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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ  
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
H Q A  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## EXTERNAL EVALUATION REPORT

Technological Education Institute of Western Greece



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

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



ΕΣΠΑ  
2014-2020  
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## ***1. EXTERNAL EVALUATION COMMITTEE***

The Committee responsible for the External Evaluation of the University/Technological Education Institution named TEI of Western Greece comprised the following four (4) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. Prof. Dimitris Argyropoulos (Chair)  
Departments of Chemistry and Forest Biomaterials  
North Carolina State University, U.S.A.
2. Prof. Spyros Economides  
Professor Emeritus, California State University, U.S.A.
3. Prof. Ioannis Vlahos (Co-Chair)  
Ex member of HQA Council  
Professor Emeritus, Technological Educational Institute of Crete, Greece
4. Dr. Athanasios Papaioannou  
Department of Urban Planning  
Hafencity Universität Germany

*N.B. The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; the Committee's reply to those questions is meant to provide a general outline of issues that need to be addressed.*

## **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

The visit of the EEC took place between the 5<sup>th</sup> and the 10<sup>th</sup> of June, 2016. The external evaluation procedure was conducted smoothly and according to the schedule although in several cases the length of the meetings was extended due to important discussions and the interests of the participants.

During the first day of the visit, to the Patras campus, the Committee met with the president, the vice presidents, and the members of MODIP as shown below. Moreover due to the non-existence of the Institutional Council (IC) the EEC met with the academic senate instead composed of the following individuals:

#### **The President**

- Prof. Triantafillou

#### **The Vice Presidents**

- Prof. Salahas
- Prof. Srimakessis
- Prof. Coutsoyiannis

#### **The members of the Quality Assurance Unit (QAU/MODIP)**

- Prof. Triantafillou
- Prof. Salahas
- Prof. Sirmakessis
- Prof. Coutsoyiannis
- Prof. Panagopoulos
- Prof. Antonopoulou
- Prof. Zacharakis
- Prof. Kougias
- Prof. Batsolaki
- Mr. Vlahos
- Mr. Raptis

### **The academic summit**

- Prof. Bisdounis
- Prof. Panagopoulos
- Prof. Vidalis
- Prof. Georgopalou
- Prof. Tsakalidi
- Prof. Stefanopoulos
- Prof. Mitropoulos
- Prof. Vlahos
- Prof. Makrigiannis

During the second day of the site visit the EEC met with the Deans, the Heads of Departments, the Faculty members of all Schools (Engineering and Management, and Economics) and their Departments, academic scholars, as well as representatives of the graduate and undergraduate student body, the chief administration officers, regional and national stakeholders and members of the OMEA teams, as shown below. A teleconference was set up with faculty and students from Messolonghi and Amaliada.

### **The Deans & the Heads of Departments**

- Prof. Bisdounis
- Prof. Drosopoulos
- Prof. Batsulas
- Prof. Boviatsis
- Prof. Tampakas
  
- Prof. Panagopoulos
- Prof. Kafousias
- Prof. Mirtopoulos
- Prof. Thanasis
  
- Prof. Vidalis
- Prof. Katselis
- Prof. Papasotiropoulos
- Prof. Tsakalidi
  
- Prof. Georgopoulou
- Prof. Stefanopoulos
- Prof. Terzi
- Prof. Tsepis
- Prof. Coutsoyiannis
- Prof. Dritsas

### **Faculty members**

- Prof. Karanastasi
- Prof. Kauga
- Prof. Kapotis
- Prof. Papathanasiou
- Prof. Mpizi
- Prof. Christodoulou

- Prof. Kitsos
- Prof. Klavas
- Prof. Georgiadou

#### **Chief administration offices**

- Dr. Nanousi
- Mrs Karageorgiou
- Mrs Athanasopoulou
- Mrs Giannakopoulou

#### **Stakeholders**

- Mr. Karapanos, Mayor of Messolonghi
- Mr. Ganos, Municipality of Patras
- Mr. Tsoubelis, Chamber of Commerce
- Mr. Fotopoulos, Manager of “Praxi”
- Mr. Anastasopoulos, Head of Patras Science Park
- Mrs Athanasiou, Head of National Association of Social Workers
- Mr. Telonis, Head of Travel Agencies Association W. Greece
- Mr. Tziaras, National Centre for Social Solidarity

Later in the day the EEC visited the campus area (student restaurant, and laboratories, student residence halls, the library and the conference centre).

The site visit was concluded on the fourth day with an oral presentation of the overall impressions of the EEC to the President, the Vice Presidents, and the Deans.

All meetings were conducted as scheduled and the administration of the Institute provided promptly the EEC with most documents and supporting materials that were requested.

No visits were included for Messolonghi, Antirrio, Naupactus, Egio, Amaliada and Pyrgos campuses. However, the respective department heads were present in our meetings and whenever possible electronic communication was established when necessary.

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

	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*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

Due to the severe time constraints that were imposed to MODIP for the preparation of the Internal Evaluation Report (IER) a number of limitations and omissions were apparent in the document. Despite this, however, an admirable effort had been made to provide evidence in the form of tabulated data that offered a good basis for evaluation.

Most information sought was provided in accordance with ADIP's recommendations and provided as requested during the evaluation period\*.

More specifically the mere non-existence of MODIP (until Dec 15 2015) imposed severe difficulties in preparing the IER. In particular, the recent restructuring due to the merger of the two institutions created intense difficulties.

\*The documents and presentations provided to the EEC were the following:

- The Internal Evaluation Report (IER)
- Strategic Leadership for the development of the Institution
- TEI of Western Greece: Infrastructure, Organisations and economic Data
- Historical
- Plan for the development of a Quality Control System
- Presentations of the different Schools and Departments
- Presentation from the Secretary of the TEI
- Presentation from the Department for Student Welfare
- Presentation from the Department for International Strategy
- Presentation from the Library Department
- Presentation from the Department for Technical Infrastructure
- Presentation from the Department for Maintenance



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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

The severe constraints (time, energy, morale related) imposed by the institutional merger (Patras & Messolonghi) provided the background for the inadequacies and difficulties present in the IER.

### 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 mission statement is not presented in a compact and concise way. However, detailed goals are enumerated in the report.

In the context of the present financial crisis and departmental elimination (amalgamation), it is imperative that the institution focuses and redirects its attention, energy and intellectual capital. The EEC feels that a re-prioritization process is needed due to a renewed educational focus. Consequently, while a set of qualitative objectives and goals are set, a quantitative approach is recommended. As such ways and means in achieving and measuring the effectiveness of these efforts is needed.

Furthermore, it is obvious that the administration should strive in the creation of a harmonious climate of co-existence within the new structure.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

### 3.1.2 Organizational Development Strategy

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

A representative number of administrative officials accompanied and supported the visit of the EEC. These officials were skilled and flexible individuals that add value to the institution.

Under the present circumstances of the financial crisis the administration seems to be able to tap into their intellectual and local community resources to be able to proceed and fulfil the institute's vision, strategy and mission.

Within the plans of the administration it is seen that a new organisational structural chart and interval by-laws are to be created in the time frame of 2016-2017. In the same time frame the integration of MODIP is to be achieved.

Once these elements are in place a series of objectives are set to be implemented.

However measures taken to reach goals and strategy are not obvious.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.2):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		
<b>Partially positive evaluation</b>		X
<b>Negative evaluation</b>		

*Justify your rating:*

No specific goals with timetables were noticed by the EEC and no measures to achieve these goals were observed

### 3.1.3 Academic Development Strategy

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

The IER states specific goals and timetables with set statements of intent.

The overall strategy of the institution is stated to be coupled, amongst others to the local community. This is considered to be admirable and in accordance to the institution's mission.

Within the academic domain the strategy needs to be rapid and effective due to the new structure of the institution, especially related to new and restructured curricula. This is of extreme significance in relation to students' progress, program continuity, institutional coherency, survival and progress.

It is noted that the specific tangible objectives set in p.64 of the IER are possibly attainable and impressively stated. However, inherent difficulties in the numerical professorial limits, infrastructure renewal and the large number of inactive students, impose tremendous difficulties in the implementation of these admirable objectives.

The legislative and adverse economic conditions impose heavy teaching and administrative load to the faculty. These issues inhibit the progress in the research and development of the institution.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

### 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 programmes, etc.)

The TEI of Western Greece has significantly evolved and certain pockets of the institution have attempted to develop more its research component. Such aspirations and achievements are notable, however, severely limited at the moment.

Overall the EEC supports the right of the institution to engage and offer doctorate level education by those departments equipped with appropriate infrastructure and staff with advanced credentials.

With respect to the ways of assisting faculty in attracting and administering research grants the institution has a very nice centralised “business unit” ELKE. Items for improvement within this realm are the pre- and post-award practices. The process of assisting researchers with intellectual property issues needs to be strengthened.

Despite the fact that during its visit the EEC was exposed to a limited number of laboratories, it is the impression of the EEC that teaching laboratories and laboratories for applied research and technical service are adequate.

However, efforts to carry-out research of a doctorate calibre require laboratory infrastructure that does not seem to be obviously present and documented within the IER and the web sites of the institution and the departments.

It is thus essential that such noble institutional and departmental aspirations need to be inter-disciplinary and inter-sectoral so as to allow for the cross-fertilization and utilization of expertise and infrastructure.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

The existence of an institution-wide culture and infrastructure which is a prerequisite for advanced research may be formulated by ELKE and adopted by the institution.

### 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 Programme, SARF Budget, etc.)

Limited evidence of a detailed financial strategy was provided by both the IER and the officials of the institution during the visit.

The EEC viewed the related budgetary considerations and the planning of funds flows and found it inadequate.

However, a number of units/departments of the institution are using their human and intellectual capital for the creation of focused post-graduate courses and technical services with the influx of funds to the institution.

The institution proposes the creation of a “University Property Development and Management Company” whose aim will be the management, capitalization and monetization of its property.

The financial strategy related to the management of international funds is limited since such funds are regulated by the granting agencies imposing limited degrees of freedom to the institution.

ELKE provides a respectable and credible framework so that the institution can become competitive in attracting research funds. Such efforts need become even wider with ELKE reaching at every unit of the institution.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.5):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		X
<b>Partially positive evaluation</b>		
<b>Negative evaluation</b>		

### 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 TEI of Western Greece is comprised of 4 Schools, 19 Departments in 6 different cities in the Region of Western Greece, namely: Patras, Egio, Messolonghi, Antirrio, Amaliada and Pyrgos. The main campus of the TEI is located in the outskirts of the city of Patras.

Despite the fact that the EEC had no opportunity to visit all of these locations a general impression of the remote locations was provided.

In terms of the campus at TEI in Patras the facilities were seen well located but their state of preservation needs of attention. The current administration has planned a number of such actions for improvements mainly for buildings constructed in the 70s. Furthermore, better utilization of existing underutilized facilities and buildings is needed.

Adequate teaching and dissemination facilities were apparent with the notable presence of an excellent library and conference centre. In addition there are some facilities with very up to date infrastructure.

The student dormitories were seen as inadequate, however, were among the facilities planned for improvement.

Overall the institution is not compliant with model 1 campus but this is not detrimental to the function of the institution.

One of the disadvantages in the communication between the two largest main campuses is the excessive cost of crossing the Rio-Antirrio bridge otherwise linking seamlessly Patras with Messolonghi. The EEC recommends a serious negotiation process to commence with the bridge authorities to facilitate such communication.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.6):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The institution has in place facilities that are adequate and commensurate with its mission, however, the student dormitories need attention and the excessive costs of the Rio Antirrio bridge offer limited possibilities of mobility to the personnel.

### 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 policies and approach of the institution toward the environment are partially discussed nearly on a single page (pp. 88/89) which is deemed inadequate and the actual strategy irrelevant with immediate negative ramifications. However, the institution proposes certain tangible objectives in dealing with some aspects of the issue.

The EEC suggests that such matters are in need of immediate attention.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.7):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		
<b>Partially positive evaluation</b>		
<b>Negative evaluation</b>		X

*Justify your rating:*

The environment and the associated objectives of the institution to deal with it so as to minimize its environmental footprint need immediate attention.



### 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 documentation provided within the IER contains no information whatsoever in relation to aspects of social strategy. The EEC resorted in materials supplied during its visit and during its discussions to understand the institutions functions and strategy in this respect.

The mission of the institution inherently contains specific actions that are relevant with tangible contributions to society.

For example, departments such as Optical and Optometric, Social Work, Agricultural Technologies, Logo-therapy, Nursing etc. are seen to provide excellent services and have successful engrained interactions with society.

The mandatory 6-month practical exercise of the students is another fine example of notable contributions of the institution to society (i.e. local / regional city government, chamber of commerce, local travel tourism agencies etc.).

As far as the contributions of the institution to the cultural activities of the region is concerned, one notes that a number of such effective functions (concerts, theatrical productions, exhibitions) are apparent and in accordance with what one anticipates from an institution of this nature.

Unfortunately only a limited number of the alumni representatives that were present in the EEC's meetings were uniformly representative of the labour market.

A computerised communications platform is envisaged to be created for the management of the alumni and the related institution's affairs in the future. This will assist and promote the interests and mission of the institution and related essential reciprocal relations.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.8):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		X
<b>Partially positive evaluation</b>		
<b>Negative evaluation</b>		

### 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 institution seems to be deficient in its international relations despite the intentions of the current administration.

The degree of mobility for both incoming and outgoing students is deemed inadequate.

The staffing of the international office by one person only should be increased and the departmental liaison coordinators need to become more active in this respect i.e. promoting the Erasmus and other programs.

The institution should further promote international relations and bilateral agreements. The actual participation of the overall faculty and administrative staff in international relations and programs is both an opportunity and a challenge especially in view of factors such as declining national resources.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.9):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		
<b>Partially positive evaluation</b>		X
<b>Negative evaluation</b>		

*Justify your rating:*

The institution seems to be deficient in its international relations despite the intentions of the current administration.

### 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

The documentation provided within the IER contains limited information in relation to aspects of student welfare strategy. The EEC resorted in materials supplied during our visit and during our discussions to understand the institution's functions and strategy in this respect.

The provided data is seen to be compliant with the state law for provision of such services. For example during 2013-2014 4,068 students were fed and for the same period 506 were housed. In particular, the EEC visited these facilities and had lunch in the student restaurants and was impressed with services and the quality provided.

The EEC needs to emphasize that absolute transparency for provision of these services and its associated expenses is essential especially under the current severe financial constraints.

Despite the fact that the EEC had no opportunity for a physical visit it became aware that the institution has sports facilities both in Messolonghi and Patras campuses with closed gymnasia and open courts for team sports. In addition the students have access to organised sports groups and events.

The facilities to accommodate the needs of students with disabilities were nearly non-existent.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.10):</i>	
<b>Worthy of merit</b>	Tick
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

Lack of facilities for students with special needs and substandard conditions of the student residence that was visited.

## 3.2 Strategy for Study Programmes

### 3.2.1 Programmes of Undergraduate Studies (first cycle)

*Please comment on:*

- The main strengths and weaknesses of the Programmes
- 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

With regards to undergraduate studies the institution offers a large number of courses and programs with professional orientation relevant to its mission.

Traditionally the institution provides education of an applied nature with immediate direct connections to the market with emphasis on practical experience and training.

The majority of the teaching staff are seen as competent. However, both permanent and temporary personnel are occasionally subjected to work overload (teaching, grading and administrative tasks) with the anticipated negative consequences on the quality of the instruction.

These issues are further compounded with vital consequences to the quality of teaching component of the institution when the merger of the two institutions took place. This created additional problems in the conduct of the primary mission of the institution.

It is thus to be pointed out that this vital function of the institution be the subject of extreme care by the faculty and administration.

It is recommended that the institution pays extreme attention to the students that have been affected by the merger in terms of curricula / course load, content and course lost credits.

The EEC recommends that focused advising sessions need to be created for the affected students so as to become aware and adequately handle the unexpected curricula changes. Such sessions will assist those students to integrate their studies and effectively transform them to institutional advocates.

Furthermore, the merger created situations where the faculty were mandated to teach and operate in subject areas foreign to them. Once again the institution needs to effectively step in to rectify and assist the situation.

To address various endemic issues of the institution related to educational effectiveness and work overload of the teaching staff the EEC recommends that a student enters into an “inactive” status, once a certain period of complete inactivity has been demonstrated. The student may return to “active” status after some advance notice to the institution.

Furthermore, the creation of a modular type of study (a preselected number of courses that needs to be completed), be implemented. This will have the benefit of allowing for early detection of weak students early in the process. It will also offer the students the opportunity to focus on their weaknesses and capitalize on their strengths. A similar approach is currently in use by the Polytechnic School of the University of Thessaly (e.g. <http://www.prd.uth.gr/el/courses/undergrad/program>).

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

### 3.2.2 Programmes of Postgraduate Studies (second cycle)

*Please comment on:*

- The main strengths and weaknesses of the Programmes
- 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

Do you wish to make any comment on a point not included above?

The institution has 3 Master's degree programs currently functional and well organized with 2 more in the planning stages.

- MSc Rehabilitation Sciences
- MSc Technologies and Infrastructures for Broadband Applications & Services
- MSc Renewable Energy Systems

Planned

- MSc Education Management
- MSc Sustainable Fisheries & Aquaculture

This is a rather limited number of such programs for an institution of this size with the potential to offer market and societal diversity, development of additional faculty expertise and financial incentives and rewards for the institution and the faculty. Such activities further promote the quality of a given program.

It is obvious that such activities need to be undertaken as long as they do not interfere with the primary mission of the institution i.e. its undergraduate education.

<i>Please decide in respect to the specific evaluation area (&amp; 3.2.2):</i>	
<b>Worthy of merit</b>	Tick
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The institution has in place the seeds for establishing a credible and viable postgraduate program.

### 3.2.3 Programmes of Doctoral Studies (third cycle)

*Please comment on:*

- The main strengths and weaknesses of the Programmes
- 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

Do you wish to make any comment on a point not included above?

The current legal framework does not allow the TEIs to offer doctorate programmes. The institution expressed its desire to be able to offer such programmes since at the present time, there is already a number of doctorate students who carry out their research under the registry of universities that are allowed to offer PhD degrees.

Overall the EEC supports the right of the institution to engage and offer doctorate level education by those departments whose staff have the appropriate credentials and infrastructure.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

Not applicable.

### 3.3 Profile of the Institution under evaluation - Conclusions and recommendations

Please complete the following sections regarding the overall **profile of the Institution under evaluation**:

- *Underline specific positive points:*

TEI West is an integral part of society in this part of the country. It plays an integral part in defining economic, societal and cultural aspects of life in the region with outstanding contributions.

- The students were seen to be supportive of the teaching staff in terms of their academic credentials and their teaching effectiveness.
- The TEI of Western offer very substantial services and contributions to local economy and society.
- The understaffed and overloaded personnel is able to respond to the needs and mission of the institution
- Departments of apparent niche and excellence are such as: Fisheries; Optical & Optometric; Nursing; Physiotherapy.
- Good cooperative relations with local authorities, industry & alumni.
- Three well organized postgraduate programs

- *Underline specific negative points:*

In terms of negative points the present financial crisis and the ministerial mandated (ATHINA) merger has created at times the “Perfect Storm”. In this respect the institution’s community is called upon to apply its collective wisdom to overcome the deficiencies.

More specifically the EEC recommends that attention be paid to:

- The institution is under stress with the problems created by the merger.
- Insufficient staff members in most departments; no permanent staff in some others.
- Insufficient provisions for infrastructure maintenance
- No structured student advising
- Inconsistencies of ECTS credit allocation amongst the departments
- Issuing of the diploma supplements by all departments
- Need for IT integration



- *Make your suggestions for further development of the positive points:*
    - The EEC feels that a re-prioritization process is needed due to a renewed educational focus. Consequently, while a set of qualitative objectives and goals are set, a quantitative approach is recommended.
    - It is recommended that the institution pays extreme attention to the students that have been affected by the merger in terms of curricula / course load, content and course lost credits.
- 
- *Make your suggestions on needed steps for improvement:*
    - The EEC recommends that focused advising sessions need be created for the affected students so as to become aware and adequately handle the unexpected curricula changes
    - To address various endemic issues of the institution, related to educational effectiveness and work overload of the teaching staff, the EEC recommends that a student enters into an “inactive” status, once a certain period of complete inactivity has been demonstrated. The student may return to “active” status after some advance notice to the institution.

## 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

The institution's intentions toward creating and implementing a QA Policy and strategy is outlined in section II of the IER pp. 133-147.

While a rather descriptive, qualitative account is apparent, a step by step approach toward implementing QA is not obvious as necessitated by the inherent complexity of the process.

The QA policy as described within the IER, while it offers overall excellent intentions it is exactly as per ADIP's recommendations, template and verbiage. It needs to be seen how it will eventually be applied and implemented.

While the overall evaluation process is claimed to have been embraced by the institutional community, pockets of non-acceptance of the process need to be tactfully convinced to eventually embrace the newly created system and the culture of quality in education.

Furthermore, the students' involvement in the QA process needs to be addressed.

Given that MODIP is going to be the key body in the QA process, the administration is encouraged to pay special attention to its seamless functioning.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	X

*Justify your rating:*

The document supplied does not contain any substantial, convincing and reliable evidence related to QA processes and policies.

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

Please comment on:

- whether the learning outcomes have been clearly formulated and whether they have been published
- whether the programmes 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 programmes of study
- whether the ECTS system is taken into consideration and implemented
- whether there is a periodic evaluation of the programmes according to set procedures and criteria aimed at safeguarding their consistency and regular updating
- the student participation in the QA procedure of the study programmes
- whether the programmes include well-structured international mobility and -where appropriate- placement opportunities

Do you wish to make any comment on a point not included above?

It appears that most departments have formulated study guides, however, learning outcomes were not presented uniformly and in an obvious fashion.

There is no institution-wide QA guide that describes the processes for the application of QA in every segment of the educational process.

A uniform, institutional guide needs to be implemented for the creation and design of specific course study guides. This needs to be regularly revised in accordance with the feedback from an effecting and functioning QA system.

The healthy unbiased and constructive student involvement in ensuring QA needs to also be included.

It is also noted that there is no organized and structured process to promote international mobility and placement of students.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

Justify your rating:

While the seeds are in place for a QA system, there is still a lot of work to be done on account of the adverse impact that the merger had on the institutional structure.

### 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 programme 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

Teaching faculty at any institution are an indispensable part of the educational process. In this respect the active involvement of the faculty is essential. As such, student advising is vital in providing a coherent and flexible learning path. In this respect the institution needs to ensure and formalise such interactions.

The EEC determined that some faculty or teaching staff, teach in areas other than those of their area of expertise. This is also true for the contractual and part time staff. Such personnel's duties need to be confined to academic endeavours.

The EEC spend a considerable amount of time in order to determine if a uniform well designed course syllabi including learning outcomes and grading guidelines is in place. Unfortunately no such uniformity was located neither in the IER nor within the web lines of the courses in each department.

In terms of student assistance in legal matters and in addressing complaints and objections, there seems to be no such formal structural process in place. This is however understandable due to the lack of a set of internal regulations «εσωτερικός κανονισμός».

The EEC recommends that TEI of western Greece develops a common template of a syllabus that includes minimum requirements and expectations for each course (including the grading procedures, content, learning outcomes, etc.)

Please decide in respect to the specific evaluation area (&4.3):	
<b>Worthy of merit</b>	Tick
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

Justify your rating:

The duties of the temporary teaching staff need be confined to academic endeavours and syllabi need be uniformly streamlined

A somewhat inadequate structure related to student advising and guidance on academic matters was detected. This becomes even more important due to the merger.

#### 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 ENIC/NARIC centres for ensuring coherent recognition and mobility among programmes 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

Do you wish to make any comment on a point not included above?

The admission of students, their progression and study recognition is well documented and in accordance with the regulations.

Clear procedures, criteria for admission and distinct degree recognition procedures exist, regulated by DOATAP.

Furthermore, the institution has in place processes and tools to collect, monitor and use information on student progression. However, the data collection and managing information systems for student progress of both merged institutions needs to be seamlessly become one so as to serve these needs.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

#### **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

It is recognized that the current financial crisis has created a freezing in the hiring of faculty. However, the procedural details related to the recruitment of teaching staff is adequately covered and adhered to, since all such stages are monitored and controlled by law.

As to the opportunities offered for professional advancement, the EEC recommends that the institution and the faculty sees ways to become as financially independent from the state as possible. This could become possible by tapping into local, national and international granting agencies and other such resources. In this respect ELKE has shown some goal initiatives that may become the nucleus for such endeavours.

There is a lack of formal structure in informing new teaching staff with regard to their teaching effectiveness and methodology. For existing faculty and teaching staff, the EEC recommends that an annual self-evaluation by the faculty member be implemented followed by a collegial session with an appropriate peer group for discussion and self-reflection. Similar procedure need to be adopted for all ranks of professorial and administrative staff.

A procedure is in place so that the teaching staff receive feedback on their personal performance as well as student opinion.

Procedures in addressing academic integrity and misconduct are not in place but are planned.

The institution needs to develop training seminars for both faculty and students on academic ethics regarding plagiarism, citation rules, copyright infringement, authorship attribution etc.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

The EEC did not notice any monitoring process to identify weaknesses in courses or services offered. Furthermore, There is no established process for faculty members to receive feedback on their teaching performance. Academic misconduct should be investigated according to a disciplinary framework that the institution should apply in a transparent way.

#### 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

Do you wish to make any comment on a point not included above?

The EEC has determined that most of the criteria enumerated for critique by ADIP in this section have adequately been described and adhered to by the institution. For example, library facilities, student psychological support, student residences, restaurants, etc. are well structured and functioning.

A notable exception was the lack of uniform tutoring services for all courses taught by all departments.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

The institution has effectively addressed and managed the learning resources that are provided to the students



#### 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 programmes 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

Do you wish to make any comment on a point not included above?

A comprehensive and integrated Information Technology (IT) system that seamlessly connects all units of the institution does not exist. Especially in view of the merger, such systems still remains disjointed. This unit's activities, amongst others, is involved in data collection e.g. "to course by course" evaluation forms. However, no data collection, processing and analysis efforts seem to exist (i.e. demographics, graduation rates, success rates, course grading studies etc.). Such data could be invaluable for major planning and decision making processes.

The institution is self-aware of the need of being a player in the European scene, via its research and education collaborative activity. However, there is little evidence of actions taken to pursue this goal.

In an effort to further allow the institution to evolve and compare itself in a measured way to others it should create a list of "peer and aspirant" institutions so as to be used as benchmarking within its peers and identify steps for improvements. This will allow it to evolve in the direction of becoming a member of its aspirant list. For example on pages 184-187 the IER provides a list of institutions with collaborative interactions with TEI of Western Greece. This list could be used as the nucleus for creating their 'peer' and "aspirant" institution list.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

Justify your rating:

The presence of well-staffed and highly effective IT systems are essential for the functioning of today's educational institutions

#### 4.8 Dissemination of information to stakeholders

*Please comment on:*

- how the Institution sees to the publicization of information on the programmes 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 programmes 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

Do you wish to make any comment on a point not included above?

An effort to create a website with a uniform template has been made but delays are understandable due to the merger. It is essential that efforts need to be made to allow for a better dissemination, via the web of all aspects of the institution's activities; such as: CV's of faculty, degrees awarded, teaching and learning procedures etc. A calendar of events is also another suggestion that should become the norm in the web sites.

The EEC favourably comments on the evidence it received during its visit through a variety of brochures aimed at promoting various functions related to its postgraduate courses, technical facilities, activities etc.

It is to be noted that collaboration and multidisciplinary is seriously augmented when well designed websites are in place.

The faculty and staff of the institution needs to have a uniform email address system.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

Complete and thorough web presence needs to be provided by all units of the institution

#### 4.9 Continuous monitoring and periodic review of the study programmes

Please comment on:

- the procedure followed with regard to assessment and periodic review of the contents of study programmes
- 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 programmes

Do you wish to make any comment on a point not included above?

The EEC has determined that most departments displayed their willingness to renew, adapt and update their curricula, and other vital aspects of its education interactions as dictated by law.

During this reviewing process the departments need to take into account student workload, progress toward degree completion and in general the changing needs of society. It needs to be emphasized that such variables are already enumerated in the IER.

Furthermore, alterations and revisions in curricula need to take into account the changing scientific and technological directions of the various disciplines.

Alumni and stakeholders should be an indispensable component of such revisions.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

#### 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 programmes

This is a relatively new process and as such no information is provided in the IER concerning an implementation plan.

Overall the administration at various levels, as well as faculty and staff provided continuous assurances to the EEC that such evaluation procedures are significant and of value.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

#### 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:*
  - The institution has declared its commitment for creating a sound QA procedure (MODIP)
- *Underline specific negative points:*
  - There are no developed and implemented Quality Assurance procedures since there has been no IC in place thus delaying the creation of MODIP.
- *Make your suggestions for further development of the positive points:*
  - The implementation of QA procedures in all aspects of activity of the institution and the formalisation and empowering of MODIP are issues of an urgent nature.
  - The EEC also suggests that certain QA protocols become part of the institutional culture with an incentive-based approach.
- *Make your suggestions on needed steps for improvement:*
  - The culture of QA should be implemented without delay in the main educational areas of the Institution, namely in the study programmes, the teaching methods, the research area along with the support services and infrastructure.

## **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 and refectory services  
Institution's library

The EEC had the opportunity to tour some parts of the campus and its facilities and discuss with several support services personnel and faculty. The IER while deficient in specific information, provides some details of the functioning of the administration. Additional materials were also provided in the form of hard copy presentations on financial services, IT, public relations etc. Consequently the deficiencies of the self-evaluation were addressed in part by this material.

The EEC would like to discuss the Central Administration's vital role of the institution's daily activities by using as an example the IT unit. Significant weaknesses were determined for this unit and as such focused attention needs to be paid for self-evaluation and improvement.

Today's demanding daily activities require that IT operates within certain time constraints. As such, a metric for IT improvements and quality control could be its "response time" to requests.

Consequently other "services providing units" such as

- Supplies Department
- Student support
- Employment and career centre
- Financial services
- Public relations
- International relations
- Social and cultural activities
- Foreign languages
- Residence Halls
- Restaurants

need to immediately proceed in implementing user surveys so as to determine their effectiveness and efficiency. Eventually it becomes the responsibility of the administration to proceed to a collegial structural review.

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

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

While a positive evaluation was selected, a number of improvements can be made as per the possible methodology proposed above.

## ***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:*

- The ELKE performs its duties efficiently in managing and supporting research activities
- The administration provides adequate services to all members of the institution.

- *Underline specific negative points:*

- The EEC noted that there is no comprehensive integrated information services system for the institution and therefore it needs to be developed.
- Due to the merger, the central administration fails to respond in the administrative needs of the institution
- There seems to be no commonality and compatibility between the previously existing administrative services and systems

- *Make your suggestions for further development of the positive points:*

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

- Strengthen the international office
- Reward dedicated staff and celebrate their achievements and successes.



## 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:*

- Well qualified and well trained graduates
- Graduates with high employment potential
- Good ties, collaboration and service to local industry and society
- Revenue generating post-graduate courses
- Presence of a unit (ELKE) to promote and administer research funding

- *Underline specific negative points:*

- The absence of an effective MODIP
- Not well defined vision and associated goals with measurable outcomes
- The absence of annual review for faculty and staff
- Average student graduation periods are lengthy
- The absence of comprehensive and integrated information system
- Poor quality of the IER
- Heavy teaching and administrative workload of staff in all departments
- Poor internationalisation policy

- *Make your suggestions for further development of the positive points:*

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

- The EEC suggests that the
  - Department of Optical and Optometry,
  - Department of Tourism Development and
  - Department of Social Workare very significant contributors to the regional and national economies and culture. As such the ministry needs to allow them to continue with their mission and their vital functioning.
- QA needs to be implemented at all levels

- Development of focused advising sessions for students affected by the merger in terms of curricula / course load, content and course lost credits.
- Development of a common template of a syllabus
- Financial independence from the state
- Annual self-evaluation by the faculty member be implemented followed by a collegial session
- Harmonization of relations amongst faculty and staff & elimination of conflicts
- Solve the issues that arose from the merger
- Create a peer group of universities to facilitate benchmarking
- Students should be able to enter into “active” or “inactive” status to allow for better management of their large numbers
- Implement online education to facilitate the handling of the large number of students, thus saving resources.

### 6.1 Final decision of the EEC

Please decide in respect to the overall Institutional evaluation:

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

Justify your rating:

The EEC recognizes that the current fiscal constraints offer significant challenges to the survival and strategic planning of today's academic institutions in Greece.

These constraints when compounded with the tremendous ministerial interventions result in the creation of adverse conditions within the TEI of Western Greece.

As such, the institution has limited or no degrees of freedom to operate in independent, flexible and creative ways, so as to define its destiny and ensure quality.

The EEC suggests that the ministry should recognise the problems that Higher Education Institutions (HEIs) face and try to eliminate most of these constraints. This is imperative so that Greek HEIs are able to harmonise their level of education and research activities to the European Higher Education Arena.

## The Members of the Committee

### TECHNOLOGICAL EDUCATIONAL INSTITUTE OF WESTERN GREECE

Name and Surname

Signature

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