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HELLENIC REPUBLIC
H Q A
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

PANTEION UNIVERSITY
OF SOCIAL AND POLITICAL SCIENCES

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Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



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1 EXTERNAL EVALUATION COMMITTEE

The Committee responsible for the External Evaluation of the University named: Panteion University of Social and Political Sciences comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. Prof. Georgios Gounalakis (Chairman)
School of Law, University of Marburg, Germany

2. Prof. Michel Dimou
School of Economics and Administration, Université de Toulon, France

3. Prof. Nikos Fokas
School of Social Sciences, Department of Sociology, Eotvos-Lorand-University Budapest, Hungary.

4. Assoc. Prof. George Kazamias
School of Letters, Department of History and Archaeology, University of Cyprus, Cyprus.

5. Prof. Nikos Psarros
School of Social Sciences and Philosophy, Institute of Philosophy, University of Leipzig, Germany.

2 INTRODUCTION

2.1 *The External Evaluation Procedure*

- Dates and brief account of the site visit
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the EEC
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the EEC

General Introduction

The EEC stresses the fact that the evaluation took place in a time of a great financial and social crisis that shatters the Greek society in a manner that has no comparison in times of peace. The crisis has affected especially publicly funded institutions like universities, schools and hospitals. However, despite the fact that as an Institution that depends almost solely on public subsidies, Panteion University suffers more severely from budget reductions than institutions that are more interconnected with the private sector, this situation cannot be taken as a general explanation and excuse for every observed shortcoming. Nevertheless, a strong public university can be instrumental in helping to face social and financial challenges. In order to fulfil this task, however, a significant loosening of the currently very tight legal corset is necessary.

Details of the visit

23-25 May 2016 site visit. EEC did not visit any particular Faculties and Departments because of the structure of the visit program as proposed by the HQAA. The meetings with the Rector, Deans, administrative staff, and the visits of the general facilities (library, refectory) were conducted in the presence of the entire committee.

The EEC met with the Rector, the ex Rector, the Deputy Rectors and Deputy ex Rectors, and the Deans of the schools and the Heads of the departments, the Directors of postgraduate studies, the members of the HQA unit, several faculty members of the schools and the departments, the President and the members of the QAU (ΜΟΔΙΠ) and the QA workgroups (ΟΜΕΑ), the president and the members of the Institution's Administration Council, the President and the members of the staff associations (academic and administrative), the General Director and Chief Administration Officers, undergraduate students in a class (ca. 43) as well as postgraduate students chosen by the Institution (ca. 33), a few hand-picked alumni (6), and representatives of the stakeholders that maintain a relationship with the Institution, including officials of the City of Athens and the Municipality of Kallithea, a representative of the Laskaridis Foundation, a representative of the Onassis Foundation, a representative of the National Centre of Social Research (ΕΚΚΕ), freelance professionals and others.

The EEC was supplied with:

1. The self-evaluation report (in Greek)
2. The external evaluation reports of the Departments
3. Additional material provided by the University and the Departments, e.g. study guides, statistics etc.
4. A summary for the activities of the departments (in Greek)
5. Lists of publications
6. Financial reports
7. A strategic paper of the Rector
8. Specific material provided upon request, e.g. undergraduate, postgraduate and doctoral programs, and the answer of the President of the Institution's Council to the questionnaire of the Parliamentary Commission of Education Affairs

Additionally the EEC attended formal and informal presentations of the Departments, the Schools and the administrative staff units.

Also visited: Library, refectory, the campus, classrooms and other teaching facilities.

Please decide in respect to the specific evaluation area (&2.1):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

2.2 The Self-Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

The self-evaluation procedure provided a sufficient basis for the work of the EEC. However, the self-evaluation report did not cover all aspects that have been addressed during the evaluation by the EEC, for example there was no self-evaluation report related to the activities of the central administration. Some of the deficits were compensated by the additional information provided by the Institution.

The sources and documentation were appropriate.

To the extent, to which the set objectives could be met with own efforts, there was significant progress towards completion of the aims: Internal restructuring of the curriculum, allocation of resources, proposal for a Student Ombudsman, maintenance of the general environment quality, good practice in library rules.

There are additional objectives that the faculty has set, and the EEC supports, but cannot be met without ministerial support. These include:

1. Fewer students admitted per year to facilitate the quality of practical teaching
2. More faculty members and contract academic staff
3. More administrative staff

The self-evaluation procedure followed the general guidelines set up by the HQAA. There were no difficulties reported. Some complaints about contradicting instructions from HQAA were voiced in an informal but professional manner. The EEC recommends discussing these difficulties directly with the faculty in an open and self-critical fashion.

Although significant efforts were taken for all students to complete evaluation questionnaires, the response was estimated to be only a minor fraction of the total number of students (less than 5%), although this was more encouraging when compared to the 'truly active' students that follow lectures (estimated to 30-60% depending on the Department).

Please decide in respect to the specific evaluation area (&2.2):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

The self-evaluation procedure was adequate.

3 PROFILE OF THE INSTITUTION UNDER EVALUATION

3.1 Institutional Governance, Leadership & Strategy

Please comment on:

3.1.1 Vision, mission and goals of the Institution

- What are the Institution's mission and goals
- Priorities set by goals
- How are the goals achieved
- Procedures established by the Institution to monitor the achievement of goals
- What is your assessment of the Institution's ability to improve

The central mission of Panteion University is research and education in the fields of political and social science.

The goals presented were:

- a. To achieve scientific excellence through research and national and international recognition.
- b. To achieve student satisfaction by providing high-level scientific and professional training.
- c. According to the strategy paper of the Rector, a long run aim is the incorporation of other national university departments that pursue similar scientific objectives, but are far too understaffed and have too few students to be viable.

There is an emphasis in scientific excellence and in integrating the students, especially undergraduate students, in the research process.

The research goals are achieved by applying for competitive research funding, and by external collaborations with autonomous research facilities at the national and international level.

The educational goals are achieved by providing comprehensive theoretical and practical training. Additionally, more than 230 bilateral agreements within the framework of the various phases of the ERASMUS program contribute to the improvement of student and staff mobility, facilitating thus the education process.

There is an effort to collect data from students. For this purpose IT-monitoring systems have been implemented. However, there are issues in the intercompatibility of the deployed systems.

The human resources are of high quality. Faculty members are highly motivated, dedicated to education and research goals, and committed.

Despite the excellence in the particular fields of research and the high level of qualifications of all faculty members, the synergies between the various departments within the University lie dormant, giving thus the impression of a deficit in internal coherence. This deficit cannot be compensated solely by quantitative expansion and the 'oligopolisation' of the 'research market' by means of assimilating smaller and non-viable related units of other universities. There is rather the necessity of a higher intransituational interdisciplinary cooperation among the departments, for example by establishing joint research programs.

However, any improvement is difficult to achieve without additional human and monetary support. The financial crisis had a significant negative impact on the short and long term planning at all levels of the Institution. At this time the Institution is underfinanced to the extent that vital functions of the Institution can barely be maintained.

The EEC recommends immediate measures by the state that will provide relief at least in the areas that display the most urgent needs.

Please decide in respect to the specific evaluation area (&3.1.1):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating relies on the fact of the deficiencies in the Institution's general vision.

3.1.2 Organizational Development Strategy

- Effectiveness of administrative officials
- Existence of effective operation regulations
- Specific goals and timetables
- Measures taken to reach goals

General remarks

The EEC was impressed by the dedication and professionalism of the administrative staff, and the very good cooperation with the academic staff and the academic units. However, the lack of a stable legal framework and also of a comprehensive plan regarding the structure of the national academic landscape, puts severe obstacles in the effective operational ability of the administration. This deficit has to be explicitly addressed when negotiating with the state authorities.

Special remarks

Within the given limitations, the administration has generally seems to be effective.

The EEC realized that regulations exist, are respected and applied at all levels and by all members of the academic community. However, there is a deficit in the organisation chart (οργανόγραμμα) that reflects the state of affairs of the early 1990s. The legal framework is too restrictive and impedes the proper unfolding of academic research and teaching. Further, the development of the Institution is unnecessarily hindered by the still pending approval of the new Institution's charter by the Ministry of Education.

Another critical cause of difficulties in the observation and implementation of the rules is the severe reduction of financial resources. The rapidly deteriorating financial situation impedes the short as well as the long term planning.

The EEC has the impression that the Institution is currently not in a position to take immediate measures to counterbalance the situation. For example, there is a general reluctance against external financial sponsoring, which is probably caused by a lack of experience and professionalism with such procedures. This problem has to be addressed aggressively.

Please decide in respect to the specific evaluation area (&3.1.2):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating was influenced by the above-mentioned negative points.

3.1.3 Academic Development Strategy

- Response of the Institution to Faculties and Departments
- Goals and timetables
- Measures taken to reach goals

The rectorate endorses the academic goals set by Faculties and Departments without any exceptions and endeavours to communicate their needs to the state authorities.

The current strategy as formulated by the Rector pursues mainly quantitative goals aiming at the 'oligopolisation' of research and education by assimilating related, but not viable departments of other universities. This strategy is both scientifically ineffective and politically questionable.

The alternatively pursued strategy that points to the right direction is the development of the existing departments and strengthening the ties among them.

Please decide in respect to the specific evaluation area (&3.1.3):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

Rating was based on the evidence collected by the EEC.

3.1.4 Research Strategy

- Key points in research strategy
- Research strategy objectives and timetables for achieving them
- Laboratory research support network
- Research excellence network
- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programs, etc.)

The Panteion administration's research strategy for the future is to enhance research activity, by increasing external funding for research, establishing partnerships with national and international institutions, keep organizing seminars and international conferences and providing administrative support for submitting proposals and operating grants (mainly through the SARF). In terms of research publications, the members of the Panteion University have been very productive over the last years. Following the suggestions from the external evaluations of the faculties, the members of the Panteion have put an emphasis on international publications over the last two years. Finally, one should keep in mind that the Panteion hosts more than 1000 Ph.D. students.

External research funding

External research funding is important, varying at a level of 2.5 to 4 million Euros of new grant funds per year. However, one should note that this amount includes the ERASMUS funds, which represent more than 1 million Euros annually. In the last two years, funding from private and European sources decreased. In 2016, there were 8 research projects financed by private funds and 12 projects financed by European funds accounting for 1.26 million Euros. It should be mentioned that the number of European projects has remained the same over the last years. However, the number of national and state funding projects has dramatically decreased in the context of the economic crisis in Greece: There were 68 private funding projects in 2010, 29 in 2013 and 8 now. External research funding is a vital strategy for ensuring the institution's survival and appears to be implemented successfully, even though this is a hard time for all social science departments in the Greek universities.

International Conferences and Seminars

This seems to be a very important activity for the Panteion University's research teams: As reported to the EEC, in May 2016 there were conferences almost on a daily basis.

Administrative support for submitting and managing grants

The Panteion administrative team has an explicit goal of assisting the faculties with the preparation, submission, and management of grants. For example, the SARF office (EAKE) assists the faculties with budget preparation if requested.

From an organisational point of view, there is a rather high fragmentation of the research activity, with 2 research institutes (centralized research laboratories), 20 research teams (centralized teaching laboratories) and 40 research centres (which don't necessarily appear as administrative units). Some of the latter are very small, not always active and the faculties should consider the strategy of concentrating them. It is not sufficiently clear how this (hierarchical?) network functions.

The current administration has made explicit efforts to support the faculties in their efforts to prepare and submit research proposals as described earlier.

Please decide in respect to the specific evaluation area (&3.1.4):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.1.5 Financial Strategy

- General financial strategy and management of national and international funds
- Regular budget management strategy
- Public investment management strategy
- Organisation and strategy of the Special Account for Research Funds (SARF)
- Organisation and strategy of the University Property Development and Management Company
- Existence of a Quality System for Financial Management (e.g. ISO), computerisation management and Budget monitoring (Regular Budget, Public Investments Program, SARF Budget, etc.)

The operational funding of the Panteion is systematically decreasing. The budget went down from 6.41 million euros in 2009 to 5.61 million euros in 2012 and 3.71 million euros in 2016 (The average budget per student is 310 Euros). This represents a 42% decline over the last 6 years! This decrease is due to the decline of the state funding, which continued over the last years: The available central government OPEX funding has shrunk from 5.56 million euros in 2008 to 1.85 million in 2016 (154 Euros per student).

From a comparative point of view, these features remain quite far from the European and US standards (the average budget for a student is 10.000,00 euros in France and 40.000,00 euros in the US – with over 200.000,00 euros in Ivy League institutions). This decline will inevitably have a negative impact to the quality of studies and if the trend is not reversed now it may have irreversible adverse consequences in the near future.

Like all Greek universities, the Panteion University has participated in the restructuring of the Greek debt through the Private Sector Involvement (PSI) project in 2012. The financial strength of the Institution has been strongly affected. The cash reserves of the Institution decreased from 16 to 8 million Euros. They represent, by the end of 2015, 6 million euros and are capitalized in state bonds. It is not quite clear whether the University has the legal possibility to use this amount before 2040. This is a main issue in the Panteion's financial strategy, with stronger constraints than other Greek universities that had fewer savings.

Like all Greek universities, the Panteion has to deal with some specific constraints such as:

- a complex legal environment and the strict Greek accounting standards, not well suited for an academic institution
- the direct involvement of the Court of Auditors instead of first level in-house auditing, which creates significant delays
- the lack of revenues from real estate assets

The decrease of the State funding should lead the Panteion University to promote a series of strategies in order to find additional funds. These strategies are the following:

- A quasi-systematic application of tuition fees for post-graduate degree students – The Panteion University seems to be the only university in Greece not to apply this

type of fees. Although this is considered as a social welfare and not wealth conditioned strategy aiming at promoting social mobility, one may wonder whether this wouldn't help in improving the quality of teaching. The creation and funding of summer post-graduate programs could also be done under fees.

- The increase in the number of research grants proposals on a local, national or European level. The research budget has decreased in 2016 to 2.58 million Euros due to the decline of private Greek research funds. This strategy remains however the best option for the Panteion University to counterbalance the decrease in state funding.

The Panteion University has recently developed an internal auditing procedure for financial issues. It is the only Greek university that has implemented such a procedure.

In a more general way, the EEC got the impression that the Panteion deals with the economic crisis through short-term decisions but hasn't elaborated a long-term strategy to diversify its financial resources or vision.

Please decide in respect to the specific evaluation area (&3.1.5):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

The rating is based on the fact that the Institution copes quite well with the current severe financial situation.

3.1.6 Building and Grounds Infrastructure Strategy

- Strategy key points
- Objectives and timetables
- Measures taken to reach goals
- Deviations from model 1 campus/HEI

The main buildings of the Panteion are located in its Athens Campus, in the Kallithea – Syngrou area. The Panteion University comprises 13 buildings, of which 11 are in this area, 1 in Piraeus (Museum) and 1 on the island of Sifnos (an old historical mansion). 9 buildings belong to the University the rest are rented. The rents represent 0.5 million Euros per year. Through these buildings, the University is able to manage 41.000 m² of offices, labs, classrooms and support facilities. The overall surface of the campus has slightly decreased over the last 5 years.

Basically, the Panteion University is spatially concentrated which is an advantage for students, being able to benefit from all the University services. The fact that it is a centre-of-the-city University doesn't allow developing an expansive real estate strategy.

The real estate availability varies from one department to another. The Department of Regional Planning has the highest availability rate (32%) while the Department of Social Anthropology the lower (7.7%). It hasn't been quite clear how the real estate distribution among Departments is done, but it doesn't seem to be a problem for the Deans and the Heads of Departments.

One should also note that the University students have access to the sports equipment and fields of the Municipality of Kallithea. The Panteion also disposes of a gym of 500 m².

The real estate strategy of the University consists in improving the existing buildings. In the current conditions, it doesn't seem possible to elaborate another type of real-estate strategy.

Panteion University shows a high degree of compliance with the campus 1 model.

Please decide in respect to the specific evaluation area (&3.1.6):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.1.7 Environmental Strategy

- Recycling strategy and measures taken to reach goals
- Hazardous waste management and measures taken to reach goals
- Urban waste management and measures taken to reach goals
- Green energy strategy and measures taken to reach goals

The Green Energy strategy of the University involves mainly recycling and paper consumption.

Recycling of paper, glass, ink, batteries and regular light bulbs, is appropriately handled. This is the same for old computers and electronic equipment. Recycling has allowed some savings (25000 Euros) since it led to more available space in the University's buildings.

The University strategy towards a green-type University also goes towards lower energy consumption and waste management. The Panteion University is developing simple actions as:

- Replacing lighting with energy efficient lighting (LED)
- Replacement of the fuel used for central heating with natural gas instead of petrol
- Installing an online energy consumption monitoring system (BMS – Building Management System)
- Energy upgrades of buildings including thermal facades, new windows, and new heat pumps are programmed
- Upgrade of buildings, when possible with environmentally friendly materials
- Use of composting to recycle biodegradable elements – one should note that the University has undertaken a policy to deliver eventual daily food surplus to humanitarian associations

There is an ISO procedure with SSL certificates, client certificates, GRID etc.), but the EEC feels that this strategy could be further developed, especially by collecting information more systematically. The University is taking some steps in this direction by creating an Office for Sustainable Organization and the Protection of Environment. Volunteers will staff this office.

Please decide in respect to the specific evaluation area (&3.1.7):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.1.8 Social Strategy

- Exploitation and dissemination of the Institution's Research Activities for the benefit of society and economy
- Promotion of interaction between the Institution and the Labour Market
- Sustained relationships with key local and regional bodies
- Contribution to the cultural development of society, the city and the region
- Reciprocal and long-lasting relationship with the alumni community

The Panteion University pursues a very active social strategy, focused on:

- developing student support services with respect to professional training
- developing student support services with respect to food, housing, transportation, and financial assistance
- being actively involved with the local community

Specific steps include:

- A special office for organizing professional training
- A library open to students but also to the general public
- Active involvement with the national government, municipalities, development companies, technical and industrial chambers
- Participation in community service through professional certifications to the public – for example the Laskaridis Foundation
- Participation in the 'Nafplio days for the diffusion of scientific activities'
- Community outreach activities (Participation in the activities of the Onassis Foundation, scientific talks open to the public, Elementary and high school visits)

Please decide in respect to the specific evaluation area (&3.1.8):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.1.9 Internationalization Strategy

- Integration of the international dimension in the curricula
- Integration of the international dimension in research
- Integration of the intercultural dimension within the campus
- Participation in international HEI networks
- Collaboration with HEIs in other countries (with a specific collaboration agreement)
– measures taken to reach goals

The Panteion University has a strong interest in internationalizing education and has completed a SWOT analysis on implementing Internationalization at Home (IaH). Strengths, opportunities, weaknesses and threats were identified. There are more than 230 bilateral agreements with European Universities.

Strengths include the international experience and professional collaborations of the Panteion faculties. Examples of evidence of the international dimension in research performed at the Panteion the faculty mobility/exchanges, numerous international distinctions and awards, international collaborative research projects and many active international inter-institutional agreements etc.

Examples of evidence of the international dimension in education are offered by the very active participation in the ERASMUS program (an annual budget of more than 1 million euros for students' and researchers' exchanges) and inter-institutional agreements (6 countries – China, USA, Russia, Canada, Egypt, Serbia, 14 agreements outside Europe).

Examples of evidence of the international dimension in student life are offered by the Panteion presence in the Erasmus student network and the participation in the Panteion University Consortium for Placement (2016 budget: 130000 Euros).

The University plans to enhance internationalization through the following strategic steps: the development of joint curricula with universities abroad, and the design of international student programs at the Panteion University at the graduate and undergraduate level.

The University understands that the severe financial constraints may delay the implementation of their internationalization plans.

Please decide in respect to the specific evaluation area (&3.1.9):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.1.10 Student Welfare Strategy

- Student hostel operation and development strategy
- Student refectory development strategy
- Scholarships and prizes strategy
- Sports facilities operation and development strategy
- Cultural activities strategy
- Strategy for people with special needs

Student welfare can be divided into four categories: Housing, refectory and dining halls, sport and cultural activities and personal welfare.

The campus has a small student dormitory only hosting 80 students. However, political factions occupied the dormitory for several years rendering it unusable. The University is funding students who prove low family incomes through an additional 'rent subsidy'.

Currently 1800 students eat daily in the refectory. There are 2641 students that benefit from free meals. The rest benefits from a very low fare (3.5 euros per day for three meals: breakfast, lunch and dinner). Students appear satisfied with the meals in the refectory, but there is not an evaluation procedure from a QA point of view. The EEC feels that the students should be given the opportunity to anonymously evaluate the meal quality using an online evaluation form. The annual budget for the refectory amounts to 1.304 million Euros.

Prizes and scholarships are awarded by the State Scholarships Foundation (IKY) and individual endowments (with individual criteria, different for each endowment). The EU also offers scholarships within the ERASMUS program.

Sports facilities include gyms and the municipalities' sports fields. The Panteion University has a sports club (football, basketball, volleyball), a drama club and a choir. There is a varied cultural activity for students with theatrical and concert performances several times a year.

The Panteion has established a specific office for students' services (ΚΕΦΟΙ). This helps students in administrative issues. The University organizes Career Days for undergraduate students offering the opportunity to meet potential employers.

Please decide in respect to the specific evaluation area (&3.1.10):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

The rating is justified by the collected evidence.

3.2 Strategy for Study Programs

3.2.1 Programs of Undergraduate Studies (first cycle)

Please comment on:

- the main strengths and weaknesses of the programs
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the central administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the external evaluation of academic units

General remarks

The main objective of the Panteion University in the field of undergraduate programs is to offer a portfolio of social sciences and societal issues preparing students for careers, primarily in the public sector, as well as to further their studies in the postgraduate education. The Panteion University was the first, second or third choice for a significant part of the interviewed undergraduates.

Two strategic endeavours in particular may be seen as a response to the challenges of recent times. One is the conscious openness toward society in general, such as the intensive cooperation between the university and local municipal governments.

The Panteion seeks to implement the results of its research via laboratory courses and undergraduate research in the specific courses. However, links between the courses could be improved. EEC do not feel that the programs required any major changes.

The endeavour to introduce foreign language courses, basically English, French, German and Italian, in postgraduate training programs may be seen as an essential new strategic aim. Panteion was always known for being outward looking and innovative. According to the Institution, it was the first among the Greek universities to conclude an Erasmus cooperation agreement. One of its important new endeavours is to create affiliates in other European countries, particularly in the Balkans.

The overall situation of the University is fundamentally influenced by Greece's deep economic crisis and the resulting fiscal restrictions. Due to restrictions imposed by the financial situation on the public sector during recent years, the Panteion was not able to hire new staff, or even replace retiring professors. Undoubtedly this is the biggest challenge facing Panteion in maintaining its reputation at the national level.

Utilizing its own resources, a strategic aim of the university is to contribute to the overcoming of the crisis. A key aspect here is the strengthening of foreign-language instruction and its gradual integration into the overall education programs.

Fieldwork is most helpful for the entry into the labour market. At present, only some of the programs have mandatory fieldwork. Given its usefulness it should be considered to bring about the necessary conditions whereby fieldwork becomes an integral part of each study program.

Regarding the infrastructure, the real estate (buildings, classrooms, dormitories) shows serious deficiencies. Classrooms are often overcrowded and dirty. The IT-infrastructure, especially the implementation of e-learning software is still at an early stage. Generally all kinds of real estate resources (especially classrooms and computer labs) provided by Panteion for students of all programs are insufficient for the accommodation of the large number of students.

Basic shortcomings are evident here, the solution of which overwhelms the university's capabilities. For the overcoming of such shortages the will and the active support of the national government is required.

In resource management, the second infrastructure sector, the fiscal restrictions of recent years led the university to adopt more modern IT applications.

The Institution has achieved a close cooperation with external institutions, e.g. the development of special instruction programs at the behest of the Ministry of National Defence.

The range of courses offered is satisfactory, providing an adequate choice for students. Some of the teachers lag behind in utilizing more modern educational tools. Student-

teacher personal contact is generally excellent. Teachers are approachable and helpful. However, the administrative support is not always satisfactory. Exam timetables are often published late and there are often revisions at short notice.

The participation of the Panteion University in the ERASMUS program has a positive impact even at the undergraduate level, exposing students to international requirements.

Towards the end of each semester students complete class evaluation questionnaires. At present, as generally in Greece, the results of this survey pertaining to individuals are available only to the heads of the departments. At this point there are no legal and technical ways of making the results accessible for students. However according to interviews with students, in some cases teaching methods were updated following the evaluations.

It has to be stressed that schools and departments should become more efficient by reconsidering the overall structure of the study programs, including number of classes, subjects as well as the number of exams.

Please decide in respect to the specific evaluation area (&3.2.1):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.2.2 Programs of Postgraduate Studies (second cycle)

Please comment on:

- the main strengths and weaknesses of the programs
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the external evaluation of Academic Units

The specificity of the postgraduate programs is that they place great emphasis on critical and theoretical thinking, related to the various social and political theories.

In some respects, the study program of Panteion have a long history, while in others they have endeavoured to keep pace with the challenges of recent years. Their common characteristic is, however, that their introduction was a pioneering initiative in Greece half a century ago that proved to be an example taken up by other Greek institutions of higher learning.

The Panteion University has a well-defined pedagogic policy. The curricula of all graduate programs are well-structured. Teaching methods consist of a mix of lectures, labs and practical training. The balance between practical and theoretical content appears to be good. The practical dimension of the courses is further boosted by guest lectures. The goal of the curriculum of the graduate programs is to provide students with highly specialized skills in the various subjects.

Participation in research activities is a regular part of the studies for students engaged in MA courses. Research seminars allow student participation in research within the framework of international cooperation. This allows students to gain some international experience.

The broad spectrum of courses and the high-standard theoretical knowledge, offering a sound basis for further knowledge to be acquired, is highly valued by the students as they are treated not only as consumers, but also as producers of knowledge as the various study courses are interlinked. They appreciate the quality of the teaching staff and personal contact with them. The weak spots are the underfinancing of research, interference on the part of political parties, defects in the infrastructure, and insufficiencies in management.

The EEC had the opportunity to meet a large number of current students and graduates of the University. Interviews with students in the graduate programs indicate excellent cooperation between students and teachers. The students agreed unanimously that their teachers do their best to provide guidance.

The number of applicants for the masters' courses regularly and significantly exceeds the places offered.

The curricula have strong theoretical and methodological components in accordance with the main objectives of the Panteion University. Given the sociocultural changes, the curriculum partially revised in order to include more courses of aging as well as sub-disciplines.

The curricula are consistent with the European Credit Transfer System (ECTS).

A proportion of the offered courses are mandatory in order to receive an MA diploma, while the rest are required for specialization. The range offered indicates the flexibility of the program and specific professional training complements each course. Students are required to write a graduate thesis at the end of the program.

Please decide in respect to the specific evaluation area (& 3.2.2):

	Tick
Worthy of merit	x
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

3.2.3 Programs of Doctoral Studies (third cycle)

Please comment on:

- the main strengths and weaknesses of the Programs
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

The goal of the doctoral programs is to train students to acquire the relevant content area in order to be able to conduct research and pursue an academic career. The PhD students appeared to be satisfied with their studies. They agree that the faculty members encourage them to publish their work in scientific journals including refereed ones. In addition, it seems that PhD students are encouraged to attend conferences.

The majority of the interviewed students were not graduates of the Panteion University. In the EEC's opinion the number of PhD students is too high related to the number of the available academic supervisors. This needs to be reconsidered seriously.

The criteria and the standards for the admission to the PhD programs are opaque and rely mainly on the discretion of individual professors. Such procedures are not appropriate with regard to the number of admitted PhD students.

The EEC recommends a more vigorous procedure of admission to improve the quality of the PhD studies.

Please decide in respect to the specific evaluation area (& 3.2.3):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating was based on the fact of the large number of PhD students and the opaque admission criteria.

<p>3.3 Profile of the Institution under evaluation (Conclusions and recommendations)</p>
<p><i>Please complete the following sections regarding the overall profile of the Institution under evaluation:</i></p>
<ul style="list-style-type: none"> • <i>Underline specific positive points:</i> Excellent research Very good undergraduate and graduate programs
<ul style="list-style-type: none"> • <i>Underline specific negative points:</i> Too many PhD students, opaque admission standards of PhD studies Lack of organisational structure chart No control of the number of new undergraduate admissions, due to legal framework
<ul style="list-style-type: none"> • <i>Make your suggestions for further development of the positive points:</i> Consider the introduction of tutorial system
<ul style="list-style-type: none"> • <i>Make your suggestions on needed steps for improvement:</i> PhD admission via a selection committee in order to improve the quality of admissions Need to increase internal coherence, deployment of realistic and timely strategic plans that will strengthen the position of the institution in the national and international academic landscape Strengthening of the Institution's autonomy towards the authority of the Ministry of Education Reduction of bureaucratic obstacles

4 INTERNAL SYSTEM OF QUALITY ASSURANCE

4.1 Quality Assurance (QA) Policy and Strategy

Please comment on:

- the Institution's policy and goals regarding QA and Improvement
- whether the Institution has developed a specific system of QA
- how the Institution's internal QA system has been organized
- how the students and staff of the Institution are protected from biased interventions and discriminations
- whether a detailed implementation guide has been put together, containing an analysis of the QA system's operating procedures
- the involvement of students in QA
- how the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

After an initial phase of reservations against evaluation, a full fledged quality assurance structure has been set up consisting of an institutional quality assurance unit (MOΔIII) and department based quality assurance groups (OMEA).

The Institutions QA system was funded with 300000 € for three years that have been used for the implementation of data acquisition software and the recruitment and training for specialised staff.

With regard to the establishment of the Institutions QA unit (MOΔIII) and the department QA groups, the current QA policy relies on the European framework and Greek legislation.

However, a second pillar of continuous quality assessment has been set up in form of questionnaires completed by the students at the end of each group of classes each semester.

According to the Institution, a third pillar of continuous quality assessment is the student admission system, which enables the collection and evaluation of data related to the students' performance and progress during the undergraduate and postgraduate study phases.

The EEC, however, has not fully understood how the data provided by this third pole contribute to the quality assessment process.

There is a central QA unit (MOΔIII) and at the department QA groups (OMEA).

The students were passively involved by means of having to complete questionnaires concerning individual classes. There was no active involvement of students in the internal QA groups and units of the departments as well as in the central QA unit.

Instead of interviewing undergraduate students selected by the Institution, the EEC met with a randomly chosen class, to which the selected students were merged. In contrast, the postgraduate students and the alumni the EEC talked to were handpicked by their professors, based on good attendance records or by professional acquaintance.

The Institution thinks that the implemented three-pillar system enables the effective and continuous quality assessment, even if one of the pillars, the Institution QA unit and the department QA groups, is at the time being inactive.

As the EEC found to its surprise, after ending the composition of the internal evaluation report, the institution quality assurance unit (MOΔIII) as well as the departmental quality assurance groups (OMEA) were deactivated. This occurred because of lack of further financial support, the loss of skilled personnel, and because of internal problems of acceptance of the QA concept. The EEC fails to understand these reasons and regards this very uncommon step as unacceptable. The EEC urges the Panteion University to immediately reactivate the QA procedures, even if this means that the work has to be carried out without any supplemental financial support.

Please decide in respect to the specific evaluation area (&4.1):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating is based on:

QA system not fully transparent. QA unit and groups have to operate continuously. Students and administrative staff should be involved in all steps of the QA process. These factors have affected the overall rating.

4.2 Design, approval, monitoring and evaluation of the study programs and degrees awarded

Please comment on:

- whether the learning outcomes have been clearly formulated and whether they have been published
- whether the programs are designed in such a way as to involve students and other stakeholders in the work
- how the achievement of learning outcomes is monitored
- whether there is a published Guide regarding the organization of programs of study
- whether the ECTS system is taken into consideration and implemented
- whether there is a periodic evaluation of the programs according to set procedures and criteria aimed at safeguarding their consistency and regular updating
- the student participation in the QA procedure of the study programs
- whether the programs include well-structured international mobility and -where appropriate- placement opportunities

All departments have detailed study guides.

There is no involvement of the students, or of the stakeholders in the decision making progress. There are complaints of the students regarding the transparency, the efficiency and the pedagogic style of some courses and teachers.

There is a centralised and systematic monitoring. The students are able to access and print their transcripts of record and other necessary documents.

Each department publishes detailed study guides of the corresponding undergraduate and postgraduate programs. The guides provide detailed information about the content of the courses offered and also some information about the possibilities of the professional engagement of the students.

The ECTS is fully implemented according to the guidelines of the Ministry of Education and in compliance with the EU standards.

The ERASMUS program is fully implemented. The Panteion University belongs to the pioneering academic institutions in Greece with regard to the implementation of the ERASMUS-program. At the time being there are more than 230 active and pending ERASMUS bilateral agreements. The Institution maintains also a high degree of staff mobility within the framework of the ERASMUS program.

Please decide in respect to the specific evaluation area (&4.2):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.3 Teaching and learning - Assessment by students

Please comment on:

- whether multiple and coherent learning paths are provided according to the needs of students in the Institution's Departments / Faculties
- how proper guidance and support is offered to students by the Departments / Faculties' teaching staff
- whether students are informed clearly and in detail regarding the strategy of evaluation that is implemented for their program of study, the exams or other methods of assessment they will be subjected to, what is expected of them and which criteria will be applied for the evaluation of their performance.
- whether there is a formal procedure for addressing complaints and objections by students in the Departments / Faculties of the Institution.

The students are satisfied with the learning paths. All undergraduates we met aspired to post-graduate studies with the main orientations being the pursued of academic and civic service careers. Panteion University graduates make up about 50% of the candidates who secure admission to the country's diplomatic service. A significant number of graduates find employment in specific areas of the private sector, among them in public opinion research firms.

The randomly selected undergraduate students we met were mainly positive about the staff. There were, however, complaints regarding the pedagogic style (missing e-learning) and the methods of individual teachers. Undergraduate students complained also about the fact that in some departments the exam schedules are published very late and are revised in very short notice. Undergraduate students agreed therein that the teaching facilities are inadequate regarding their capacity (overcrowding problems), their technical equipment, but also their level of cleaning. Another serious problem seems to be the faulty air conditioning system, at least in some classrooms.

Among the graduate and postgraduate students the level of satisfaction was significantly higher, with the main lines of complaint focussed on the underfinancing of the Institution in general and of the departments in particular. The EEC notes, however, that based on the selection procedure of student representatives the higher level of satisfaction is to be expected.

With regard to the information available to the students about the evaluation strategy, the EEC could not form a definitive view on these issues during the visit.

Regarding the handling of cases of harassment, discrimination etc., at this time complaints have to be forwarded to the Rector's office and/or the relevant authorities of the University of Athens or of the Municipality of Kallithea, which hosts the Panteion University. The office of the Student Ombudsman has been proposed, but is not yet functional, due to the pending approval of the new Charter of the Institution by the Ministry of Education. A policy on these issues has to be created and made public.

Please decide in respect to the specific evaluation area (&4.3):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

Rating was influenced by the fact of incomplete e-learning implementation and application and deficient teaching facilities.

4.4 Admission of students, progression and recognition of studies

Please comment on:

- whether the procedures and criteria for admission to the second and third cycle of studies are implemented with consistency and transparency
- whether there are clear and distinct procedures within the Departments/Faculties, as regards recognition of higher education degrees, periods of study and knowledge acquired at an earlier stage
- whether there are clear and distinct procedures of recognition of study periods and prior learning (including the recognition of non-formal and informal learning)
- whether there are clear procedures in place regarding the cooperation of other Institutions with national ETNIC/NARIC centres for ensuring coherent recognition and mobility among programs within / among Institution (s)
- whether students are provided with detailed information (e.g. Diploma Supplement) regarding the degrees conferred to them, the achieved learning outcomes as well as the framework, the level and the content of studies they successfully completed
- whether the Institution has in place processes and tools to collect, monitor and use information regarding student progression

Criteria for admission to the second cycle of studies depend on the program of study, but they are published, appropriate and transparent. These criteria are available to the public in the corresponding web sites.

The Institution observes the legal framework and the guidelines set up by the Ministry of Education.

Regarding the procedures of recognition of study periods and prior learning, they are restricted by the current state legislation. Exceptions are rare and applicable only on specific cases, e.g. Olympic medallists etc.

Students can acquire detailed information concerning their studies. Tools for collecting such information centrally are in place, but there is no clear procedure to use that information in a proactive manner.

Course evaluations by students are just one dimension in evaluating the instructional performance of faculty. Other dimensions in the process, such as peer-review or informal evaluation of teaching by colleagues or the development of a teaching dossier, could be considered. They could be utilized to allow faculty members to develop a more complete picture of their instructional performance. The QAU will then be better able to assess how successfully various shortcomings are addressed.

Please decide in respect to the specific evaluation area (&4.4):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.5 Quality Assurance as regards the teaching staff

Please comment on:

- how it is guaranteed that the vacancy notices and recruitment of teaching staff include procedures which provide assurance that all new teaching staff members have at least the basic teaching skills
- opportunities offered to the teaching staff for their professional/scientific advancement
- how potential weaknesses of the teaching staff are identified as regards the delivery of their teaching courses
- the Institution's procedures for the support of new teaching staff as regards the teaching and evaluation methods
- how scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research
- the procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students
- whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

All recruitment is subject to the legal framework devised and put in place by the state. This is quite restrictive, down to relatively casual staff appointments (formerly known as Law 407). Even such opportunities are presently severely curtailed. Furthermore, recruitment of faculty is stalled due to the restrictions for hiring new staff. While the retirement of faculty members without replacement continues aggravating faculty shortages. A by-product of this is that the hiring procedure is both well publicised and well documented. This provides assurances that faculty recruitment could meet or even exceed the minimum level of competence for QA assurance, teaching and research purposes. Detailed assessment of the teaching and related research is performed during the hiring or promotion process.

Scientific activity is assessed in the course of new hiring and in advancement(s). Research is encouraged among the teaching and research staff, though no explicit reference to the connection between teaching and research was mentioned at all. In general, research as defined in the appointment ΦΕΚ, is usually developed in the course of the staff career.

Opportunities for transfer from other universities (μετάκληση) are offered to top-level faculty (full professors). This procedure that requires the express agreement of a number of staff from other Greek universities. The Panteion University has benefitted from this and expects another two members imminently. The ERASMUS program and/or sabbatical leaves are other means of such career advancement. They are available and widely used in the Institution.

Potential weaknesses of faculty in curriculum development and delivering their courses are normally identified through monitoring of the course evaluation questionnaires completed by students. This is a means widely used, but still has some weaknesses. Most departments use the questionnaire proposed by HQAA. Virtually all use a paper form,

which the students have to fill-in. It is subsequently processed, however, a lot of delay ensues until the results in a usable form reach the staff. New staff could be put through an induction course in order to familiarise them with potential new methods of teaching etc.

Faculty members receive the necessary feedback on their personal teaching performance through individual course evaluations completed by the students. While faculty performance data is collected there is no overall institutional strategy to address issues of teaching and research or negotiating the balance between the two. The Institution does not appear to have in place procedures for the support of new teaching staff with regard to the teaching and evaluation methods they use. Course evaluations are the only available tool, and these of course – due to their low response rate – are only indicative.

Please decide in respect to the specific evaluation area (&4.5):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating is based on the fact that the Institution has only partial comprehension and acceptance of the QA concept.

4.6 Learning resources and student support

Please comment on:

- whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students
- the available support services in regard to Libraries, Information systems and infrastructure
- the procedure in place for offering individual assistance (counselling and tutoring) to students

The Panteion University does not appear to have developed specific procedures concerning the systematic monitoring, review and improvement of its support services. The University is quite compact spatially, which is an important positive aspect. The compact size of Panteion makes people confident that ‘they will know’ if something goes wrong with infrastructure. However, it is important in EEC’s view that the University develops mechanisms and procedures in order to successfully monitor the support services provided to students.

The Panteion University has a library incorporated in the main building. This is well organised and appears competently run. The premises are probably somewhat on the small size for the Institution, but sufficient. The opening hours are 9.00-21.00, but not on weekends. The books and academic journals are of a level suitable for a higher learning institution. As elsewhere in Greece problems were mentioned with respect to the electronic access to full-text online journals: Occasional stoppages were mentioned by the students, probably due to the reduction of the operational funds. Obviously, the University should aim at building a strong digital library and pursuing partnerships with external national and foreign institutions. It seems to be firmly on this path. Remote access to students is also available.

The EEC did not visit any University’s labs due to time restrictions and the visit schedule set up by the HQAA. The labs are in not labs like in the natural sciences with one exception, a behavioural lab that uses pigeons.

The presentation of faculty web pages at the University's website is not entirely satisfactory. Staff pages are not uniformly completed. Some staff provide more detailed and all have sketchy sections for classes. The accessibility of staff CVs is at the discretion of the individual members. This issue should be rectified.

Counselling and personal tutoring of students has been a matter left entirely upon individual faculty members and their own initiatives. There does not appear to be a university-wide system or trained professionals to assist students. No university-wide Learning Centre (κέντρο διδασκαλίας και μάθησης), appears to exist for the university.

Please decide in respect to the specific evaluation area (&4.6):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

The rating was influenced by missing systematic monitoring, review and improvement of its supporting services and the unsatisfactory web presence of the Institution.

4.7 Information Systems for Recording and Analysing Data and Indicators

Please comment on:

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates
- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information regarding its other functions and activities
- whether the Institution collects information about student satisfaction with their programs of study and the career paths offered to graduates
- whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

The Panteion University has developed systems to collect and analyse data, to support the interaction of students and staff with the University. The problem is here that there are no less than three systems in concurrent operation for different aspects of the institution's work that are mutually incompatible. This is an obvious problem that the Institution has to tackle.

The University is using student questionnaires to survey the students as to their opinion of the courses they attend, which include questions relevant to the course, instructors, texts, and labs. These questionnaires are distributed to and completed by the students during class time. The EEC was told that the questionnaires are distributed by the secretariat of the department and the instructor is not present during the time the students complete the questionnaires. The questionnaires are then collected, scanned and the data are fed to the system for storage and processing. This is a fairly standard practice in most universities, including the institutions the EEC members come from. The deviation is that questionnaire completion is done manually, requiring subsequent staff time to process them until the data is in a form usable by the staff members and the institution.

The further fate of the information collected through these questionnaires is unclear. The Head of the Department also has access to data for all staff. Standard practice in the

Institution is that this is not published, being used only for feedback and self-evaluation purposes.

The EEC recommends that Panteion University shall develop processes that would utilize the results of these course evaluations on a continuous basis to improve instruction and the program of studies. Also additional instruments, such as peer reviews of teaching, and/or a teaching dossier, should be considered. A further step is to implement a University Teaching and Learning Centre. This would develop instructional techniques and help staff improve their instructional styles and abilities.

The University also collects data relevant to the research and other activities of the faculty on an annual basis. The Panteion University has access to developed software (Εφαρμογή της ΜΟΔΙΠ για τις Αξιολογήσεις των Μελών ΔΕΠ του Πανεπιστημίου Πατρών) used by the faculty to directly enter the relevant data into the system. This software provided by HQAA is not yet in use.

The University collects numerous statistical data such as the number of active and stagnant students, of the faculty members and the administrative staff, staff expenses, research funding etc. However, the self-evaluation report did not compare with similar institutions within and outside the European Higher Education Area. The University may not have mentioned such data because this was not explicitly required. It should not, however, neglect such practices. The EEC recommends that a group of institutions comparable in size, number and types of programs offered, and perceived quality, should be identified from several EU countries, and data from this group of institutions identified could be used to ‘compare and contrast’ practices.

A measure the EEC recommends is that explicit data security policies should be implemented and publicized. This would act as a dampener to student and staff concerns over data security.

Please decide in respect to the specific evaluation area (&4.7):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating:

Negative points: manual data acquisition, mutually incompatible IT-systems, no comparison with other similar institutions.

4.8 Dissemination of information to stakeholders

Please comment on:

- how the Institution sees to the publication of information on the programs offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students
- whether the information regarding the Institution’s offered programs of study is available in English or in other languages
- whether the teaching staff’s CVs are included in the publicized information, both in Greek and in English

Panteion University publishes student guides for individual programs containing adequate information for the individual departments accessible through the University’s website. Most departments publish online information for students. The ECTS system is applied throughout the institution, but not all the relevant information appears on the web site.

Information about its programs, faculty and activities are publicly available through the official Panteion University website (<https://www.panteion.gr>), presented in both Greek and English. However, the presentation is non-uniform, especially as it becomes more specialized at the department and laboratory level. The EEC suggests that a ‘Panteion branding’ and uniform presentation be introduced and used throughout.

The University has no annual report. This deficit is surprising to the EEC. Such a report will add to the accountability of the institution, and is essential, especially in the present climate. It will strengthen the corporate image and the Institution’s self-confidence, particularly if supported by data.

The University makes no systematic efforts to address specifically potential and actual stakeholders and to involve them in the University life. Obviously the University does not consider a career of its graduates in the private sector as a relevant aspect of the student training. Thus there are no visible ‘signs’ in the public presentation of the University that could attract potential employers other than state or public benefit foundations. This is a very serious deficit affecting even one of the main aims of the University, namely the improvement of social mobility and equality of opportunities.

Please decide in respect to the specific evaluation area (&4.8):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	x
Negative evaluation	

Justify your rating: Main negative point contributing to the rating is the deficit in attracting potential stakeholders.

4.9 Continuous monitoring and periodic review of the study programs

Please comment on:

- the procedure followed with regard to assessment and periodic review of the contents of study programs
- whether this procedure takes into account the changing needs of society
- whether this procedure takes into consideration the findings emanating from monitoring the graduates’ career paths
- the procedure with which the reviews take into account the students’ work load, the progress rate and completion of studies
- whether this procedure takes into account the cutting edge research activities in that particular discipline
- whether the involvement of students and other stakeholders is secured in the revision of the programs

Most study programs were revised at different periods, many in the years 2009 to 2014. The whole process is rather cumbersome. Student representatives participate in the discussions for the revision of the programs of studies through the department general meetings. However, the stakeholders do not seem to have a recognised place in the University’s structure. They may participate in informal ways, but this is not something we could ascertain.

Graduate career paths appear quite varied, as expected from an institution with a strong social science core such as the Panteion University. A revising of the students’ workload that affects their progress rate and their completion of studies (currently the n+2 years seems to be considered the normal period) is advisable.

Only partially are the changing needs of society taken into account. Academic needs have also to be accommodated. The result sometimes, perhaps inevitably, feels like a half-way-house. However, the University has a long tradition of innovative programs that cover specialised niche markets. This aspect of combining old and new disciplines in a creative manner to very good effect works apparently quite satisfactorily. However, this appears to contradict the corporatism inherent in the Greek job market.

Among the faculty pertains the idea of developing the Institution in a more conservative way towards the replication of conventional university departments with corresponding conventional study programs. The EEC thinks that this is wrong because it negates and neutralises pivotal niche markets of the Institution. The EEC's proposal acknowledges the cutting edge research activities undertaken in the Panteion University in particular disciplines that make the institution unique in Greece's academic map.

Please decide in respect to the specific evaluation area (&4.9):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.10 Periodic external evaluation

Please comment on:

- the procedure already planned by the Institution in order to deal with the observations of the Institutional External evaluation
- how the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programs

All academic departments have been internally and externally evaluated in the past 5 years. The external evaluation committees through their reports found in general that the programs offered are of high quality. However, they made several recommendations for further improvement. Many recommendations identified external factors related to policies and resources, dictated by the Greek state.

The EEC is satisfied that the Departments have implemented at least the most serious recommendations. However, the EEC does not have strong evidence that there is an established procedure, or that a responsible authority exists centrally, which encourages and monitors the implementation of these recommendations. The inactivation of the QA teams because of the cessation of state funding is a further blow to the process.

The EEC recommends that the University establishes policies and a central structure that will encourage discussion and implementation of the recommendations of the external evaluation committees.

The EEC is, however, not satisfied with the missing reports about the degree of implementation of those recommendations. The EEC is also dissatisfied with the hitherto established procedures. A responsible authority that will encourage discussion and will monitor the implementation of these recommendations is mandatory. The University should also establish a detailed implementation schedule.

The next phase of evaluations will consist in the accreditation of study programs with regard to their compliance to the Bologna process. The University could take steps alerting the departments to prepare for this, so that it is ready in advance for this phase.

Please decide in respect to the specific evaluation area (&4.10):

	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	
Negative evaluation	x

Justify your rating:

Main negative points contributing to the rating: Complacency towards HQAA. Inactivation of QAU. Missing schedule for the implementation of the recommendations of the departmental evaluations. Missing preparation for the next phase of accreditation with regard to compliance with the Bologna process.

4.11 Internal System of Quality Assurance – Conclusions and Recommendations

Please complete the following sections regarding the *internal system of quality assurance*:

- *Underline specific positive points:*

Continuous monitoring of teaching performance via student questionnaires.
 Continuous monitoring of the research impact of the academic staff.
 Full implementation of the ECTS system.
 ISO accreditation of the environmental procedures.
 Acceptance of the QA process and willingness to consider further developments.

- *Underline specific negative points:*

Legal framework is far to restrictive regarding selection, appointment and internal advancement of academic and administrative staff and procedures.
 There are three mutually incompatible IT-systems.
 The culture of QA is non-uniform.

- *Make your suggestions for further development of the positive points:*
- *Make your suggestions on needed steps for improvement:*

The idea and the procedures of QA should become integral part of the teaching and research activities in all departments of the Institution and at all levels of academic training.
 Increase of the intercompatibility and integration of the IT-systems. Uniform presentation of information on the Institution's website.
 Consideration of alternative ways to supplement questionnaires in staff evaluations.
 Implementations of a Teaching and Learning centre. Induction courses for new staff.
 Introduction of a regulatory framework for the handling of disciplinary and academic misconduct.
 Implementation of mechanisms for data security.
 Publication of an annual report.
 Deepening of the stakeholder involvement.
 Processing and utilization of evaluations on a continuous basis. Implementation of a responsible authority for the realization of the recommendations of external evaluations.

5 OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION

5.1 Central Administration Services of the Institution

Please comment on:

- The operation of the central administration services of the Institution in regard to the:
- Special Account for Research Funds (SARF)
- Financial services
- Supplies department
- Technical services
- IT services
- Student support services
- Employment and Career Centre (ECC)
- Public/ International relations department
- Foreign language services
- Social and cultural activities
- Halls of residence (no) and refectory services
- Inst. Library

The EEC met with the directors and the staff of the central administration. The spirit of the administration staff is impressive and is a pivotal factor for the success of the Institution's operation. Their briefing was very satisfactory, however, a self-evaluation report on the relevant administration topics was missing. There is the need for self-evaluation and quality monitoring.

Overall the state of the general infrastructure is adequate, especially with regard to the library, the refectory and the basic technical maintenance services. Specific problems have been addressed elsewhere in this report.

The University provides an adequate offer of social and cultural services and activities, despite the fact that it does not encompass a fine arts department.

Please decide in respect to the specific evaluation area (&5.1):

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

5.2 Operation of the Central Administration of the Institution – Conclusions and Recommendations

Please complete the following sections regarding the *operation of the Institution's central administration*:

- *Underline specific positive points:*

Determination, engagement and enthusiasm of the administration staff.
High degree of digitalisation of enrolment and score recording procedures.

- *Underline specific negative points:*

The EEC has difficulties in evaluating of the central administration because of the lack of self-evaluation data and procedures.

- *Make your suggestions on needed steps for improvement:*

It is mandatory to include the central administration into the QA procedures, including the formulation of goals and strategies for the improvement of the administrative procedures and methods.

Regular self-evaluation of the central administration.

6 CONCLUSION AND RECOMMENDATIONS

In connection with the

- general operation of the Institution
- development of the Institution to this date and its present situation
- Institution's readiness and capability to change/improve
- Internal system of Quality Assurance of the Institution

please complete the following sections:

- *Underline specific positive points:*

The structure of the Institution provides a perfect environment for the evolution of in-trainstitutional interdisciplinary research and education structures. This is a great opportunity to single out the Institution and to give it an exceptional character and niche market even at international level. This opportunity lies dormant.

Another very positive moment is the high degree of integration of the Institution in the local communal environment and also the high degree of cooperation with certain sectors of the social welfare sector.

Other assets include the relatively good integration of the students in research structures, the existence of very specialised research fields, the variety of excellent research units and the dedicated students.

- *Underline specific negative points:*

A very serious issue that needs immediate remedy and can also be immediately remedied by the University is the inactivation of the QA teams.

Another very serious issue is the communication between the Institution and the Ministry of Education, which is single sided and imbalanced. Additionally, the Institution is heavily controlled by the Ministry.

Fiscal restraints worsen further the situation. Fee-based postgraduate programs should be seriously considered. The reluctance towards external sponsoring is also a serious hindrance factor in the further development of the Institution.

Lack of a system of annual reports on the 'State of the Institution'.

- *Make your suggestions for further development of the positive points:*
- *Make your suggestions on needed steps for improvement:*

Explore the possibility to tie potential postgraduate study fees with the award of scholarships at all study levels.

Effective strategic planning is essential.

Unused possibilities of synergy among the departments should be exhaustively exploited.

The efforts should be centred in the development of a new scientific paradigm in social and political sciences, aiming at the 'reconnection' with the tradition and the renaissance of the Panteion as a homogeneous scientific unit.

Improvement of the admission mechanisms for PhD students.

Adaptation of the number of new undergraduate admissions according to the real capacities of the Institution. Accountability on the side of the Ministry of Education for such phenomena.

6.1 Final decision of the EEC

Please decide in respect to the overall Institutional evaluation:

	Tick
Worthy of merit	
Positive evaluation	x
Partially positive evaluation	
Negative evaluation	

Justify your rating:

Panteion University is a very strong academic institution in teaching and research. However, there are still dormant possibilities that have to be exploited, in order to secure the future and the prosperity of the Institution in a rapidly changing world.

Our recommendations, including the pinpointing of specific weaknesses, shall be understood as an endorsement of the assets and the capabilities of an already outstanding Institution.

The EEC appreciates the excellence in teaching and research, factors that have strongly influenced our final evaluation.

The Members of the Committee

PANTEION UNIVERSITY OF SOCIAL AND POLITICAL SCIENCES

Name and Surname

Signature

Prof. Giorgos Gounalakis
Universität Marburg, Germany

Prof. Michael Dimou
Université de Toulon, France

Prof. Nikos Fokas
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Prof. George Kazamias
University of Cyprus, Cyprus

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