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ABSTRACT

A nonuniversity is a short-term, short-cycle college or institute that provides vocational and technical training toward diplomas and certificates for compulsory school or high school graduates. Continuing education for adults is also commonplace in established systems, but preuniversities studies are offered almost exclusively in two-year colleges in the United States and Canada. Structurally, the nonuniversity in the U.S., Great Britain, and other nations of the British Commonwealth comprise the third rung of three-tier systems of higher education, with traditional universities and state universities and liberal arts colleges making up the other two tiers. In most countries where nonuniversities are new or are now being planned, two tracks of higher education are favored: degree-granting universities, and colleges and universities specializing in technical and vocational education for postcompulsory graduates. In much of the world, nonuniversities are poorly supported. Private sponsorship is common in Central and South America and Pacific Rim countries, but government sponsorship is growing in Japan and Mexico. Public nonuniversities are developing throughout Europe and in several African nations, notably Kenya. The global nature of the world demands greater attention to international studies in courses required for advanced degrees in education. Double doctorates, single doctoral-level course requirements, and international components in regular courses are possible strategies for incorporating information on international higher education into graduate programs. Information on nonuniversities in Russia, Belaras, Germany, Hungary, Czech and Slovak Federal Republics, Slovenia, Japan, Taiwan, Australia, New Zealand, and Mexico is provided. Contains 19 references. (KP)

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INTERNATIONAL DEVELOPMENTS IN HIGHER EDUCATION:
NEW PERSPECTIVES ON NONUNIVERSITIES

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The conceptual basis for this paper is that the global nature of the world of nations demands greater attention to international studies in courses required for advanced education degrees offered by American universities and colleges.

In keeping with this thesis, the purposes of this article are (1) to describe and compare higher education structures among the nations of the world sponsoring nonuniversity systems, e.g., American community junior colleges, Japan's junior colleges; (2) to identify new nonuniversity systems e.g., technicums in Russia, the German fachhochschulen concept in Eastern Europe; and (3) to recommend techniques to restructure courses required for the EdD and PhD in education.

This paper on international developments in higher education is written in support of an urgent need for greater attention to the subject in both undergraduate and graduate curricula in American colleges and universities. While the need is equally great at all levels of education, particular attention here will be given to expanding the international dimension of courses leading to the doctorate in education, both the PhD and EdD.

Publication of two major studies that included a series of essays sponsored by the Carnegie Commission on Higher Education in the early 1970s gave major impetus to the wisdom of expanding the international dimension of higher education. The two studies became books: Sanders, I.T. & Ward, J.C. 1970). Bridges of Understanding, and Burn, B. et al. (1971). Higher Education in Nine Countries (1971). Authorities in different countries

authored the essays, including Sir Eric Ashby (Great Britain), Joseph Ben-David (Israel), Michio Nagai (Japan), and Alain Touraine (France). Persuasive evidence for strengthening international education in American higher education was also provided by John Van de Graeff, Burton Clark, Dorotea Furth, and others in the 1978 book Academic Power: Patterns of Authority in Seven National Systems of Higher Education.

Although notable progress has been made, much must be accomplished. C. Peter McGrath, President of the National Association of State Universities and Land-Grant Colleges, speaks eloquently and dramatically in an article in An American Imperative. (1993). Racine, WI: The Johnson Foundation, Inc.

Our society [he writes] needs education and understanding about the world as never before because its complexities and interrelationships, economically, socially, and politically are even more dramatic and manifest than they were during the Cold War.

McGrath warns that unless colleges and universities begin in earnest to internationalize curricula, America will not be equipped to meet the challenges of the next century (p. 112).

We are a "global village." We need graduates - EdDs and PhDs... "who understand the global context of public policy and how to develop new mechanisms for institutional survival and organizational growth..." (Koch, J.L. (1993), p. 108).

Earning a doctorate in any discipline, no matter how narrow the specialization, is learning to approach problems from a much

broader perspective. No longer can we afford to train "doctors" who are high order specialists, thoroughly admired experts, but who often provide articulate answers to complex societal questions from a limited knowledge base and a narrow perspective.

Material in this paper will merely touch the much broader perspective described above. The immediate goal here is to provide an introductory view of the patterns of higher institutions developing internationally, with particular reference to new and often innovative activities in the "lower tier," the nonuniversity segment of a few societies.

A nonuniversity is defined as a short-term, short-cycle college or institute that provides vocational and technical training toward diplomas and certificates for compulsory school or high school graduates. Continuing education (lifelong learning) for adults is also commonplace in established systems, but preuniversity studies are offered almost exclusively in the United States and Canada.

Structurally, the nonuniversity in the United States, Great Britain, and other nations of the diminishing British commonwealth comprise the third rung of three tier systems of higher education: (1) traditional universities, (2) state universities and liberal arts colleges (in the United States) and polytechnics (in Great Britain), and (3) nonuniversities recognized by a wide variety of titles. In most countries where nonuniversities are new or are now being planned, two tracks of higher education are favored: (1) degree-granting universities and (2) colleges and institutes specializing primarily in

technical and vocational studies for postcompulsory-postsecondary graduates.

In much of the world, nonuniversities, public and private, are not highly regarded by governments, and therefore are poorly supported. These colleges/institutes are not always officially classified as "higher education." Exceptions include the American and Canadian community and junior colleges, the German fachhochschulen, the French instituts universeristaires technologiques (IUTs), the regional colleges in Norway, and Japan's junior colleges. But despite the recognized need for alternatives to university education and strong local/regional support, nonuniversities, wherever found, are invariably treated by governments as "step children" in the higher education hierarchy.

Information related to purposes 1 and 2 given in the abstract will be presented in geographic blocs of nations where nonuniversities are currently being established and where change in higher education appears to be most dynamic.

HIGHER EDUCATION PATTERNS

Asia and Central/Eastern Europe

Russia

Although reliable information is as yet sketchy, strategic planning for higher education is being given considerable attention in the new republics of the former Soviet Union. Several rather drastic structural changes have already been accomplished in the nonuniversity sector.

(1) Mandatory schooling ends with the ninth grade in Russia. Many completers then go to work. Those choosing to continue in the academic track enroll in academic courses for two years, often in the same "mandatory" school building. The next move is to a university for five or more years, or to another "higher" school, e.g., a teacher's institute for a five-year course - five years beyond the eleventh grade. A teacher institute training course is the same length as a university first degree, and is "higher" than an auto-transport college, for example (Hussey, J., 1994).

(2) Those choosing a technical path after the ninth grade go to a technicum or technical college for three years. While these are primarily skill-oriented institutions, the academic work offered is equal to that provided by academic track schools (Hussey, J., 1994).

(3) The three types of institutions: (a) universities, (b) teacher training colleges and other "higher" schools, and (c) technicums or technical colleges, appear to be roughly equivalent to the three tier paradigm.

Post diploma institutions developing in Belarus (south of Lithuania), Ukraine (on the Black Sea adjacent to Poland and Romania), and Kazakhstan (the huge country boarding the Caspian Sea on the East and stretching almost to China on the West) also illustrate the new order of third tier institutions - nonuniversities.

Belarus

In Belarus, a newly established network of postdiploma courses involving commercial cooperatives, mostly small enterprises (around 100 of them), emphasize specialist upgrading, and last from one to six months, or over a year. Courses, taught by leading researchers, scholars and managers, include theory and practice. The Ministry of Education has also introduced over 200 of these establishments for training and retraining workers and specialists.

Central/Eastern Europe - Germany, Hungary, Czech and Slovak Republics and Slovenia

The extension of the nonuniversity concept is under heavy debate in central and eastern European countries. With the unification of Germany and the collapse of the Soviet empire, major reforms are appearing first in national policy statements. The growing internationalization of higher education is also prompting the development of European communication networks and transnational partnerships between universities and industry. Programs identified by the acronyms COMETT, ERASMUS, LINGUA AND TEMPUS are now activate. (Cerych, L. (1993), p. 157).

Germany

A major question under discussion throughout Europe is: Should the German fachhochschulen (postsecondary technical institutions, roughly equivalent to "polytechnic" become a pattern for other nations, e.g., Hungary and Slovakia? The fachhochschulen (at least 20) are now established in the new German lander (states). Mutual recognition and equivalence of diplomas,

certificates and qualifications are required by the 1990 Unification Treaty. (Barrows, L. C. (Ed.). 1993) 17(4), p. 84). As Cerych predicts "...developing this sector [nonuniversities] including...distance education...and 'nontraditional' higher education in general, will not be an easy task because the concept of a global diversified postsecondary system is not yet well understood in Central/Eastern Europe." (Cerych, L. (1993), p. 155).

Hungary

Among the nations no longer Soviet-dominated, Hungary is moving the most rapidly to replace the alien monolithic higher education system that for generations plagued Eastern Europe. The national plan introduces a university sub-grouping referred to as the universitates, the integration of several universities with integrated specialties placed in a regional setting. The universitates will offer associate degrees (one to two years) and bachelor degrees (three to five years). Postsecondary specialized schools offering certificates of training are to be added to the existing college system. These will be restricted to the granting of associate degrees and shorter courses for direct employment. The college system exemplifies our definition of a nonuniversity sector.

Czech and Slovak Federal Republics

Alternative sectors of higher education - nonuniversity systems - are being developed in both the Czech and Slovak federal republics. Universities and other institutions in both republics are neither able nor willing to offer programs with different

objectives, content and form (Harach, Kotasek, Koucky, and Hendrichova (1992, January, (p. 72).

In the Czech republic, selected secondary technical schools that already had postsecondary further education are now offering courses in response to high employment demands, e.g., applied economics and law, automation technologies, tourism, and many other fields. These studies referred to as "multidisciplinary" avoid the narrow focus of one professional area. The project controlled by the Centre for Higher Education Studies in Prague with financial support from the Dutch government, is modeled on the Dutch higher vocational education system. In Slovakia, a similar project is underway. The Slovak plan is based on the German fachhochschulen and British polytechnics. Both systems, it is envisioned, will attract students who would not, or could not, study at universities.

Slovenia

Slovenia, the northernmost independent republic emerging from old Yugoslavia, is continuing a fascinating duo system integrated under the two universities at Ljubljana and Maribor. The former at the capital city, Ljubljana, still maintains an integrated transfer arrangement within the university, itself, from *visa skola* (higher schools) studies (basic and technical studies two years in length) to university faculties. At prescribed points, students can cross over from technical to academic tracks - a kind of "in-house" transfer first reported 16 years ago, and continuing today. (Kintzer, F., 1978).

Pacific Rim

Japan

The major Pacific Rim countries have two tier systems of higher education. In Japan, for example, two basic institutions replaced the prewar multitrack system: (1) universities (long cycle) and (2) junior colleges, technical colleges and special training schools (short cycle). (Abe, Y., Ed., 1989, March, pp. 80-81). These two systems are classified as "formal education." A second grouping of institutions for adult education is divided into two nonformal higher education segments: (1) "grand schools," "universities of the air," and correspondence education sponsored by long cycle institutions, and (2) specialized technical schools, junior college level, correspondence education, and college preparatory schools sponsored by short cycle units. (Kuroha, R. & Kitamura, K. (3)2-3).

The duo track system of nonpractical academic degree education and practical training, an enormously complex organization in Japan, is a strong and mutually supportive relationship. The private sector still dominates formal higher education. Over 70 percent of university students and 90 percent of junior college and technical college students enroll in private institutions that invariably are crowded and costly. We are also reminded that compulsory education ends with the ninth grade, as in Russia, but in Japan over 90 percent continue into senior high schools.

Taiwan

Taiwan has a duo track system where the 120 institutions of higher learning are divided among universities and junior colleges. An unusual feature is the combination of two, three, and five-year schools that are mostly private, diploma awarding, and highly competitive. (Chen, M. J. K. (1991, June). Credit transfer to universities from the four- or five-year junior colleges is possible by individual negotiations between institutional departments

Australia and New Zealand

Australia

Higher education in Australia, following 30 years of a three tier system, has now been reduced to a duo track, the universities and the TAFEs (technical and further education colleges). TAFE commissions have been established in New South Wales, Victoria and other less populated Australian states.

Colleges of advanced education, middle level institutions created a generation ago in Victoria, are now subsumed under the university system, or have been granted university status. The weak economy accompanied by the ubiquitous political domination of universities and the rapidly developing strength of the TAFE system particularly in continuing education, e.g., "nonformal or informal education," are major reasons for the demise of the colleges of advanced education.

The individual universities in each state are autonomous, having maximum protection from layers of government in the commonwealth and within states. The TAFEs and other adult centers

(well over 120 in New South Wales alone) have state commissions as well as district councils. The TAFE system has gradually gained recognition as "higher education." Credit transfer agreements between universities and TAFEs are beginning to appear. So-called "community colleges" are emerging in the several eastern and southern states. These are in response to the growing demand for continuing education and community services. Specialized technical programs, including teacher training, and skills training, are developing in the Australian sparsely populated inland. Tech prep programs bridging school and work are called "traineeships." Virtually all TAFEs have transfer arrangements in specific areas with nearby universities.

Unlike the United States, Australian state governments do not attempt to coordinate the segments, and rely on reports of national commissions to monitor institutional efforts. (Glenny, L.A. (1993), PP. 145-148).

New Zealand

A three tier system is still maintained in New Zealand. Universities offer diplomas and degrees on the six or more autonomous campuses of both islands. Teachers colleges are engaged in a heavy resurgence of continuing education, and as an almost universal position, are pressing to become universities. The technical institute system that includes several polytechnics, community colleges, and senior technical institutes are nondegree institutions governed by separate governing councils for day-to-day decisionmaking, and controlled by the Ministry of Education.

Some technical institutes are now called "community colleges," meaning more academic and general education courses, as well as greater community involvement. The third tier leaders are pressing for freedom from the federal ministry. The search for status associated with the determination to gain greater autonomy is likely to weaken ties with communities especially in rural areas.

Virtually all higher education institutions in New Zealand support outreach programs, and significant numbers of adults are returning to secondary schools. Correspondence education and external study are highly developed. As the weak economy persists, free higher education, once a proud commitment, is virtually a thing of the past.

Mexico

Many consortia of nonuniversity educators are now actively engaged in joint enterprises. The International Consortium for Economic and Educational Development (ICEED) comprised of 30 community colleges in five southwestern U. S. states and 254 government-sponsored technical institutes in Mexico, the Colegio Nacional de Educacion Profesional Tecnica (CONALEP - institutions of medium high level technical training) is dedicated to sharing educational practices from basic technological training for employment to advanced technology. (ICEED, 1993).

This is the latest example of the expanding "global village," the need for understanding the worldwide context of public policy and educational structure.

Summary

"Nonuniversities" are known by a wide variety of titles. These institutions, with few exceptions, concentrate entirely on technical/vocational education primarily at the postcompulsory/postsecondary level. They share several purposes (1) to increase access to semiprofessional, technical, vocational fields of work (2) to emphasize instructional forms other than classroom lecturing and traditional delivery systems and (3) to introduce educational environments more in tune to "working classes" in the society through continuing education opportunities. Tuition is consistently lower than universities. Private sponsorship is common in Central and South America, and Pacific Rim countries, but government sponsorship is growing in Japan and Mexico.

Public nonuniversities are developing throughout Europe and in several African nations, notably Kenya. Low esteem is a universal complaint, and insufficient funding is a commonly-shared problem among nonuniversities over the world.

Material on nonuniversities is fragmentary. Occasional articles are published on overseas teaching experiences of American educators, teacher and student exchanges, overseas campuses of American community colleges, and understanding foreign students. Some studies have been reported on internationalizing community college curricula, but virtually nothing on strengthening undergraduate or graduate degrees with international components. Very little can be found on nonuniversities, themselves.

About 20 of the established nonuniversity systems are identified and major emphases specified in two tables found in the two articles by Arthur Cohen listed in the bibliography.

IMPLICATIONS FOR PRACTICE

The final purpose of this writing is to recommend ways to incorporate information on international higher education into courses required for the EdD and PhD in education.

A Double Doctorate

A double baccalaureate available to students in all majors in the College of Home Economics and Education at Oregon State University has a striking potential for doctoral programming. OSU candidates in any major offered by the university can earn a second baccalaureate by (1) achieving proficiency in at least one foreign language equivalent to the fourth-year collegiate level, (2) earning 32 credit hours in international courses in the major or in courses from a considerable core of options, (3) spending a minimum of 10 weeks overseas in study, research, or work and (4) completing a senior project in the international dimension of the major. For example, a candidate can earn both a B.A. in educational administration and an international B.A. with a concentration in Japanese culture and educational leadership.

Translation of these particulars to a doctoral-level situation is at least an "on-paper" reality. Adoption and implementation would, of course, require skillful political maneuvering through the university faculty and academic senate machinery. The OSU School of Education has also announced an EdD

degree on community college leadership coordinated by Charles Carpenter. This program, affiliated with the Western Center for Community College Professional Development headed by Dale Parnell, could in the future incorporate a second degree with an international dimension.

Single Doctoral-level Course Requirement

An alternative approach is the addition of a single course to the EdD or PhD in education. A course or two, required or optional, on the cultural diversity of a particular nationality or on a global issue, e.g., nutrition and food management, resource ecology, or wealth and poverty, could also offer benefits to the sponsoring university school or college. For example, a required global issue course, perhaps team taught, could tighten interfaculty as well as interdepartmental relationships, thereby improving the visibility of the education school or college within the university academic senate. Unfortunately, schools of education are invariably in the substrata of academic senate power. However, the primary goal of a single course, as with other alternatives, would be to introduce students to a broader perspective of the world community.

For a decade at UCLA, the author developed and taught a quarter-length seminar as an optional course in the UCLA EdD/PhD program: "The Community College - International Developments." Students were required to submit a detailed report on the higher education system of a particular country with a concentration on the existing nonuniversity component, or developing a plan for a

third tier unit. Papers over the decade represented dozens of nations.

Many students were highly motivated in efforts to translate societal needs into reality. Titles of several projects among the 10 sets of papers suggest author interest in that needs/reality direction for particular societies: "The university institute and the university of the air: Alternatives in higher education for Colombia," "The community college in South Vietnam and its role in nursing education," "A survey of value-type factors influencing the introduction and development of the community college concept in Tanzania."

International Components in Regular Courses

The simplest and most direct way to avoid "missing the boat" in internationalizing doctoral-level curricula is to include lecture/discussion units in courses, perhaps using guest lecturers, to introduce students, at the very least, to purposes and structures of advanced education in other societies. Should not a course on the history of higher education have a study guide section on the nonuniversity beyond the American community college? Should not a course in community college administration contain discussion questions on governance and management of overseas nonuniversities. Should not a course on problems and issues extend beyond the American scene?

Concluding Statement

Many nations, perhaps as many as 40, are currently supporting some form of nonuniversity education. These institutions are flexible in structural design and organization, and in the delivery of education and training. Countries especially in Eastern Europe, briefly highlighted in this paper, are formulating policy and engaged in structural planning. It is absolutely crucial that doctoral candidates in education be introduced to nonuniversity systems developing throughout the world.

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