

Brian Porter-Szűcs

“Is there a Future for Polish Studies  
in the United States?”

June 6, 2025



Libraries in partnership: defining our core business for the 21st century

Gaynor Austen  
Queensland University of Technology

1 The University in the Marketplace: Some Insights and Some Puzzles

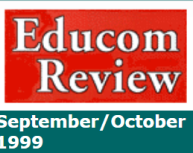
Michael Rothschild and Lawrence J. White

1.1 Introduction

The application of economics principles to the behavior of colleges and universities is a topic of substantial interest and importance. The literature on various aspects of the economics of higher education is large and growing rapidly.<sup>1</sup> The resources commanded by all institutions of higher learning are

near underutilized. For pur-

poses, there has been a change in the place context of higher education. The "position" (tuition, room and board, production markets (e.g., on-line schools), and among uni-



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Excerpt

Reprinted with permission from **Richard N. Katz et al., *Dancing with the Devil: Information Technology and the New Competition in Higher Education***. Copyright 1999 Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (800) 956-7739.

Competitive Strategies for Higher Education in the Information Age  
by Richard N. Katz

Traditional revenue sources for U.S. higher education are, and will continue to be, under downward pressure. When faced with such pressure, colleges and universities have a limited set of responses. They can cut costs (with or without cutting quality), raise prices, exit existing markets, pursue new markets, create new products, or pursue any combination of these strategies.

A few institutions have pursued aggressively a set of academic strategies designed to extend the reach of their instructional offerings geographically or to offer for sale new or repackaged products in different markets. Many colleges and universities are only now engaging in structured dialogue about how emerging information technologies may be employed to enable such strategies.

This chapter identifies an important revenue opportunity for (or threat to) U.S. higher education, identifies strategies for exploiting this opportunity, and raises potential policy issues associated with it. The perspective offered here is unabashedly economic and entrepreneurial. At the same time, my premises honor the fact that colleges and universities are businesses in the ordinary sense, and I am mindful of the fact that important issues of public policy are overlooked in pursuing an economic perspective. Some of the ideas reflected in the discussion will cut against higher education's cultural grain. The corresponding hope is that the business case for action is sufficiently compelling to stimulate serious dialogue in the academy about an area of growing importance....

Information Technology at the End of the Twentieth Century

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NEWS

Colleges Turn to Private Vendors for Campus Services

Both public and private institutions are discovering that "outsourcing" can save money -- and even earn some

By Joye Mercer | July 7, 1995

Many colleges are finding that if they want something done well, it might be better to hire someone else for the job.

College business officers are signing on with private companies that can provide or manage a variety of campus support services. It's a practice called "outsourcing," "privatizing," or "contracting out," and it is driven by two goals: saving money, by paying a private company to provide a service at a lower cost; or making money, by having someone run a service, then sharing in the profits that the vendor generates.

The most-frequently privatized services are bookstores and food-service operations, says Richard D. Wertz, vice-president for business affairs at the University of South Carolina at Columbia and a consultant on outsourcing. But companies are increasingly being sought to provide campus health, computing, custodial, fund-raising, mail-delivery, maintenance, printing, security, and trademark-and-licensing services as well.

There is no shortage of vendors. A directory published in April by Peterson's Guides lists 2,000 companies, which provide more than 100 services.

"The underlying theory is that many of these institutional support services are really mini-businesses," says Maurice W. Scherrens, vice-president for finance and planning at George Mason University. "Oftentimes, the state is not set up to run a mini-business." The Patriot Center, George Mason's

Top Jobs from The Chronicle

Director of Curriculum and Teaching  
American International University Kuwait

Grant Operations Specialist (pre-award)  
Rutgers School of Engineering

Associate Editor, Quantum Science and  
Technologies  
American Physical Society

Director of Admissions  
University of Alaska Fairbanks Student Affairs and  
Enrollment Management

Clinical Assistant/Associate Professor of  
Marketing (Brand Management/Advertising)  
New York University School of Professional Studies

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Understanding Productivity In Higher Education

Susan Gates and Ann Stone

January 1997

Prepared for the California Education Roundtable

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nature > career choices for scientists > article

Career Choices for Scientists | Published: 11 November 1999

Universities, business and transferable skills

Nature 402, 8–9 (1999) | Cite this article

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Government and the research councils have placed increasing emphasis on the need for postgraduate students and postdocs to receive training in business and commercial skills. But evidence of such training is patchy.





Race/Ethnicity	Number	Percent of US population
Black or African American	46,936,733	14.2%
English	46,612,345	14.1%
German	44,978,546	13.6%
Irish	38,597,428	11.9%
Mexican	37,414,772	11.2%
French	25,853,902	7.4%
Italian	17,767,630	5.4%
Scottish	8,422,613	3.6%
Indigenous American	9,666,058	2.9%
Polish	8,810,275	2.7%
Puerto Rican	5,905,178	1.8%
Chinese	5,465,428	1.6%
Indian	4,946,306	1.5%



#	Country	Total GDP	Per Capita GDP
1	United States	\$27.721 trillion	\$80,706
2	China	\$17.795 trillion	\$12,509
3	Germany	\$4.526 trillion	\$53,528
4	Japan	\$4.204 trillion	\$33,806
5	India	\$3.568 trillion	\$2,481
6	United Kingdom	\$3.381 trillion	\$49,224
7	France	\$3.052 trillion	\$45,934
8	Italy	\$2.301 trillion	\$38,672
9	Brazil	\$2.174 trillion	\$10,295
10	Canada	\$2.142 trillion	\$54,517
11	Russia	\$2.021 trillion	\$13,899
12	Mexico	\$1.789 trillion	\$13,790
13	Australia	\$1.728 trillion	\$65,330
14	South Korea	\$1.713 trillion	\$33,098
15	Spain	\$1.62 trillion	\$33,814
16	Indonesia	\$1.371 trillion	\$4,876
17	Netherlands	\$1.154 trillion	\$63,803
18	Turkey	\$1.118 trillion	\$12,814
19	Saudi Arabia	\$1.068 trillion	\$32,094
20	Switzerland	\$884.94 billion	\$99,761
21	Poland	\$809.201 billion	\$20,876
22	Argentina	\$646.075 billion	\$14,187
23	Belgium	\$644.783 billion	\$55,049
24	Sweden	\$584.96 billion	\$55,439
25	Ireland	\$551.395 billion	\$106,106

## History Major Checklist

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major Theme (optional): \_\_\_\_\_

List the 10 History courses that will count towards your major.

- 100-level courses cannot count toward the major.
- At least five courses must be at the 300 level or above.
- At least five courses must be taken in-residence in Ann Arbor or must qualify for in-residence credit (i.e., relevant courses taken through U of M-sponsored CGIS programs abroad).
- Two mini-courses can count as one course (list together).
- All History courses must be taken for a grade; an overall 2.0 GPA is required.
- No more than eight credits may be elected from HISTORY 395 (Independent Study).

	Course Number	Course Title
200 or above	1. 202	Doing History
	2.	
	3.	
	4.	
	5.	
300 or above	6.	
	7.	
	8.	
	9.	
	10.	

One course may satisfy several requirements. For example, a 496 course on ancient Greece satisfies the pre-1800, European, and colloquium requirements, and counts as an upper-level writing course.

Of the courses listed above, which two count as your survey sequence? (See survey sequence form for pre-approved list).

1. \_\_\_\_\_ 2. \_\_\_\_\_

Of the courses listed above, which satisfy your regional distribution requirement? Your courses must cover at least four of the regions/categories listed below. Courses taken to satisfy the survey sequence can be used to satisfy the regional distribution requirement. History 202 and mini-courses cannot be used to satisfy the regional distribution requirement. (Consult "Undergraduate/Courses" of the History webpage for the regional distribution list).

Region	Course Number	Region	Course Number
North America (US & Canada)		Africa	
Latin America		Asia	
Europe		Transregional / Global	
The Middle East / Central Asia			

Of the courses listed above, which will satisfy your pre-1800 requirement? This class also can count as one of the regional distribution courses. History 202, mini-courses, or courses used for the survey sequence requirement cannot satisfy the pre-1800 requirement. (Consult the "Undergraduate/Courses" section of the History webpage for the list of pre-1800 courses).

Pre-1800 Course Number: \_\_\_\_\_

Of the courses listed above, which will count for your Junior/Senior Colloquium Requirement? (select one).

Note: HISTORY 498 does not fulfill this requirement.

- ☐ HISTORY 496, ULWR History Colloquium
 ☐ HISTORY 499, ULWR Senior Honors Colloquium  
☐ HISTORY 497, History Colloquium
 ☐ HISTORY 491, HistoryLab II

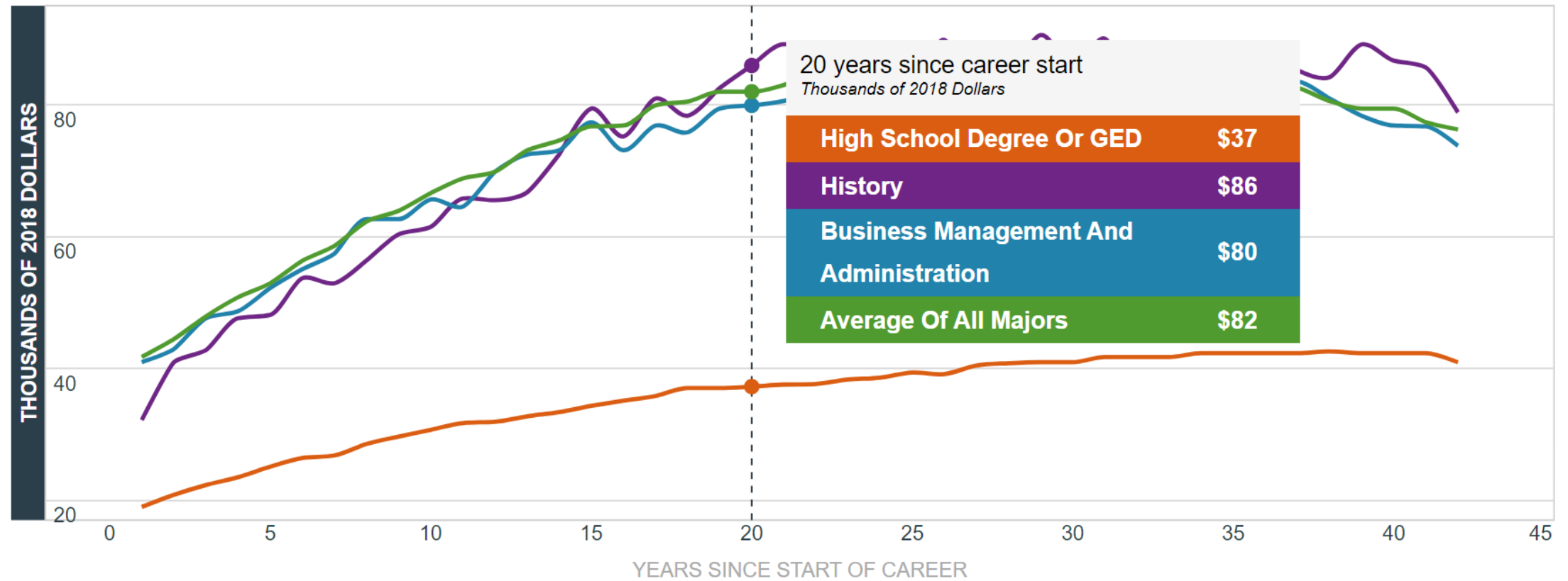
Rok I	
Semestr zimowy	
Przedmiot	Liczba godzin
Historia starożytna	30
Wstęp do badań historycznych	30
Wstęp do pisania prac uniwersyteckich	30
Historia starożytna ziem polskich	30
Łacina	60
Technologia informacyjna	30
BHP	4
Podstawy ochrony własności intelektualnej	4
Semestr letni	
Historia starożytna	30
Łacina	60
Objazd naukowy I	30+45
I rok, semestr letni i/lub zimowy	
Język nowożytny	120
Wybrane problemy historii starożytnej – praca badawcza	
Węzłowe problemy cywilizacji starożytnych	30
Nauki humanistyczne do wyboru przez studenta z oferty WH	30
Nauki społeczne do wyboru przez studenta z oferty WH	30
Fakultatywne zajęcia historyczne do wyboru przez studenta z oferty WH	60
Zajęcia ogólnouniwersyteckie spoza WH do wyboru przez studenta	60

Rok II	
Semestr zimowy	
Przedmiot	Liczba godzin
Historia średniowieczna Polski	30
Historia średniowieczna powszechna	30
Nauki pomocnicze historii średniowiecznej	30
Łacina	60
Semestr letni	
Historia nowożytna Polski	30
Historia nowożytna powszechna	30
Nauki pomocnicze historii nowożytnej	30
Podstawy metodologii historii	30
Objazd naukowy II	75
Semestr zimowy i/lub letni	
Wybrane problemy wielkich epok historycznych – praca badawcza (epoka do wyboru przez studenta, z wyjątkiem historii starożytnej)	
Węzłowe problemy wybranej epoki historycznej (do wyboru: średniowiecze, nowożytność, XIX w., XX w.)	30
Węzłowe problemy wybranej epoki historycznej w świetle źródeł i monografii (do wyboru: średniowiecze, nowożytność, XIX w., XX w.)	30
Zajęcia ogólnouniwersyteckie spoza IH do wyboru przez studenta	60
Fakultatywne zajęcia historyczne do wyboru przez studenta z oferty IH	30
Język nowożytny	120
Język nowożytny - egzamin	

Rok III	
Semestr zimowy	
Przedmiot	Liczba godzin
Historia Polski XIX w.	30
Historia powszechna XIX w.	30
Nauki pomocnicze historii XIX w	30
Seminarium	30
Semestr letni	
Historia Polski 1914-1945	30
Historia powszechna 1914-1945	30
Historia Polski po 1945 r	30
Historia powszechna po 1945 r	30
Nauki pomocnicze historii XX w	30
Seminarium	30
Praca licencjacka	
Semestr letni i/lub zimowy	
Węzłowe problemy wybranej epoki historycznej (do wyboru: średniowiecze, nowożytność, XIX w., XX w.)	30
Węzłowe problemy wybranej epoki historycznej w świetle źródeł i monografii (do wyboru: średniowiecze, nowożytność, XIX w., XX w.)	30
Fakultatywne zajęcia historyczne do wyboru przez studenta z oferty IH	30

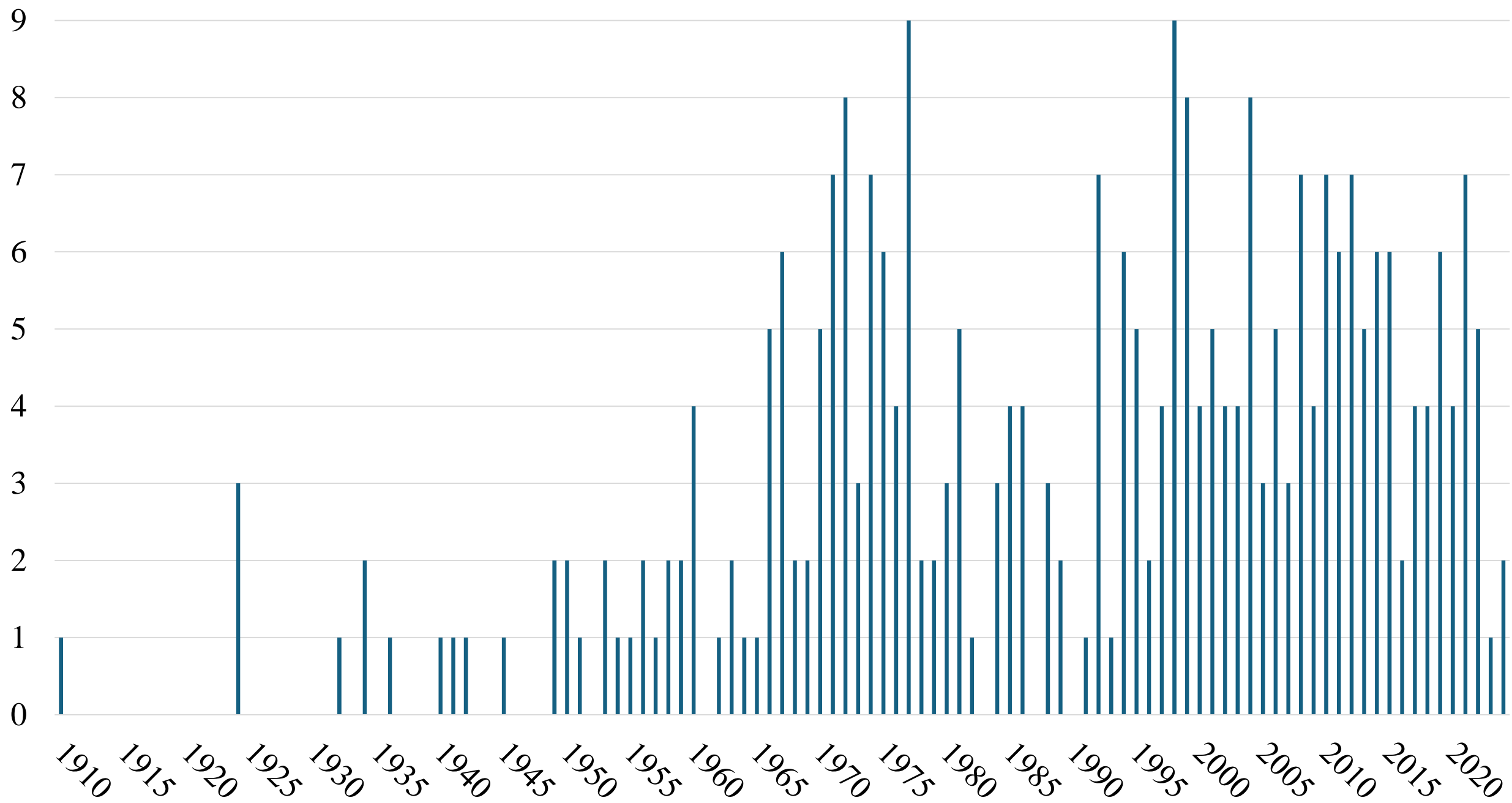
# Annual Earnings

Median annual earnings over career.

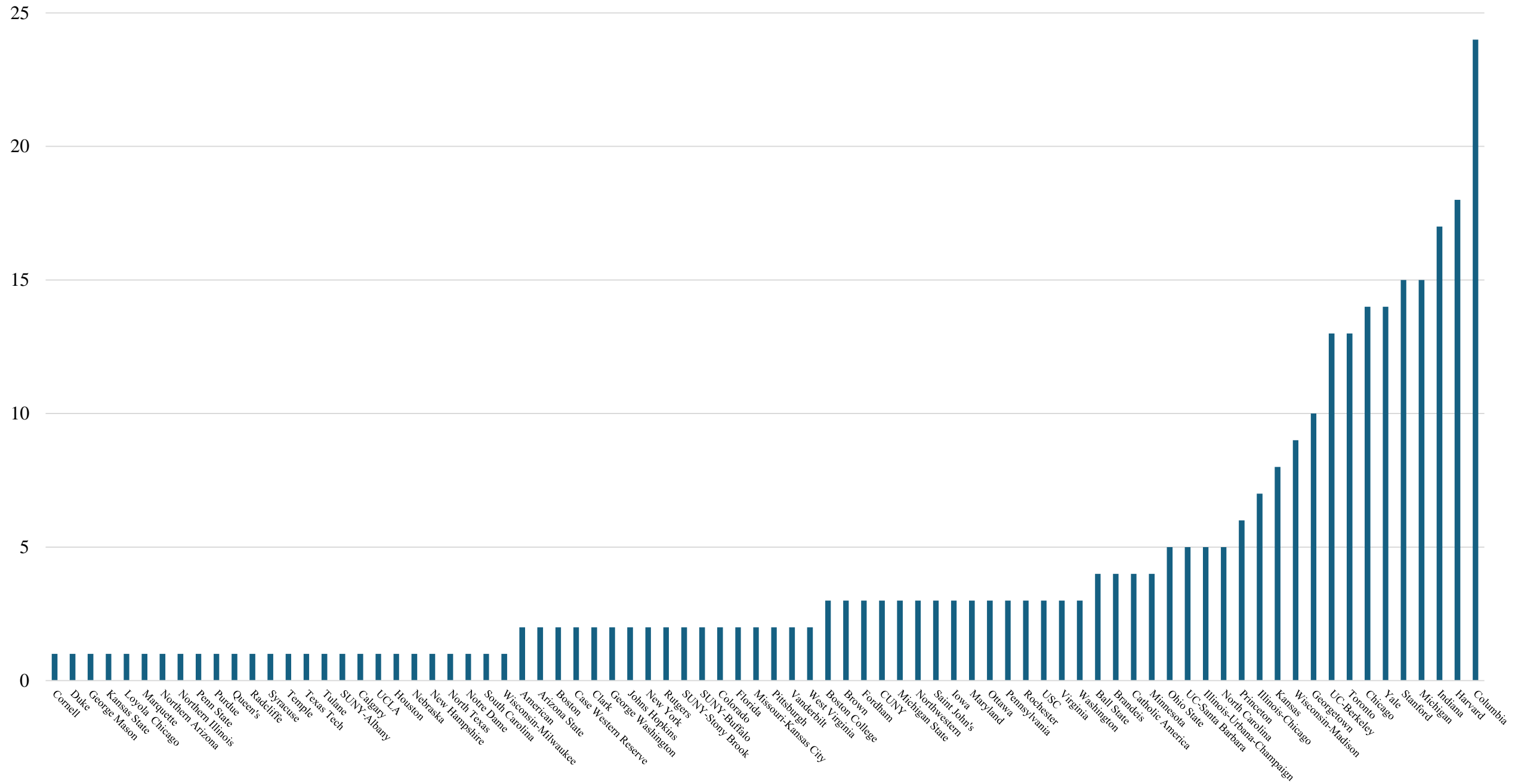




Number of North American PhDs in Polish History, 1910-2024

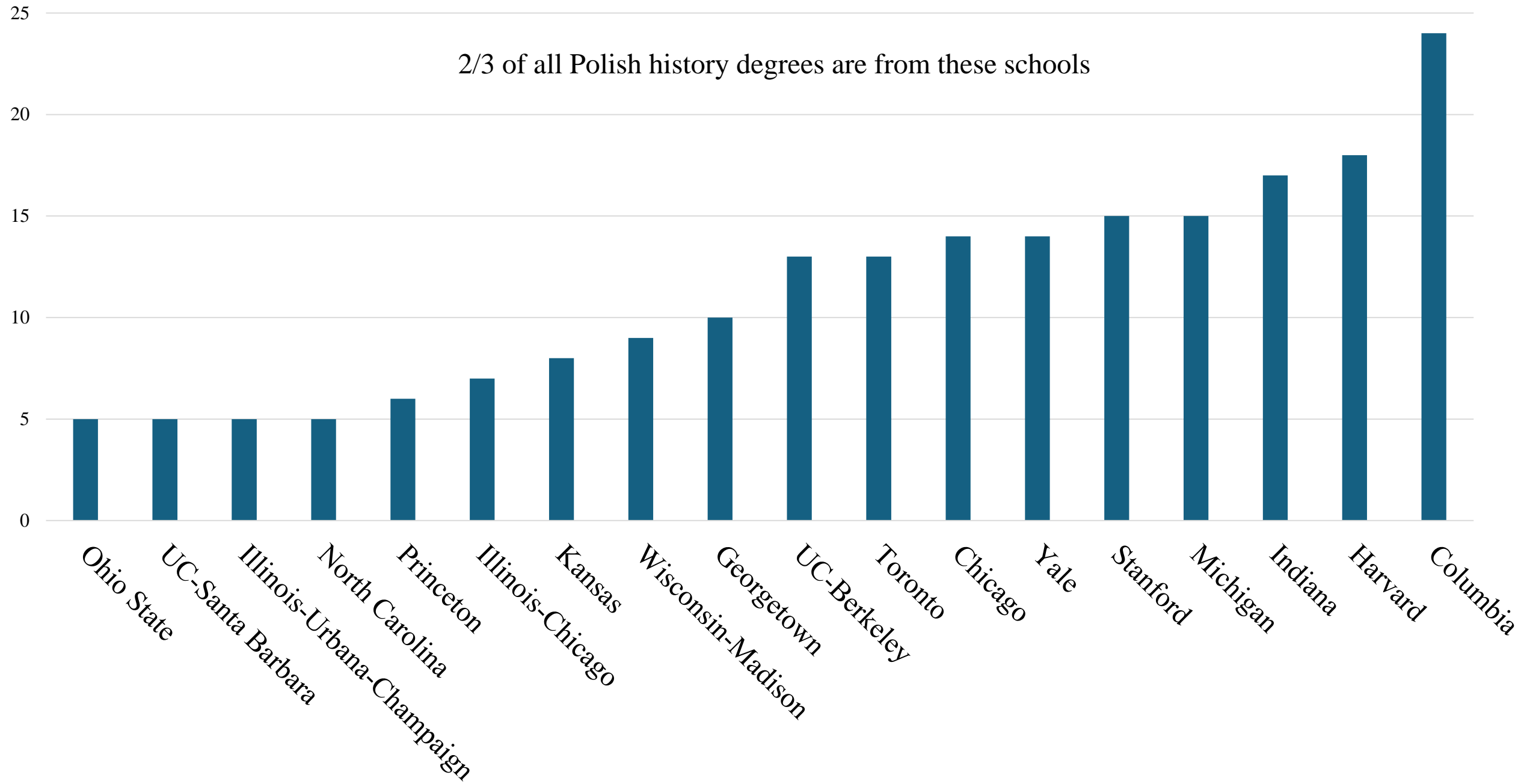


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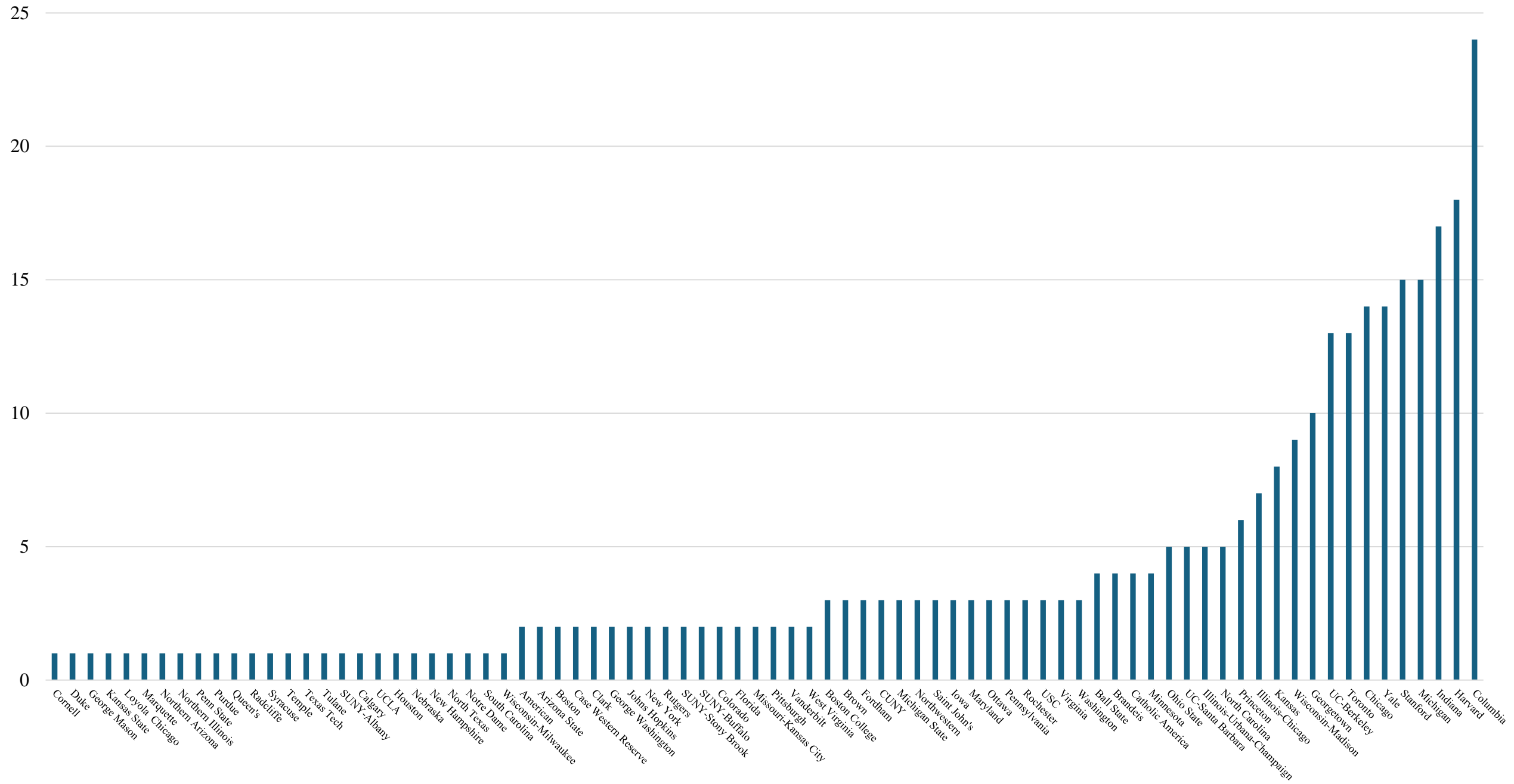


# Number of North American PhDs in Polish History, 1910-2024

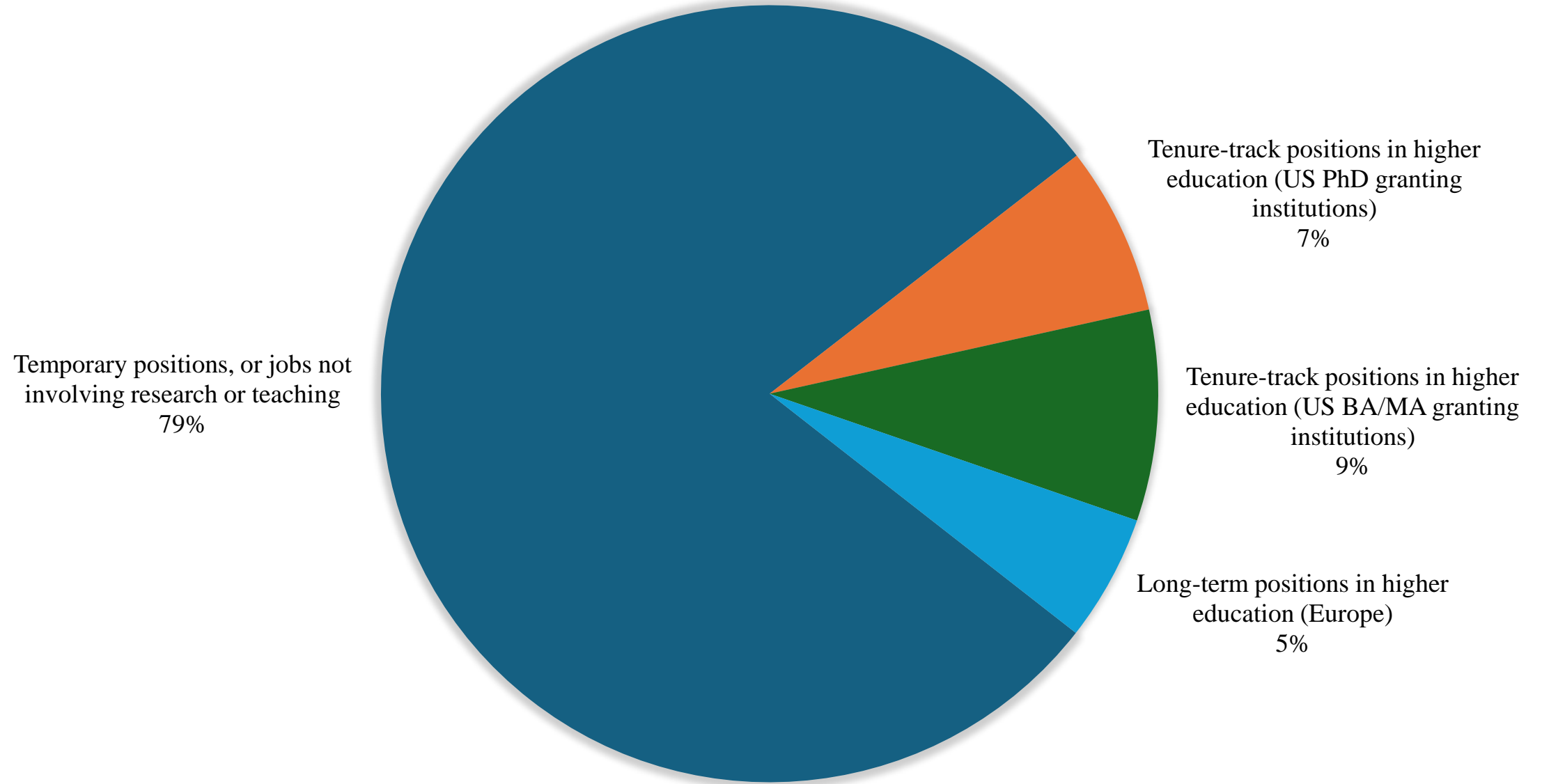
2/3 of all Polish history degrees are from these schools



# Number of North American PhDs in Polish History, 1910-2024



# Employment for Polish History PhDs, 2010-2025



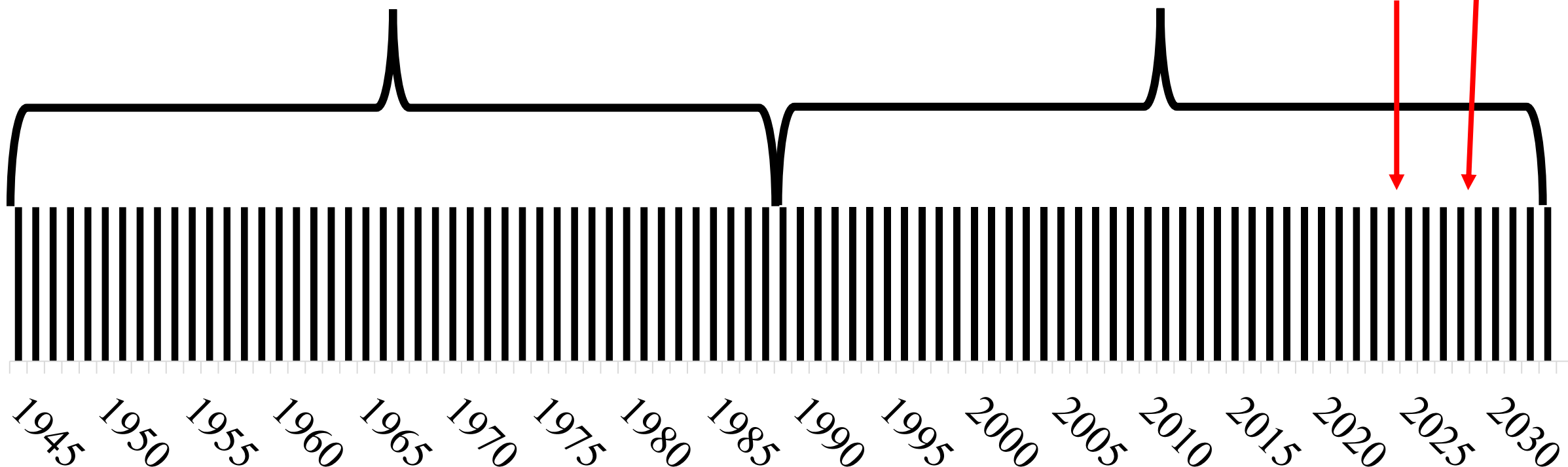


PRL

IIIRP

The moment when  
those who were 25  
years old during the  
Round Table Talks  
reach retirement age.

today



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