



Bologna
Process -
What Has
Happened to
Us?

Professor
Branko Jeren
University of
Zagreb

CHEPS
Scenario

American
View

Are We
Drifting
Towards
Teaching
University?

Path Towards
a Research
University

Bologna Process - What Has Happened to Us?

Professor Branko Jeren
University of Zagreb

October 11, 2007



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Bolonjski proces – “3 godine kasnije”

Bologna Process - What Has Happened to Us?

or

Are We Drifting Towards Teaching University?



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The European Higher Education and Research Landscape 2020

Scenarios and Strategic Debates

Edited by

**Jürgen Enders, Jon File,
Jeroen Huisman, Don Westerheijden**



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¹CHEPS – Center for Higher Education Policy Studies; University of
Twente



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•Why did CHEPS do a scenario study?

•What did we do?

•The Delphi method

•Based on what?

•164 policy makers, members of intermediary bodies,
institutional leaders, students and researchers

•Answered whether they found 49 statements likely or
desirable for the EU higher education in 2020

²From:



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The Delphi Study

30) In Europe 2020, the quality of study programmes is fairly consistent across all countries – from North to South and from East to West.

N=158	Very probable	Probable	Not probable	Highly improbable	Average (standdev)	No opinion
I think this situation is	6	41	84	24	2.760 (.739)	3

N=155	Very desirable	Desirable	Not desirable	Highly undesirable	Average (standdev)	No opinion
I think this situation is	36	83	29	2	1.916 (.703)	5

31) In Europe 2020, the quality of academic research is highly skewed – research is much stronger in the North-West with Southern and Eastern countries lagging significantly behind.

N=159	Very probable	Probable	Not probable	Highly improbable	Average (standdev)	No opinion
I think this situation is	27	87	36	0	1.943 (.658)	9

N=157	Very desirable	Desirable	Not desirable	Highly undesirable	Average (standdev)	No opinion
I think this situation is	2	4	94	50	3.134 (.599)	7

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³From: Jürgen Enders, Jon File, Jeroen Huisman, Don Westerheijden:
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38a) In 2020, the Lisbon-2000 agenda to make Europe the world's most dynamic knowledge economy has clearly failed. The most excellent research is still done elsewhere (e.g. United States, South East Asia, China).

N=158	Very probable	Probable	Not probable	Highly improbable	Average (standdev)	No opinion
I think this situation is	20	79	40	5	2.013 (.745)	14

N=157	Very desirable	Desirable	Not desirable	Highly undesirable	Average (standdev)	No opinion
I think this situation is	2	2	70	76	3.312 (.618)	7

38b) In 2020, my country has failed to make its full contribution to meeting the objectives of the Lisbon-2000 agenda to make Europe the world's most dynamic knowledge economy.

N=154	Very probable	Probable	Not probable	Highly improbable	Average (standdev)	No opinion
I think this situation is	14	63	53	11	2.227 (.804)	13

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The CHEPS Scenarios

Centralia, Octavia and
Vitis Vinifera

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⁵From:

www.utwente.nl/chips/documents/sls2006/slschepsscenariosfinal.ppt





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Centralia Landscape

- **Organized diversity: B- M- D- model is leading**
- **Stratification: D- in the North/West, B- in South/East**

- **Fairly large institutions**
- **Predominantly public**

- **Blended mode learning, life long learning**
- **Research and teaching: basic versus R&D**

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⁶From:

www.utwente.nl/chips/documents/sls2006/slschepsscenariosfinal.ppt





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Octavia Landscape



- A great variation in continuously changing networks
- Teaching concentrated in South/East Europe; research in North/West Europe



- Inter- and intra organizational networks
- Public, private and hybrids



- Teaching in learning- working pathways
- Research in public private innovation networks

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⁷From:

www.utwente.nl/chips/documents/sls2006/slschepsscenariosfinal.ppt





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What Would be My Answer?

- 164 policy makers, members of intermediary bodies, institutional leaders, students and researchers answered according to their experience
- what would be my answer?
- my answer would be based on the experience I have gathered as:
 - Professor at the University of Zagreb
 - Minister of Science and Technology
 - Rector of the University of Zagreb
 - active EUA⁸ member since 1998.
 - active SEFI⁹ member since 2000.
 - member of the SEFI Administrative Council since 2005.

⁸European University Association - former CRE

⁹European Society for Engineering Education



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3rd EUA Convention of European Higher Education Institutions
Glasgow, 31 March – 02 April 2005

STRONG UNIVERSITIES FOR EUROPE

Friday 1 April 2005

David Ward, President, American Council on Education, Washington, USA

... the past decades in the United States is the emergence of between 60 and 75 well funded internationally ranked research universities with an additional 150 nationally prominent universities.¹⁰

... and some universities have faced the realities of their resource capacities and have determined that research - funded research - will not be part of their mission. Of course, individual faculty may do research with individual grants - but the institution itself will be predominantly a teaching institution.

¹⁰In 2005. in U.S. existed 629 public and 1845 private 4-year HE institutions (<http://www.infoplease.com/ipa/A0908742.html>)



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Bologna Process in Croatia Croatian

- ministers,
- rectors,
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- professors have always been unanimous that

Bologna process is the most substantial reform of
HE in last two centuries.

BUT!



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Excellent Strategic Documents

- we have done what we have always done
- excellent strategic documents
- in autumn 2004, Ministry of science and education organized 20 sessions: Discussions about the implementation of the Bologna process at Croatian universities
(<http://public.mzos.hr/Default.aspx?sec=2520>)
- engineering deans identified several simple but substantial obstacles



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Obstacles in 2004

- atomized structure of Croatian universities¹¹ ⇒ attempt to coordinate restructuring of study programs at the university¹² level failed
- uncertain funding model - funding second and third cycle? ⇒ BA programs 3, 3.5 or 4 years at the same university
- large number of courses/professor as the argument for additional funding ⇒ generating of parallel programs with parallel courses at the same university or even at the same faculty
- each professor insists on his/her position in the bachelor program ⇒ unnecessary broad number of bachelor programs
- no appropriate funding of the reform ⇒ no implementation project

¹¹ Strong universities? - just the title of EUA Glasgow convention

¹² University of Zagreb, and probably on some other Croatian universities

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So What Happened to Us?

If you keep doing what you
have always done,
you're going to get what you
always got.

Roderick G. W. Chu became Chancellor of the Ohio Board of Regents on January 1, 1998. His primary responsibility is to challenge and guide Ohio's higher education system toward new levels of performance and achievement in serving students, Ohioans, and the nation.



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What Has Happened to Me?

- at the Faculty of Electrical Engineering and Computing of the University of Zagreb significant reform took place
- BA & MA programs accredited by ASIIN
- detailed analysis at all levels
- preliminary analysis
 - 230 teaching staff needed – 130 at present
 - 53% of enrolled students capable to follow BA programmes



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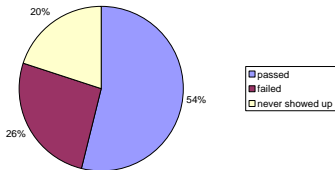
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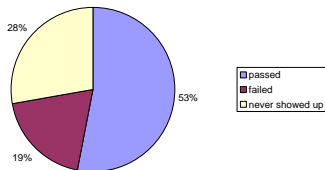
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FER1 - Signal and Systems
(six years average)



FER2 - Signal and Systems
(Bologna 2006/2007)





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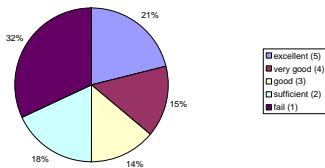
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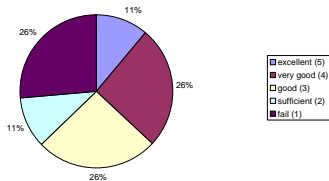
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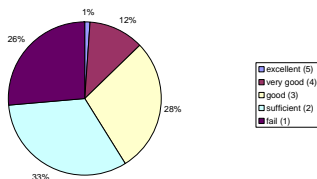
FER1 - Signal and Systems
(six years average)



FER2 - Signal and Systems
(Bologna 2006/2007)



FER2 - Signal and Systems
(Bologna 2006/2007) linear grade scheme





Dies Academicus 2007

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STRUKTURA PRIHODA IZ DRŽAVNOG PRORAČUNA



5. studenoga 2007.

DIES ACADEMICUS



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My View

- clear definition, recognition and separation of university and non-university sector (polytechnics)
- smaller number of bachelor students at research universities
- teaching load comparable to recognized research universities
- focus on the 2nd and the 3rd cycle
- substantial institutional funding of university research



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American
View

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Towards
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University?

Path Towards
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What Has
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Professor
Branko Jeren
University of
Zagreb

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