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The Effect of the Bologna Process on Select Musical Institutions in Europe

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Due to the ever-increasing globalization and technological advances in recent years, higher education institutions around the world are beginning colossal overhauls on their programs to coincide with the cross-cultural demands of their students and the international workplace. This is particularly evident in the European Union's recently initiated education reforms. Using the United States as its model, the E.U. has begun a process of restructuring that will allow for a greater influx of students crossing international borders for their educational development, both in Europe and quite possibly between Europe and the United States. This education reform is known as the Bologna Process, which is part of the Bologna Declaration, and has affected many aspects of the European academia, ranging from degree curriculum restructuring to government-supported international student exchange programs.

The Bologna Process

Forty-six countries ratified the Bologna Declaration at the University of Bologna in Italy in 1999. Despite the E.U. only having twenty-seven members currently (plus Andorra, Monaco, San Marino, and the Vatican as recognized microstates), the Bologna Process reaches beyond the E.U.'s borders and allows countries to participate that are presently recognized as candidates for E.U. accession (Croatia, Iceland, and Macedonia); that will, due to proximity and location, probably be considered for accession into the E.U. at some point in the future (Albania, Montenegro, and Serbia); and that have a currently undetermined future within the E.U., particularly the countries in the Caucasus region of Eurasia.¹ Even with these differences, the nations

¹ Benelux Bologna Secretariat, "Participating countries and organizations," Bologna Process. <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/pcao/index.htm> (ac-

cessed November 14, 2009).
- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.²

While the Bologna Process is helping to initiate educational reforms in Europe, a fine line has to be traversed. Unlike in the United States where there is a federal government consisting of fifty dependent states, the E.U. is a coalition of individual nations, each with its own laws, cultures, ethnic and moral values, and in most cases, language. The Bologna Process, as with any legislation enacted by the European Commission, needs to uphold "[t]he fundamental principles of autonomy and diversity"³ inherent within each country. While it may look as such to the outsider, the Bologna Process "is not a path towards 'standardization' or 'uniformi[ty]' of European higher education."⁴ It is merely "a commitment freely taken by each signatory country to reform its own higher education system in order to create overall *convergence* at the European level."⁵ In addition, the reforms are designed to create:

- easily readable and comparable degrees organized in a three-cycle structure (e.g., bachelor-master-doctorate): countries are currently setting up national qualifications frameworks that are compatible with the overarching framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles.
- fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO

cessed November 14, 2009).

² Benelux Bologna Secretariat, "About the Bologna Process," Bologna Process. <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/index.htm> (accessed November 14, 2009).

³ Walter Schludermann, "Unit 1: Bologna Process as a Stimulator of Academic Mobility," *Тексты для слушания (монологи).doc*, document presented to the author, February 5, 2009.

⁴ *Ibid.*

⁵ *Ibid.* Emphasis added by author.

Recognition Convention.⁶

More educational programs promoting the goals established by the EHEA have been instituted by the European Commission through the Bologna Process, like the current Lifelong Learning Program (2007-2013), because of this restructuring in the degree programs and changes made to grading systems. The Lifelong Learning Program was preceded by the Socrates Programs (Socrates: 1994-1999, Socrates II: 2000-2006). The Socrates Programs were implemented prior to the ratification of the Bologna Declaration and are built upon four basic divisions, each bearing the name of one of Europe's greatest thinkers and targeting its own particular type of participants. The four divisions are: Comenius (for primary and secondary schools), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training), and Grunting (for adult education).⁷ There is a fifth division, Jean Monnet (first implemented in 1990), which focuses on "teaching, research and reflection on European integration in higher education institutions throughout the world".⁸ This fifth program has since been incorporated into the Lifelong Learning Program, and "has [now] been turned into a Programme at the same level as Erasmus and Leonardo da Vinci."⁹ Each program targets a specific audience, and they all share four basic aims: "policy co-operation, languages, information and communication technologies, effective dissemination and exploitation of project results."¹⁰

Through Erasmus, Leonardo da Vinci, and Jean Monnet programs, college-level students have been able to study abroad, either

6 Benelux Bologna Secretariat, "About the Bologna Process," Bologna Process. <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/index.htm> (accessed November 14, 2009).

7 European Commission Education & Training, "A single umbrella for education and training programmes," European Commission. http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm (accessed November 14, 2009).

8 European Commission Education & Training, "The Jean Monnet Programme for understanding European integration," European Commission. http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm (accessed November 14, 2009).

9 Ibid.

10 European Commission Education & Training, "A single umbrella for education and training programmes," European Commission. http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm (accessed November 14, 2009).

at institutions within the E.U. (via the Erasmus or the Leonardo da Vinci programs) or at organizations worldwide (as in the case of the Jean Monnet program) with government support. Unlike the other two college-level programs, Erasmus (which is a moniker derived from its official name: the *European Region Action Scheme for the Mobility of University Students*) focuses mainly on the educational cooperation and exchange of university-based students within the E.U. Its intent is to support:

- students studying abroad, doing a traineeship abroad, and with linguistic preparation
- university/higher education institute staff teaching abroad and receiving training abroad
- universities/higher education institutes with intensive programs, academic and structural networks, and multilateral projects
- enterprises hosting students' placements, teaching abroad, and participating in university cooperation projects.¹¹

To further promote international education cooperation, "a growing number of joint degree programmes are being developed across Europe"¹² where students spend significant periods of time at partner institutions; periods of study and exams passed at the partner institution[s] are recognized *fully* and *automatically* by all institutions involved; ...[and where] students who have completed the full programme should obtain a degree which is awarded jointly by the participating institutions, and is *fully* recognized in all countries.¹³

In addition to Erasmus, Lifelong Learning, and other such programs, the European Commission mandates that all countries participating in the Bologna Process award credit hours in the form of

11 European Commission Education & Training, "The Erasmus Programme," European Commission. http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm (accessed November 14, 2009).

12 Benelux Bologna Secretariat, "The European Higher Education Area," Bologna Process. http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Bologna_leaflet_web.pdf (accessed November 14, 2009).

13 Ibid. Emphasis added by author.

European Credit Transfer and Accumulation System (or ECTS). The ECTS "...makes teaching and learning more transparent and facilitates the recognition of studies (formal, non-formal and informal). The system is used across Europe for credit transfer (student mobility) and credit accumulation (learning paths towards a degree). It also informs curriculum design and quality assurance."¹⁴ Most participating members have essentially shifted completely to ECTS. All of these educational changes in Europe are a decisive political movement for the internal stability of the E.U., and because of these modifications, students in Europe are being given freedom and mobility with their education development that has not yet been replicated anywhere else in the world.

Since 1999, all members have now "committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007."¹⁵ To comprehend the impact this process has had over the past two years, an understanding of current discrepancies in the education tracks within the E.U. is needed. Consider the pre-Bologna Process systems in Spain, Germany, and Croatia.

Degree and Grading Systems Before and After the Bologna Process

Prior to ratification, Spain had a three-degree system in place. The *Diplomado* was earned after three years of study. This was followed by the *Licenciado*, which required a total of five to six years of collegiate-level study (two to three years beyond the *Diplomado*), and was considered the equivalent to an American master's degree. Students could then pursue a *Título de Doctor* with additional study beyond the *Licenciado*.¹⁶ In Germany, there was only a two-cycle track for higher education. The first cycle, lasting normally five years, led to the *Diplom*

14 European Commission Education & Training, "European Credit Transfer and Accumulation System (ECTS)," European Commission. http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm (accessed November 14, 2009).

15 Ministry of Education and Research, "The framework of qualifications for the European Higher Education Area," Bergen Communiqué. http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf (accessed November 14, 2009).

16 The European Education Directory, "Structure of Education System in Spain," World Higher Education Database (WHED). <http://www.euroeducation.net/prof/spainco.htm> (accessed November 14, 2009).

(regarded as comparable to a master's degree in the U.S.). This degree was the first and highest non-Ph.D. degree available in the country. The second cycle was for obtaining a Ph.D. (or an equivalent).

By 2010, many of the Bundesländer (or states) in Germany and their counterparts in Spain will have replaced their old systems with that of the Bologna Process.¹⁷ With the new system, a three-cycle track is utilized, and its similarity to the American system is remarkable. During the first cycle, "student work-load ranges from 1,500 to 1,800 hours for an academic year, and one credit corresponds to 25-30 hours of work."¹⁸ Given this, most students take around 60 ECTS per year (approximately 33 to 40 U.S. credits per year), and will receive a baccalaureate degree between 180 to 240 ECTS, or after three to four years. The second cycle is directed at receiving a master's degree. Coursework "typically include[s] 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle."¹⁹ (German institutions view the new master's degree as the equivalent to their old *Diplom*). The third cycle has no set number of required credits, but at most institutions a third degree (a Ph.D. or a comparable degree) is earned in about three years of post-master's studies. The same reconstruction of higher education systems is taking place in the majority of the other countries participating in the Bologna Process.

Some other countries, like Croatia, already had separate bachelor's and master's degree programs prior to the Bologna Declaration. For example, the Sveučilište u Zagrebu Muzička Academia (The University of Zagreb Music Academy), currently offers a four-year *Baccalaureus* (bachelor's) in *Kompozicija* (Music Composition) or *Kompozicija u teoriju* (Music Composition with Theory).²⁰ These

17 Ministry of Education and Research, "The framework of qualifications for the European Higher Education Area," Bergen Communiqué. http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf (accessed November 14, 2009).

18 European Commission Education & Training, "European Credit Transfer and Accumulation System (ECTS)," European Commission. http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm (accessed November 14, 2009).

19 Ministry of Education and Research, "The framework of qualifications for the European Higher Education Area," Bergen Communiqué. http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf (accessed November 14, 2009).

20 Professor Vjekoslav Nježić of the Sveučilište u Zagrebu Muzička Academia, interview

programs are devised to lead directly into a one-year *Magisterij* (master's) in each of the respected fields, if the student is so inclined.²¹ Under the Bologna reforms, the four-year *Bacclareus* will become a three-year degree allotting its final year to the now expanded two-year *Magisterij*.²² The program will, as a result, still retain the overall five-year structure from post-high school to completion of the *Magisterij*.

While these changes to the degree system seem to be a necessity in our evermore connected world, many questions have been raised that can only be answered once more time has passed between the launch of the reforms and the present day. Such questions include: If the old German *Diplom* is the equivalent of the new master's degree, what is the relationship of the new bachelor's to the old system? If one obtains only a bachelor's degree, what value does it have in a country where no such lower degree existed previously? How does one compare a four-year pre-Bologna bachelor's to a three-year post-Bologna bachelor's, as will be the situation in Croatia?

To further expound upon other differences in education systems, one needs only consider the grading scales that each nation uses. Many countries, like the first two in the previous example, gave grades in the form of numbers (as opposed to the letter-type system in use in the United States). Spain uses a grading scale ranging from 0 to 10 (with 10 denoting the highest or best grade).²³ The grade scale is broken down farther into tenths of a point (e.g., 8.5 and 5.4). A grade of 5.0 or higher is passing.²⁴ German and Austrian institutions utilize only the integers 1 through 5 (with 1 as the highest).²⁵ All grades, with the exception of a 5, are considered to be passing.²⁶

with the author, 15-19 and 23-26 April 2009, Zagreb, Croatia.

²¹ Ibid.

²² Ibid.

²³ The European Education Directory, "Structure of Education System in Spain," World Higher Education Database (WHED). <http://www.euroeducation.net/prof/spainco.htm> (accessed November 14, 2009).

²⁴ Ibid.

²⁵ ISEP, "Country Handbooks: Austria | Education." http://www.isep.org/Students/Placed/handbook_education.asp?country=6 (accessed November 14, 2009).

²⁶ Ibid.

^{Fig. 1} The University of Alberta, "The ECTS grading scale." http://www.univ-ab.pt/servicos/rel_inter/gri/ECTS.htm

(accessed November 14, 2009).

The Bologna Process established the ECTS to unify the differences in grading systems, and the general outline, like the degree system restructuring, bears a striking similarity to the American grading system. Grades are earned on a letter-based system ranging from "A" to "F." A notable difference from the American system is the addition of the "E" and the "FX" grades. By converting grades earned at any institution from the national system into the ECTS, much trouble is alleviated in grade conversion and understanding of credit earned as a student progresses in and out of their native country during their academic formation. Many institutions are giving out grades utilizing both the ECTS and their national system (See Figure 1).

Yet there are some problems that have risen regarding this aspect of the reform. For example, Austria only has five marks for evaluation and ECTS has seven. Questions, like "Does a '4' count as a 'D' or an 'E'?", or in the case of Spain, "How can one denote the difference between an 8.2 and an 8.7?" have had to be considered.

The Austrian government, like their counterparts in Spain and Germany, has essentially restructured their education system to correspond to the reforms, as we shall see below.

An Austrian Institution in the Wake of Reform

Although Austria has implemented much of the Bologna Process's reforms, there remains evidence of holdovers from the older system. For starters, both pre- and post-Bologna grade systems (discussed earlier) are still in use at the Alpen-Adria-Universität Klagenfurt, as Figure 2 demonstrates.

While grades are issued using both the old and new systems, there is no mention of Semesterwochenstunden (literally, Semester Week Hours) of the pre-Bologna system, as the ECTS has completed monopolized credit distribution. Another curious addition to the Zeugnis is the use of English translations. This may, in part, be owed to the fact that the corresponding course was a class marketed to foreign exchange students and that "13% of the E.U. citizens speak English as a mother tongue, and 38% as a foreign language."²⁷ Yet by the sheer use of English, one can

²⁷ Walter Schludermann, "Unit 1: Bologna Process as a Stimulator of Academic Mobility," *Тексты для слушания (монологи).doc*, document presented to the author, February

see the attempt to bridge language boundaries and facilitate the mobility of students by using a language understood by at least half of the E.U. populace.

To see the attempts taken to create an international education system and its similarities with higher education in the States, let us compare the curriculum of the master's program in Musicology at the University of Missouri-Kansas City (UMKC) and the corresponding master's program (Angewandte Musikwissenschaft) at the Alpen-Adria-Universität Klagenfurt in Klagenfurt, Austria. A couple of quick disclaimers are need first. In Klagenfurt, the degree offered is a Master of Arts while at UMKC it is a Master of Music. Also at UMKC, the Musicology Department is part of the Conservatory of Music and Dance but the Angewandte Musikwissenschaft program is integrated into the Kulturwissenschaften (Cultural Studies Department), as the Alpen-Adria-Universität has no music department of its own but maintains a standing relationship with the Kärntner Landeskonservatorium (Carinthian Conservatory, also in Klagenfurt, Austria).²⁸

Required Courses ^a	U.S. Credits
Applied Music (Instrument or Voice Lessons)	2 credits
Music History	12 credits
Music Theory	3 credits
Pedagogy of Music History	3 credits
Introduction to Research and Bibliography in Music	3 credits
Advanced Research and Bibliography in Music	3 credits
Research Problems	2 credits
Thesis	6 credits
Electives	1-3 credits

The Master of Music in Musicology program at UMKC requires students to complete a minimum of 35 credits dispersed as follows:

A full-time master's student at UMKC takes at least nine credits each semester and generally graduates after two years of coursework. The Music History requirement consists of four courses and is subdivided into two periods (e.g., Music of the Classical Era, Music Since 1900:

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²⁸ Simone Heilgendorff, ed., "Angewandte Musikwissenschaft," Alpen-Adria-Universität Klagenfurt. http://www.uni-klu.ac.at/main/downloads/MusikWissFoldero7_NEU.pdf (accessed November 14, 2009).

1945 to the Present) and two of choice (e.g., Nineteenth-Century Nationalism in Music or Special Topics: Minimalism).²⁹ The Applied Music prerequisite is only required if entering students are not at the level deemed necessary by the applied faculty.³⁰ If the student is already performing at the appropriate level, then the two allotted credits are moved into the electives category.³¹ Due to institutions like NASM regulating the curriculum, this program is a good representation of an American Masters in Musicology degree program.

While some may claim that there are differences, miniscule as they may be, between an "of Music" degree and an "of Arts," for our purposes they will be considered as similar enough to be compared as equals in this study. The Master of Arts program in Angewandte Musikwissenschaft offered at the Alpen-Adria-Universität Klagenfurt has the following requirements:

Masterstudium (Course of Study) ^b	SWS ^c	ECTS	U.S. credits
Musikwissenschaft II (General Musicology) ^d	6	12	6 to 8 credits
Gebundene Wahlfächer IV: Musikwissenschaft III (Musicology Electives)	6	12	6 to 8 credits
Gebundene Wahlfächer V: Angewandte Komponenten III (Applied Component Electives)	6	12	6 to 8 credits
Angewandte Komponenten IV (Applied Occupational Field/Pedagogy)	6	12	6 to 8 credits
Partiturspiel/-lesen, Tonsatz, Musikalische Analyse, Musikalisches Hauptfach (Score Playing/Reading, Composition, Music Analysis, Major Subject)	9	18	10 to 12 credits
Freie Wahlfächer (Free Electives)	6	12	6 to 8 credits
Praktikum (Practical Training)	NA	6	3 to 4 credits
Kommissionelle Prüfung (Comprehensive Test)	NA	6	3 to 4 credits
Masterarbeit (Thesis)	NA	30	16 to 20 credits

Given these requirements, students must complete 120 ECTS (somewhere between 62 and 80 U.S. credits) for their master's degree, which coincides with the regulations mentioned earlier. This

²⁹ Conservatory of Music and Dance, "Master of Music in Musicology Required Courses," University of Missouri - Kansas City. http://web2.umkc.edu/catalog/Master_of_Music_in_Musicology_Required_Courses.html (accessed November 14, 2009).

³⁰ Ibid.

³¹ Ibid. Adapted from: Conservatory of Music and Dance, "Master of Music in Musicology Required Courses," University of Missouri - Kansas City. http://web2.umkc.edu/catalog/Master_of_Music_in_Musicology_Required_Courses.html (accessed November 14, 2009).

program is designed to usually take four semesters of coursework. The Musikwissenschaft component consists of art music divided into eras of four ECTS each: Music to 1600, Music to 1800, Music of the Nineteenth Century, and Music of the Twentieth/Twenty-First Centuries.³² The Gebundene Wahlfächer categories cover certain topics in a more in-depth scope (e.g., Music and Gender, Jazz Music, Music Aesthetics, Pedagogy, and Media/Music Competency).³³ While the number of required credits is nearly twice that of the UMKC program, a few things must be mentioned:

- The Bachelor of Arts program in Angewandte Musikwissenschaft at the Alpen-Adria-Universität Klagenfurt is a three-year degree,³⁴ whereas most U.S. undergraduate programs last four years. Additionally, UMKC does not offer a bachelor's in Musicology, only a master's.

- The Bachelor of Arts program in Klagenfurt consists of 180 ECTS (roughly between 90 and 110 U.S. credits),³⁵ but most undergraduate programs in the U.S. require around 130 credits.

- Students at the Alpen-Adria-Universität Klagenfurt take about the same number of ECTS each semester, regardless if they are working on a bachelor's or a master's.

So while it seems that there is more involved with the program in Klagenfurt, the two are essentially analogous. The main point in this comparison is to show that despite the fact that the total years needed for completion of the bachelor's/master's degree at the Alpen-Adria-Universität Klagenfurt is one less than the equivalent in the U.S., the breakdown of the basic curriculum between the two programs is quite similar. Both require “era”-focused courses, a pedagogical component,

³² Fakultät für Kulturwissenschaften. 2007. “Curriculum: Master of Arts Angewandte Musikwissenschaft,” Alpen-Adria-Universität Klagenfurt, document presented to the author. Adapted from: Fakultät für Kulturwissenschaften. 2007. “Curriculum: Master of Arts Angewandte Musikwissenschaft,” Alpen-Adria-Universität Klagenfurt, document presented to the author. SWS stands for *Semesterwochenstunden* (literally, Semester Week Hours). Translations provided by the author.

³³ Fakultät für Kulturwissenschaften. 2007. “Curriculum: Master of Arts Angewandte Musikwissenschaft,” Alpen-Adria-Universität Klagenfurt, document presented to the author.

³⁴ Ibid.

³⁵ Fakultät für Kulturwissenschaften. 2007. “Curriculum: Bachelor of Arts Angewandte Musikwissenschaft,” Alpen-Adria-Universität Klagenfurt, document presented to the author.

and theory-based courses, yet each student in both programs is given the chance to mold their respective program to fit their individual interests. Students can adapt their programs through a variety of choices, including general musicological classes, musicological electives, or general (music) electives.

Reactions to the Reforms

The Bologna Process has been receiving mixed reviews, especially in Spain, as its policies begin to take the place of the national systems. “In Spain, angry students have stepped up their protests by occupying university buildings, blocking train lines and interrupting senate meetings.”³⁶ Most of the problems have resulted from the “recognition” or “value” of the new degrees. Many see the “formula... opted for will devalue first degrees. It will force students to complete an often expensive masters degree...to obtain the same recognition and job prospects they would formerly have earned with a first degree.”³⁷ Yet despite the overtly negative response in Spain, most of the ratifying nations have seen comparatively little protest.

To the outsider, these changes seem rather simple. The reevaluating of courses from the previous credit systems to the new Bologna-imposed ECTS and the execution of the new degree hierarchy has essentially been completed in most of the participating countries. But problems are still being encountered in countries that developed after the fall of Communism like the Czech Republic and Croatia.

Unifying Education

One common misconception in regards to higher education is that there is only one way to educate. While in practice, there is a little truth to that statement, in education there tends to be a teacher or “someone with a certain degree of knowledge” who tries to impart a certain percentage of that knowledge onto his or her students or “those who are seeking knowledge.” But it does not mean that the approaches to the idea of teaching or imparting knowledge are uniformly consistent

³⁶ Rebecca Warden, “SPAIN: Protests against Bologna begin to spread,” *University World News* (2008), <http://www.universityworldnews.com/article.php?story=2008120509191347> (accessed November 14, 2009).

³⁷ Ibid.

or that all higher education institutions (or every teacher within a certain institution) utilize the same traditional lecture style method that many tend to associate with collegiate academic settings.

A great example of this deviation from the “norm” comes from the U.S. in the first half of the twentieth-century. Black Mountain College was situated in Black Mountain, North Carolina, and was operational from 1933-1956. “It was never accredited (although its students were routinely accepted at Harvard and other prestigious institutions),”³⁸ and many progressive thinkers and “greatly talented people [were] associated with the school [like]...artists Willem de Kooning, Franz Kline...composer John Cage, dancer-choreographers Merce Cunningham and Agnes de Mille.”³⁹ This institution essentially put the students in charge of their own education, as the students “in consultation with the faculty [would]...[continue] in the lower or Junior Division until they felt they had experienced various disciplines widely enough to move on to the Senior Division, where specialization began, tailored to...[each] individual student.”⁴⁰

Yet as a direct result of the world becoming more connected, educational differences, like those between Black Mountain College and the rest of the American higher education system, are disappearing in favor of a more unified way to educate people and regulate education standards. Across the U.S., educational standards are, for the most part, consistent from institution to institution, due to accreditation organizations, like NASM (National Association of Schools of Music). Yet, there are still discernable differences that can be noticed when comparing education practices between countries like Croatia with their equivalents in the rest of Europe and the U.S.

Croatia: Changes in Education *

One such central higher education institution in Croatia resides in its capital city, Zagreb. At the Sveučilište u Zagrebu Muzička Academia (The University of Zagreb Music Academy), many of the same degrees are offered as at its Western counterparts; part of this could be attributed to the influence of the Austro-Hungarian Empire up until the onset of the Great War. Students at the Muzička Academia can focus on many of the same topics offered at music schools across the globe, ranging from composition and theory to performance and music history. Let’s consider the composition program for a moment.

Composition students in Zagreb are paired individually with a professor for the duration of their residency at the university. Each composition professor has only one composition student and meets with this student between two and four hours each week. This means, at any given time, there can only be as many composition students as composition professors.

This strict one-to-one ratio of composition professors to composition students is rarely found in Western institutions, both in the U.S. and in Europe. The capitalist ideals held in the Western world would find the system in place in Zagreb extremely inefficient. From a purely administrative point of view, it would seem to be a rather ineffective way to utilize teachers. Professors are being paid full-time salaries to teach one student, privately, for four to five years at which time the student would graduate and one new student would then fill the vacancy. Beyond financial issues, questions are raised concerning the artistic development of the pupils. Many Westerners could see the lack of different perspectives from other professors and students as detrimental to a composer’s development. In the context of large composition programs at other universities, students have the chance to interact with many students (both older and younger), as well as additional professors.

They can bounce ideas off of one another, and learn from each other’s

*All of the factual information used throughout this section is derived from two sources: Professor Vjekoslav Nježić of the Sveučilište u Zagrebu Muzička Academia, interview with the author, 15-19 and 23-26 April 2009, Zagreb, Croatia and Muzička Academia, “Akademija,” Sveučilište u Zagrebu <http://www.muza.hr/hr/akademija/znacajke/> (accessed November 14, 2009).

38 Warren Bennis and Patricia Ward Biederman, “Experiment at Black Mountain,” In *Organizing Genius* (New York: Basic Books, 1997), 142-70.

39 Ibid.

40 Ibid.

successes and mistakes, ergo the more students, the more opportunities there are to learn. Without a wide array of perspectives, would not a student end up writing music just like his or her professor?

On the other side, however, there are several benefits to a system like the one in Zagreb. For example, composition students have a teacher who knows and understands them as people and as artists in addition to understanding their music to a much greater extent than a professor who only has a student for a semester or a year in the classroom environment. A program with many students makes it more difficult for students to develop their own personal style. With such a small number of composition majors at any given time, students have access to many more opportunities with much less competition than students in larger programs. Another benefit to the system in Zagreb is the effect it can have on professional life after schooling. According to the Sveučilište u Zagrebu Muzička Academia online faculty roster, there are currently six professors of Kompozicija (composition). Given the data from before, one can deduce that every five years six new composers will have graduated from the Muzička Academia. In a country of about 4,500,000 people (roughly the same size as South Carolina), having only one new composer enter the professional world per year gives each composer a chance to establish him or herself individually without the hindrance of being associated with a large graduating class of composers.

One could argue though that many colleges and universities throughout the U.S. and Western Europe have relatively small programs, and therefore have about the same ratio of composition students to composition professors as the Zagreb Academy. So is it merely a discussion of size? Do larger or smaller programs offer more opportunities for individual development? Or does the fact that the Zagreb Academy deliberately upholds its strict one-to-one ratio negate its inclusion as a “smaller” program? This is not the main point to be addressed here.

The central argument is that, due to the Bologna Process, more composition students will be accepted into the Zagreb program than before, and the effects of such a change are unknown. Will the

composition professors have to give less time than the currently mandated two to four hours per week to their students? How will this impact the students’ output? Are credits for composition lessons allotted in the same way despite dissimilarity between the amount of time given to each student? What happens if, or rather when, Croatia’s market for new composers becomes too saturated, and the ratio of the number of opportunities to the number of composers decreases?

The composition department at the Muzička Academia is not the only program impacted by the Bologna reforms. Another example comes from the Theory Department. Prior instruction in polyphony was slated for four hours a week. With the impending changes, the administration needed to reduce the lessons from four to two hours with little impact on the quality and quantity of materials covered. In order to compensate for the loss of time, Professor Nježić was going to remove the material covering three-part polyphony from his lesson plans so he could still cover two- and four-part polyphony in as much detail as he had previously done. This idea was discarded by the administration as they still wanted Professor Nježić to include all the topics in as much detail as he had been doing before the Bologna Reforms. Being essentially impossible, the administration has since altered this to give three hours to polyphony. But questions do remain pertaining to what material gets removed, what stays, and what rationale governs these decisions because it is impossible to reduce classroom instruction time without limiting material covered.

The Future of the Bologna Process

While it is impossible to tell at this point what the long-term consequences of the Bologna Process will be, a system like the one that the European Commission is trying to establish is definitely needed in our evermore connected world. The E.U., a federated body of nations, needed to construct a way to promote cross-cultural education in order to forge stronger links between countries. Whether the plans are viewed positively or negatively does not negate the fact that something needed to be implemented like this to help hold the E.U. together. Imagine if there were no accreditation agencies in the U.S. How could one possibly move

from one state to another (or, for that matter, one school to another) without the hassle of converting grades and evaluating each credit (or course) taken on a case-by-case basis? This is not to say that it cannot be done, but rather it shows that in order to easily “facilitate mobility of students”⁴² –especially in large numbers–the government(s) must be willing to institute reforms to unify education systems within their jurisdiction.

As Europe is unifying its education system through the Bologna Process and using the American structure as a basis, it requires no stretch of the imagination to foresee a future transatlantic system aiding student movement between the United States and Europe. The Bergen Communiqué (a conference of European higher education ministers that took place in Bergen, Norway in 2005) has already stated that they “see the European Higher Education Area [and therefore, the Bologna Reforms] as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions.”⁴³ It remains to be seen whether international exchange between Europe and the rest of the world becomes solidified in a formal agreement, like the Bologna Process, or simply will be a bi-product of these reforms. But one thing is for certain, mono-location education is becoming a thing of the past.

Figure 1
ECTS Grading System

ECTS Grade	% of successful students normally achieving the grade	Comment
A	10	The use of words like “excellent” or “good” is no longer recommended as they do not fit with percentage based ranking of the ECTS Grade Transfer Scale
B	25	
C	30	
D	25	
E	10	
FX	--	Fail – some work required to pass
F	--	FAIL – considerable further work required

42 Benelux Bologna Secretariat, “About the Bologna Process,” Bologna Process. <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/index.htm> (accessed November 14, 2009).

43 Pavel Zagaga, introduction to *Looking out: The Bologna Process in a Global Setting* (Oslo: Norwegian Ministry of Education and Research, 2006), http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/WGR2007/Bologna_Process_in_global_setting_finalreport.pdf (accessed November 14, 2009). 1-4.

Figure 2



Universitätslehrgang "Deutsch als Fremd- und Zweitsprache"
University Course "German as a Foreign and Second Language"

ZEUGNIS CERTIFICATE

Herr | Mr. DEREK JENKINS
Vorname | First Name Familienname | Last Name

Geburtsdatum 08.09.1986 Matrikelnummer 0861291 Studienkennzahl L 992 815
Date of Birth Registration Number Reference Number

LV Nr. 521.007 Kurs Sprachkurs 7
Course no. Course

Ausmaß 6 Semesterstunden 09S Stufe Mittelstufe I B1/b
for Hours per Week Winter/Sommer- Semester Winter/Summer Semester Level

BEURTEILUNG | GRADES

Sprechen <u>1</u>	Schreiben <u>2</u>	ECTS - Punkte <u>9</u>
Speaking	Writing	ECTS - Credits
Hören <u>1</u>	Lesen <u>2</u>	
Listening	Reading	
Gesamt-Beurteilung <u>sehr gut</u>		ECTS - Beurteilung <u>A</u>
Overall Grade		ECTS - Grade

Prüfungsdatum | Examination Date 17.06.2009

Mag. Waltraud Bone
Kursleiter/in - Prüfer/in
Instructor / Examiner

[Signature]
Lehrgangsleitung
Director

Grundstufe I (Breakthrough Level)	A1	Mittelstufe I (Threshold Level)	B1	Oberstufe I (Proficiency Level)	C1
Grundstufe II (Waystage Level)	A2	Mittelstufe II (Vantage Level)	B2	Oberstufe II (Mastery Level)	C2

Notenskala | Scale of Grades
1 = sehr gut (excellent) 2 = gut (good) 3 = befriedigend (satisfactory) 4 = genügend (sufficient) 5 = nicht genügend (failed)
ECTS-Beurteilung (Grade): sehr gut (A) | gut (B) | befriedigend (C) | genügend (D) | mangelhaft (E) | nicht genügend (F)