

**The Faculty
of Economic Sciences and Management
Nicolaus Copernicus University
in Toruń**

**AACSB Accreditation
Self-Evaluation Report**

January 2015



Name of Institution: Nicolaus Copernicus University in Toruń (NCU)

Institution Website Address

<http://www.umk.pl/>

<http://www.umk.pl/en/>

Name of Business School: The Faculty of Economic Sciences and Management (FESM)

Business School Website Address

<http://www.econ.umk.pl/>

http://www.econ.umk.pl/lang_2

Background information on the institution and the business academic unit

Location of the Institution (see the map below)

Nicolaus Copernicus University (NCU) is a state higher education institution based in Toruń with its Ludwik Rydygier Collegium Medicum (formerly known as the Ludwik Rydygier Medical Academy in Bydgoszcz) located in Bydgoszcz which combined with NCU into one university in October 2004.



Source: <http://www.nationsonline.org/oneworld/map/poland-administrative-map.htm>

Institution's Mission

*Nicolaus Copernicus University in Toruń,
as an academic community
whose foundation is integrity, mutual respect, trust and responsibility,
builds its identity based on the principles of humanism,
freedom in searching for truth and expressing views.*

The mission of Nicolaus Copernicus University is the development and dissemination of knowledge, in particular by treating the following as equally important:

- conducting research and sharing its results;
- teaching at the university level and conducting other forms of educational activities and popularization that correspond to the current and future needs and aspirations of society;
- educating researchers and, what is related to it, granting professional titles and degrees.

Nicolaus Copernicus University treats its educational and culture-building mission as its duty within the area of bringing up students. It is fulfilled through university education covering all students of the University.

Nicolaus Copernicus University in Toruń regards its teaching, research and artistic activities as serving the development and popularization of knowledge and the cultural heritage. NCU endeavors to ensure the highest level of education, research, clinical practice and artistic creation.

The University recognizes as its duty not only transferring the latest knowledge but also developing a comprehensive personality, creativity and social sensitivity, being a place for exchanging views and shaping attitudes that build civic society.

NCU finds its historic heritage in the works and life of its great patron - Nicolaus Copernicus, in the desires and activities of the Polish intellectual elite that undertook to establish the first university in the area of Northern Poland, as well as in the tradition and achievements of Stefan Batory University in Vilnius and Jan Kazimierz University in Lwow.

The University conducts its activities in accordance with the universal ethical principles and rules of conduct entrenched in the tradition of European universities. Nicolaus Copernicus University realizes its mission in the sense of serving the truth and high ideals of humanity.

Number of students

There are 28,840 students¹ at NCU (as of 30 November, 2013):

Degree Programs	Institution			Business School		
	Full-Time	Part-Time	TOTAL	Full-Time	Part-Time	TOTAL
Undergraduate studies	12,444	1,526	13,970	1,828	221	2,049
Graduate studies	6,298	2,357	8,655	1,358	752	2,110
Combined undergraduate and graduate studies	3,966	1,146	5,112	0	0	0
Number of foreign students	215	7	222	15	1	16
Doctoral studies	804	77	881	70	0	70
TOTAL	23,727	5,113	28,840	3,102	974	4,076

Degree Programs	Business School		
	Full-Time	Part-Time	TOTAL
Undergraduate studies	1,828	221	2,049
<i>Economics</i>	384	0	
<i>Finance and Accountancy</i>	549	124	
<i>Management</i>	726	97	
<i>Mathematics and Economics</i>	169	0	
Graduate studies	1,358	752	2,110
<i>Economics</i>	264	21	
<i>Finance and Accountancy</i>	517	404	
<i>Management</i>	577	327	
Doctoral studies	70	0	70

Faculties at NCU and degrees awarded

Studies at NCU are conducted at the following seventeen Faculties:

- Faculty of Biology and Environmental Protection,
- Faculty of Chemistry,

¹ For comparison, as of 30 November 2010 the total number of students at NCU was 31,679 including 4,352 of FESM students. According to unofficial data from October 1, 2014, the number of FESM students had decreased to 3,834. The fall in the number of students at NCU, including FESM, is primarily the result of unfavorable demographic trends (for more information about this issue see Standard 6). It should be noted, however, that despite the falling total number of FESM students, the proportion of students from abroad has been increasing regularly - as of 30 November 2010 there were 9 students, as of 30 Nov. 2013 - 16 students, and according to unofficial data on 01 October 2014 - 33 persons.

- Faculty of Earth Sciences,
- Faculty of Education Sciences,
- Faculty of Economic Sciences and Management,
- Faculty of Fine Arts,
- Faculty of History,
- Faculty of Humanities,
- Faculty of Languages,
- Faculty of Law and Administration,
- Faculty of Mathematics and Computer Science,
- Faculty of Physics, Astronomy and Informatics,
- Faculty of Political Sciences and International Studies,
- Faculty of Theology,
- Faculty of Health Sciences,
- Faculty of Medicine,
- Faculty of Pharmacy.

Seventeen faculties have the power to grant a doctorate degree within 28 specializations and fifteen - to grant post-doctorate degrees within 23 specializations.

The Faculty of Economic Sciences and Management

The Faculty of Economic Sciences and Management is one of the independent organizational units functioning within the structure of Nicolaus Copernicus University.

FESM educates within the following degree programs:

- Economics (undergraduate, graduate and doctoral levels),
- Management (undergraduate, graduate and doctoral levels),
- Finance and Accountancy (undergraduate, graduate and doctoral levels),
- Mathematics and Economics – two-discipline studies conducted by FESM within its Economics program (undergraduate level, only full-time studies),
- Management and Finance (since 01 of October, 2014; undergraduate level, only part-time studies).

FESM has the power to grant doctorate and post-doctorate degrees in the areas of economics and management and doctorate degrees in the area of finance (since January 2014).

Number of faculty members

There are 109 teaching staff employed at FESM (as of 01 October, 2014):

Departments	Teaching staff					
	Master	PhD	PhD engineer	Doctor habilitated	Doctor habilitated engineer	Professor
The Department of Econometrics and Statistics	1	12		5		4
The Department of Economics	1	10		3		
The Department of Human Resource Management	1	6		1		1
The Department of European Integration and Regional Studies		3		1		1
The Department of Investment and Real Estate		4	1	1	1	1
The Department of Logistics	1	2		2		
The Department of Marketing and Commerce		5				1
The Department of Business Excellence	1	6		2		1
The Department of Accounting	3	9				2
The Department of Finance	2	7		1		1
The Department of Enterprise Management		3		2		
TOTAL	10	67	1	18	1	12

There are also 16 people employed in administration.

Additional explanation:

- **Habilitation (Doctor habilitated)** is the academic qualification between PhD and Professor that can be achieved in several European countries. To obtain the qualification a person needs to meet such prerequisites as the possessed PhD degree, relevant scientific achievements that have contributed to the development of the discipline and that person needs to be scientifically active.

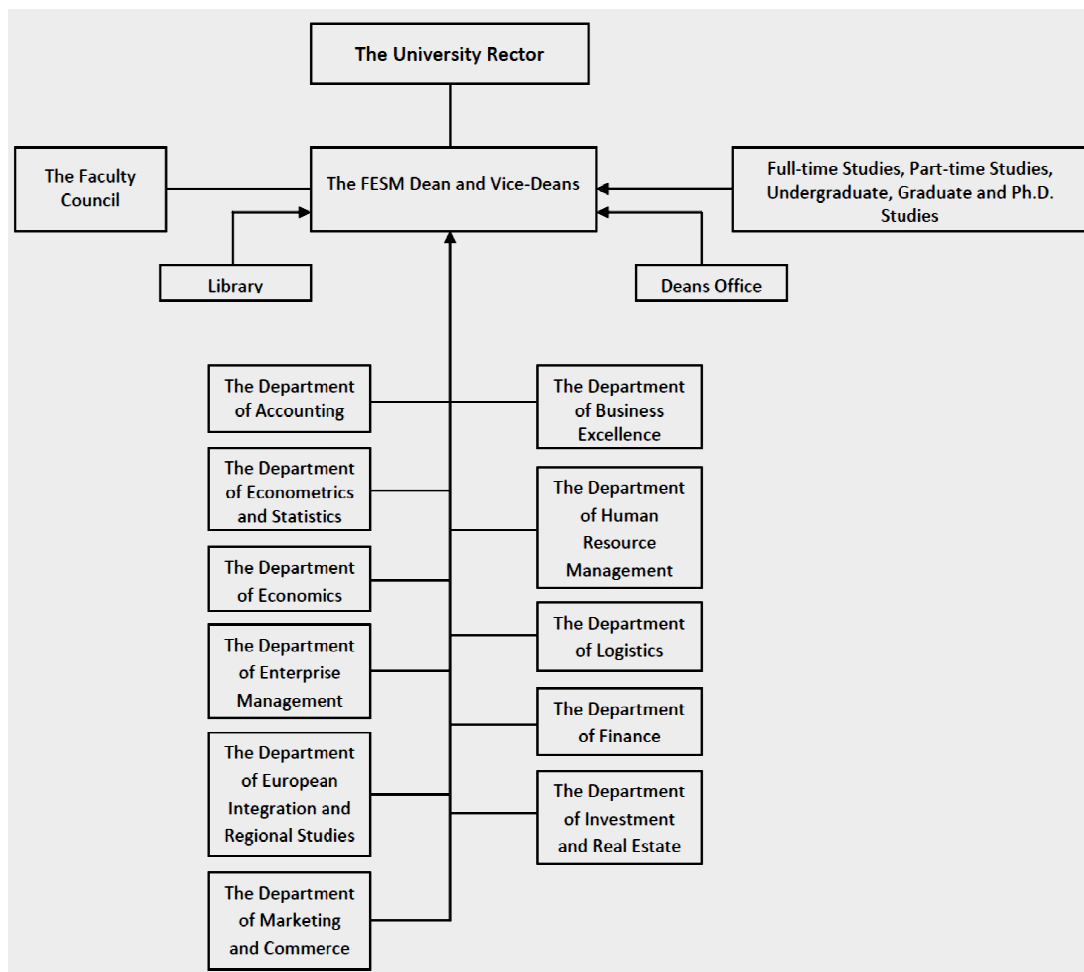
The following can be defined as scientific achievements:

- 1) a work published as a whole or as part, or as a one-theme series of publications;
- 2) a realized and original research, construction, technological or artistic achievement;
- 3) a part of a collective work, providing that the devised isolated theme constitutes an individual input of the person that endeavors to obtain the doctor habilitated qualification.

- **The title of professor** may be awarded to a person who has obtained his habilitation, or to a person who has acquired powers equivalent to the habilitated doctor and:

- 1) has scientific achievements far beyond the requirements of the habilitation procedure;
- 2) is experienced in managing research teams implementing projects funded through domestic or foreign competitions, or has held research fellowships in scientific institutions, including foreign ones, or has conducted research in scientific institutions, including foreign ones;
- 3) has achievements in supervising research activity conducted by other persons and has acted at least:
 - once as a promoter of a doctoral dissertation completed with awarding the degree,
 - once as a supporting promoter of a doctoral dissertation completed with awarding the degree, or participates as a promoter in an open doctoral proceeding, and
 - twice as a reviewer of a doctoral dissertation or of a habilitation dissertation or in habilitation procedures.

Structure of the Business School



Standard 1

The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

1.1. Mission statement

The present mission statement of the Faculty of Economic Sciences and Management of Nicolaus Copernicus University in Toruń, Poland has the following wording:

*We conduct academic research
and educate following the newest theoretical and practical solutions
considering the needs of the regional and global economies,
and bring up our students
to become people who are socially responsible and with broad horizons.*

1.2. Publication of the mission statement

The mission statement is available on the FESM website:

- Polish version - <http://www.econ.umk.pl/15,misja-i-wartosci.html>;
- English version - <http://www.econ.umk.pl/463,our-mission.html>.

In addition, on 20 July 2012 in the main hall of the Faculty an illuminated plaque representing the FESM mission statement was unveiled – its purpose is to present the FESM mission statement to the entire academic community as well as to all stakeholders and visitors at the Faculty.

The mission statement is also published in the materials (brochures, catalogues, flyers) used in the recruitment process, it is also presented at the annual presentation of the specializations and is a constant element in all public presentations of FESM.

Moreover, from the beginning of the 2015/2016 academic year we are planning to implement an obligation to include the FESM mission statement on any materials (folders, calendars, notebooks, conference materials, etc.) handed over to participants of conferences, seminars and other events taking place on the Faculty premises.

1.3. Use of the mission statement in decision making

Based on the FESM mission statement there were selected five major areas (teaching, research, social responsibility, relations with business, and international cooperation) within which FESM undertakes its activities and initiatives and pursues continuous self-improvement and excellence.

The mission statement helps in setting objectives and making decisions at FESM. It is followed while setting priorities among potential action items and drives decisions for the use and improvement of resources. On the one hand, the operations of FESM are influenced by the mission statement, and on the other hand, the mission statement reflects the range of activities conducted by FESM. In particular, it can be seen in the Faculty Activity Base, where in the tabs 'Publications', 'Conferences and seminars' and 'Research projects' staff and doctoral students each time need to declare the compliance of their activities with the FESM mission and indicate the selected element of the mission, which best describes the nature of these activities. Any publications, conferences and research that are inconsistent with the FESM mission cannot be and are not funded by the Faculty. In addition, since 1 October 2013 any event held at the Faculty has been monitored and verified in terms of its compatibility with the FESM mission (a specially developed form is applied for this purpose). Also, FESM degree programs, student internships and work placements, foreign exchange, scientific circles activities and contacts with business representatives pursue through their nature and extent the challenges set out by the FESM mission.

1.4. Development of the present mission statement

The present mission statement was developed within the process presented below (see Table 1.1). The stakeholders involved in the process include the FESM authorities, faculty members, students, and the members of the Advisory Council of Business Representatives, FESM NCU².

Table 1.1. The process within which the present mission statement was developed

Date	Event	Subject/action with reference to the mission	Participants
09.06. 2011	Meeting of AACSB accreditation team, FESM	Discussion of the need to reformulate the FESM mission statement	PhD Dorota Górecka, PhD Dorota Krupa, PhD Małgorzata Szalucka, MSc Paweł Matlakiewicz (PhD student)
01.07. 2011	Meeting of AACSB accreditation team, FESM	The development of the questionnaire on the reformulation of the FESM mission statement	PhD Jerzy Boehlke (Vice-Dean of FESM), PhD Dorota Górecka, PhD Małgorzata Szalucka, MA Adam Czajkowski, MSc Paweł Matlakiewicz (PhD student)
03.08. 2011	Meeting of AACSB accreditation team, FESM	Building the questionnaire concerning the reformulation of the FESM mission statement	Professor Józef Stawicki (Dean of FESM), Professor Magdalena Osińska (Head of Post-Graduate Studies), PhD Jerzy Boehlke (Vice Dean of FESM), PhD Dorota Górecka, PhD Małgorzata Szalucka, MA Adam Czajkowski, MSc Paweł Matlakiewicz (PhD student)
08.08. 2011	Meeting of AACSB accreditation team, FESM	The development of the questionnaire on the reformulation of the FESM mission statement	Professor Józef Stawicki (Dean of FESM), PhD Jerzy Boehlke (Vice-Dean of FESM), PhD Dorota Górecka, PhD Małgorzata Szalucka, MA Adam Czajkowski, MSc Marcin Faldziński, MSc Paweł Matlakiewicz (PhD student)
11.08. 2011	Activation of the questionnaire on the reformulation of the FESM mission statement in the NCU Questionnaires System		
17.08. 2011	Sending a request to fill in the questionnaire concerning the reformulation of the FESM mission statement to FESM students and employees and to the members of the Advisory Council of Business Representatives, FESM NCU		
23.09. 2011	Sending another request to fill in the questionnaire on the reformulation of the FESM mission statement to FESM students and employees, inserting information concerning the questionnaire on the FESM website		
02.10. 2011	Sending the results of the survey conducted on the FESM mission statement to Professor Józef Stawicki, the FESM Dean, NCU and to the members of the AACSB accreditation team		
03.10. 2011	Meeting of the AACSB accreditation team, FESM	Developing a new formulation of the FESM mission statement with the consideration of the obtained results of the questionnaire	PhD Jerzy Boehlke (Vice-Dean of FESM), PhD Ewa Chojnacka, PhD Dorota Górecka, PhD Iwona Escher, PhD Barbara Józefowicz, PhD Małgorzata Szalucka, MA Adam Czajkowski, MSc Marcin Faldziński
04.10. 2011	Presenting the newly formulated mission statement (with the consideration of the obtained results of the questionnaire) in two versions at the meeting of Professor Józef Stawicki, the FESM Dean, NCU with the faculty members and administrative staff of FESM		
05.10. 2011	Starting consultancies carried out by means of electronic mail – sending the two versions of the new formulation to the FESM faculty members and asking them to provide comments, opinions and suggestions		
07.10. 2011	Presenting the reformulated mission statement (in two versions: shorter and longer) during the meeting of Professor Magdalena Osińska, Head of Post-Graduate Studies with the doctoral students of FESM		
07.10. 2011	Meeting of the AACSB	Preparing a proposal of the new mission with the consideration of	PhD Jerzy Boehlke (Vice-Dean of FESM), PhD Ewa Chojnacka, PhD Dorota Górecka, PhD

² The list of companies included in the current Business Council: Agis S.A., Apator S.A., Bank Spółdzielczy w Toruniu, BSI Group Polska Sp. z o.o., Budlex Sp. z o.o., Centrum Operacyjne Sp. z o.o., Cereal Partners Poland Toruń-Pacific, CISCO Entrepreneurship Institute/ CISCO Systems Poland Sp. z o.o., Cukiernia Sowa Sp.j., Erbud S.A., Hydrobudowa Polska S.A., Konsulat Honorowy Republiki Litewskiej w Toruniu, Konsulat Republiki Peru w Toruniu, MARBUD Grupa Budowlana Sp. z o.o., MCX Systems Sp. z o.o., Mentor S.A., NESTA Sp. z o.o., Neuca S.A., Nova Trading S.A., Orion Electric Sp. z o.o., Pricewaterhouse Coopers, QXL Poland Sp. z o.o., Sharp Manufacturing Poland Sp. z o.o., Soda Polska CIECH Sp. z o.o., Toruńska Agencja Rozwoju Regionalnego S.A., Toruńskie Zakłady Materiałów Opatrunkowych, Wydawnictwo Adam Marszałek Sp. z o.o., Zapolex Sp. z o.o., Żabka S.A.

	accreditation team, FESM	the comments, opinions and suggestions sent in (by e-mail) by the FESM faculty members (to be submitted to the Faculty Council)	Iwona Escher, PhD Barbara Józefowicz, PhD Dorota Krupa, PhD Małgorzata Szalucka, PhD Dawid Szostek, MA Adam Czajkowski
10.10. 2011	Meeting of the AACSB accreditation team, FESM	Preparing a proposal of the new mission with the consideration of the comments, opinions and suggestions sent in (by e-mail) by the FESM faculty members (to be submitted to the Faculty Council)	PhD Jerzy Boehlke (Vice-Dean of FESM), PhD Ewa Chojnacka, PhD Dorota Górecka, PhD Barbara Józefowicz, PhD Dorota Krupa, PhD Małgorzata Szalucka, MSc Marcin Fałdziński
12.10. 2011	Presenting to the Faculty Council a new proposal of the FESM mission statement developed with the consideration of the obtained results of the questionnaire and the e-mail answers		
14.10. 2011	Meeting of AACSB accreditation team, FESM	Analyzing the comments made during the debate, which was held during the meeting of the Faculty Council, on the FESM mission statement	Professor Józef Stawicki (Dean of FESM), PhD Ewa Chojnacka, PhD Iwona Escher, PhD Dorota Górecka, PhD Barbara Józefowicz, PhD Dorota Krupa, PhD Małgorzata Szalucka, PhD Dawid Szostek, MA Adam Czajkowski, MSc Marcin Fałdziński
17.10. 2011	Meeting of PhD Zdzisław Markuszewski, Vice-Dean for Student Affairs, with the Student Self-Government of FESM devoted to consulting the formulation of the FESM mission statement		
22.10. 2011	Formulating the final version of the FESM mission statement with the consideration of the viewpoints of various stakeholders		
16.11. 2011	Approval of the new FESM mission statement by the Faculty Council		

1.5. Appropriateness of the mission statement

The FESM mission statement is appropriate to higher education for management. Besides, it exerts a positive influence on the development of students as people, managers and professionals, since it requires that educating them should follow the most up-to-date theoretical and practical solutions. Also, students should be taught to be socially responsible and open-minded. Thanks to that they will be able to embrace diversity, meet the current needs of the labor market, run and manage their own business in a profitable, competitive, but also ethical way and respond to the demands and challenges of regional and global economies.

Not only are the teaching content, didactic methods and literature lists for many subjects created with regard to the latest theoretical and practical achievements, but also the issues presented during lectures and classes are considered in a regional and global context.

Moreover, due to the obligatory work placements realized within the first level of studies, FESM students have various opportunities to gain some practical experience. The major goal of these work placements is to enable FESM students to undertake activities in the sphere of broad-based administration and management, allowing the acquisition of skills related to the functioning of enterprises, social institutions, educational institutions, government and local governments, and other organizational units. During work placements our students:

- become familiar with the specific professional environment and the functioning of an organization operating in economic conditions;
- develop specific professional skills related directly to the place where they have their work placements;
- develop effective communication and negotiation skills through practice in the organization,
- learn about the organizational structure, the principles of the organization of work and of division of powers as well as about the procedures, work planning and control process;
- master their work organization, teamwork, and effective time management skills, diligence and responsibility for the tasks entrusted to them;
- improve their foreign language skills in professional situations.

Moreover, owing to the cooperation of FESM with the business representatives of the Advisory Council of Business Representatives and with the Centre for Leadership and Corporate Social

Responsibility functioning at FESM, the contacts with the University Careers Office and the University Business Incubator, and owing to the 'Careers Days' held at FESM and projects such as, for instance 'Yes 4 Yeti', FESM students have further opportunities to gain some practical experience.

Moreover, FESM involves its academic society in the activity by combining studying with other forms of activities. This objective is achieved, among other things, through the organization, or cooperation in the organization, of the following events and programs:

- the Academy of Future Manager whose objective is to propagate science within the areas of economics, management and finance, shaping entrepreneurial attitudes among potential candidates for studies and developing knowledge on developmental possibilities of the *kujawsko-pomorskie* province;
- the Academy of Business Practitioners, which is a series of open lectures conducted jointly by the FESM faculty members and business representatives (managers representing the NEUCA Group), allows the confrontation of the theory of economics and management with a practitioners' perspective on the subject matter;
- the Economists' Festival within which there are held various kinds of meetings, lectures, workshops, competitions and charitable events as well as the best lecturer contest;
- the functioning at FESM of numerous student organizations and scientific circles that develop students' knowledge and skills in various fields of economics and management (AIESEC - International Students' Association, Accountancy Scientific Circle, E-business Forum Scientific Circle, Promotion and Entrepreneurship Support Scientific Circle 'PROGRES', Student Marketing Circle, Student Stock Exchange Circle, Student European Integration Economic Circle, Human Resources Management Scientific Circle, Insurance and Financial Consultancy Scientific Circle, University Circle of the Polish Economic Society, Logistics Scientific Circle 'Logitor', CashFlow Scientific Circle, Optimization of Decisions and ERP Systems Scientific Circle, Project Management Scientific Circle 'Projektownia', Student Banking Scientific Circle).

Throughout the whole academic year FESM students are involved in charitable activities that include, for example, preparatory works for the **University Charitable Concert, organization of charitable sporting competitions** and doing some works in **the Centre for Children and Youth with Intellectual Disabilities in Grabie** and for different educational centers in the town of Grudziądz (including the Special Education Centre of the Sisters of St. Elizabeth and the Special Educational Centre No. 1).

Students associated in the scientific circles organize competitions for secondary schools students and are involved in the planning and preparation of various activities promoting FESM.

1.6. Consonance with institutional mission

The mission statement of FESM and the mission statement of NCU are consonant. Both FESM and the University lay emphasis on high quality teaching, conducting research, and developing social sensitivity. The collaboration in operational matters is manifested through, for example:

- conducting by FESM faculty members high quality open-university lectures (in Polish and English) for students of all NCU faculties as well as for students from the Erasmus exchange program (examples of such lectures include 'Attractiveness on the labor market', 'Cultural and creative industries', 'TNCs in the world economy', 'Investment platforms in Poland', 'Fundamentals of marketing of local governments', 'The EU structural policy', 'Problems of the modern world – 'Globalization vs location', 'Grey economy', 'Support from the EU funds - selected issues', 'Contemporary problems of organization and management', 'Selected problems of international economic integration');
- through the participation of FESM students in high-quality open university lectures (conducted at various faculties of NCU, both in Polish and English) in the field of different sciences (the offer of these lectures includes now 211 items; examples of such lectures include: Human rights and democracy in a multicultural Europe, Innovative start-ups in business, Professional planning and development of your career, Data analysis and visualization, Database management, Information searching, Body - gender - culture, Feminism: theories and applications, Great leaders and their great speeches, Modern sports, Science and technology in society, the

Universe for the comprehensive, Health and economics, Art and architecture in early modern Europe, Anthropological perspective on everyday life, Contemporary Asian cultures, Culinary tourism - food around the world, Demography of contemporary Europe, Evolutionary approaches to culture and communication, Thirty hours around the world of socio-political ideas, A Must list for students in the twenty-first century);

- organizing jointly the Toruń Festival of Science and Art - a cyclical event organized by NCU in cooperation with some of its Faculties, including FESM, whose purpose is to popularize science and art among the dwellers of Toruń and the region (On 25-29 April 2014 for the fourteenth edition of the festival took place during which FESM faculty members conducted two events, *i.e.*, EkoSCR and Nobel Lectures: Economics. In April 2015 year will be another edition of the Festival);
- financing selected monographs and part of scientific research conducted FESM faculty members (Individual or team research) with the grants provided by the University Rector;
- the collaboration between FESM and the Academic Business Incubator (FESM faculty members conduct training courses, workshops and counseling for students, graduates and researchers participating in the university projects 'Academic business - a key factor in the competitiveness of the economy', 'SPIN - Consistency of Business and Science' and 'Spring of Innovation and Entrepreneurship held in the Academic Business Incubator; publication by FESM faculty members business listings for the Academic Innovation Platform conducted by the Academic Business Incubator);
- the collaboration between FESM and the University Careers Office (FESM students have free access to the services offered by the University Careers Office, *i.e.*, counseling, support in finding a job, an internship or work placement, as well as training courses and workshops developing skills in cope with the situation in the labor market);
- organizing jointly the University Charitable Concert; on December 8, 2013 there was held the twelfth edition of this concert, during which a new university philanthropic venture inaugurated, *i.e.*, collecting funds for scholarships for children from orphanages who undertake studies at NCU and for students of the University Gymnasium the University Secondary School, who are in the most difficult financial situation (up to 2012 the funds collected at the Concert were destined for the Centre for Children and Youth with Intellectual Disabilities in Grabie); on 06 December 2014 another edition of the Concert is planned;

Furthermore, NCU supports FESM in the preparation of charitable sports and recreational events (for instance, charitable table-tennis matches) and other events such as 'The Day of Pope John Paul II'.

1.7. The review and revision process

The former mission statement³ of FESM was approved by the resolution of the Faculty Council passed on 20 June, 2007.

Commencing the AACSB Accreditation Process both the FESM authorities and the faculty members realized the necessity to amend the mission statement as well as to modify the strategic goals. The need to reformulate the mission was accompanied by the following major events:

- significant changes on the Polish educational market (introducing three-level studies, legislative changes in the form of the new Act on Higher Education);
- intense development of competition at the higher education level in the region and in the whole of Poland as a result of, among other things, the period of population decline and the world's financial crisis;
- a significant rise in the degree of internationalization of FESM as a result of maintaining lasting contacts with foreign partners (e.g., Université d'Angers - France, Dougavpils University - Latvia, Vilnius Gediminas Technical University - Lithuania) and establishing new contacts within the ERASMUS exchange program;

³ The former FESM mission statement had the following wording: 'The Faculty of Economics and Management of Nicolaus Copernicus University conducts academic research in the field of economic and management sciences at a world-class level, and educates Polish and foreign students following international teaching standards and the newest theoretical and practical solutions, respecting universal ethical values, truth and freedom of thought'.

- works conducted on the mission statement and strategy of Nicolaus Copernicus University of which the FESM is a part.

Taking into account all these circumstances, the mission statement of FESM was amended and the new version was approved by the resolution of the Faculty Council passed on 16 November, 2011. The revision process involved a variety of stakeholders representing different perspectives regarding the FESM goals (see Table 1.1).

Moreover, in the winter semester 2013/2014 a survey was conducted on the level of the knowledge of the FESM mission statement by various FESM stakeholders and on the extent to which the mission had been realized. This questionnaire survey consisted of questions divided into four thematic areas, *i.e.*, knowledge of the FESM mission, the awareness of the realization of the FESM mission, further ideas for realizing the FESM mission, and current involvement in extra-curricular activities. The key findings - divided into three groups of stakeholders - are presented in Table 1.2.

Table 1.2. The conclusions from surveying the degree of the knowledge of the FESM mission statement and the extent of its implementation

Stakeholders	Key findings	Necessary action to be undertaken
FESM students (the size of the research group: <u>2125</u>)	<ul style="list-style-type: none"> 80% of students became acquainted with the FESM mission statement Students declarations on how they became acquainted with the FESM mission: <ul style="list-style-type: none"> - illuminated plaque in the FESM main hall (42%); - classes during which the lecturer mentioned the mission statement (36%); - the FESM Website (11%); - other students (8%). 	<ul style="list-style-type: none"> Reach 100% of FESM students with the mission statement. Intensifying measures to promote the mission (<i>i.e.</i>, giving newly enrolled students the mission content in a paper form, sending an electronic message to all students with the attached FESM mission, presenting the mission at organizational classes, etc.).
	<ul style="list-style-type: none"> According to students, the assumptions of the FESM mission are mainly implemented by: <ul style="list-style-type: none"> - activities of scientific circles (75%); - classes (72%); - student exchange programs (70%); - cooperation with companies (54%). 32% of students said that the degree of the implementation of the objectives of the mission increased in comparison with the previous year. The others were not able to evaluate that, or did not see significant changes in this area. 	<ul style="list-style-type: none"> Intensifying actions aimed at achieving the objectives of the mission and promoting the progress achieved in this regard.
	<ul style="list-style-type: none"> 94% of students said that the current wording of the mission statement does not lack any objectives or values. 6% of students indicated various proposals of complementing the mission. The proposals included assistance in obtaining work experience or training students to become attractive candidates on the labor market. 	<ul style="list-style-type: none"> Continuous monitoring of the proposed changes, updates or supplements to the mission.
	<ul style="list-style-type: none"> The most commonly reported by students proposals for action that would help fulfill the mission of the Faculty in an even better way: <ul style="list-style-type: none"> - continuation and intensification of various forms of cooperation with the business community; - acquisition of practical skills during classes that will be useful in the future professional work; - participation in numerous workshops and courses to preparing for work. 	<ul style="list-style-type: none"> Increasing cooperation with the business world (including the organization of a bigger number of practices, courses, workshops and training schemes for students, lectures and seminars conducted by representatives of companies, greater cooperation with the University Careers Office and the University Business Incubator).

FESM faculty members (the size of the research group: <u>103</u>)	<ul style="list-style-type: none"> ▪ 100% of FESM faculty members indicated that FESM implements the assumptions of its mission. ▪ 61% of faculty members evaluated the mission realization as advanced, 4% - as very advanced, and 35% - as medium. 	<ul style="list-style-type: none"> ▪ Intensifying actions aimed at achieving the mission objectives and promoting the progress achieved in this regard.
	<ul style="list-style-type: none"> ▪ According to FESM faculty members the FESM mission is realized mainly through: <ul style="list-style-type: none"> - classes (91%); - cooperation with companies (74%); - activity of research groups (69%); - student exchange programs (65%). 	-
	<ul style="list-style-type: none"> ▪ 87% of FESM faculty members said that the current content of the mission does not miss any objectives and values. ▪ 13% indicated that the mission could be completed with such elements as, for instance, teaching the attitudes of patriotism and citizenship, as well as with the aspects related to the inside of the organization, more specifically with employees. 	<ul style="list-style-type: none"> ▪ Continuous monitoring of the proposed changes, updates or supplements to the mission.
	<ul style="list-style-type: none"> ▪ The most frequently reported by faculty members proposals for action that would help fulfill the FESM mission in an even better way: <ul style="list-style-type: none"> - greater commitment to the local/regional development; - closer contacts with local authorities; - conducting research and rendering services for businesses on a larger scale; - implementing measures that could contribute to the identification of talented persons and supporting their personal development; - larger investment in employee development; - financial support for employees in obtaining external funding to conduct research activities. 	<ul style="list-style-type: none"> ▪ Implementation of the measures proposed by FESM faculty members
The Business Council (the size of the research group: <u>30</u>)	<ul style="list-style-type: none"> ▪ Most of the representatives of the Business Council said that the realization of the FESM mission is at a high level. 	-
	<ul style="list-style-type: none"> ▪ According to the representatives of the Business Council the mission assumptions are realized mainly through: <ul style="list-style-type: none"> - the activity of scientific circles; - classes; - student exchange programs; - cooperation with enterprises. 	-
	<ul style="list-style-type: none"> ▪ The most commonly reported by the representatives of the Business Council proposals for action that would help fulfill the mission of the Faculty in an even better way: <ul style="list-style-type: none"> - quicker adaptation of the teaching content to practice in enterprises; - greater involvement of practitioners in the teaching process. 	<ul style="list-style-type: none"> ▪ Implementation of the measures proposed by the representatives of the Business Council

In order to continue monitoring, it is planned for the winter semester 2015/2016 to carry out another survey of the level of knowledge of the mission between various FESM stakeholders and the degree of the mission realization.

In addition, from July 2011 to April 2012, the Faculty Strategy Team continued its work on upgrading the FESM Strategy for the years 2012-2020. The preparation of this strategy required undertaking a number of actions, such as, for instance:

- analyzing and evaluating the existing FESM Strategy and its implementation;
- analyzing the Nicolaus Copernicus University Strategy in the context of its relationship with the FESM Strategy;
- making a SWOT analysis for FESM;
- formulating a new FESM mission;
- formulating the updated strategic objectives;
- operationalization of the strategic objectives;
- determining the target states of individual operational objectives within the set strategic objectives and actions and measures for their implementation;
- presenting a preliminary version of the Strategy at the FESM Deans' general meeting;
- conducting extensive consultations of the final version of the Strategy (electronically and a presentation and discussion with the Faculty Council).

The final version of the Strategy of the Faculty of Economic Sciences and Management for the years 2012-2020 was approved by the Faculty Council in May 2012.

It needs to be emphasized that the new strategy of the Faculty of Economic Sciences and Management for the years 2012-2020 has been revised so that the posed objectives should reflect fully the new activities and challenges arising from the content of the revised mission and contribute to significant progress in the implementation of the mission. For this reason, four strategic objectives have been distinguished out of the FESM Strategy:

- reaching the international level of research activity in the field of economic sciences, management and finance
(the first strategic objective and the operational objectives defined for it relate in particular to the mission area focused on conducting research);
- strengthening the FESM position among the top business schools in Poland
(the second strategic objectives and the operational objectives defined for it relate in particular to the mission areas related to conducting research and educating based on the newest theoretical and practical solutions);
- enhancing the status of an international educational center
(the third strategic objective and the operational objectives defined for it relate in particular to the mission areas related to educating based on the newest theoretical and practical solutions and bringing up our students to become people who are socially responsible and with broad horizons);
- creating the image of the university that is close to business practice and promotes socially responsible business
(the fourth strategic objective and the operational objectives defined for it relate in particular to the mission areas related to the reliance on the latest practical solutions with the consideration of the needs of the regional and global economies, and bringing up students to become people who are socially responsible).

It is worth noting that the assessment of the implementation of the new FESM Strategy (*i.e.*, for the years 2013-2014) is currently being carried out at the Faculty. This assessment is carried out by the Faculty Strategy Team consisting of dr hab. W. Karaszewski, prof. NCU, dr hab. M. Zastempowski, prof. NCU, M. Pietrzak, Ph.D. and K. Liczmańska, Ph.D. The assessment being conducted consists in calculating and interpreting over 100 measures of the degree of the realization of the operational objectives identified within the new FESM Strategy with further subdivision into different strategic objectives. The results of this study will be presented to the Faculty Council in February 2015, and the conclusions resulting from it will be used to create a list of measures to be taken in order to increase the degree of the implementation of the FESM Strategy and the Mission.

1.8. Mission statement – overall assessment

The FESM programs and activities are consistent with its mission statement which was developed within the process that had considered input from various stakeholders. The FESM mission

statement is consonant with the NCU mission statement and is available on the FESM website, on the illuminated plaque in the FESM main hall as well as in numerous publications. Moreover, the mission statement positively impacts FESM students' development as people, managers and professionals and the appropriateness of the statement is periodically evaluated by FESM.

Evaluation against the standard
We consider we meet this standard

Standard 2

The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered.

2.1. The infrastructure, policies, and processes to support the production of intellectual contributions

The quality of intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy is very closely related to providing financial framework for the research. The Faculty of Economic Sciences and Management is an integral part of Nicolaus Copernicus University, which belongs to the state system of higher education, thus the regulations coming from the Ministry of Science and Higher Education are obligatory for our business school. There exist three sources of gaining financial support for developing intellectual contributions:

1) The Ministry of Science and Higher Education that redistributes part of funds coming from the budget of the state

The Minister of Science and Higher Education acts according to the rules defined in the act on the principles of financing science. The major areas covered by the funds received from the budget of the Ministry of Science and Higher Education include:

- strategic research and development activities managed by the National Centre for Research and Development and other tasks carried out by the Centre;
- statutory activities of scientific institutions like Nicolaus Copernicus University, including research and maintaining their own special research facilities;
- investment in research and development of infrastructure and tasks;
- scientific cooperation with foreign countries;
- study support activities (tasks for the development, promotion and applications).

2) European Union funds available in the financial perspectives 2007-2013 and 2014-2020

In the 2007-2013 financial perspective, the financial support for universities and researchers were provided for in the following operational programs: Innovative Economy, Human Capital and Infrastructure and Environment⁴.

Within the 2014-2020 financial perspective for the scientific community of particular importance are the operational programs 'Knowledge, Education, Development' and 'Smart Growth'. They are provided for activities that are directed straight to the research units and researchers⁵.

⁴ As part of the **Innovative Economy Operational Program** the following activities were financed: research for the knowledge economy; strengthening human potential of science (for example, International PhD Projects); R&D projects for entrepreneurs carried out by scientific institutions (development projects and support the protection of industrial property in research units created as a result of R&D); targeted projects; development of the centers of high research potential; creation of common infrastructure scientific entities; investments related to the development of infrastructure of science.

The **Human Capital Operational Program** financed the activities that strengthened and developed the potential of university teaching and increasing the number of graduates in the critical knowledge-based economy; developed qualifications of R&D system and increased awareness of the role of science in economic development. The infrastructure of higher education was funded under the **Operational Program Infrastructure and Environment**.

⁵ The **operational program 'Knowledge, Education, Development'** will finance, among other things, internships, ordered degree programs, increasing social activity, university career centers, interdisciplinary and international doctoral degree programs, degree programs in foreign languages, increasing the number of foreign students and teachers, support in obtaining international accreditation by universities, the creation of repositories of scientific papers, developing anti-plagiarism systems, creating open educational resources, developing managerial competencies of management and administration in higher education, the

Representatives of science can also engage in activities carried out under other operational programs, *i.e.*, 'Digital Poland' (which provides, for instance, support activities related to the provision of scientific and cultural heritage by digitizing), 'Infrastructure and Environment' (which is scheduled support for artistic and medical schools), 'Eastern Poland' (universities in the eastern regions of the country may apply for this grant), as well as the regional Operational Programs. Within the 2014-2020 financial perspective, universities and researchers interested in fellowships may also apply for support from Horizon 2020⁶.

NCU has a special unit - Structural Funds Management Office - which is an advisory body to the organizational units of the University in obtaining funds from the EU structural funds and supervises the proper implementation of projects:

<http://www.umk.pl/uczelnia/administracja/index.php?name=Biuro-Zarzadzania-Funduszami-Strukturalnymi>

3) External funds coming from such sources as, for instance, private firms, associations, tuitions paid by part-time students

The funds can come directly from those sources or through the European funds with the intermediary of, for example, the Ministry or local authorities.

FESM research staff can also apply for funds that are distributed in the form of competitions held, or independently for specific disciplines as well as interdisciplinary.

FESM provides infrastructure, policies, and processes to improve the quality of intellectual contributions in the area of business and management theory, practice, and/or learning/pedagogy. The Faculty infrastructure including the buildings, rooms, equipment and funds is available for the academic staff and serves advances in intellectual contributions.

Acting in the described environment FESM organizes the following:

In the area of business and management theory:

- Financial and organizational support for academics preparing research to higher their academic degree (in the form of scholarships or grants at the level of the University and of FESM). There are set certain maximum time limits for gaining of a degree. In the case of PhD it is no more than 8 years, in the case of habilitation (a post-doctoral degree) – the maximum is 9 years.
- Since 2011 FESM has been organizing an internal competition to fund research projects aimed at the development of young researchers and doctoral students. Since the beginning of the existence of the competition 86 grants to fund research projects have been awarded (in 2011 - 15; in 2012 - 21; in 2013 - 20; in 2014 - 30).
- System of periodical evaluation of the FESM faculty members (the detailed description is contained in Standard 11).
- Financial support for 8 scientific peer reviewed journals edited by FESM. All of them (Acta Universitatis Nicolai Copernici – *Ekonomia*, Acta Universitatis Nicolai Copernici – *Zarządzanie*, Copernican Journal of Finance & Accounting, Dynamic Econometric Models, *Ekonomia i Prawo*, *Equilibrium*, Journal of Positive Management and *Oeconomia Copernicana*) are included in the ministerial list of scientific periodicals. The ministerial list of scientific periodicals includes only these periodicals that use a peer-reviewed system. This list is a part of a formalized system of the assessment of scientific activity and practical implementation of the results of scientific research created by the Ministry of Science and Higher Education. In order to be qualified for the ministerial list of the scientific peer reviewed journals, it is necessary to undergo a parametrical analysis where the peer-reviewed system is essential.

development of didactic potential of university staff. The program also provides financial means for the implementation of social innovation and funding mobility and transnational cooperation (including universities).

The 'Smart Growth' program provides financial support for research, modern research infrastructure within the science sector, support for the establishment of international research agendas and staff development of the R&D sector. Under this program, funds are also scheduled for R&D programs conducted by scientific and industrial consortia, stimulating cooperation between science and business, and support for research centers when preparing for participation in international programs.

⁶ The Horizon 2020 program provides funds also for the most talented and creative scientists and their research teams, for conducting pioneering research, gaining access to world-class research facilities, developing a career in science as part of the prestigious Marie Curie fellowships.

In the area of business and management practice:

- Training for the academics in enterprises.
- Support in doing reports on different practical issues using advanced methodology.
- Cooperation with companies in the region as part of programs supported by the EU.
- Within the cooperation of FESM faculty members and representatives of business a series of lectures entitled: 'The Academy of Business Practitioners' is conducted and it is aimed at confronting the theory of economics and management with a practical perspective on the issues of the topic.
- Cooperation with the Advisory Council of Business Representatives (ACBP)⁷.
- In 2014 FESM initiated cooperation with four clusters (Medical Tourism and Health Resort Cluster, Business Tourism in Toruń Cluster, INKOKOMP - Innovative Composite Structures in Construction, Road and Railway Infrastructure, Health Tourism Cluster), another two are in the process of organization (Kujawsko-Pomorski Exports Cluster, Cluster of New Product Development and Innovative Technologies Cluster). Membership in clusters and cooperative relationships creates opportunities for deepening cooperation between science and business. Participation in these projects provides FESM with a number of benefits such as:
 - implementation of research and development projects within member partnership,
 - use of obtained R&D results in the economic activity of a cluster's members,
 - faculty participation in management processes related to the implementation of projects,
 - exchange of knowledge and experience between science and the business sector,
 - creating conditions for work placements and internships for students as well as for academics.

In the area of business and management learning/pedagogy:

- Support for international exchange of researchers in the form of visiting staff projects as well as in the form of participation in international research projects.
- Training schemes in modern information technologies to support didactic processes organized by the University Center for Modern Teaching Technologies.
- Lecture inspections to support improvement in instructional methods.
- Support for participation in scientific conferences devoted to the discussion of teaching methodology applied in a given area.

In all the three areas:

- Financial support for organizing scientific conferences at the domestic and international levels. Financial support for domestic and international conferences organized by particular departments of FESM concerning the contemporary issues in economics and management theory. It enables FESM to establish its position within the University (the only institution where economics and management research is conducted) as well as in Poland (professors from other business schools have the opportunity to see the FESM infrastructure, to discuss important issues, or to learn about the research activity being conducted).
- The awarding system for research achievements includes prizes granted at the country's level (the Prize of the Prime Minister, or the Prize of the Minister of Science and Higher Education), at the University level (the University Rector's Prize) and at the FESM level (the FESM Dean's Prize). There are prizes dedicated for awarding the effects of the research done. Every year a competition for such prizes is announced⁸.

At FESM special committees were brought into being to help to ensure intellectual contribution at an appropriate (desired) level. These are as follows:

- The FESM Appraisals Commission,
- The FESM Rewards Commission,
- The FESM Commission for Quality.

⁷ The Advisory Council of Business Representatives is composed of outstanding practitioners – entrepreneurs and managers. The Council supports the realization of the FESM mission (especially in the scope of creating new, valuable educational, scientific and experts' projects), the development of FESM and of relations between science and business.

⁸ The requirements for getting the prize consists: the number of scores for publications get within a given year, the quality of publications, the range of the publications (domestic, international), acting as a director of the research team, getting an academic degree, organizing and participating in the conferences on a specified subject.

The intellectual contribution created at FESM contributes to the development of the theory of economics and management in Poland in such domains as, for instance, econometrics, management theory, finance, or European integration. It is important that the scientific findings are shown to students who can also take part in creating the intellectual contribution through cooperation in student groups supervised by the researchers. New research findings are also incorporated into teaching students because in such fields as business management and economics providing new information is considered essential. It is worth mentioning that FESM researchers represent different fields of economics and cooperate within teams when the problem exceeds their individual knowledge. It is particularly visible in the process of consultation of doctoral theses. Such cooperation between departments frequently results in joint publications.

2.2. The portfolio of intellectual contributions

In the time period 2010-2014 the faculty resources published 716 articles in peer reviewed journals, 57 research monographs and 8 books (see **Table 2-1**)⁹. Besides, they wrote 390 chapters in various books and 80 peer reviewed proceedings. The majority of the research input performed by the FESM teaching staff (93%) had the character of the discipline-based research, which is consonant with the mission statement emphasizing the importance of doing research and shaping intellectual contributions.

The most active in preparing new publications for peer reviewed journals were the following departments: the Department of Econometrics and Statistics (156), the Department of Finance (127) and the Department of Marketing and Commerce (95). During the last five years the largest number of books was published by the Department of Accounting (2) and the Department of Marketing and Commerce (2). The Department of Human Resource Management can boast of the large contribution to the written chapters (85). A similar situation can be observed in the cases of the Department of Econometrics and Statistics (58), the Department of Business Excellence (47) and the Department of Investment and Real Estate (47). The largest number of monographs was written in the Department of Investment and Real Estate (10), the Department of Accounting (9), the Department of Econometrics and Statistics (8) and in the Department of Finance (8).

Table 2-1. Five-Year Summary of Intellectual Contributions

Name	Portfolio of Intellectual Contributions							Summary of Types of ICs				
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
The Department of Accounting												
Banaszkiewicz Aleksandra	5				3				3 (3)	2		9
Chojnacka Ewa	10	1		3					(3)	1	1	12

⁹ Data presented in the table do not include Ph.D. students who are allowed to do practice in teaching as part of their studies improving their qualifications under supervision of professors. The decision about excluding Ph.D. students was made after the discussion with our AACSB Mentor and the comparison made with other schools. A vital argument in the discussion was insignificant number of teaching hours which Ph.D. students do and the supervision of professors over the entire process. Additionally, following the Mentor's advice, we removed from the list persons who did not have more than 30 contact hours with students (due to a slight impact they have on accomplishing of the school's mission). The comment refers to **Tables 2-1, 2-2, 9-1, 10-1 and 10-2**.

Ciechan-Kujawa Marlena	8	2		3				4	(6)			13
Dziawgo Danuta	7	3	1	4				5	2 (9)	1	2	14
Goldmann Katarzyna	4				1			4	(1)		2	3
Jankowska Maria	1			2				1				3
Kozak Piotr	3				1			6	2			6
Makowska Ewa	4				1				3 (2)	2		6
Sojak Sławomir	5	2	1	7				8	5 (3)	3	2	15
Wiśniewska Jolanta	2								(1)			2
Wolszon Urszula	1				1				(7)			2
Zawadzki Aleksander	2	1						1			1	2
Zimnicki Tomasz	3				2			1	(1)		1	4
Szarszewska Edyta	2				1				(1)			3
The Department of Econometrics and Statistics												
Bejger Sylwester	5								(1)			5
Dziawgo Ewa	21	2		8					(17)			31
Faldziński Marcin	5	1		1	1		Yes		(7)			8
Fiszeder Piotr	9			2					(7)			11
Górecka Dorota	7			13	1		Yes		(20)		3	18
Górka Joanna	2	1			1		Yes		(5)			4
Jaskólska Barbara	1			9							2	8
Karaś Dariusz	2			1								3
Kufel Tadeusz	4	1	1	2	2			1	(17)	1		9
Kwiatkowski Jacek	3			3	1		Yes		(6)			7
Müller-Frańczek Iwona	12				1		Yes		(7)			13
Muszyńska Joanna	8			3	2				(10)			13
Neubauer Andrzej					1			1				1
Orzeszko Witold	5			1			Yes		(4)			6
Osińska Magdalena	16			2			Yes	4	(8)			18
Pietrzak Michał	25			4	1		Yes		1 (8)		2	29
Piłatowska Mariola	7								11 (3)			18
Stawicki Józef ¹⁰							Yes					
Szulc Elżbieta	5			2					(4)			7
Śniegocka Jolanta ¹¹												
Wędrowska Ewa	13	1		5					(5)			19
Wiśniewski Jerzy	6	2		2					(10)			10
Śniegocka-Łusiewicz Małgorzata ¹²												
The Department of Economics												
Anszperger Andrzej	3			2			Yes		(3)			5
Balcerzak Adam	11		1	10			Yes	1	11 (14)	3		30
Bochenek Mirosław	14	1		7			Yes	2	1 (12)			23
Boehlke Jerzy	3			1			Yes		(2)			4
Kannenberk Krzysztof				2	1		Yes	1	3 (2)			6
Kubiczek Agata	2			4			Yes		1 (2)			7
Madrak-Grochowska Małgorzata	4			1	1		Yes	1	(3)			6
Markuszewski Zdzisław ¹³							Yes					
Moszyński Michał	9	2		10			Yes	1	3 (10)	2		22
Pietryka Ilona	2			2			Yes	4	4 (2)			8

¹⁰ The faculty member is holding the function of the Dean of the Faculty of Economic Sciences and Management. Faculty members that are holding significant administrative appointments (e.g., the university rector, vice rector, dean, vice-deans) are qualified as PQ in connection with the managerial duties held in educational institutions.

¹¹ The faculty member was included in 'the Others' group.

¹² The faculty member was qualified as AQ by virtue of the currency of her degree.

¹³ The faculty member is holding the function of the Vice Dean of the Faculty of Economic Sciences and Management. Faculty members that are holding significant administrative appointments (e.g., the university rector, vice rector, dean, vice-deans) are qualified as PQ in connection with the managerial duties held in educational institutions.

Polszakiewicz Barbara	6					Yes		4 (1)			10
Ryczkowski Maciej	2			1		Yes		(1)			3
Salejko-Szyszczyk Iwona	2		2			Yes		(1)			4
Szulc Agnieszka		1	1			Yes					2
Zysnarska Ewa	1		2			Yes		(1)			3
The Department of Enterprise Management											
Glabiszewski Waldemar	11		1			Yes		(6)			12
Grego-Planer Dorota	2	1	1			Yes		(2)			4
Liczmańska Katarzyna	18		3			Yes		(6)			21
Sudolska Agata	11	2	2			Yes		(4)			15
Zastempowski Maciej	15	2	3			Yes		5 (12)		1	24
The Department of European Integration and Regional Studies											
Czupich Mariusz	9		8	1			1	1 (9)			19
Ignasiak-Szulc Aranka	1		2	2			1	3 (7)			8
Kosiedowski Wojciech	5		14	5			1	4 (24)		2	26
Naworski Jerzy		1					18				1
The Department of Finance											
Buszko Michał	18		3				1	(8)			21
Dziawgo Leszek	8	2	4				5	1 (9)			15
Huterska Agnieszka	9	1						(1)			10
Huterski Robert	9							(2)			9
Kołosowska Bożena	17	2	8					(11)	1	2	24
Kunkowski Janusz	8		2	1			2	(3)			11
Piotrowski Dariusz	4	1	4					(4)			9
Polasik Michał	24	1	3	1			4	(9)			29
Walczak Damian	23	1	1	3			2	4 (13)	2	6	24
Żołądkiewicz Agnieszka	7			6			1	(1)			13
The Department of Human Resource Management											
Bronk Aleksandra			5			Yes		1 (2)			6
Dolna Hanna ¹⁴		1				Yes			1		
Dolny Edward	3		26			Yes		(1)			29
Karaszevska Hanna	4		3			Yes		2 (4)			9
Maksim Monika	7	2	14			Yes	9	(5)	1	2	20
Modrzyński Paweł ¹⁵						Yes					
Oczki Jarosław	3	1	4			Yes		1 (7)		2	7
Wiśniewski Zenon	3		14			Yes		7 (9)			24
Wojdyło-Preisner Monika	6		19			Yes		3 (3)			28
The Department of Investment and Real Estate											
Czaplewski Leszek			1								1
Jaworek Małgorzata	10	2	7				1	(11)	1		18
Karaszewski Włodzimierz	4		7				4	1			12
Krajewska Małgorzata	9		4				1	(5)		1	12
Kuzel Marcin	7	3	5				1	(5)			15
Siemińska Ewa	4	3	6	2			3	2 (4)			17
Szałucka Małgorzata	13	1	5				2	(7)			19
Szóstek Aneta	3	1	12				1	(8)	3		13
The Department of Logistics											
Bruzda Joanna	7	2	1	1				(2)			11
Chaberek Mirosław	5	1		2				(3)	7	1	
Sobczak Iwona	3		2					(1)			5
Zarębski Marek	4	1	1					(2)	1		5

¹⁴ The faculty member was included in 'the Others' group.

¹⁵ The faculty member was classified as PQ due to his performing the function of the University Chancellor and the function of the Vice Chancellor and due to his extensive professional experience.

The Department of Marketing and Commerce												
Escher Iwona	12			6						4	14	
Kaczmarczyk Stanisław	4		1	3				(10)	2		6	
Łapińska Justyna	12	1		2	8			(7)			23	
Pawlak-Kołodziejaska Katarzyna	7			2				(1)	2		7	
Petrykowska Joanna	19		1	5				(1)	2	1	22	
Schulz Maciej	12			3	1			(5)	2		14	
Szostek Dawid	29			6	3			(3)	4	1	33	
The Department of Business Excellence												
Chodorek Monika	6			9	1		Yes	2 (4)			18	
Glińska-Noweś Aldona	9	2		12	1		Yes	(10)			24	
Haffer Rafał	7	1		6	4		Yes	1 (6)		2	16	
Józefowicz Barbara	6			3			Yes	(2)			9	
Kalińska Magdalena	2			3	1		Yes	(1)			6	
Karaszewski Robert	6		1	4	4		Yes	3 1 (4)	1	1	14	
Lis Andrzej	13			6	5		Yes	8 2 (12)	1	1	24	
Lorenczewski Ryszard				2			Yes				2	
Mazur Kamila	1			1	1		Yes	1 (1)			3	
Skrzypczyńska Kamila	3	1					Yes	1	1	3		
Tomanek Mateusz	2			1	3		Yes	(4)	1	2	3	
TOTAL The Faculty of Economic Sciences and Management	716	57	8	390	80			118	94 (747)	52	44	1249

Additional explanations:

If there are two or more authors of the same publication, then each author is ascribed one publication and not a relevant fraction of it (*i.e.*, 1/2 or 1/3).

Faculty Research Seminar is an additional form of supporting the creation of intellectual contribution. Some departments organize such meetings on a regular basis. They are intended to discuss some scientific creation existing in a public written form that was prepared by faculty members or doctoral students of the department. The 'Yes' answer means that a person has participated in such meetings.

Others – the number out of brackets informs about the following activities: authorship of a reviewed publication other than mentioned in the remaining columns and/or editing a reviewed monograph or other scientific books or/and editing a reviewed academic handbook or reviewed conference follow-up; the number in brackets represents the number of conferences in which the faculty resources participated actively.

Table 2-2. Five-year Summary of Peer Reviewed Journals and Number of Publications in Each

Peer Reviewed Journals	Number of Articles
Acta Universitatis Lodzianis Folia Oeconomica	3
Acta Universitatis Lodzianis Folia Oeconomica, Ekonometria przestrzenna i regionalne analizy ekonomiczne	10
Acta Universitatis Nicolai Copernici Oeconomia	26
Acta Universitatis Nicolai Copernici Zarządzanie	17
AGH Managerial Economics	1
Aktywność finansowa w okresie podwyższonej niepewności	1
Annales Universitatis Mariae Curie-Skłodowska - Sectio H - Oeconomia	7
Annals of The Polish Association of Agricultural and Agribusiness Economists	1
Argumenta Oeconomica	2
Bank i Kredyt	5
Bezpieczny Bank	3
Biznes-inżyniering	1
Bulgarian Journal of Agricultural Science	1
Business and Economic Horizons	4
Central European Journal of Economic Modelling and Econometrics	2
CESifo Forum	2
Competition Forum	4

Copernican Journal of Finance and Accounting	26
Culture and Education	2
Czas na Pieniądz	2
Człowiek i organizacja - dylematy współczesnego zarządzania	1
DANUBE: Law and Economics Review	1
Dynamic Econometric Models	17
Dziś i jutro polityki spójności w Unii Europejskiej	1
Economics & Sociology	1
Economics: The Open-Access, Open-Assessment E-Journal	1
Edukacja Ekonomistów i Menedżerów	1
e-Finanse	1
Ekonometria	1
Ekonometria Econometrics	3
Ekonomia / Economics	1
Ekonomia i Prawo	24
Ekonomia i Zarządzanie	1
Ekonomiceskiy bulleten	1
Ekonomiczne Problemy Usług	1
Ekonomika i Organizacja Gospodarki Żywnościowej	1
Ekonomika i Organizacja Przedsiębiorstwa	2
Equilibrium	5
European Research Studies Journal	2
Finance a uver-Czech Journal of Economics and Finance	2
Finanse w niestabilnym otoczeniu – dylematy i wyzwania. Bankowość.	1
Folia Oeconomica Stetinensia	1
Gaz, woda i technika sanitarna	1
Gospodarka lokalna w teorii i praktyce	1
Handel Wewnętrzny. Rynek – Przedsiębiorstwo – Konsumpcja – Marketing	18
Heteroglossia	2
International Journal Banking, Accounting and Finance	1
International Journal of Modern Education and Management	1
International Research. Journal of Finance and Economics	1
Journal of Business Management	1
Journal of Civil Engineering and Architecture	1
Journal of Corporate Real Estate	1
Journal of Entrepreneurship, Management and Innovation	2
Journal of Health Sciences	2
Journal of Internet Banking and Commerce	2
Journal of Positive Management	9
Journal of Reviews on Global Economics	1
Journal of Social Science	2
Journal of Statistical Computation and Simulation	1
Journal of the Polish Real Estate Scientific Society	3
Kluczowe problemy teorii i praktyki rachunkowości	1
Knowing to manage the territory, protect the environment, evaluate the cultural heritage	1
Kwartalnik Bellona	1
Lecture Notes in Business Information Processing, Enterprise Information Systems	1
Logistyka	6
Logistyka odzysku	1
Marketing i rynek	26
Marketing przyszłości. Trendy. Strategie. Instrumenty.	2
Materiały i Studia NBP	2
Metodyczne aspekty badań w rachunkowości	1
Multiple Criteria Decision Making	2
Nauczno-Techniczskie Wiedomosti	1

Nauki o Finansach	3
Nierówności społeczne a wzrost gospodarczy. Modernizacja dla spójności społeczno-ekonomicznej w czasach kryzysu	1
Oeconomica Copernicana	8
Olsztyn Economic Journal	4
Operations Research and Decisions	1
Optimum: studia ekonomiczne	3
Organizacja i Kierowanie	2
Personel i Zarządzanie	1
Perspektywy rozwoju regionalnego Polski w okresie programowania po 2013 r.	1
Pieniądze i Więż	19
Polityka Społeczna	14
Polityki Europejskie, Finanse i Marketing	1
Prace i Materiały Wydziału Zarządzania Uniwersytetu Gdańskiego	14
Prace Naukowe Akademii Ekonomicznej im. Karola Adameckiego w Katowicach	1
Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu	75
Prakseologia	1
Prawo budżetowe państwa i samorządu	1
Problemy jakości	6
Problemy rozwoju regionalnego i lokalnego	2
Prognozowanie w zarządzaniu firmą	1
Przedsiębiorczość i Zarządzanie	3
Przedsiębiorczość szansą rozwoju regionu	1
Przedsiębiorstwo & Finanse	1
Przegląd organizacji	8
Przegląd Statystyczny	11
Quantitative Methods in Economics	2
Rachunkowość	4
Rachunkowość a controlling	3
Rachunkowość na rzecz zrównoważonego rozwoju	1
Real Estate Management and Valuation	2
Rocznik Ekonomii i Zarządzania	1
Rocznik Instytutu Europy Środkowo-Wschodniej	1
Roczniki Ekonomiczne Kujawsko-Pomorskiej Szkoły Wyższej w Bydgoszczy	3
Roczniki Naukowe Stowarzyszenie Ekonomistów Rolnictwa i Agrobiznesu	20
Roczniki Naukowe Wyższej Szkoły Bankowej w Toruniu	2
Roczniki Naukowe. Seria B. Nauki Ekonomiczne i Informatyka Wyższa Szkoła Informatyki i Ekonomii TWP Olsztyn	1
Rola podmiotów sektora publicznego, gospodarstw domowych i przedsiębiorstw w kreowaniu i wspieraniu zrównoważonego rozwoju	1
Rossija i sovremiennyj mir	1
Rozprawy Ubezpieczeniowe	1
Statistica Neerlandica	1
Statistica Učet Audit	1
Statistics in Transition	1
Strategie komunikacji reklamowej z konsumentem	1
Studia Ekonomiczne Oddział Łódź PTE	1
Studia Ekonomiczne Zeszyty Naukowe Wydziałowe Uniwersytetu Ekonomicznego w Katowicach	11
Studia i Materiały Miscellanea Oeconomicae	1
Studia i Materiały Towarzystwa Naukowego Nieruchomości	5
Studia i Prace Kolegium Zarządzania i Finansów Szkoły Głównej Handlowej w Warszawie	6
Studia i Prace Uniwersytetu Ekonomicznego w Krakowie	3
Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania Uniwersytet Szczeciński	1
Systemy rachunku kosztów i kontroli zarządczej	1
Świat Nieruchomości	1

Taksonomia Klasyfikacja i analiza danych – teoria i zastosowania	5
The TQM Journal	2
Toruńskie Studia Międzynarodowe Zeszyty Naukowe Instytutu Stosunków Międzynarodowych Uniwersytetu Mikołaja Kopernika w Toruniu	2
Total Quality Management & Business Excellence	1
Ubezpieczenia w rolnictwie. Materiały i studia	1
Ubezpieczenia w Zarządzaniu Ryzykiem	1
Uwarunkowania rynkowe rozwoju mikro, małych i średnich przedsiębiorstw	2
Vadibzinate - Ekonomika	1
Verslas : teorija ir praktika	1
Warmińsko-Mazurski Kwartalnik Naukowy – Nauki Społeczne	1
Wiadomości Ubezpieczeniowe	4
Współczesne Zarządzanie, Kwartalnik Środowisk Naukowych i Liderów Biznesu	4
Zarządzanie dokonania	1
Zarządzanie finansami firm – teoria i praktyka	1
Zarządzanie finansami w jednostkach samorządu terytorialnego	1
Zarządzanie i Finanse Journal of Management and Finance	5
Zarządzanie ryzykiem kapitałowym i ubezpieczeniowym oraz społecznymi uwarunkowaniami ryzyka rynku pracy”, Studia Ekonomiczne Nr 181/2014	1
Zarządzanie zasobami ludzkimi	2
Zeszyty Naukowe Uniwersytetu Szczecińskiego Problemy Zarządzania Finansów i Marketingu	2
Zeszyty Naukowe	2
Zeszyty Naukowe Akademii Obrony Narodowej	1
Zeszyty Naukowe Ekonomika i Organizacja Gospodarki Żywnościowej	1
Zeszyty Naukowe Małopolskiej Wyższej Szkoły Ekonomicznej w Tarnowie,	1
Zeszyty Naukowe Olsztyńskiej Wyższej Szkoły Informatyki i Zarządzania	1
Zeszyty Naukowe Ostrołęckiego Towarzystwa Naukowego	2
Zeszyty Naukowe Politechniki Łódzkiej	1
Zeszyty Naukowe Politechniki Rzeszowskiej - Zarządzanie i Marketing	3
Zeszyty Naukowe Polskiego Towarzystwa Ekonomicznego	1
Zeszyty Naukowe PWSZ we Włocławku Ekonomia i Zarządzanie	1
Zeszyty Naukowe Szkoły Głównej Gospodarstwa Wiejskiego w Warszawie	5
Zeszyty naukowe Uniwersytetu Ekonomicznego w Katowicach	2
Zeszyty Naukowe Uniwersytetu Ekonomicznego w Poznaniu	18
Zeszyty Naukowe Uniwersytetu Gdańskiego	1
Zeszyty Naukowe Uniwersytetu Gdańskiego. Ekonomia Transportu i Logistyka	4
Zeszyty Naukowe Uniwersytetu Szczecińskiego	39
Zeszyty Naukowe Uniwersytetu Szczecińskiego Ekonomiczne Problemy Usług	22
Zeszyty Naukowe Uniwersytetu Szczecińskiego Problemy Zarządzania, Finansów i Marketingu	7
Zeszyty Naukowe Uniwersytetu Szczecińskiego. Finanse, Rynki Finansowe, Ubezpieczenia	1
Zeszyty Naukowe Uniwersytetu Szczecińskiego. Studia Informatica	2
Zeszyty Naukowe Wydziałowe Uniwersytetu Ekonomicznego w Katowicach	2
Zeszyty Naukowe Wydziału Zarządzania Wyższej Szkoły Gospodarki w Bydgoszczy	5
Zeszyty Naukowe Wyższej Szkoły Bankowej w Poznaniu	2
Zeszyty Naukowe Wyższej Szkoły Promocji	1
Zeszyty Teoretyczne Rachunkowości	5
Zrównoważony rozwój organizacji - odpowiedzialne zarządzanie	1
Економічний вісник університету	2
TOTAL	716

2.3. Intellectual contributions and the mission statement

The mission statement emphasizes that the Faculty of Economic Sciences and Management of Nicolaus Copernicus University conducts academic research following the newest theoretical and practical solutions considering the needs of the regional and global economies. It recognizes the importance of research in the context of regional and global economies. The very character of the

business school promotes the production of the quality intellectual contributions in the area of business and management theory, practice, and/or learning/pedagogy.

The majority of publications, conferences and research projects conducted by the FESM teaching staff thematically referred to the aspects included in the mission statement (see Table 2.1 and Table 2.2). In turn, incorporating the results of research into didactic processes at FESM allows the latest theoretical and practical solutions achieved to be included in our students' education.

Table 2.1. Publications aligned with the mission statement in the years 2010-2014

Subjects	2010	2011	2012	2013	2014	Total
Globalization	46	43	33	43	28	193
Regional economies	23	30	34	56	39	182
Modern theories	105	118	102	108	103	536
Social responsibility	13	11	9	18	31	82
Other	97	95	46	63	51	352
Total	284	297	224	288	252	1345

Table 2.2. Publications, conferences, and research projects aligned with the mission statement in the years 2010-2014

Subjects	Globalization	Regional economies	Modern theories	Social responsibility	Not aligned directly to the mission statement
Number of publications	193	182	536	82	352
Number of conferences	187	163	450	60	327
Number of research projects	27	34	83	13	60

All the infrastructure and processes provided by FESM (described in point 2.1) remain in line with the mission statement in the part that focuses on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy.

2.4. Intellectual contribution - overall assessment

FESM meets fully the requirements of Standard 2 by providing the necessary infrastructure and processes which facilitate and encourage the production of intellectual contributions. FESM has at its disposal an array of methods of supporting intellectual contributions. The array is the result of various initiatives undertaken by the relevant international, state and FESM bodies.

The portfolio of intellectual contributions reflects the mission and program offered. It is evenly distributed across disciplines and includes all varied types of intellectual contributions such as peer reviewed journals, research monographs, books, chapters, etc. The faculty members conduct research actively and systematically.

Evaluation against the standard
We consider we meet this standard

Standard 3

The mission statement or supporting documents specifies the student populations the school intends to serve.

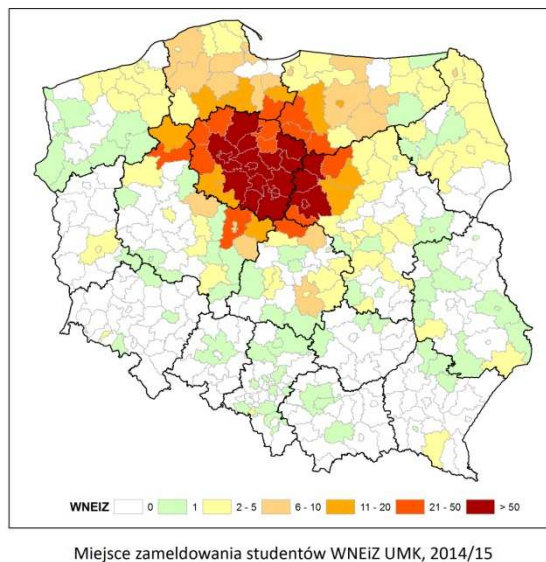
3.1. Student population – general information

The mission statement of the Faculty of Economic Sciences and Management includes an element of educating students. Indeed, we are offering a wide spectrum of degree programs at the undergraduate, graduate and doctoral levels of studies, for both full-time and part-time student populations. Within the undergraduate and graduate studies, there are 3 degree programs offered to students: Economics, Management, Finance and Accountancy, and, additionally, at the undergraduate level there is offered a part-time program 'Managerial and Financial Studies', and a full-time double program 'Mathematics and Economics' (run cooperatively with the Faculty of

Mathematics and Computer Science). Moreover, there are 3 degree programs available for doctoral students: Economics, Management, and Finance.

The educational offer has been developed to meet primarily the needs of the region, however, with the consideration of the country and global perspectives (that is realized in the form of the international cooperation with other universities and businesses). Therefore, our student population comes mainly from the *kujawsko-pomorskie* province, and that characteristic is common for all our degree programs, levels and modes of studies. Young people from the region constitute our target group. Students of the degree programs realized within the full-time mode of studies are the population that has just graduated from secondary schools, passed the '*matura*' examination (that is in fact a series of examinations taken by Polish students when they finish their secondary schools) and wants to continue their education in the area of economic sciences. The studies are to serve their further professional careers. The degree programs within the part-time studies are addressed to persons who are already employed and want to deepen their knowledge within a given area. Therefore, lectures offered within the part-time mode of studies are delivered during weekends.

Figure 3.1. Students of the FESM in the academic year 2014/2015 by their place of living



3.1.1. Undergraduate programs

Within the undergraduate studies, FESM educates students that come mainly from the *kujawsko-pomorskie* province, and that is where our University is located. In the academic year 2014/2015 FESM has 1,928 students and out of this number as many as 1,725 are full-time students (about 90% of the undergraduate population – see Table 3.1). Women are the dominant group of students (68% of undergraduate full-time studies; 65% of undergraduate part-time studies).

Table 3.1. Students of the undergraduate studies in the academic year 2014/2015 by their place of living

Mode of studies	Total	The kujawsko-pomorskie province	Other provinces	Other provinces				
				The mazowieckie province	The warmińsko-mazurskie province	The wielkopolskie province	The pomorskie province	Other
Undergraduate full-time studies	1,725	1,205	520	177	95	78	75	95
Undergraduate part-time studies	203	171	32	4	12	2	5	9

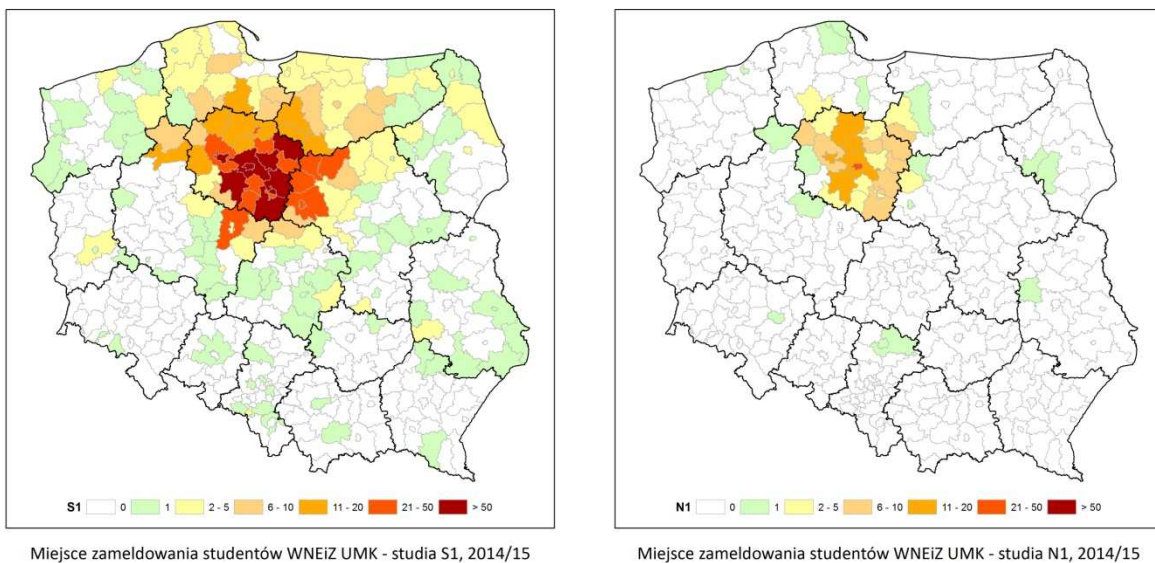
The dominant position of the local region can be seen at both the full-time studies and the part-time studies (see Table 3.1). Almost 70% of students from the full-time undergraduate studies come from the *kujawsko-pomorskie* province. The remaining part of that population (30%) comes

primarily from the neighboring regions, mainly from the *mazowieckie* (177 students), *warmińsko-mazurskie* (95 students), *wielkopolskie* (78 students) and *pomorskie* (75 students) provinces.

In the case of the part-time studies, the regional concentration is even more intense. Merely 16% of students come from other provinces than the *kujawsko-pomorskie* province. That regional concentration observed at the part-time studies stems from the character of these studies, they are addressed predominantly to persons already employed (weekend lectures) for whom the time factor (including the time necessary for commuting) is very essential.

Students of the undergraduate full-time studies are mainly the dwellers of big towns of the province: first of all of Toruń (294), Bydgoszcz (111), Włocławek (42), Grudziądz (41) and Inowrocław (36). These are the biggest towns of the *kujawsko-pomorskie* province. Toruń (22) and Bydgoszcz (18) clearly dominate in the case of the part-time studies.

Figure 3.2. Students of the undergraduate studies in the academic year 2014/2015 by their place of living – the full-time studies (the map on the left side), the part-time studies (the map on the right side)



3.1.2. Graduate programs

The student body of the graduate studies comes primarily from the *kujawsko-pomorskie* province. Its composition is very similar to that of the undergraduate population. In the academic year 2014/2015 the number of graduate students is 1,714, out of which 1,199 persons study as full-time students (70% of the graduate population – see Table 3.2). Women are the dominant group of students (69% – full-time studies; 75% – part-time studies).

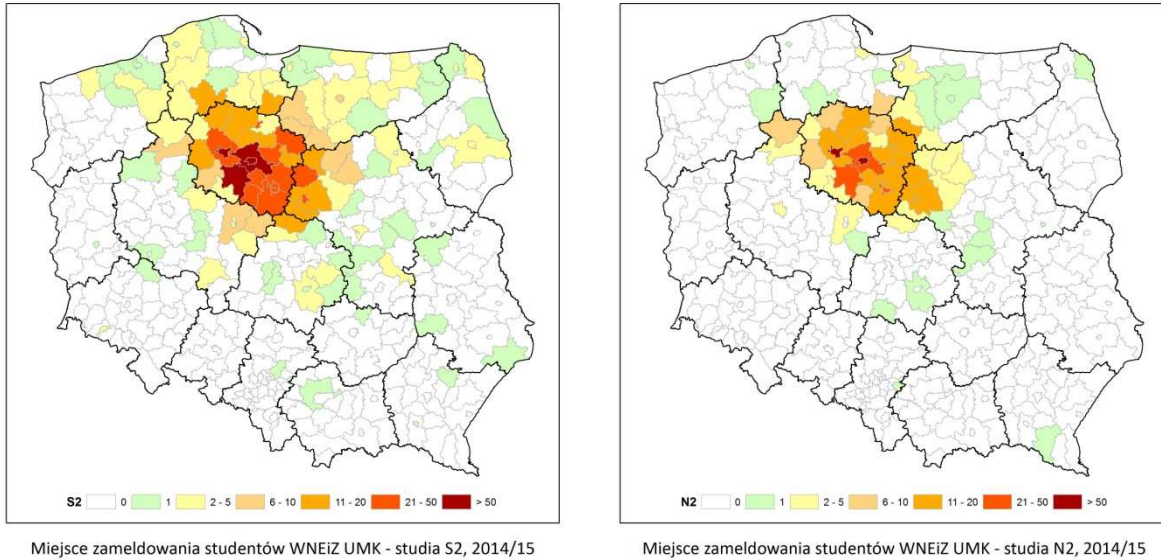
Table 3.2. Students of the graduate studies in the academic year 2014/2015 by their place of living

Mode of studies	Total	The <i>kujawsko-pomorskie</i> province	Other provinces	Other provinces			
				The <i>mazowieckie</i> province	The <i>warmińsko-mazurskie</i> province	The <i>pomorskie</i> province	Other
Graduate full-time studies	1,199	850	349	133	62	39	115
Graduate part-time studies	515	393	122	65	23	13	21

Over 70% of full-time students come from the *kujawsko-pomorskie* province (see Table 3.2). The remaining part (30%) comes primarily from the neighboring provinces, mainly from the *mazowieckie* (133 students), *warmińsko-mazurskie* (62 students) and *wielkopolskie* (39 students) province. In the case of the part-time mode of studies, over 76% of students come from the *kujawsko-pomorskie* province. Also in this case students from beyond the *kujawsko-pomorskie* province mainly come from the *mazowieckie* (65 students), *warmińsko-mazurskie* (23 students) and *wielkopolskie* (13 students) province.

Students of the graduate full-time studies are mainly the dwellers of big towns of the region: first of all of Toruń (212), Bydgoszcz (95), Włocławek (47), Inowrocław (31) and Grudziądz (20). These major towns of the region also dominate in the case of the part-time studies: Toruń (64), Bydgoszcz (54), Włocławek (27), Grudziądz (20) and Inowrocław (9).

Figure 3.3. Students of the graduate studies in the academic year 2014/2015 by their place of living – the full-time mode of studies (the map on the left side), the part-time mode of studies (the map on the right sight)



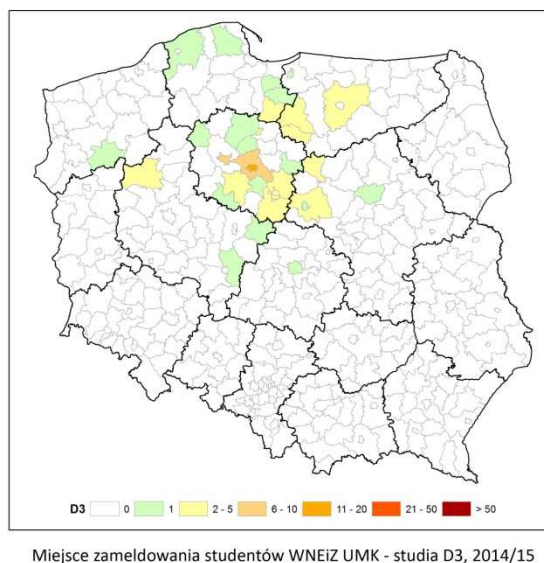
3.1.3. Ph.D. programs

There are 74 doctoral students at FESM and 47 of them come from the *kujawsko-pomorskie* province (64%). The part-time mode of studies is not available to doctoral students (see Table 3.3). The doctoral population is mainly composed of persons living in the town of Toruń (11) and of the town of Bydgoszcz (8). Women are the dominant group of students (66%).

Table 3.3. Doctoral students in the academic year 2014/2015 by their place of living

Mode of studies	Total	The <i>kujawsko-pomorskie</i> province	Other provinces	Other provinces			
				The <i>mazowieckie</i> province	The <i>warmińsko-mazurskie</i> province	The <i>pomorskie</i> province	Other
Doctoral studies	74	47	27	8	7	6	6

Figure 3.4. Students of the doctoral studies in the academic year 2014/2015 by their place of living



3.1.4. International students

In the academic year 2014/2015 the number of the International Students at FESM is 39 (see Table 3.4.). These are students of the Erasmus+ Program, The Polish-French Master's Degree Programs and the regular ones (within the undergraduate and graduate programs).

Table 3.4. International students in the academic year 2014/2015 by their place of living

Total	Country								
	France	Belarus	Russia	Lithuania	Kazakhstan	Brazil	Argentina	China	Ukraine
39	24	5	2	2	2	1	1	1	1

Within the educational offer for graduate students, FESM runs the Business Administration and Tourism and Sport Management specializations open to Polish and foreign students. English is the language of instruction for all the subjects taught within these specializations. The programs are run cooperatively with Université d'Angers (France). Graduates of the Polish-French Master's Level Degree Programs are awarded two diplomas – Polish and French. There are 13 French students at these programs in the academic year 2014/2015.

However, FESM is intensely developing its international co-operation. There have been signed 38 co-operation agreements with different schools within the international Erasmus+ program. At present, there are 18 foreign students who have come to study here within the Erasmus+ program.

3.2. Student mission – overall assessment

The Faculty of Economic Sciences and Management meets Standard 3. The educational offer is addressed to students who want to deepen their knowledge and improve skills in the areas of economics and management. Consistently with its mission statement, and in order to satisfy the needs of the region, FESM has developed programs to serve students from the *kujawsko-pomorskie* province and from the neighboring provinces.

Evaluation against the standard

We consider we meet the standard

Standard 4

The school specifies action items that represent high priority continuous improvement efforts.

4.1. The school's action items (for a one to three-year timeframe)

Based on the Mission Statement of FESM five major areas were selected within which the action items operate:

- teaching (in the mission statement the formulation used for it is: 'we educate'),
- research (according to the mission: 'we conduct academic research'),
- social responsibility (according to the mission: 'we bring up our students to become people who are socially responsible'),
- relations with business (the mission statement says that we follow the newest theoretical and practical solutions and consider the needs of the regional and global economies),
- international cooperation (in accordance with the mission, we consider the needs of the global economies and 'we bring up our students to become people with broad horizons').

The action items presented below (see Table 4.1 and Table 4.2) will move FESM toward greater fulfillment of its mission.

Table 4.1. Enhanced activities

Activity
<p>Teaching</p> <p>Within the educational process FESM takes continuous efforts to improve the didactic process and to develop academic interests and abilities of students. Also, FESM encourages and facilitates the activities of student scientific circles, organization of student seminars and scientific sessions, and promotes outstanding students.</p>

1	The creation of new degree programs (the undergraduate degree program in management and finance) and new specializations within graduate studies corresponding to the interests of undergraduate students (e.g., specialization in managerial economics, economics of the public sector, European regional policy), as well as the preparation and implementation of new lectures within those specializations that are expected by the aforementioned students.
2	The creation of new postgraduate programs of study such as, for instance, post-graduate studies in building management competencies of business leaders. The 1st edition of the studies organized by FESM in collaboration with a global consulting firm - Ernst&Young (EY) was completed on 4 October 2013 with awarding EY certificates of completion of post-graduate courses. The lectures were delivered by FESM lecturers and EY consultants. Since the interest in the studies was considerable, FESM made a decision to launch the 2nd edition on 18 October 2014.
3	The 'Copernican Academy of Health Service Manager' project (the total value of 1.3 million PLN, the implementation period: July 2012 – June 2014) was realized within the CSR program and had two editions of post-graduate studies in the field of health unit management addressed to managerial staff of health service entities (a total of 246 people).
4	The organization of courses and seminars dedicated to FESM students conducted by business practitioners as well as by FESM faculty members, e.g., organization of a series of free training courses with the following motto: 'Easier way to career' on FESM premises (5-9 March 2012) by the Polish Economic Society - Student Section and Student Association WIGGOR.
5	Cooperation of FESM, NCU in Toruń with Ernst&Young Financial Services Audit Sp. z o.o. in the areas of the formulation and implementation of the FESM strategy, assurance of quality education and building a culture of quality, the improvement of the education process within the degree programs offered at FESM, the organization and implementation of student work placements, providing support for the application and popularization in the socio-economic environment the scientific achievements of FESM faculty members (on the basis of an agreement dated 06.03.2014).
6	Cooperation of FESM, NCU with 6th Secondary School in the city of Bydgoszcz in the areas of the formulation and implementation of the FESM strategy, quality assurance and building a culture of quality, the improvement of the education process within the degree programs offered at FESM, the organization and implementation of student work placements, providing support for the application and popularization in the socio-economic environment the scientific achievements of FESM faculty members (on the basis of an agreement dated 18.11.2013).
7	Cooperation between the Statistical Office in Bydgoszcz and FESM in conducting classes in the field of public statistics within the 'Software statistical analysis' subject conducted in the second semester of the academic year 2013/2014 (on the basis of the agreement dated 02.11.2014).
8	The organization of competitions for students and secondary school students in order to select the most talented students and promote them among the best Polish and foreign companies, as well as to popularize FESM's educational offer among those students.
9	The organization of training courses, workshops and conferences for students that allow educating with the use of the latest practical solutions, as well as exchange of scientific experience between students and doctoral students, for instance: <ul style="list-style-type: none"> ▪ Conference on Bitcoin - 12.13.2013 ▪ Conference – 'Mobile Technology Day' – 12.12.2013 ▪ Conference – 'The Blog Day' – 11.12.2013 ▪ Workshops on social media and Excel (Visual Basic) workshops - 03.12.2013 ▪ The Forex market training – 12.21.2013 ▪ Conference - 'PERSPECTIVE 2014 - the challenges of modern finance and banking' – 06.06.2014 ▪ Training on Futures - 05.20.2014
Research	
FESM conducts research activities. In order to develop and support research, FESM provides special support in particular to young researchers and enables them to hold internships in national and international research centers, and creates favorable conditions and atmosphere for rapid scientific advancement.	
1	Among the activities conducted by FESM researchers the following research projects should be emphasized: <ul style="list-style-type: none"> ▪ a research group under the guidance of Professor Zenon Wiśniewski won the tender for conducting (for the Ministry of Labor and Social Policy) analysis of factors influencing the increased risk of long-term unemployment and developing a methodology profiling the unemployed in the local market for use by the public employment services (1,050 thousand PLN); the Toruń offer was considered the best among strong competition (other teams consisted of scholars from such schools as the Warsaw School of Business, Warsaw University and Poznań University of Economics) - April 2012

	<ul style="list-style-type: none"> ▪ a research group led by Professor Zenon Wiśniewski developed for the Ministry of Labor and Social Policy an innovative methodology for profiling the unemployed, enabling early identification of people at risk of long-term unemployment, the methodology has been presented at a conference entitled 'Analysis of factors affecting the increased risk of long-term unemployment', which took place on 22 January 2014 in Warsaw. ▪ research project entitled: Simulation procedures in forecasting the business cycle with the use of threshold models, under the guidance of Prof. Dr Hab. Tadeusz Kufel funded by the National Science Centre in the amount of 228,800 PLN – realization period: 06.12.2013 – 12.11.2015. ▪ A research project entitled: Selected semi-parametric methods in forecasting applications - dynamic quantile regression and wavelet models, under the guidance of Joanna Bruzda, Ph.D., funded by the National Science Centre in the amount of 119,000 PLN - the agreement dated 05.12.2013. ▪ a research project entitled: Innovation of small and medium-sized enterprises under the economic crisis - conditions, trends and models, under the guidance of Maciej Zastempowski, Ph.D. Habilitated, funded by the National Science Centre in the amount of 178,100 PLN - agreement dated 05.12.2013.
2	Increasing on a regular basis the number of independent scientific faculty, in particular, within the group of titular professors.
3	Improving the existing scientific periodicals published at FESM and making efforts to achieve a systematic increase in the number of points assigned to the articles contained therein.
4	<p>The organization of conferences and popularization of cyclical conferences also among academics from foreign universities. Examples of conferences and seminars:</p> <ul style="list-style-type: none"> ▪ The 1st Copernican Logistics Days, 14-15.03.2013, organized by the Logistics Scientific Circle 'Logitor'. ▪ Third Scientific Conference titled '<i>Optimization of Processes and Logistic Systems in Theory and Practice</i>', 22.03.2013, organized by the Department of Logistics of FESM NCU. ▪ The Fourth National Student Scientific Conference - <i>the World Economic Issues</i>, 10.05.2013, organized by the Department of Economics of FESM NCU, the Department of Investment and Real Estate of FESM NCU, Polish Economic Society Branch in Toruń. ▪ 7th International Conference on Applied Economics, Contemporary Issues in Economy, titled: <i>GROWTH PERSPECTIVES IN EUROPE?</i>, 24-25.05.2013 organized by the Polish Economic Society Branch in Toruń and Department of Economics of FESM NCU. ▪ 7th National Congress of the Departments of Human Resource Management <i>Human resource management in small and medium-sized enterprises</i>, 10-11.06.2013, organized by the Department of Human Resource Management of FESM NCU. ▪ 13th Professor Zygmunt Zieliński National Scientific Seminar, <i>Dynamic Econometric Models</i>, 3-5.09.2013, organized by the Department of Econometrics and Statistics of FESM NCU. ▪ 5th Scientific Conference on Economics and Law titled: <i>The problems of the theory and competition policies</i>, 17-18.09.2013 organized by the Department of Economics of FESM NCU. ▪ 6th International Conference on Regional Development titled: <i>Managing the strategic development of the region - the perspective for 2014-2020. Recommendations for Poland and Central and Eastern Europe</i>, 20-21.09.2013, organized by the Research Center for Central and Eastern Europe NCU, the Marshal Office of kujawsko-pomorskie province. ▪ <i>Diagnosing the degree of severity of long-term unemployment. Theory and practice</i>, 22.01.2014, organized by the Department of Human Resources Management of FESM, Ministry of Labor and Social Policy, Warsaw. ▪ <i>Finance and Accounting for Sustainable Development - Second International Conference ECONOMY - ETHICS - ENVIRONMENT</i>, 13-15.04.2014, organized by Department of Financial Management of FESM NCU. ▪ The National Conference on the History of Accounting, 06.10.2014, organized by the Department of Accounting, FESM NCU, the Commission of History of the Theory and Practice of the Scientific Council of Accountants Association in Poland. ▪ The Second Scientific Conference <i>Social logistics, health, responsible supply chains</i>, 27.10.2014, organized by: FESM NCU, Faculty of Health Sciences NCU, Department of Logistics, University of Łódź.
Social responsibility	
In its educational activities FESM aims to promote the principles of ethical and responsible business, and universal humanitarian values; it educates students to become people socially responsible.	
1	CSR Program – activities under this project are focused on the development of the Centre for Leadership and Corporate Social Responsibility and the development of cooperation with companies involved in spreading the idea of corporate social responsibility. Among the areas dealt with by the Centre the following should be mentioned: conducting and coordinating research in the field of CSR, organizing scientific conferences on CSR and leadership, publishing a periodical devoted to CSR issues, supporting businesses and NGOs in creating effective social campaigns, mediating between business and NGOs with a view to starting and implementing projects. All of these

	initiatives lead to increased recognition of FESM, NCU as a higher education institution that promotes ideas of corporate social responsibility.
2	The continuation and development of periodic events and programs that shape social attitudes, for example, the Center for Leadership and Corporate Social Responsibility, FESM NCU in April 2014 organized an instructional workshop on the creation of objects and office accessories made of waste materials treated within recycling processes. The 'EkoCSR Workshops' were addressed to people interested in the subject of the broadly understood corporate social responsibility, as well as in ecology and environmental protection.
3	Developing various forms of support for children and young people with intellectual disabilities in the Grapie Centre and children from orphanages , for instance, the organization of the 2nd University Charity Concert in the town of Grudziądz on 16 November 2013.
4	Starting a new periodical – 'Journal of Corporate Responsibility and Leadership' .
6	Conducting 4 pilot workshops in the form of games in social communication 'Play with the City' . The game was collected from the Warsaw Center for Educational and Social Innovation and Training - March 2014.
7	The organization and participation in the implementation of the 21st Economic Forum in Toruń in partnership with the Association of Integration and Cooperation, 03 March 2014; within the forum the following were included: - the organization of a discussion session 'Management 2.0 - science for business, business to science' . - the organization of the panel on 'Leadership - the key competencies of leaders' .
8	The co-organization with the Inter-Faculty Scientific Circle 'EUROPROJEKT' of the Faculty of Management at the University of Technology and Life Sciences in Bydgoszcz of two workshops for secondary school students titled 'Corporate Social Responsibility' . The workshops were organized as part of Global Entrepreneurship Week, organized by the Youth Forum of the 'Lewiatan' Confederation, 22 Nov 2013. A total of 30 people were trained.
Relations with business	
FESM educates based on the latest theoretical and practical solutions, following the needs of the regional and global economy.	
1	FESM is developing dynamically cooperation with companies operating in the country and the region. Partner companies form the Advisory Council of Business Representatives . The aim of the cooperation of the Council with FESM is to maximize the mutual satisfaction entrepreneurs and students. Contacts with companies enable students to participate in a number of lectures, workshops led by experienced managers, as well as to have practice. The council is composed of a team of outstanding practitioners - entrepreneurs and managers. It serves the mission of the Faculty, particularly in the area of creating new, valuable educational, research and expert projects, , as well as supports the building of relationships between researchers and business that can bring lasting and mutual benefits. Currently, the Council consists of 29 partner companies.
2	Academy of Business Practitioners (project realized by FESM and the NEUCA Group) - a series of open lectures addressed to NCU students as well as all inhabitants of Toruń. Each lecture was led jointly by two speakers – a FESM academic and one of the managers of the NEUCA Group who deal with the issues discussed in their daily practice. The thematic meetings allowed the confrontation of the theory of economics and management with a practice-based perspective. FESM is open to cooperation with business partners, and the Academy of Business Practitioners is one of the projects realized within the development of FESM Strategy and meeting the challenges of the modern education.
3	Academy of the Future Manager - its co-founders are FESM NCU and several secondary schools from the following towns: Toruń, Bydgoszcz, Włocławek, Grudziądz and Inowrocław. The project aims to promote the idea of personal development, shape entrepreneurial attitudes and to raise the level of knowledge and awareness of the importance of economic problems among secondary school students. The assumption has an open and flexible formula. The following are realized within the Academy: lectures and presentations, workshops and discussions, courses and training, meetings with representatives of business, meetings with representatives of student organizations, etc. Teaching is conducted at the premises of the partner schools and at the University. The inauguration of the fifth edition of the project was held on 30 September 2014. Inaugural lectures were given by W. Glabiszewski, Ph.D. ('Entrepreneurship - from idea to profit') and A. Jabłoński ('Exea Smart Space').
4	The educational program 'Yes4Yeti' (Youth Employment and Training Initiative) - the project was conducted for selected universities worldwide. It was carried out (on the basis of the agreement dated 18.12.2013) cooperatively by FESM and Nestle corporation. It was addressed to a group of about 30 people (students of the third year, undergraduate studies and of the first year, graduate studies). The project entails the organization of work placements for some students, and employing the best of them after completing their education. Teaching was realized in the form of lectures and workshops offered to NCU students and took place on the premises of the Toruń Pacific Sp. z o.o. company (owned by Nestle). Classes were conducted by managerial staff of the company. A series of workshops (approximately 30 hours) was held during March - May 2014. It included, among others, the

	following topics: MES - intelligent quality control system, the change and process management, crisis management, human rights, labor law. The program was completed on 31 October 2014.
5	A well-organized program of work placements that has been in place at the Faculty for many years, opened the door to a wide range of careers to students of whom many now operate outstandingly in business circles. Within the program framework, students benefit from numerous offers of companies cooperating in this area with FESM, and are also stimulated to search individually firms that will accept them for work placements. The goal in the area of cooperation with business is to maximize the mutual satisfaction of both businesses and students engaged in doing work placements. Every year FESM assigns hundreds of its students to dozens of companies from the <i>kujawsko-pomorskie</i> province and to others. Work placements are also an opportunity for ambitious people who are able to reveal their entrepreneurial skills and are not afraid of challenges. Many of them, often with FESM support, reach well-known and reputable Polish and foreign companies (including the cases under the Leonardo da Vinci Program). Additional opportunities are provided to FESM students within the International Exchange Program organized by AIESEC. Students who know at least one foreign language can do their work placement in one of out of over 90 countries. Going abroad for a work placement allows students to combine gaining work experience in a company with learning communities and culture of the country.
6	Co-operation between the Polish Bank Association and NCU relating to the provision of resources and the AMRON system to three researchers of the Department of Investment and Real Estate, FESM, NCU – the agreement was received on 17 July 2014.
7	Co-operation between the Polish Bank Association, Center for Banking Law and Information Sp. z o.o. and NCU concerning the coordination of the implementation of the program 'Banking. Finance. Local Government - On-Line Knowledge', which aims to disseminate among students and faculty members specialist knowledge published in the following periodicals: Financial Bank (a monthly), Modern Cooperative Bank, Real Estate Financing, European Local Government Advisor, Financial Courier by offering students and academics a free promotional access to digital editions and archives in the above-mentioned magazines – in accordance with the agreement dated 01 October 2013.
8	Co-operation between the Polish Bank Association, Credit Information Bureau Joint Stock Company based in Warsaw, the Economic Information Office InfoMonitor Joint Stock Company with its registered office in Warsaw, the National Clearing House SA with its registered office in Warsaw and Nicolaus Copernicus University in Torun (based on the agreement dated 10 October 2013). The range of operation: <ul style="list-style-type: none"> - delivering lectures by academics and practitioners in the field of business information systems and electronic payment systems and non-cash settlements; - distribution of a handbook ('Modern business management with the use of financial information and e-economy') in an electronic form to students.
9	' Innovative MSME - cooperation between science and business ', the total value of the project: 385 thousand PLN (out of the amount 255 thousand was assigned to NCU – the Partner in the project, the implementation period 09.2013 - 02.2015 (under Sub-measure 8.2.1 Human Capital Operational Program). The project includes consultancy in marketing and organizational innovations for service-providing companies from <i>the kujawsko-pomorskie</i> province. During the project implementation the assumed values have been exceeded - it was assumed that 10 companies would participate, so far 12 participants have benefited from the support offered.
International co-operation	
In order to develop and support research FESM makes numerous efforts to promote co-operation with foreign scientific institutions, which supports the exchange of scientific ideas and of research experience; FESM educates its students to become people who are socially responsible and with broad horizons.	
1	Finding new partner universities cooperating within the Erasmus program. FESM is very active in the field of international cooperation. Until now the Faculty has signed more than 38 bilateral agreements with 14 countries, for a total of about 100 places for FESM students at foreign universities. Those who are most proficient in a foreign language can do part of their studies (one or two semesters) at one of the partner universities abroad as part of the educational program of the European Community Erasmus.
3	Developing cooperation between the University of Klaipeda (Lithuania) and Nicolaus Copernicus University in such fields as, for instance, conducting joint research, exchanging experience between researchers and teaching staff, organizing bilateral seminars, exchanging scientific publications, publishing research results in journals of both Parties, exchanging faculty members and students from both universities (based on the agreement signed on 06 May 2009 for a period of 5 years).
4	Undertaking cooperation with the Vitebsk State Technological University (Belarus) in the scope of exchanging information about educational systems, curricula, trends in educational reforms, promoting collaborative research, exchanging teaching materials, conducting joint research, exchanging scientific literature, exchanging lecturers

	from both universities, joint preparation and participation in conferences, seminars and scientific symposia, training of students (based on the agreement signed on 27 October 2011 for a period of 5 years).
5	Continuing cooperation between Vilnius Gediminas Technical University (Lithuania) and NCU. General agreement for scientific and cultural co-operation. The objectives of the co-operation include academic and scientific co-operation between the two institutions, intensifying the friendship and mutual understanding between the academic communities (based on the agreement signed on 08 July 2009).
6	Developing cooperation between the University of Daugavpils (Latvia) and NCU in the fields of scientific cooperation, educational and cultural activities, exchanging faculty members, sharing and exchanging teaching materials (on the basis of the agreement signed on 07 December 2009).
7	Applying for AACSB accreditation is an asset for FESM; candidates who want to study at FESM see AACSB accreditation as the guarantee of high quality of education, additional opportunities to participate in an international student exchange (access to more than 700 universities worldwide) and to conduct research in collaboration with foreign universities, and as increasing their competitiveness on the domestic and international labor markets.
Infrastructure	
1	Expanding the online database with information on scientific and professional research conducted by FESM faculty members and doctoral students.

Table 4.2. New activities

Activity	
Teaching	
1	Implementation of MBA Program – initiating talks with the University of Leeds (UK) concerning the joint implementation of the program.
2	Preparing new educational offers: 1) Full-time and part-time studies: <ul style="list-style-type: none"> ▪ communication and psychology in business, ▪ studies in economics and law prepared in co-operation with the Faculty of Law and Administration, NCU. 2) Post-graduate studies: <ul style="list-style-type: none"> ▪ organized in co-operation with a partner company - TUV NORD GROUP (information security management, quality management), ▪ organized in co-operation with a German company – the ICV company (company audits).
3	Educational offers for full-time students prepared with business partners: - Yes4Yeti (CPP, Nestle, Toruń Pacific), - training for students in selected ISO standards.
4	A new educational offer in a preparatory phase: studies conducted in a foreign language with a foreign partner: - <i>two-diploma undergraduate studies</i> , majoring in management, in English, conducted jointly with the Universidad Pablo de Olavide (Spain).
Research	
1	Implementation of new research projects , for instance: <ul style="list-style-type: none"> ▪ <i>Contemporary information technology systems in design, processes, integration and optimization of core business processes - an innovative inter-specialization training module in the use of management information systems</i>, under the direction of Sylwester Bejger, Ph.D., co-funded within the activity: Development of Polish Higher Education (Foundation for the Development of the Education System) – realization: 01.01.2015 – 31.05.2016. ▪ <i>Innovation among people. Analysis of the creation and implementation of innovation in enterprises and in social economy entities operating in Poland</i>, under the supervision of Aldona Glińska-Noweś, Ph.D. Habilitated, funded by the National Science Centre for the amount of 243,880 PLN - the agreement dated 05.21.2014 ▪ <i>Nonparametric identification of nonlinear dynamics and forecasting financial processes</i>, under the supervision of Witold Orzeszko, Ph.D., funded by the National Science Centre for the amount of 104,650 PLN - the agreement dated 05.21.2014
2	Organization of further conferences including international ones , for instance: <ul style="list-style-type: none"> ▪ 8th INTERNATIONAL CONFERENCE ON APPLIED ECONOMICS - CONTEMPORARY ISSUES IN ECONOMY, MARKET OR GOVERNMENT?, Toruń, 18-19.06.2015 organized by the Department of Economics, FESM NCU, Institute for Economic Research, Polish Economic Society Branch in Toruń.
Social responsibility	
1	Organization of the 22nd Economic Forum in Toruń in partnership with the Association for Integration and Cooperation, 02-03.03.2015

2	Participation in the Toruń Festival of Science and Art and the Bydgoszcz Science Festival (including the edition realized in the town of Inowrocław).
3	Organization of the Torun edition of ' Eco Valentine's Day 2015 - a great collection of used batteries. ' The initiator of the nationwide campaign 'Eco Valentine's Day 2015' is Mr. Dominik Dobrowolski – operational from November 2014
4	Implementation of the survey titled ' RESPECT - 5 years of trading at the Warsaw Stock Exchange ', in cooperation with Jacek Dymowski, Ph.D. - a recognized CSR expert in Poland, from 07.2014.
International cooperation	
1	Starting collaboration with partners in the scope of the implementation of a research project of NCU and Friederich-Alexander University of Erlangen-Nuremberg; a memorandum of cooperation partners are: Professor Dr Habilitated Zenon, FESM NCU Professor Dr Habilitated Lutz Bellmann from Friederich-Alexander University of Erlangen-Nuremberg, Germany. The aim of this international cooperation is gaining substantial support of Professor Dr Habilitated Lutz Bellmann in the realization of the research project: ' Estimating the effects of single and multiple participation of the unemployed in the programs of active labor market policies in Germany and Poland ' (on the basis of the agreement dated 08 May 2014).
2	Developing cooperation with Universidad Pablo de Olavide (<i>two-diploma undergraduate studies, majoring in management</i>).
3	Developing cooperation with Universal Business School located in Mumbai, India in the scope of exchanging faculty members and students. The Indian school is also interested in developing specializations, particularly in the <i>MBA and Tourism & Sport Management Master programs</i> .

4.2. Continuous improvement objectives – overall assessment

Based on the Mission Statement of FESM there were selected five major areas of activities indicating its realization and reflecting continual improvements in the selected areas. Within each area there were distinguished some action items to be realized which are of enriching character and are intended to contribute to a better fulfillment of the mission.

Evaluation against the standard
We consider we meet the standard

Standard 5

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

5.1. The infrastructure for all major programs of activity

FESM facilities occupy the total space of over 12,500 m² and are located within the University campus in the neighborhood of the city forest complex. The teaching facilities at FESM rank among the best in the country. The list of the FESM infrastructure items is contained in Table 5.1. During the reporting period two lecturing rooms (for groups of students exceeding 100 students) were completely renovated and provided with latest audio-visual equipment. Also, in one of the computer laboratories (Laboratory 1) all computers (30 units) were exchanged with upgraded models.

Table 5.1. FESM infrastructure

Infrastructure items	Number of infrastructure items
Lecturing rooms for groups of students exceeding 300 students	2
Lecturing rooms for groups of students exceeding 100 students	4
Lecturing rooms for small groups of students and for running tutorials	12
Lecturing rooms for groups of students and for running small seminar groups	5
Computer laboratories (with 80 computer terminals)	3
Management games laboratory (specialist computer laboratory)	1
Rooms for student scientific circles	5
Faculty rooms	40
FESM library	1
Meeting room used by the Faculty Council and by other collegiate bodies	2

Administration staff rooms	14
Canteen for faculty and students	1
Internet kiosks	2

Lecturing rooms are equipped with LCD projectors and laptops connected to the Internet. Also, lecturers have DVD players, tape players and video cameras at their disposal. All of the FESM Departments are equipped with copy machines that are used for the preparation of teaching materials for students. The FESM infrastructure is also adjusted for teaching students with disabilities. Classrooms, offices, communications and computer equipment, and other basic facilities are adequate for high quality operations.

5.2. Support systems for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development

5.2.1. Support systems for student advising and placement

Student advising and placement services are appropriate to programs and student populations. Students receive advising and placement support services from the organizations as shown in Table 5.2.

Table 5.2. Student advising and placement organizations

Organization name	Advising purpose	Scope of services provided
NCU Careers Office	Supporting students and graduates in planning their career paths and in finding a job	<ul style="list-style-type: none"> – acting as an intermediary in finding a job, work placement or an internship, – providing professional advising, – organizing of training courses and workshops on functioning on the contemporary labor market, – co-operating with employers.
University Business Incubator	Organizational, legal and technological support for faculty members, students, doctoral students and NCU graduates (who have completed their bachelor's, master's or doctoral studies during the last four years)	<ul style="list-style-type: none"> – making use of intellectual and technological potential of NCU, transferring research results obtained to business, – supporting the establishment of firms cooperating with NCU, – fighting actively unemployment among NCU graduates by means of providing assistance while starting up a company and supporting the company at its initial stage of functioning, – assistance in patenting inventions created and discoveries made at the University, – searching for technologies being developed at the University with a commercial potential, – participating in fairs and conferences devoted to entrepreneurship development.

5.2.2. Support systems for students and faculty technology

Technology support for students and faculty is appropriate to programs and to intellectual contributions and expectations. Security and confidentiality safeguards are provided by a personalized access to the USOSweb and Moodle systems that become operational only after entering individual passwords. FESM meets the binding legal requirements on the protection of personal data. The available technology support for students and faculty is described in Table 5.3.

Table 5.3. Available technology

Technology	Exemplary methods of supporting students and faculty
USOSweb System	<p>Enables users to change numerous activities and procedures, related to the organization and documentation of studies, performed by faculty and students into an electronic form. For instance:</p> <ul style="list-style-type: none"> – improving communication with students by means of u-mail, – enrolling for courses, – completing teaching evaluation questionnaires,

	<ul style="list-style-type: none"> – obtaining information on unpaid fees for educational services, – providing information about examination grades, – making tests and preparing protocols. <p>The system is the property of the Inter-University Center for Information Systems (MUCI) – the unit was established by the Conference of the Rectors of the Polish Universities with a view to implementing standard information at all universities associated in MUCI.</p>
E-learning Moodle System	<ul style="list-style-type: none"> – preparing notes and teaching materials available to students in an electronic form, – communicating with students (communicator, mail customer, discussion forums, chats), – publishing multimedia materials on the internet (images, music, videos), – conducting various tests and examinations on-line, – controlling student performance during classes and giving grades, – lecturing on-line in the form of videos (the system is integrated with the University Internet Television).
University Centre for Modern Teaching Technologies	<ul style="list-style-type: none"> – providing technological and organizational conditions for teaching, – actively searching for, creating and supplying information tools and computer applications to be used in the distance learning form, – providing access to a computer laboratory equipped with 16 terminals and professional software for, e.g., digital graphics, animations, audio-video cutting, three-dimensional modeling. – providing access to a multi-media room prepared for teaching in the e-learning form.
On-line survey system based on the LimeSurvey platform	<ul style="list-style-type: none"> – facilitating preparation of and conducting surveys, – easy and quick creation of research questionnaires in a traditional (paper) and electronic (on-line questionnaires) forms, – inserting ready-made questionnaires on the Internet, – reporting and analyzing survey results.
Other	<ul style="list-style-type: none"> – free access to computer terminals and the Internet within the area of FESM and in the student dormitories, – on-line connection with the Warsaw Stock Exchange provided within the cooperation of FESM and the InfoEngine (the Capital Group of the Warsaw Stock Exchange in Warsaw PLC) enabling the popularization of issues related to the capital market, – the University Internet Television (UMK TV) – video transmissions via the Internet of various celebrations held at NCU, scientific conferences, lectures, seminars, providing video teaching materials within distance learning.

FESM students while working in the computer labs may use the software listed in Table 5.4. Besides, FESM enables its students as well as its faculty members and doctoral students to participate in the MSDN AA program (Microsoft Developer Network Academic Alliance). The MSDN AA license programs provide students access to a selected Microsoft software. As a result, they can use the software free of charge, both at school and at home. FESM has purchased DreamSpark Premium, details are available on the website:

<https://www.dreamspark.com/institution/subscription.aspx>

Table 5.4. Computer software

Purpose of the software use	Available software
General	Microsoft Office 2007 and 2010, Microsoft Windows 7 Professional, Microsoft Windows 8,1 Pro, Microsoft 2008 Server R2, MyVision basic, Eset (ver. 8.1)
Management	ARIS Business Designer (ver. 7.2), Openproj (ver. 1.4), Adonis (ver.6), Powertrader Standard Edition (ver. 0.9.4), M-MACBETH (ver. 2.3)
Finance, personnel and payroll	Sage Symfonia (ver. 2013b), Płatnik (ver. 9.0.1)
Econometric/statistical	GRETLL (ver. 1.9.4), R-cran (ver. 3.1.2), SPSS (ver. 21)
Designing and managing data bases	Oracle 11g Express Edition, dbForge Studio Express for Oracle(ver.3.6), mysql (ver.5.1.72),
Programming	Aptana Studio (ver. 3.2), Apache http server (ver. 2.2), php (ver. 5.2.16)

5.2.3. Support systems for faculty intellectual contributions and professional development

The school continuously enhances the intellectual capital of the faculty. Support systems for faculty intellectual contributions are presented in Table 5.5.

Table 5.5. Support systems for faculty intellectual contributions and professional development

Support systems	Description
Individual FESM grants	Granted to young faculty members of FESM and to FESM doctoral students (in the form of a reviewer's grant), dependent on the level of the advancement of their doctoral dissertations which needs to be confirmed by scientific supervisors; FESM grants are intended to finance research work that is necessary for doctoral or post-doctoral dissertations, or to finance other research conducted, purchase of research equipment or any research related trips (including trips abroad). Grants are awarded by the FESM Dean based on the results of the competition announced by a faculty commission.
NCU grants, the Ministry of Science and Higher Education grants and other external funding sources	Faculty members may apply for external funding after receiving information on the availability of such sources from, e.g., the NCU Research Section, or from the FESM website. Young faculty members and doctoral students are also involved in the realization of research projects.
Participation of faculty members in scientific conferences	FESM finances the participation of its faculty members in scientific conferences including travel expenses. The up-dated information on conferences to be held is available via the Intranet.
Publications	FESM finances publication of papers in the FESM periodicals and other that give faculty members a relatively big number of points granted for publications.
Foreign trips, liaising with the international academic environment	FESM supports faculty members in travelling abroad by granting them scientific leaves, signing partner agreements with other universities and by financing their travel costs.
Appraisals of faculty members	Periodical appraisals of FESM faculty members prompt them to make efforts with a view to obtaining quickly further scientific degrees and titles. For detailed information see Standard 11.

FESM students and faculty members are provided with access to library resources as indicated in Table 5.6. They may order books from the FESM library and from the NCU Main Library and make prolongations electronically. All computers are linked to the NCU network and after logging into the central system it is possible to access the library data bases that are enumerated in Table 5.6.

Table 5.6. Access to library resources

Library/Data base Type of access	Resources
FESM library (Library and a reading room)	Approximately 68,400 volumes, including, ca. 7,750 periodicals. In the year 2014 the FESM library has subscribed 158 titles of periodicals published in Poland (including 43 publications of the Central Statistical Office) and 56 titles of periodicals published abroad – some of them in an on-line version (e.g., the subscription of the <i>Harvard Business Review</i> gives FESM access to the cases library, the cases are used in teaching).
NCU Main Library (Library and reading rooms)	One of the largest university libraries in Poland with (data for the end of 2013) 1,270,690 books, 594,227 periodicals, 497,834 volumes of special publications, over 674,080 volumes in other faculty libraries of the University. It belongs to the Polish Consortium of Scientific Libraries in the <i>kujawsko-pomorskie</i> Region and to the Consortium of the Polish Digital Libraries. Also, the library is on the list of libraries that are authorized by law to receive the so-called 'obligatory volume' of any publication issued in Poland.
The Kujawsko-Pomorski Region Digital Library established by NCU (on-line access)	Approximately 40 thousand digitalized items (55% - magazines, 29% – newspapers, 7% – books) on the economic and social problems of the region covering the time period of the last 50 years.
ibuk.pl base (on-line)	Over 200 books from the areas of management, economics and finance.
International bases (on-line access)	Web of Science, eIFL Direct (EBSCO), Emerald, EMIS Emerging Markets, JSTOR, LINK Springer, ScienceDirect (Elsevier), Scopus, Wiley-Blackwell.

5.3. The sources of funding for all major activities and how the resources are allocated. The anticipated funding sources for improvements and planned new activities.

5.3.1. The sources of funding for all major activities and how the resources are allocated

Generally, the sources of funding for all major activities within the current reporting period have not changed. However, allocation methods have been altered. The previous 40% of inflows allocated to the University head office has been reduced to 20%, and, in consequence, 60% of funds that used to be allocated to FESM has been increased to 80%. The sources of funding for all major activities of FESM and the characteristic of allocation methods are presented in Table 5.7.

Table 5.7. The sources of funding for all major activities

Sources of funding	Allocation methods - characteristics
State grants - related to the number of students of the full-time mode of studies	<p>Grants for teaching activities, the maintenance and development of the infrastructure. Out of the total amount of the state grant 80% is allocated to FESM by the central administration of the University. The amount covers both:</p> <ul style="list-style-type: none"> the labor costs related to teaching students of the full-time mode of studies (the bachelor's degree, the master's degree and the doctoral programs), electricity bills, renovations and the overheads generated by the university head office. and the running costs of FESM (office supplies, building maintenance, technical assurance and other). <p>The remaining 20% of the state grant is at the disposal of the University head office.</p>
Funds obtained by FESM from fees paid by students of the part-time mode of studies	<ul style="list-style-type: none"> 80% of funds at disposal of FESM for covering the labor costs related to teaching groups of students of the part-time mode of studies (treated as extra teaching performed - hours done are not included in the basic teaching load required) and other teaching-related costs. 20% of funds at the disposal of the University head office for covering the costs of, among other things, the activity of other NCU units that provide services to the whole body of the NCU academic society (Foreign Languages Center, Sports Centre, Main Library, central administration).
Funds obtained by FESM from fees paid by students of post-graduate studies and from specialist courses	<p>This type of studies is realized to meet educational market needs in the areas of finance, management, and economics. Fees obtained cover the total cost of that educational activity.</p> <p>Similar to the above, 80% of fees paid is at disposal of FESM and the remaining 20% of fees is at the disposal of the University head office.</p>
Funds obtained by FESM from fees paid by international students	<p>There are two categories of international students:</p> <ul style="list-style-type: none"> students from the <i>Erasmus</i> student exchange program any other international students who pay their fees by themselves <p>Also in this case the allocation of fees is 80% for FESM and the remaining 20% of funds remains at the disposal of the University head office.</p>
Statutory research grants awarded by the Minister of Science and Higher Education	<p>Funds granted are dependent on the scientific category ascribed to a unit, based on the parametric evaluation and on the Ministerial budget.</p> <p>Grants are spent on covering the costs of the scientific development of faculty members and on the realization of scientific programs.</p> <p>In the case of awarded research grants the allocation of funds differs from the above and is the following: out of the total (100%) grant amount, 70% is allocated to the researcher/research team and the remaining 30% to both FESM and the University head office. This amount (the 30% of the total grant amount) is further subdivided into 20% (the University) and 80% (FESM).</p>
Funds from the National Centre for Science, the European Union and from other institutions granted to research teams and individual faculty members as a result of won competitions	<p>Funds are allocated by the University for the realization of various tasks included in research projects and they serve the performance of research objectives set.</p> <p>Allocation of funds is the same as in the case of Statutory research grants awarded by the Minister of Science and Higher Education (see the line above).</p>
Funds obtained from conference fees	<p>Funds for the organization of scientific conferences.</p>

Funds obtained from payments made by students who have to repeat the same year of studies	Funds for student activities (student scientific circles, cultural and scientific events).
Other sources of funding and obtaining material assets	Funds for the realization of tasks within scientific improvement, for supporting student scientific activity, cooperation with environment, and education at the level of the secondary school.

5.3.2. Financial results obtained in the years 2011-2014

The exchange rate of USD to PLN provided by the National Bank of Poland on 4 February, 2014 amounted to **3.1189 PLN for one USD dollar**. The values (Table 5.8) in Polish zloties were converted applying the average exchange rate from February 04, 2014 and were rounded off to the nearest whole dollar. On the date (December 10, 2014) of the preparation of the below financial information the US dollar stood at 3.3688 PLN, however, for the purpose of comparison the same exchange rate (*i.e.*, 3.1189 PLN for one USD dollar) was used for all the years shown.

Table 5.8. Financial results obtained in the years 2011-2014

		Financial results (in USD)				
	2	3	4	5	6	7
No.	Specification	2011	2012	2013 January	2013 Adjusted	2014 Forecast
I	Income from educational activity:	6 734 588	6 916 699	7 106 897	7 129 532	7 276 654
	subsidies from the Ministry of Science and Higher Education for full-time studies	4 663 198	5 148 312	5 643 039	5 651 744	5 980 235
	income from paid activity (including tuition fees, renting lecture halls, e.g., for congresses, fairs, or renting advertising space)	2 071 390	1 768 388	1 463 858	1 477 789	1 296 419
II	Cost of educational activity:	5 916 542	5 898 673	5 758 886	6 063 327	6 517 263
	direct costs and FESM costs	4 065 124	4 223 095	4 208 224	4 604 244	5 129 218
	salaries (part-time studies)	691 900	645 249	432 679	518 564	377 114
	contribution to university overheads	1 159 518	1 030 329	1 117 983	940 519	1 010 932
III	Result of educational activity (I - II)	818 046	1 018 026	1 348 011	1 066 206	759 391
IV	Income from research activity	601 460	674 208	392 393	451 945	415 268
V	Costs of research activity	593 676	682 711	310 775	449 248	363 584
VI	Result of research activity (IV - V)	7 784	- 8 503	81 618	2 696	51 684
VII	Profit/loss on activity (III+VI)	825 830	1 009 523	1 429 629	1 068 902	811 075

Table 5.9. Explanatory comments on some of the items used in Table 5.8.

Item	Explanation
Subsidies from the Ministry of Science and Higher Education for full-time studies	This item covers ministerial funds assigned for the realization of the tasks related to undergraduate, graduate, and doctoral studies, raising qualifications of the Faculty members, maintaining the facilities and infrastructure, and for salaries to be paid to Faculty members and staff.
Income from paid activity	This item includes tuition fees received from part-time undergraduate and graduate studies as well as from post-graduate studies. Also, it covers fees paid by foreign students and any students who retake a year of studies (both full-time and part-time), as well as from renting lecture halls (e.g., for congresses, fairs), or from renting advertising space.
Direct costs and FESM costs	This item includes salaries paid to the Faculty members and staff, the costs of the functioning of full-time studies and of FESM (the latter means costs of media, administration, external services, business trips, didactic scholarships for doctoral students; also costs borne by university centers such as Foreign Languages Center, the University Sports Center, the University Aula, student government – however, in this case the costs are paid proportionally, <i>i.e.</i> dependent on the current number of FESM students).

Contribution to university overheads'	These are costs charged to FESM to cover (proportionally) the direct costs of the functioning of the whole University such as, for instance, costs of the University Library, the University Centre for Modern Teaching Technologies, or of the university administration).
Income from research activity	These are grants obtained mainly from the Polish National Science Center, the National Center for Research and Development, and from the Ministry of Science and Higher Education (for the statutory activity).

5.3.3. The anticipated funding sources for improvements and planned new activities

For all its new and enhanced activities FESM has identified realistic sources of funding for initial and continuing provision. Financing of new and enhanced activities is shown in Tables 5.10 and 5.11. The amounts are in Polish zlotys (PLN). The exchange rate of USD to PLN provided by the National Bank of Poland on 10 December, 2014 amounted to 3.3688 PLN for one USD dollar.

5.4. Financial Strategies – overall assessment

Specific new and enhanced activities, contained in Tables 5.10 and 5.11, form the basis for the schools' plans. The realization of the new/enhanced elements of the activity is to contribute to the mission statement realization in its major groups of activities indicated earlier in Standard 4. Those groups include teaching, research, social responsibility, relations with business, international cooperation. The majority of activities presented in Tables 5.10 and 5.11 are financed by the state grants or self-funding, which decreases significantly the risk of FESM activities and increases the efficiency of particular activities.

Evaluation against the standard
We consider we meet the standard

Table 5.10. The sources of funding for enhanced activities

Activity	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source of Disposition of Funds
Teaching				
Review and revision of the curricula to meet the world's educational trends and the needs of the European labor market	on a regular basis, Oct 2014	0 PLN (use faculty administrative time)	0 PLN	State grants
Review and revision of the concentrations and specializations offer within full-time, part-time and post-graduate studies to meet the current needs of the labor market	on a regular basis, Oct 2014	0 PLN (use faculty administrative time)	0 PLN	State grants
Introducing new programs (for instance, the undergraduate degree program in management and finance in Polish or <i>Tourism & Sport Management</i> specialization within the management program in English)	Oct 2014	5000 PLN + use faculty administrative time	5000 PLN + use faculty administrative time	State grants
Review and revision of student job placements to meet the current needs	on a regular basis, Oct 2014	5000 PLN + use faculty administrative time	5000 PLN + use faculty administrative time	State grants
Continuation of the post-graduate studies (e.g. post-graduate studies in building management competencies of business leaders in collaboration with a global consulting firm – Ernst&Young)	Oct 2014	386 600 PLN (30 x 4400 PLN; 17 x 4800 PLN; 25 x 4200 PLN; 17 x 4000 PLN)	Revenue is dependent on the number of participants	Tuition, self-funding; profit in the form of a mark-up on indirect cost
Organization of courses and seminars dedicated to FESM students conducted by business practitioners as well as by FESM faculty members e.g., series of free training courses with the following motto: 'Easier way to career'	on a regular basis, Oct 2014	0 PLN (use faculty administrative time)	0 PLN	State grants
Organization of training courses, workshops and conferences for students that allow educating with the use of the latest practical solutions, as well as exchange of scientific experience between students and doctoral students	on a regular basis, Oct 2014	0 PLN (use faculty administrative time)	0 PLN	Fees paid by full-time students
Research				
Increasing the number of independent scientific faculty, in particular within the group of habilitated doctors and titular professors	on a regular basis, Oct 2014	35 000 PLN	70 000 PLN	State grants
Improving the existing scientific periodicals published at FESM and making efforts to achieve a systematic increase in the number of points assigned to the articles contained therein.	on a regular basis, Oct 2014	10 000 PLN + use faculty administrative time	10 000 PLN + use faculty administrative time	State grants
Popularizing the idea of obtaining external funds (non-university) for conducting research through participation in free of charge training	on a regular basis, Oct 2014	0 PLN	0 PLN	Courses organized by NCU and external units
Organization of conferences and popularization of cyclical conferences also among academics from foreign universities	on a regular basis, Oct 2014	Revenue is dependent on the number of participants, the whole of the revenue is spent on the conference organization		Self-funding: sponsors, conference fees paid by participants, EU funds

Developing the activity of the Center for International Social and Economic Research for Central and Eastern Europe functioning at FESM	on a regular basis, Oct 2014	1000 PLN + use faculty administrative time	1000 PLN + use faculty administrative time	State grants and/or funds from the National Centre for Science, EU, etc.
Social responsibility				
Continuing and developing periodical events and programs that shape socially responsible attitudes	on a regular basis, Oct 2014	4000 PLN	4000 PLN	Fees paid by full-time students
Developing various forms of support for the Centre for Children and Youth with Intellectual Disabilities in Grabiszka and children from orphanages	on a regular basis, Oct 2014	0 PLN	0 PLN	Social works, sponsors
Developing the activity of the Centre for Leadership and Social Corporate Responsibility (CLSCR)	on a regular basis, Oct 2014	The functioning of the Centre is financed with external funds, not dependent on FESM		Own funds of the Centre, sponsors
Starting a new periodical – 'Journal of Corporate Responsibility and Leadership' (published by FESM and CLSCR)	Oct 2013	1500 PLN + use employees time	1500 PLN + use employees time	Own funds of the Centre, state grants
Relations with business				
Enlarging the number of members of the Advisory Council of Business Representatives, developing cooperation with companies operating in the country and the region	on a regular basis, Oct 2014	0 PLN	0 PLN	-
Organization of conferences and meetings with the Advisory Council of Business Representatives	on a regular basis, Oct 2014	3 000 PLN	3 000 PLN	State grants, sponsors
Academy of the Future Manager - continuation	September 2014	10 000 PLN	10 000 PLN	State grants
Co-operation between the Polish Bank Association, Credit Information Bureau Joint Stock Company based in Warsaw, the Economic Information Office InfoMonitor Joint Stock Company with its registered office in Warsaw, the National Clearing House SA with its registered office in Warsaw and FESM	on a regular basis, Oct 2013	0 PLN	0 PLN	Sponsors
'Innovative MSME - cooperation between science and business' - the project includes consultancy in marketing and organizational innovations for service-providing companies from the kujawsko-pomorskie province	Sep 2013 – Feb 2015	The total value of the project: 385 000 PLN (out of the amount 255 000 was assigned to NCU – the partner in the project)		Co-financed by the EU (under Sub-measure 8.2.1 Human Capital Operational Program)
International cooperation				
Finding new partner universities to cooperate within the Erasmus program	on a regular basis, Oct 2014	10 000 PLN + use faculty administrative time	10 000 PLN + use faculty administrative time	State grants
Cooperation with universities from Eastern Europe	on a regular basis, Oct 2014	10 000 PLN	0 PLN	State grants, Erasmus program
Infrastructure				
Expanding the online database with information on scientific and professional research conducted by FESM faculty members and doctoral students	Jun 2014	3000 PLN	3000 PLN	State grants

*The exchange rate of USD to PLN provided by the National Bank of Poland on 10 December, 2014 amounted to 3.3688 PLN for one USD dollar

Table 5.11. The sources of funding for new activities

Activity	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source of Disposition of Funds
Teaching				
Establishing an MBA program at FESM following the program guidelines prepared by AACSB and in co-operation with faculty members) – initiating talks with the University of Leeds, UK)	Oct 2015	480 000 PLN (30 x 16 000 PLN)	480 000 PLN	Tuition, self-funding; profit in the form of a mark-up on indirect cost
Establishing studies in economics and law in cooperation with the Faculty of Law and Administration, NCU	Oct 2016	0 PLN (use faculty administrative time)	0 PLN	-
Establishing studies in communication and psychology in business	Oct 2016	0 PLN (use faculty administrative time)	0 PLN	-
Establishing post-graduate studies realized in cooperation with businesses recognized on the Polish market (e.g., on information security management and quality management in co-operation with the TUV NORD GROUP, on company audits in co-operation with the ICV company)	Oct 2015	300 000 PLN (60 x 5 000 PLN)	300 000 PLN	Tuition, self-funding; profit in the form of a mark-up on indirect cost
Research				
Realization of new research projects (initiating 2-3 new projects per year)	on a regular basis, 2015	225 000 PLN (3 x 75 000 PLN) – grants estimates		Funds from the National Centre for Science, EU and from other institutions
Organization of new conferences, including international ones, for FESM faculty and students	on a regular basis, 2015	Revenue is dependent on the number of participants, the whole of the revenue is spent on the conference organization		Self-funding: sponsors, fees paid by participants, EU programs
International cooperation				
Developing cooperation with the Universidad Pablo de Olavide (two-diploma undergraduate studies , majoring in management).	Oct 2015	8000 PLN + use faculty administrative time	8000 PLN + use faculty administrative time	State grants
Developing cooperation with Universal Business School located in Mumbai, India in the scope of exchanging faculty members and students. The Indian school is also interested in developing specializations, particularly in the <i>MBA</i> and <i>Tourism & Sport Management</i> Master programs.	Oct 2016	40 000 EUR = 170 000 PLN (10 x 4000 EUR)	40 000 EUR = 170 000 PLN	Fees paid by international students

*The exchange rate of USD to PLN provided by the National Bank of Poland on 10 December, 2014 amounted to 3.3688 PLN for one USD dollar

Standard 6

The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission.

6.1. Admission policies and procedures

6.1.1. General information

On a yearly basis the Faculty Council determines detailed admission policies for specific degree programs and modes of studies offered at FESM. Afterwards, these policies are considered and approved by the NCU Senate. In accordance with the binding 'Act on Higher Education', the admission policies need to be published at least 9 months prior the announcement of the qualification procedures. Information on the requirements set to applicants concerning entrance examinations, subjects from the '*matura*' examination¹⁶ to be considered in the qualification procedures, or diploma examinations (in the case of the graduate degree programs) are published in the form of an annex to the Senate Resolution on the University Admission Policies. That resolution is sent to the Ministry of Science and Higher Education and is printed in the NCU Legal Bulletin.

FESM educates within the following UG degree programs:

Degree program	UG		GR		PhD	
	FT	PT	FT	PT	FT	PT
Economics	X		X		X	
Management	X	X	X	X	X	
Finance and Accountancy	X	X	X	X	X***	
Mathematics and Economics	X*					
Managerial and Financial Studies		X**				

* **Mathematics and Economics, UG** – two-discipline studies conducted by FESM (in cooperation with the Faculty of Mathematics and Computer Science) within its Economics program.

** **Management and Finance, UG** – this program is offered from the beginning of the academic year 2014/2015.

*** **Finance, PhD** – this program is offered from the academic year 2014/2015.

The recruitment rules for various degree programs and modes of study conducted at FESM are open, transparent and consistent with the applicable Polish act - 'Law on Higher Education'. The Faculty respects gender equality, the right of ethnic minorities and of people with disabilities to equal access to higher education.

6.1.2. Undergraduate, graduate and doctoral programs - procedures

A prerequisite for a candidate applying for admission to an undergraduate full-time degree program is the passed *matura* examination. In the process of recruitment for undergraduate degree programs one can obtain a maximum of 100 points. The marks obtained by the candidate at the high school for mathematics or for another subject from the groups of subjects including geography, history, civics, and a modern foreign language are taken into account¹⁷. The candidate himself indicates subjects that are to be included in the qualification procedure. Finalists and winners of contests and subject competitions that entitle to undertake studies obtain 100 points, regardless of the results of the *matura* examination.

In the case of undergraduate part-time studies, applicants need to pass the *matura* examination, submit relevant documents and pay the fee for recruitment procedures. At present, all candidates are accepted for undergraduate part-time studies providing they meet all mentioned requirements.

¹⁶ The Polish *matura* examination is an equivalent to the British A-level examinations. It is intended to examine the material covered in the curriculum of selected subjects at the secondary level. Graduates of secondary schools in Poland are not obliged to take this examination, however, the examination certificate is required from candidates for higher education.

¹⁷ Within the recruitment process for the 'mathematics and economics' program, the grade obtained for mathematics is always considered, candidates are not allowed to indicate another subject.

A prerequisite for a candidate applying for admission into a graduate full-time degree program is a completed undergraduate degree program and possession of a bachelor's degree or equivalent of a business-related degree program (for which the pool is 90% of available places), or a diploma of any other degree program (10% of the available places). In the process of recruitment for graduate degree programs one can also obtain a maximum of 100 points. The arithmetic average of all positive exam grades and credits received during the entire period of study, grades of the final exam and of the thesis (if at it was required at the undergraduate to write and defend a thesis) are taken into consideration.

Applicants for graduate part-time studies should possess the bachelor's degree diploma, or equivalent. Similar to the undergraduate part-time studies, the recruitment procedures include submitting the required documents and paying the recruitment procedures fee. At present, all candidates are accepted for graduate part-time studies providing they meet all mentioned requirements.

Detailed rules governing the recruitment for undergraduate and graduate degree programs are published annually in the booklet issued for candidates and on the website of the educational portal of Nicolaus Copernicus University <http://portal.umk.pl/web/kandydaci> and on the website of the Faculty of Economic Sciences and Management <http://www.econ.umk.pl/32,zasady-rekrutacji.html>. In accordance with the regulations in force, recruitment rules shall be made public at least nine months prior to the start of the qualification procedure. Candidates apply for studies via the Internet by registering in a specially created module of the Internet Registration for Candidates http://portal.umk.pl/web/kandydaci/studia_i/irk. The module is so designed that the candidate can easily go through the various stages of the recruitment process.

Candidates with a master's degree or its equivalent may apply for admission to doctoral studies. The acceptance of a candidate for doctoral studies is made by the Admissions Committee based on submitted documents and the outcome of the interview. The maximum number of points that can be achieved in the qualification procedure is 100 (a maximum of 40 points for an interview and a maximum of 20 points for additional qualifications, documented research achievements and for the grade from the diploma of the completion of graduate studies or of other equivalent studies). A detailed description of the qualification procedure is contained in the recruitment rules developed by FESM and it is available on the website of the Faculty <http://www.econ.umk.pl/52,studia-doktoranckie.html>. General principles, to which the recruitment of doctoral studies at FESM is subordinated, are published in the form of a Resolution passed by the Senate of Nicolaus Copernicus University in Toruń (on 25 of May, 2010) on the principles and procedures for the recruitment of candidates for the first year of doctoral studies. The Resolution is available at the NCU website: http://umk.pl/uczelnia/dokumenty/biuletyn/prawo/inc/zalaczniki/Uchwala_45_2010_z1.pdf.

In alignment with its mission FESM rewards candidates with broad horizons, knowledge of foreign languages, actively involved in student organizations or in academic circles. Significant is the assessment of the candidate's suitability to research work. Therefore, his/her scientific activities hitherto are taken into consideration (participation in national and international conferences and publications).

6.2. Characteristics of applicants

6.2.1. Undergraduate and graduate programs - applicants

The Faculty admits properly prepared candidates, which is confirmed by the average number of points obtained by persons undertaking studies.

Analyzing the data on recruitment for the time period 2012-2014, it should be noted that the admitted candidates obtained overall satisfactory results in the recruitment process. The best candidates were admitted to major in finance and accounting, where the average number of points in the last three years exceeded 70 (out of 100 possible to obtain). The only exception is the result achieved in the case of undergraduate studies in finance and accounting in 2014 (almost 65

points). In other degree programs the average number of points earned in the recruitment process was slightly lower (see Table 6.1).

The decrease in the average number of points obtained in the process of recruitment is largely a consequence of the policy pursued by the Ministry of Education, which seeks to increase and enforce requirements set to secondary school students within the *matura* examination. These activities are also initiated by the fact that the *matura* examination is the final state examination controlled by the Ministry of Education. Polish universities support these activities since they result in better prepared candidates for studies.

FESM admits candidates who are good at mathematics and English. This is illustrated by the results of the list of subjects indicated by persons accepted to study in the qualification procedure (see Tables 6.2, 6.3 and 6.4). The Faculty recruits mainly people who took mathematics and English for their *matura* examinations, which allows a significant increase in prospective students' chances to complete the program of study satisfactorily.

Each year the Faculty admits laureates and finalists of subject contests and competitions. Within the recruitment process realized for the academic year 2013/2014, we admitted for studies a laureate of the Professor Kazimierz Sokołowski Fifteenth National Competition of Knowledge on Economics and Economy, and one finalist of the Fourth National Competition of Knowledge on Finance and Accounting. Within the recruitment process realized for the academic year 2014/2015 two winners of the Fourteenth National Competition of Knowledge on Finance and Accounting, one laureate of the Professor Kazimierz Sokołowski Sixteenth National Competition of Knowledge on Economics and Economy and one finalist of the Tenth Contest of Knowledge about Poles living in the East.

6.2.2. Doctoral programs - applicants

In the past three years 63 persons were admitted to doctoral studies. In the academic year 2014/2015 for the first time candidates for the finance program were recruited. Doctoral studies in the economics and management programs have been conducted at FESM for over 20 years. Thus, the Faculty already educates in all business-related programs of doctoral studies set out by the Polish law on higher education.

The number of persons admitted to doctoral studies and the average number of points obtained by candidates in the university enrolments for the academic year 2012/2013, 2013/2014 and 2014/2015 are shown in Table 6.5. As follows from the data contained therein, FESM admits suitable candidates for doctoral studies - the average number of points obtained by candidates is pretty satisfactory. Particularly good results have been achieved in the university enrolment for the academic year 2014/2015 for the management program. The average number of points of the candidates who have been admitted to doctoral studies within the program was as high as 76.

The Faculty strives to appreciate (reward) best doctoral students by providing them with pro-quality scholarships. They are granted to 30% of the best students in each year of doctoral studies. The scholarship amounts to 800 PLN monthly. In the academic year 2013/2014 the pro-quality scholarship was awarded to 21 (of all years of study) out of 44 persons applying for it (which represents 63% of all doctoral students).

Table 6.1. The average number of points obtained by the candidates admitted to study at FESM in the recruitment process (full time UG and GR studies)

Degree Program	2012/2013			2013/2014			2014/2015		
	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)
Economics, UG	216	63.39	352 (62%)	155	61.43	252 (61.92%)	175	55.90	282 (61.7%)
Finance and Accountancy, UG	211	74.15	676 (76.2%)	198	73.00	420 (67.96%)	256	64.61	322 (55.7%)
Management, UG	332	57.57	367 (52.5%)	277	54.75	313 (53.05%)	212	48.05	240 (53.1%)
Economics, GR	124	64.78	30 (18.3%)	106	65.01	52 (32.91%)	85	66.83	45 (34.6%)
Finance and Accountancy, GR	237	74.80	55 (18.8%)	240	74.54	71 (22.83%)	239	70.80	50 (17.3%)
Management, GR	312	70.25	160 (51.3%)	233	66.54	115 (33.05%)	251	67.69	110 (30.5%)

Table 6.5. The average number of points obtained by the candidates admitted to study at FESM in the recruitment process (full time PhD studies)

Degree Program	2012/2013			2013/2014			2014/2015		
	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)	Number of persons admitted to studies	Average number of points	Number of persons not admitted to studies (%)
Economics	9	56.8	1 (11.1%)	10	61.9	9 (47.4%)	7	59.6	2 (22.2%)
Management	17	60.4	1 (14.3%)	10	64.4	6 (37.5%)	8	76.0	3 (27.3%)
Finance	FESM had no permission to conduct studies within the program			FESM had no permission to conduct studies within the program			2	57.5	2 (50.0%)

Table 6.2. Subjects indicated by the persons admitted to studies in the qualifying procedure for the **2012/2013** academic year (full time UG studies)

Major subject	Economics		Finance and Accountancy		Management	
	Number of persons	Share	Number of persons	Share	Number of persons	Share
Geography	7	3.24%	1	0.47%	17	4.62%
History	3	1.39%	0	0%	4	1.09%
Mathematics	206	95.37%	210	99.53%	341	92.66%
Knowledge about Society	0	0%	0	0%	6	1.63%
Total	216	100.00%	211	100.00%	368	100.00%
Foreign language	Number of persons	Share	Number of persons	Share	Number of persons	Share
English	193	89.35%	190	90.05%	329	89.89%
German	21	9.72%	19	9.00%	31	8.47%
Russian	2	0.93%	2	0.95%	6	1.64%
Total	216	100.00%	211	100.00%	366*	100.00%

*Two candidates took French at their *matura* examinations.

Table 6.3. Subjects indicated by the persons admitted to studies in the qualifying procedure for the **2013/2014** academic year (full time UG studies)

Major subject	Economics		Finance and Accountancy		Management	
	Number of persons	Share	Number of persons	Share	Number of persons	Share
Geography	6	3.87%	2	1.01%	7	2.53%
History	3	1.94%	0	0%	4	1.44%
Mathematics	144	92.90%	196	98.99%	261	94.22%
Knowledge about Society	2	1.29%	0	0%	5	1.81%
Total	155	100.00%	198	100.00%	277	100.00%
Foreign language	Number of persons	Share	Number of persons	Share	Number of persons	Share
English	148	95.48%	168	84.85%	237	85.87%
German	5	3.23%	24	12.12%	31	11.23%
Russian	2	1.29%	6	3.03%	8	2.90%
Total	155	100.00%	198	100.00%	276*	100.00%

* One candidate passed the so-called 'old' *matura* examination. According to the rules of recruitment, candidates with the 'old' final exams are qualified on the basis of their examinations in mathematics and the Polish language, and in a selected additional subject (they are not obliged to submit the results of their foreign language examination).

Table 6.4. Subjects indicated by the persons admitted to studies in the qualifying procedure for the **2014/2015** academic year (full time UG studies)

Major subject	Economics		Finance and Accountancy		Management	
	Number of persons	Share	Number of persons	Share	Number of persons	Share
Geography	8	4.57%	2	0.88%	12	5.66%
History	4	2.29%	0	0%	6	2.83%
Mathematics	161	92.00%	254	99.22%	187	88.21%
Knowledge about Society	2	1.14%	0	0%	7	3.30%
Total	175	100.00%	256	100%	212	100.00%
Foreign language	Number of persons	Share	Number of persons	Share	Number of persons	Share
English	147	84.00%	225	87.89%	183	86.32%
German	22	12.57%	27	10.55%	23	10.85%
Russian	6	3.43%	4	1.56%	6	2.83%
Total	175	100.00%	256	100.00%	212	100.00%

6.3. Admission Policies – encouraging activities for applicants to study at FESM

6.3.1. Background

For many years the situation in the Polish higher education has been significantly determined by **the birth rate**, which means that it is increasingly difficult for universities to recruit candidates for higher education. In 2014 326.5 thousand persons took the *matura* examination in Poland. For comparison, in 2011 that number was 344.4 thousand persons. During the last three years there **the number of students taking the *matura* examination has declined in** by 5.2%. This trend - a decrease in the number of students taking the *matura* examination - has lasted for nearly 10 years

in Poland. In 2006 the number of persons taking the *matura* examination reached 427.6 thousand which is over 100 thousand more than in the current year¹⁸.

The higher education market in Poland is **very competitive**. This results from a **very large number of higher education institutions**, both public and private, which compete for candidates. Currently on the Polish education market there are 438 higher education schools, including 72 schools of economics. Moreover, many schools that are not strictly economic schools (including all universities and polytechnics) conducts studies in economics.

The number of candidates for studies depends significantly **on the pass rate of the *matura* examination**. In the 2014 the examination was passed by **82% of students**, which means that the total number of potential candidates for studies was only 267.7 thousand persons. On the one hand this year's *matura* examination proved to be too difficult for many secondary school graduates. On the other hand, however, it has led to the situation in which Polish higher education institutions receive good candidates who represent a satisfactory level of knowledge and skills.

When selecting their degree programs, candidates are increasingly driven by **demand in the labor market, which currently has a sufficient number of specialists with education in economics and prefers graduates of technical schools**.

Actions to encourage candidates to study at technical schools were also undertaken by the Ministry of Science and Higher Education. **The Ordered Courses Program** realized by the Ministry within the EU financial perspective for 2007-2013 was aimed at increasing the number of students within those degree programs which are considered by experts to be essential for the development of the Polish economy, which means **technical, mathematical and natural sciences degree programs**. The incentive to study at these degree programs were motivational scholarships for students (up to 1,000 PLN per month). Degree programs in economics were not included in the group supported by the Ministry of Science and Higher Education, which made it difficult for economics schools to continue their development.

A pilot **Competency Development Program** has started in the academic year 2014/15, which aims to strengthen **education in entrepreneurship, professional, interpersonal and analytical competence**, without which it is difficult to succeed in the labor market. Under the new formula economics programs will have a better chance of obtaining support, and thus to improve the quality of studies and implementation of a new approach to education.

6.3.2. Measures to encourage candidates to study at FESM

FESM keeps taking measures to encourage candidates to study at our Faculty.

For instance, FESM organizes **3 competitions for students of secondary schools**:

- The Professor Kazimierz Sokołowski Fifteenth National Competition of Knowledge on Economics and Economy
- The National Competition of Knowledge on Finance and Accounting,
- A regional competition 'The Kujawsko-Pomorskie Province: My Place on Earth'.

Winners of the first two of them are provided admission to studies and scholarships for academic performance. Although competitions seem not to be an entirely effective form of obtaining good candidates in terms of the number of finalists and laureates admitted to studies at FESM, they fulfil a significant role and in image creation and in promotion.

Another form of promoting the Faculty is **a series of lectures delivered on a yearly basis to students of the best high schools in the region within the so-called Future Manager Academy (FMA)**. Lectures are adjusted to the level and interests of high school students. The subjects discussed are to encourage young people to take an interest in economic sciences. The presented issues are discussed with teachers of those secondary schools and are embedded in the problems discussed within the framework of school economic and social subjects of (such as, for instance, Introduction to entrepreneurship, or civics). A detailed list of activities undertaken within the FMA is available at the FESM Website: <http://www.econ.umk.pl/384,akademia-przyszlego-menedzera.html>

¹⁸ Data are taken from the Central Examination Committee.

In 2014 years FESM took another promotional action. At the beginning of the new school year 2014/2015 it took the **patronage and scientific supervision** of a mathematical and economic class in the Tadeusz Kosciuszko High School no. 4 in Toruń. It is one of the best secondary schools in the *kujawsko-pomorskie* province. The Faculty undertook to assist the school in developing and implementing the economic education program, to invite students to public lectures and discussions organized by FESM and to run selected classes, usually workshops, on the school's premises.

Another measure aimed at attracting Polish and foreign students to the Faculty is **opening new programs and specializations**. In the academic year 2014/2015 the managerial and financial program of studies was launched for part-time students as well as a new specialization in English, Tourism and Sports Management at full-time graduate studies.

FESM also takes action to support **the process of internationalization of studies** conducted at the Faculty¹⁹. Given the fact that young people appreciate the opportunity to learn about other places and cultures, and are open to change, FESM is trying to attract international students and educate (partially) its students abroad, for example, within **student exchange programs**. The Faculty has signed under the **Erasmus+ project** 38 inter-institutional agreements with universities from Europe and Asia²⁰.

In addition, the Faculty is currently **conducting two specializations in English**, i.e., Business Administration and Tourism and Sport Management. Both specializations are carried out within the framework of two-diploma studies (Polish-French) in cooperation with the University of Angers (the former specialization is realized with the Faculty of Law, Economics and Management, the latter - with the Department of Tourism).

In 2014 FESM took further steps to increase the degree of internationalization of its studies: a cooperation agreement has been signed with **Pablo de Olavide University in Seville** (Spain). The numerous jointly planned activities include staff and student exchange.

Achieving AACSB Accreditation is also going to play an important role in the promotion and building of the desired image of the Faculty in the international arena. The accreditation should increase the recognizability of the Faculty on the international education market and encourage potential candidates to study at the Faculty by confirming of the high quality of education.

6.4. Student Admission – overall assessment

When admitting candidates FESM acts in accordance with the established recruitment policies. The rules of the qualification procedure are set out in a transparent manner and are available for anyone interested. Eligibility requirements have been formulated clearly and correspond to the Mission of the Faculty.

Evaluation against the standard
We consider we meet the standard

Standard 7

The school has academic standards and retention practices that produce high-quality graduates. The academic standards and retention practices are consistent with the school's mission.

7.1. Academic standards and retention practices

Information on student assessment systems are open, transparent, publicly available, published in the study regulations and are available at the FESM website. Students are also provided with access to evaluation criteria through the online USOS system.

¹⁹ Poland is characterized by a low degree of internationalization of study. In 2011 foreign students accounted for only 1.37% of all students, and in the schools of the *kujawsko-pomorskie* province the proportion was even lower - merely 0.5%.

²⁰ In the academic year 2013/2014 the Faculty had 38 international students and 36 Polish students studied abroad.

All classes conducted at FESM end with a graded pass (the grading scale ranges from (5), which is the highest grade, to the unsatisfactory grade (2), which means no 'pass' or a failed exam. Students are evaluated by a teacher of the subject on the basis of established evaluation criteria, about which they are informed during the first class of the semester and additionally via the USOS system.

According to the study regulations, in order to pass a semester or a year of study students are required to obtain credits ('pass') for tutorials and 'pass' for all of the examinations included in the plan of study in a given semester or year with at least a satisfactory grade (3). In the event of an unsatisfactory grade obtained for an exam, the student has the right to retake the exam.

A student who does not obtain a credit for compulsory classes has the right to apply (within 7 days from the date of the obtainment of a 'fail' grade) to the head of the organizational unit that is held responsible for the classes for reviewing again the results obtained. The decision on whether to credit the course is taken by the head of the organizational unit or by a committee appointed by him/her after verifying whether the student has met the requirements necessary to obtain credit.

At the request of a student who failed the exam, made within 3 days after the date of the announcement of the result, in which he declares:

a) justified concerns about the impartiality of the examiner,
 b) the occurrence of circumstances indicating irregularities in conducting the examination,
 the FESM Dean may order the so-called 'commission examination'. This exam is performed by the commission appointed by the school's Dean. The commission retake examination procedure is open and transparent. At the student's request, a representative of the student government may participate in the examination as an observer. Detailed information on the commission retake examination procedure is available in the study regulations.

A student who has failed to complete a semester or a year of study can, at their request and with the approval of the Dean:

a) repeat a semester or a year of study – however, a given semester/year of study can be repeated no more than twice; in the case of the first year of study, repeating a year of study is possible only once.
 b) conditionally continue the next semester/year of study – then the student is required to take exams and get credit for the failed subjects before the deadline set by the Dean; in the event of failure to comply with this requirement, the student may repeat a year or be dismissed.

FESM takes steps to ensure academic practices that produce high-quality graduates, which is in consonance with the spirit of social responsibility and the mission of the school, meets the current needs of students and the conditions of the environment. The Faculty strives to create favorable conditions for students to study. It provides them with access to additional hours in the form of individual consultation with lecturers, ensures that students have access to library resources (the reading rooms in the Main University Library and in the FESM Library of open 7 days a week), rewards students who receive the highest grades with a system of scholarships for excellent academic performance. On the initiative of FESM faculty members and at the request of students when there occur academic performance problems in a specific year of study appropriate remedial work is undertaken. During the last three years remedial work has been undertaken mainly in the case of Business English classes. In the current academic year the following measures have been taken:

- the second year of undergraduate full-time studies: three language A2 level (The Common European Framework of Reference for Languages) groups were created (teachers running classes in A2 level groups: the economics program - Ewa Kowalska, the management program - Katarzyna Wójcik, the economics program - Ewa Szymborska), where the current standard of teaching English at FESM is B2 level. In the groups in addition to teaching Business English an intensive teaching of general language skills (with the main emphasis on grammar) is being realized. Teaching time: 60 hours (winter semester 30 hours and summer semester 30 hours).

- the third year of undergraduate full-time studies: the continuation of teaching at A2 level (two A2 language groups – the economics and management programs; teachers: Ewa Szymborska - the economics program, Marzenna Łozińska - the management program). Teaching time: 60 hours (winter semester 30 hours and summer semester 30 hours).
- At the second year of graduate studies teaching English is divided into three language specializations corresponding to the programs of study. In the fall semester of the academic year 2014/2015 two A2 groups were created (the economics and management programs). These groups were established mainly for students from other universities who previously attended beginner groups. (Teacher: Adam Czajkowski).
- FESM students are provided with the opportunity to participate in an intensive one year course of 'Business English' organized by FESM preparing for an international language examination SEFIC (Spoken English for Industry and Commerce) organized by LCCI (London Chamber of Industry and Commerce) and conducted at FESM at the end of the academic year (1 language group, teacher: Adam Czajkowski). Teaching time: 110 hours - winter semester 55 hours and summer semester 55 hours).
- FESM Students have also the opportunity to participate in commercial courses of general and specialist English run by the University Center for Foreign Languages (SPNJO). The current offer of courses is available at:
http://www.spnjo.umk.pl/kursy_komercyjne/

In the field of mathematics subjects, dr hab. Ewa Wędrowska conducts extra classes that help students to revise material required for the 'Mathematics in economics 1' and 'Mathematics in economics 2' subjects. In the academic year 2013/2014, she taught 10 hours for two groups each. The total number of students enrolled was approximately 50.

7.2. The processes and criteria for evaluation, identification, intervention, and separation

The evaluation of the level of students' knowledge is made by individual teachers conducting classes. Most of the subjects taught, in particular on the later years, have their prerequisites, *i.e.*, the knowledge the student should possess after passing the earlier subjects. Entry requirements are specified in the subject syllabus. Each student is informed about them via the online USOS system.

The majority of the subjects are conducted in two forms: lectures and classes (tutorials). Lectures are designed to familiarize students with the theoretical aspects of the subject, while during classes students perform various tasks with a view to acquiring the necessary skills and competence. Teacher conducting classes monitors individual progress of students on a regular basis. Therefore, the teacher can identify problems quickly and intervene if necessary. Any student who has difficulty in mastering the material may be supported by a given faculty member during his/her weekly consultation. Moreover, due to the cooperation between tutors and the subject coordinator (examiner), it is possible to verify whether students who get good grades for during classes also receive better grades for their examinations.

According to the rules of study, the FESM Dean shall dismiss a student in the following cases: failure to undertake study, resignation from studies, disciplinary penalty of expulsion from the University, not submitting the thesis or failure to take the final exam in due time. Also, the Dean can dismiss a student in the case of lack of progress in academic performance, not receiving credit for a semester or a year in due time, and in the case of the non-payment of fees for studies.

In accordance with the rules of study, it is possible to customize the mode of study. The following forms of individual modes of study are available:

- a) Individual Program of Studies (IPS), including the individualized study plan and curriculum,
- b) Individual Organization of Studies (IOS).

The criteria for granting and rules of study governing the IPS are defined by the Faculty Council, and the permission for the individual mode of study is granted by the Dean at the request of the student.

Within the IPS students are provided with the individual selection of content and forms of education with the supervision of a faculty member appointed by the Dean. Individual selection of content and forms of education may consist in extending the scope of knowledge related to the program of study or specialization, or in changing the profile of education, combining two or more specializations within one or more degree programs as well as in participating in research, with the consideration of teaching standards defined for a specific degree program.

The FESM Dean may consent to studying within the Individual Organization of Studies mode, in particular in relation to the following student groups:

- those who do part of their studies at other Polish or foreign universities,
- those who study at more than one faculty,
- those who bring up children,
- persons with disabilities.

The IOS mode is granted for a period of no more than one academic year. Within the IOS a student has the right to set with individual lecturers the deadlines for performing obligations resulting from the plan of study. In exceptional cases, a faculty member teaching the subject may exempt the student from the obligation to participate in these classes by specifying conditions, manner and timing of passing them. The possession of the IOS does not exempt the student from passing subjects contained in the curriculum. Detailed information concerning the procedure for students applying for the IOS mode is available at the FESM website: <http://www.econ.umk.pl/255.przydatne-dokumenty.html>. In the current academic year 119 students were granted permission to study within the IOS mode (15 undergraduate full-time students, 103 graduate full-time students and 1 graduate part-time student).

7.3. Data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year

Table 7.1. Full-time studies

Degree program	No. of students		No. of students repeating a year of study		No. of students with conditional continuation of studies		No. of dismissed students	
	UG studies	GR studies	UG studies	GR studies	UG studies	GR studies	UG studies	GR studies
Academic year 2013/2014								
Management	737	489	45	18	219	70	186	89
Economics	388	224	33	29	80	51	207	43
Finance and accounting	549	454	27	11	101	22	59	24
Total	1674	1167	105	58	400	143	452	156
Academic year 2014/2015								
Management	586	509	38	21	185	49	125	38
Economics	402	215	23	45	55	32	100	49
Finance and accounting	591	491	7	16	105	28	42	34
Total	1579	1215	68	82	345	109	267	121

Table 7.2. Part-time studies

Degree program	No. of students		No. of students repeating a year of study		No. of students with conditional continuation of studies		No. of dismissed students	
	UG studies	GR studies	UG studies	GR studies	UG studies	GR studies	UG studies	GR studies
Academic year 2013/2014								
Management	90	237	7	45	27	47	32	45
Economics	0	5	0	6	0	0	0	8
Finance and accounting	138	408	5	29	26	58	19	33
Total	228	650	12	80	53	105	51	86

Academic year 2014/2015								
Management	83	215	18	82	20	45	26	42
Economics	0	10		10				
Finance and accounting	104	294	13	34	29	37	12	26
Management and finance	22	0	0	0	0	0	0	0
Total	209	519	31	126	49	82	38	68

Analysis of data contained in Tables 1 and 2 indicates a relatively high percentage of students dismissed especially with regard to full-time studies. This is a result of a strong selection process conducted during studies, particularly during the first year of undergraduate studies, which is a consequence of the purely quantitative selection conducted at the recruitment stage. At graduate studies, the number of dismissed students is lower, which results also from a different system of recruitment. The selection of students conducted at FESM serves the school's mission along with maintaining high standards of education.

The information presented in Tables 1 and 2 also shows a decline in the number of dismissed students within the surveyed years, particularly in relation to undergraduate full-time studies. This trend is, *inter alia*, the effect of changes in the rules on free studying at two or more faculties, as a result of which the fee was introduced for those studying at two or more faculties. This action reduced the phenomenon of multi-faculty studies and contributed to a greater concentration on studies at one faculty. Moreover, this trend can also be a result of making mathematics a compulsory subject within the *matura* examination (in secondary schools) and increasing its basic level. These are mathematics and other quantitative subjects that usually cause the biggest problems for students, resulting in dismissals or voluntary resignation from studies.

As concerns students repeating a year of studies or having the so-called conditional continuation of studies, it should be noted that their share in the total student population has remained unchanged. As follows from our observations, FESM students decide rather to repeat a year or obtain the status of a student with conditional continuation of studies than to resign from studies. Repeating a year of studies and the conditional continuation of studies gives students the opportunity to participate in classes, revise and consolidate the knowledge and be better prepared for further studying.

7.4. Student retention – overall assessment

FESM has established academic standards and retention practices. They contribute to the maintenance of a high level of its graduates. The system of academic standards and retention practices is consistent with the mission statement and clearly specifies the procedures for evaluating student progress, identifying early problems related to retention issues, or for providing support services.

Evaluation against the standard
We consider we meet the standard

Standard 8

The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics.

8.1. Academic Assistance

The Faculty provides extensive academic support to all students.

Students have access to all of the faculty members during weekly consultations (office hours) for students. Each employee has 30 hours of consultation per semester and, if necessary, provides assistance in matters related to studying. Students can also contact faculty members via e-mail. The FESM website contains all the contact details. By means of the USOS system teachers often send their students additional teaching resources and helpful information.

Students have access to interactive resources which support their independent work. The use of the Moodle platform and access to the Internet provided to FESM students facilitate this type of work. Through the Internet students can use the library, interactive databases of journals and other teaching aids (discussed in Standard 5).

Students can always count on the support of the Vice-Dean for Student Affairs, who also provides advice. Moreover, each year of undergraduate students and each specialization at graduate studies of each program is assigned to an administrative supervisor (8 employees for full-time students, 3 - for part-time and 1 for doctoral students). Employees of the dean's office provide all information and help in organizational matters. The time when the Dean's offices are available to students and e-mail contact details can be found on the following websites:

- <http://www.econ.umk.pl/249,dzieknanat-dane-kontaktowe.html> – full-time studies,
- <http://www.econ.umk.pl/257,dzieknanat-dane-kontaktowe.html> – part-time studies,
- <http://www.econ.umk.pl/279,dzieknanat-dane-kontaktowe.html> – doctoral studies.

In addition, the FESM website has its virtual Dean's Office: <http://www.econ.umk.pl/465,wirtualny-dzieknanat.html>

Also, the Faculty uses the services of the University Center for Foreign Languages in the area of teaching foreign languages and its teachers, apart from conducting regular language classes at FESM, provide additional support especially to students who are at a beginner level.

8.2. Academic Advising

The Faculty ensures access to resources, information, and personnel that provide support in making decisions related to the study.

Academic advising for students is systematically carried out by the teaching staff during their consultations. In particular, students may seek the assistance of the coordinators of individual degree programs, who are responsible for providing detailed information on the degree programs and specializations offered by FESM.

In addition, every year the Faculty organizes promotions of the specializations of graduate degree programs. Apart from presenting the full range of programs, students are provided with individual advisory support. This event is aimed primarily at students of the third year of undergraduate studies who are about to make decisions about their further educational path. In the academic year 2013/2014 presentations of specializations were delivered by selected students studying at a given specialization.

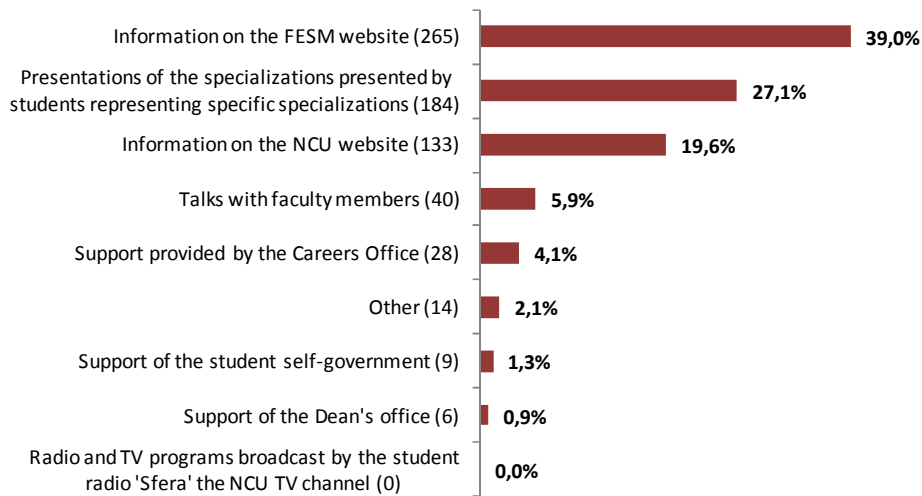
A valuable source of academic advising are also widely developed FESM websites that contain information and materials developed by faculty members and are devoted to degree programs, modules and specializations and due to that information students can learn, for example, why a specific degree program/module/specialization is worth studying and what kind of career one can make after graduation. Academic advising is also provided by employees of the Dean's office and of the Careers Office.

In 2014 surveys on students' opinions about the academic advising offered by FESM have been initiated. These surveys will be carried out periodically in order to ensure the quality of the forms of counseling offered by the Faculty and to meet the expectations of students.

The results of this year's survey shows that the most common forms of academic advising at FESM concerning the selection of a degree program/module/specialization are the FESM and NCU websites and the annual presentations of specializations (Figure 8.1).

Figure 8.1. The types of academic advising offered at FESM

What forms of support (academic advising) in choosing the degree program/module/specialization have you used yet?

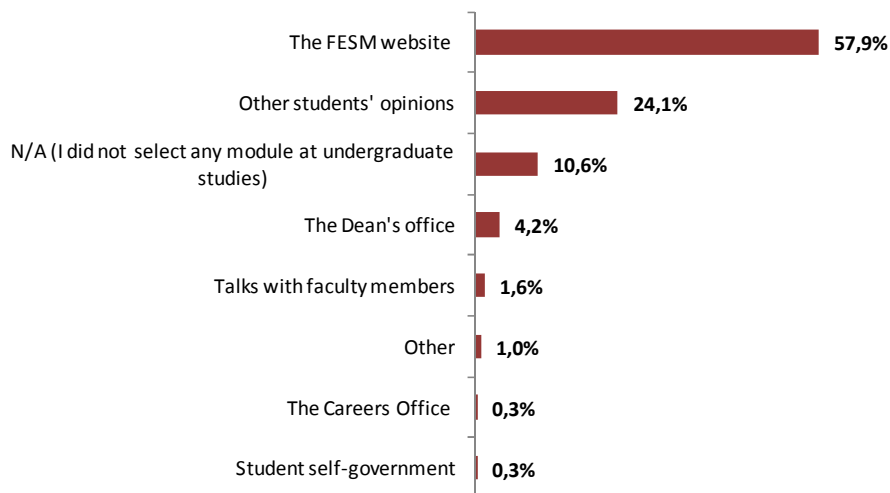


Source: a survey conducted among FESM students in May 2014.

The most important sources of information about learning modules at undergraduate studies at FESM proved to be the FESM website and opinions of other students (Figure 8.2). The main sources of information in the case of graduate studies include the FESM website, the presentations of specializations and opinions of other students (Figure 8.3).

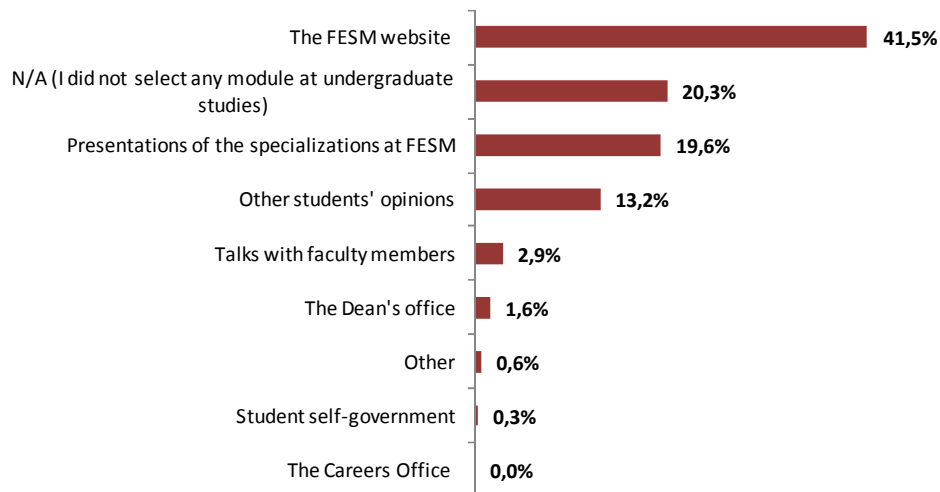
Figure 8.2. The most important sources of information on learning modules offered at undergraduate studies

Indicate the most important sources of information on learning modules offered at undergraduate graduate studies at FESM



Source: a survey conducted among FESM students in May 2014.

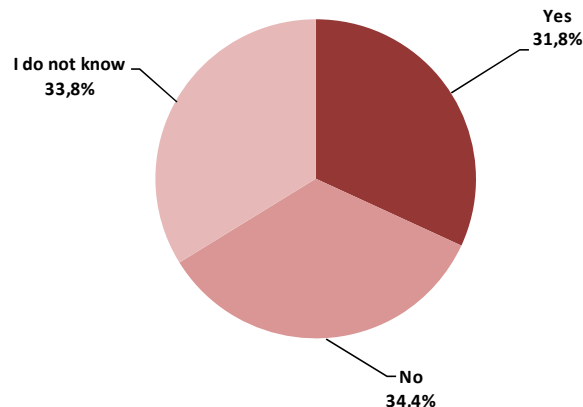
Figure 8.3. The most important sources of information on specializations offered at graduate studies
 Indicate the most important sources of information on specializations offered at graduate studies at FESM



Source: a survey conducted among FESM students in May 2014.

According to the survey, approximately one-third of responding students is not satisfied with the activities of the Faculty within the area of academic counseling. The results obtained will be considered and will contribute to the modification of the current offer with a view to increasing students' satisfaction with the support provided (Figure 8.4).

Figure 8.4. Students' satisfaction with the available forms of academic advising
 Are you satisfied with the available forms of academic advising?



Source: a survey conducted among FESM students in May 2014.

8.3. Career Advising

FESM provides its students (in particular its full-time students) with career counseling. Among the forms of career advising offered at FESM, the most important include:

- Support of the Careers Office,
- Career Days, a job fair,
- meetings with business practitioners,
- classes devoted to planning a career or effective job search,
- support from teachers,
- advice obtained during work placements.

FESM students have personalized interactive resources available for guidance in choosing and pursuing career paths. The unit specialized and responsible for that area is the University Careers Office. Cooperation between the University Careers Office and FESM in the area of career advising for students and graduates takes various forms. They are shown in Table 8.1.

Table 8.1. Career Advising provided by the University Careers Office

Form of support	Scope of advising	Number of students who were given support				
		2009	2010	2011	2012	2013
Individual advising	Planning career paths, developing competences, setting up a business, looking for a job, writing job application documents, selecting appropriate job offers/work placements, choosing specializations of studies appropriate to ones' goals, etc.	202	127	183	217	222
'GOOD START' workshops	Identifying your own professional potential, effective going through recruitment process stages, mastering skills that are useful on the job market	348	70	64	103	86
'What to do after graduating from FESM...?' session	Presentation of various career opportunities on the job market, finding your own place on the labor market	100	50	-	98	59
Workshops organized for student scientific circles	Preparation of application documents, development of careers, motivation	256	44	30	47	25
Workshops, training, lectures - 'Spring meetings with the labor market'	How to make use of various forms of help offered by the District Office of Employment? How to prepare a business plan? Is my CV trendy? Job placements and internships in the Ministry for Foreign Affairs, a way to a career in diplomacy; developing the image	120	265	158	131	282 (all the fields of study)
Presentations of companies/workshops run by companies	An overview of recruitment requirements in: KPMG, HENKEL, Jeronimo Martins Dystrybucja, L'OREAL, Infosys, BZ WBK, OpusCapita Sp. z o.o., CUK Ubezpieczenia, LG Electronics Polska Sp. z o.o.	110	-	534	638	331 (all the fields of study)
Jobs Fair, Work Placements Fair, 'careers Days' organized by the Careers Office and AIESEC	Presentation of companies, job placements fair, jobs fair, training on how to move on the labor market	1,100	1,100		>2000	>2000

Our students may count on individualized job assistance provided by a careers advisor specializing in economics and business. During such a meeting a student has an occasion to:

- determine his/her general professional predispositions by taking tests on professional predispositions,
- put forward all his/her questions and concerns related to his/her career path and searching for a job,
- get precious tips on guiding career development,
- consult the already prepared application documents such as a cover letter and CV,
- check if his/her professional predispositions are useful in a specific job,
- receive relevant information concerning the labor market and potential employers,
- learn about requirements set by employers to job applicants.

After the meeting, the careers advisor keeps the student informed (via e-mail) on available job offers, work schemes, and internships that correspond to his/her education, competences and preferences.

Also, the University Careers Office provides assistance in finding a job, a job placement, or a voluntary work. Current job announcements are available on the official website of the Careers Office: <http://www.biurokarier.umk.pl>.

Table 8.2. JOB OFFERS by required education

Degree program	2010	2011	2012	2013
Economics, Finance and Accountancy, Management	32	110	137	113
<i>Without indicating any particular degree program (addressed also to FESM graduates)</i>	595	970	842	1447

Table 8.3. JOB PLACEMENT OFFERS by required education

Degree program	2010	2011	2012	2013
Economics	70	77	48	25
Finance and Accountancy	15	37	26	17
Management and Marketing	64	59	75	49
<i>Without indicating any particular degree program (addressed also to FESM graduates)</i>	199	334	301	537

Since 2009 the University Careers Office has been monitoring graduates' career paths. The knowledge on places of work and positions occupied by graduates of specific programs and specializations helps to formulate a more precise educational offer and adjust it to the school's mission.

Students interested in setting up their own business can also count on support in that area. Detailed advice on the establishment of companies is provided by the Academic Business Incubator. The scope of activity of ABI is described in Table 5.2.

Moreover, the Faculty provides significant assistance in the organization of the mandatory student work placements. Two FESM employees (1 administration employee and 1 faculty member) supervise and are held responsible for the organization. All organizational information and specific work placement offers can also be found on the FESM website.

In the current academic year the scope of career counseling offered by the Faculty has been expanded. In the summer semester students will be offered new classes in managing your own career management (15 hours), which will be optional and available for each full-time student. During the classes a specially trained faculty member/counselor will perform an analysis of professional aptitude of students and advise them on the selection of individual careers.

In addition, the degree management and economics programs (undergraduate full-time studies) offer within the subjects devoted to human resource management classes devoted to planning individual careers.

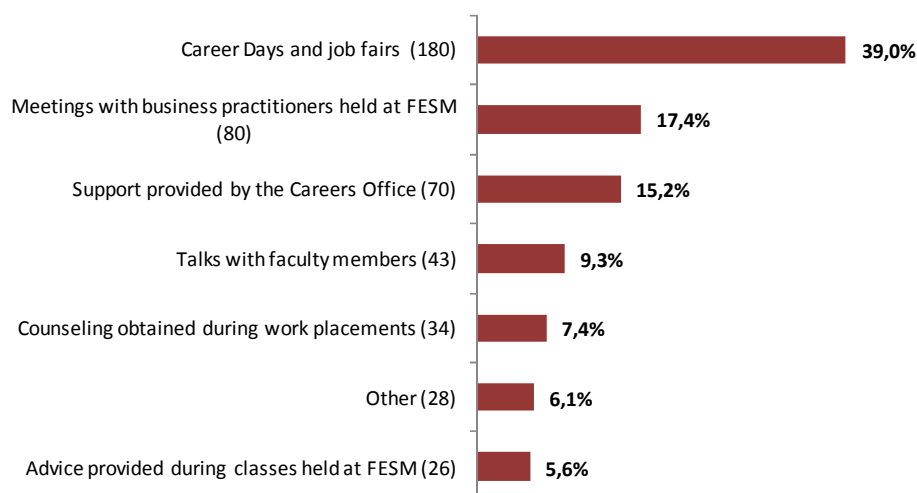
In 2014, similar to the case of academic advising, the first survey of students' opinions on the quality of the professional counseling was conducted. Such a study will be carried out on a regular basis and will serve to improve the quality of the vocational counseling provided as well as to increase FESM students' satisfaction with the offered forms of counseling.

The outcome of the study conducted indicates that the major forms of professional counseling, which are used by FESM students, include Career Days and job fairs, meetings with business practitioners held at FESM, as well as support provided by the Careers Office of teachers (Figure 8.5).

However, more than one-third of the students surveyed would like the offered range to be expanded (Figure 8.6), for example, by organizing a practice named as 'One day at work as ...' (which would allow the understanding of the work on a given position of a company's department) as well as regular updates on the current situation on the labor market and future trends in employment.

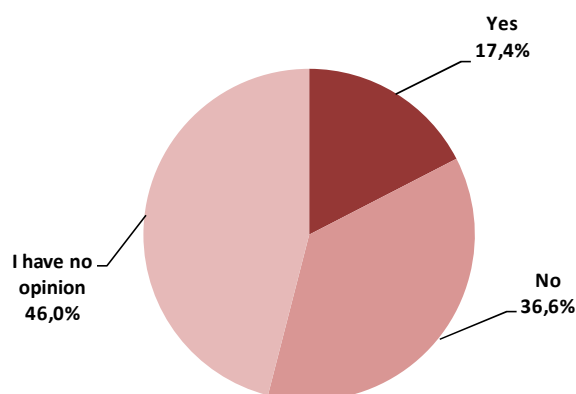
The results of the student satisfaction survey will be used in the future to improve the system of vocational guidance offered at FESM.

Figure 8.5. The forms of professional counseling used by students during the study
Which forms of career advice have you used during your studies?



Source: a survey conducted among FESM students in May 2014.

Figure 8.6. Sufficiency of the offer of academic advising
Do you find the career counseling offered by the Faculty sufficient?



Source: a survey conducted among FESM students in May 2014.

8.4. Staff sufficiency – student support – overall assessment

A comprehensive support is provided to FESM students from both FESM faculty members and administrative staff as well as from other specialists. The number and the profile of the faculty members allow providing students with access to academic assistance, academic advising and career advising. The support provided is appropriate for the mission, programs, and characteristics of the students.

Evaluation against the standard
We consider we meet the standard

Standard 9

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.

9.1. Faculty complement

In the academic year 2014/2015 there are employed 109 faculty members and out of that number 107 are full-time employees. The majority of the faculty members possess the doctorate degree or

the post-doctorate degree ('doctor habilitated') (see Table 9.1). Most faculty members are employed in The Department of Econometrics and Statistics (22), The Department of Economics (14), The Department of Accounting (14) and in The Department of Finance (11).

Table 9.1. Faculty members by possessed titles and departments (as of 01 November, 2014)

Departments	Teaching staff						Total
	Master	PhD	PhD engineer	Doctor habilitated	Doctor habilitated engineer	Professor	
The Department of Econometrics and Statistics	1	12		5		4	22
The Department of Economics	1	10		3			14
The Department of Human Resource Management	1	6		1		1	9
The Department of European Integration and Regional Studies		3		1		1	5
The Department of Investment and Real Estate		4	1	1	1	1	8
The Department of Logistics	1	2		2			5
The Department of Marketing and Commerce		5				1	6
The Department of Business Excellence	1	6		2		1	10
The Department of Accounting	3	9				2	14
The Department of Finance	2	7		1		1	11
The Department of Enterprise Management		3		2			5
TOTAL	10	67	1	18	1	12	109

In recent years, the number of faculty members at FESM has not changed fundamentally. In relation to 01 November 2011 there has been a decrease in the overall number of two persons only. Similarly, the structure of employment by possessed titles has not seen any significant change. The largest increase in employment has been noted in the group of professors (the number has increased from 10 to 12 people with the title of presidential professor), which has enhanced the possibility of the delivery of high-quality management education programs. Minor changes have taken place in the number of faculty members by department. Due to changes in the needs of the market and in the popularity of specific programs, the biggest changes have been identified in The Department of Econometrics and Statistics, where the number of employees has fallen from 24 people in 2011 to 22 in the current academic year. A significant decrease has also been observed in The Department of Marketing and Commerce (from 8 to 6 persons). On the contrary, the resources of The Department of Accounting have been enhanced, where two new people were hired within the period analyzed.

The number and the profile of faculty members are sufficient to perform and oversee curriculum development, course development, course delivery and other activities. The faculty complement is consistent with the school's stated mission. The broad and diverse staff resources allow stability and continuous improvement of the program offer. They correspond to the requirements set by the Ministry of Science and Higher Education on minimum staffing for each degree program and level of studies.

9.2. Curriculum development, course development, course delivery, academic assistance, academic advising and other activities that support the instructional goals of the school's mission

FESM has a strictly formalized process of curriculum and course development. It is based on the procedures specified by the Ministry of Science and Higher Education, which in recent years have substantially altered as a result of the adjustment processes of Poland to the EU guidelines relating to the European Higher Education Area (in particular Act of 18 March 2011 amending the Act on

Higher Education, the Act on Academic Degrees and Titles and Degrees and Titles in the Field of Arts and certain other Acts – Journal of Laws of 2011 No. 84, item 455 and new executive regulations to the Act on Higher Education such as Regulation of the Ministry of Science and Higher Education from 2 November 2011 on the National Qualifications Framework for Higher Education).

The assumptions of the new concept of education in Poland are based on the separation of 8 areas of education. Each area was assigned to the so-called subject area learning outcomes (Regulation of the Ministry of Science and Higher Education of 2 November 2011 on the Polish Qualifications Framework for Higher Education (Journal of Laws of 2011, no. 253, item 1520)). Learning outcomes are defined as knowledge, skills and social skills acquired by a student in the process of learning.

Creating a curriculum begins with determining the so-called **program learning outcomes** by **Learning Outcomes Teams** assigned by the FESM Dean for each degree program at both undergraduate and graduate studies. Each team is composed of a coordinator, the chairman and team members. The number of people on the team is different and depends on the program (Economics - 7 persons, Finance and Accounting - 7 persons, and Management - 10). Each team consists of faculty members and a representative of the Student Self-Government. The work of all the teams is coordinated by **the Dean's Proxy for Education**. Learning outcomes are defined within knowledge, skills and social competence for a particular degree program, education levels and profiles. The developed learning outcomes relate to the subject area learning outcomes set out in the above mentioned Regulation of the Ministry of Science and Higher Education. All programs conducted at FESM belong to the area of social sciences. In the process of defining learning outcomes the teams also take into account the mission and strategy of the Faculty, the needs of the labor market, the opinions of external stakeholders. In addition, the learning outcomes within the social skills area are formulated on the basis of information obtained from the University Careers Office which conducts research on the labor market in the context of the skills expected from FESM graduates. The teams determine learning outcomes for specific programs and together with the written opinion of the faculty student government body, they are recommended by **the FESM Didactic and Curriculum Commission to the Faculty Council**. After a positive opinion on the learning outcomes for a specific program is given by the Faculty Council, the proposal (a resolution on the learning outcomes proposal) is submitted to the University Learning Outcomes Commission. If the proposal of learning outcomes for a program together with the level of education and education profile is approved by the university commission, then it is further submitted to the University Senate and is passed as a resolution. The learning outcomes for a program approved by the University Senate form the basis for developing the plan of studies and curriculum.

A curriculum is developed by the **Learning Outcomes Teams**. It is developed separately for each degree program, level of education and education profile. It contains, among other things, information about the Faculty, the degree program, level, profile, location of the program within the area of education, form, number of semesters, number of ECTS points, number of teaching hours, professional title, specializations, teaching objectives, employment opportunities, continuing education by graduates of the program, relationships between the degree program and the University mission and strategy, involvement of internal and external stakeholders (including especially students, alumni, prospective employers) in the development of learning outcomes and curriculum, prerequisites and a summary of concentrations (list of subjects taught) included in the program with the assumed learning outcomes and the way of their verification.

The Learning Outcomes Teams prepare a **list of concentrations** (list of subjects taught) needed to achieve the learning outcomes for a given degree program, level of education and education profile. The development of **the list of concentrations** (list of subjects taught) is realized in consultation with **faculty members who teach these subjects within the degree program**. Then the list along with the learning outcomes, level of education and education profile for a particular program is passed on to appropriate FESM Departments. **FESM Departments** verify **the learning outcomes for a given program** as well as **specific learning outcomes for particular subjects**.

In a situation when the list of concentrations (lists of subjects) proposed by the team does not fully meet the learning outcomes ascribed to a given program, a **FESM Department** proposes new subjects or modifications of old ones.

The Learning Outcomes Teams are also responsible for developing a **plan of studies** for a given degree program, level of education and education profile. A plan of studies includes information on the duration of studies (number of years/semesters), a set of concentrations (subjects and subject groups) with ECTS points, the distribution of concentrations in different semesters/years of study, the basic forms of teaching and their number per semester/year studies, the number of ECTS points required to complete a semester/year of studies and the duration of work placements.

Then the developed **curriculum** and **plan of studies** for a given degree program, level of education and education profile are forwarded to the **FESM Didactic and Curriculum Commission**, which provides its opinions and submits them for approval to the **Faculty Council**. At the end of each academic year, the **FESM Dean** presents the assessment of **realized learning outcomes** to the Faculty Council, which constitutes the basis for curriculum improvement. The procedure for changing the existing plans of studies and curricula is presented in more detail in Standard 15.

A syllabus is created on the basis of **learning outcomes defined for the subject** relating the **learning outcomes for a given degree program**. Achieving learning outcomes assigned to the subject is to allow the completion of the learning outcomes for a given degree program determining the profile of the graduate. The syllabus, apart from learning outcomes within knowledge, skills and social competence and their reference to the learning outcomes for a given degree program, also includes information about prerequisites, the form of teaching (with reference to the learning outcomes), the total student workload, number ECTS points, methods of teaching, subject content, literature or the learning outcomes verification method (methods and evaluation criteria).

Each degree program realized at FESM has its head appointed by the Faculty Council. However, the FESM department heads are responsible for specializations and concentrations.

Supporting students in different areas (academic assistance, academic advising and career advising) is an integral part of the responsibilities of faculty members. The forms of contact and ways of assisting students are described in more detail in Standard 8.

9.3. Definition of Participating and Supporting Faculty

FESM has clearly defined criteria for the evaluation of faculty members in terms of their involvement in a broadly understood process of teaching. The defined criteria are consistent with the mission statement and did not change during the period analyzed.

The definition of Participating and Supporting Faculty is following:

Participating:

- persons that are involved in teaching and at least two additional activities conducted at the Faculty of Economic Sciences and Management (see Table 9.2).

Supporting:

- persons that are involved only in teaching.

Table 9.2. List of additional activities that qualify employees as 'participating staff' (in order to be qualified as Participating a person needs to perform repetitively at least two activities within the period of five years)

1	Research
2	Preparation of collective publications published by FESM (participating in editorial team)
3	Organization of scientific conferences
4	Being a supervisor of doctoral dissertations
5	Functions (e.g., dean, vice-dean, head of post-graduate studies, head of chair, head of doctoral studies)
6	Participation in commissions and working teams appointed by FESM (e.g., accreditation team, scholarships commission, educational affairs commission, commission for registration and conferment procedure for a doctoral degree)

7	Supervision of scientific circles and student organizations
8	Organization of events and competitions (The Faculty Days – Economists’ Festival, International Days, The Science and Art Festival, other educational, scientific, and cultural events)
9	Involvement in charity activities run by FESM
10	Preparation of timetables
11	Creation of the FESM website
12	Assistance to foreign students
13	Organization and administering student traineeship, internships, etc.
14	Coordination of student exchange programs
15	Involvement in the work of interfaculty units with their seats at FESM (e.g., The Centre for Leadership and Corporate Social Responsibility, The Centre for Social and Economic Analyses in Central and Eastern Europe)
16	Administrational work performed for the chairs (e.g., preparation of statements, assignment of teaching hours, placing orders)
17	Promotional activity (concerning the Faculty of Economic Sciences and Management)
18	Liaising with other NCU units, local self-government and businesses
19	Organization of foreign guests’ visits paid at FESM
20	Other (what?)

9.4. Faculty sufficiency by discipline and school

In the academic year 2013/2014 out of the total of 110 faculty resource doing the teaching as many as 93 were qualified as participating faculty. Participating faculty resources delivered 89% of the school's teaching measured by credit hours (see **Table 9-1**), exceeding the required for FESM minimum threshold of 75%.

The analysis of the deployment of the participating faculty across departments indicates that all of the FESM departments reach the 60% requirement of teaching by credit hours delivered by participating faculty (see **Table 9-1**).

The highest percentage of participating faculty resources delivering the school's teaching was observed in the Department of Enterprise Management, the Department of Finance, the Department of Logistics, the Department of Marketing and Commerce and the Department of Business Excellence where all faculty resource doing the teaching were qualified as participating faculty. In turn, the lowest percentage of the participating faculty resources delivering the school's teaching was identified in the Department of Econometrics and Statistics where the participating faculty delivered 79% of the school's teaching by credit hours.

Table 9-1. Summary of Faculty Sufficiency by Discipline and School

Name	Participating or Supporting	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	P/ (P+S) [%]
The Department of Accounting				
Banaszkiewicz Aleksandra	S		398	
Chojnacka Ewa	P	266		
Ciechan-Kujawa Marlena	P	575		
Dziawgo Danuta	P	288		
Goldmann Katarzyna	P	596		
Jankowska Maria	P	746		
Kozak Piotr	P	614		
Makowska Ewa	P	513		
Sojak Sławomir	P	116		
Wiśniewska Jolanta	S		437	
Wolszon Urszula	S		203	
Zawadzki Aleksander	P	692		
Zimnicki Tomasz	P	290		
Szarszewska Edyta	S		180	
TOTAL The Department of Accounting		4695	1217	79%

The Department of Econometrics and Statistics				
Bejger Sylwester	P	261		
Dziawgo Ewa	P	187		
Faldziński Marcin	P	304		
Fiszeder Piotr	P	263		
Górecka Dorota	P	296		
Górka Joanna	P	270		
Jaskólska Barbara	S		266	
Karaś Dariusz	P	104		
Kufel Tadeusz	P	205		
Kwiatkowski Jacek	P	306		
Müller-Frańczek Iwona	P	203		
Muszyńska Joanna	P	205		
Neubauer Andrzej	S		343	
Orzeszko Witold	P	254		
Osińska Magdalena	P	245		
Pietrzak Michał	P	225		
Piłatowska Mariola	P	305		
Stawicki Józef	P	158		
Szulc Elżbieta	S		283	
Śniegocka Jolanta	S		270	
Wędrowska Ewa	S		191	
Wiśniewski Jerzy	P	197		
Śniegocka-Lusiewicz Małgorzata	S		90	
TOTAL The Department of Econometrics and Statistics		3986	1443	73%
The Department of Economics				
Ansperger Andrzej	P	416		
Balcerzak Adam	P	218		
Bochenek Mirosław	P	275		
Boehlke Jerzy	P	187		
Kannenberg Krzysztof	P	518		
Kubiczek Agata	P	191		
Madrak-Grochowska Małgorzata	P	158		
Markuszewski Zdzisław	P	419		
Moszyński Michał	P	180		
Pietryka Ilona	P	180		
Polszakiewicz Barbara	P	169		
Ryczkowski Maciej	S		90	
Salejko-Szyszcak Iwona	P	288		
Szulc Agnieszka	S		68	
Zysnarska Ewa	P	502		
TOTAL The Department of Economics		3699	158	96%
The Department of Enterprise Management				
Glabiszewski Waldemar	P	367		
Grego-Planer Dorota	P	229		
Liczmańska Katarzyna	P	335		
Sudolska Agata	P	322		
Zastempowski Maciej	P	317		
TOTAL The Department of Enterprise Management		1569		100%
The Department of European Integration and Regional Studies				
Czupich Mariusz	P	229		
Ignasiak-Szulc Aranka	P	277		
Kosiedowski Wojciech	P	306		
Naworski Jerzy	S		158	
TOTAL The Department of European Integration and Regional Studies		812	158	84%

The Department of Finance				
Buszko Michał	P	622		
Dziawgo Leszek	P	416		
Huterska Agnieszka	P	615		
Huterski Robert	P	351		
Kołosowska Bożena	P	322		
Kunkowski Janusz	P	164		
Piotrowski Dariusz	P	383		
Polasik Michał	P	245		
Walczak Damian	P	358		
Żołądkiewicz Agnieszka	P	376		
TOTAL The Department of Finance		3852		100%
The Department of Human Resource Management				
Bronk Aleksandra	S		153	
Dolna Hanna	P	535		
Dolny Edward	P	266		
Karaszewska Hanna	P	257		
Maksim Monika	P	318		
Modrzyński Paweł	S		101	
Oczki Jarosław	P	531		
Wiśniewski Zenon	P	236		
Wojdyło-Preisner Monika	P	255		
TOTAL The Department of Human Resource Management		2397	254	90%
The Department of Investment and Real Estate				
Czaplewski Leszek	P	158		
Jaworek Małgorzata	S		208	
Karaszewski Włodzimierz	P	228		
Krajewska Małgorzata	P	135		
Kuzel Marcin	P	179		
Siemińska Ewa	P	321		
Szałucka Małgorzata	P	164		
Szóstek Aneta	P	149		
TOTAL The Department of Investment and Real Estate		1333	208	87%
The Department of Logistics				
Bruzda Joanna	P	284		
Chaberek Mirosław	P	257		
Sobczak Iwona	P	317		
Zarębski Marek	P	133		
TOTAL The Department of Logistics		989		100%
The Department of Marketing and Commerce				
Escher Iwona	P	242		
Kaczmarczyk Stanisław	P	206		
Łapińska Justyna	P	135		
Pawlak-Kołodziejska Katarzyna	P	180		
Petrykowska Joanna	P	335		
Schulz Maciej	P	209		
Szostek Dawid	P	214		
TOTAL The Department of Marketing and Commerce		1520		100%
The Department of Business Excellence				
Chodorek Monika	P	280		
Glińska-Neweś Aldona	P	307		
Haffer Rafał	P	410		
Józefowicz Barbara	P	480		
Kalińska Magdalena	P	516		
Karaszewski Robert	P	591		

Lis Andrzej	P	261		
Lorenczewski Ryszard	P	710		
Mazur Kamila	P	29		
Skrzypczyńska Kamila	P	320		
Tomanek Mateusz	P	188		
TOTAL The Department of Business Excellence		4091		100%
TOTAL The Faculty of Economic Sciences and Management		28941	3437	89%

'Credit hours' – the equivalent of one contact hour (60 minutes) is used as a metric.

The analysis of the deployment of the participating faculty across programs indicates that all of the programs offered at FESM reach the 60% requirement of teaching by credit hours delivered by participating faculty (see **Appendix 5: Table 9-1 by degree programs**). In fact, FESM significantly exceeds the minimum threshold required for FESM across all programs. In all programs the participating faculty delivered no less than 88% of the school's teaching by credit hours. It is worth noting that in Management graduate studies participating faculty delivered 97% of the school's teaching by credit hours.

9.5. Faculty Sufficiency - overall assessment

The Faculty of Economic Science and Management meets fully the requirements of Standard 9. FESM has an adequate scientific staff to fulfill properly its mission in terms of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission.

The participating faculty resources are evenly distributed across disciplines and programs. The percentage of student credit-hours covered by the participating faculty exceeded the minimum threshold of the school's teaching and the teaching in each academic discipline and program.

Evaluation against the standard

We consider we meet the standard

Standard 10

The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (e.g., intellectual contributions, professional development, or practice).

10.1. Faculty qualification – a process of faculty resources evaluation

All faculty resources have been classified into one of the three distinguished groups: academically qualified (AQ), professionally qualified (PQ) or other (Other). They were qualified based upon the previously developed definitions of AQ and PQ which contain the detailed classification criteria. The criteria have been evolving since 2011 as a result of attempts made to work out the best possible definitions reflecting the FESM mission and considering the needs of the Polish system for the evaluation of qualifications of academics (academic achievements) and international standards.

The developed criteria are consonant with the mission statement and serve the verification and maintaining faculty competence. Scientific achievements are essentially important from the point of view of both a faculty member and FESM since they form the basis for taking decisions on his/her promotion. Also, scientific achievements are considered by the Ministry of Science and Higher Education while assessing FESM with a view to grant it a ministerial category and, consequently, decide upon financial means to be assigned to FESM by the ministry. The educational and scientific activities constitute one of the main pillars of the FESM strategy.

The decision upon classifying faculty resources into one of the categories is taken in an automated manner on the basis of information contained in the extended FESM Faculty Members Activity Database. FESM faculty members are obliged to update the information in the database at least once a year. Due to the clearly and precisely formulated criteria for obtaining and maintaining the status of AQ and PQ, the Activity Database allows each person to be classified objectively - based on the information entered by him – into one of the three available statuses ('AQ', 'PQ', and 'Other'). The Activity Database consists of 14 thematic parts, in which faculty members include information on publications, seminars and conferences, research projects, internships, classes taught, reviews and supervisions of diploma works, functions performed, activities undertaken at FESM, received awards and honors, educational success, various forms of improving their qualifications, and on other professional activities. The Activity Database is standardized and fully compatible with the developed definitions of AQ and PQ. In the event of doubtful situations the status of a given faculty member is determined by the FESM Appraisals Commission, the duties of which include **the ongoing assessment** of a faculty member (more on this in Standard 11). The Commission consists of 4 people: President (Dean), Vice-Dean, Head of the Department in which the evaluated person is employed, and a Professor or Doctor Habilitated from the same Department, or a representative of the same or a related scientific discipline.

10.2. Definition of academically and professionally qualified faculty

The AQ and PQ definitions have the following wording:

Academically qualified persons are faculty members who possess at least Ph.D. degree in the area in which the individual teaches or those who are at the dissertation stage of their doctoral research process²¹.

In order to maintain academic qualification a person needs to obtain at least 12 points within the period of 5 years and publish a minimum of 3 publications in peer-reviewed journals **or exceptionally an equivalent as in Table 10.1**. It is expected that the **publications will be aligned with the FESM mission statement**, in particular, with its following aspects: **globalization, regional economies, modern theories, social responsibility**.

When a faculty member did not publish 3 papers in peer-reviewed journals within the period of 5 years, he/she is qualified as AQ equivalently to conditions 2 or 3 contained in Table 10.1, gaining an appropriate number of points in accordance with the list contained in Table 10.2.

Table 10.1. Requirements for maintaining the 'AQ' qualification

Condition	Number of papers in peer-reviewed journals	Number of points to be obtained (in accordance with the content of Table C1.4)
1	3	At least 12
2	2	At least 14
3	1	At least 16

Table 10.2. The list of activities that allow the 'AQ' qualification to be maintained

No.	Activity	Points
1	Research projects (formal participation, internal, external and international projects)	2
2	Reviewing doctoral dissertations / habilitation dissertations or scientific publications	1
3	Acting as supervisor of doctoral dissertations	1
4	Provide training, academic seminars (other than doctoral, master or diploma) and guest lectures (the fact of lecturing must be documented)	1
5	Authorship of a paper published in the journal from the so-called Philadelphia list ²² (very infrequent and highly regarded in a business field in Poland)	6

²¹ Here it means that the registration and conferment procedure for a doctoral degree is formally open. At this stage the dissertation proposal has been defended and it has been formally accepted by the FESM Faculty Council.

²² The term 'Philadelphia list' means a list of scientific journals and series indexed in bibliographic databases, created by the Institute for Scientific Information (ISI) in Philadelphia. For the first time the list was referred to as 'the Philadelphian list' (in its abbreviated version) in the late 90s by a Polish outstanding scientist Andrzej Kajetan Wróblewski. 'The Philadelphian list' is still widely used in

6	Authorship of a paper published in a peer-reviewed journal	4
7	Authorship of a paper published in a prestigious, authoritative, non-peer-reviewed journal	1
8	Authorship of a peer-reviewed book (a monograph, a scientific book or an academic textbook)	4
9	Authorship of a peer-reviewed chapter in a book (a monograph, a scientific book or an academic textbook, conference materials)	2
10	Editorial work on a peer-reviewed book (a monograph, a scientific book or an academic textbook, conference materials)	2
11	Authorship of peer-reviewed teaching materials or presentation (in a paper form)	1
12	Authorship of a peer-reviewed work that is not included in the above items (positions 1-11)	1

Additional explanation:

- Faculty members whose doctoral degrees were granted within the five-year time frame are considered to be academically qualified (AQ) by virtue of the currency of their degree.
- Faculty members whose dissertation proposal was formally accepted by the FESM Faculty Council within the three-year time frame are considered academically qualified (AQ) by virtue of the research and intellectual contributions that put them into the final stages of the dissertation.

Professionally qualified persons are faculty members who possess at least master's degree in the field in which they have current non-academic professional experience significant in duration and level of responsibility and consistent with the area of teaching responsibilities, e.g., a person with a master's degree in Economics, specialization in Finance, who works for a bank as a senior manager and teaches finance; on the other hand a person with a master's degree in accounting and 1-2 years of experience in a CPA firm as a junior accountant would not have sufficient experience to be classified as PQ.

In order to maintain professional qualification a person needs to obtain at least 5 points within the period of five years. The performed activities must correspond to the subject being taught (see Table 10.3). Each case will be evaluated on an individual basis.

Table 10.3. List of activities for maintaining PQ

No.	Activity	Points ascribed for the activity
1	obtaining a professional certificate corresponding to the subject being taught	4
2	providing consultancy followed up by a written recommendation/opinion/report	2
3	being employed on a position (significant in duration and level of responsibility) corresponding to the subject being taught (for a minimum of six months), for instance, a managerial position in a financial institution for a finance teacher	5
4	conducting own business activity corresponding to the subject being taught (for a minimum of six months)	5
5	working out or implementing a project consisting in transferring knowledge into business practice	3
6	conducting professional training, seminars and lectures	2
7	authorship of a publication included in a scientific/specialist magazine or other periodical	2
8	being a member of a supervisory board/ management board	2
9	preparing solutions, reports, procedures or instructions applied in business practice	1

Additional explanation:

- Faculty members whose employment or business conducted is relevant to the faculty member's teaching assignment, significant in duration and level of responsibility within the five-year time frame are considered professionally qualified (PQ) by virtue of the currency of their professional experience.

10.3. Deployment of academically and professionally qualified faculty

The school meets the minimum AQ and PQ percentages (50% and 90%). In the aggregate 93% of faculty resources based on a measure of percent-of-time devoted to the school's mission are either academically or professionally qualified and 86% of faculty resources are academically qualified

(see **Table 10-2**). It means that FESM exceeds the required minimum of 50% for AQ faculty, and complies with the second requirement of the 90% deployment of AQ and PQ faculty.

Table 10-2. Calculations Relative to Deployment of Qualified Faculty

Name	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O)	AQ faculty- % of time devoted to mission	PQ faculty- % of time devoted to mission	OTHER faculty- % of time devoted to mission	QUALIFICATION RATIOS PER STANDARD 10	
					AQ	AQ+PQ
The Department of Accounting						
Banaszkiewicz Aleksandra	AQ	100				
Chojnacka Ewa	AQ	100				
Ciechan-Kujawa Marlena	AQ	100				
Dziawgo Danuta	AQ	100				
Goldmann Katarzyna	AQ	100				
Jankowska Maria	PQ		100			
Kozak Piotr	AQ	100				
Makowska Ewa	AQ	100				
Sojak Sławomir	AQ	100				
Wiśniewska Jolanta	AQ	100				
Wolszon Urszula				100		
Zawadzki Aleksander	AQ	100				
Zimnicki Tomasz ²³	AQ	100				
Szarszewska Edyta				100		
TOTAL The Department of Accounting		1 100	100	200	79	86
The Department of Econometrics and Statistics						
Bejger Sylwester	AQ	100				
Dziawgo Ewa	AQ	100				
Faldziński Marcin	AQ	100				
Fiszeder Piotr	AQ	100				
Górecka Dorota	AQ	100				
Górka Joanna	AQ	100				
Jaskólska Barbara	AQ	100				
Karaś Dariusz	AQ	65				
Kufel Tadeusz	AQ	100				
Kwiatkowski Jacek	AQ	100				
Müller-Frańczek Iwona	AQ	100				
Muszyńska Joanna	AQ	100				
Neubauer Andrzej				100		
Orzeszko Witold	AQ	100				
Osińska Magdalena	AQ	100				
Pietrzak Michał	AQ	100				
Piłatowska Mariola	AQ	100				
Stawicki Józef	PQ		100			
Szulc Elżbieta	AQ	100				
Śniegocka Jolanta				100		
Wędrowska Ewa	AQ	100				
Wiśniewski Jerzy	AQ	100				
Śniegocka-Lusiewicz Małgorzata	AQ	15				
TOTAL The Department of Econometrics and Statistics		1 880	100	200	86	91
The Department of Economics						
Anszperger Andrzej	AQ	100				

²³ PhD candidate.

Balcerzak Adam	AQ	100				
Bochenek Mirosław	AQ	100				
Boehlke Jerzy	AQ	100				
Kannenberg Krzysztof	PQ		100			
Kubiczek Agata	AQ	100				
Madrak-Grochowska Małgorzata	AQ	100				
Markuszewski Zdzisław	PQ		100			
Moszyński Michał	AQ	100				
Pietryka Ilona ²⁴	AQ	100				
Polszakiewicz Barbara	AQ	100				
Ryczkowski Maciej	AQ	100				
Salejko-Szyszcak Iwona	AQ	100				
Szulc Agnieszka	AQ	15				
Zysnarska Ewa				100		
TOTAL The Department of Economics		1 115	200	100	79	93
The Department of Enterprise Management						
Glabiszewski Waldemar	AQ	100				
Grego-Planer Dorota	AQ	100				
Liczmańska Katarzyna	AQ	100				
Sudolska Agata	AQ	100				
Zastempowski Maciej	AQ	100				
TOTAL The Department of Enterprise Management		500			100	100
The Department of European Integration and Regional Studies						
Czupich Mariusz	AQ	100				
Ignasiak-Szulc Aranka	AQ	100				
Kosiedowski Wojciech	AQ	100				
Naworski Jerzy	PQ		100			
TOTAL The Department of European Integration and Regional Studies		300	100		75	100
The Department of Finance						
Buszko Michał	AQ	100				
Dziawgo Leszek	AQ	100				
Huterska Agnieszka	AQ	100				
Huterski Robert	AQ	100				
Kołosowska Bożena	AQ	100				
Kunkowski Janusz ²⁵	AQ	100				
Piotrowski Dariusz	AQ	100				
Polasik Michał	AQ	100				
Walczak Damian	AQ	100				
Żołądkiewicz Agnieszka				100		
TOTAL The Department of Finance		900		100	90	90
The Department of Human Resource Management						
Bronk Aleksandra	AQ	100				
Dolna Hanna				100		
Dolny Edward	AQ	100				
Karaszewska Hanna	AQ	100				
Maksim Monika	AQ	100				
Modrzyński Paweł	PQ		50			
Oczki Jarosław	AQ	100				
Wiśniewski Zenon	AQ	100				
Wojdyło-Preisner Monika	AQ	100				
TOTAL The Department of Human Resource Management		700	50	100	82	88

²⁴ PhD candidate.

²⁵ PhD candidate.

The Department of Investment and Real Estate						
Czaplewski Leszek	PQ		100			
Jaworek Małgorzata	AQ	100				
Karaszewski Włodzimierz	AQ	100				
Krajewska Małgorzata	AQ	50				
Kuzel Marcin	AQ	100				
Siemińska Ewa	AQ	100				
Szałucka Małgorzata	AQ	100				
Szóstek Aneta	AQ	100				
TOTAL The Department of Investment and Real Estate		650	100		87	100
The Department of Logistics						
Bruzda Joanna	AQ	100				
Chaberek Mirosław	AQ	100				
Sobczak Iwona	AQ	100				
Zarębski Marek	AQ	100				
TOTAL The Department of Logistics		400			100	100
The Department of Marketing and Commerce						
Escher Iwona	AQ	100				
Kaczmarczyk Stanisław	AQ	100				
Łapińska Justyna	AQ	100				
Pawlak-Kołodziejska Katarzyna	AQ	100				
Petrykowska Joanna	AQ	100				
Schulz Maciej	AQ	100				
Szostek Dawid	AQ	100				
TOTAL The Department of Marketing and Commerce		700			100	100
The Department of Business Excellence						
Chodorek Monika	AQ	100				
Glińska-Noweś Aldona	AQ	100				
Haffer Rafał	AQ	100				
Józefowicz Barbara	AQ	100				
Kalińska Magdalena	AQ	100				
Karaszewski Robert	AQ	100				
Lis Andrzej	AQ	100				
Lorenczewski Ryszard	PQ		100			
Mazur Kamila				100		
Skrzypczyńska Kamila	AQ	100				
Tomanek Mateusz ²⁶	AQ	100				
TOTAL The Department of Business Excellence		900	100	100	82	91
TOTAL The Faculty of Economic Sciences and Management		9 145	750	800	86	93

The percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission.

The analysis of the FESM faculty resources indicates that qualified faculty resources are distributed across departments consistent with the school's mission with some slight limitation (variations). It shows the maintenance of the appropriate balance between AQ and PQ in the case of nine out of eleven departments (see **Table 10-2**). The table indicates that all FESM departments exceed the required threshold of the AQ proportion based on a measure of percent-of-time devoted to the school's mission, but two of them do not still fully meet the second requirement of the AQ+PQ ratio, however, both have missed the target very slightly (by no more than 4 percentage points and a systematical progress regarding AQ+PQ ratio has been observing).

Compared with the Standards Alignment Plan of December 2011 significant progress has been observed. The progress results from intensive activities of FESM aimed at supporting actively its

²⁶ PhD candidate.

faculty members in increasing skills and creating intellectual contribution. W 2011 the maintenance of the appropriate balance between AQ and PQ was fulfilled only in the case of three out of eleven departments and the required threshold of the AQ proportion based on a measure of percent-of-time devoted to the school's mission was reached in the case of nine departments.

Having analyzed the AQ deployment, the FESM significantly exceeds AQ ratio in all departments. The best situation can be identified in the Department of Marketing and Commerce (100% of AQ), in the Department of Enterprise Management (100% of AQ) and in the Department of Logistics (100% of AQ). The high percentage of academically qualified faculty resources aligns precisely with the mission statement which emphasizes a research profile of the institution. As a result, FESM has fewer PQ faculty, which, however, is fully in line with the school's mission.

As concerns the AQ+PQ ratio, the requirement of the 90% AQ+PQ threshold has been met in the case of nine departments. All faculty resources from five departments – the Department of European Integration and Regional Studies, the Department of Enterprise Management, the Department of Marketing and Commerce, the Department of Investment and Real Estate and the Department of Logistics – were either academically or professionally qualified. Other departments in which the minimum AQ+PQ threshold was met include The Department of Econometrics and Statistics (91% of AQ+PQ), the Department of Economics (93% of AQ+PQ), the Department of Finance (90% of AQ+PQ) and The Department of Business Excellence (91% of AQ+PQ). In the remaining departments it was nearly fulfilled as the AQ+PQ ratio was slightly below the minimum level and amounted to 88% in the Department of Human Resource Management and 86% in the Department of Accounting.

The analysis of the FESM faculty resources also indicates that qualified faculty resources are distributed appropriately across all offered programs (**see Appendix 6: Table 10-2 by degree programs**). The required threshold of the AQ proportion based on a measure of percent-of-time devoted to the school's mission was reached in all programs. In fact, FESM significantly exceeds the required AQ ratio across all programs (in all programs it is equal to at least 72%). Having analyzed the AQ+PQ ratio, the requirement of the 90% AQ+PQ threshold has been met in all programs. In the case of Finance and Accountancy and Economics and Mathematics undergraduate studies the AQ+PQ ratio amounted to 89%, in other offered programs the AQ+PQ ratio was not lower than 91%. All faculty resources teaching in Management graduate studies were either academically or professionally qualified.

10.4. Faculty qualifications - overall assessment

The Faculty of Economic Sciences and Management meets the requirements of Standard 10. FESM exceeds the required minimum of 50% for AQ faculty, and also meets the second requirement of the 90% deployment of AQ and PQ faculty. Academically and professionally qualified faculty resources are distributed appropriately across disciplines and programs. FESM has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualification. It has developed appropriate criteria consistent with its mission for the classification of faculty resources as academically or professionally qualified.

Evaluation against the standard
We consider we meet the standard

Standard 11

The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission.

11.1. The processes of setting performance expectations to faculty members

The tasks of the university teacher include mainly the implementation of **teaching** and **research** activities, which stems directly from the FESM mission statement. An additional task area is related to the implementation of organizational activities. A detailed scope and dimension of the duties of

an academic teacher, in accordance with the principles laid down by the Senate of Nicolaus Copernicus University, is determined by the FESM Dean. Academic teachers' duties are defined in the Work Regulations of Nicolaus Copernicus University in Toruń.

In the case of **teaching tasks**, detailed expectations set to faculty members result from the curricula being realized at FESM or planned for the implementation (they are systematically modified in accordance with the guidelines of the Ministry of Science and Higher Education as well as with the current needs of the market). The allocation of teaching tasks to individual academics takes place according to the following procedure: groups of subjects with specific learning content are first attributed to specific Departments. Heads of Departments carry out an initial assignment of faculty members to specific subjects, taking into account the convergence of learning content to the research interests, experience, educational qualifications and specialization of the faculty member. Subjects are assigned by the FESM Dean with the consideration of the proposals made by the Head of a FESM Department.

The mechanism implemented in support of FESM faculty members in the teaching process is the **USOSweb** system (*'Uniwersytecki System Obsługi Studiów'* - University System for Study). Subjects scheduled for a specific academic year are entered into the system. There one can also find syllabi for individual subjects with the information on the coordinators, tutors in groups, theme activities, literature, expected learning outcomes, teaching methods used in the classroom, and the assessment criteria. The syllabus forms the basis for determining a faculty member's duties arising from the ongoing learning process. A faculty member accepts the assigned list of subjects to be taught by signing a personalized teaching load card generated by the USOS system. The USOS system facilitates the implementation of the **teaching** process by providing faculty members with:

- access to the lists of students enrolled on the subject taught by a given faculty member,
- access to the master's theses,
- the possibility of placing reviews of master's theses by both the supervisor and reviewer that are visible to the student prior to the diploma work defense,
- communication (by using the u-mail tool),
- the possibility of entering the final grades for classes,
- the possibility of generating and print credits protocols.

In the case of **research tasks**, detailed expectations assigned to FESM faculty members result from the profile of a specific FESM Department in which they are employed and from the research projects being realized or planned for realization. While carrying out research tasks, a faculty member can count on the support of the head of his Department, other faculty members working for the Department as well as of persons from other FESM Departments. The person preparing a doctoral thesis is assigned a supervisor (person holding the title of professor, or post-doctoral degree in the given field or related discipline), who provides direct scientific assistance to the doctoral student and regularly evaluates the progress made as well as shares his/her knowledge and experience. After obtaining a doctoral degree, the supervisor often changes into the faculty member's mentor, supporting the further scientific development and helping him/her to integrate with the representatives of the scientific community. Support in **the research activity** also takes a form of scientific meetings organized for faculty members by individual Departments or of combined meetings (organized by faculty members of several FESM Departments), as well as individual, periodic meetings with the FESM Dean.

When carrying out a faculty member's **research tasks**, helpful **support is also given by administrative staff of the Faculty**, including the Dean's Office. The Dean's Office, in particular:

- prepares competitions for all vacant positions for academics,
- is responsible for making all the documentation related to the course of doctoral and habilitation procedures, awarding degrees of Doctor and Doctor Habilitated, and to research activities conducted and planned by Departments together with settlement of their costs,
- deals with issues that concern research currently being conducted or planned to be implemented by faculty members, issues related to internships, scholarships, research leave, evaluation, promotion and rewarding employees.

Moreover, the Dean's Office, through providing administrative support to students and through keeping complete documentation related to the course of their studies, ensures smooth running of the **teaching process** realized by academics.

Additional support for faculty members within the implementation of **research and teaching tasks** is the work of **the Head of FESM Administration**. The person deals with, among other things, the realization of the procurement of office supplies and fixed assets (computers, printers, copiers, etc.) necessary in the teaching process and research conducted. Also, he is held responsible for following the principles the safety and health at work.

The tasks of an academic, in addition to performing the teaching and research activities, also include the realization of **organizational** activities. These include the following:

- the organization of competitions and other educational and cultural-scientific events,
- preparing timetables,
- upgrading the FESM website,
- organization of student internships and work placements,
- organization of student internships and work placements,
- planning and implementation of activities promoting FESM, etc.

These obligations are permanent (they are related to the normal functioning of the Faculty), or result from additional initiatives undertaken by the Faculty.

11.2. Communicating performance expectations to faculty members

FESM has in place a system of communicating expectations to its employees regarding their duties. The primary source of information about employees' expectations posed is the Work Regulations of Nicolaus Copernicus University in Toruń. Each employee is required to familiarize themselves with its contents. The printed version of the document is available in all FESM Departments; its electronic version is available on the FESM website under the section on procedures relating to employees: <http://www.econ.umk.pl/668,pracownicy.html>. The Work Regulations define the responsibilities of faculty members related to teaching, research, and organizational tasks, annual teaching loads, principles of justifying delays and absence from work, the rules for granting leave, payment of compensation for work performed, principles of health and safety at work, etc.

Specific (detailed) expectations (both in the scope of the **teaching duties** and **research tasks**) are presented to a FESM faculty member by the Dean, heads of departments (during individual meetings or departmental meetings). In the case of newly hired persons requirements imposed on them are recognized even at the stage of the competition for the position.

A faculty member is informed about the assignment of specific **organizational** duties by the FESM Dean in person or in writing.

11.3. Faculty review, promotion, and reward processes

FESM has developed a formal employee appraisal system that serves the mission realization and the achievement of the desired level of professional development of faculty members employed. Appraisals are made on an on-going basis and periodically.

The current assessment of academic teachers is the responsibility of their direct superiors (Heads of Departments). Formal **periodical appraisals** are held every two years. Appraisals are also made when the end of the academic year is the deadline for the appointment or renewal of an employment contract, or if during the previous appraisal earlier assessment was requested (in a time period shorter than two years).

Appraisals are made by the FESM Appraisals Commission on the basis of the information contained in the Academic Teacher Evaluation Questionnaire FESM, NCU. The Commission is elected every four years by the Faculty Council, and is composed of the FESM Dean, who is the

chairman of the Commission and three members, including the Head of Department in which the evaluated person is employed. When evaluating a faculty member, the following aspects are taken into account:

- scientific activity of the faculty member (including documented scientific achievements and its parametric evaluation prepared by the Section for Bibliography of Publications of NCU Academics and Bibliometric Analysis in the Main Library of Nicolaus Copernicus University in Toruń),
- research projects performed by the faculty member during the period being the subject of evaluation,
- educational activities conducted (including the evaluations made during audits, *i.e.*, observing the academic teacher while conducting classes, and by students through periodic surveys),
- organizational activities performed during the evaluation period,
- awards, honors obtained during the evaluation period,
- the opinion given by the Head of Department.

In order to streamline the process of making a **periodic evaluation**, the Faculty has developed a special **software tool** in the form of **the FESM Faculty Members Activities Database** (more on this in Standard 10).

The evaluation of the academic teacher together with the opinions and conclusions of the FESM Appraisals Commission are presented to him/her by the Dean of the Faculty. The evaluated faculty member has the right to appeal to the Appraisal Appeal Commission.

Significant achievements within the research activity of FESM faculty members are the basis to start the procedures for his/her **promotion**. This procedure is associated with the carrying out of an open competition. An application for advancement of a given employee of a FESM Department is submitted by the relevant Head of Department to the FESM Dean. This application is assessed by the FESM Appraisals Commission. After a favorable opinion is given, the Faculty Council votes on the proposal. The approval of the Faculty Council allows the FESM Dean to submit to the University Rector a request to announce a competition for the position linked to the promotion considered.

Faculty members who have outstanding scientific, teaching or organizational achievements are rewarded with **distinctions (individual or team) by the University Rector** or with **the Rector's Award** (individual or team; of the I, II or III degree). A proposal to reward a faculty member is submitted to the University Rector by the FESM Dean, after the completion of the procedure at the faculty level. This procedure is initiated by a Head of Department by applying to the FESM Rewards and Recognition Committee for awarding an individual faculty member or a whole team. The University Rector may award prizes on his own initiative. Moreover, an individual researcher or a research team may also be granted **ministerial awards** (individual or team) for scientific, educational or organizational achievements obtained within a given calendar year.

11.4. Overall scientific and didactic faculty resource plan

FESM regularly monitors its human resources and continuously responds to the emerging needs of increasing the number of faculty members in Departments, as well as to its complement in the event of anticipated resignations or changes in positions resulting from promotions.

Obtaining new faculty is realized in accordance with the guidelines of the University Rector. Hiring new employees for filling vacancies, or filling new positions, is conducted due to the implemented program of research activity in the Department or due to the assigned teaching load. The procedure for employing a person for a vacancy, or filling a new position, includes announcing an open competition. The FESM Appraisals Commission selects the best person among the candidates fulfilling the criteria of the competition. The Commission's opinion is the basis for evaluating the candidacy proposed by the Faculty Council. At the request of the FESM Dean, backed by a favorable opinion of the Faculty Council, the University Rector may employ the selected candidate on the position.

To be assigned to a teaching-research position it is necessary to have documented scientific achievements, aptitude for scientific work and suitability of teaching. To become a junior professor, the candidate needs to be advanced in the process of preparing his/her doctoral thesis; in the case of an assistant professor – it needs to be a person with a doctorate degree and should portend well for preparing a habilitation dissertation. In some cases, when required by the implemented teaching process, persons with professional experience are employed; however, possessing an academic degree of, at least, a doctor is necessary.

FESM keeps records of employed faculty members with regard to:

- scientific degrees they held (see more in Standard 9),
- the expected obtainment of higher degrees (within the next 3 years),
- anticipated retirement (within the next 3 years).

Table 11.1. FESM faculty members expected to obtain a higher degree within the next 3 years (as of 01 October, 2014):

Departments	Faculty members (teaching staff)			
	Master	PhD	PhD engineer	Total
The Department of Econometrics and Statistics	0	4	0	4
The Department of Economics	1	1	0	2
The Department of Human Resource Management	0	2	0	2
The Department of European Integration and Regional Studies	0	0	0	0
The Department of Investment and Real Estate	0	1	0	1
The Department of Logistics	1	0	0	1
The Department of Marketing and Commerce	0	2	0	2
The Department of Business Excellence	1	2	0	3
The Department of Accounting	1	3	0	4
The Department of Finance	1	2	0	3
The Department of Enterprise Management	0	1	0	1
TOTAL	5	18	0	23

In the group of 109 people who are employed at FESM 10 persons will reach their retirement age over the next 3 years (see Table 11.2).

Table 11.2. FESM faculty members expected to retire within the next 3 years (as of 01 October, 2014):

Departments	Faculty members (teaching staff)						Total
	Master	PhD	PhD eng.	PhD habilitated	PhD habilitated eng.	Professor	
The Department of Econometrics and Statistics	1			1			2
The Department of Economics		2					2
The Department of Human Resource Management		1		1			2
The Department of European Integration and Regional Studies						1	1
The Department of Investment and Real Estate				1			1
The Department of Logistics				1			1
The Department of Marketing and Commerce						1	1
The Department of Business Excellence							0
The Department of Accounting							0
The Department of Finance							0
The Department of Enterprise Management							0
TOTAL	1	3	0	4	0	2	10

11.5. Faculty management and support – overall assessment

The processes of determining performance expectations to faculty members, ways of communicating them as well as faculty review, promotion, and reward procedures indicate that the assumptions of Standard 11 are met by FESM.

Evaluation against the standard
We consider we meet the standard

Standard 12

The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- **Ensure adequate time is devoted to learning activities for all faculty members and students.**
- **Ensure adequate student-faculty contact across the learning experiences.**
- **Set high expectations for academic achievement and provide leadership toward those expectations.**
- **Evaluate instructional effectiveness and overall student achievement.**
- **Continuously improve instructional programs.**
- **Innovate in instructional processes.**

12.1. Ensuring adequate time to learning activities for all faculty members and students

Adequate time to preparation of the teaching activities is ensured to the faculty members by the appropriate academic year organization, program schedules, individual course syllabi and the work time structure of an academic teacher.

12.1.1. Adequate Time-On-Task for Faculty

A faculty member's teaching load consists of lectures, classes and seminars. In the case of faculty members involved in both doing research and teaching, the **teaching load is 210 teaching units per year** (210 x 45 minutes = 157 hours 30 minutes), but for those involved in teaching only - it is **360 lessons** (360 x 45 minutes = 270 hours). During periods in which classes are held (30 weeks), it gives 7 or 12 lessons per week - **approximately 5 or 9 clock hours**. In addition, FESM faculty members are required to spend 1-2 hours at the Faculty during their Office Hours (consultations for students) and spend up to 25% of normal working hours, *i.e.*, approx. **40 or approx. 67 hours per year**, on performing organizational activities for FESM and for the University. The remaining working time (**in Poland the standard is 8 hours a day**) they spend on other teaching responsibilities (preparation for classes, conducting exams and progress tests, checking exams and progress tests, supervising bachelor's and master's diploma works or doctoral dissertations, etc.), developing their competence and skills, and above all on conducting scientific research.

The support for teaching is provided by technological solutions including:

- USOS system,
- e-learning *Moodle* platform.

Faculty authorities support FESM faculty members in preparation and realization of the teaching load by the provision of:

- rooms for work equipped with stationery,
- access to the basic office equipment in faculty member rooms as well as administration rooms (PCs, notebooks, photocopiers, printers),
- access to the Internet (through broadband and *eduroam* facilities),
- access to digital beamers, notebooks, and sound systems in lecture and class-rooms,
- access to the Faculty library,
- Faculty library facility available to faculty members to purchase books indispensable for teaching activities,

- extended borrowing facility for members (up to 50 books for 12 months with the possibility of extension),
- lecture and class-room adequate for a given faculty member teaching activities.

12.1.2. Adequate Time-On-Task for Students

It is assumed that an undergraduate student devotes **600 hours to learning in a semester** (*i.e.*, 15 weeks x 36 hours = 540 hours + 60 hours during an exam session), 1,200 hours in an academic year. A graduate student devotes **450 hours to learning in a semester** (*i.e.*, 15 weeks x 26 hours = 390 hours + 60 hours during an exam session), 900 hours in an academic year.

The number of teaching hours per semester (time spent by students in lectures, classes, seminars) amounts to 16-24 teaching units (lessons) per week. It depends on the number of ECTS points assigned to each subject. These points represent the time that students need to prepare for classes and exam. The number of ECTS points that students have to achieve in a given semester is constant.

Typically, one lecture on a subject lasts 2 lessons (2 x 45 minutes) and is held once a week. There are 15 such meetings per semester. Most of the classes supplementing lectures and seminars are scheduled in the same way, (*i.e.*, 2 lessons = 90 minutes per week, 15 meetings in a semester).

The duration of classes and lectures is provided in the course syllabus (accessible in the USOS system) and on the Faculty website in the program schedules:

- full-time studies – http://www.econ.umk.pl/251_programy-studiow.html;
- part-time studies – http://www.econ.umk.pl/261_programy-studiow.html.

The remaining 12-20 hours per week are devoted to **studying** (preparation for classes, learning for tests and exams, writing papers, preparation of projects, presentations, speeches, etc.)

Students are provided with access to:

- the Faculty Library resources (every student can borrow up to 15 books for 30 days with the extension possibility),
- the Faculty Reading Room facilities.

The Library is continuously completing its book collection taking into consideration faculty students' needs (also purchasing a larger number of books from the required list of handbooks).

12.2. Ensuring adequate student-faculty contact across the learning experiences

Within the teaching cycle and the faculty member work-time FESM ensures its students adequate time for interaction (consultations) with teachers. Every academic teacher holds 1-2 Office Hours which are devoted to student consulting. A teacher informs students about the days, time and place (room number) of the Office Hours during the first meeting with students. The information on Office Hours is also available:

- at the Faculty reception desk,
- on the doors of the faculty members' rooms or on the department notice board,
- in the USOS system.

Student-faculty contact can also be held though the Internet (faculty members can be contacted through u-mail or traditional electronic mail; their addresses are available in the USOS system).

Students are supported in student-faculty contact through electronic mail responses by:

- the Internet access points available in the Faculty hallway,
- the *eduroam* system of wireless access to the Internet.

During Office Hours a teacher can also be contacted by phone. Office phone numbers are available for students:

- on the Faculty website,
- in the USOS system,
- at the Faculty reception desk.

The question of the adequate student-faculty contact is a significant aspect across the learning experiences at our Faculty. The faculty members:

- actively introduce classroom dialogue (in various syllabi discussion is assumed as a teaching method),
- provide help to students before and after class, during Office Hours as well as via electronic and phone contacts.

Thanks to the developed bilateral communication at FESM:

- faculty members answer questions asked by their students on the subject of a given class or lecture,
- students receive the factual knowledge support and guidance on their learning projects,
- faculty members recommend adequate literature or make it available to students in relation to a given scientific problem,
- students get feedback on their performance by the access to their evaluated papers and learn the reasons for the evaluation.

A special case of faculty-student contact is taking care of the activity a scientific circle (examples of scientific circles are listed in Standard 14). Students who have similar interests and want to develop them combine in teams. Each scientific circle has a tutor who is a specialist in the field. Under his/her guidance, students organize different types of events (e.g., series of lectures, meetings with business practitioners, student conferences), as well as work on research projects, which they later discuss with colleagues and share the results.

12.3. Description of the processes for the evaluation of the quality of instruction

The way of assessing and verifying student performance is described in every course syllabus. Syllabi are made available the USOS System. A syllabus covers (along with the course description and the list of required literature) the description of the effects of learning, teaching methods applied as well as the applied assessment criteria.

As part of his/her lectures/classes/seminars, each teacher verifies (through observation of classes, interviews with participants, etc.) the degree of the assimilation of knowledge by students, their progress and the achieved learning outcomes for the subject. In many cases, progress tests are carried out during the semester.

In addition, FESM has a system of Assurance of Learning in place, by means of which one can evaluate the quality of teaching by reviewing the extent of the realization of the learning goals designated for a specific program. Analysis of the collected data allows the establishment and implementation of appropriate measures in response to the results achieved by students concerning the realization of the goals.

Currently, FESM has a systematic program of assessing teaching activities of the faculty members, which consists of two elements:

1) a class inspection

Class inspections are carried out by direct supervisors of a faculty member (heads of departments) or course coordinators. The following elements are assessed:

- compliance of the subject matter of the classes with the degree program schedule,
- classes organization,
- comprehensibility and communicativeness of the faculty member,
- the application of active learning methods,
- the faculty member preparation on the knowledge of the subject matter.

2) anonymous student questionnaire surveys

Surveys (Internet questionnaires or random student surveys) are carried out at the end of a semester (when classes are finished). Their results are accessible to academic teachers and their supervisors. Within the survey, upgraded in the academic year 2013/2014, students were asked whether:

- a syllabus was made available by the teacher before the first class,
 - the credits were given according to the before mentioned rules,
 - the teacher was available to students during his/her Office Hours,
 - the classes were run in a clear and understandable way,
 - the teacher used the time effectively,
 - the teacher treated students politely and respectfully,
 - the teacher was always prepared for the classes,
 - the teacher made students interested in his/her classes,
 - the teacher created the atmosphere conducive to gaining knowledge (encouraged to students express opinions on the issue in question, participate in discussions, address and explain doubts, was eager to answer students' questions, etc.).
- Moreover, students filling in evaluation surveys have special place for providing their comments on classes, presenting their suggestions on teaching methods, modifying the content of the subject, etc.

Table 12.1. Overall quality of teaching effectiveness as perceived by the students – results of the anonymous student questionnaire survey

Selected questions from the questionnaire	Degree program						
	E UG	E GR	F&A UG	F&A GR	M UG	M GR	PhD
The lecturer arouse students' interest in his/her classes	4.20	3.96	4.27	4.38	4.27	4.30	4.84
The lecturer conducted classes in a clear and understandable way	4.40	4.22	4.34	4.45	4.37	4.41	4.89
The lecturer used in-class time effectively (classes were neither being shortened without adequate justification nor extended, the lecturer started classes punctually)	4.55	4.34	4.50	4.50	4.44	4.43	4.81
I see the opportunity to use the knowledge, skills and social skills acquired during the classes	4.34	4.00	4.31	4.40	4.29	4.36	4.77
The classes deepened my knowledge of the subject	4.41	4.10	4.40	4.43	4.31	4.39	4.77
The classes met my expectations	4.19	3.92	4.17	4.30	4.20	4.26	4.73
The classes enabled me to achieve the learning outcomes contained in the syllabus in the scope of social competence	4.37	4.13	4.33	4.41	4.34	4.37	4.75
The classes enabled me to achieve the learning outcomes contained in the syllabus in the scope of skills	4.39	4.16	4.35	4.41	4.33	4.39	4.73
The classes enabled me to achieve the learning outcomes contained in the syllabus in the scope of knowledge	4.48	4.22	4.38	4.47	4.36	4.41	4.70

Source: a survey conducted among FESM students in the academic year 2013/2014 (E = Economics, F&A = Finance and Accountancy, M = Management, PhD = doctoral studies)

Additional explanations:

- Since students within the questionnaire assess individual subjects, and the survey is conducted completely anonymously, *i.e.* it is not possible to identify the person who filled in the questionnaire, the results for the Mathematics and Economics (implemented within the Economics program) were presented together with the results for the degree program in Economics.
- Possible answers to each of the questions posed in the questionnaire are as follows: I have no opinion; 1 - completely disagree; 2 - I do not agree; 3 - neither yes nor no; 4 - I agree; 5 - I totally agree.

The evaluation of teachers, *i.e.*, the class inspection and surveys, is taken into consideration during a periodic employee appraisal and during the decision on extending employment contract. In the event of low grading of a faculty member, at a request of the FESM Appraisals Commission, a periodic employee appraisal can be more frequent than in the case of other faculty members.

12.4. Communicating learning expectations to all involved

The expectations of academic teachers towards students (their work in class, conditions for obtaining credits, self-study with the literature on the subject, etc.) are presented in each course syllabus. The syllabi are also accessible in the USOS system. Moreover, each academic teacher presents the syllabus during the first class with students.

The expectations towards academic teachers are communicated by the Dean, departmental heads and coordinators of selected courses (meetings in Departments, periodical meeting with the FESM Dean). These standards are communicated clearly and frequently to all members of the community.

12.5. The impact of evaluations on instructional improvement. Recent examples.

FESM continuously improves instructional programs and innovates in instructional processes. The changes made are entered into the Activity Database. Analysis of the data contained in the database (**more than 270 items of this type in 2014**) indicates a high involvement of FESM faculty members in improving their teaching activities.

Each faculty member learns the results of the student survey. On the basis of the evaluation and suggestions in a comment section, the teacher introduces systematic changes in the course of classes, in the content of classes (within the requirements), the way of evaluating student performance, contacts with students, their own behavior, etc.

Suggestions provided by the person inspecting a teacher's classes are equally important. Under their influence faculty members are prompted to improve continuously the organization of classes, enhance communication skills, develop or change interaction and student activation methods, enrich the contents of the course, etc.

Changes in teaching very often result from a teacher's self-monitoring during the courses run (e.g., problems with understanding certain subjects, low grades on tests despite heavy workload, growing interest in some aspects of the course, etc.).

Selected examples of changes are demonstrated in Table 12.2.

Table 12.2. Examples of instructional improvements implemented in the academic year 2013/2014

Subject	Description of instructional improvement	Teacher
Operational research	modification of the lecture content resulting from the changed needs of students	S. Bejger
Macroeconomics	new forms of examining	Z. Markuszewski
Mathematics in economics 2	extra classes (compensatory)	E. Wędrowska
Negotiations in the investment process	classes carried out in the system of workshops	A. Szóstek
Economic forecasting	implementing elements of active learning methods (in the middle and at end of the lecture students revise and report on what they have learnt and what they remember from the lecture)	M. Piłatowska
Applications of econometrics	introducing elements of e-learning: Moodle platform quizzes, homework assignments to be done on the Moodle platform	J. Muszyńska
Taxation systems in the European Union	applying mixed teaching: lectures with elements of classes	R. Huterski
Organizational Behaviors	introducing of experiments and quizzes as a method of teaching	B. Józefowicz
Marketing	introducing a method consisting in summarizing individual blocks of the lecture to facilitate the understanding of the material presented during the lecture and its rapid assimilation by students	I. Escher
M.Sc. seminar	development of the principles of writing a master's diploma thesis in English	A. Lis

12.6. The description of recent instructional innovations and how they relate to systematic evaluation or assessment

Faculty members increasingly implement changes within the syllabi of the courses run (among other things, changes in the scope of teaching contents, suggested literature, applied teaching methods, assessment criteria) and in the ways of communicating with students.

There are diverse reasons for implementing innovations such as, for instance:

- student feedback, their interest in a given subject, teaching methods, or forms of communication,
- successful introduction of similar innovations at other schools (observed while lecturing at other schools or visiting Erasmus partners),
- development of the given field of science requiring the updating of teaching contents,
- development of the faculty allowing the improvement of the teaching process, forms of student-faculty communication (e.g., equipping the lecture-rooms and class-rooms with modern technology solutions, increasing the number of rooms used for teaching),
- recommendations of the FESM Didactic Commission and the Advisory Council of Business Representatives (their members systematically verify the compliance of the course syllabi and teaching contents with the requirements of business practice and employer expectations),
- application and the use of new methods and solutions in business practice (due to the co-operation of faculty members and students with companies and business institutions, it is possible to observe and apply them in the course syllabus).

Faculty members, while introducing modifications and innovations in teaching, are supported by the FESM Dean or administrative staff through the purchase of equipment, software, room and laboratory equipment, allotting suitable lecture-room or class-room for a given course, etc. In addition, modifications or innovations introduced are entered into the activity database by the staff and they affect the cyclical evaluation of their work.

Selected examples of modifications or innovations introduced on the initiative of faculty members in the academic year 2013/2014 are shown in Table 12.3.

Table 12.3. Exemplary modifications or teaching innovations introduced in the academic year 2013/2014

Subject	Description of modification/ innovation	Teacher
Contemporary Management Concepts	lecture run in cooperation with a visiting professor from the University of Angers, France	A. Lis
Product innovations	practical teaching of the preparation of applications for financial support of innovative projects in companies	D. Szostek
Internationalization of enterprises	a new case study - the internationalization of the Selena company	M. Kuzel
Statistical analysis methods	the use of additional packages in the R software. The area of spatial statistics: the use of the CONT-EVO MAP software.	E. Szulc
Software in statistical analyses	conducting part of the lecture by a practitioner from the Statistical Office in Bydgoszcz	M. Piłatowska
Innovative potential of SMEs	participation in research (making interviews and questionnaire surveys)	M. Zastempowski
Economic forecasting	new examples of applications of forecasting	J. Wiśniewski
EU projects: programming, financing, implementing, monitoring	updating the subject content to cover the principles concerning the implementation of the cohesion policy for the period 2014-2020	M. Kola-Bezka
Managerial games II	introduction of a new business simulation, a strategy game TOPSIM - General Management II	R. Lorenczewski
Investment funds and managing investment portfolios	updating and diversifying the content of the subject with legal issues, case studies and reports	D. Krupa

12.7. Aggregate faculty and staff responsibility – overall assessment

The scope of the undertaken activities described in detail above shows that the Faculty of Economic Sciences and Management **fulfills** the assumptions of Standard 12. FESM faculty members, students and administrative staff share the aggregate responsibility for the teaching-learning process realization. FESM ensures that adequate time is devoted to learning activities for all faculty members and students and guarantees adequate student-faculty contact across learning experiences, moreover, the expectations concerning learning process are clearly set and defined and their realization is supported by the Faculty resources, its administration staff and authorities. FESM applies tools for evaluating teaching performed by individual faculty members as well as a

centralized process of evaluation of learning outcomes for all degree programs. Faculty member teaching appraisals impact changes introduced to the subjects taught at FESM. A number of modifications and innovations result from faculty members' or students' initiative.

Evaluation against the standard
We consider we meet the standard

Standard 13

Individual teaching faculty members:

- **Operate with integrity in their dealings with students and colleagues.**
- **Keep their own knowledge current with the continuing development of their teaching disciplines.**
- **Actively involve students in the learning process.**
- **Encourage collaboration and cooperation among participants**
- **Ensure frequent, prompt feedback on student performance.**

13.1. FESM faculty members are obliged to operate with integrity in their dealings with students and colleagues.

In accordance with the Law on Higher Education, 'an academic teacher is subject to disciplinary action for conduct violating the duties of an academic teacher or the dignity of the teaching profession'. In the event when it is necessary to adjudicate upon a disciplinary issue, the University authorities shall decide on a meeting of the Disciplinary Committee for the Academic Teachers. The Committee is composed of representatives of all NCU faculties.

A University employee's duties are also regulated by the 'Work Regulations'. In accordance with the provisions contained in the regulations, academics are expected to:

- perform work conscientiously and carefully,
- care about the welfare of the University,
- follow the rules of social conduct and good academic manners,
- raise the professional qualifications and improve job skills, also through participation in courses and training as well as in the form of self-education.

The Faculty is making efforts to build its identity on the foundations of ideals that were particularly close to **Pope John Paul II** and were proclaimed by him with great devotion. Thus, after the Pope's death the Faculty building was named as the **John Paul II Collegium**.

13.2. Continuous improvement in instructional methods used by FESM faculty members.

Development activities that support continuous improvement in instructional methods entail faculty members' participation in scientific conferences, which enables them to monitor the development of various research conducted as well as to bring current and relevant intellectual resources into the teaching program.

FESM faculty members' participation in conferences that are strictly didactic is less frequent (the total of 24 cases in the last three years), however, scientific conferences often offer special panels devoted exclusively to teaching. Participation in research and didactic conferences is recorded in the Activity Database and has an impact on the cyclical assessment of faculty members' performance. In addition, faculty members refine their skills by participating in various trainings, courses, or postgraduate studies (35 new records in the database for 2014). Some examples are contained in Table 13.1.

Table 13.1. Examples of courses and training attended by FESM faculty members in 2014

Participant	Name of course/training	Organizing institution
I. Escher	Ethnography in market research	Department of Product Marketing, Faculty of Commodity Science, Poznań University of Economics
M. Kalińska	Coach – a business practitioner	Norman Benett Academy

M. Kuc	Scandinavian postgraduate studies	Gdańsk University
J. Kunkowski	Training in the field of industrial property protection	Patent Office
A. Szóstek	Firstly - sales, secondly - sales, thirdly - sales	Brian Tracy International
D. Walczak	Putting your science to work	Nicolaus Copernicus University
J. Wiśniewska	International Financial Reporting Standards	Swiss-Polish Cooperation Program Financial Reporting Technical Assistance Project
M. Wojdyło-Preisner	Outsourcing of activation - a new tool for the Public Employment Service	Provincial Labor Office in Cracow
A. Zawadzki	SAP Introductory Week	SAP
K. Zawadzki	Getting Started: Analyzing HILDA with Stata	Melbourne Institute of Applied Economic and Social Research, University of Melbourne

Another way to enrich didactic processes is a variety of training schemes organized for groups and conducted by the University Center for Modern Teaching Technologies. Training content is directed at the use of broadly understood modern information technologies that can be applied in educational services provided by faculty members. Such solutions serve to facilitate delivering of lectures and classes and to make them more attractive to students. The Centre offers also training in the use of the Moodle platform (familiarizing with major functions and capabilities of that system) and the University Wiki system (the system facilitates the work of multiple users on a document; the Wiki system enables, among other things, collaborative developing of scientific materials in a given area; they may be developed by a group of scientists alone, or by a group composed both of academic faculty and students).

An increasing number of workers use new skills in practice. An increasing number of classes is delivered by e-learning. Moreover, many academics use the Moodle platform to provide additional teaching materials: home assignments, materials for classes, progress tests, etc.

Also, lecture inspections are intended to support continuous improvement in instructional methods. During such inspections, among other things, the teaching methods applied by a particular faculty member are assessed. The objective of lecture inspections is to provide feedback on whether the teaching methods and techniques are realized adequately. Persons inspecting lectures talk individually with the faculty member inspected and provide their opinion and advice on the teaching methods applied.

13.3. Examples that demonstrate active student involvement and collaborative learning experiences

13.3.1. FESM faculty members actively engage students in the learning process

Teaching at FESM is realized in the forms of lectures, tutorials, laboratories and seminars.

Lectures are run in a traditional form (providing knowledge) and in an interactive form (conversational). The interactive form entails a mixture of the elements of providing knowledge with expressing students' opinions on the subject matter and doing practical tasks (activating methods). As a result of using that mixture of teaching forms, the formal distance between the lecturer and students is reduced and students are actively involved in the learning process and encouraged to participate in debates as well as to express their opinions. The methods applied during lectures include: multimedia presentations, descriptive narration, case descriptions, consolidating discussions.

Tutorials are conducted in a form of workshops whose purpose is to develop students' skills related to subject matters. Methods activating student involvement are used primarily due to their practical value and high efficiency of teaching. The methods applied during tutorials include: an introductory discussion, a situational method, brainstorming, training games, simulations, modeling behaviors, multimedia presentations, debates, commentaries, showing films, using relevant software, distance learning.

A part of tutorials is realized in the form of the **Managerial Training Laboratory** – managerial training is conducted under the conditions that simulate managing enterprises with the use of decision econometric models. A decision model concerns designing an enterprise and controlling

its activity in its underlying functions. Students work in teams and solve problems related to company management. During the workshop a computer modeling of the BOSSCAT company is used (Financial Game, Training Program), Grajsi I06, ICL version, TOPSIM Management Game II, the Component Management Game adapted by faculty members for the needs of the teaching process.

The table below presents some examples taken from the Activity Database which show **student active involvement in the learning process**.

Table 13.2. Examples of subjects in which student activating methods are used

Lecturer	Subject
Tasks to be performed independently outside the classroom (e.g., project, essay, calculations)	
A. Balcerzak	Currency and financial crises
D. Dziawgo	Household finances
M. Madrak-Grochowska	Microeconomics
Tasks to be performed independently in the classroom (e.g., work with text, calculations)	
M. Fałdziński	Econometrics and forecasting of economic processes
B. Jaskólska	IT in management
K. Kannenberg	Microeconomics II
Debates	
I. Escher	Marketing and management
H. Karaszewska	Labor resource management
E. Siemińska	Introduction to real estate management
Brainstorming, case study	
P. Fiszeder	Methods of analysis of marketing data
M. Szalucka	Foreign direct investment and multinational companies
D. Walczak	Personal and property insurance
Educational games, simulations	
H. Dolna	Communication and negotiation in the practice of HR managers
R. Lorenczewski	Management games II
M. Maksim	Human Resource Management
Speeches prepared by students	
M. Kola-Bezka	EU projects: programming, funding, implementation, monitoring
M. Moszyński	Diploma Seminar
T. Zimnicki	Analysis and review of financial statements

13.3.2. FESM faculty members encourage collaboration and cooperation with students

Within subjects (**approximately 150 entries in the Activity Database**) faculty members apply teamwork in groups as one of the instruction methods. This allows the development of cooperation between students, teaches how to work in teams and shape a sense of responsibility for tasks realized cooperatively. Students work in groups, both in the classroom and outside the classroom, doing exercises, performing calculations, preparing presentations, and the like. At many subjects task that are more complex, multi-step, labor-intensive ones form the basis for receiving credits. Selected examples of subjects where teachers use extensively the form of teamwork are presented in Table 13.3.

Table 13.3. Examples of subjects which involve collaborative learning

Subject	Degree program	Year	Level
Teamwork at classes/lectures			
Introduction to macroeconomics	Economics	1	UG
Applied econometrics		1	GR
The financial management of the company	Finance and Accounting	3	UG
Tax Crimes and misdemeanors		2	GR
Introduction to econometrics	Management	2	UG
The rewarding system in the organization		2	GR

Collaborative tasks performed outside the classroom			
Foreign direct investment and multinational companies	Economics	3	UG
EU projects: programming, funding, implementation, monitoring		2	GR
Insurance	Finance and Accounting	2	UG
Accounting of EU projects		1	GR
Estimation of investment projects	Management	3	UG
Employment policy and the labor market		1	GR
Credits for teamwork			
Microeconomics II	Economics	1	UG
Human capital management		2	GR
Local government finance	Finance and Accounting	2	UG
Ethics in Accounting and Auditing		2	GR
Managing service companies	Management	3	UG
Entrepreneurship		1	GR

13.4. Frequent, prompt, and accurate feedback

To inform students about grades given to them and to provide feedback faculty members use:

- USOSweb system – it enables recording interim and final grades; grades may be provided together with some commentaries.
- Moodle platform – the platform enables easy communication between students and faculty members (the platform contains its own communicator, mailing system, discussion boards, chats), as well as controlling student activity during classes and giving grades.
- office hours – held weekly, students may come to faculty members to learn more about the results of their work.

Final grades given for subjects that do not have final examinations should be entered into the USOSweb system but not later than on 20 of September. Grades for written examinations should be entered into the system soon after checking them, however, within the period of 14 days after the day on which the examination was held. Grades for oral examinations are given to students immediately after the completion of the examination and they should be entered into the USOSweb system within the period of three days after the day on which the examination was held.

13.5. Individual faculty educational responsibility – overall assessment

FESM meets the standard and makes efforts to encourage faculty members to apply various teaching techniques with a view to activating students and enabling students to gain experience in team work. Faculty members provide permanent and frequent feedback to students on their current work and periodic assignments. A variety of IT solutions is used to support quality teaching. FESM encourages quality teaching and faculty members keep their own knowledge current with the continuing development of their teaching disciplines.

Evaluation against the standard

We consider we meet the standard

Standard 14

Individual Students:

- **Operate with integrity in their dealings with faculty and other students.**
- **Engage the learning materials with appropriate attention and dedication.**
- **Maintain their engagement when challenged by difficult learning activities.**
- **Contribute to the learning of others.**
- **Perform to standards set by the faculty.**

14.1. Integrity in dealings with faculty and other students

Students of the Faculty operate with integrity in their dealings with faculty and other students. Each FESM student is aware of his/her duties which results from their participation in the academic

community and following its rules. During matriculation each student makes a vow to the University Rector, or the FESM Dean, which obliges them to:

- earnestly gain knowledge and skills,
- respect academic customs,
- care for the University's good name, as well as the dignity of students and third parties,
- abide by the code of interpersonal relations with colleagues,
- follow the University rules.

Students of the Faculty are obliged to follow the rules contained in **The Academic Regulations** (for example, the duty to participate in didactic and organizational classes required by the studies regulations, the obligation to take exams within the deadlines given, the obligation to follow ethical norms); <http://portal.umk.pl/web/studenci/regulaminy/regulamin-studiow>

Apart from the general University rules, FESM also engages in actions aimed at promoting honesty and ethical norms. One of such actions consists in including in the study curricula the subjects that promote the idea of honesty and ethical conduct of different parties involved in business.

Approximately 80 FESM faculty members declared in the Activity Database undertaking ethical issues within their teaching activities. Some examples are shown in Table 14.1.

Table 14.1. The examples of subjects, which promote honesty and ethical norms among FESM students

Lecturer	Subject
M. Bochenek	Public choice theory
M. Buszko	Value based management
E. Dolny	Social policy
A. Glińska-Noweś	Organizational behavior
K. Goldmann	Social security accounts
R. Haffer	Business excellence
W. Kosiedowski	Economic policy
J. Petrykowska	Advertising and personal promotion
D. Walczak	Banking and insurance crime
U. Wolszon	Tax crimes and misdemeanors

FESM students not only feel obliged to fulfill the abovementioned duties and norms of conduct resulting from being members of the academic community, but they show strong personal involvement in performing them.

FESM students' commitment is particularly strong in the following cases:

- the didactic process they participate in (active class participation; systematic preparation for classes; meticulous realization of tasks set by tutors, both during classes and outside them),
- all facultative forms of extending one's knowledge provided by FESM (trainings, courses, presentations, meetings with practitioners, etc.),
- actions integrating the Faculty's community (for example, 'Faculty Cup', 'The Economists' Festival),
- charitable actions (for example, actions supporting the Centre for Children and Youth with Intellectual Disabilities in Grabie, orphanages in Toruń and Grudziądz, animal shelter in Toruń).

The factors which facilitate FESM students' involvement in reaching the goals set by the subjects' syllabi are attractive curricula including the current topics, various forms of encouraging students to individual or group work used by tutors (see Table 13.2 and 13.3 in Standard 13), as well as the criteria of assessment.

14.2. Collaborative learning, contribution to the learning of others

FESM students collaborate and contribute to the learning of their colleagues. Students should have opportunities to work together on some learning tasks. Each student is a resource who brings unique experience and knowledge to combined tasks. Students need to acknowledge their responsibilities to their fellow students by actively participating in group learning experiences. The factor which the students find especially involving is **collaborative learning**. Each student

contributes to the group by means of his/her knowledge, concrete skills, abilities, practical experience, at the same time learning to take responsibility for the effects achieved (including the effects of studying described in the programs of given subjects). The effects, thanks to cumulating knowledge, skills and experiences of a number of students, are synergic in their nature. Examples of subjects incorporating teamwork are provided in Table 13.3 of Standard 13.

Students eagerly complete the tasks in the form of **collaborative papers**, since they allow them to not only extend their theoretical knowledge on a given subject and relate it to practical aspects, but also gain other skills valued by students, such as:

- the skill of providing an exhaustive, coherent report on a given subject and keeping a logical course of reasoning,
- the skill of searching, selecting and using literature,
- the skill of team-work.

In the case of work done in teams, students support each other, which leads to a deepening of **the integration** between them.

The friendships and relationships built among students facilitate students' learning achievements over the whole course of studies (and are not confined within one subject only). Within informally established groups, students:

- cooperate during preparation for classes, passes and exams (students exchange knowledge and help each other in case of difficulties with learning),
- collaborate on papers preparation in the subsequent years of studies,
- jointly enter regional, national and international competitions, often successfully (for example, in June 2014 a team of FESM female students was ranked 5th in a nationwide competition 'Entrepreneurship, Finance and Management' organized by the Education Foundation of Entrepreneurship in the City of Łódź, in the previous edition of this competition another team representing FESM was ranked 4th.)

During some classes students, apart from presenting a paper, also present their findings to other group members. Thanks to it, students have the opportunity to learn from other group members and compare their own work to the one done by others. They can also motivate each other to make an even greater effort and achieve even better results. The examples of subjects taught which involve collaborative learning are presented in Table 13.3 in Standard 13.

14.3. Engagement

FESM students realize degree programs with commitment and integrity. The overview of tests, exam projects, exams, projects, etc. archived at the Faculty has allowed the formulation of a statement that FESM students approach assigned or proposed tasks to them by teachers **ambitiously**. In many cases, they do not base solely on the already existing solutions, or on the most accessible sources of information, but analyze problems thoroughly, demonstrating their commitment and creativity.

Also, other (not used as a basis for obtaining a pass) forms of activating students used at FESM (such as discussions, simulations, movie projections, didactic games, e-learning methods, case method, etc. - see Table 13.2 in Standard 13) facilitate FESM students' **engagement** at all stages of the didactic process.

In many course programs are based on the assumption that students cannot be passive, nor can their participation be superficial. Thus, apart from widespread use of the abovementioned **methods of activating students**, teaching staff also make use of **grading criteria** which motivate students to be engaged in reaching the desired learning objectives. When deciding on a student's final grade, tutors frequently take into account:

- students' **involvement** during the whole didactic cycle (participation in discussions; completion of extra-curricular tasks, which required extra time and effort),
- **systematic preparation for classes** (learning the material recommended by a tutor in advance).

Active students who systematically prepare for classes and participate willingly in completing the objectives set or proposed by teachers get higher final grades. Thanks to students' involvement, they are able to participate in the course of classes, thus becoming co-responsible for the completion of teaching objectives set by the curriculum. The examples of subjects which include student activity among the criteria for the final grade are presented in Table 14.2.

Table 14.2. The examples of subjects in which student activity constitutes one of the criteria for the final grade (based on syllabi)

Subject	Program	Year	Level
Open economy macroeconomics	Economics	2	UG
Managerial Economics		1	GR
Accounting	Finance and Accounting	1	UG
IT in Finance and Banking		1	GR
Marketing research	Management	1	UG
Management games I		2	GR

The sign of FESM students' involvement in the process of gaining knowledge and skills is also:

a) work placements done by students

The work placements are organized by FESM. In addition, many students search for opportunities to do work placement and gain experience, or apply for work placement offers currently available on the market.

b) active participation in the organizations and student scientific circles operating at FESM.

One of the most active student organizations at FESM is the local AIESEC committee, established in 1972. AIESEC organizes, among many other events, the Career Days, highly valued by students, and participates in the International Student Trainee Exchange Program. At the Faculty there is a number of active scientific circles, including Scientific Circle Economic Forum, Accountancy Scientific Circle, E-business Forum Scientific Circle, Promotion and Entrepreneurship Support Scientific Circle 'PROGRES', Student Marketing Circle, Student Stock Exchange Circle, Human Resources Management Scientific Circle, Practical Business Skills Scientific Circle, Logistics Scientific Circle 'Logitor', Project Management Scientific Circle 'Projektownia'. By participation in scientific circles students have the opportunity to gain many practical skills and get involved in the functioning of FESM.

Another form of involvement in the functioning of FESM and the matters concerning FESM students is participation in the work of **the FESM Committee of the Student Self-Government**. The Committee takes care of students' accommodation issues (granting places in dormitories, deciding on the amount of scholarships, granting financial support), and organizes various celebrations and events.

14.4. Perseverance

FESM Students are characterized by perseverance in knowledge gaining. Studying at FESM is not based on student's short-term commitment to acquiring a particular curriculum. Thanks to a properly constructed study program FESM students are aware that studying is a long-term process, which involves cumulating the knowledge and skills acquired. In many curricula it is emphasized that the knowledge and skills gained when studying one subject may be helpful, if not necessary (*i.e.*, prerequisites), when learning other ones (see Graph 14.1).

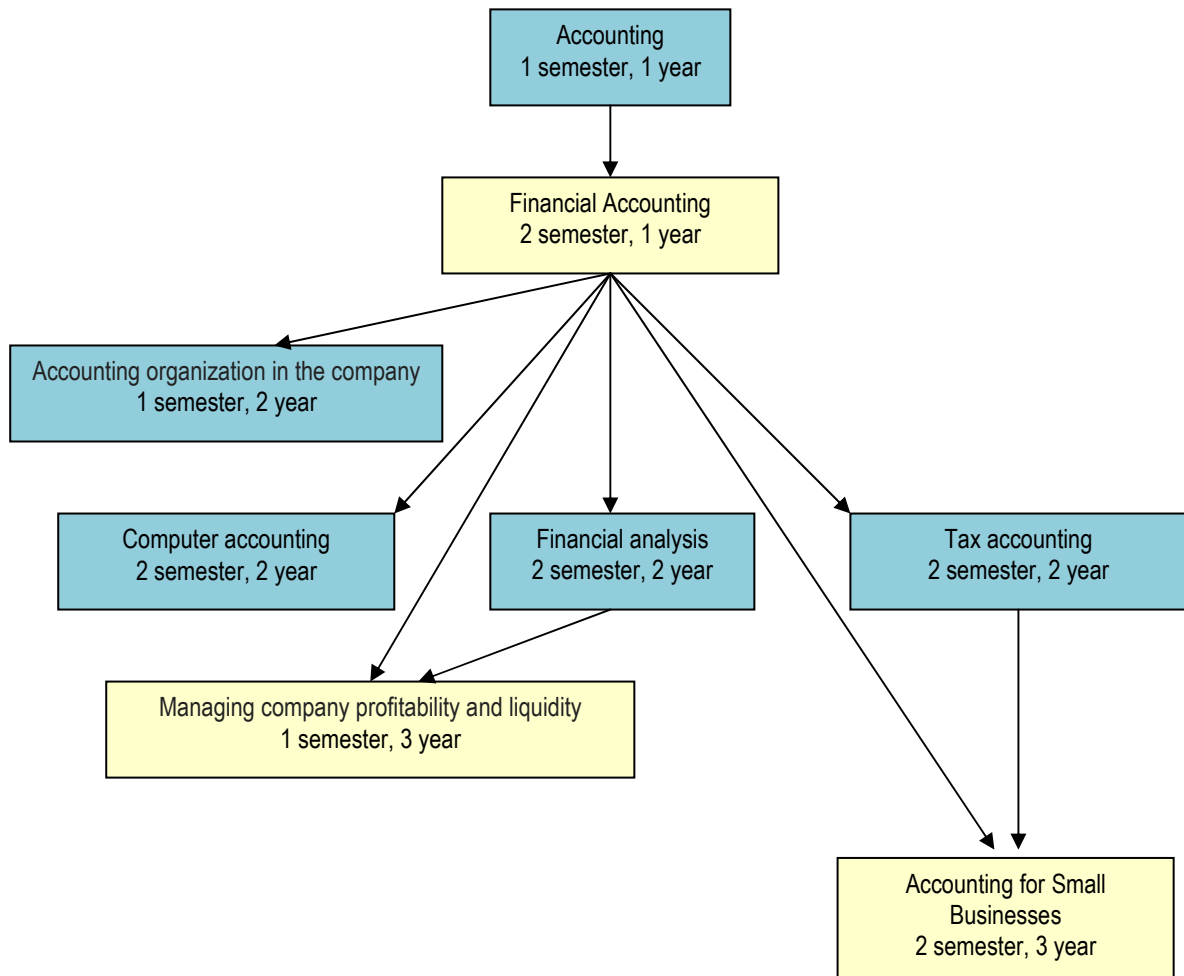
Thanks to such a solution students extend and deepen the knowledge acquired. As a result they are capable of understanding the relations between the contents learned and can relate them to each other, as well as use them. The evidence for successful acquisition of such skills by the Faculty students include:

- the grades obtained for their Master's degree theses (the thesis written at the end of graduate studies which, depending on the topic, can be purely theoretical or theoretical-empirical, and serves as the proof of a student's maturity in terms of making use of and referring substantively to the knowledge acquired in the course of studies, appropriate use of literature, formulating

thoughts, interpretation and drawing conclusion from the literature and empirical studies conducted),

- the grades obtained at the Master's degree examination (an oral examination incorporating both the material included in the thesis, and the material acquired in the whole process of studying).

Graph 14.1. The examples of subjects within the Finance and Accounting program (the Accounting concentration) with related (or complementary) contents which allow students to extend the knowledge and skills acquired in the course of studies.



14.5. Student educational responsibility – overall assessment

The abovementioned description proves that the requirements of Standard 14 are met at FESM. The students are involved in the didactic process (systematically prepare for classes, actively participate in them and complete the tasks assigned by teachers). Thanks to that, they become actual participants in creating the classes run at FESM. By preparing collaborative papers and completing tasks in teams, they share their knowledge, skills and experiences. In groups, they also prepare for classes and exams, as well as participate in competitions and in the work of FESM scientific circles. They show commitment to other actions which facilitate the extension of their knowledge and skills (such as training schemes, workshops or presentations organized at FESM), do work placements and work at the Students' Council. Their activities are carried out in accordance with the University regulations, honesty, integrity and ethical codes (the norms are promoted during numerous classes taught at FESM).

Evaluation against the standard
We consider we meet the standard

Standard 15

Management of curricula: the school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

15.1. Curriculum management processes

Since September, 2012 FESM has a clear, strictly formalized and consistent with the school's mission process of curriculum management, involving internal stakeholders (FESM faculty members, representatives of administration staff and students), and since December 2012 also external stakeholders (representatives of business and public institutions - persons occupying managerial positions). It is based on procedures specified by the Ministry of Science and Higher Education, which in recent years have substantially altered as a result of the adjustment processes of Poland to the EU guidelines relating to the European Higher Education Area (see Standard 9; the procedures for creating curricula, plans of study and for making changes in them are available at: <http://www.econ.umk.pl/296,rada-doradcza-przedstawicieli-biznesu.html>). The process of curriculum management is also implemented in accordance with the guidelines of AACSB.

FESM actively manages the curricula for all degree programs. In September, 2012 the FESM Dean established (and the FESM Faculty Council approved) the FESM Didactic and Curriculum Development Commission for the 2012-2016 term. The commission is composed of representatives of FESM Departments and one students' representative (a member of the Student Self-Government). The commission's responsibilities include the following:

- supervising the development of curricula and schedules for specific degree programs (concentrations and specializations),
- monitoring and assessing curricula,
- supervising the organization of studies, including the assessment of the composition of subjects.

Each Department is entitled to initiate changes in curricula, learning goals and learning outcomes (in the scope of knowledge, skills and competences). Request for a change in the curriculum is prepared by an employee or employees of the relevant FESM department and it should contain the proposed plan and curriculum of a given specialization or concentration together with the syllabi of all the subjects being subject to any change. An individual faculty member or a team of the Department completes a form assessing the substantive aspects of the request to develop or modify the plan and curricula. Afterwards, a written form of the request together with the above mentioned documents is forwarded to the head of the department as well as to the Dean's proxy for the Polish Qualifications Framework. Having analyzed the request, the Dean's proxy submits it to the FESM Didactic and Curriculum Development Commission for approval, however, no later than by 31st March, if the changes are to be implemented in the next academic year.

FESM external stakeholders are also involved in the processes of curriculum management. On 3 December 2012, in accordance with the introduction of the Polish Qualifications Framework, FESM established Consulting and Curricula Councils for individual degree programs offered at FESM. They were created out of the previously functioning Advisory Council of Business Representatives (representing external stakeholders). Internal stakeholders are represented within the Consulting and Curricula Councils by the following groups: FESM authorities, academics, administration, and students. The composition of the Consulting and Curricula Councils are presented in Table 15.1.

External stakeholders can submit their comments, opinions and suggestions for implementing changes within FESM learning outcomes, plans of study, curricula, syllabi for each subject. These proposals are considered by the departments/faculty members planning the modifications in curricula.

Table 15.1. The composition of the Consulting and Curricula Councils for individual degree programs conducted at FESM

	Economics	Management	Finance and Accounting
External stakeholders	Andrzej Szostak President of the Management Board, Apator SA	Igor Pawłowski President of the Management Board Budlex Sp. z o.o.	Artur Szymoniak Director of the Department of Development and Services, Żabka Sp. z o.o.
	Grzegorz Jaglarski Member of the Board, MCX Sp. z o.o.	Wojciech Sobieszak President of the Management Board Carreal Partners Poland „Toruń-Pacific” Sp. z o.o.	Agnieszka Głowacka Erbud SA
	Dariusz Łyjak Director General, Orion Electric Sp. z o.o.	Adam Sowa Owner, Bakery and Confectionery Sowa Sp. j.	Marian Bartosiński Chairman of the Supervisory Board Marbud Sp. z o.o.
	Witalis Korecki Management Representative, Sharp Manufacturing Sp. z o.o.	Józef Zubulewicz Member of the Board, Erbud SA	Artur Owczarek President of the Management Board MCX Systems Sp. z o.o.
	Mirosław Kwiatkowski Vice President of the Management Board, Soda Polska Ciech Sp. z o.o.	Jerzy Bańkowski Honorary Consul of the Republic of Lithuania in Toruń	Jerzy Czechowicz Financial Director, the Toruń Regional Development Agency SA
	Ewa Rybińska President of the Toruń Regional Development Agency SA	Stanisław Rakowicz Honorary Consul of the Republic of Peru in Torun	Sławomir Brzezicki Toruńskie Zakłady Graficzne Zapolex Sp. z o.o.
	Jacek Roszyk President of the Management Board, Żabka, Polska SA	Adam Marszałek President of the Publishing House A. Marszałek Sp. z o.o.	Marek Kaliszek President of the Management Board, Mentor SA
	Wojciech Daniel Vice President of the Management Board of the Toruń Regional Development Agency SA	Jolanta Polkowska Toruń Printing Plant Zapolex Sp. z o.o.	Kazimierz Herba Chairman of the Supervisory Board, Neuca SA
	Anna Raczyńska Deputy Editor-in-Chief „EDUKACJA I DIALOG”	Grażyna Goska Director General, SPX Floop Technology Poland Sp. z o. o.;	Piotr Sucharski President of the Management Board, Neuca SA
	Maria Anna Karwowska President of the Management Board KarStanS Sp. z o.o.		Tadeusz Pająk Member of the Board, Nova Trading SA
	Marek Jan Wiśniewski LASERSTAR Sp. z o.o.		Przemysław Dzionek BSI Group Polska Sp. z o.o.
			Waldemar Zieliński President of the Management Board, Bank Spółdzielczy in Toruń
		Grażyna Skoczek SPX Flow Technology Poland Sp. z o.o.	
		Agnieszka Kręciszewska SPX Flow Technology Poland Sp. z o.o.	
Internal stakeholders	<p>Jerzy Boehlke – Vice Dean for Development and Foreign Cooperation</p> <p>Zdzisław Markuszewski – Vice Dean for Student Affairs</p> <p>Ewa Zysnarska – FESM Faculty member</p> <p>Barbara Polaszek – Representative of Dean’s Office</p> <p>Representative of Student Self-government</p>		

The Didactic and Curriculum Development Commission verifies and provides their opinion on the submitted proposals (the proposals submitted by internal stakeholders, taking into account the opinions of external stakeholders, provided by the Dean’s proxy for the Polish Qualifications Framework) and prepares motions to the Faculty Council. The Faculty Council finally approves or rejects proposals made by the FESM Didactic and Curriculum Development Commission.

Since the summer semester of the academic year 2012/2013 the evaluation of curricula and possible changes have been also realized based on the results of the measurements made within the AOL System.

Changes in curricula may also be a consequence of the evaluation of curricula by the Faculty Council for Quality of Education (The Commission for Quality established at FESM on 20 Nov. 2013) whose tasks within the University Internal System for Assurance of Quality in Education and Labor Organization – ‘Academic Excellence System’ include identifying and initiating quality improvement opportunities within learning outcomes and curricula.

15.2. Recent curriculum development, review or revision

The curriculum management processes that have been developed by FESM since September, 2012 have led to the development of new curricula (implemented in the academic year 2013/2014).

Managing curricula requires constant revising and developing. Activities proposed by FESM to improve curricula consisted in introducing such changes into them in such a way that a FESM student profile (defined by a student’s knowledge, skills and social competence) should meet employers’ expectations as precisely as possible. Examples of such activities are summarized in Tables 15.2 and 15.3.

Table 15.2. Examples of changes in the curricula approved by the Faculty Council, effective from the academic year 2013/2014
 * E = Economics, M = Management, FA = Finance and Accounting, ME = Mathematic and Economics, MF = Management and Finance

Date of submitting a proposal	Degree program*	Level of studies	Concentration/Specialization	Change proposals	Justification for change	Persons providing opinions/ /submitting a problem for discussion/presenting the problem
21.11.2012	E M FA ME	I, II	All	Accepting new curricula	Adaptation to the law - the amended Act on Higher Education	Prof. Dr Hab. Marek J. Stankiewicz, Dr Hab. Barbara Polszakiewicz, NCU Prof., Dr Hab. Bożena Kołosowska, NCU Prof., Dr Hab. Mariola Piłatowska, NCU Prof.
19.12.2012	E M	III		Change in the curriculum of the first year: reducing the number of hours of Professional Practice Course from 30 to 15 and the introduction of the subject 'Modern techniques of teaching' - professional practice, 15 hours, conducted in collaboration with the University Centre for Modern Teaching Technologies		Prof. Dr Hab. Magdalena Osińska, Head of Doctoral studies
23.01.2013		I		Proposal to establish at undergraduate studies, FESM, a new degree program – Management and Finance	Increasing the competitiveness of the Faculty offer directed to secondary school graduates	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D., Prof. Dr Hab. Leszek Dziawgo, Prof. Dr Hab. Sławomir Sojak, Prof. Dr Hab. Danuta Dziawgo, Prof. Dr Hab. Robert Karaszewski, Prof. Dr Hab. Magdalena Osińska
20.02.2013		I		Approval of the curricula and plans for the new degree program (Management and Finance)	As above	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D., Dr Hab. Włodzimierz Karaszewski, NCU Prof.
17.04.2013	E M	III		Approval of the learning outcomes, curricula and plans of study for doctoral studies	Adaptation to the law - the amended Act on Higher Education	Prof. Dr Hab. Tadeusz Kufel, dr hab. Jerzy Boehlke, UMK Prof., Vice Dean for Development and Foreign Cooperation, Prof. Dr Hab. Leszek Dziawgo,
17.04.2013	M	II	Specialization: Tourism and sport management	Introduction of the subject 'E-commerce in tourism' instead of the subject 'Regional Policy	Taking into account the expectations raised by external stakeholders (Advisory Council); the need to acquire knowledge in the field of e-commerce by students of the specialization in response to the demands of the labor market	
17.04.2013		I		Incorporating into the FESM offer (from academic year 2014/2015) Management and Finance program (UG, part-time)	Increasing the competitiveness of the faculty offer directed to secondary school graduates	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D., Prof. Dr Hab. Leszek Dziawgo, Prof. Dr Hab. Sławomir Sojak, Prof. Dr Hab. Tadeusz Kufel

17.04.2013	M	II		Establishment of a new specialization – 'Tourism and sport management' (with English as the language of instruction)	Increasing the competitiveness of the Faculty offer directed to graduates of undergraduate studies; the condition for signing a memorandum between NCU and the University of Angers on conducting joint studies, whose graduates (10 persons from each institution) will have the opportunity to obtain, after two-year Master's degree studies, diplomas of the two universities participating in the program (faculty internationalization)	
15.05.2013	M	II	Specialization: Region management	Change in the program and plan of study for this specialization and renaming the specialization for: 'Managing the development of the city and region'	Increasing the competitiveness of the Faculty offer directed to graduates of undergraduate studies; adaptation of the plan of studies to the requirements of the labor market	FESM Dean, Prof. Dr Hab. Józef Stawicki, Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D., at the request of Prof. Dr Hab. Wojciech Kosiedowski, Head of the Department for European Integration and Regional Studies
15.05.2013	M	II	Specialization: Logistics of economic processes	Change in the curriculum and in the plan of studies for the specialization	Abandoning the instrumental logistics and excessive use of mathematical instruments in logistics to enhance the attractiveness of studies in this specialization; increase in the competitiveness of the Faculty offer directed to graduates of undergraduate studies	FESM Dean, Prof. Dr Hab., Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D. at the request of Dr Hab. Marek Zarębski, NCU Prof. Head of the Department of Logistics

Table 15.3. Examples of changes in the curricula approved by the Faculty Council, effective from the academic year 2014/2015

Date of submitting a proposal	Degree program*	Level of studies	Concentration/ Specialization	Change proposals	Justification for change	Persons providing opinions/ /submitting a problem for discussion/presenting the problem
23.04.2014	M	I	Personnel concentration - HR Manager	Introduction of new subjects	Taking into account the expectations raised by external stakeholders (Advisory Council); increasing the attractiveness of the concentration by increasing its 'practicality'	FESM Dean, Prof. Dr Hab. Józef Stawicki, Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D.
23.04.2014	M	II	Specialization: Marketing	Change in the program and plan of study for this specialization and renaming the specialization for: Modern Marketing	Making the offer more attractive and modern	FESM Dean, Prof. Dr Hab. Józef Stawicki, Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D.
21.05.2014	M	I	Organization concentration	Renaming the concentration for 'Business Manager'	The changed name is more appropriate to the learning outcomes and the teaching content implemented within the concentration	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D. at the request of the FESM Didactic and Curriculum Development Commission
21.05.2014	M	I	Investment and Real Estate concentration	Introduction of new subjects	Adaptation to the learning outcomes; making the offer more attractive and modern	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D. at the request of the Department of Investment and Real Estate
21.05.2014	MF	I		Introduction of new subjects	Adaptation to the learning outcomes of the specialization; making the offer more attractive	Vice Dean for Student Affairs Zdzisław Markuszewski, Ph.D at the request of the Department of Business Excellence

15.3. Curriculum descriptions

The curricula of the FESM undergraduate, graduate and doctoral studies are available on the Faculty website:

- for full-time studies (UG and GR) – <http://www.econ.umk.pl/251,programy-studiow.html>,
- for part-time studies (UG and GR) – <http://www.econ.umk.pl/261,programy-studiow.html>,
- for doctoral studies – <http://www.econ.umk.pl/280,plany-studiow.html>.

The curricula contain the elements of teaching corresponding to the areas and skills indicated in the standard (see Table 15.3).

Table 15.3. The examples of subjects which include learning experiences in management-specific knowledge and skills areas mentioned in the standard (in the case of undergraduate studies on the basis of the curricula effective from the academic year 2014/2015)

Undergraduate level	
Degree program	Subjects (year of studies, concentration)
Communication abilities	
Economics	Business Communication (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Finance and Accountancy	Interpersonal Skills (III year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Management	Manager's Image (II year, all concentrations) Seminar - Preparation to Diploma Examination (III year, all concentrations)
Management and Finance	Communication (III year, Business manager concentration) Business Negotiations (II year, Management concentration)
Ethical understanding and reasoning abilities	
Economics	Foundations of Philosophy and Science Methodology (I year, all concentrations) Logics (II year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Finance and Accountancy	Public Finance (II year, all concentrations) Households Finance (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Management	Marketing Research (I year, all concentrations) Seminar - Preparation to Diploma Examination (III year, all concentrations)
Management and Finance	Intellectual Property Protection (I year, all concentrations) Corporate social responsibility (III year, all concentrations) Marketing with Elements of Marketing Research (II year, Management concentration)
Analytical skills	
Economics	Economic Analysis (III year, all concentrations) Econometrics (II year, all concentrations)
Finance and Accountancy	Mathematics in Finance (I year, all concentrations) Financial Analysis (II year, all concentrations)
Management	Principles of Econometrics (II year, all concentrations) Economic Forecasting (III year, all concentrations)
Management and Finance	Mathematics (I year, all concentration) Financial Analysis (II year, Finance concentration)
Use of information technology	
Economics	Computer Science (I year, all concentrations) Economic Forecasting (II year, all concentrations) Software for Statistical Analysis (III year, Quantitative concentration) Informatization of Office-Work (III year, Quantitative concentration)
Finance and Accountancy	Computer Science (I year, all concentrations) Econometrics (II year, all concentrations) Mathematics in Finance (I year, all concentrations)
Management	Computer Science (I year, all concentrations) IT in Management (II year, all concentrations) Economic Forecasting (III year, all concentrations)

Management and Finance	Computer Science (I year, all concentrations) Computer Accounting (III year, Finance and accounting manager concentration)
Dynamics of the global economy	
Economics	International Economic Relations (III year, all concentrations) Economics of European Integration (II year, all concentrations)
Finance and Accountancy	Macroeconomics (I year, all concentrations) Financial Market (II year, all concentrations)
Management	Principles of Macroeconomics (I year, all concentrations) Foreign Investments (III year, Investment and real estate concentration)
Management and Finance	Macroeconomics (I year, all concentrations) International Finance Relations (III year, Finance and accounting manager concentration)
Multicultural and diversity understanding	
Economics	International Economic Relations (III year, all concentrations) Direct Investment and Multinational Enterprises (III year, International Business concentration) Organizational Behavior (II year, Management concentration)
Finance and Accountancy	Intellectual Property Protection (II year, all concentrations) Principles of Management (I year, all concentrations) Internship (especially in international companies) (4 weeks during the three-year study, all concentrations)
Management	Marketing (I year, all concentrations) Manager's Image (II year, all concentrations)
Management and Finance	Management of External Relations (III year, Business manager concentration) International Finance Relations (III year, Finance and accounting manager concentration)
Reflective thinking skills	
Economics	Contemporary Learning Techniques (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Finance and Accountancy	Contemporary Learning Techniques (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Management	Contemporary Learning Techniques (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Management and Finance	Contemporary Learning Techniques (I year, all concentrations) Seminar - Preparation to Diploma Exam (III year, all concentrations)
Undergraduate (UG) and graduate (GR) level	
Degree	Subjects (level and year of studies, concentration/specialization)
Ethical and legal responsibilities in organizations and society	
Economics	Law (UG, I year, all concentrations) Intellectual Property Protection (UG, II year, all concentrations) Public Dialogue (GR, III year, Economics of Public Sector)
Finance and Accountancy	Economic Law (UG, I year, all concentrations) Fiscal Crimes and Offences (GR, II year, Business Units Management Accounting, Accounting and Financial Audit) Ethics in Accounting (GR, II year, Business Units Management Accounting and Accounting and Financial Audit) Financial Law (GR, I year, all specializations)
Management	Law (UG, I year, all concentrations) Intellectual Property Protection (UG, II year, all concentrations) Economic Law (GR, I year, all specializations) Ethics in Management (GR, II year, all specializations) CSR in Tourist and Sport Organizations (GR, II year, Tourism and Sport Management)
Management and Finance	Law (UG, I year, all concentrations) Intellectual Property Protection (UG, I year, all concentrations)
Financial theories, analysis, reporting, and markets	
Economics	Accounting (UG, II year, all concentrations)

	Finance and Banking (UG, II year, all concentrations) Public Finance and Financial Market (UG, III year, all concentrations) Capital and Financial Market (GR, I year, all specializations)
Finance and Accountancy	Finance (UG, I year, all concentrations) Financial Analysis (UG, II year, all concentrations) Financial Accounting (UG, I year, all concentrations) Managerial Accounting (GR, I year, all specializations) Financial Reporting Standards (GR, II year, all specializations)
Management	Finance (UG, I year, all concentrations) Financial Accounting (UG, II year, all concentrations) Corporate Finance (UG, II year, all concentrations) Managerial Accounting (GR, I year, all specializations)
Management and Finance	Finance (UG, I year, Finance concentration) Financial Analysis (UG, II year, Finance concentration) Investment Financing (UG, II year, Finance concentration)
Creation of value through the integrated production and distribution of goods, services, and information	
Economics	Management (UG, I year, all concentrations)
Finance and Accountancy	Investment Banking and Brokerage Services (GR, II year, Banking and Insurance)
Management	Principles of Management (UG, II year, all concentrations) Corporate Theory (UG, I year, all concentrations) Management Games (UG, III year, all concentrations)
Management and Finance	Enterprises Science (UG, I year, Management concentration) Management (UG, I year, Management concentration)
Group and individual dynamics in organizations	
Economics	Human Resources Management (UG, I year, all concentrations) Organizational Cultures (UG, III year, Management concentration) Human Capital Management (GR, II year, all specializations)
Finance and Accountancy	Principles of Management (UG, I year, all concentrations)
Management	Organizational Behavior (UG, II year, all concentrations) Group Dynamics in Organization (UG, III year, Organization concentration)
Management and Finance	Group Dynamics in Organization (UG, III year, Business manager concentration) Human Resources Management (UG, II year, Management concentration)
Statistical data analysis and management science as they support decision-making processes throughout an organization	
Economics	Economic Analysis (UG, III year, all concentrations) Managerial Economics (GR, I year, all specializations) Quantitative Methods in Project Management (GR, II year, Economic Analysis) Economics of Decision Making Processes (GR, II year, Managerial Economics)
Finance and Accountancy	Mathematics in Finance (UG, I year, all concentrations) Corporate Finance Management (UG, III year, all concentrations) Fundamental Analysis and Business Cycle Forecasting (GR, II year, Banking and Insurance)
Management	Project Management (UG, II year, all concentrations) Processes Management (GR, I year, all specializations) Statistics in Management (GR, I year, all specializations)
Management and Finance	Financial Analysis (UG, II year, Finance concentration)
Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management	
Economics	Econometrics and Forecasting of Economic Processes (GR, I year, all specializations) Economic Data Acquisition and Accounting Systems (GR, I year, Economic Analysis)
Finance and Accountancy	Computer Science in Finance and Banking (GR, I year, Financial Engineering) E-banking (GR, II year, Finance and Financial Advising) Simulations Methods in Financial Engineering (GR, II year, Financial Engineering)
Management	IT in Management (UG, II year, all concentrations)

	ERP Systems (GR, II year, Information Technology in Management) IT in Human Resources Management (GR, II year, Human Resources Management) E-commerce in Tourism (GR, II year, Tourism and Sport Management)
Management and Finance	Computer Science (UG, I year, all concentrations) Management Games and Simulations (UG, III year, Management concentration)
Domestic and global economic environments of organizations	
Economics	Regional Policy (GR, II year, International Economy) Macroeconomics (GR, I year, all specializations)
Finance and Accountancy	Macroeconomics (UG, I year, all concentrations) Public Finance (UG, II year, all concentrations)
Management	Strategic Management (GR, I year, all specializations)
Management and Finance	Macroeconomics (UG, I year, all concentrations) International Finance Relations (UG, III year, Finance and accounting manager concentration)

15.4. Global perspective

In order to prepare graduates for business and management careers various topics are considered in a global perspective within numerous subjects (global economic and financial interdependencies are analyzed, foreign examples are provided, well-known methods are presented, global data are used, the most significant and the most recent world scientific achievements are discussed) and the subject literature includes handbooks that are used and recognized worldwide and is abundant in international references. Furthermore, popular and recognized worldwide software is used (within such subjects as, for instance: Computer Science, Econometrics and Forecasting of Economic Processes, Financial Econometrics or Fundamentals of Statistical Inference).

15.4. Global perspective across the chosen dimensions outlined in the standard - the examples of subjects

Dimensions	Subjects (degree program, level and year of studies, concentration/specialization)	Global perspective
Communication abilities	English Language (Economics, Management, Finance and Accountancy, UG, II year, all concentrations) Foreign Language (Management and Finance Degree Program, UG, II year, all concentrations) Business English (all degree programs, GR, I year, all specializations)	Knowledge of foreign language (especially English) enables students to communicate in the global world. Students learn a specialist language of business and this tool enables them to work in various companies including foreign and multinational ones. During Business English classes students practice also the art of delivering presentations and have job interviews simulations.
Ethical understanding and reasoning abilities	Corporate Social Responsibility (Economics, UG, II or III year, all concentrations; Management, UG, III year, Organization concentration, Information technology concentration, Investment and Real Estate concentration; Management and Finance Degree Program, UG, III year, all concentrations)	The lecture presents a spectrum of topics related to corporate social responsibility emphasizing the complexity and multidimensional character of the issue. Students learn about the areas of corporate responsibility, position and role of stakeholders, building the strategy of social responsibility, or about social marketing. Numerous Polish and foreign examples are provided to illustrate the main points.
Analytical skills and Use of information technology	Economic Forecasting (Economics, Management, Finance and Accountancy, UG, II or III year, all concentrations)	The subject is devoted to the well-known methods of forecasting economic phenomena and it presents the prediction on the basis of, for example, the cause-effect models and time series models. It also provides the examples of forecasting of the macro- and microenvironment of the companies as well as of the sales forecasting. During classes students, conducting analyses based on, for instance, global data and with the help of popular econometric software, acquire and develop practical skills in application of forecasting techniques.

Multicultural and diversity understanding	Organizational Cultures (Economics, UG, III year, Management concentration)	The lecture presents, among other things, the sources of organizational culture, the impact of the national culture on the values system in the organization and the elements of managing the organizational culture with a special attention paid to the models of the organizational culture change and overcoming resistance to cultural changes.
Ethical and legal responsibilities in organizations and society	Intellectual Property Protection (all degree programs, UG II year, all concentrations)	The lecture presents the problems of intellectual property protection and intangible products as viewed by a contemporary enterprise and the creator. The lecture refers to the legal regulations binding in Poland and Europe and provides various examples and approaches to the problems in question.
Financial theories, analysis, reporting, and markets	Capital and Financial Market (Economics, GR, I year, all specializations)	Within the subject students are provided with the characteristics of the financial market institutions in the context of their importance and functions performed. Also, attention is paid to the challenges of the contemporary capital market such as, for instance, consolidated supervision, global risk, or monetary policy.
Creation of value through the integrated production and distribution of goods, services, and information	Logistic Support of Business Operations (Management, GR, I year, Logistics of Economic Processes)	It discusses the significance of logistic support in the worldwide economy and the role of logistics in supply, production and distribution. Logistic aspects and tools of building competitive advantage of companies and companies' networks are considered. The most important role of logistics in business (coordination and integration leading to a synergy effect) is presented.
Statistical data analysis and management science as they support decision-making processes throughout an organization	Software for Statistical Analysis (Economics, UG, III year, Quantitative concentration) Statistics in Management (Management, GR, I year, all specializations)	The purpose of the subject "Software for Statistical Analysis" is to familiarize students with the possibilities of various software (both commercial and of the open source types) relative to statistical analyses of various phenomena including global ones. The aim is to teach students how to solve economic problems, i.e., how to design research, how to solve the problem (using a specific statistical or econometric method and a specific software), how to present and interpret it. The subject "Statistics in Management" discusses the known worldwide methods of statistical analysis and their use in management, for example in quality control, or survey data analysis.

15.5. Management of curricula – overall assessment

FESM actively manages the curricula for all degree programs considering perspectives from a variety of relevant constituencies. All necessary procedures connected with internal monitoring, evaluation, and curricula revision have been developed and implemented. Curricula include an appropriate set of learning experiences to prepare graduates for business and management careers.

Evaluation against the standard
We consider we meet the standard

Standard 16

Bachelor's or undergraduate level degree: knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

16.1. Implementation of Assurance of Learning plan

The *Standards Alignment Plan* developed in 2011 defined the tasks that need to be realized with a view to implementing AACSB standards 15-21. Among other things, the tasks included

establishing the AoL team, determining learning goals for each degree program and translating them into objectives, defining the methods of assessing the set learning objectives as well as the degree of their realization.

The procedure of the realization of the *Action Plan* in the scope of AoL was divided into 5 stages:

- **Stage 1 – Appointment of AoL team**
- **Stage 2 – Defining the learning goals and objectives for each degree program**
- **Stage 3 – Defining the methods of assessing learning objectives and specifying expectations (criteria and performance standards)**
- **Stage 4 – Realization of measurement and data collection**
- **Stage 5 – Analysis of the data obtained**

Stage 1 - Appointment of AoL team

At the beginning of 2012 the FESM Dean established an AoL team that deals with the process of the implementation of the FESM Assurance of Learning plan, mainly with the preparation and the execution of measuring the degree of the realization of the objectives in order to assure that FESM graduates achieve the learning expectations (educational goals). The members of the AoL team are representatives of different Departments at FESM.

Stage 2 - Defining the learning goals and objectives for each degree program

Due to the varied curricula content and diplomas received by graduates, we treat different concentrations and specializations as separate degree programs. Therefore, from the point of view of the AoL system, in the academic year 2011/2012 FESM offered 33(+1)²⁷ different degree programs at the Bachelor, Master and Doctoral levels, namely:

- **ECONOMICS** (undergraduate level – 3 programs, graduate level – 4, doctoral level – 1);
- **MANAGEMENT** (undergraduate level – 5 programs, graduate level – 9(+1), doctoral level – 1);
- **FINANCE AND ACCOUNTANCY** (undergraduate level – 3 programs, graduate level – 5);
- **MATHEMATICS AND ECONOMICS** – two-discipline studies conducted by FESM within its Economics program (undergraduate level – 1 program);
- **ADMINISTRATION AND MANAGEMENT**²⁸ – two-discipline studies conducted by FESM within its Management program (undergraduate level – 1 program).

The structure of programs offered then at FESM was shown in the chart in the **Applicant Profile Sheet in SAPIR 2013**. It must be emphasized that not all of the concentrations and specializations offered are launched every year (it depends on the number of candidates).

Thus, the structure of programs conducted at FESM in the academic year 2013/2014 is presented in the chart in the **AACSB - FESM NCU - letter-of-application-business**.

As can be read from the above mentioned charts, the Economics, Management and Finance and Accountancy degree programs have their concentrations (within undergraduate studies) and specializations (within graduate studies). The catalogue of subjects taught within the concentrations and specializations consists of the so-called 'common subjects' and subjects specific only for a given concentration/specialization (taught only within a given concentration/specialization). At the undergraduate studies the ratio of common subjects to concentration subjects is around 75% to 25%, and at graduate studies the ratio of common subjects to specialization subjects is around 50% to 50%.

Analyzing the current curricula and syllabi constituted our starting point for formulating learning goals and objectives for specific degree programs run at FESM. We have also considered the catalogue of the learning outcomes developed for the needs of the Polish Qualifications Framework²⁹ developed by the Ministry of Science and Higher Education and required by the new

²⁷ The Business Administration specialization is conducted both in Polish and English.

²⁸ This degree program was cancelled at the beginning of the academic year 2012/2013 since it did not meet the requirements of the definition of inter-disciplinary studies set out in the new Act on Higher Education (both administration and management are classified in the area of social sciences).

²⁹ **The Polish Qualifications Framework for Higher Education** – a description (by defining learning outcomes) of qualifications gained under the Polish higher education system; **qualifications** – learning outcomes that are validated by a diploma, certificate, or

Act on Higher Education. During the first run, we focused on the undergraduate and graduate levels. The defined learning goals and objectives for each degree program were sent to teaching staff for the purpose of consultation. Also, students were consulted during some classes. These activities allowed the formulation of the learning goals and objectives for different fields of study.

Stage 3 - Defining the methods of assessing learning objectives and specifying expectations

Another stage consisted in developing the methods of assessment of the defined learning objectives. The AoL team in collaboration with the whole AACSB Accreditation Team prepared the instructions and examples of measurement tools which were sent to all faculty members. These materials were intended to facilitate the construction of individual measures. In addition, the information on the implementation of AoL processes and the measurement methods were distributed to faculty members at a general meeting at FESM. Despite this, some of the methods and tools of assessment prepared by faculty members needed to be corrected and after consultations with these persons, corrections were made.

Stage 4 – Realization of measurement and data collection

The fourth stage included measuring the degree of the realization of the defined objectives based on the methods and tools of assessment developed previously. The AoL team determined – in accordance with the AACSB materials provided to us during an AACSB seminar – what number of students should be measured within specific learning objectives.

In autumn 2012 group training sessions were organized in FESM departments intended to clarify any doubts concerning AoL and to solve problems related to the realization of measures.

During the first experiences in measuring it turned out that some of the learning objectives due to various reasons, should be reformulated or modified. Therefore, irrespective of the obtainment of detailed measurement results it was decided to return to stage 2, revise the learning goals and objectives and develop new ones which would be better suited to the actual conditions of educating FESM students and would be more consonant with the mission statement.

The new list of learning goals and objectives was approved by the Faculty Council in January, 2013. Taking into account the ratio of common subjects to concentration/specialization subjects, the following numbers of learning goals has been established:

- for undergraduate studies: 3 learning goals for all of the concentrations and 1 specific for a given concentration,
- for graduate studies: 2 learning goals for all of the specializations and 2 specific for a given specialization.

Moreover, learning goals and objectives for the doctoral level as well as for the two-discipline undergraduate studies 'Mathematics and Economics' were also formulated and included in the measurement process.

Within each learning goal at least 2 objectives have been determined. The learning goals defined are consonant with the FESM mission.

To sum up, the measurement of the degree of the achievement of the objectives was carried out according to the schedule shown in **Appendix 7: AoL measurement schedule**.

In the case of all learning goals defined, the measurement has been conducted twice (apart from reasonable exceptions):

1. For Management, Economics, and Finance and Accounting programs at undergraduate and graduate levels of studies:
 - The first measurement - from 01 May 2012 to 30 November 2012,
 - The second measurement - from 01 February 2013 to 30 June 2014 (conducted in two parts: Part I - 01 February 2013 – 30 September 2013, Part II – 01 October 2013 – 30 April 2014).
2. For doctoral studies and for Mathematics and Economics program at the undergraduate level:

- The first measurement - from 01 February 2013 to 30 September 2014,
- The second measurement - from 01 October 2013 to 30 June 2014.

For Management, Economics, and Finance and Accounting programs at undergraduate and graduate levels of studies the second measurement concerned the modified learning goals and objectives (approved by the Faculty Council in January, 2013). At doctoral studies at Mathematics and Economics program both measurements were carried out based on the goals approved in January of 2013.

The measurement results were sent to the team AoL in the form of specially prepared sheets. These results are stored in a database. Based on the data collected, the degree of the realization of the goals and objectives within the first and the second measurement was determined. The results are shown in the **Appendix 8: The results of the measurement**. A goal is considered to be met if at least 70% of students in the case of each objective defined for it are categorized as 'On target' or 'Above target'.

Stage 5 – Analysis of the data obtained

An in-depth analysis of the results of the first measurement has been carried out and it has enabled us to determine if a suitable amount of time and suitable scope of material is provided to achieve the assumed learning goals. The measurement of learning outcomes has allowed the identification of the problematic areas as well as suitable corrective action to be taken in the case of those goals which were not met. The examples of improvements considered are as follows:

- increasing the amount of time devoted to discussing the issue related to the objective,
- highlighting the substantive content necessary to achieve the objective,
- adaptation of teaching methods,
- changing the sequence of subjects in the curriculum,
- creating the possibility of participating in compensatory classes,
- complementing the curriculum with an introductory subject,
- modifying the teaching content,
- determining requirements set to students more precisely
- determining the scope of the literature required more precisely,
- changing the structure of the measurement,
- motivating students to become more involved in the learning process / devote more time to work on their own,
- preparing materials for students to support the learning process,
- indicating appropriate learning techniques to students,
- changing the status of the lecture from ended with "pass" to ended with "examination",
- incorporating the form of tutorials into lectures /and lectures into tutorials,
- changing the form of classes (e.g., tutorials for lectures, lectures for tutorials),
- reducing the number of students in groups.

Efforts made to eliminate the discrepancy have been described in the **Appendix 8: The results of the measurement**.

More information on implementing our Assurance of Learning plan can be found **in our reply to Concern no. 6 contained in SAPIR 2013**.

Closing the loop

Learning goals for each undergraduate, graduate and doctoral degree program have been defined. Goals have been translated into objectives. The first measurement has been conducted and its results have been analyzed. The outcomes have been used to make changes to improve student learning, and finally, the second assessments have been conducted in order to determine the impact the changes introduced had on student learning. Thus, the loop is closed now. The prepared statistics have been submitted to the FESM Dean and the FESM Quality Commission.

16.2. Undergraduate learning goals and their assessment

FESM meets the requirements of the standard since for each undergraduate degree program the learning goals for key general, management-specific and appropriate discipline-specific knowledge

and skills have been defined and their assessments have already been made. The learning goals as well as the expectations are in line with the school's mission statement and cultural environment.

The results from the first assessments have been analyzed, the outcomes have been used to make changes to improve student learning, and finally, the second assessments have been conducted in order to determine the impact the changes introduced had on student learning. The summary of the results of the measurements performed is contained in Table 16.1. Detailed results of the measurements as well as the efforts made to eliminate the discrepancy have been described in **Appendix 8: The results of the measurement**.

Table 16.1. The degree of the implementation of the learning goals for individual degree programs and concentrations at undergraduate studies

Concentration	1 st measurement		2 nd measurement	
	No. of goals	No. of learning goals realized (%)	No. of goals	No. of learning goals realized (%)
MANAGEMENT				
Information technology	4	50	4	75
Marketing	4	75	4	75
Organization	4	75	4	100
Personnel	6	83.3	4	100
MANAGEMENT Total	18	72.2	16	87.5
ECONOMICS				
Quantitative	3	33.3	4	50
International Business	3	100	4	50
Management	3	100	4	75
ECONOMICS Total	9	77.7	12	58.3
FINANCE AND ACCOUNTANCY				
Finance and banking	4	50	4	100
Accountancy	3	66.6	4	75
FINANCE and ACCOUNTANCY Total	7	57.1	8	87.5
MATHEMATICS AND ECONOMICS				
Mathematics and Economics	4	0	4	75
Undergraduate programs Total	38	63.1	40	77.5

16.3. Undergraduate learning goals – overall assessment

FESM meets the requirements of the standard since the learning goals for the undergraduate level degree programs have been defined and their assessment has been made twice (the loop is closed now). For each undergraduate degree program the school has demonstrated that students met the learning goals, or, if assessment has shown that learning goals were not being met, the school has made efforts to eliminate the discrepancy.

Evaluation against the standard
We consider we meet the standard

Standard 17

The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

17.1. Accomplishment of the learning goals

FESM meets the requirements of the standard as both the learning goals for each undergraduate degree program have been defined and their assessment has been carried out twice. An in-depth analysis of the learning outcomes results has been carried out and it has enabled us to determine if a suitable amount of time and suitable scope of material is provided to achieve the assumed learning goals.

Furthermore, it should be noted that FESM has developed graduate profiles (see Table 15.1 in our SAP), as well as learning outcomes for specific degree programs (see <http://www.econ.umk.pl/580,efekty-ksztalcenia.html>) and the teaching objectives as regards individual subjects (described in the syllabi). It also meets the minimum criteria in terms of program, number of hours and ECTS points specified by valid ministerial teaching standards. It can thus be concluded that FESM provides its **undergraduate students** of all the programs with appropriate volume of material, sufficient time for acquiring it, as well as the conditions facilitating students' commitment to gaining knowledge and engaging in interaction with teaching staff, ensuring that the learning outcomes as well as teaching and learning objectives will be reached.

For undergraduate programs in management, economics, finance and accounting, and economics and mathematics the established learning goals are congruent with the FESM mission. These learning goals have been identified for all concentrations within these degree programs. Then, the process of measurement, data collection, determining remedial actions, and of their implementation was started and, at the same time, the necessary improvements and modifications of the whole procedure of measurement were being implemented (the measurement procedure is described in Standard 16). At the end of 2014 the measurement loop was closed, allowing the comparison of the degree of the achievement of the objectives over the past three years (see Table 17.1).

Table 17.1. The degree of the implementation of the learning goals for individual degree programs at undergraduate studies

Degree program	1 st measurement		2 nd measurement	
	No. of goals	No. of learning goals realized (%)	No. of goals	No. of learning goals realized (%)
MANAGEMENT	18	72.2	16	87.5
ECONOMICS	9	77.7	12	58.3
FINANCE and ACCOUNTANCY	7	57.1	8	87.5
MATHEMATICS and ECONOMICS	4	0	4	75
Undergraduate programs Total	38	63.1	40	77.5

It follows from the analysis of the table above that between the first and the second measurement there was an improvement in the achievement of the goals of 14.4 percentage points. A higher degree of the implementation of the learning goals for the second measurement results from both the remedial actions taken by faculty members as well as from systematic improvements in the procedure for measuring made by the AACSB accreditation team. The results of the measurements made confirm that at undergraduate studies **sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.**

17.2. Length of education

The undergraduate level studies conducted at FESM last three years (six semesters). They enable students to gain the knowledge and skills within the determined scope (within the degree program selected by a student and, additionally, within the concentration chosen after the first year of studies). The studies are completed with the obtainment of a title of **bachelor**. The completion of an undergraduate degree program allows students to continue their education at the master's level of studies.

17.3. Context and mission of the school

The learning outcomes and objectives defined for the undergraduate degree programs are reflected within the existing curricula. They are determined based on the educational standards (descriptions of the learning outcomes) worked out by the Ministry of Science and Higher Education. The following ones are also taken into account while determining the curricula:

- 1) **the context of the FESM activity** (references to solutions, problems and phenomena of local, national and international significance in the curricula),
- 2) **the FESM mission statement.**

For instance:

- the teaching content, didactic methods used, as well as the literature list for many subjects are created with regard to the latest theoretical achievements, as well as the most recent practical solutions,
- the issues/topics presented during classes are analyzed in regional, national, European, international or global context,
- numerous subjects (or subject blocks) facilitate students' development into socially responsible, open-minded individuals with broad horizons.

The examples of subjects taught within the undergraduate degree programs which are consonant with the context of the FESM activity and/or its mission statement are presented in Table 17.2. Moreover, the FESM mission is also reflected in the set of learning objectives defined for specific degree programs, whose implementation is systematically measured (see Table 17.3).

Table 17.2. Examples of subjects taught at the undergraduate level, which incorporate into their content the context of FESM activity and/or its mission

Subject	Degree program (concentration, year of studies)	Reference to the context and/or mission of FESM	Element of the FESM mission statement
Corporate Theory	Management (all concentrations, I year)	The teaching content of the subject includes the following issues: contemporary challenges in managing the organization and conditions of the functioning and development of the future organization.	education based on the newest theoretical solutions
Quality Management	Management (all concentrations, II year)	The teaching content of the subject includes the following issues: modern concepts of total quality management and quality management models codified in the programs of selected national and international quality awards.	education based on the newest theoretical solutions
Corporate Social Responsibility	Management (all concentrations, III year)	The content presented in classes relate to social responsibility of the organization. A particular emphasis is placed on the impact of businesses on the environment and relationships with various stakeholder groups.	social responsibility
Organizational Culture	Economics (Management concentration, III year)	The content presented within the subject refer to the phenomenon of organizational culture, which means patterns of thinking and reacting shared in the organization. In particular, this knowledge is presented in relation to applied methods of management.	education based on the newest theoretical solutions
Economics of European Integration	Economics (all concentrations, II year)	The course approximates the theory and practice of international economic integration phenomena. The axis of the lecture is presentation of the further stages of integration from the least to the most advanced. The course includes the following issues: the processes of European economic integration, the issue of economic integration against the background of the theory of international economic relations.	global economy
Financial Accounting	Management (all concentrations, II year)	The classes deal with the major practical problems of individual registration of assets and liabilities, as well as with the results.	education based on the newest practical solutions
Local Government Finance	Finance and Accountancy (Finance and banking concentration, II year)	Classes are devoted entirely to regional finances. The aim of the course is to develop skills of financial management assessment conducted by local authorities and to familiarize students with the possibilities of design and implementation of the budgets of local government in Poland.	regional economy
Economic Forecasting	Management (all concentrations, II year)	The subject is devoted to the practical use of the methods of forecasting of economic phenomena. During the course are discussed forecasting methods based on time series models (trend models, seasonality and autoregression) and causal models.	education based on the newest practical solutions

Table 17.3. Examples of learning objectives established for undergraduate studies, which are associated with the specific elements of the FESM mission statement

Elements of the FESM mission statement	Learning objectives
education following the newest theoretical solutions	<ul style="list-style-type: none"> - Student defines the stages in the management process - Student enumerates basic communication forms and tools - Student uses economic models when describing basic macroeconomic processes in an open economy - Student explains and describes the theory of public finance - Student enumerates and describes banking rules - Student enumerates basic products in personal and property insurances
education following the newest practical solutions	<ul style="list-style-type: none"> - Student uses software in statistical and econometric analyses - Student uses technologies that allow doing e-business - Student conducts an economic analysis of a company - Student uses software to analyze statistical data - Student uses quantitative methods in the project management process
regional economy	<ul style="list-style-type: none"> - Student enumerates and describes the rules of financing territorial government
global economy	<ul style="list-style-type: none"> - Student identifies basic cultural differences occurring between countries - Student describes the contemporary problems of the social and economic development in selected countries - Student identifies the elements of the European and world economic systems and explains their economic mechanisms - Student analyses and explains the problems of international trade exchange and policies
social responsibility	<ul style="list-style-type: none"> - Student explains what social corporate responsibility is and shows examples of 'good practices' in that area

17.4. Credits/courses transfer

Within the undergraduate degree programs offered to FESM students are given partial evaluation and final grades for subjects within the scale ranging from 2 (the lowest grade, which does not qualify a student for passing a subject) to 5 (the highest grade). The grades obtained by students constitute the basis for the settlement and evaluation of their work in a given academic year. They are also considered while calculating the final grade for the completion of studies which is contained in the bachelor's diploma.

Prior to the academic year 2013/2014 the final grade was calculated based on:

- the arithmetic average of all the grades obtained for the examinations and passes (with the 0.75 weight),
- the grade given for the diploma examination (with the 0.25 weight).

Since the academic year 2014/2015, due to changes in the curricula, the final grade shown on diplomas is calculated based on:

- the arithmetic average of all positive grades obtained for the examinations and passes (with the 0.6 weight),
- the grade given for the diploma work (with the 0.2 weight),
- the grade given for the diploma examination (with the 0.2 weight).

The diploma examination consists of two parts:

- presentation of the diploma work includes outlining the objective, scope, methods and results of the analysis,
- discussion between the candidate and the examination board assessed by the supervisor and the reviewer of the diploma work.

With the consent of the supervisor the diploma work may be written in a team (max. 2 persons), and the contents have to include a precisely defined (by name) scope of work performed by each candidate.

The additional form of evaluation to the grading scale at FESM are ECTS (European Credit Transfer System) points. Due to the implementation of the ECTS system, FESM undergraduate students may take or continue studies at other universities (in Poland and abroad) using this

system, and the period of study at other universities is fully recognized by FESM (which is the student's home university). This means that the grades and credits earned by FESM students at other universities are taken into account while calculating the student's final grade and are of equal value to those earned at FESM (home university).

FESM avoids acknowledging and accepting transfers of points and grades obtained by FESM students at other school whose curricula and mission statements are **not consistent with** the FESM mission statement and offered curricula. Therefore, prior to making a decision to start cooperating with other school within student exchange programs, its curricula, scientific achievements of its research staff, organizational culture and mission are always checked thoroughly. Conducting such a policy allows the high quality of education to be maintained and provides comparability of grades achieved by students at other universities.

Cases of students from other universities continuing their studies at FESM are not numerous³⁰, however, at the level of **undergraduate studies** FESM exchanges students (following the policies described above) with both Polish and foreign universities.

As regards the exchange with Polish universities, a mention should be made about the Faculty's participation in the exchange program of Polish university students. **The Student and Doctoral Student Mobility Program 'MOST' allows studying for a semester or a full academic year at one of over 20 Polish partner universities.** It is addressed to students who have completed the second semester of undergraduate studies, the first semester of graduate studies, or the first year of doctoral studies, and whose research interests can be realized outside the home university. A semester curriculum for undergraduate or graduate students being participants of the 'MOST' program may be realized by selecting any semester of the current curriculum at the university chosen by the student, or on the basis of an individual program, consisting of a variety of items selected from different semesters of a given program or of related programs, realized at the same time in the selected university. A semester curriculum must provide the obtainment of 30 ECTS credits. The student is required to submit the Learning Agreement at the host institution (a copy of the Learning Agreement) and at the home institution (the original Learning Agreement). Exchange of doctoral students involves attending classes under the program of doctoral studies, which is realized at the selected university. The program can also be implemented by drawing a query library or archive, performing laboratory work or participating in other types of scientific cooperation. The Learning Agreement, agreed with the participant's tutor shall be approved by the head of the relevant doctoral program at the home university and the head of the relevant doctoral program at the host institution.

The 'MOST' program operates as follows: in the first stage partner universities determine the number of places proposed for students from other universities, and then - in the second stage - persons interested in participating in the program register electronically. Under this program, each year about 4-5 FESM students move to other Polish universities and realize there their own selection of subjects.

As concerns exchanging students with **foreign universities**, FESM participates in the ERASMUS program (the list of partner universities with which the Faculty is currently working under this program is available at <http://www.econ.umk.pl/38.uczelnie-partnerskie.html>). In accordance with the applicable regulations, every FESM student is required to obtain at least 30 ECTS points during a semester, including the time of studying abroad within the ERASMUS program (since the beginning of academic year 2014/2015 a new name for the program has been used – 'ERASMUS PLUS'). Students leaving for studies abroad shall submit to the FESM authorities their Learning Agreement - the study plan, which will be carried out by them at partner universities (it should include subjects and the corresponding number of ECTS points). This forms the basis for passing the subjects at their *alma mater* (after their return to the home country). If a student does not obtain a required number of ECTS points at a foreign university, this student - after returning to Poland -

³⁰ The number is 5-6 persons per academic year. The regulations concerning the transfer of students from other universities to FESM NCU are included into the Regulations of Studies of NCU. A student admitted to FESM as a result of transfer from another university is obliged to make up for the differences in study programs and curricula (to pass the subjects which are among the so-called program differences).

is obliged to pass selected subjects that will allow him/her to obtain the missing number of points (in order to pass the year of studies). Third-year students of undergraduate studies involved in international student exchange, apart from obtaining 30 or 60 ECTS points, are also obliged to pass the English language examination. In addition, students of the final year at both levels of studies are required to complete a Bachelor or Master seminar. In the case of a two-semester subject, a student who leaves for one semester is obliged to pass the missing part of the subject (which was not done by him/her at FESM) under the Individual Organization of Studies.

17.5. Joint and/or partnership degree programs

FESM conducts cooperatively **undergraduate studies** within the so-called two-discipline studies with the Faculty of Mathematics and Computer Science (FMCS): Mathematics and Economics – two-discipline studies conducted by FESM within Economics³¹.

The program of the above mentioned two-discipline studies is available at <http://www.econ.umk.pl/251.plany-studiow.html>. The rules governing it are set out in the Agreement concluded between the two Faculties. Students involved in this program follow the NCU mission, and the mission statements of the Faculties offering these studies. The partner Faculty has highly qualified research and teaching faculty members that allows the meeting of the requirements for minimum staffing for inter-discipline studies conducted in accordance with the applicable law on higher education. Graduates of this program can be awarded two diplomas: one from FESM (within Economics) and the other from FMCS (within Mathematics).

17.6. Undergraduate educational level – overall assessment

Undergraduate programs offered at FESM fulfill expectations appropriate for the context and mission of the school. Due to the efficiently functioning AoL system, it can be verified, whether FESM provides its students with sufficient amount of time and content coverage necessary to accomplish learning goals. Moreover, FESM defines and broadly disseminates its policies for evaluating, awarding, and accepting transfer credits/subjects from other institutions consistent with its mission and degree programs and joint/partnership degree programs are supported by the appropriate agreements.

Evaluation against the standard
We consider we meet the standard

Standard 18

Master's level degree in general management (e.g. MBA) programs: knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

18.1. Learning goals and their assessment

FESM meets the requirements of the standard since both the learning goals for each master's level degree program have been defined and their assessment has already been made. The learning goals as well as the expectations are in line with the school's mission statement and cultural environment.

In the case of all learning goals defined, the measurement has been conducted twice. The results from the first assessments have been analyzed, the outcomes have been used to make changes to improve student learning, and finally, the second assessments have been conducted in order to determine the impact the changes introduced had on student learning. The results of the measurement as well as the efforts made to eliminate the discrepancy have been described in detail in **Appendix 8: The results of the measurement**.

³¹ Cooperation with the Faculty of Law and Administration (within the Administration and Management program - two-discipline studies conducted by FESM within Management) was completed in the academic year 2013/2014.

Table 18.1. The degree of the realization of all learning goals for individual degree programs and specializations at the Master's level

Specialization	1 st measurement		2 nd measurement	
	No. of goals	No. of goals realized (%)	No. of goals	No. of goals realized (%)
MANAGEMENT				
Human resources management	2	100	4	50
Marketing	2	100	4	50
Logistics of economic processes	1	100	4	25
Investment and real estate	2	100	4	75
Business management	1	100	4	75
Business administration	2	50	4	100
Tourism and sports management	2	100	4	75
Information technology in management	3	100	3	66.6
Entrepreneurship and managing SMEs	4	100	4	75
MANAGEMENT Total	19	94.7	35	65.7
ECONOMICS				
Managerial economics	4	75	4	75
Economic analysis	3	100	4	25
Economics of the public sector	4	75	4	75
ECONOMICS Total	11	81.8	12	58.3
FINANCE AND ACCOUNTANCY				
Banking and insurances	3	66.6	4	100
Financial advising and corporate finance	3	66.6	4	75
Financial engineering	3	66.6	4	75
Accountancy and financial audit	3	66.6	4	100
Business units management accountancy	2	100	4	100
FINANCE and ACCOUNTANCY Total	14	71.4	20	90
Master's level Total	44	84	67	71.6

Table 18.2. The degree of the realization of the learning goals that are common within specific degree programs at the Master's level

Specialization	1 st measurement		2 nd measurement	
	No. of goals	No. of goals realized (%)	No. of goals	No. of goals realized (%)
MANAGEMENT				
Human resources management	2	100	2	50
Marketing	2	100	2	50
Logistics of economic processes	1	100	2	50
Investment and real estate	2	100	2	50
Business management	1	100	2	50
Business administration	2	50	2	100
Tourism and sports management	2	100	2	50
Information technology in management	3	100	1	0
Entrepreneurship and managing SMEs	4	100	2	50
MANAGEMENT Total	19	94.7	17	52.9
ECONOMICS				
Managerial economics	2	100	2	50
Economic analysis	1	100	2	50
Economics of the public sector	2	50	2	50
ECONOMICS Total	5	80	6	50
FINANCE AND ACCOUNTANCY				
Banking and insurances	2	50	2	100
Financial advising and corporate finance	2	50	2	100
Financial engineering	2	50	2	100

Accountancy and financial audit	2	50	2	100
Business units management accountancy	2	100	2	100
FINANCE and ACCOUNTANCY Total	10	60	10	100
Master's level Total	28	86.7	32	65.6

18.2. Capacities developed through the knowledge and skills

The FESM master's level programs develop capacities indicated in the standard (see Tables 18.3 and 18.4).

Table 18.3. The examples of subjects which develop capacities mentioned in the standard

Degree program	Subjects (year of studies, specialization)
Capacity to lead in organizational situations	
Economics	Human Capital Management (II year, all specializations) Management Games (II year, Managerial Economics) Motivating Systems (I year, Managerial Economics)
Finance and Accountancy	Managerial Accounting (I year, all specializations) Business Negotiations (II year, Finance and Financial Advising) Investor Relations and Ethics on Financial Market (I year, Finance and Financial Advising)
Management	Contemporary Management Concepts (I year, all specializations) Psychology in Management (I year, all specializations) Communication and Development of Managerial Skills (II year, Business Administration)
Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines	
Economics	Statistical Inference (I year, all specializations) Economics of Decision Making Processes (II year, Managerial Economics) Master's Diploma Seminar (I and II year, all specializations)
Finance and Accountancy	Managerial Accounting (I year, all specializations) Master's Diploma Seminar (I and II year, all specializations) Investment Funds and Investment Portfolio Management (I year, Finance and Financial Advising)
Management	Processes Management (I year, all specializations) Operational Research (I year, all specializations) Master's Diploma Seminar (I and II year, all specializations)
Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments	
Economics	Statistical Inference (I year, all specializations) Econometrics and Forecasting of Economic Processes (II year, all specializations) Management Games (II year, Managerial economics)
Finance and Accountancy	Investment Funds and Investment Portfolio Management (I year, Finance and Financial Advising) Foreign Exchange Risk Management (I year, Banking and insurances) Volatility Modeling and Market Risk Analysis (II year, Financial Engineering)
Management	Strategic Management (I year, all specializations) Entrepreneurship (I year, all specializations) Business Competitiveness Management (I year, Business Administration)
Capacity to understand management issues from a global perspective	
Economics	International Economics (I year, all specializations) Managerial Economics (I year, all specializations) Macroeconomics (I year, all specializations)
Finance and Accountancy	Monetary policy (I year, all specializations) International Financial Markets Analysis (II year, Financial Engineering) Finance of International Companies and Tax Advisory (II year, Finance and Financial Advising)
Management	Strategic Management (I year, all specializations) Contemporary Management Concepts (I year, all specializations) International Entrepreneurship (II year, Entrepreneurship and Management of SMEs)

18.4. The examples of the learning goals and objectives for key knowledge and skills in each master's level program

Dimension	Learning goal (degree program, specialization)	Learning objective
Capacity to apply and adapt knowledge	Application of analytical methods in the optimization of business decisions (management, all specializations)	Student quantifies decision-related problems and applies quantitative tools in the optimization of decisions
	Social responsibility (management, all specializations)	Student plans new and socially responsible business enterprises
	Identification and analysis of marketing solutions in organizations (management, marketing)	Student designs appropriate actions and instruments to be used in marketing planning
	Knowledge in financial and managerial accountancy (finance and accountancy, all specializations)	Student exploits the knowledge of accountancy in making managerial decisions
	Basic knowledge of the domestic and international financial markets (finance and accountancy, all specializations)	Student identifies financial institutions and defines their role in the economy
	Use of economic terminology (economics, all specializations)	Student skillfully uses economic terminology in a written assignment on a selected topic
Capacity to lead in organizational situations	Application of analytical methods in the optimization of business decisions (management, all specializations)	Student analyzes the internal and external environment of the organization for the needs of strategic management
	Application of methods and tools in the sphere of human resources management (management, human resources management)	Student designs a rewarding system appropriate to the organization
	Contemporary managerial skills in an organization (economics, managerial economics)	Student takes effective managerial decisions based on the possessed knowledge
	Contemporary managerial skills in an organization (economics, managerial economics)	Student uses basic negotiation techniques
	Knowledge in financial and managerial accountancy (finance and accountancy, all specializations)	Student exploits the knowledge of accountancy in making managerial decisions
	Use of financial data in companies in taking strategic managerial decisions (finance and accountancy, business units management accountancy)	Student uses the methods of managerial accounting in decision-making processes
Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines	Knowledge about the functioning of the mechanisms of the public sector (economics, economics of the public sector)	Student identifies conditions for a social dialogue
	Use of software (economics, economic analysis)	Student uses software in a decision-making process
	Analysis of economic problems (economics, economic analysis)	Student prepares economic forecasts with the use of quantitative methods
	Identification of the conditions for the functioning of SMEs (management, entrepreneurship and managing SMEs)	Student explains the processes concerning managing, implementing changes and conditions for internal entrepreneurship in SMEs
	Deepened knowledge about investments and real estate (management, investment and real estate)	Student identifies economic, social and legal processes concerning real estate management
	Deepened knowledge in the area of banking (finance and accountancy, banking and insurances)	Student identifies risk occurring in credit institutions
Capacity to adapt and innovate to solve problems, to cope with unforeseen events,	Application of analytical methods in the optimization of business decisions (management, all specializations)	Student quantifies decision-related problems and applies quantitative tools in the optimization of decisions
	Application of analytical methods in the optimization of business decisions (management, all specializations)	Student analyzes the internal and external environment of the organization for the needs of strategic management
	Use of knowledge in the theory of economics (economics, all specializations)	Student solves micro and macro-economic problems

and to manage in unpredictable environments	Use of management methods in an organization (economics, managerial economics)	Student uses methods of reducing risk
	Use of financial data in companies in taking strategic managerial decisions (finance and accountancy, business units management accountancy)	Student uses the tools of managerial accounting in selected industries of the economy
	Application of financial engineering tools (finance and accountancy, financial engineering)	Student applies the tools used for the evaluation of financial risk
Capacity to understand management issues from a global perspective	Social responsibility (management, all specializations)	Student analyzes ethical aspects of management problems
	Knowledge of effective management processes (management, business management)	Student explains management processes concerning specific resources and spheres of the institutional functioning and of an institution as the whole
	Consideration of global conditions in company management (management, business administration)	Student characterizes the impact of cultural differences on the effectiveness of the management methods applied
	Consideration of global conditions in company management (management, business management)	Student characterizes the impact of cultural differences on the effectiveness of the management methods applied
	Detailed knowledge of selected financial processes (finance and accountancy, all specializations)	Student identifies static and dynamic relations between the structures and economic and financial institutions
	Use of knowledge in the theory of economics (economics, all specializations)	Student explains the concepts of the functioning of a market economy

18.3. Global perspective

FESM master's level programs students have the opportunity to acquire a global perspective by means of:

- students' exchange under the ERASMUS program and participation in classes together with students from other countries;
- participation in lectures delivered by foreign visiting professors and businessmen from corporations which are held at FESM on a regular basis;
- participation in the activities of the AIESEC organization;
- participation in foreign job placements organized by AIESEC and foreign companies;
- exchange of ideas during the International Week (during the event various workshops and seminars are organized on the premises of FESM as well as in different international and Polish companies);
- possessed access to various international publications and data bases of foreign libraries and other institutions;
- use of popular and recognized worldwide software.

Moreover, within the numerous subjects various topics are considered in a global perspective and the subject literature includes handbooks that are used and recognized worldwide and is abundant in international references.

18.5. Global perspective across the dimensions outlined in the standard - the examples of subjects

Dimensions	Subjects (degree program, year of studies, specialization)	Global perspective
Capacity to lead in organizational situations	Leadership in Global Economy (Management, 1 year, Business Administration)	The lecture introduces students to various world's theories and views on leadership, presents outstanding social, political, religious and business leaders and helps to understand the role of leadership in an international context.
	Investor Relations and Ethics on Financial Market	The subject raises important issues related to trust in the financial market and the effects of its absence and the quality of information directed at the financial community. Attempts made to remedy the situation are analyzed according to different types of regulations, codes of profession,

	(Finance and Accountancy, I year, Finance and Financial Advising)	principles of good practices, corporate governance (corporate governance). The subject also emphasizes legal sanctions.
Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines	International Financial Markets Analysis (Finance and Accountancy, II year, Financial Engineering)	The subject deals with the problems of the international financial market (such as, for instance, the single European banking market, international currencies market, global and regional financial supervision, flows of international portfolio capital, financial crises) as well as with the methods of analyzing dependencies between the world's financial markets.
	Contemporary Management Concepts (Management, II year, all specializations)	The aim of the lecture is to present the review of up-to-date management concepts, methods and techniques as well as to consolidate students' understanding of these issues. Student can forecast, identify and analyze the issues concerning the operations and development of an organization, design and manage remedial actions for identified problems/issues, apply up-to-date management methods and techniques in an efficient way.
	Economics of Decision Making Processes (Economics, II year, Managerial Economics)	The subject presents the theory of decision-making processes used in making managerial decisions at operational and strategic levels. The aim is to teach the ability to conduct an effective decision-process, the ability to associate new decision-making situations with exemplary problems already trained and appropriate selection of decision-making methods.
Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments	Managerial Economics (Economics, I year, all specializations)	During lectures and classes students learn how to take decisions in the environment of uncertainty and in an open economy, and how to protect competition and carry out competition policies under globalization.
	Volatility Modeling and Market Risk Analysis (Finance and Accountancy, II year, Financial Engineering)	The discussed problems include the following: measurement, forecasting and modeling volatility, types and measurements of risk, dependencies between the world's stock markets, and the infection effect.
	Business Competitiveness Management (Management, I year, Business Administration)	The issues of the lecture concern complicated problems of company's competitiveness management. The lecture focuses mainly on identification and analysis of factors and enterprises' activities aimed at building and maintaining the competitive advantage on the international market.
Capacity to understand management issues from a global perspective	International Economics (Economics, I year, all specializations)	Lectures and classes cover an analysis of the problems of international macroeconomic policy, international financial relations and of the world economy.
	Investment Funds and Investment Portfolio Management (Finance and Accountancy, I year, Finance and Financial Advising)	Due to the subject students gain in-depth knowledge on the occurrence of risk in the financial market at national and global levels. They are able to analyze, interpret, and explain economic phenomena and assess the economic and financial conditions of business entities.
	Contemporary Macroeconomic Problems (Management, I year, all specializations)	Student knows, understands and considers from the point of view of the management sciences economic and social processes taking place in institutions and their environment, including global environment, and their sources, interrelationships and long-term consequences. Student has the competences to create and use tools to acquire information and knowledge necessary for the functioning of institutions in a global environment.

18.4. Master's level general management learning goals – overall assessment

Participation in the FESM master's level degree programs presupposes the base of general knowledge and skills appropriate to an undergraduate degree and the curriculum across the dimensions outlined in the standard demonstrates a global perspective. FESM meets the requirements of the standard since the learning goals for the master's level degree programs have been defined and their assessment has been made twice (the loop is closed now).

Evaluation against the standard
We consider we meet the standard

Standard 19

Master's level degree in specialized programs: knowledge and skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.

19.1. The level of knowledge represented by the students of a specialized master's level program

The curricula of the FESM graduate studies (available on the Faculty website:

- for full-time studies - <http://www.econ.umk.pl/251,plany-studiow.html>,
- for part-time studies - <http://www.econ.umk.pl/261,plany-studiow.html>)

require from students the possession of the base of general knowledge and skills appropriate to an undergraduate degree since they are realized at a more advanced level (if compared with the undergraduate studies).

The subject syllabi for the courses taught within the graduate specialized programs presuppose that master's level students should possess (that is a prerequisite) the base of general knowledge and the knowledge relevant to their specialization. Without that knowledge, it is not possible to achieve learning outcomes and learning goals defined for the specializations.

It is assumed that students acquire extensive knowledge in their specializations and gain the understanding of how that knowledge is developed and that students learn how to apply that extensive knowledge for specific purposes, such as, for instance:

- solving unknown problems and tasks, looking for innovative solutions for problems directly related to the selected specialization at graduate studies,
- carrying out a critical analysis of the facts related to their specialization,
- understanding of the specialist knowledge in their specialization within a global context,
- combining the specialist knowledge with general knowledge from other fields of study acquired during their undergraduate studies.

19.2. Students' ability to apply and adapt accumulated knowledge

Master's level students start their master seminars in the second term of the studies. Altogether there are three terms during which they have such seminars. Subjects of master theses are formulated by supervisors with the consideration of student's proposals. A supervisor can be an academic teacher with the title of professor or with a postdoctoral degree – doctor habilitated. If the supervisor is a researcher with a Ph.D. degree only, then the title of a master thesis needs to be approved by the head of the department.

Master theses are both theoretical and empirical in their character. Students should demonstrate their capability of using the subject literature critically, of solving individually the formulated empirical problem, as well as their being familiar with the principles of writing a master's diploma work. The structure of a master thesis needs to contain chapters with theoretical background of the subject matter as well as a description and analysis of the research done individually, or presentation of reproduced statistical materials.

The condition that qualifies a student for taking a final master's degree examination is passing of all the subjects and examinations required by the studies regulations and submitting the diploma work with the supervisor's note of approval. Also, it is formally required to deliver an electronic version of the diploma work and to enter it into the APD system (the Diploma Works Archive system) that is integrated with the USOSweb system. Besides, students need to enter key words, a summary of the master thesis, and its title translated into English. Also, the reviews of the diploma work prepared by the promoter and the reviewer are introduced into the system. The thesis reviewer may be an academic teacher holding at least a doctoral degree (employed in a relevant department, or who is a specialist in a given field and is employed by another department).

Master examinations are taken in the presence of the examination board appointed by the FESM Dean. The examination board should be composed of at least three persons. In the first part of the exam the student presents the purpose and scope of the work and the results of the research

done. This presentation is assessed by the examination board. What is assessed is the student's level of the achievement of the program learning outcome. In the further part of the final exam the supervisor and the reviewer provide their evaluation of the reviewed work, discussing in detail the student's level of achievement of learning outcomes divided into knowledge, skills and social competence. In the third part of the final exam the student is asked two questions, one of them is formulated by the promoter and the second by the reviewer. The questions must verify the learning outcomes set out in the curriculum.

The final result of the studies is shown on the diploma. It is determined based on the weighted average of:

- the arithmetic average of all positive grades obtained for the examinations and passes (with the 0.6 weight),
- the grade given for the diploma work (with the 0.2 weight),
- the grade given for the diploma examination (with the 0.2 weight).

The diploma has a supplement containing a list of all the subjects realized during the studies together with the number of hours, ECTS points granted, and with the student's most outstanding achievements (for example, ministerial scholarships awarded, the possession of the title of the best performing student) and the functions performed.

Detailed information on the rules governing the completion of graduate studies is available on the FESM website: <http://www.econ.umk.pl/660,studia-i-studenci.html>

19.3. Verification of the learning goals

The AACSB accreditation team in cooperation with FESM faculty members have defined learning goals for all specialization at graduate studies. These learning goals have been translated into objectives. For that purpose the methods of assessing learning objectives have been developed. The expectations criteria and performance standards have been developed and the measurement has been conducted twice.

The results from the first assessments have been analyzed, the outcomes have been used to make changes to improve student learning, and finally, the second assessments have been conducted in order to determine the impact the changes introduced had on student learning. The measurement of learning outcomes has allowed the identification of the problematic areas as well as suitable corrective action to be taken in the case of those goals which were not met.

The summary of the results of the measurements performed are contained in Tables 19.1 and 19.2. Table 19.1 shows the degree of the implementation of all the goals set for the specialization, while Table 19.2 shows only the degree of the achievement of the objectives specific to the specialization (excluding objectives common to all specializations).

Detailed results of the measurements as well as the efforts made to eliminate the discrepancy have been described in detail in **Appendix 8: The results of the measurement**.

Table 19.1. The degree of the realization of all learning goals for individual degree programs and specializations at a Master's level degree

Specialization	1 st measurement		2 nd measurement	
	No. of goals	No. of learning goals realized (%)	No. of goals	No. of learning goals realized (%)
MANAGEMENT				
Human resources management	2	100	4	50
Marketing	2	100	4	50
Logistics of economic processes	1	100	4	25
Investment and real estate	2	100	4	75
Business management	1	100	4	75
Business administration	2	50	4	100
Tourism and sports management	2	100	4	75
Information technology in management	3	100	3	66.6
Entrepreneurship and managing SMEs	4	100	4	75
MANAGEMENT Total	19	94.7	35	65.7

ECONOMICS				
Managerial economics	4	75	4	75
Economic analysis	3	100	4	25
Economics of the public sector	4	75	4	75
ECONOMICS Total	11	81.8	12	58.3
FINANCE AND ACCOUNTANCY				
Banking and insurances	3	66.6	4	100
Financial advising and corporate finance	3	66.6	4	75
Financial engineering	3	66.6	4	75
Accountancy and financial audit	3	66.6	4	100
Business units management accountancy	2	100	4	100
FINANCE and ACCOUNTANCY Total	14	71.4	20	90
Master's level degree programs Total	44	84	67	71.6

Table 19.2. The degree of the realization of the learning goals formulated for given specializations by the degree programs and specializations at a Master's level degree

Specialization	1 st measurement		2 nd measurement	
	No. of goals	No. of learning goals realized (%)	No. of goals	No. of learning goals realized (%)
MANAGEMENT				
Human resources management	0	-	2	50
Marketing	0	-	2	50
Logistics of economic processes	0	-	2	0
Investment and real estate	0	-	2	100
Business management	0	-	2	100
Business administration	0	-	2	100
Tourism and sports management	0	-	2	100
Information technology in management	0	-	2	100
Entrepreneurship and managing SMEs	0	-	2	100
MANAGEMENT Total	0	-	18	77.7
ECONOMICS				
Managerial economics	2	50	2	100
Economic analysis	2	100	2	0
Economics of the public sector	2	50	2	100
ECONOMICS Total	6	66.6	6	66.6
FINANCE AND ACCOUNTANCY				
Banking and insurances	1	100	2	100
Financial advising and corporate finance	1	100	2	50
Financial engineering	1	100	2	100
Accountancy and financial audit	1	100	2	100
Business units management accountancy	0	-	2	100
FINANCE and ACCOUNTANCY Total	4	100	10	90
Master's level degree programs Total	10	80	34	79.4

The scope of knowledge represented by students of a master's program specialization includes:

- application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization
- ability to adapt and innovate to solve problems
- capacity to critically analyze and question knowledge claims in the specialized discipline.

Theoretical knowledge of the specialization is included in the curricula of graduate studies and is subject to monitoring due to appropriate learning objectives (see Table 19.3).

Table 19.3. Summary of learning objectives concerning the theoretical knowledge of the specialization and of the supporting subjects - examples

Learning objective	Subject	Degree program/ specialization	Subject description
Student knows the theories of population development and other demographic phenomena and processes	Demography and population policies	Management/ Human resources management	The subject content includes the scope, objectives and instruments of population policy, human development theory, research methodology of population, census, population status parameters and demographic factors.
Student characterizes marketing strategies that are adjusted to the specificity of foreign markets	Marketing communication and negotiations	Management/ Marketing	The subject discusses the issues of marketing communication and negotiation, concerning, among others, marketing communication, its elements, objectives and functions, and negotiation as a form of interpersonal communication, including questions regarding the phases and stages of negotiation, negotiation styles and techniques, methods of conflict resolution, non-verbal and verbal scope of the negotiations and cultural differences in international negotiations.
Student characterizes the elements of logistic customer service	Logistic customer service	Management/ Logistics of economic processes	The objective of the subject is to provide students with the basic knowledge in the broadly understood customer service with a particular emphasis on the logistics dimension. The outcome is the way of thinking developed in students corresponding to the rules of the concept of marketing and logistics management, and gaining the ability to use this knowledge in practice.
Student identifies economic, social and legal processes concerning real estate management	Managing real estate	Management/ Investment and real estate	The subject covers such issues as, for instance, the characteristics of the property; concepts characteristics, classification, functions, forms own, fees, charges, expropriation and restrictions on the right of ownership; real estate market - concepts and features, functioning; the real estate market cycles; participants in the real estate market, the developer; market segmentation, primary and secondary markets; methods of analysis of the market; investing in real estate.
Student explains management processes concerning specific resources and spheres of the institutional functioning and of an institution as the whole	Functioning of limited liability companies	Management/ Business management	The subject is focused mainly on the following topics: a typology of companies, rights and obligations of the company's shareholders and stockholders, share capital, shares, dividends and dividend policy, principles of organization and management of a corporation, the principles of the remuneration of the Management Board and the Supervisory Board of the company, the principles of corporate governance, relations in the structures of power in the company.
Student describes a model of managing a company's competitiveness	Managing company competitiveness	Management/ Business administration	The subject focuses on the process of building competitive advantages in the company. The starting point is the competitiveness potential of the company (based on the resource management theory), which allows the creation of a competitive advantage, shown on the market using the instruments of competition. The achieved results are reflected in the company's competitive position in the market. The competitiveness potential should be shaped in an exemplary manner, and contemporary possibilities of its building such as outsourcing and strategic alliances are used increasingly.
Student characterizes methods and tools used in the evaluation of a tourist company's financial situation	Finance of touristy and sports organizations	Management/ Tourism and sports management	The main objectives of the subject include the assimilation of the basic concepts of financial reporting in companies, learning the basic of relations between the company and its capital assets, gaining the ability to interpret financial data presented in financial reporting and to assess the financial position of the entity based on the calculated ratios.

Student identifies the methods and forms of new enterprises	Planning new enterprises	Management/ Entrepreneurship and managing SMEs	The lecture addresses the issues related to the planning of new projects, with particular emphasis on the creation of one's own business.
Student explains the concepts of the functioning of a market economy	International economics	Economics/ All specializations	The subject covers the following topics: the national income accounts and balance of payments, exchange rates and the foreign exchange market, the money market, interest rates and exchange rates, the level of prices and the exchange rate in the long run, the production and the exchange rate in the short term.
Student characterizes the functioning of the public sector in Poland	The public finance and the budget policy in Poland	Economics/ Economics of the public sector	The subject presents the basic principles of public finance and fiscal policy issues, sources of creating budget revenues and budget expenditure trends.
Student describes banking products	Investment banking and brokerage services	Finance and Accountancy/ Banking and insurances	The subject familiarizes students with the knowledge about the functioning of the financial market and with offers of companies dealing with brokerage. Exemplary topics discussed include the following: the crisis in the financial markets and public finance, the valuation of financial instruments, public offerings, derivatives.
Student characterizes the instruments used in financial engineering	Instruments of financial engineering	Finance and Accountancy / Financial engineering	The subject deals with such issues as, for example, risk and its types; risk measures; types of derivatives; valuation of derivatives; analysis of the factors affecting the price of some derivatives; the use of derivatives in investment transactions.

The ability to adapt and use innovation in problem solving is included in the curricula of Master's level degree and is subject to monitoring by the relevant learning objectives (see Table 19.4).

Table 19.4. Summary of learning objectives concerning the ability to adapt and use innovation in solving problems and of subjects that implement it - examples

Learning objective	Subject	Degree program/ specialization	Subject description
Student designs solutions in the scope of the labor market and labor policies adjusted to the cultural context	Employment and labor market policies	Management/ Human resources management	The subject covers issues related to the functioning of labor markets, employment policies and fundamentals of governmental intervention in the labor market.
Student quantifies decision-related problems and applies quantitative tools in the optimization of decisions	Operational research	Management/ Marketing	The subject is dedicated to the fundamentals of the optimization of management decisions at different levels of the organization. The subject presents an analytical approach to the principles of economic decision-making. The main content of the subject relates to developing the ability to quantify the decision-making problem and to apply appropriate optimization models.
Student applies econometric methods and tools to forecast and optimize logistic processes	Optimization methods in logistic processes	Management/ logistics of economic processes	The subject presents mathematical models of decision-making and mathematical-statistical tools for solving decision problems in logistics. The subject content: the concept of a mathematical model of decision-making; linear programming task, solving methods and applications in logistics; transportation problems and tasks allocation; dynamic programming and its application in the planning of production and equipment exchange; inventory optimization; deterministic and stochastic models.
Student makes an evaluation of a company and of a given investment project	Evaluation of investment projects	Management/ Investment and real estate	The aim of the subject is to present certain problems related to investing in respect of investment income in kind. The subject develops the ability to use different methods to assess the investment undertaken by the company.
Student applies information technology tools that support	ERP systems	Management/ Information	The purpose of the subject is to familiarize students with the implementation of the learned basic business

the integration and the use of business processes in an organization		technology in management	processes in the existing virtual environment (full scale SAP ERP system, without functional limitations) and to develop skills and competence to act in the organization implementing or having the implemented system of this class.
Student uses the methods of company strategic management	Market strategies in companies	Economics/ Managerial economics	The content of the subject includes the creation of market strategies, and determines the objectives of the organization. It also includes the types of marketing strategies and the methods of the implementation of these strategies.
Student analyses financial problems with the use of econometric methods and models	Financial engineering	Economics/ Economic analysis	The subject presents financial nature and methods of time series analysis. It introduces the methods and models of financial econometrics analysis of investment risk. It can predict the volatility of financial time series and the evaluation of the mutual relationships between the financial markets.
Student applies the tools used for the evaluation of financial risk	Modeling changeability and market risk analysis	Finance and Accountancy / Financial engineering	The subject discusses the issues related to the volatility of the financial markets and market risk management. The primary objective of the course is acquiring by students the skill of measuring and forecasting of the volatility of financial processes as well as determining and interpreting the key measures of market risk.
Student interprets financial data and chooses appropriate valuation methods for options	Options pricing	Finance and Accountancy/ Financial advising and corporate finance	The subject covers the following topics: factors affecting the price of the option; option contracts valuation models with discrete time and continuous time; pricing model; analysis of Greek parameters value.
Student uses the tools of managerial accounting in selected industries of the economy	Managerial Accounting in Hotel and Tourism Industry	Finance and Accountancy / Business units management accountancy	The subject is aimed at presenting the basic concepts of management accounting in the hotel and tourism industry. It explains the analysis of revenues, expenses, and financial results, analysis of the relation sales - cost - profit, profitability analysis, pricing decisions, budgeting, cost management in the hotel and tourism industry and analysis of financial statements for decision-making.

The ability to critically analyze and question the new knowledge within a specialized field is included in the curricula of Master's level degree and is subject to monitoring by appropriate learning objectives (see Table 19.5).

Table 19.5. Summary of learning objectives concerning the ability to critically analyze and question the newly gained knowledge and subjects that implement it - examples

Learning objective	Subject	Degree program/ specialization	Subject description
Student designs a rewarding system appropriate to the organization	Rewarding systems in organizations	Management/ Human resources management	The subject deals with the mechanisms of shaping compensation in enterprises, its individual components as well as the internal and external conditions.
Student selects methods and techniques of data collection that are suitable to solve the problems identified	Application of marketing research	Management/ Marketing	The main objective of the subject is to deepen students' knowledge, skills and competences in the field of marketing research gained in the educational process hitherto, and to indicate their practical use in the real planning and implementation of marketing research.
Student models a logistic process with the use of modern software	Modelling logistic processes and systems	Management/ Logistics of economic processes	The subject covers topics such as architecture of economic systems and standards of design, structure and processes, logistics systems, methods and tools for modeling and logistic systems.
Student analyzes ethical aspects of management problems	Ethics in management	Management/ All specializations	The subject focuses on ethical problems in the functioning of the organization.

Student solves micro and macro-economic problems	Managerial economics	Economics/ All specializations	The subject covers the methods and tools of microeconomic analysis as well as production decisions and pricing in the company, and also the principles of decision-making and methods of protecting competition.
Student prepares economic forecasts with the use of quantitative methods	Economic analysis and forecasting business cycles	Economics/ Economic analysis	The subject covers topics such as, for instance, classification of economic cycles; morphological characteristics of the business cycle; measures of economic activity, time series decomposition methods, methods for assessing and forecasting business cycles, business cycles economic versus stock market cycles.
Student analyzes the functioning of services offered to affluent clients and individually draws conclusions	Wealth management & private banking	Finance and Accountancy / Financial advising and corporate finance	The subject covers the following topics: the concept and essence of private banking, partnerships bank - the customer, offering products and services, non-financial offer, innovative concepts of offering products and services, financial planning, risk aspect.
Student uses the methods of managerial accounting in decision-making processes	Accounting in a company's strategic management	Finance and Accountancy / Business units management accountancy	The subject realizes the following issues: the essence of strategic management, strategic management accounting, strategic costing, the measurement of the business in the strategic dimension.

19.4. Global perspective

One of the elements of the graduate studies realized at FESM is the consideration of the selected problems in a global context, which is intended to provide students with the understanding of their specializations also from the global perspective (see Table 19.6).

Table 19.6. Exemplary subjects realized within the specializations at graduate studies, with the consideration of the global perspective

Subject, (program/ specialization, year of studies)	Global perspective
Foreign Investment and Internationalization Strategies (Management/ Investment and real estate II year)	The goal of the subject is to familiarize students with the theoretical and practical foundations of doing business abroad, including the form of foreign direct investment. Tutorials that complement this subject are devoted to the issues of internationalization of economic activity in a practical context. The themes concern the following: the formulation of business internationalization strategy, reasons for the international expansion of enterprises, the analysis of the international environment and the potential of the company, the selection of foreign markets, the choice of forms of international business expansion into foreign markets.
International marketing (Management/ Marketing, II year)	Within the subject the following topics are considered: introduction to international marketing, the nature and requirements of the development, the environment of enterprises in foreign markets, foreign market segmentation, marketing research foreign markets, cultural differences and business behavior, shaping the product in the international market, international pricing, distribution in foreign markets, marketing communication in foreign markets, international marketing organization in enterprises.
International Entrepreneurship (Management/ Entrepreneurship and managing SMEs, II year)	The opening of contemporary economies makes that the enterprise environment is shaped by the processes of an international character. This pattern also applies to companies located in countries transforming their economies, including Polish companies. For many Polish companies Poland's membership in the European Union increased the importance of the internationalization of their business. The cognitive purpose of the subject is to provide basic knowledge useful in the management of the company in the global economy. The practical purpose is to acquire the ability to use the knowledge acquired in stimulating local internationalization behavior of Polish companies in order to improve their competitiveness. The issues discussed within the subject include forms of internationalization, the cluster and the internationalization of enterprises, building and implementing competitive strategies, internationalization of Polish enterprises.
Leadership in Global Economy (Management/ Business management, II year)	Dynamically changing conditions of the organization driven by both the metamorphosis of the broadly understood social attitudes and the increasing turbulence of the environment necessitate a holistic approach to the challenges specific to the twenty-first century. In addition, it becomes necessary to redefine attitudes, behaviors and managerial skills. The primary goal of the course is to draw students' attention to the need to develop the ability to draw inspiration, and then

	transfer it to the ground of their own actions, the practices of outstanding social, political, religious and business leaders on the basis of scientific achievements within this field.
Accounting for Multinational Enterprises (Finance and Accountancy/ Business units management accountancy, II year)	The goal of the subject is to present the role of accounting in the functioning of international companies. Students gain the knowledge of the essence of international accounting, accounting specifics in different countries and areas of cultural, managerial accounting in an international context, measurement and valuation of transfers in multinational companies, selected accounting problems of international organizations.
Finance of International Corporations and Tax Advisory (Finance and Accountancy/ Financial advising and corporate finance, II year)	The subject covers the following topics: corporate liquidity management, management of the exposure to the interest rate, foreign exchange rate exposure management, financing current operations abroad, international financial markets.
International financial markets analysis (Finance and Accountancy/ Financial engineering, II year)	The teaching content of the subject is the following: 1) basic concepts of international financial markets; factors influencing the globalization of financial markets; 2) the characteristics of selected financial centers; Euro-markets; the single banking market of the EU; single market for insurance and securities of the EU; international foreign exchange market; 3) financial supervision in global and regional levels; risk and rating and disturbances in the functioning of the international financial market; 4) international portfolio capital flows; the relationship between financial markets in the world; linkages between the of stock, bond, foreign exchange and raw material markets; financial crises; contagion effect and its analysis for equity markets and exchange rates; movement variability between markets.
International Economics (Economics/ All specializations, I year)	The subject addresses the following issues: the national income accounts and balance of payments, exchange rates and the foreign exchange market, the money market, interest rates and exchange rates, the level of prices and the exchange rate in the long run, the production and the exchange rate in the short term, fixed exchange rates and interventions on the foreign exchange market, the international monetary system 1870-1973, macroeconomic policy and coordination under floating exchange rates, optimum currency areas and the European experience, balance problems in developing countries, the US financial crisis.
Health Economics and Social Insurance (Economics/ Economics of the public sector, II year)	The main goal of the subject - within the section on social security - is to familiarize students with the basic knowledge concerning the functioning of the social security system in Poland and worldwide. The subject covers issues within social policies including social security. The relationships between economic policies and social policies (health policies, social security, social needs, social security system, local social policies, educational problems) are discussed. These issues are dealt with against the background of the solutions applied in the EU.

19.5. Specialized master's degree learning goals – overall assessment

Master's level students of all specializations at graduate studies demonstrate knowledge of theories, models, and tools relevant to their area of specialization. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, FESM has defined learning goals and conducted their assessment twice for each specialization. Moreover, the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

Evaluation against the standard

We consider we meet the standard

Standard 20

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

20.1. Accomplishment of the learning goals

FESM meets the requirements of the standard as both the learning goals for each master's level degree program have been defined and their assessment has been made twice, therefore, it was possible to define whether FESM provides sufficient time, content coverage, student effort, and student-faculty interaction to accomplish the learning goals.

Furthermore, it should be noted that FESM has developed graduate profiles (see Table 15.1 in our SAP), as well as learning outcomes for specific degree programs (see <http://www.econ.umk.pl/580,efekty-ksztalcenia.html>) and teaching objectives for particular subjects (defined in the syllabi). It also meets the minimum criteria in terms of program, number of hours and ECTS points specified by valid ministerial teaching standards. It can thus be concluded that FESM provides the students of all programs with appropriate volume of material, sufficient time for acquiring it, as well as the conditions facilitating students' commitment to gaining knowledge and engaging in interaction with teaching staff, ensuring that the learning outcomes as well as teaching and learning objectives will be reached.

For the master's level degree programs in management, economics, and finance and accounting a set of learning goals was established and the set is congruent with the mission of the Faculty of Economic Sciences and Management. These objectives have been identified for all of the specializations within the degree programs. Then, the process of the implementation of the measurement, data collection, remedial actions and their implementation was started. We also implemented the necessary improvements and modifications of the whole procedure of measurement (the measurement procedure is described in detail in Standard 16). At the end of 2014 we managed to close the measurement loop, which enabled us to compare the degree of the achievement of the objectives over the past three years (see Table 20.1).

Table 20.1. The degree of the implementation of the learning goals for individual degree programs at graduate studies

Degree program	1 st measurement		2 nd measurement	
	No. of learning goals	No. of learning goals realized (%)	No. of learning goals	No. of learning goals realized (%)
MANAGEMENT	19	94.7	35	65.7
ECONOMICS	11	81.8	12	58.3
FINANCE and ACCOUNTANCY	14	71.4	20	90
Master's level degree programs	44	84	67	71.6

It follows from the analysis of the data in the above table that the second measurement showed a lower degree of the attainment of the learning goals. Despite this, the second measurement showed a relatively high degree of the achievement of the learning goals - above 70%. The results of the measurements confirm that at graduate studies sufficient time was allocated as well as content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.

20.2. Length of education

The graduate studies at FESM last for two years (four semesters). They allow students to gain specific knowledge and acquire certain skills in a given area of studies (the specialization chosen by a student). They finish with the defense of master thesis and acquiring the master's degree.

In order to start graduate studies, students need to have undergraduate studies completed. Completing graduate studies allows for continuing studies at the post-graduate (doctoral) level.

20.3. Context and mission of the school

The learning outcomes and teaching objectives defined for graduate studies are reflected in the curricula, which are developed on the basis of educational standards (descriptions of the learning outcomes) of the Ministry of Science and Higher Education. The curricula also reflect:

- 1) **the context the FESM activity** (references to solutions, problems and phenomena of local, national and international significance in the curricula),
- 2) **the FESM mission statement.**

For instance:

- the teaching content, didactic methods used, as well as the literature list for many subjects are created with regard to the latest theoretical achievements, as well as the most recent practical solutions,

- the issues/topics presented during classes are analyzed in regional, national, European, international or global context,
- numerous subjects (or subject blocks) facilitate students' development into socially responsible, open-minded individuals with broad horizons.

The examples of subjects which take into account the context of FESM activity and/or its mission statement are presented in the Table 20.2. Moreover, the FESM mission is also reflected in the set of learning objectives defined for specific degree programs, whose implementation is systematically measured (see table 20.3).

Table 20.2. The examples of subjects whose content takes into account the context of FESM operations and/or its mission statement

Subject	Degree program (specialization, year of studies)	Reference to the context and/or mission of FESM	Element of the FESM mission statement
Ethics in Management	Management (all specializations, II year)	Classes are entirely devoted to the presentation of various issues related to business ethics, corporate social responsibility, ethics and justice in management as well as to trust in business.	social responsibility
Cross-cultural Management	Management (Business management, II year)	The course familiarizes students with the essence of the most important cultural differences that affect the behavior of people in business. The aim of the course is to prepare students to work in a multicultural environment. The issues to be covered include, among others, the following: the importance of cultural differences in management, communication in a multicultural environment, establishing international business relations, functions and features of the global manager, marketing and cultural differences.	global economy
UE Projects: Programming, Financing, Implementing and Monitoring	Economics (Managerial economics, II year)	The lecture is devoted to the discussion of the concepts of EU funds and projects financed with their participation. Particular attention is paid to the cohesion policy and its instruments targeted at regional aid. Students are familiarized with the principles of preparation, financing, implementation, realization, monitoring, evaluation and promotion of the projects funded by the EU. Classes are designed to develop the ability to prepare application documents required when applying for support from the EU.	regional economy
Foreign Currency Exposure Management	Finance and Accountancy (Financial advising and corporate finance, I year)	The subject concerns the problems of creating and managing foreign exchange exposure in the company. It raises the problems related to currency risk and its consequences in firms engaged in foreign trade or participating in foreign financial accounts. The course includes issues as determinants of exchange rates, the use of technical analysis to forecast exchange rates, banking and currency derivatives exchange, foreign exchange arbitrage and arbitrage secured interest rate, currency hedging using money market instruments and derivatives, foreign exchange risk management in the enterprise.	education following the newest theoretical solutions
Managerial Accounting	Finance and Accountancy (all specializations, I year)	The content of the subject focuses on the use of management accounting in decision-making. The subject covers such issues as, for instance: breakeven analysis, sensitivity analysis of profit, short-term decisions optimization, transfer pricing in the decentralized and affiliated entities - national and multinational.	education following the newest theoretical solutions
Financial Econometrics	Management (Information technology in management, II year)	Students learn nature of financial time series and methods of their analysis. They use the methods and models of financial econometrics for the analysis of investment risk and volatility forecasting of financial time series and evaluate the relationships between financial markets.	education following the newest practical solutions
International Negotiations	Economics (International economy, II year)	The content of the subject concerns international negotiations, the conditions, processes and factors implying the effectiveness of negotiations. Particular attention is paid the specifics of negotiating in individual states.	education following the newest practical solutions

Table 20.3. Examples of learning objectives established for the master's level degree programs, which are associated with the specific elements of the FESM mission statement

Elements of the FESM mission statement	Learning objectives
education following the newest theoretical solutions	<ul style="list-style-type: none"> - Student knows the theories of population development and other demographic phenomena and processes - Student characterizes marketing strategies that are adjusted to the specificity of foreign markets - Student characterizes the elements of logistic customer service - Student identifies economic, social and legal processes concerning real estate management - Student describes a model of managing a company's competitiveness - Student explains management processes concerning specific resources and spheres of the institutional functioning and of an institution as the whole - Student explains the concepts of the functioning of a market economy - Student describes banking products - Student enumerates and describes the standards of financial reporting- Student identifies financial strategies of companies
education following the newest practical solutions	<ul style="list-style-type: none"> - Student uses information technologies in the sphere of human resources management - Student quantifies decision-related problems and applies quantitative tools in the optimization of decisions - Student processes and analyzes data with the use of a modern software - Student applies econometric methods and tools to forecast and optimize logistic processes - Student proposes solutions of a specific problem and ways of implementing the proposed solutions in investment - Student explains the essence of corporate social responsibility in relation to sports and tourism - Student uses basic negotiation techniques - Student uses the methods of company strategic management - Student prepares economic forecasts with the use of quantitative methods - Student values a company with the use of various valuation methods - Student exploits the knowledge of accountancy in making managerial decisions - Student models and forecasts financial processes
regional economy	<ul style="list-style-type: none"> - Student identifies processes occurring in a tourist company and in its local and global environment - Student identifies the possibilities of gaining EU funds for the public and private sectors
global economy	<ul style="list-style-type: none"> - Student analyzes and assesses the process of brand building on the world market - Student characterizes the impact of cultural differences on the effectiveness of the management methods applied
social responsibility	<ul style="list-style-type: none"> - Student analyzes ethical aspects of management problems - Student plans new and socially responsible business enterprises - Student explains the essence of corporate social responsibility in relation to sports and tourism

20.4. Credits/courses transfer

Thanks to the **implementation of the ECTS system** the students of **graduate studies** at FESM have the possibility to continue studies at other universities (both in Poland and abroad) which use this system, with the period of studies at those universities being fully accepted by FESM (a student's primary university). It means that the grades and credit points acquired by FESM students while studying at other universities are included into their final grade for the studies at FESM on the terms equal to the ones applied to the grades acquired at FESM (the primary unit).

FESM avoids acknowledging and transferring the points and grades acquired by FESM students at other universities, whose study programs and mission statements are not in accordance with its own ones. Thus, before making a decision concerning cooperation with another university in terms of student exchange, we thoroughly examine its curriculum, academic achievements of its research staff, organizational culture and mission statement. Such policy allows us to maintain a high level of teaching, as well as comparability of grades acquired by students at other universities.

The cases of students from other universities transferring to FESM are rare³², whereas at the level of **graduate studies** FESM is involved in student exchange (in accordance with the abovementioned policy) with both Polish and foreign universities.

In reference to **national** student exchange, it should be noted that the Faculty participates in the program of Polish student exchange MOST (the rules of FESM students' participation in MOST program were described in Standard 17).

In terms of **international** student exchange, FESM participates in the ERASMUS program (the rules of FESM students' participation in the ERASMUS program were described in Standard 17).

The cases of studying more than one degree program, both within and outside FESM, are frequent among graduate students. According to the rules of study, in the case of the obligation to pass the same subject at both programs, at the student's request made within 14 days after the start of the academic year or semester, the dean may decide the subject to be passed based on the subject already passed by that student. The condition for transferring the pass grade for the subject is the compatibility of the learning outcomes of both subjects. The Dean makes a decision on passing the subject after reviewing the documentation submitted by the student on the course of study regarding the passed subject. The rules governing transfers of grades are available at the FESM website: <http://www.econ.umk.pl/256,przydatne-dokumenty.html>.

20.5. Joint and/or partnership degree programs

In the academic year 2010/2011 within the educational offer of FESM at the master's level studies there was set up a specialization in Business Administration for both Polish and foreign students. In the academic year 2014/2015 another specialization was established: Tourism and Sport Management. All of the courses taught within these specializations are in English. The curricula of the specializations are available on the FESM website: <http://www.econ.umk.pl/251,planystudiow.html>.

Those specializations are the English versions of the specializations taught in Polish the curricula of which formed the basis for the double-degree program conducted in cooperation with *Université d'Angers* in France (see: <http://www.univ-angers.fr/fr/index.html>). Graduates of Polish-French Master's Level Degree Program will be awarded double diploma – Polish (NCU) and French (*Université d'Angers*).

Students studying the Business Administration specialization are awarded an NCU diploma (Master's level degree at the Management program, specialization in Business Administration) and a diploma of the University of Angers (Master en Droit, Economie et Gestion, mention Management, specialization in International Human Resources Management or in International Management). Students studying at the specialization in Tourism and Sport Management receive an NCU diploma (Master's level degree at the Management program, specialization in Tourism and Sport Management) and a diploma at the University of Angers (Master's level degree at Department of Tourism, Management with the specialization in Management of Tourist, Hotel, Restaurant and Recreation Organizations, Hospitality Management).

A more detailed description of Polish-French Master's Level Degree can be found at the FESM website:

- <http://www.econ.umk.pl/490,informacje-ogolne.html> (Business Administration)
- <http://www.econ.umk.pl/639,informacje-ogolne.html> (Tourism and Sport Management).

20.6. Master's educational level – overall assessment

Master's level degree programs offered at FESM fulfill expectations appropriate for the context and mission of the school. Due to the efficiently functioning AoL system, it can be verified, whether FESM provides its students with sufficient amount of time and content coverage necessary to accomplish learning goals. Moreover, FESM defines and broadly disseminates its policies for

³² The regulations concerning the transfer of students from other universities to FESM NCU are included into the Regulations of Studies of NCU. A student admitted to FESM as a result of transfer from another university is obliged to make up for the differences in study programs and curricula (to pass the subjects which are among so called program differences).

evaluating, awarding, and accepting transfer credits/courses from other institutions consistent with its mission and degree programs and joint/partnership degree programs are supported by the appropriate agreements.

Evaluation against the standard
We consider we meet the standard

Standard 21

Doctoral level degree: knowledge and skills. Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization.

21.1. Students in doctoral programs create knowledge through original research

Doctoral students make original research contributions by:

- conducting their research while working on the preparation of their doctoral theses under the guidance of their supervisor(s),
- publishing scientific articles in peer review national and international periodicals, conference proceedings and monographs,
- participation in academic conferences, workshops and seminars with presentation of scientific findings,
- participation in research projects headed by experienced academic researchers and realizing promotional grants which allow to prepare doctoral theses (financed by the Ministry of Science and Higher Education and Nicolaus Copernicus University), or realizing own research projects.
- realizing projects co-financed by the European Union, for example, under the project 'A Step into the Future - scholarships for doctoral students' (the scholarship is granted in order to support academic research concerning the issues of developing innovations in the kujawsko-pomorskie region, in accordance with the Regional Innovation Strategy for the Kujawsko-Pomorskie Region; the aim of the project is developing the connections between universities and companies of the kujawsko-pomorskie region and improving the doctoral students' participation in activities aimed at commercializing research findings which are crucial to the development of the region; the administrator of funds is the Marshall's Office of the Kujawsko-Pomorskie Region).
- regular work at doctoral seminars at FESM as well as occasional participation in doctoral seminars at other universities, such as the seminar in Financial Economics SEFIN at Adam Mickiewicz University in Poznań, Poland, or the Doctoral Workshop in Econometrics organized by the University of Łódź, Poland.

In the period 2012-2014 the doctor's degree at our Faculty was granted to 24 graduates (14 in the field of Economics and 10 in the field of Management). The titles of dissertations are presented in Table 21.1.

Table 21.1. Titles of doctoral dissertations from the years 2012 - 2014

Titles of doctoral dissertations in the area of Economics	Titles of doctoral dissertations in the area of Management
<ul style="list-style-type: none"> • The use of dynamic factor models for modeling and forecasting of macroeconomic processes • Linear dynamic compliance (linear conformable dynamic) econometric model as a predictor of non-linear dependence • Public goods in modern economic thought • The effectiveness of companies financed by high-risk capital in Poland • Milton Friedman's approach to monetary policy and the strategy of direct inflation targeting • Assessment of the conditions of the acquisition of immovable property by entities with foreign capital in Poland 	<ul style="list-style-type: none"> • Objectives and conditions of the activity of international joint ventures in Poland • Quality management in Polish hospitals • Small and medium-sized enterprises in the structures of virtual organizations • The attractiveness of countries in Central and Eastern Europe for foreign direct investment • Business Balanced Scorecard as a tool for the management of a local bank based on the example of cooperative banks in Poland

<ul style="list-style-type: none"> • Economic efficiency of auction models in the context of public contracts for services rendered by consulting firms • Factors determining the amount of state budget revenues from the income tax on individuals • The extreme values theory in financial econometrics • Compensation in civil service • Human capital and socio-economic development of the knowledge-based economies • Taylor rule in the context of the Polish monetary policy • The economic development of Ireland after joining the European Union • Ordoliberalism and Keynesianism - two contradictory concepts in the economic policy of post-war Germany 	<ul style="list-style-type: none"> • Managing projects of post-industrial land revitalization • Development of organizational structures in Polish companies pursuing innovative projects • Foreign direct investment in Poland's special economic zones • Collaboration of companies with non-governmental organizations as a manifestation of corporate social responsibility • Determinants of changing suppliers of professional services by business customers based on the example of the market research and public opinion polling industry
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Doctoral students at FESM publish their findings in peer review journals, conference proceedings and monograph chapters. Theses defended with distinction are often published in the form of a monograph. The students take part in domestic and international conferences, including those taking place abroad, like, for example:

- Cross-Cultural Business Conference organized by Upper Austria University of Applied Sciences, School of Management, Steyr, Austria,
- International Bata Conference for Ph.D. Students and Young Researchers at Thomas Bata University in Zlin, the Czech Republic,
- International Conference Economic Challenges in Enlarged Europe, Tallinn, Estonia,
- Eurasia Business and Economic Society Conference, Rome, Italy.

In the period under evaluation (2012-2014) the total number of published articles with the authorship or co-authorship of the PhD students amounts to about 180, whereas the number of presentations at conferences oscillates about 170. The number of research grants realized by the PhD students (often in a team headed by an experienced researcher) amounts to about 40. The projects are financed by, among others, Nicolaus Copernicus University, Polish National Science Center or the Marshal Office of Kujawsko-Pomorskie Province, as well as institutions from abroad. Examples of these projects are given in Table 21.2.

Table 21.2. Examples of research projects realized by doctoral students at FESM in the years 2012 - 2014

Title of research project	Institution awarding the grant	Role of PhD student
The importance of the degree of monopolization for the prices volatility in the sectors of the Polish economy in the years 1994-2013	Polish National Science Center	Project leader
Strategic management of key areas of positive potential of the organization - conditions, methods and models recommended for companies operating in Poland	Polish National Science Center	Investigator
Management of key areas of Positive Potential of the Organization (PPO) - conditions, methods and models recommended for companies operating in Poland	Polish Ministry of Science and Higher Education	Investigator
Analysis of factors affecting increases in the long-term unemployment risk- developing a methodology for profiling the unemployed in the local market to be applied by the PES	Ministry of Labor and Social Policy, a project co-financed by the European Union (under the European Social Fund)	Investigator
Analysis of consumer habits and behaviors on the milk and milk products market	Polish Society of Food Technologists	Investigator
Ecological evolution of the financial market	Santander Universidades	Principal investigator
Ecological evolution of the financial market. Growth through innovation or the economies of scale effect? Surveying participants of the Polish payment system	Warsaw Institute of Banking	Investigator

Foreign direct investment in selected Polish provinces - comparative analysis	Marshal Office of the Kujawsko-Pomorskie Province	Investigator
Municipalities of the kujawsko-pomorskie province in the 2014-2020 financial perspective - opportunities and threats	Marshal Office of the Kujawsko-Pomorskie Province	Investigator

Graduates of FESM doctoral studies find employment in public and private institutions of higher education in the region, regional branches of the Central Statistical Office or of the Polish National Bank, and also they work on managerial positions in various types of enterprises and institutions.

21.2. The doctoral programs include the relevant areas mentioned in the standard

At the moment of preparing this report, a total of 74 students are in the course of doctoral studies at FESM (including 4 first-year students of the newly opened doctoral studies in finance).

Doctoral programs include and realize the learning objectives in terms of acquisition of advanced knowledge in the areas of Management, Economics and Finance. The current doctoral studies curriculum, valid for the first two years of studies, takes into account to a greater extent the need to adapt to changing business conditions, as well as the global outlook and international dimension of the issues presented. Students of the 3 and 4 years follow the previous curricula available at: <http://www.econ.umk.pl/280,plany-studiow.html>

The subjects taught are divided into obligatory (examples of which are presented in Table 21.3) and optional.

Table 21.3. Examples of obligatory subjects taught in the course of doctoral studies in Management, Economics and Finance, and the relevant areas mentioned in the standard

Degree program	Subjects (year and semester of studies)
The acquisition of advanced knowledge in areas of specialization	
Management	<ul style="list-style-type: none"> Modern Concepts of Management of Organizations (first year, second semester) Companies Relationship Management (second year, fourth semester) Selected Problems of Organizational Behavior (second year, fourth semester) Company Value Management (third year, sixth semester) Information Technology in Business - the SAP Example (fourth year, seventh semester) Self-improvement of Management Skills (fourth year, eighth semester) Ethics and Manager Responsibility (fourth year, seventh semester) Contemporary Issues in Human Resources Management (third year, sixth semester) Corporate Governance (fourth year, eighth semester)
Economics	<ul style="list-style-type: none"> Contemporary Economics Theory (first year, first semester) Mathematical Economics (second year, fourth semester) International Economic Relations (second year, third semester) European Integration (second year, third semester) Financial Markets (second year, fourth semester) Labor Market (third year, fifth semester) Theory of the Firm (third year, sixth semester) Economics Tools for Deciding (fourth year, seventh semester)
Finance	<ul style="list-style-type: none"> Contemporary Issues in Finance (first year, second semester) Global Financial Architecture (second year, fourth semester) Financial Innovations (second year, fourth semester) Global Determinants of Accounting (third year, sixth semester) Corporate Social Responsibility in Financial Markets (fourth year, seventh semester) Finance and Investment Potential in Real Estate Market (fourth year, eighth semester) Accounting in Special Situations (fourth year, seventh semester) Contemporary Accounting in Capital Markets (third year, fifth semester) Theory and Legal Regulations of Accounting (fourth year, eighth semester)
The development of advanced theoretical or practical research skills	
Management, Economics, Finance	<ul style="list-style-type: none"> Statistical Analysis Methods (first year, first semester) Computer Simulation (first year, second semester)

	Opinion Research Methods (second year, third semester) Case Study Analysis in Scientific Research (second year, third semester) Analysis of Causal Relationships (third year, fifth semester) Basics of Philosophy and Methodology of Science (first year, first semester) Methodology of Dissertation Writing (first year, second semester) Modern Teaching Techniques (first year, first and second semester)
Explicit attention to the role of the specialization areas in managerial and organizational contexts	
Management, Economics, Finance	Modern Concepts of Management of Organizations (first year, second semester) Companies Relationship Management (second year, fourth semester) Selected Problems of Organizational Behavior (second year, fourth semester) Theory of the Firm (third year, sixth semester) Economics Tools for Deciding (fourth year, seventh semester) Corporate Social Responsibility in Financial Markets (fourth year, seventh semester) Ethics and Manager Responsibility (fourth year, seventh semester)
Preparation for teaching responsibilities in higher education	
Management, Economics, Finance	Compulsory practice (The requirement is to perform 30 hours of classes during the first year of doctoral studies, and 60 during each subsequent year - in total 210 hours within 4 years.)

The optional subjects cover diversified contemporary problems in Management, Economics and Finance (the list includes, among other things, Intercultural Management, Entrepreneurship, The SME Sector and Its Role in the Contemporary Economy, IT in Business, Foreign Direct Investment, Innovativeness of the Economy, History of Contemporary Economic Thought, Fundamentals of Game Theory and Company on the Stock Exchange).

PhD students are obliged to prepare doctoral dissertations. They should present original solution of an academic problem and prove a candidate's overall theoretical knowledge, as well as the ability to do high-quality academic work. The progress of each dissertation is subject to evaluation by a supervisor (supervisors), as well as the head of doctoral studies. It is taken into account when granting doctoral scholarships, as well as the scholarships awarded for academic performance (constituting a motivational factor).

21.3. Global perspective

FESM doctoral students have the opportunity to acquire a global perspective by means of:

- the doctoral students' exchange under the ERASMUS program as well as other programs;
- participation in international conferences (in ones held in Toruń: 'Contemporary Issues in Economy', 'Dynamic Econometric Models', in Poland, for example: 'Forecasting Financial Markets and Economic Decision-Making FindEcon', 'Macro models', and abroad – see §21.1).
- regular lectures and classes offering a global perspective and occasional invited lectures operated by lecturers from local and global institutions and partner universities from abroad.

It is worth underlining that a characteristic feature of the doctoral studies at FESM is the global context of presenting most subjects. This has been strengthened further by the recent changes in the study programs, which put more emphasis on the international dimension of discussed problems. The doctoral studies graduates know, understand and analyze from a given field's point of view the economic and social processes occurring in the global economy and its institutions and environment. The subjects in the curricula pass on the knowledge of current international economic issues, illustrated with examples from countries all over the world. These subjects include, but are not limited to, such courses as Global Financial Architecture, Global Determinants of Accounting, Tax Systems in the European Union, European Integration, International Economic Relations, Intercultural Management, Foreign Direct Investment, Contemporary Issues in Finance, Financial Markets, Labor Markets or Modern Concepts of Management of Organizations.

For example, Intercultural Management, one among the optional courses offered to students of all the doctoral studies at FESM, emphasizes the importance of cultural differences in all aspects of management and marketing, teaches communication in multi-cultural environment, creating

international business relations, etiquette in multi-cultural relations and a global manager's functions and features.

Similarly, Foreign Direct Investments presents theoretical and practical problems of companies' expansion by means of foreign direct investments, as well as their causes, forms and the risks involved.

On the other hand, the more dedicated subjects, offered as compulsory courses for often a smaller audience, discuss the detailed financial, economic and managerial aspects of international economics. For instance, the course in European Integration presents the theoretical foundations of international economic integration, the evolution of the theoretical concepts relating to international cooperation, the problem of free competition in the EU and the integration of European markets. In addition, discuss the current problems of the EU economy.

Another example is the course in International Economic Relations, which presents ideas on the various forms of international trade and the functioning of the global economy, explores some problems concerning global trends, regional phenomena (e.g., crises), and opportunities for economic policy in the global economy.

In a similar vein, the Global Financial Architecture course presents the forms and principles of international financial cooperation within the framework of public international financial institutions and central banks, and discusses the role of private financial institutions in key financial markets and in international cooperation.

Furthermore, the course in Global Determinants of Accounting introduces the problems of the differentiation of accounting in the world in the era of globalization, efforts made to standardize internationally solutions from its scope, as well as it discusses some problems of international management accounting (transfer prices, structure and cost of capital, the assessment of the financial situation).

21.4. Learning goals and their assessment

The learning goals for the doctoral programs have been determined and their assessment has already been made. The learning goals as well as the expectations are in line with the school's mission statement and cultural environment.

The measurement has been conducted twice. The results from the first assessments have been analyzed, the outcomes have been used to make changes to improve student learning, and finally, the second assessments have been conducted in order to determine the impact the changes introduced had on student learning. The results of the measurements as well as the efforts made to eliminate the discrepancy have been described in detail in **Appendix 8: The results of the measurement**.

Table 21.4. The degree of the implementation of the learning goals for individual degree programs at the doctoral level

Degree program	1 st measurement		2 nd measurement	
	No. of goals	No. of goals realized (%)	No. of goals	No. of goals realized (%)
Management	4	50	4	75
Economics	4	75	4	75
Doctoral level Total	8	62.5	8	75

21.5. Doctoral learning goals – overall assessment

FESM meets the requirements of the standard since the learning goals for the doctoral programs have been defined and their assessment has been made twice (the loop is closed now). FESM doctoral students create knowledge through original research, whereas the doctoral programs include components related to each of the relevant areas mentioned in the standard.

Evaluation against the standard
We consider we meet the standard