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The design and the implementation of the development strategy at public higher education institutions

1. Introduction

It is higher education in Poland that is one of the most dynamically developing areas of the social and economic life. In recent years, the higher education underwent rapid quantitative, institutional and structural transformations. It is in Poland that almost 2 million of students study at 460 higher education institutions¹ (132 public and 328 non-public ones) that gives Poland one of the highest enrolment rates in the world² and the largest number of institutions of the higher education in Europe (Szkoly wyższe i ich finanse w 2010 roku, pp. 26-28).

Due to the significant number of higher education institutions and the demographic

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1 In the academic year 2010/2011.

2 Over the past nineteen years, the enrolment rates have risen more than four times. The gross enrolment rate has risen from 12,9% in the academic year 1990/1991 up to 53,8% in academic year 2010/2011, and the net enrolment rate from 9,8% up to 40,8% respectively (*Szkoly wyższe i ich finanse w 2010 roku*, p. 26). The gross enrolment rate is expressed as a percentage relationship of (according to the state on 31st December) of all learning persons at the given level to the entire population of persons being at age assigned to this level of education (in case of the higher education 19-24). The net enrolment rate is a relationship (also expressed in percentage) of the number of learning people and at the nominal age of learning at the given level to the number of population defined as in the gross enrolment rate, that is to the entire population of persons being at certain age assigned to this level of training.

decline³, it is possible to talk about imminent hyper-competition in Poland. It forces the need for searching for new methods of managing a higher education institution, which allow for more effective use of its fundamental resource, which is knowledge (Leja 2011, pp. 16-17). The increasing turbulences and the uncertainty in surrounding of higher education institutions inspire to conduct the market analysis of the education services and to improve programme offers. If a contemporary university wants to be an entity that is able to compete effectively on the market of education services, it has to be able to adapt quickly its offer and teaching methods to changes in its surrounding. The ability to adapt can be analysed in two fundamental ways. One of them is the selection of appropriate fields of education, which are in line with expectations of high school graduates and the demand of the market for specialists in determined fields. The second aspect concerns the forms of transferring knowledge and educating appropriate skills (Rajchel 2007, p. 15).

The development of the higher education caused creation of new paradigm of the enterprising higher education institution, in which the useful knowledge and the development of relations between the university and the environment are of the greatest significance. The main trends in higher education today are: the massive nature of the education, the diversification of the offer, the diversification of financing, the pressure on the greater effectiveness and assessing the university on the basis of results, searching for new forms of management and co-governing of academic institutions, increasing mobility, the cooperation and the internationalization in order to create networks of higher education institutions, which will compete and cooperate with one another (Leja 2011, p. 16).

This article focuses on identification of the model approach to designing and implementing a development strategy in a higher education institution. The main reason for taking up the topic of formulating and implementing development strategies in higher education institutions is the growing demand for developing a model of designing and implementing strategies in entities of this type. Higher education institutions are specific organizations, therefore it is not possible to apply methods of the strategic analysis, which were designed mainly for creating strategies of enterprises, in the direct way⁴. The aim of the

3 It is in Poland that there will be anticipated decrease of 60% in the population at the age of 20-24 till 2050 , and in the countries of the European Union of 23% (Leja 2011, p. 19)

4 It is among differences between a higher education institution and an enterprise that one should mention other goals, other structure and character of resources and other connections with the environment above all.

article is to emphasize the role of the strategic thinking in the context of the management of a higher education institution⁵.

Moreover, it is in this article on the basis of the GUS data that the information on higher education institutions, academic staff and students was summarized. It is in the study that the method of document analysis was applied. The structure according to forms, types of higher education institutions and numbers of students were analysed. The evaluation of discussed changes of discussed parameters over time was carried out.

2. The structure of the higher education in Poland

The system of the Polish higher education is created by over four hundred higher education institutions. A significant increase in their number appeared after the liberalization of the market of education services in the nineties of the 20th century. The number both of public and non-public higher education institutions attests the great potential of the market.

At the beginning of the academic year 2010/2011, there were 460 higher education institutions in Poland (including universities of departments of the defence ministry as well as the internal affairs and the civil service ministry). Among them, there were 132 public higher education institutions, in which 1 261,2 thousand persons studied (68,5% of all students), including 322,2 thousand of students of the first year of studies and 328 private higher education institutions educating 580,1 thousand of students (that is 31,5% of all students), including 135,1 thousand students of the first year of studies. Compared with the previous year, a slight decrease in the number of non-public higher education institutions took place, moreover the number of students there declined by 8,4% (Szkoly wyższe i ich finanse w 2010 roku, pp. 27-28).

It was in Poland in the nineties of the 20th century that the dynamic increase in the number of students appeared (in the academic year 1990/1991, 403 824 persons studied and already in the academic year 2004/2005 almost 2m persons). Since the academic year 2005/2006, when the number of students reached it record-breaking value of 1 953 832, the number of students has systematically decreased. Within 5 years, this number was reduced by about 5,8% and within the last year, the decrease was 3,1%. These changes are connected with the

5 The Experts of the World Bank made a critical assessment of management of Polish higher education institutions pointing, that *"The management in higher education institutions is rather outdated and proves that there is no recognition of the importance of setting goals, choosing priorities, creating incentives or verification of goals"* (Diagnoza stanu szkolnictwa wyższego w Polsce 2009, p. 23).

constantly decreasing population at the age of 19-24 years. In spite of it, at some types of schools (for example medical universities/academies, schools of the department of the defence ministry as well as the internal affairs and the civil service ministry) there was an increase in the number of students.

The most important resource of any higher education institution constitutes its academic staff, which is an essential element of the strategic potential of the higher education institution.

The analysis of the number of academic staff in Poland indicates that since 1996 the number of full-time academic teachers at Polish higher education institutions has risen by almost 40% (by 60% since 1990) (Diagnoza stanu szkolnictwa wyższego w Polsce 2009, p. 43). However, the increase in the number of academic teachers was disproportionate to the increase in the number of students. In the academic year 1990/1991 for one academic teacher there were 6 students, while in the academic year 2005/2006, the increase in the number of students caused, that this indicator was 19,7: while counting both students of public as well as private higher education institutions. Currently, there is one academic teacher for 17,8 students.

Table 1. Higher education institutions and students according to the type of the higher education institution in Poland

Categories	Higher education institutions			Students (in thous.)		
	2000/01	2005/06	2010/11	2000/01	2005/06	2010/11
Total	310	445	460	1584,8	1953,8	1841,3
Public higher education institutions	115	130	123	111,25	1333,0	1261,3
Private higher education institutions	195	315	328	472,3	620,8	580,0
Universities	15	18	19	443,4	563,1	526,8
Technical Universities	23	22	23	318,4	331,1	318,7
Agricultural Universities	9	9	7	85,6	107,7	80,5
Economic Universities	94	95	79	369,5	407,8	278,4
Pedagogic Universities	19	16	18	148,3	111,8	102,5
Medical Universities/Academies	10	9	9	29,5	48,8	62,0
Naval Universities	2	2	2	10,1	11,5	10,4
Academies of Physical Education	6	6	6	22,2	28,2	27,6
Arts Universities	21	22	22	12,8	15,4	16,4

Categories	Higher education institutions			Students (in thous.)		
	2000/01	2005/06	2010/11	2000/01	2005/06	2010/11
Theological Universities	15	13	14	9,3	10,4	6,8
Schools of the Defence Department	10	7	7	12,2	14,0	23,7
Other Universities	86	226	254	123,6	304,2	387,4

Source: own study on the base of *Szkoły wyższe i ich finanse w 2010 roku*

In this respect, the situation of public higher education institutions is much better than the situation of non-public higher education institutions. In case of public higher education institutions, there are 14,7 students for one lecturer. This indicator is definitely higher for private higher education institutions and amounts 32,4. Moreover, the artistic higher education institutions, medical universities and theological higher education institutions, in which there are 10 students for one academic teacher, stand out positively, while it is in economic schools that there are 31 students for 1 academic teacher (*Szkoły wyższe i ich finanse w 2010 roku*, p. 39).

In the academic year 2010/11, the total number of full-time academic teachers exceeded 100 thousand persons (table 2.). There were also 3623 part-time academic teachers. The teachers working in public higher education institutions constituted almost 82,9% of all employed at higher education institutions, whereas the academic teacher of private higher education institutions constituted 17,1%. Most academic teachers worked at universities (32,1%), next at technical universities (18,7%), medical universities (9,7%) and at schools of economics (8,8%) (*Szkoły wyższe i ich finanse w 2010 roku*).

The analysis of the number of the academic staff would not be full without examining its structure. It is possible to divide the community of academic teachers according to scientific degrees and academic titles as well as taken positions. According to the state at the end of December 2010, there were 24,2 thous. persons employed on the position of a professor, 1,4 thous. on the position of an associate professor, 43,4 thous. on the position of an assistant professor and 13,0 thous. on the position of a junior lecturer at higher education institutions in Poland (*Szkoły wyższe i ich finanse w 2010 roku*, p. 38).

The changes occurring in the higher education in recent years affected the structure of the academic staff. On one hand, the change of principles of financing public universities resulted in reduction of the share of junior lecturers and increase in the share of assistant professors. On the other hand, the decrease

in the number of students resulted in slowdown in growth of the academic staff at public higher education institutions.

The simultaneous increase in the number of academic promotions caused that the share of independent academic teachers increased and the share of junior lecturers was reduced. It is with respect to 1998 that the number of associate professors rose by over 50% and the number of professors by over 80%. However, there were employed considerably less junior lecturers (decrease by over 30%). The number of other full-time academic teachers, that is mainly assistant professors, has risen by over 60% since 1998. The number of academic teachers and senior lecturers also has risen. A significant increase could be also observed in the number of associate professors (by over 90%). However, this number decreased till 2005, and then significantly increased. It was due to the change of the law concerning this position.

Table 2. The size and the structure of the scientific-teaching staff at higher education institutions in Poland

Categories *	1998/99	2000/01	2002/03	2004/05	2006/07	2008/09	2010/11	1998/99 =100	
Total	74379	80208	80904	85762	96747	98631	100151	134,6	
Public higher education institutions	67611	70865	71496	74687	80647	81784	83015	122,8	
Private higher education institutions	6768	9343	9408	11075	16100	16847	17136	253,2	
Professors	Total	14264	16400	17468	18969	22055	22896	23735	166,4
	Professors	4398	5242	5773	6325	7444	8068	8200	186,4
	Associate professors	9870	11158	11695	12644	14434	14617	15306	155,1
	Including the associate professors with an academic title	3522	4020	4296	4362	4335	3821	3269	92,8
Readers	Total	698	548	275	244	454	1096	1373	196,7
	Including the ones with the academic title of Ph. D, professor	481	384	147	120	89	64	43	8,9

Assistant professors	Total	25965	29104	31238	34676	38505	41164	42929	165,3
	Including the ones with the academic title of Ph. D, professor	2632	2915	2938	3024	3241	3292	3525	133,9
Junior lecturers	Total	18263	17844	16511	15844	15128	13546	12132	66,4
	Including the ones appointed for the first time	1670	1565	1345	1058	484	270	84	5,0
Senior lecturers		9429	9809	9820	10229	11231	11516	11546	122,4
Lecturers		3747	4489	3745	3879	6283	5533	5788	154,5
Foreign language teachers		1679	1652	1546	1509	1885	1681	1415	84,3
Instructors		334	362	301	415	876	872	903	270,3

* Full-time academic teachers

Source: own study on the base of *Szkoły wyższe i ich finanse w 1998, 2000, 2002, 2004, 2006, 2008, 2010 roku*

Table 3. The share of senior researchers in the number of the academic teachers

Categories *		1998/99	2000/01	2002/03	2004/05	2006/07	2008/09	2010/11
The number of senior researchers	Total	18598	21050	21197	22270	25937	26783	27806
	Public higher education institutions	15897	17142	17187	18023	19566	20525	21452
	Private higher education institutions	2698	3908	4010	4274	6371	6258	6354
The share in the total number of academic teachers		23,5%	24,6%	25,3%	25,0%	25,8%	26,2%	26,8%

* Full-time and part-time academic teachers

Source: own study on the base of *Szkoły wyższe i ich finanse w 1998, 2000, 2002, 2004, 2006, 2008, 2010 roku*

While deepening the analysis of the structure of human resources at higher education institutions, one should also present the share of senior researchers in the total number of academic teachers. This share is undoubtedly an indicator of the scientific level of the staff and it was in 2010/11 that it achieved the level of 26,8%. The indicator of the share of senior researchers in the total number of university teachers systematically grew in the course of years 1998–2011.

3. Designing and implementing the development strategy at a higher education institution: A model approach

The changes occurring in the higher education force the need for implementation of the concept of strategic management to the management system of higher education institution. Strategic thinking is the use of a set of techniques as well as analysis and syntheses methods in order to utilize resources of a higher education institution, construct a clear vision and a strategy (Nowodziński 2011, p. 28).

A strategy is an integral element of functioning of every organization, also of higher education institutions. Its creation, and above all, implementation became a significant task for both authorities as well as employees. The strategy⁶ of the higher education institution consist of a set of organized decisions and actions aimed at stable and sustainable development of the higher education institution in terms of strategic objectives (Cyfert, Kochalski 2011, p. 145).

As J. Penc writes “the development of every organization, irrespective of character and the scale of activity, should be based on a strategy. The strategy constitutes the integrated arrangement of goals and tasks and the package of means directing and dynamizing conversions of the enterprise for fulfilling its mission, increasing the efficiency and competitive power as well as for reducing the uncertainty of acting and extending possibilities of expansion thanks to diagnosing the environment and selecting the proper direction for the future development. It is a game for future, which is taken by the management of the enterprise in order to find the best possible (optimal) way leading to better (desired) future, which the management wants to follow consistently and to improve it continuously” (after Nowodziński 2011, p. 28).

In case of a higher education institution, facing many challenges at present (demographic decline, increase in competitiveness on the European and world

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6 M. Marchesnay collected and presented thirty two definitions of the concepts of the strategy, whose authors, depending on the represented discipline and the research knowledge, gave this notion a different meaning (Dwornikowska 2011, p. 113).

educational and research market as well as internationalizing education and didactics), the strategy is supposed to help to find a place on the competitive global educational and research market.

H. Mintzberg indicates that the identification and the development of exceptional skills, which would differentiate the organization from competitors, should be the aim of the strategy. While aiming at preparing for coming changes, higher education institutions should pay special attention to all components of the strategic management (after: Ryńca, Radomska 2009, s. 89).

The construction of the strategy and the process of strategic choices of every organization are based on the two classical elements above all: on the strategic analysis of the given organization and its surrounding. The first one is concentrated on resources and abilities as well as chains of actions creating the value added in the organization. The analysis of the environment includes chances, threats and challenges and requires the careful look at the environment, the specific industry and similar institutions constituting the natural competition. It is on

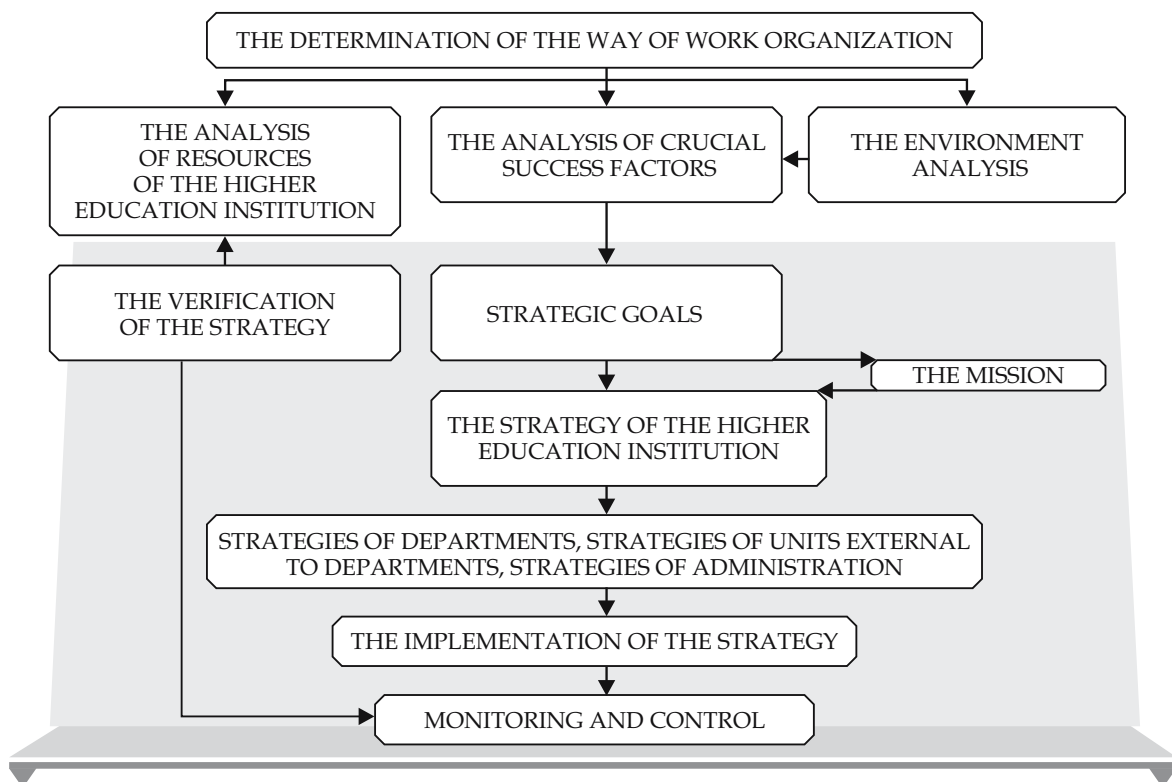


Figure 1. Designing and implementing the development strategy at a higher education institution: A model approach

Source: Cyfert, Kochalski 2011, p. 145

the basis of such analysis that it is possible to make strategic choices of the vision and the goals, which determine the model of action and functional programmes of action resulting from it (Chromińska, Guliński, Lesicki 2011, p. 134).

The analytical and diagnostic works on the state and the situation of the higher education institution should be led by a project team, being composed of academic teachers as well as employees of the administration with extensive experience in theoretical and practical areas of: designing and implementing the strategy, the financial and strategic analysis, improving organizational structures, personnel management, market and marketing research. It is possible to attribute four tasks to the team responsible for the process of designing the strategy: the tool support, optimization of existing practices, the participation in decision-making processes and formulating the demands concerning the legitimacy of the introduced changes and four organizational roles associated with the objectives mentioned above - an analyst, initiator of changes, distributor and adviser (Cyfert, Kochalski 2011, p. 146).

It is in the process of the strategic analysis of the higher education institution, which assumes appealing to resources and abilities at simultaneous taking into account directions of changes occurring in the macroenvironment and the competitive environment that the scenario method of the development and direction of changes as well as SWOT methodology are crucial: the analysis of strong and weak points of the higher education institution and of the interaction with external (chances and threats), appointed by PEST methodology (economic, social and technological political factors). The analytical and diagnostic work should include the analysis of the position of the higher education institution in four strategic areas: (1) didactics - offer of studies, learning (students), teaching (academic teacher), methods of the education, education environment, (2) learning - categorizations, scientific team, scientific and publishing activity, academic promotions, support for scientific activity, the quality of the scientific review, (3) functioning of the higher education institution - the financial standing, the organization and the methods of the management, formal and legal conditioning of functioning of the higher education institution, the organizational structure, the use of resources, employment, (4) relations with environment: media, graduates, economic practice, candidates, controllers (Cyfert, Kochalski 2011, p. 147).

The SWOT analysis should be supported by research on internal documents and normative acts of strategic importance for the higher education institution and information and data of detailed character, affecting the current situation of the higher education institution.

The strategic analysis procedure consist in the identification of already existing social and economic conditions, which affect functioning of the higher education institution. The logic of works should assume the focus on the areas requiring improvement at simultaneous taking into account weak signals of tendencies appearing in the environment.

The development strategy of the higher education institution should result from the diagnosis of the existing state and the vision of the development. The specific principles determined in the mission should follow the implementation of the strategy.

The creation of the vision of the development should take into account the development potential of the higher education institution, which largely depends on its personnel and financial possibilities. The realism by formulating the vision of the development of the higher education institution should not be an obstacle by formulating an ambitious vision. While creating the vision of the development of higher education institutions, it is possible to refer to ideas of authorities of higher education institutions, as well as to refer to visions of other organizations and to the need of inner transformation (Cyfert, Kochalski 2011, p. 148). The vision is a description of the image of the organization in the distant future, at the optimistic assumption of the appearance of favourable conditions.

The development of the contents of the vision constitutes its mission. The mission of the higher education institution does not has to arise only from the legislation. It should also take into account the "philosophy" of the action, on the base of which the vision of the development of the higher education institution is supposed to be implemented (Cyfert, Kochalski 2011, p. 148). An important element of the mission of the higher education institution is its public service consisting in creating and developing connections with the environment.

It is on the basis of the strategic analysis that it is possible to set strategic and operating goals according to the universally adopted SMART principle (S - specified, determined passably specifically, M - measurable, it is possible to measure the goals, A - acceptable by the academic community, R - real, with reference to resources of the higher education institution, T - timely, within the determined time space) (Chromińska, Guliński, Lesicki 2011, p. 134). While creating strategic goals for a higher education institution, one should answer the following questions: what is intended to be achieved, who is associated with the goal, where the goal will be accomplished, when the goal is supposed to be achieved, what are the requirements and restrictions associated with achieving the goal, what are the reasons for establishing the given goal and what benefits

result from its achievement. The created strategic goals constitute the way of the measurement of the completion of the mission in specific strategic area of the activity. It is in order to ensure the desired level of real application of the strategy that one should translate the defined strategic goals into a system of operating activities, designed with use of the concept of strategic card. The strategic card is a kind of translation of the concept of functioning of the higher education institution into practical decisions and actions. The construction of the strategic card of a higher education institution assumes the need for the implementation of operations on three detailed levels, linked together by cause-and-effect dependences: (1) the level of strategic goals, derived from key challenges identified during analytical and diagnostic works and appointing the main directions for the development of the higher education institution, (2) the level of operational goals, indicating the crucial areas of actions requiring improving (these goals are clarified by determining detailed actions and decisions as well as defining measures and indicators), (3) the level of actions and decisions, described with use of four parameters: weight (evaluated in the scale from 1 to 3, where 1 is a needed action, 2 – important action, 3 – priority action), complexity (evaluated in the scale from 1 to 3, where value 1 is assigned to simple task, 2 – to complex tasks, 3 – to task of very high complexity), time (evaluated in the scale A to E, where A is assigned to actions, which can be carried out within 3 months, B – within 6 months, C – within 1 year, D – within 2 years, E – more than 2 years) and responsibility (in relation to corporate card, the university authorities are responsible for the implementation of the strategy of the higher education institution that is why R indicates the rector, N – the vice rector for education and cooperation with foreign countries, S – the vice rector for students, F – the vice rector for finances and development, K – the vice rector for education (Cyfert, Kochalski 2011, p. 150). Table 4. presents an example for operationalization of the indirect purpose “Improving the quality of the scientific review”, which was included in the Strategic Card of Poznań University of Economics.

The success of the strategic management at the higher education institution depends on the ability to the effective implementation of the strategy. The analysis of indicators and results of the actions carried out and taken decisions allows to asses the level and the promptness of the implementation of the strategy. The regular monitoring of the progress in implementation of the strategy does not consist exclusively in the control of its implementation. It is equally important to check, if it is still topical and suitable for changing conditions, in which the higher education institution functions. It is on this base that it will be possible to modify or to supplement it.

Table 4. The PUE Strategic Card: an example for operationalization of the indirect purpose "Improving the quality of the scientific review"

Strategic areas	Strategic goal	Description of the goal	Indirect goals	Actions and decisions	Weight (1 - 3)	Degree of complexity (1 - 3)	Execution time	Responsibility	Measures
Science, didactics, relationships with surrounding, functioning of the high education institution	Following academic values	Quality of the scientific review	Improvement of the quality of the scientific review	Introduction of the recommendation of presentations of works on meetings of faculties	2	1	A	N	(1) Participation in foreign conferences with a paper. (9) Quality evaluation of debates: anonymous questionnaires of participants of the debates.
				Introduction of multi-stage discussions and evaluations of scientific works	2	2	B	N	
				Introduction of an anonymous system of evaluation of achievements of employees with participation of external reviewers	2	3	C	N	
				Creation of a profile of a competence head of a faculty	2	3	C	R	
				Popularization of the custom of consultation of scientific works with other centres and foreign reviewers	2	3	D	N	

Source: http://www.ue.poznan.pl/cms/att/STRATEGIA/Karta_Strategiczna_UEP.pdf

The implementation of the strategy of the higher education institution can be carried out organizationally in two ways. According to first one, the authorities of the higher education institution carry out actions and take decisions directly arising from provisions of the strategy, which are included in the form of the strategic card. The other one consists in it that there is established a unit responsible for supporting the authorities at implementation of the strategy in the organizational structure of the higher education institution. First of all it is important to determine the schedule for the implementation of the strategy and to appoint persons responsible for specific actions and decisions. Cascading of the strategy is also very important, i.e. gradual translating strategic cards for lower levels of the higher education institution. The cascading of the strategy can contribute to the growth of the knowledge about the strategy on all levels in the hierarchy of the higher education institution.

It is in the literature concerning the strategic management at higher education institutions that it is possible to find proposals of applying the tool, which is the "balanced score card" in order to improve this process (Fig. 2.). This approach offers the creation of a model, which allows discussing possible strategic choices and their adaptation in conditions of the turbulent environment with use of applied indicators.

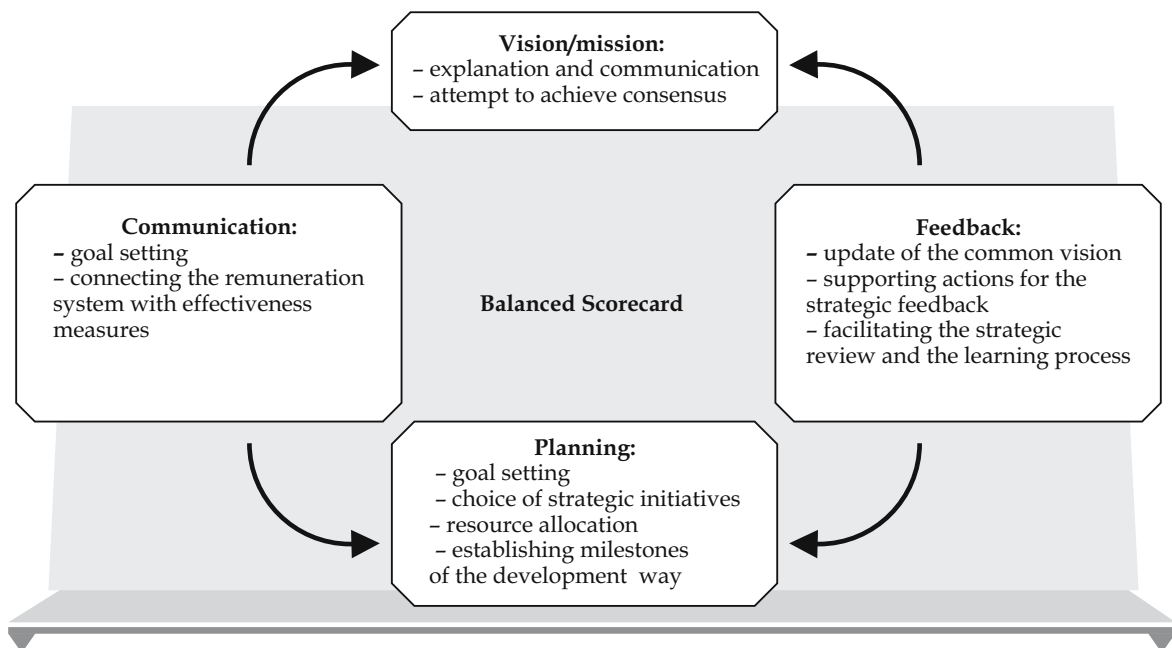


Figure 2. The Balanced Scorecard as a system of strategic management

Source: Ryńca, Radomska 2009, s. 91

The Balanced Scorecard model is based on searching for a balance amongst the short-term effectiveness and the long-term growth prospects. The element concerning the vision and the mission has the task of supporting the structure of the strategic map and identification of long-term both marketing and financial or organizational factors, which will influence the success of the higher education institution in the longer prospect. Whereas, the communication is aimed at starting the discussion on the strategy of the higher education institution as a whole and, as a result, achieving the cohesion of individual goals of all subordinate units. Planning should provide a basis for the integration of strategic programs with financial plans and, especially, influence efficient allocation of resources. The feedback allows for using information obtained thanks to the balanced scorecard in order to assess and improve the current strategic position.

4. Summary

It is in Poland in recent years that designing and implementing the strategies for higher education institutions became more and more universal⁷. In the face of the changing context of the higher education in Poland, manifesting itself in new conditions of functioning of the higher education institutions and growing expectations as for the scope of their functions⁸, the majority of them develops or modifies their strategies.

7 The analysis of the phenomenon described in the monograph titled *„Model projektowania i wdrażania strategii rozwoju w publicznych szkołach wyższych w Polsce”* prepared under editorship of Cezary Kochalski demonstrated, that in many cases, the developed strategies do not include all essential elements or were prepared without prior conducting the relevant strategic analysis (Kochalski 2011). Preliminary results of the research on designing and implementing the development strategies in public higher education institutions in Poland indicate that the situation in this respect should be corrected although it is possible to notice the appreciation of the activities directed at creating the better competitive position of public higher education institutions. The process of creating and implementing strategies in higher education institutions is accompanied by system barriers in many cases (lack of many elements of the strategic management) and human (resistance of employees against changes) (Jasiczak, Kochalski, Sapała 2011, for 7-14 Sr). The authors of the *„Diagnozy stanu szkolnictwa wyższego w Polsce”* notice, that *“some colleges adopt development strategies, but their quality is very low very often, they do not meet the basic requirements, which could make an effective tool from these strategies. Strategies usually have façade character and are treated as unnecessary bureaucratic requirement for applications for European Union funds”* (Diagnoza stanu szkolnictwa wyższego w Polsce 2009, p. 22).

8 The studies on functions of higher education institutions let conclude that there are two most important tasks: research function, translating directly into innovations and educational function affecting indirectly the economy through human capital (Olechnicka, Płoszaj, Wojnar 2011, p. 45).

If we assume that the important determinants affecting the demand for education at higher education institutions are growing awareness of the value of the education, increase in demand for employees with the higher level of education, increased competition in the labour market, change of the employment model, extending the average length of life and shortening life time of companies, then the application of strategic management methods for the development of the higher education institution becomes due proceedings. Identifying the key fields of the education (directed at market signals from enterprises) and applying the methodology of the strategic management should lead to the application of methods and techniques of the effective management of higher education institution. Such action seems to be essential in order that the higher education institutions could exist and develop as well as increase their possibilities, improve their position in the environment, in which new events occur that disturb the current state of the continuity, replacing it with the uncertainty. Higher education institutions must predict changes in their environment in the long-run and plan the ways and directions of their own development giving them the possibility of the achievement of the goals and thus fulfilling their mission.

Summary

The design and the implementation of the development strategy at public higher education institutions

This article focuses on identification of the model approach to designing and implementing a development strategy in a higher education institution. The main reason for taking up the topic of formulating and implementing development strategies in higher education institutions is the growing demand for developing a model of designing and implementing strategies in entities of this type. Higher education institutions are specific organizations, therefore it is not possible to apply methods of the strategic analysis, which were designed mainly for creating strategies of enterprises, in the direct way. The aim of the article is to emphasize the role of the strategic thinking in the context of the management of a higher education institution.

Moreover, it is in this article on the basis of the GUS data that the information on higher education institutions, academic staff and students was summarized. It is in the study that the method of document analysis was applied. The structure according to forms,

types of higher education institutions and numbers of students were analysed. The evaluation of discussed changes of discussed parameters over time was carried out.

Keywords: *higher education institution, strategy, strategic management*

Streszczenie

Projektowanie i implementacja strategii rozwoju w publicznych szkołach wyższych

Artykuł koncentruje się na wskazaniu modelowego ujęcia procesu projektowania i wdrażania strategii rozwoju w uczelni wyższej. Zasadniczą przesłanką podjęcia tematu dotyczącego formułowania i implementacji strategii rozwoju w szkołach wyższych jest rosnące zapotrzebowanie ze strony uczelni na opracowanie modelu projektowania i wdrażania strategii w tego typu podmiotach. Uczelnia wyższa jest specyficzną organizacją, dlatego nie można w sposób bezpośredni zastosować metod analizy strategicznej, które zostały zaprojektowane głównie z myślą o budowaniu strategii przedsiębiorstw. Celem artykułu jest uwypuklenie roli myślenia strategicznego w kontekście zarządzania szkołą wyższą.

Ponadto w artykule, na podstawie danych GUS, zestawiono informacje o uczelniach, kadrze akademickiej i studentach. W opracowaniu wykorzystano metodę analizy dokumentów. Analizie poddano strukturę uczelni według form, typu uczelni oraz liczby studentów. Dokonana została ocena zmian w czasie omawianych parametrów.

Słowa

kluczowe: *szkoła wyższa, strategia, zarządzanie strategiczne*

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