Non-University Higher Education in Europe
SCOPE OF THE SERIES

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Preface

Today, a substantial portion of higher education is provided outside of the traditional universities in non-university institutions with a multitude of varied characteristics. In recent decades, higher education systems have been subjected to many changes and reforms throughout the world. One of the most important was undoubtedly the expansion of higher education in the second half of the last century from an elite system to one for the masses. While institutions of higher learning have been in existence for approximately 1,000 years, this exponential growth has been much more recent. This movement toward mass higher education has created substantial national impacts on the development of the systems of higher education. While common denominators of change and adaptation can be identified globally, there remain important differences from country to country.

There are many factors challenging higher education today and in the foreseeable future. In one form or another, these issues and trends can be seen in higher education systems throughout the world. They include chronic underfunding, marketisation and competition, alternative providers, massification, internationalisation, governance, leadership, strategic management, accountability, accreditation, and social relevance. Another key factor for many countries, especially in Europe, and the focus of this book, is the current and future status of the higher education systems that differentiate the university and non-university sectors.

The proposed and emerging transformations occurring in higher education in Europe pose many new challenges. The Bologna Declaration and the movement toward the European Knowledge Area, among others, are pushing European higher education forward. Necessary responses to these demands can properly differ from one country to another, or for that matter, from one segment of the higher education enterprise to another. In order to weave the complex tapestry that defines change and innovation in European higher education, a solid understanding of the varied non-university sector must be included.

The principle objective of this volume is to understand and critically examine the history, evolution, and governance structures of the non-university higher education sector in Europe. Ten countries – Austria, Belgium/Flanders, Finland, Germany, Ireland, the Netherlands, Norway, Portugal, Spain and the United Kingdom – are described and analysed by higher education scholars from each country. This is preceded by an opening chapter by Ulrich Teichler on the changing role of the non-university sector.
in Europe generally. The book concludes with a comparative analysis across the ten countries and an agenda for the future of the non-university sector within Europe. The following is a brief overview of the national case studies.

Urlich Teichler introduces the reader to the non-university sector from a pan-European perspective. The author presents an intriguing discussion about the changing roles of this sector within Europe. This broad analysis provides the theoretical and practical underpinnings for the national cases that follow.

The case of Austria is presented by Elsa Hackl. After a brief description of the Austrian higher education system, the author focuses on the higher education changes of the 1990s, including the creation of the non-university sector, the Fachhochschule, in concert with the accession of Austria to the European Union. Particular focus is given by the author to the level of autonomy. According to the author, future trends will emerge based on the developments of the Bologna process, and also as a result of an eventual redefinition of the relationship between universities and Fachhochschule.

In the chapter on Flanders (Belgium), a jurisdiction that has long had a binary system of higher education, Jef Verhoeven questions it from both a national and an international context. After giving a systematic and critical overview of the non-university sector in terms of its structure and nature, institutional governance and level of autonomy, the author argues that the binary system is still present but not as definitively as in the past. The bridges between colleges and university have been growing, and it is therefore difficult to say whether the universities will become more like the non-universities, or vice versa.

Jussi Valimaa and Marja-Liisa Neuvonen-Rauhala present the case of the polytechnics in Finland. They stress that these higher education institutions are in a quasi-permanent transition. This results from their creation in the 1990s through the merger of many vocational institutions, as well as the challenges of new national legislation and the Bologna process. In their analysis, the authors highlight the establishment of the polytechnics in a political and economical environment with governance and management characterized as more managerial than academic. Questions are also raised concerning the vocational drift of the universities versus the academic drift of the polytechnics, and institutional autonomy versus academic freedom, specifically in the polytechnics. They delve into future possibilities within the context of a system challenged by overcapacity and the unpredictability of the eventual outcomes of the Bologna process.

Mathias Klumpp and Ulrich Teichler present the case of the German Fachhochschulen and discuss their differentiation from traditional universities. The authors offer an interesting point-counterpoint perspective to the discussion by referring to the Fachhochschulen’s record of success compared to other binary systems, and then a possible scenario that would suggest the end of the success story. Their insights include an in-depth discussion of the rules, aims, actors and other dynamics in the battle for distinction between the German Fachhochschulen and the universities. Finally, in looking toward the future, the authors place the discussion within the context of the Bologna Process.

Patrick Clancy discusses the non-university sector in Ireland. The author provides an overview of the evolution of higher education policy in recent decades with an
emphasis on technology, the main element of the non-university sector. Key parameters of transformation for the Irish higher education system are presented. Emphasis is given to the institutional governance structures of the non-university sector, including an examination of the changes and developments that have characterized the sector in recent years in the context of the Irish higher education agenda. The level of autonomy of the sector is also the subject of a developed analysis and comparison with the university sector. The author concludes that future trends for Irish higher education will be strongly impacted by the Bologna process and the OECD.

Jeroen Huisman analyses the hogescholen sector in the Netherlands. The author first presents the general structure of Dutch higher education and the development of the hogescholen, a sector with a large and important tradition in the overall system. The second section is more reflective in nature. Here the author discusses the level of autonomy in the hogescholen sector and some issues present in the debates and tensions surrounding the binary system, such as the cooperation between universities and hogescholen, academic drift and the political agenda of higher education. Finally, three future scenarios are presented for the binary system in the Netherlands.

Norway’s non-university sector is analysed by Svein Kyvik. The author stresses three trends in the evolution of the sector: academic drift, standardization and rationalization. The author stresses that the processes of academic drift, standardization and rationalization in the non-university sector are likely to continue in the coming years. The recent dynamics in Norway’s higher education suggest that differences between universities and colleges have been reduced and the arguments for abolishing the binary system have become stronger. But on the other hand there are also counter-arguments, especially those looking at the relationship between higher education, society and industry. The author suggests the process towards a unified system is likely to continue. Dynamics within the Norwegian higher education system and impacts from the Bologna process suggest and underscore this position.

José Brites Ferreira, Maria de Lourdes Machado and Rui Santiago present and analyse the origins and evolution of the polytechnic sector in Portuguese higher education. The authors explain the general structure of Portuguese higher education and the specific development of the polytechnic sector within it. Attention is focused on polytechnic governance and autonomy, the current debates and consequent tensions surrounding the binary system and possible future trends for Portuguese higher education within the context of the Bologna Process, and academic and professional drift.

Joseph Bricall and Marti Parellada author the chapter on Spain, where the case is somewhat different from the other countries. In Spain, the non-university sector has assumed a minor role. At the same time, it may still be an evolution in progress from a pre-university upper-secondary education to more of a post-secondary experience. The non-university sector is explained and analysed in detail from both an internal and external university perspective. Finally, the authors suggest some changes within Spain that may well result from the Bologna Process and their possible consequences.

John Brennan and Ruth Williams characterise the United Kingdom case. Unique to the UK was the fact that as other countries were working to establish non-university
sectors, they were dismantling one of the first such systems ever established. The authors discuss the idiosyncrasies of the UK case, and the growth and demise of the polytechnic system. The future of UK higher education is also offered as a point of discussion with some emphasis placed on the arena of vocational higher education.

In the final chapter, the editors address the issue of convergence or diversity within and between the sectors of European higher education. The authors examine structural models across countries, and conclude with a discussion of trends, with an emphasis on the Bologna Process.

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James S. Taylor
José Brites Ferreira
Maria de Lourdes Machado
and Rui Santiago
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Contributors

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Joseph Bricall has a Ph.D. in Law and a Ph.D. in Economics, University of Barcelona. He is Professor of Political Economy in the University of Barcelona since 1976. He is Dr. H.C. (Soka-Japon; Rovira-i-Virgili-Tarragona; Marne-la-Vallée (France); Cluj-Roumanie; Paris XII; Bolonia). His main subjects of study are: war economy (Catalonia 1936–1939); economic growth; industrial development; public finance; post-Keynesian studies; universities. Among other functions, he is or has been: Rector of the University of Barcelona (1986–1994); President of the Association of European Universities (CRE) (1994–1998); Member of the Advisory Board of the Accreditation Committee of the Hungarian Universities (1994–2001), of the Council of the United Nations University (1998–2004); Member of the of the Collegium de l’Observatory of Magna Charta Universitatum and of the “Comité National d’Évaluation” appointed by the French government; Director of the Rapport “Universidad 2000” ordered by the Conference of Spanish Rectors – March 2000; Secretary General to the Presidency in the Generalitat of Catalonia (1977–1979) (State Government); Minister for Home Affairs of the Generalitat of Catalonia (1979–1980); Member of the Executive Board of the Opera House – Barcelona (1984–1991).

Patrick Clancy is Associate Professor of Sociology and former Dean of the Faculty of Human Sciences at University College Dublin. His main publications are in higher education, sociology of education, education policy, and social change in Ireland. These include College Entry in Focus: A Fourth National Survey of Access to Higher Education (Dublin: Higher Education Authority, 2001) and Irish Society: Sociological Perspectives (Dublin: Institute of Public Administration, 1995). He has served on a variety of National Advisory and Policy groups on higher
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Elsa Hackl is part of the Department of Political Science of Vienna University. Masters Degree in Law, Doctorate in Politics. Has worked as a civil servant in a senior position (director responsible for Fachhochschulen at the Austrian Ministry for Education, Research and Culture), was Visiting Fellow at the University of British Columbia, Canada and at the European University Institute, Florence, continues to work as an expert for the OECD, the Council of Europe and Salzburg Seminar. Elsa Hackl’s primary research areas include Education policy, Europeanisation/ internationalisation and public administration

Jeroen Huisman is Director of the International Centre for Higher Education Management and Professor of Higher Education Management, University of Bath, United Kingdom. Before taking up this position in June 2005, he was research coordinator and senior researcher at the Center for Higher Education Policy Studies of the University of Twente, the Netherlands. His main research interests are governance, policy change and impact, management, organisational change, diversity, internationalisation and comparative research.

Matthias Klumpp studied economics at the Universities of Leipzig and Strasbourg/ France (graduated 1998, Diplom-Kaufmann, Diplom-Volkswirt) as well as education science at the Humboldt-University of Berlin. After five years as business consultant he has worked in several management projects as higher education consultant in areas such as university strategy, organisation models in universities, concepts for alumni, career service and fundraising. Currently his Ph.D. thesis about risk management in universities is prepared for publication. As student and researcher at the INCHER Kassel he worked on higher education professions and the future development of German Fachhochschulen in the light of the Bologna process.

Svein Kyvik is a senior researcher at NIFU STEP – Studies in Innovation, Research and Education in Oslo. He holds a Ph.D. in Sociology, and his current research focuses on the development of a non-university higher education sector in Norway and Western Europe, and on changes in the roles of the academic researcher.
Maria De Lourdes Machado has a Licenciatura in Economics from the University of Porto (Portugal), Post-Graduate Studies in Administration and a Ph.D., both from the University of Minho. Her career in Portuguese higher education began as the Head of Administration of the Polytechnic Institute in Bragança (Portugal). She helped found the institution and served as a member of its Board of Directors. Dr. Machado is currently a Senior Research Associate at the Centre for Research on Higher Education Policies (CIPES) in Matosinhos, Portugal. She was a Fulbright Scholar at North Texas University (U.S.) and is a Fulbright Alumni Fellow. Her areas of research include governance and management, strategic planning, the non-university sector, student success, diversity and faculty satisfaction. Currently she is involved in research projects concerning student satisfaction, women managers in higher education and change in the academic profession. She is the author of books on higher education legislation and other publications in European and American journals such as Diálogo Educacional, Higher Education Policy, Planning for Higher Education and Tertiary Education and Management.

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Marti Parellada (1951) graduated in Economic Science and was awarded a Ph.D. in Economic Science and become Professor of Applied Economics at the Faculty of Economic and Business Science of the University of Barcelona. He also has been visiting professor at the Johns Hopkins University of Baltimore (US). He has been Vice-Rector at the University of Barcelona (1986–1990), Director of the Continuing Education Centre of the University of Barcelona (1992–2002). He has also been member of the Steering Committee of the European Universities Continuing Education Network (EUCEN). At present, he is General Coordinator of the Annual Report on the contribution of Spanish universities to regional development, published since 2003 by the Knowledge and Development Foundation (Fundación CYD). He is also member of the Review Team for the OECD – IMHE project: Supporting the contribution of higher education institutions to regional development.

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James Taylor passed away on July 7, 2007. He was Professor of Higher Education and Advisor to the Rector for Strategic Planning at the University of Aveiro. He was the Coordinator of the Erasmus/Mundus Joint European Master’s Degree in Higher Education Policy there. He was also a Senior Research Associate at the Centre for Research on Higher Education Policies (CIPES). His research areas included higher education leadership, strategic management, institutional planning, faculty satisfaction, student success and strategic enrolment management. His primary research projects at the time of his death included studies in the European Union on institutional benchmarking and institutional typologies, a national study in Portugal on student satisfaction in higher education and an international study on changes in the academic profession. Dr. Taylor was Vice President Emeritus, former Head of Strategic Planning and Professor at Pittsburgh State University in the United States and a Lifetime Fellow of the American Council on Education. Jim will be greatly missed by his family, friends and colleagues.

Ulrich Teichler is professor at the International Centre for Higher Education Research Kassel (ICHER Kassel) and at the Department for Social Sciences of the University of Kassel (Germany). He was research fellow and part-time professor in Belgium, the Netherlands, Japan and the U.S. For many years, he was chairman of the Consortium of Higher Education Researchers (CHER), president of EAIR and member of the Board of the International Academy of Education. His key areas of research are higher education and the world of work, international comparison of higher education systems, and international cooperation and mobility in higher education.

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Ruth Williams is a senior policy analyst at the Centre for Higher Education Research and Information at the Open University, London. She undertakes policy-related research for higher education policy bodies both within the UK and internationally. Her main research focus at the Centre is on systems and methods of quality assessment, assurance and evaluation. Recent work has focused on the collection of student feedback and its use in the quality assurance of teaching and learning, and external quality assurance of higher education as a form of regulation.