapted from the Euridice database).

In the period 1990-2004, the enrollment rate in Poland has increased from 12,9 to 47,8. In the academic year 2004/2005, the number of full-time students was 923.000 (47,9 percent); the number of part-time students was 913.000, evening students 66.000, and extramural students 23.500, and they all were 52,1 percent of all students. Not only the total number of students changed considerably; also the full-time/part time ratio changed – in 1990/1991 over three quarters of students were full-time students (77,20 percent).

Chart: Student numbers in Poland, 1990-2005



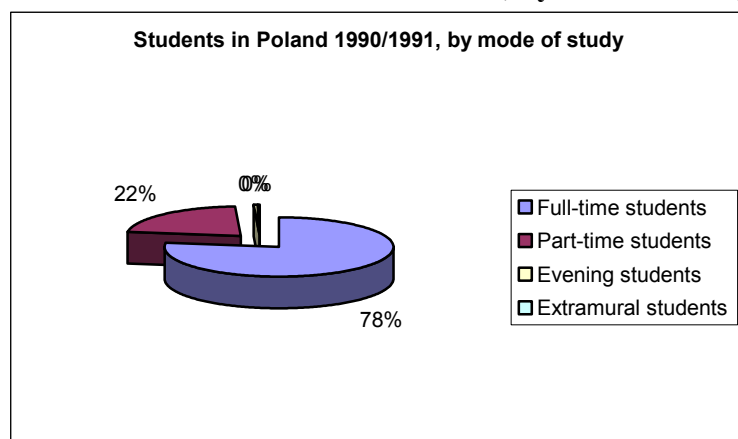
Source: *Higher Education and Its Finances in 2004* (2005). Warsaw: Main Statistical Office (GUS).

Table: Student numbers and enrollment rates, 1990-2004

Academic years	Number of students	Enrolment rate
1990/91	394,313	13.1%
1991/92	418,470	13.6%
1992/93	485,728	15.3%
1993/94	573,173	17.5%
1994/95	671,852	19.8%
1995/96	785,470	22.4%
1996/97	917,945	25.5%
1997/98	1,082,657	29.4%
1998/99	1,265,347	33.6%
1999/00	1,421,277	37.1%
2000/01	1,572,506	40.8%
2001/02	1,699,389	43.9%
2002/03	1,781,458	45.8%
2003/04	1,838,373	47.0%
2004/05	1,926,000	48.0%

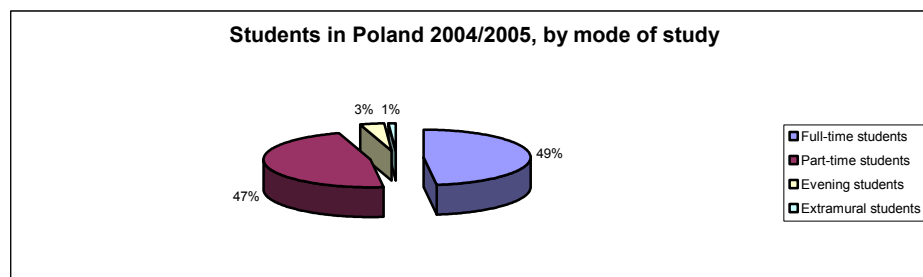
Source: Higher Education and Its Finances in 2004 (2005 and previous years). Warsaw: Main Statistical Office (GUS).

The radical increase in the number of students in post-1989 period, shown above, is one thing; another is the decreasing number of full-time students from almost 80 percent to less than 50 percent.

Chart: Students in Poland 1990/1991, by mode of study

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

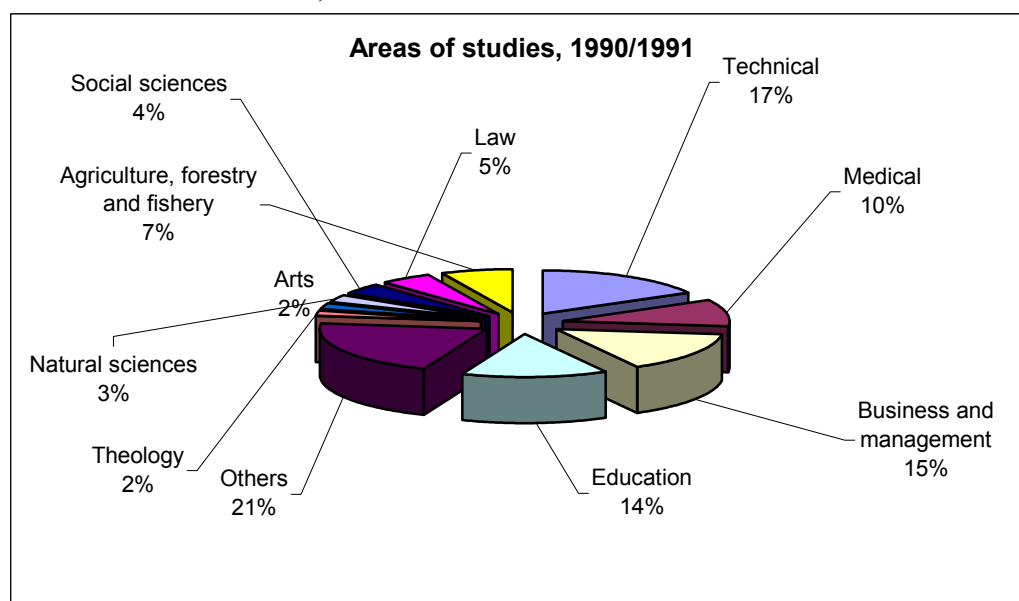
Chart: Students in Poland 2004/2005, by mode of study



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

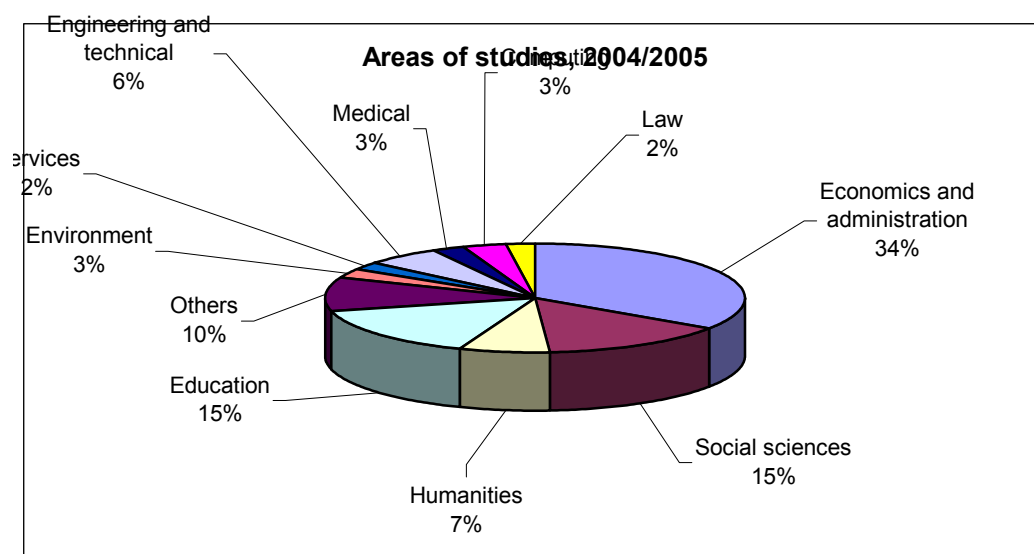
It is also interesting to see how in the 1990-2005 period students changed their preferred areas of studies. While in the 1990s the biggest share of students studied technical fields, from 1999/2000 onwards the percentage of students choosing this field is decreasing. A parallel decrease in the percentage of students selecting their areas of studies is observed in agriculture, forestry, and fishery (from 7 percent in 1990/1991 to 2 percent in 2004/2005). The differences are shown below:

Chart: Areas of studies, 1990/1991



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

Chart: Areas of studies, 2004/2005



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

The average age of students in the public and the private sector does not differ; what is similar is the average lower age of full-time students in both public and private sector, and generally slightly higher age of part-time students, especially in the private sector. Not surprisingly, only about 2 percent of students over 30 are full-time students. The details are given below.

Table: Students according to age (2003/2004)

Age	Full-time studies	Part-time studies	Evening studies	Total
18 years and below	3 170	826	315	4 311
19	143 913	44 211	8 236	196 360
20	185 311	82 768	9 693	277 772
21	171 951	94 295	10 182	276 428
22	142 369	104 952	10 010	257 331
23	119 203	109 120	9 808	238 131
24	57 432	83 108	6 605	147 145
25	24 289	59 261	4 246	87 796
26	10 336	43 066	2 891	56 293
27	4 790	33 342	2 061	40 193
28	2 405	26 261	1 437	30 103
29	1 393	22 193	1 111	24 697
30 years and more	4 001	182 924	6 547	193 472
TOTAL	870 563	886 327	73 142	1 830 032

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

The biggest academic center in Poland for both the public and the private sector is Warsaw where the biggest university is located – Warsaw University has 55,700 students. In 2004/2005 there were 77 (62 private and 15 public) higher education institutions in Warsaw, teaching over 310,000 students. Other major academic centers are Krakow, Katowice, Poznan, Wroclaw, Lublin, Lodz and Gdansk. In these 8 academic cities there were studying almost 43 percent of all Polish students.

In Poznan and the Wielkopolska region, there were almost 170,000 students, of which 50,500 studying at Adam Mickiewicz University, over 19,000 at Poznan Technical University and in about ten private institutions over 31,000. WSHIG has right now about 1,600 students.

2. Mission and strategy

Mission of WSHIG:

- “The mission of WSHIG is to educate students at higher level in the area of tourism and recreation in such a manner that WSHIG graduates should possess humanistic knowledge – allowing to get to know human needs and understand social processes reflected in tourism and recreation; should possess the knowledge from natural sciences – providing the basis to understand the system man/environment, as well as economic, organizational and legal knowledge enabling the evaluation and conscious use of mechanisms typical of market economy”.
- “The aim of WSHIG’s activities to make sure that graduates possess the following skills: independent planning and realization of complex organizational undertakings in the area of tourist events, recreational events, maintaining contacts with people based on the use of modern technologies and the use of foreign languages”.
- “WSHIG graduates should be read to work in tourism and recreation, hotels, resorts, public institutions and in government and self-government bodies responsible for tourism and recreation, as well as in social organizations” (WSHIG brochure, 2005).

The Academy of Hotel Management and Catering Industry was established on July 14, 1993 by the decision of the Minister of Education (no. 29, out of over 300 issued until today). The school offers a BA diploma in hotel, restaurant and tourism management and in since October 2005 it has had the right to provide MA studies, leading to MA degree in hotel, restaurant, and tourism management. The Academy offers a three-year either full-time or part-time BA course in Tourism and Recreation with such 3 majors as Hotel Management and Catering Industry, Tourism Services, Management and Marketing in Hotels and Restaurants, and finally Tourism and Recreation.

Its graduates include also overseas students from Peru, China, Belarus and Ukraine. The principle that the authorities of the Academy observes is that classes should be conducted by experienced specialists from the academic world and well-known and esteemed specialists in the hotel, restaurant and tourist industry. It is the combination of theoretical knowledge and practical skills that is the philosophy of the institution. The Academy’s teaching staff are graduates of higher education facilities of Poznan (Adam Mickiewicz University, The Academy of Physical Education, The Academy of Agriculture) and of Poland (the University of Szczecin, the Academy of Physical Education in Wrocław and Warsaw). Its instructors hold high posts in such famous hotels in Poland as the Forum, Jan III Sobieski, Sheraton and Victoria IHC in Warsaw, Merkury, Polonez in Poznan etc.

Good working knowledge of foreign languages – as one of WSHIG’s major principles

Adapting the educational offer to the requirements of modern tourist, hotel and gastronomy market the Academy places particular emphasis on the role of foreign languages. Foreign language teachers are highly qualified specialists. Some of them are foreigners that teach their mother tongue. All the foreign language teaching staff pays attention to teaching practical

skills. There are mandatory classes in three foreign languages: English, French or German. Students get to choose the third one from Spanish, Russian and Italian. For those especially interested, WSHIG has a wide choice of optional classes in Arabic, Greek, Chinese, Finnish, Japanese, Portuguese, Swedish and Hungarian. Classes are conducted in groups of twelve people with the use of modern teaching methods, audiovisual materials and computers. All the students have an opportunity to improve their linguistic skills over the course of training abroad or within the Socrates-Erasmus exchange stays abroad. Thanks to that the Academy offers a chance to learn to speak fluently at least two languages. "In the hotel trade you have to be able to communicate with deaf-and-dumb customers. That is why students have mandatory classes in sign language", a recent brochure states. Linguistic competence gained in the Academy are valued highly by employers and thus make it easier for graduates to find an attractive job.

International cooperation

The Academy keeps in touch with similar schools abroad. It is a member of such worldwide organizations, as:

- The European Association of Hotel Management and Catering Industry Schools in Luxembourg AEHT.
- International Association of Hotel Management Headmasters EUHOFA.
- International Education Council of Hotel Management and Catering Industry CHRIE in Washington and EuroCHRIE in Athens.
- American Culinary Federation ACF
- International Society of Travel and Tourism Educators – ISTTE.

The international cooperation unit of the Academy establishes new contacts with schools from all over the world to start student exchange and scholarship programs. The Academy participates in the European Union Socrates-Erasmus program. It has signed contracts with the following schools:

- in Great Britain: Oxford Brookes University, Oxford; Westminster College, London
- in Belgium: Katholieke Hochschule, Mechelen and Haute Ecole Provinciale, Namur
- in Portugal: Escola Superior de Hotelaria e Turismo, Estoril.

Moreover, the Academy cooperates with the following institutions in the USA:

- Florida Culinary Institute, Palm Springs
- Florida International University, Miami
- Kansas State University, Manhattan
- Pennsylvania State University, University Park
- University of Delaware, Newark
- University of Houston, Houston
- University of Massachusetts, Amherst
- Cornell University, Ithaca.

Graduates are ready to work in travel agencies, hotels, leisure centers, recreation centers, local authority and national government offices in charge of the development of tourism and recreation as well as in non-profit organizations.

3. Students, study programs, and recruitment

Educational offer in 2005 includes:

- (1) Hotel management and catering industry:** Qualifies professionals to work in hotels and restaurants, provides students with knowledge concerning establishing and running your own business.
- (2) Tourism services:** Provides students with knowledge on both economy and law that enables them to run a travel agency
- (3) Management and marketing in hotels, restaurants, tourism and recreation:** Teaches how to run enterprises connected with tourism and recreation, the economics of tourism, it ushers students in the mechanisms governing the tourist markets.

Here is a list of classes that students attend at any major:

(1) Primary classes include: Introduction to economics, organization and management, marketing fundamentals, company finances and the basics of accounting, IT, the basics of statistics, the physiology of work and rest, education of free time, the encyclopedia of law, pro-health upbringing and the promotion of health, ecology, techniques of intellectual work.

(2) General education classes include: Psychology, sociology, the history of arts and culture, foreign languages, philosophy.

(3) Major-specific and profession-specific classes include: Tourist geography, sightseeing, tourist and recreational infrastructure, the foundations of tourism, the theory and methodology of recreation, the economics of tourism and recreation, the marketing of tourism and recreational services, IT in tourism and recreation, law in tourism and recreation, methods and techniques of tourism services, biometeorology, physical education, the foundations of knowledge on nutrition and food.

The curriculum of the hotel management and catering industry includes: Nutrition and F&B (food and beverage) services, the functioning and organization of a hotel, the sociology of organization, classes on the major, the techniques of dish production, logistics, the methodology of hotel/F&B services, the foundations of nutrition, the hotel trade, the science of commodities, professional ethics, making managerial decisions.

The curriculum of tourism services includes: Guiding tours, insurance in tourism, the sociology of tourism, the theory of decision making, motor reaction, classes on the major, logistics, nourishment in tourism, tourism services, the functioning of travel agencies, professional ethics.

The curriculum of management and marketing in hotels, restaurants, tourism and recreation includes: Self-government in tourism, tourism policy, the sociology of tourism, making managerial decisions, professional ethics, logistics, mathematics, the functioning of enterprises, the methods and techniques of management.

Training in the Academy

Training is an integral part of the Academy's curriculum. While working in hotels, restaurants and travel agencies both in Poland and abroad, students test their knowledge. Since September 1999 the School has had its own restaurant where culinary arts students learn their trade. The Academy also has its own travel agency where students majoring in tourism do obligatory training.

Domestic training: Domestic training takes place in renowned hotels in Poznan, Warsaw and Szczecin and lasts at least for two weeks. Having done the training students have the right to apply for a training period abroad.

Foreign training: Ever since the beginnings of the School it has always organized training abroad, mainly in France, Britain, Greece, Switzerland, Belgium, Italy, Turkey and in the United States. The Academy covers the costs of accommodation and boarding and it refunds the costs of traveling. Training is organized by virtue of an agreement signed by the Academy and a hotel, restaurant or travel agency. The training period varies from 3 to 18 months. A student who has a good knowledge of the language of the country he wants to go to, who learns well and who has participated in banquets and other events organized by the Academy may apply for training abroad. Doing training abroad apart from gaining experience in the hotel, restaurant and tourism trade, students learn the culture of the given country, its inhabitants customs, its history and monuments of history. They also improve the language and acquire references required by their future employees.

Modes of Studies

The Academy offers BA, MA and postgraduate courses full-time, part-time (classes twice a week, Saturdays and Sundays) and evening studies. Evening studies are marginal.

For full-time students there are obligatory classes of three foreign languages and of the sign language. For students majoring in hotel management and catering industry two of the three obligatory language classes are English and French, for other majors these are English and German. Students get to choose the third obligatory foreign language. Students may also learn other languages free of charge on the condition that there is a group of at least 15 students willing to. For part-time students English is the only obligatory of the foreign language classes.

- "The Academy is, by all means, a private school, which implies that the fee makes a significant contribution to its development. That allows us to supply it with professional equipment and course books which certainly help raise the effectiveness and efficiency of the students. Its graduates are therefore prepared to work in hotels, hostels and other resorts, as well as perform well at the posts of managers of tourism and recreation. Every year new firms and companies are set, where the highly qualified staff originates in the Academy" (from WSHIG's brochure, 2005).

On-the-job training in the Academy

On-the-job training makes an essential party of the Academy curriculum. Students can and are able to check their theoretical knowledge and put it into practice. The training takes place in various hotel industry units all over the country and overseas. The training is organized in accordance with a contract signed between the Academy and any hotel industry unit.

Study programs in the Academy

Each course lasts for three years, 6 semesters and leads to a BA degree which is obtained on successful completion of all modules as well as the presentation of the thesis on a chosen subject related to the specialty studied. Additionally, each student is obliged to participate in at least on domestic training period and one apprenticeship abroad.

The program on Tourism, Travel and Leisure Management: The Academy has created the specialization in Tourism, Travel and Leisure Management, as part of the Tourism Degree course. Its aim is to train highly qualified future professionals; capable of managing tourism companies, both outgoing and incoming, with creativity and the ability to incorporate new technology and organizational techniques.

The Academy:

- “combines harmoniously theoretical and practical training, resulting in competent professionals, both in their knowledge and acquired skills, as well as an attitude formed by continuous contact with the industry” (WSHIG brochure 2005).

Students receive technical knowledge and management skills necessary to respond to any kind of demand: production, commercialization, information, as well as computerized reservations systems and the management of every type of company related to tourism and travel. With the aim of training the students in the real world of travel agencies, tourist information and tour guiding, they undergo practical training throughout the course of their studies, both at the Academy training center as well as in other businesses in the tourism industry.

The program on Hotel and Catering Management: Studies in this field give students the know-how hospitality employers demand and introduces them to the fundamentals of food and beverage service required in any hospitality establishment. Students are practically involved in a fine dining restaurant, self-service and bar in order to develop their technical and social skills. In the kitchen the students learn of the science of cookery, food hygiene practices, food and product knowledge and preparation, as well as the organization of traditional and modern kitchens. As far as hospitality is concerned the course aims to provide students with an introduction to various hospitality properties and discusses the organization and operational departments. Furthermore the course introduces the student to Housekeeping and Property Maintenance as well as the support structure of these departments.

The program on Administration and Legal Procedures in Tourism: Students are introduced to the basis of the laws of contract, as well as how the law impacts the hospitality industry. Students research current legal issues and problems and explore the impact of law and new legislation on the hospitality industry. There is special emphasis on contractual issues, liability issues as well as Human Resources applications. As far as administrative aspect is concerned the aim of the course is to prepare students for management and operational control systems within hospitality and tourism.

The program on Marketing and Management in Tourism: This course is designed to introduce students to current marketing practices and philosophies. Students gain an understanding of these processes in both theory and application within the framework of the hospitality industry. This course enables students to apply and evaluate the effectiveness of management

techniques and use of technology in the planning, control and scheduling of activities in tourism business systems. Students will apply and evaluate techniques in quality control and investigate the issues surrounding new product development within business portfolios and the management of capacity. The course will integrate applied economics and marketing through the implementation of yield management techniques in relation to improvements in economic and financial performance.

Part of the teaching complex includes *The Beverly Hills Movie Restaurant* which has three air-conditioned rooms and which brings additional revenue to WSHIG:

- a 100-seater restaurant room with its design referring to Hollywood movies
- a 120-seater called the Winter Garden whose design is certain to accentuate the special character of such events as wedding receptions, religious parties, balls
- an air-conditioned conference-banquet room with multimedia equipment. It is a 300-seater with the theater-style option of up to 500 seats.

The study offer at WSHIG has been relatively constant within the timeframe analyzed. As WSHIG has been a fully professional institution opened to train students for the hospitality and restaurant industries, the number of study areas has been almost constant. The development of the study offer is best represented by the increasing number of courses available within particular study areas. The increase has been also linked to the increasing number of staff employed, both full-time and especially part-time. New courses were offered at a BA level and, since 2005, on the MA level.

Granting WSHIG the right to offer MA degrees (in 2005) has been the single most important development at the Academy in recent 5-8 years.

The Academy had been fighting to get MA rights in all previous years, seeing this right as one of the most important factors to both have more students (they do not have to finish MA education elsewhere through the so-called “MA supplementary studies”) and to keep students at the Academy 5 instead of 3 years. The vast majority of students from lower years of studies claim today to be willing to continue studies at WSHIG until completing education at an MA levels.

Both in terms of income, and in terms of prestige of the institution, the right to have MA courses is crucial for the future of the institution.

WSHIG offers the following types of studies:

- Full-time, part-time and evening MA studies (five years, since October 2005)
- Full-time, part-time and evening BA studies (three years)
- Full-time, part-time and evening MA supplementary studies (two years, since October 2005)
- Post-masters studies (under construction)

In total, the academic community of students of all types and academic staff is composed of about 1,800 people (including 200 academic and non-academic staff, both full-time and part-time).

WSHIG and fee-paying students

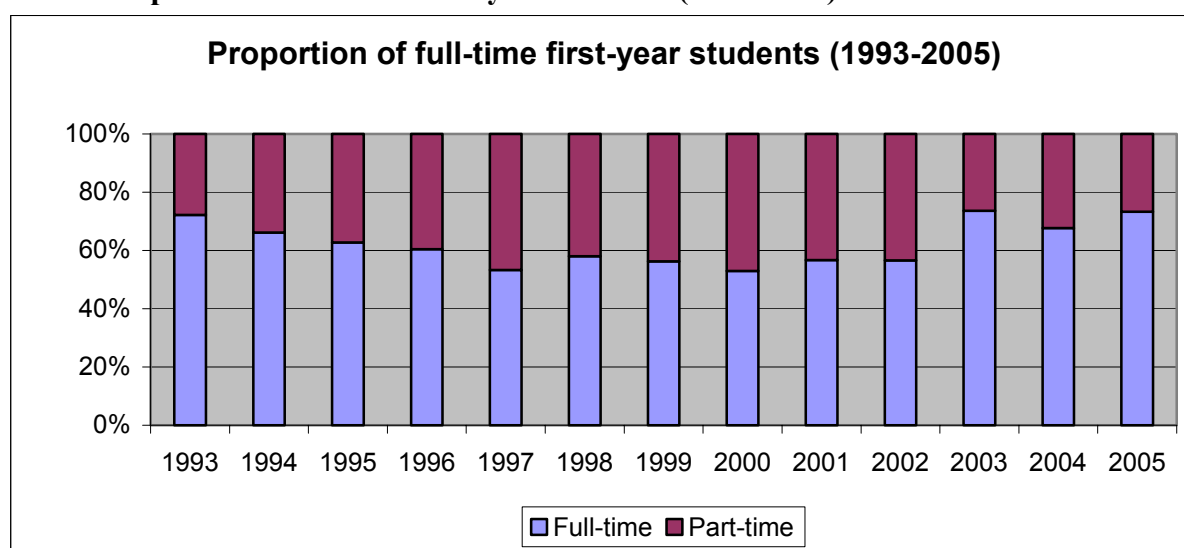
WSHIG as a private institution relies on student fees. Student fees are paid by all full-time and part-time students (BA and MA). All post-masters students are expected to pay fees as well when this mode of studies is introduced. The number of students has been increasing substantially in the timeframe analyzed. In 2004/2005, the number of students was approx. 1,500 and in 2005/2006 – 1,600 but it is expected to increase as WSHIG has introduced MA studies.

The number of full-time students in the whole period analyzed exceeded by far the number of part-time students; it goes against the trend of Polish private sector in which already over 70 percent of students are part-timers and can be associated with the specificity of professional education it provides. The fact needs to be emphasized as full-time mode of study is much higher valued by both the public and the labor market than part-time studies. In the case of WSHIG, the proportion of full-time students has always been at least almost 60 percent, with over 70 percent in 1993, and again over 70 percent in 2003 and 2005. In 2005, full-time students in year 1 were almost three quarters of all students (73 percent). This feature is one of the strongest points about education at WSHIG, and it is accompanied by obligatory international trainings, available to all students. For many of them, a chance to go abroad and work in their profession, officially, during the summer, under WSHIG's agreements, is an advantage over other professional institutions in Poznan. It is also an advantage over institutions from the same field from Poland.

The Socrates/Erasmus exchange of students is one thing, prestigious but relating to a limited (10-20) students per year; international trainings for all in students' profession is the possibility which is not normally offered by educational institutions.

To what extent WSHIG is successful in providing education in full-time mode is presented below.

Chart: Proportion of full-time first-year students (1993-2005)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG) and WSHIG brochure (2005).

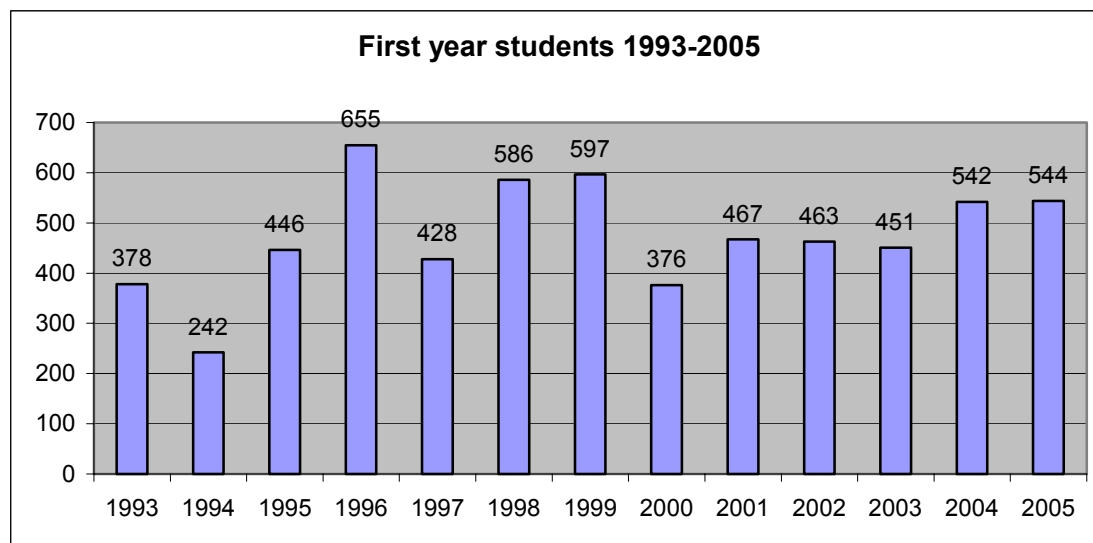
The details about first-year students accepted each year is given below in Table.

Table: First- year students, 1993-2004

	Full-time	Part-time	Total
1993	273	105	378
1994	160	82	242
1995	280	166	446
1996	396	259	655
1997	228	200	428
1998	340	246	586
1999	336	261	597
2000	199	177	376
2001	265	202	467
2002	262	201	463
2003	332	119	451
2004	367	175	542
2005	399	145	544

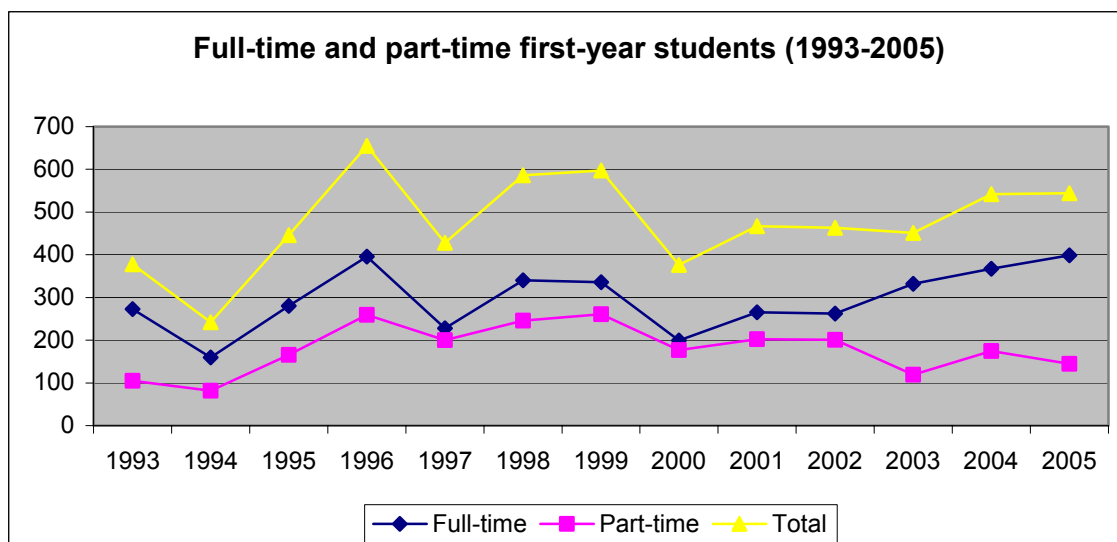
Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

Chart: First- year students, 1993-2004



As the data given above demonstrate, in the recent five years, the total number of students was increasing, as was the total number of full-time students (after a decline in 1999). WSHIG can count on an increasing number of full-time students.

Chart: Full-time and part-time first-year students (1993-2005)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

4. Governance and organizational structures

In the last 10 years, WSHIG has not experienced any major organizational changes.

WSHIG's opening and development has been driven by a single motive of its founder: to provide affordable higher education in the area for which there was no education available a few decades ago: tourism, hospitality, and culinary arts. There has been a vision of its founder, implemented over 13 years now, with huge organizational and financial success, against the odds.

The Academy has a stable organizational and management structure: the founder and the owner (Professor Roman Dawid Tauber) has been its rector in the whole period. All key decisions concerning WSHIG are taken by rector. There is no Senate as the Academy is too small – but key academic decisions are confirmed by WSHIG's Scientific Board, meeting 3-4 times a year (WSHIG is located in one building, with central administration on the same premises with lecture halls, library and professional training sites. Rector and his management team is able to intervene at an time, should any issues of concern arise).

The management team is small and very effective; it comprises rector and three vice-rectors. All senior administrative staff, including vice-rectors, has been working for WSHIG for a decade or more.

The key for the success of WSHIG is the loyalty of its staff, both administrative and academic. Staff happens to complain but keeps working for WSHIG usually for many years, sometimes changing academic or administrative units every few years. Also senior academic staff, especially core full-time professors, have been employed for many years now (5-10). In a small-size academic institution like WSHIG it is still possible for it rector to make all major decisions; and to make many minor decisions. From an academic point of view, vice-rector for academic affairs suggests the way to proceed, usually accepted by both rector and finally by the scientific board.

In recent years, WSHIG has been under tremendous pressures while reconstructing its buildings. The plans include a large library and one more level added to the building. The additional floor is currently being added to its top floor and construction works are in full swing. WSHIG has always been using bank loans for its development.

5. Human resources management and staffing policies

Among the staff members there are people with many years of experience in teaching and in doing research abroad. Staff recruitment involves the verification of professional and scientific qualifications, according to the special – professional – character of the institution.

The Academy uses both full-time and part-time academic staff. The total number of staff is about 100, of which about 50 is part-time staff. Both full-time and part-time staff are usually employed in other institutions. Full-time in this context means thus – with a full employment contract (including social security contribution, paid summer holidays etc), part-time employment (based only on a number of hours of teaching, paid per hour, no benefits). In the period analyzed, the number of academic faculty has increased substantially in every category: while the total number has increased by 190 percent, in the ranks of full professors the increase was 300 percent, university professors the increase 150 percent, while in the ranks of associate professors (academics with PhD degrees only), the increase was substantial and was 300 percent, and assistant professors – 163 percent. In no category the number of academic staff has decreased. The increasing number of full-time staff was linked partly to increasing student enrollments, partly to increasing academic requirements, both by the state (accreditation commission) and the public (competition with other private institutions, including those in the same field of hospitality, tourism and catering-related education).

The increase in the number of full professors in 2005 is associated with opening studies at the MA level and state requirements (e.g. for accreditation) linked to it. The employment relationships are somehow similar to those in the public sector, with one major difference: all full time professors in order to be counted as the “core faculty” required by the law on higher education (the minimum being 8 professors per faculty) have to indicate WSHIG as their “primary” place of work. Their employment in other institutions is consequently indicated as “secondary” place(s) of work. The most significant consequence for WSHIG, as for most other private institutions, especially professionally-oriented, is that full professors are either retired or almost retired professors from the public sector, aging mostly between 65 and 70. This age structure of full professors is common to most private institutions, though. In the case of WSHIG, these core professors for many years has included e.g. former rectors of other public institutions in Poznan.

The formula of being employed on a part-time, per-hour basis, is generally preferred by younger faculty for financial reasons: they have to pay personal tax only. In the case of being employed as full-time workers, they have to pay about 40 percent social insurance (divided half by half between the employer and the employee).

Academic pay at WSHIG is lower than in public universities, as are other benefits (such as e.g. in the public sector: the additional thirteenth salary a year, long paid summer holidays of 42 working days). The reason is that for the vast majority of senior staff, both part-time and full-time, employment at WSHIG is an additional rather than main source of income. WSHIG is not different in this respect from other private institutions. For full-time junior staff, the working conditions are worse e.g. working hours are longer (more than 210 hours of teaching

per year as in public institutions), reaching e.g. 16 hours of teaching per week or more. At the same time, the junior staff working only at WSHIG in most cases would not be able to pursue their academic careers in the public sector where strong research interests – and strong research record – are in principle required.

The details on the academic faculty are given below.

Table: Academic staff at WSHIG (1995-2005)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Full professor	3	4									
University professor	4	4	5	6	6	6	6	7	7	8	10
Associate professor	4	5	5	6	7	6	9	11	10	10	12
Assistant professor	8	9	9	10	13	14	17	18	19	19	21

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

Table: Total academic vs. non-academic staff (1995-2005)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total academic staff	19	22	24	28	33	34	40	44	45	46	55
Total non-academic staff	18	20	28	27	28	29	32	37	40	45	43

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

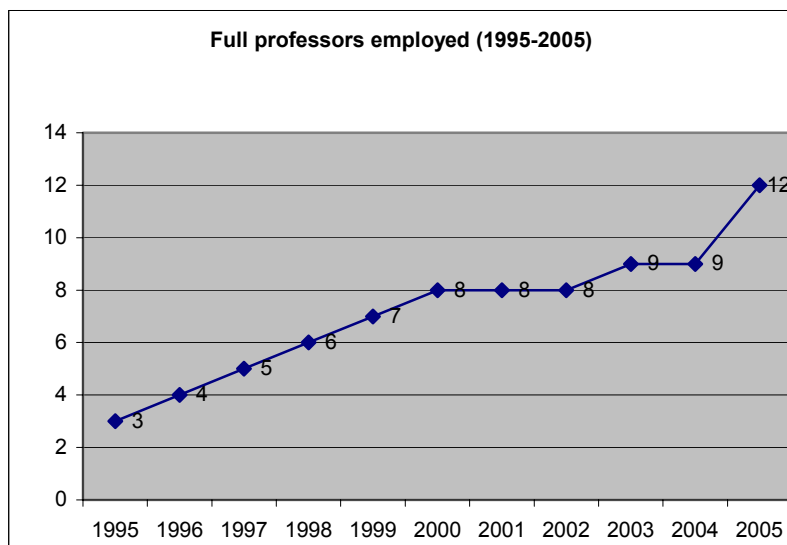
In the period analyzed, the increase in the total number of academic staff was accompanied by the same staff development policy. The Academy is an almost purely teaching institution (and is not different in this respect from most private sector institutions). The idea is to provide high level teaching of professional subjects plus high level of foreign languages plus huge opportunities for training abroad – in top hotels and resorts, especially in the Mediterranean. Consequently, WSHIG does not have rights to promote PhD, Habilitations or professorships. The staff development policy means keeping as many qualified academics in each of its ranks as possible; the number of staff, both full-time and part-time, is closely related to the needs of the institution. As opposed to the public sector, every staff member has a clear teaching role to be played in the institution. There are no other roles than teaching roles, except for the basic administrative roles (vice-rectors). There are no deans, directors of departments etc. There are also no research roles as research activities are marginal, in accordance with WSHIG's mission.

Consequently, the increasing number of PhDs and professors in all ranks cannot be linked to WSHIG production of qualified staff: academic degrees and academic title (of professor) have to come from elsewhere – from public institutions. Academic promotions in Poland are based on research results, and these are generally irrelevant to the basic mission of WSHIG.

In WSHIG, the core of teaching activities (seminars and lectures) is conducted by senior academics: full professors and university professors. Full professors are professors with the scientific title of professor (granted by the “Central Committee for Scientific Degrees and the Scientific Title”).

In the period analyzed, the number of full professors employed has increased substantially (from 3 in 1995 to 12 in 2005). It is these professors who most often determine high level of teaching of theoretical courses and who define the academic part of the curriculum. The practical part of studies is conducted by both junior staff and practice-related associates.

Chart: Full professors employed (1995-2005)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

What this trend means in practice is that the number of full professors will be staying at the same level, determined by academic obligations imposed on WSHIG by the laws on higher education and accreditation requirements. If there is a possibility of opening a new faculty, new professors may be hired. The above staffing patterns (and explanations) are characteristic of the whole private higher education sector in Poland.

6. The funding base: income and expenditure

(A) Income

The financial data on WSHIG has been available in the same, comparable, format for the last six years. Before, reporting obligations of the Academy as a non-state non-profit institution were different and the data were provided to the public and statistical offices in a different format. The total annual income in the period analyzed stayed roughly in the same bracket, generally rising slowly year by year, with the exception of a single good year of 2003.

The income of the Academy is linked to teaching. It is interesting to note that the total income in the 6 years analyzed here grew by 12 percent. The dynamics of the growth of income from teaching vs. growth of income from research clearly shows the standard pattern of development of most private institutions in Poland in the last decade: the private sector is a teaching sector, and often more than 99 percent (as in the case of WSHIG until 2002) of

income comes from student fees. Enrolling more students in financial terms means a bigger income from tuition fees. At the same time state subsidies for both teaching and research remain constant – and equal null, as in the whole private sector.

The Table below shows the role of student fees in the Academy finances. In the six years analyzed, only in the last two years (2003 and 2004) the income from tuition fees was lower than 99 percent. The trend which could be confirmed in the future – greater reliance on the income other than tuition fees – is very important for the future of WSHIG. The unspecified “other operational income” for the two years (2003 and 2004) means the income from selling services other than research services by the Academy.

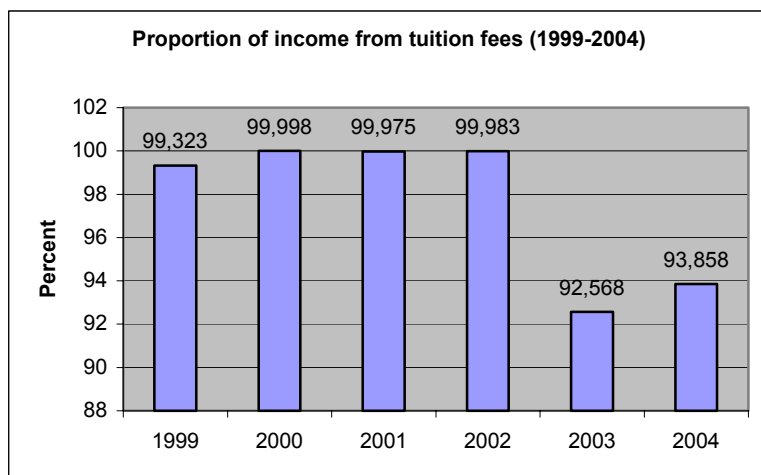
Table: Income from tuition fees in percentages out of total annual income)

Total income	Student fees	Percent
1999		99,323
2000		99,998
2001		99,975
2002		99,983
2003		92,568
2004		93,858

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

The Chart below graphically shows the share of students fees in the annual income in the first four years analyzed reaching the levels of over 99 percent, and then its decline to 92-93 percent in the last two years due to developing other non-research services.

Chart: Proportion of income from tuition fees in an annual budget (1999-2004)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

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

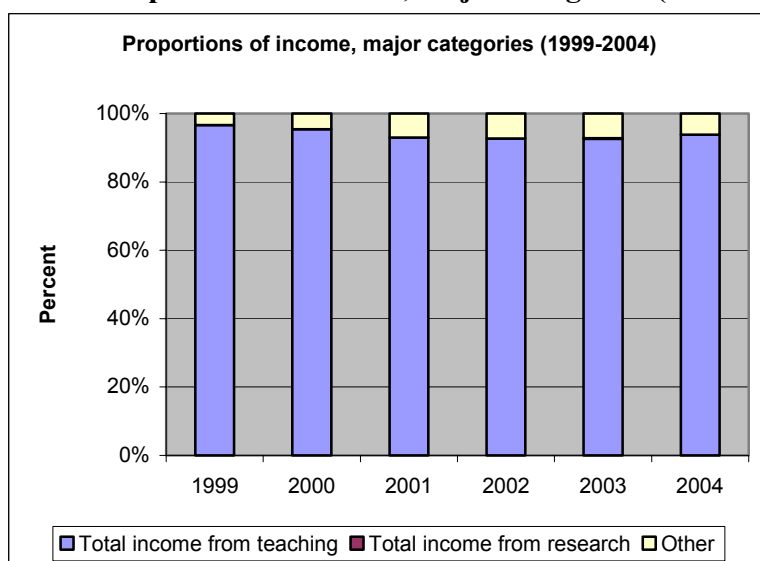
- In 2004 the radical increase of student numbers in Poland was stopped; the increase was smaller than in any other year before, between 1990 and 2004. First, the point of natural saturation may have been reached (the enrollment rate for Poland grew from ca. 13 percent in 1990 to almost 50 percent in 2004). Second, the number of secondary

school-leavers is decreasing; higher education is expecting fewer candidates than before in every coming year. Even though WSHIG kept its annual increase in the number first-year students, the danger of having less students, and smaller income in tuition fees, is possible.

- In 2005 and in the future the income from tuition fees may be considerably higher as new MA studies were opened, making possible for students to stay 5 instead of 3 years at WSHIG. Consequently, the increase from student fees can be as high as 66 percent, at least potentially (all BA students go on studying for a MA degree in the coming years)
- 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. It means that the increase in the income of non-fees will be as important for the private sector as the increase of non-state (and non-fee) income for the public sector. For both sectors the additional income could be other services; for the public sector, it is also selling research results and state subsidies for research, plus closer links with the industry.

Now let us pass on to the structure of *the* major university income – the income from teaching. The income consists of two major elements: students fees and other (including examinations, various fees etc). In the six years analyzed, total income from teaching grew by 16 percent, while total income from “other” sources grew by 117 percent. The structure of income from teaching is presented below in Table.

Chart: Proportions of income, major categories (1999-2004)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

The general problem of Polish higher education, and the Academy representing the public sector is not an exception here, is that very low public subsidies for research (public sector) and research projects (for both sectors) is not supplemented by private funding for research in either of the two sectors. The Academy/industry cooperation is certainly well developed: but it is the hospitality and tourism industry for which WSHIG is not doing research but providing students for on-the-job training. The net gain of WSHIG from this cooperation in financial terms is minimal. The real gain is in the prestige of WSHIG – cooperation with best

hotel chains – and potentially in increasing student enrollments, especially in comparison with other schools from the same areas of studies.

Consequently, under current Academy/industry relationships, research money is almost exclusively state money – which is not available in practical terms, as the competition for grants is based on the research track of applicants, low in the case of WSHIG as in the case of the vast majority of the private sector institutions. Additionally, the Academy does not make use of EU research funds, currently mainly through the 5th and 6th Framework Programs. (but it makes use of Socrates/Erasmus EU funding for its outgoing professors and especially students).

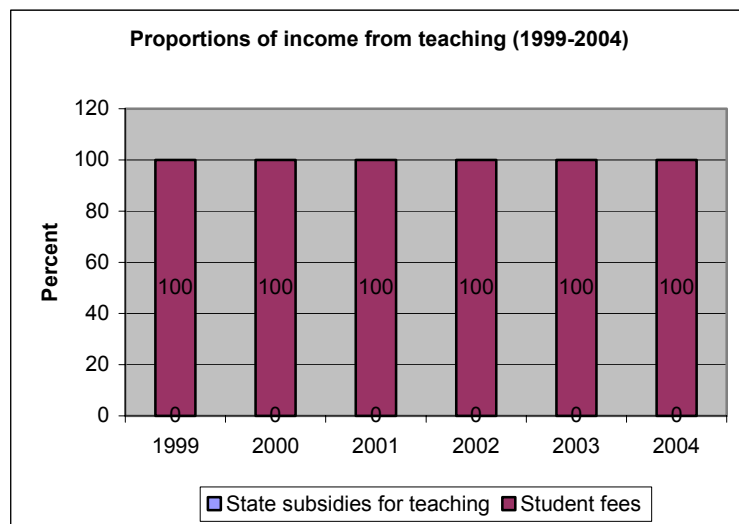
The relationship between state subsidies for teaching (zero) and student fees is presented below in the Table and Chart.

Table: Structure of income from teaching (1999-2004)

	State subsidies for teaching	Student fees
1999	0	100
2000	0	100
2001	0	100
2002	0	100
2003	0	100
2004	0	100

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

Chart: Proportions of income from teaching (1999-2004)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

The number of state research grants awarded on a competitive basis – based on a national competition has been null.

We are assuming in this context that core income is income guaranteed by the state, while external income is any non-state income, in this case student fees and “other” income.

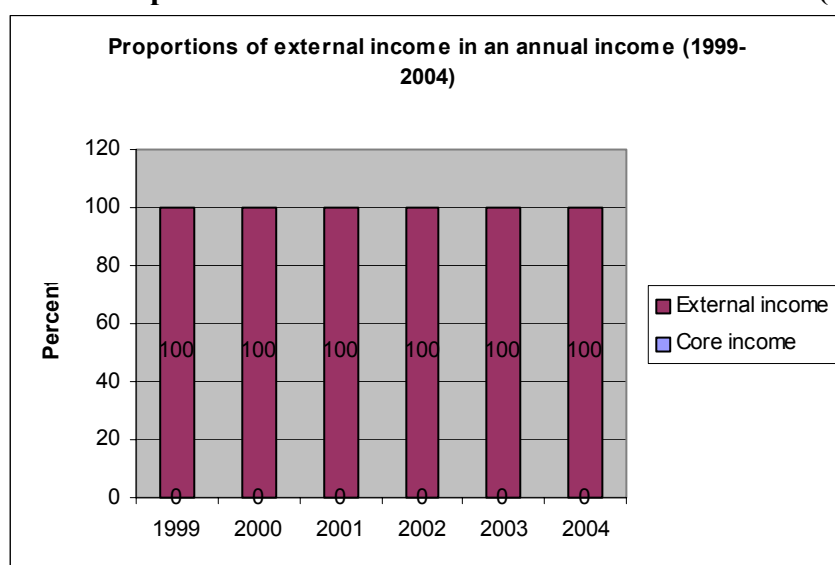
WSHIG has no core income and 100 percent external income. Consequently, core and external funding in real numbers and proportions of external funding are shown below.

Table: Proportions of external income (1999-2004)

	Core income	External income
1999	0	100
2000	0	100
2001	0	100
2002	0	100
2003	0	100
2004	0	100

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

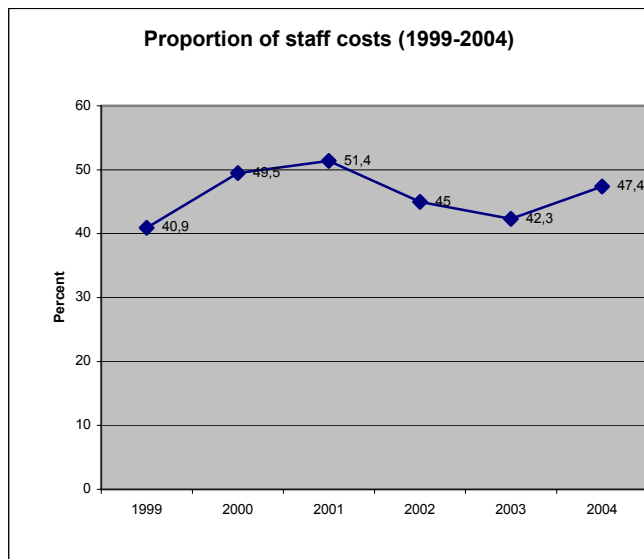
Chart: Proportions of external income in an annual income (1999-2004)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

(B) Expenditure

The major sources of expenditure are by far staff costs, followed by “other costs” (e.g. costs of bank loans), materials and energy, outside services and depreciation. In the last 6 years, staff costs has been between 40 and 50 percent, with 47 percent in 2004.

Chart: Proportion of staff costs (1999-2004)

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG))

It is interesting to note that in all years of its operation, the Academy had an annual surplus.

7. The development of new knowledge, the dissemination of knowledge, and knowledge transfer

WSHIG is a special case of fully professionally-oriented educational institution. Being both a private institution, and a almost completely teaching (as opposed to teaching and research) institution, WSHIG does not intend – by its mission – to develop or disseminate new knowledge or intend to get involved in knowledge transfer. It is fully dependent on student fees, and consequently all its income is non-core; it has no state subsidies for either teaching or research activities. Consequently, WSHIG is following closely its original mission: to provide affordable education at a higher level in the areas of hospitality, tourism, and culinary arts. It is involved in providing short-term teaching for middle-aged professionals, mostly from best chain hotels. These professionals need formal education despite having substantial on-the-job experience. WSHIG hosts the Polish Association of Hospitality and Catering Industry Personnel and its chairman is WSHIG's rector. It organizes short-term professional courses for waiters/waitresses, bartenders, tourist guides of international excursions, language courses in English, Spanish, and German etc – all the year round. The most popular (and most highly values) are the courses for bar-maids and tourist guides. WSHIG is also accompanied by its own professional high school – for those who do not possess the certificate of secondary education final exams (Matura certificate) and who want to learn how to work in hospitality, tourism and catering industries. WSHIG provides an opportunity to pass the Matura exam and begin regular academic studies. If any knowledge transfer could be mentioned, it would be the knowledge provided through short-term courses to professionals already working in the areas of studies represented by WSHIG.

The Academy has a separate **Center for the Staff Training** that offers:

- waiter and bartender courses;
- work safety and hygiene courses;

- pedagogic courses for job instructors and masters teaching apprentices;
- courses preparing masters and apprentices in such professions as a pastry cook, waiter, cook, pork-butcher, salesman.

The courses may take place inside or outside the Academy premises. The fees are an additional source of income to WSHIG.

The Academy also has a post-graduate vocational school – the **European Academy of Culinary Arts** cooperating with the International Institute Beverly Hills C. A. and Ecole Hôtelière de Lausanne. The European Academy trains cooks, waiters, hotel and catering managers and administrators, receptionists and specialists in the hotel industry and tourism.

The role of research at WSHIG, both according to its mission and in practice, is marginal. But nevertheless WSHIG has published a few dozens books and collective volumes in its areas of interest. As a vocationally-oriented teaching institution, WSHIG does not see the reason to get involved in research not related to its major areas. And generally, culinary arts, hospitality and tourism do not see to be the best candidates for research topics, both within EU research projects or Polish Ministry of Science' research projects.

8. Competition and risks

WSHIG has been operating under constant risk in recent years. The major risk has been financial – will the income from student fees cover the expenditures, especially including debt installments to the banks. WSHIG has been investing heavily in its infrastructure. As other private institutions, only from its own sources, with no state subsidies. WSHIG's rector was doing wonders to be able to pay back the bank loans in time (also using his private assets).

The second risk has been student enrollments. The worst year was 2000, with a drop in first-year students from almost 600 to below 400. Next years has been steadily better. In all years 1993-2005, the most important factor for future existence of WSHIG were the rights to provide MA studies. After years of applications, finally in 2005 the right was granted. This right would have been a significant competitive advantage 5-10 years ago; today it has become a must to be able to compete for students (as the labor market still does not view BA degree as “full higher education”). With MA rights, WSHIG is able to have a chance for a much less stressful future.

The third risk has been the area of studies: while in the 1990s tourism, recreation, and hospitality studies were not offered in Poznan, in 2000s these studies were offered by e.g. Poznan University and Poznan University of Economics. The competition is tough but in terms of access to practical experience (especially through on-the-job training abroad), WSHIG is unbeatable. From a more traditionally academic perspective, both AMU and PUE have an advantage; also at AMU and PUE full-time studies are for free (but part-time require fees, and there are much fewer free full-time places available). To show how dynamic the situation can be, here are the details from the Tourism and Recreation Studies at Poznan University (AMU), opened in 2000, one of the most popular areas of studies at AMU, with more than 1,600 students today (of which about 1,000 part-time fee-paying). By comparison, the number of students in this program at AMU after 5 years was equal to the total number of students at WSHIG after 13 years. The dynamics of changes at AMU is given below by this excellent example:

Table: Changes in student numbers in a direct competitor: Tourism and Recreation Studies at Poznan University (AMU) (2000-2004)

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

The fourth risk has always been state regulations concerning employment relations in the private sector: who and on what terms can be employed as the core senior faculty. The solution found by the whole sector in general – almost retired and retired professors – has always been in danger; but it has worked perfectly in all the years of operation of WSHIG.

The fifth risk has been related to prestige and reputation. WSHIG had to fight for its reputation starting from scratches. Several times it was severely attacked e.g. by the press. These attacks are dating from the 1990s; later on, with huge investments in infrastructure, they were not repeated. Finally, with the state accreditation granted in September 2005, WSHIG has been fully protected against the attacks.

9. Inhibitors to entrepreneurialism

Academic entrepreneurialism in a strict sense of the term would be difficult to apply to the Polish *private* sector institutions – which are completely reliant on *external* funding, and almost completely, in the vast majority of cases, cut off from state subsidies for both research and teaching. In the case of WSHIG, state subsidies in the last 10 years were 0 PLN. There was an opportunity for WSHIG students to have state loans for studies, though.

Entrepreneurialism in this context, paradoxically, might have a new meaning: independence from student fees, through closer links with the industry, selling services and research results, engaging in EU-funded projects and programs, perhaps especially important in financial terms – enrolling international students etc. Complete reliance on student fees from Polish students would mean the danger in financing the institution every year, as the student numbers go up and down.

Out of necessity, while entrepreneurialism in the public sector means growing reliance on non-core funding, including student fees and state and industry research funds, in the private sector the single most important factor may be the widening of educational offer and international students paying fees a few times higher than local students. In the case of Poland, the aim of every private institution is to have both BA and MA studies rather than merely BA studies (to keep students for 5 instead of 3 years); to have as versatile educational offer as possible within the operating license from the Ministry; and to bring students from abroad.

In general, tax issues and social security issues need to be raised:

- 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 deduced). 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.

Additionally, inhibitors to academic entrepreneurialism in the private sector can be determined on two levels:

- Institutional level
- Individual level

At the institutional level, inhibitors to entrepreneurialism include:

- State research funding is practically out of reach of WSHIG so no competition for research funds is possible
- there does not seem to be a comprehensive system of rewarding entrepreneurial units, teams, and individual academics financially – as WSHIG is a fully teaching-focused institution
- the appreciation for the academia-business or academia-industry links seems to be high but real opportunities to use these links for profit seem low
- the appreciation for international cooperation is high – but international cooperation in research is out of reach of WSHIG because of its teaching orientation
- both research work and publications, in general, seem marginal; consequently academics and units focus on teaching only

At individual level, inhibitors to entrepreneurialism include:

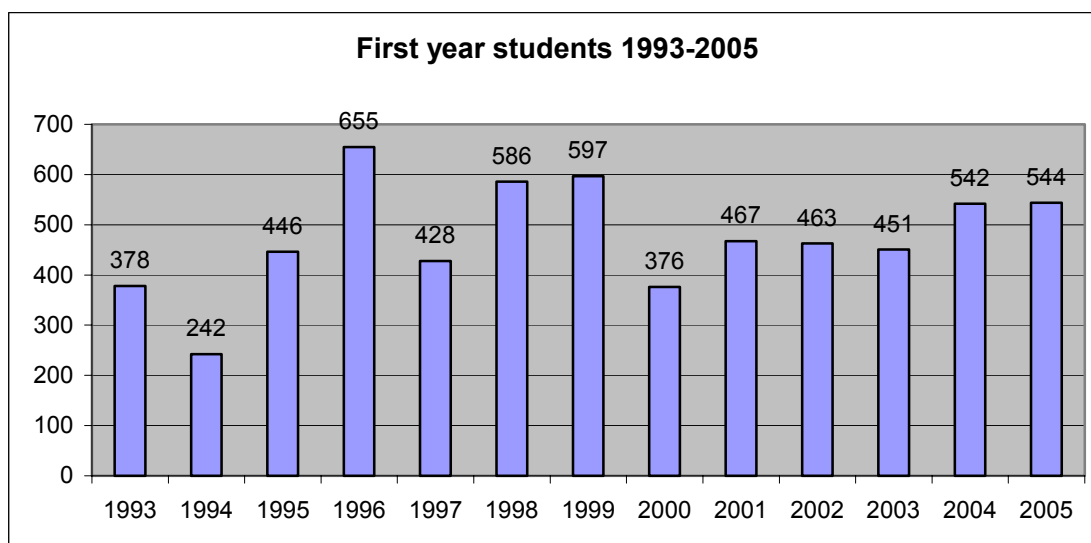
- relatively old age of senior staff and their inability/unwillingness to change working habits: almost all core full-time professors are just before or after retirement (65-70 years of age)
- most senior academics represent the traditional academic non-competitive mentality – they come from the non-competitive public sector where they keep teaching in most cases as well.

Personal view of the institution:

WSHIG can be easily described as risk-taking, innovative, forward-looking institution, and severely market-oriented; to describe it as entrepreneurial would mean redefining the meaning of the term from a more financial dimension (able to secure non-state income) to a larger dimension (able to be innovative, risk-taking etc). In the latter sense, it is clearly entrepreneurial.

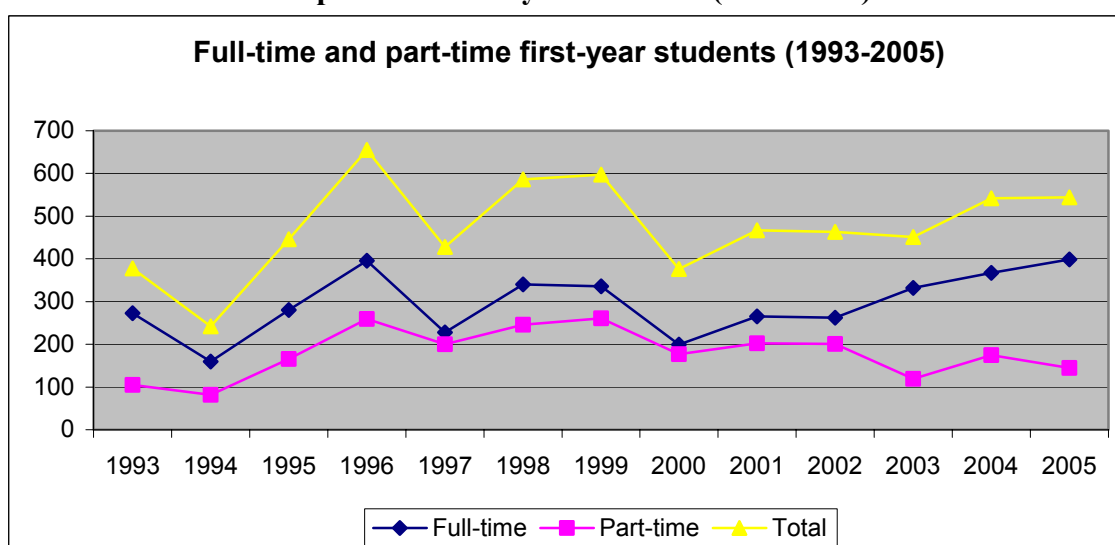
10. Appendix: the most relevant data

Chart 1: First- year students, 1993-2004

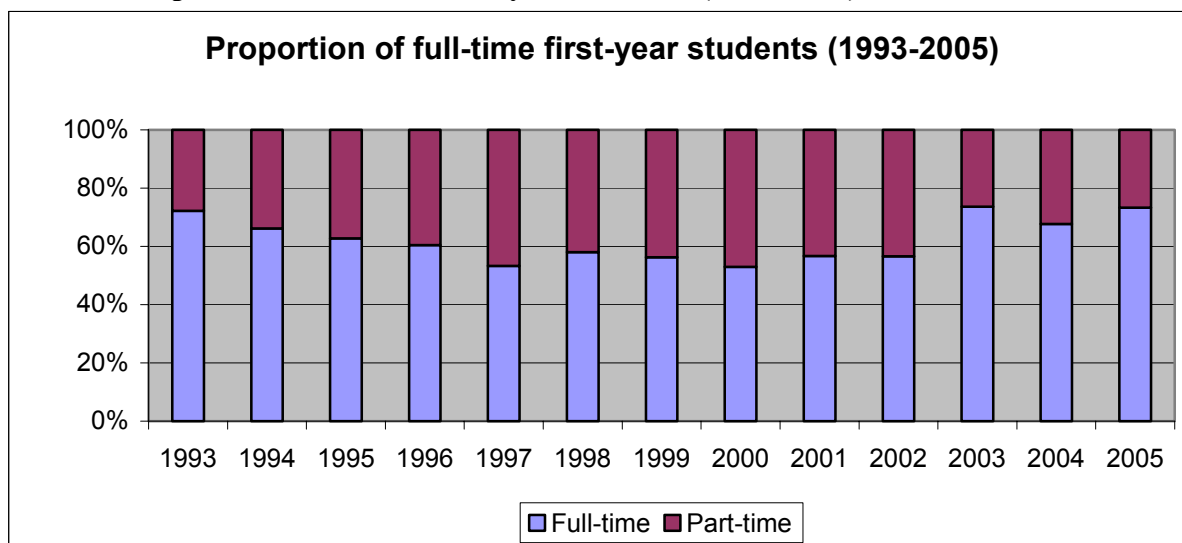


Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

Chart 2: Full-time and part-time first-year students (1993-2005)



Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

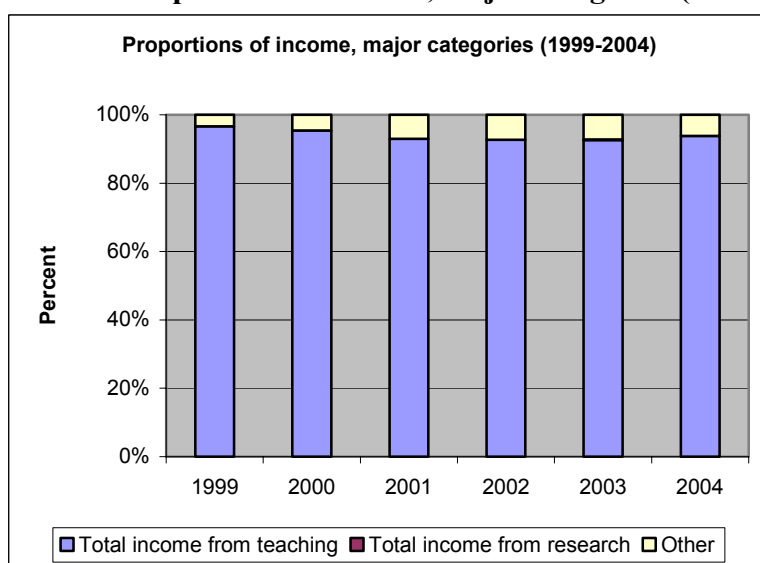
Chart 3: Proportion of full-time first-year students (1993-2005)

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG) and WSHIG brochure (2005).

Table 1: Income from tuition fees

	Total income	Student fees	Percent
1999			99,323
2000			99,998
2001			99,975
2002			99,983
2003			92,568
2004			93,858

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

Chart 4: Proportions of income, major categories (1999-2004)

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

Table 4: Proportions of external income (1999-2004)

	Core income	External income
1999	0	100
2000	0	100
2001	0	100
2002	0	100
2003	0	100
2004	0	100

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

Table 6: Total academic vs. non-academic staff (1995-2005)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total academic staff	19	22	24	28	33	34	40	44	45	46	55
Total non-academic staff	18	20	28	27	28	29	32	37	40	45	43

Source: WSHIG (2005 and earlier years). *WSHIG Financial Statements 2004* (and earlier years (Poznan: WSHIG)

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