

Chapter 50

IT Solutions Supporting the Management of Higher Education Institutions in Poland

Elżbieta Janczyk-Strzała
Wrocław School of Banking, Poland

ABSTRACT

Operating as they are on the contemporary difficult and dynamic market, higher education institutions (HEIs) should strive to ensure suitable conditions for a continuous furthering of their educational mission. Demographic changes and competition force the authorities of HEIs to effectively manage their resources and potential. It is vital then that HEIs, through the use of sophisticated information technology, draw from the opportunities offered by multi-dimensional reporting tailored to the requirements of specific customers. The chapter presents various IT solutions that can assist HEIs by supporting effective management, administration, and organization of their work. It is a result of literature studies, empirical research, and the experience of the author. This publication fills a gap as a source of information about IT solutions and their application in such specific entities as higher education institutions. It shows the great role and importance of information for HEI management purposes.

INTRODUCTION

Operating as they are on the contemporary difficult and dynamic market, higher education institutions (HEIs) should strive to ensure suitable conditions for a continuous furthering of their educational mission. Demographic changes and competition force the authorities of HEIs to effectively manage their resources and potential. It is vital then that HEIs, through the use of sophisticated information technology, draw from the opportunities offered by multi-dimensional reporting tailored to the requirements of specific customers. The present paper presents various IT solutions that can assist HEIs by supporting effective management, administration and organization of their work. It is a result of literature studies, empirical research and own experience of the author. This publication fills a gap as a source of information about IT solutions and their application in such specific entities as higher education institutions. It shows the great role and importance of information for HEI management purposes.

DOI: 10.4018/978-1-5225-7365-4.ch050

BACKGROUND

The beginnings of higher education go back to antiquity when the Athenaeum was founded in Rome by Emperor Hadrian as well as the university of Alexandria. However, proper multi-departmental higher education institutions appeared only in medieval Western Europe. Among them were the University of Bologna (approx. 1088), University of Oxford (approx. 1167), University of Paris (approx. 1170), University of Cambridge (approx. 1209) and University of Padua (1220). (*Selekcyjna funkcja ...*). The first Polish university was the Kraków Academy founded in 1364. It was the second oldest university in Central Europe, after Charles University in Prague (1348) (see: www.uj.edu.pl). At the beginning of the Second Polish Republic, after the period of partitions of Poland, there were five universities (in Kraków, Vilnius, Lviv, Warsaw and Poznań), two technical universities (in Lviv and Warsaw), Szkoła Główna Gospodarstwa Wiejskiego (Warsaw University of Life Sciences), Mining Academy in Kraków and the Academy of Veterinary Medicine (Lviv) (Jaczewski, 1987, pp.206-210). *WWII* brought severe losses to Polish science. By the decision of the occupier, higher education was to be eliminated. In 1945-1989, during the period of People's Poland (PRL), first under Stalin and then under the socialist regime, higher education was under a strong political indoctrination. Management of higher education institutions was partly in the hands of the central administration (Thieme, 2009, p.229). In 1989 the number of HEIs went up to 97 while the number of students reached 378,000. They were only state-owned institutions with only one exception for the Catholic University of Lublin (KUL) which is a non-public university whose founding body is the church.

Since 1990s, higher education has been undergoing numerous transformations. The Higher Education Act enacted by the Polish Sejm on 12 September 1990 provided legal framework for the development of non-public education in Poland. The next law of 26 June 1996 on higher vocational schools regulated the activity of schools offering only vocational education and awarding bachelor or engineer degrees. The Law on Higher Education systematised tertiary education and introduced a division into first- and second-cycle studies. Additionally, some institutions offer individual programmes of studies or regular studies in a foreign language.

Table 1. Number of students in Poland in 1999-2011

Academic Year	All Students	Students Number Indicator (1990/1991=100)	Academic Year	All students	Students Number Indicator (1990/1991=100)
1990/1991	390409	100	2001/2002	1718747	440
1991/1992	414609	106	2002/2003	1800548	461
1992/1993	481273	123	2003/2004	1858680	476
1993/1994	568702	146	2004/2005	1930917	495
1994/1995	666712	171	2005/2006	1953832	500
1995/1996	779907	200	2006/2007	1941445	497
1996/1997	917939	235	2007/2008	1937404	496
1997/1998	1082657	277	2008/2009	1927762	494
1998/1999	1265347	324	2009/2010	1900014	487
1999/2000	1421277	364	2010/2011	1841251	472
2000/2001	1584804	406	2011/2012	1764060	452

Source: *Szkoły wyższe i ich finanse 1999-2011 [HEIs and their finances 1999-2011]*, Warsaw.

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/it-solutions-supporting-the-management-of-higher-education-institutions-in-poland/212848

Related Content

Technology and Digital Content: Promoting Learner-Centered Pedagogy

Maureen N. Short (2018). *Handbook of Research on Digital Content, Mobile Learning, and Technology Integration Models in Teacher Education* (pp. 227-243).

www.irma-international.org/chapter/technology-and-digital-content/186252

Virtual Worlds for Developing Intercultural Competence

Lisiane Machado, Angilberto Freitas, Eliane Schlemmerand Cristiane Drebes Pedron (2020). *Handbook of Research on Diverse Teaching Strategies for the Technology-Rich Classroom* (pp. 170-185).

www.irma-international.org/chapter/virtual-worlds-for-developing-intercultural-competence/234255

Promoting Responsible AI Practices: Legal Responsibilities of Teachers for Students With Special Needs in the United Arab Emirates

Enas Mohammed Alqodsi, Iyad M. Jadalhaq, Mohammed El Hadi E. H. El Maknouziand Imad Eldin Ahmad Abdulhay (2024). *Cutting-Edge Innovations in Teaching, Leadership, Technology, and Assessment* (pp. 195-211).

www.irma-international.org/chapter/promoting-responsible-practices/339780

Rapid Play Digital Games for Emergency Management Instruction

Robert M. Seater (2021). *Simulation and Game-Based Learning in Emergency and Disaster Management* (pp. 63-95).

www.irma-international.org/chapter/rapid-play-digital-games-for-emergency-management-instruction/276171

A Systematic Review of the Potential Influencing Factors for ChatGPT-Assisted Education

Chuhan Xu (2024). *International Journal of Technology-Enhanced Education* (pp. 1-19).

www.irma-international.org/article/a-systematic-review-of-the-potential-influencing-factors-for-chatgpt-assisted-education/339189