

### 3.8 Teaching and learning

The academic year in the greek universities is organized in a two-semester basis. The courses of the undergraduate study programmes are therefore organized in semester-basis too.

Each faculty offers the corresponding **graduate degree**. Furthermore, a graduate degree may hold distinct **specializations**, if this is allowed or imposed from the discipline of the corresponding faculty.

The responsibility for **undergraduate** study programmes **is deserved absolutely** to the faculties, without any superior control at all either at institution level or at government level. This responsibility concerns **curriculum, credit units and distribution of teaching load** as well.

As mentioned before, the degrees offered by the greek universities **reflect directly** the names of the corresponding faculties. Therefore, the responsibility of the Ministry of Education for the **establishment** and the **naming** of faculties (par. 3.5 above) reflects also to its responsibility for the **definition of the degrees** offered by the corresponding faculties. Similar responsibility of the Ministry of Education exists also for the determination of **specializations** within a programme of study.

On the other hand, the establishment of **postgraduate** study programmes in the several faculties has to be approved firstly by the senate and secondly by the Ministry of Education.

Furthermore, the faculties and especially the teachers of each course have the absolute responsibility for the **didactic approaches** used (methods and practices), both in undergraduate level and in postgraduate level.

### 3.9 Duration of studies

Studies leading to a first degree in the greek universities last at least **four** years for the majority of disciplines, **five** years for the disciplines of engineering, for a number of applied disciplines (agriculture, forestry, dentistry, veterinary, pharmacy) and for the disciplines of arts (music, theatre, plastic arts), and **six** years for medicine.

Postgraduate studies leading to a diploma (equivalent to master's degree) last at least **one** year, while the whole process for obtaining a PhD lasts at least **three** years.

### 3.10 Access to higher education

Access to higher education in Greece is ruled by the principle of **numerus clausus**. The number of new entrants to be accepted in each faculty of each university every year is determined by the Ministry of Education. Legislation stipulates for the submission of relevant proposals by the universities, but these proposals are rarely taken into account by the Ministry of Education. In fact, another body intervenes between the universities and the Ministry of Education. This is the **National Council of Education** (par. 3.11 below), which has never played its role as a body of documentation and analysis for the estimation of the real needs of the society and the real capacities of the universities.

Entrance to higher education institutions (both universities and TEIs) follows a process of **national examinations**. The success of the candidates in these examinations and their entrance to a faculty results as a combination of **their score** in the examinations, of **their preference** to the several faculties and of the **number of places available**

in each faculty of each institution. Anyway, we must add at this point that a few days ago the new Minister of Education opened once more the floor for discussions on the possibilities of free entrance to the universities.

### 3.11 National Council of Education

The National Council of Education was legislated on June 1995. It then replaced two distinct Councils, i.e. the Council of Higher Education (related to the universities) and the Council of Technological Education (related to the TEIs). Those two Councils were established on 1982 and 1983 respectively, but their operation was far from being effective, with small positive time intervals.

The new National Council of Education is scheduled to operate both in centralized and in decentralized level, decentralization referring to the various levels of education. Legislation deserves for the new Council major responsibilities concerning the issues of **educational planning, educational documentation, quality evaluation, allocation of resources** etc.

Although it has a quite significant role to play for the improvement of the greek educational system, the National Council of Education has not started to operate even 18 months after its establishment. The relative prospects are rather **vague**, as the new Minister of Education has not yet clarify his intentions.



## APPENDIX 4

### THE STRUCTURE OF DEMOCRITUS UNIVERSITY OF THRACE

## THE STRUCTURE OF DEMOCRITUS UNIVERSITY OF THRACE

### 4.1 ACADEMIC STRUCTURE

#### 4.1.1 Faculties - Schools - Sectors

Democritus University of Thrace (DUT) consists of 11 Faculties dispersed to the three capital cities of Thrace as follows. In brackets is given the academic year at which the first students entered the corresponding Faculty.

##### *Xanthi*

1. Faculty of Civil Engineering (1974-75)
2. Faculty of Electrical and Computer Engineering (1975-76)
3. Faculty of Environmental Engineering (1995-96)

The above three Faculties form the **School of Engineering**.

##### *Komotini*

1. Faculty of Law (1974-75)
2. Faculty of Physical Education and Sport Science (1984-85)
3. Faculty of History and Ethnology (1991-92)
4. Faculty of Greek Literature (1995-96)
5. Faculty of Social Administration (1996-97)

The above Faculties of Law and Social Administration are going to form the **School of Law and Social Sciences**. The relative proposal has not yet been approved by the Ministry of Education.

##### *Alexandroupolis*

1. Faculty of Medicine (1985-86)
2. Faculty of Primary Education (1986-87)
3. Faculty of Pre-Primary Education (1987-88)

The above Faculties of Primary Education and Pre-Primary Education are going to form the **School of Education**. The relative proposal has not yet been approved by the Ministry of Education.

The division of DUT's faculties into sectors, as well as the details of all the structural characteristics of the faculties of DUT, are given in the attached Table 4.1. Further on, the overall picture of the faculties of DUT and their distribution to the three cities of Thrace are also given in the relative Organigram (p.79).

#### 4.1.2 Duration of undergraduate studies

The duration of the undergraduate study programmes offered by the Faculties of DUT is 6 years for the Faculty of Medicine, 5 years for the Faculties of the School of Engineering and 4 years for the rest Faculties.



#### 4.1.3 Specializations of the graduate degrees

Only three Faculties of DUP offer graduate degrees with distinct and official specializations. The first one is the Faculty of History and Ethnology, which offers one specialization in **history** and one in **ethnology**. The second one is the Faculty of Greek Literature, which offers one specialization in **ancient greek literature** and one in **byzantine and modern greek literature**. The third one is the Faculty of Social Administration which offers one specialization in **social administration and policy** and one in **social work**.

#### 4.1.4 Postgraduate study programmes

Concerning finally the postgraduate study programmes, there exist only two such courses, one for the Faculty of Electrical and Computer Engineering leading to a PhD in **electrical and computer engineering**, and one for the Faculty of Physical Education and Sport Science, leading to three postgraduate diplomas, one in **coaching**, one in **curriculum and instruction** and one in **health and recreation** and to a PhD in physical education and sport science. All the postgraduate diplomas of the greek universities are equivalent to master's degrees.

Of course, every Faculty of DUT offers a PhD in the corresponding scientific field, even if there do not exist formal postgraduate study programmes in this Faculty.

#### 4.1.5 Research institutes

The Senate of DUT has already submitted to the Ministry of Education six proposals for establishment of research institutes associate to the faculties of the University. According to the greek legislation, a research institute established in a university may be associated with one or more faculties of the institution. The titles of the research institutes proposed by DUT, as well as the faculties with which they will associate, are shown below in Table 4.1.

#### 4.1.6 Other academic units

DUT is the only greek university where an international research centre has been established. It is the **International Research Centre for Complexity and Chaos** which will be located in Xanthi, been associated with the School of Engineering.

Further on, the Senate of DUT has submitted two other proposals to the Ministry of Education, concerning initiatives quite innovative for the greek reality. The first one refers to the establishment of the first trans-european faculty in Greece (**Trans-European Faculty of Biology**) and the second one refers to the establishment of a **Centre for Orthodox Studies**.

## 4.2 ADMINISTRATION STRUCTURE

#### 4.2.1 Central administration mechanism

The act for the new administration structure of DUP has not been approved yet by the Ministry of Education. Therefore, the administration of the University is still operating according to the existing old structure. Anyway, as the approval of the new structure is expected at any moment, it is this new structure to be presented in the present Appendix. The shape of this structure is shown below in the relative Organigram (p.81).

The central administration mechanism consists of five **directorates** in the follo-



wing fields of responsibilities: a) personnel management, b) academic affairs, c) financial management, d) technical affairs and e) development and planning. The first three of the above directorates constitute the **General Directorate for Administrative Modernization** while the other two constitute the **General Directorate for Planning and Development**. This second General Directorate has authority also for the Computing Centre and for the Publishing Centre of DUT.

Each directorate is divided to **sections**, which are the fundamental administration units according to the greek system of public administration. Except of the sections belonging to the directorates, there are also a number of **independent administration units** which are hierarchically equivalent to sections. These independent units are shown in the above mentioned Organigram.

#### 4.2.2 Decentralization

The dispersion of the University's activities to three cities is one of the major problems for the administration mechanism as well. The central administration mechanism is located in Komotini, but there are also a number of **decentralized units (annexes)** situated in Xanthi and in Alexandroupolis. These units are equivalent to **sub-directorates**, corresponding to each directorate except than the Directorate for Development and Planning which has no decentralized units.

The **secretariats of the faculties** are specific cases of decentralized units. These units are equivalent to sections and they all belong to the Directorate for Academic Affairs which has the authority for coordinating them.

#### 4.2.3 Staffing policies

Tables 5.8 and 5.9 (Appendix 5) present the picture of current staffing of the existing administration units of DUT. This picture is not expected to be significantly affected by the establishment of the new structure. As one can easily conclude from those two Tables, the annexes of central administration in Xanthi have already a **satisfactory level of staffing**. Unfortunately, this is not the case with the annexes in Alexandroupolis. This inequality is due to the fact that the operation of the first faculties in Xanthi and Komotini began about **ten years earlier** than the operation of faculties in Alexandroupolis. Furthermore, the period after 1985 in Greece was characterized by **stringent restrictions** to the appointments of administrative staff in the public sector, and this policy affected universities as well. Therefore, adequate staffing was not possible for Alexandroupolis during this period in order to balance the whole situation. On the other hand **removals** of administrative staff from one city to the other are not attainable at the present.

#### 4.2.4 Head of the administration

The head of the administration in each university has the title of the **Registrar**. This title has replaced at 1982 the previous title of the **Secretary General**. This replacement occurred for quite **conventional** reasons, since the responsibilities and the authorities of the two positions are almost the same. Therefore, both the two titles are used in the greek universities.

#### 4.2.5 Authority of the Rector

It is needles to add at this point that the overall administration mechanism, together with the administrative staff (the Registrar / Secretary General included), is under the supreme authority and control of the Rector.



THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE  
AND THEIR DISTRIBUTION TO THE THREE CITIES OF THRACE

| DEMOCRITUS UNIVERSITY OF THRACE                   |  |                                     |
|---|--|-------------------------------------|
| XANTHI  | KOMOTINI   | ALEXANDROUPOLIS                     |
| FACULTY OF ELECTRICAL<br>AND COMPUTER ENGINEERING | FACULTY<br>OF LAW                                  | FACULTY<br>OF MEDICINE              |
| FACULTY<br>OF CIVIL ENGINEERING                   | FACULTY OF PHYSICAL EDUCATION<br>AND SPORT SCIENCE | FACULTY<br>OF PRIMARY EDUCATION     |
| FACULTY<br>OF ENVIRONMENTAL ENGINEERING           | FACULTY<br>OF HISTORY AND ETHNOLOGY                | FACULTY<br>OF PRE-PRIMARY EDUCATION |
|   | FACULTY<br>OF GREEK LITERATURE                     |                                     |
|   | FACULTY<br>OF SOCIAL ADMINISTRATION                |                                     |

TABLE 4.1

STRUCTURAL CHARACTERISTICS OF THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE

| SCHOOLS                  | FACULTIES                                   | SECTORS   | GRADUATE DEGREE SPECIALIZATIONS | POST-GRADUATE PROGRAMMES                              | ASSOCIATED RE-SEARCH INSTITUTES             |
|--------------------------|---|---|---------------------------------|---|---|
| ENGINEERING              | CIVIL ENGINEERING                           | Planning & Construction of Engineering Projects |                                 |   |   |
|                          |   | Geotechnical Engineering                        |                                 |   |   |
|                          |   | Hydraulics Engineering                          |                                 |   |   |
|                          |   | Transportation Engineering & Transport Works    |                                 |   |   |
| ENGINEERING              | ELECTRICAL AND COMPUTER ENGINEERING         | Mathematics, Programming and Management         |                                 | Electrical and Computer Engineering                   | Energy Systems*                             |
|                          |   | Energy Systems                                  |                                 |   |   |
|                          |   | Telecommunication and Space Science             |                                 |   |   |
|                          |   | Physics and Applied Mathematics                 |                                 |   |   |
| ENGINEERING              | ENVIRONMENTAL ENGINEERING                   | Electronics and Information Technologies        |                                 |   | Electronics & Information Technologies*     |
|                          |   | Private Law                                     |                                 |   |   |
|                          |   | Business Law and Labour Law                     |                                 |   |   |
|                          |   | Penal and Criminal Sciences                     |                                 |   |   |
| LAW AND SOCIAL SCIENCES* | LAW   | Public Law and Political Science                |                                 |   | Human Rights*                               |
|                          |   | International Studies                           |                                 |   |   |
|                          |   | Social Administration and Policy                |                                 |   |   |
|                          |   | Social Work                                     |                                 |   |   |
|                          | SOCIAL ADMINISTRATION HISTORY AND ETHNOLOGY |   |                                 |   | Thracian Archives*                          |
|                          |   | History   |                                 |   |   |
|                          |   | Ethnology                                       |                                 |   |   |
|                          |   | Ancient Greek Literature                        |                                 |   |   |
|                          | GREEK LITERATURE                            |   |                                 |   |   |
|                          |   | Byzantine & Modern Greek Literature             |                                 |   |   |
|                          |   |   |                                 |   |   |
|                          |   |   |                                 |   |   |
|                          | PHYSICAL EDUCATION AND SPORT SCIENCE        |   |                                 | Coaching Curriculum & Instruction Health & Recreation | Sport Analysis, Documentation and Research* |
|                          |   |   |                                 |   |   |
|                          |   |   |                                 |   |   |
|                          |   |   |                                 |   |   |
|                          | MEDICINE                                    | Clinical-Laboratory                             |                                 |   |   |
|                          |   | Morphological-Operational                       |                                 |   |   |
|                          |   | Pathology                                       |                                 |   |   |
|                          |   | Surgery   |                                 |   |   |
|                          | PRIMARY EDUCATION                           | Child Health                                    |                                 |   |   |
|                          |   | Neural System and Sensory Organs                |                                 |   |   |
|                          |   | Social Medicine and Psychic Health              |                                 |   |   |
|                          |   | Pedagogy and Psychology                         |                                 |   |   |
| EDUCATION*               | PRE-PRIMARY EDUCATION                       | Natural Sciences                                |                                 |   | Multi -Cultural Education*                  |
|                          |   | Human and Social Sciences                       |                                 |   |   |
|                          |   |   |                                 |   |   |
|                          |   |   |                                 |   |   |

Note: Units marked with \* have not been approved yet by the Ministry of Education.



PROPOSED NEW ADMINISTRATION STRUCTURE OF DEMOCRITUS UNIVERSITY OF THRACE  
 (TO BE APPROVED BY THE MINISTRY OF EDUCATION)

DIRECTORATES

PERSONNEL  
MANAGEMENT

ACADEMIC  
AFFAIRS

FINANCIAL  
MANAGEMENT

TECHNICAL  
AFFAIRS

DEVELOPMENT  
AND PLANNING

SECTIONS

PERSONNEL  
AFFAIRS

UNDERGRADUATE  
PROGRAMMES

BUDGET

CONSTRUCTIONS  
AND SUPERVISION

DEVELOPMENT  
AND PLANNING

SECTIONS

ADMINISTRATION  
CONCERN

POSTGRADUATE  
PROGRAMMES

PROVISIONS

DESIGNING

INTERNATIONAL  
AFFAIRS

OFFICIAL  
ARCHIVES

STUDENT AID

SALARIES

REPAIR AND  
MAINTAINANCE

PUBLIC  
RELATIONS

DECENTRALIZED  
UNITS

SUB-  
DIRECTORATES

DECENTRALIZED  
UNITS

SUB-  
DIRECTORATES

DECENTRALIZED  
UNITS

SUB-  
DIRECTORATES

DECENTRALIZED  
UNITS

SUB-  
DIRECTORATES

SECRETARIATS OF  
FACULTIES

INDEPENDENT UNITS

SECRETARIAT OF  
RECTORATE

SECRETARIAT OF  
RECTORATE COUNCIL

SECRETARIAT OF  
SENATE

SECRETARIAT OF  
PERMANENT COUNCILS

LIBRARIES

SECRETARIAT OF  
COMPUTING CENTRE

SECRETARIAT OF  
PUBLISHING UNIT

## APPENDIX 5

### BASIC ARITHMETIC DATA CONCERNING STAFF, STUDENTS AND GRADUATES OF THE UNIVERSITY



TABLE 5.1  
EVOLUTION OF MAIN TEACHING STAFF  
IN THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE

| FACULTIES                            | ACADEMIC<br>YEAR OF<br>BEGINNING | MAIN TEACHING STAFF<br>IN-SERVICE |         |         | CHANGES BETWEEN<br>1991-92 AND 1996-97 |   |                          | EXPECTATIONS<br>FOR 1996-97 |  |  |
|--------------------------------------|----------------------------------|-----------------------------------|---------|---------|--|---|--------------------------|-----------------------------|--|--|
|                                      |                                  | 1991-92                           | 1995-96 | 1996-97 | NEW<br>APPOINT-<br>MENTS               | RETIRE-<br>MENTS &<br>RESIGNA-<br>TIONS | NEW<br>APPOINT-<br>MENTS | RETIRE-<br>MENTS            | MAIN<br>TEACHING<br>STAFF<br>IN-SERVICE<br>1997-98 |  |
| (1)                                  | (2)                              | (3)                               | (4)     | (5)     | (6)                                    | (7)                                     | (8)                      | (9)                         | (10)   |  |
| CIVIL ENGINEERING                    | 1974-75                          | 37                                | 41      | 41      | 8                                      | 4                                       | 2                        | 1                           | 42   |  |
| ELECTRICAL AND COMPUTER ENGINEERING  | 1975-76                          | 39                                | 43      | 44      | 8                                      | 3                                       | 0                        | 0                           | 44   |  |
| ENVIRONMENTAL ENGINEERING            | 1995-96                          | 0                                 | 0       | 2       | 2                                      | 0                                       | 2                        | 0                           | 4  |  |
| LAW                                  | 1974-75                          | 42                                | 45      | 45      | 9                                      | 6                                       | 1                        | 0                           | 46   |  |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 1984-85                          | 8                                 | 16      | 18      | 10                                     | 0                                       | 2                        | 0                           | 20   |  |
| HISTORY AND ETHNOLOGY                | 1991-92                          | 3                                 | 15      | 15      | 12                                     | 0                                       | 5                        | 0                           | 20   |  |
| GREEK LITERATURE                     | 1995-96                          | 0                                 | 0       | 2       | 2                                      | 0                                       | 5                        | 0                           | 7  |  |
| SOCIAL ADMINISTRATION                | 1996-97                          | 0                                 | 0       | 0       | 0                                      | 0                                       | 3                        | 0                           | 3  |  |
| MEDICINE                             | 1985-86                          | 52                                | 64      | 63      | 16                                     | 5                                       | 12                       | 0                           | 75   |  |
| PRIMARY EDUCATION                    | 1986-87                          | 9                                 | 19      | 18      | 12                                     | 3                                       | 2                        | 0                           | 20   |  |
| PRE-PRIMARY EDUCATION                | 1987-88                          | 3                                 | 10      | 9       | 10                                     | 4                                       | 5                        | 0                           | 14   |  |
| TOTAL                                |                                  | 193                               | 253     | 257     | 89                                     | 25                                      | 39                       | 1                           | 295  |  |

- Notes:
1. The category of main teaching staff includes only the Professors, the Associate Professors, the Assistant Professors and the Lecturers.
  2. The numbers in columns (3), (4), (5) and (10) refer to the teaching staff in-service at the beginning of the corresponding academic year (i.e. at the 1st September).

TABLE 5.2  
BASIC DATA FOR TEACHING PARAMETERS IN THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE  
BETWEEN THE ACADEMIC YEARS 1991-92 AND 1995-96

| FACULTIES                            | ACADEMIC YEAR | STUDENTS AND GRADUATES |                   |           | MAIN TEACHING STAFF | RATIOS OF STUDENTS TO GRADUATES |                   | RATIOS OF STUDENTS AND GRADUATES TO TEACHING STAFF |                   |           |
|--------------------------------------|---------------|------------------------|-------------------|-----------|---------------------|---------------------------------|-------------------|--|-------------------|-----------|
|                                      |               | NEW ENTRANTS           | TOTAL ENROLLMENTS | GRADUATES |                     | NEW ENTRANTS                    | TOTAL ENROLLMENTS | NEW ENTRANTS                                       | TOTAL ENROLLMENTS | GRADUATES |
| CIVIL ENGINEERING                    | 1991-92       | 223                    | 1166              | 155       | 37                  | 1,4                             | 7,5               | 6,0  | 31,5              | 4,2       |
|                                      | 1995-96       | 204                    | 1149              | 126       | 41                  | 1,6                             | 9,1               | 5,0  | 28,0              | 3,1       |
| ELECTRICAL AND COMPUTER ENGINEERING  | 1991-92       | 133                    | 524               | 52        | 39                  | 2,6                             | 10,1              | 3,4  | 13,4              | 1,3       |
|                                      | 1995-96       | 139                    | 422               | 72        | 43                  | 1,9                             | 5,9               | 3,2  | 9,8               | 1,7       |
| ENVIRONMENTAL ENGINEERING            | 1991-92       | 0                      | 0                 | 0         | 0                   | -                               | -                 | -  | -                 | -         |
| 1995-96                              | 31            | 31                     | 0                 | 0         | 0                   | -                               | -                 | -  | -                 | -         |
| LAW                                  | 1991-92       | 431                    | 2181              | 175       | 42                  | 2,5                             | 12,5              | 10,3   | 51,9              | 4,2       |
|                                      | 1995-96       | 517                    | 2442              | 156       | 45                  | 3,3                             | 15,7              | 11,5   | 54,3              | 3,5       |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 1991-92       | 307                    | 1637              | 354       | 8                   | 0,9                             | 4,6               | 38,4   | 204,6             | 44,2      |
|                                      | 1995-96       | 217                    | 1232              | 193       | 16                  | 1,1                             | 6,4               | 13,6   | 77,0              | 12,1      |
| HISTORY AND ETHNOLOGY                | 1991-92       | 48                     | 48                | 0         | 3                   | -                               | -                 | 16,0   | 16,0              | 0,0       |
| GREEK LITERATURE                     | 1995-96       | 120                    | 324               | 27        | 15                  | 4,4                             | 12,0              | 8,0  | 21,6              | 1,8       |
|                                      | 1991-92       | 0                      | 0                 | 0         | 0                   | -                               | -                 | -  | -                 | -         |
| SOCIAL ADMINISTRATION                | 1995-96       | 119                    | 119               | 0         | 0                   | -                               | -                 | -  | -                 | -         |
|                                      | 1991-92       | 0                      | 0                 | 0         | 0                   | -                               | -                 | -  | -                 | -         |
| MEDICINE                             | 1995-96       | 0                      | 0                 | 0         | 0                   | -                               | -                 | -  | -                 | -         |
|                                      | 1991-92       | 64                     | 452               | 56        | 52                  | 1,1                             | 8,1               | 1,2  | 8,7               | 1,1       |
| PRIMARY EDUCATION                    | 1995-96       | 109                    | 374               | 74        | 64                  | 1,5                             | 5,1               | 1,7  | 5,8               | 1,2       |
|                                      | 1991-92       | 108                    | 478               | 98        | 9                   | 1,1                             | 4,9               | 12,0   | 53,1              | 10,9      |
| PRE-PRIMARY EDUCATION                | 1995-96       | 90                     | 365               | 60        | 19                  | 1,5                             | 6,1               | 4,7  | 19,2              | 3,2       |
|                                      | 1991-92       | 92                     | 302               | 66        | 3                   | 1,4                             | 4,6               | 30,7   | 100,7             | 22,0      |
| 1995-96                              | 122           | 264                    | 47                | 10        | 2,6                 | 5,6                             | 12,2              | 26,4   | 4,7               |           |



TABLE 5.3  
 BASIC DATA FOR POSTGRADUATE STUDIES IN DEMOCRITUS UNIVERSITY OF THRACE  
 DURING THE ACADEMIC YEAR 1995-96

| FACULTIES                            | NUMBER OF POSTGRADUATE STUDENTS                                  |                 |       | CRITICAL RATIOS   |   |  |   |   |
|--------------------------------------|--|-----------------|-------|---|---|--|---|---|
|                                      | ATTENDING-A PROGRAMME LEADING TO POSTGRADUATE DIPLOMA (MASTER'S) | PREPARING A PhD | TOTAL | UNDER-GRADUATE STUDENTS TO TOTAL POST-GRADUATE STUDENTS | GRADUATES TO TOTAL POST-GRADUATE STUDENTS | MASTERS POST-GRADUATE STUDENTS TO TEACHING STAFF (MAIN + VISITING) | PhD POST-GRADUATE STUDENTS TO MAIN TEACHING STAFF | TOTAL POST-GRADUATE STUDENTS TO MAIN TEACHING STAFF |
| CIVIL ENGINEERING                    | 0  | 53              | 53    | 21,7  | 2,4                                       | 0,0  | 1,3   | 1,3   |
| ELECTRICAL AND COMPUTER ENGINEERING  | 49   | 48              | 97    | 4,4   | 0,7                                       | 1,1  | 1,1   | 2,3   |
| ENVIRONMENTAL ENGINEERING            | 0  | 0               | 0     | —   | —   | 0,0  | —   | —   |
| LAW                                  | 0  | 163             | 163   | 15,0  | 1,0                                       | 0,0  | 3,6   | 3,6   |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 45   | 55              | 100   | 12,3  | 1,9                                       | 2,0  | 3,7   | 6,2   |
| HISTORY AND ETHNOLOGY                | 0  | 17              | 17    | 19,1  | 1,6                                       | 0,0  | 1,1   | 1,1   |
| GREEK LITERATURE                     | 0  | 0               | 0     | —   | —   | 0,0  | —   | —   |
| SOCIAL ADMINISTRATION                | 0  | 0               | 0     | —   | —   | 0,0  | —   | —   |
| MEDICINE                             | 0  | 377             | 377   | 1,0   | 0,2                                       | 0,0  | 5,9   | 5,9   |
| PRIMARY EDUCATION                    | 0  | 13              | 13    | 28,1  | 4,6                                       | 0,0  | 0,7   | 0,7   |
| PRE-PRIMARY EDUCATION                | 0  | 6               | 6     | 44,0  | 7,8                                       | 0,0  | 0,6   | 0,6   |

**TABLE 5.4**  
**NUMBER OF PhDs IN DEMOCRITUS UNIVERSITY OF THRACE**  
**FROM ACADEMIC YEAR 1991-92 UP TO ACADEMIC YEAR 1995-96**

| FACULTIES                            | NUMBER OF PhDs PRODUCED BETWEEN 1991 AND 1996 | NUMBER OF PhDs PRODUCED PER YEAR | MAIN TEACHING STAFF IN THE BEGINNING OF 1995-96 | RATIO OF MAIN TEACHING STAFF PER PhDs PER YEAR |
|--------------------------------------|---|----------------------------------|---|--|
| CIVIL ENGINEERING                    | 10  | 2,0                              | 41  | 20,5   |
| ELECTRICAL AND COMPUTER ENGINEERING  | 10  | 2,0                              | 43  | 21,5   |
| ENVIRONMENTAL ENGINEERING            | 0   | 0,0                              | 0   | —  |
| LAW                                  | 16  | 3,2                              | 45  | 14,1   |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 12  | 2,4                              | 16  | 6,7  |
| HISTORY AND ETHNOLOGY                | 0   | 0,0                              | 15  | —  |
| GREEK LITERATURE                     | 0   | 0,0                              | 0   | —  |
| SOCIAL ADMINISTRATION                | 0   | 0,0                              | 0   | —  |
| MEDICINE                             | 72  | 14,4                             | 64  | 4,4  |
| PRIMARY EDUCATION                    | 1   | 0,2                              | 19  | 95,0   |
| PRE-PRIMARY EDUCATION                | 0   | 0,0                              | 10  | —  |



TABLE 5.5  
BASIC TEACHING STAFF DATA FOR THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE  
BETWEEN THE ACADEMIC YEARS 1991-92 AND 1995-96  
(INCLUDING ALL CATEGORIES OF TEACHING STAFF)

| FACULTIES                            | ACADEMIC YEAR | TEACHING STAFF (ALL CATEGORIES) |                     |                             |                  |          |       |       |                 |       |      | RATIOS OF STUDENTS TO TEACHING STAFF |       |      | RATIOS OF GRADUATES TO TEACHING STAFF |       |  |
|--------------------------------------|---------------|---------------------------------|---------------------|-----------------------------|------------------|----------|-------|-------|-----------------|-------|------|--------------------------------------|-------|------|---------------------------------------|-------|--|
|                                      |               | MAIN<br>(ΔΕΠ)                   | VISITING<br>(ΠΔ407) | ASSISTANT<br>(ΕΔΠ)<br>(ΕΜΥ) | SPECIAL<br>(ΕΕΠ) | SECTORED | TOTAL | MAIN  | MAIN + VISITING | TOTAL | MAIN | MAIN + VISITING                      | TOTAL | MAIN | MAIN + VISITING                       | TOTAL |  |
|                                      |               |                                 |                     |                             |                  |          |       |       |                 |       |      |                                      |       |      |                                       |       |  |
| CIVIL ENGINEERING                    | 1991-92       | 37                              | 0                   | 35                          | 4                | 0        | 76    | 31,5  | 31,5            | 15,3  | 4,2  | 4,2                                  | 4,2   | 4,2  | 2,0                                   |       |  |
|                                      | 1995-96       | 41                              | 0                   | 23                          | 3                | 0        | 67    | 28,0  | 28,0            | 17,1  | 3,1  | 3,1                                  | 3,1   | 3,1  | 1,9                                   |       |  |
| ELECTRICAL AND COMPUTER ENGINEERING  | 1991-92       | 39                              | 0                   | 12                          | 3                | 0        | 54    | 13,4  | 13,4            | 9,7   | 1,3  | 1,3                                  | 1,3   | 1,3  | 1,0                                   |       |  |
|                                      | 1995-96       | 43                              | 1                   | 4                           | 3                | 0        | 51    | 9,8   | 9,8             | 8,3   | 1,7  | 1,7                                  | 1,6   | 1,6  | 1,4                                   |       |  |
| ENVIRONMENTAL ENGINEERING            | 1991-92       | 0                               | 0                   | 0                           | 0                | 0        | 0     | -     | -               | -     | -    | -                                    | -     | -    | -                                     |       |  |
|                                      | 1995-96       | 0                               | 0                   | 0                           | 0                | 0        | 0     | -     | -               | -     | -    | -                                    | -     | -    | -                                     |       |  |
| LAW                                  | 1991-92       | 42                              | 0                   | 35                          | 4                | 0        | 81    | 1,9   | 1,9             | 26,9  | 4,2  | 4,2                                  | 4,2   | 4,2  | 2,2                                   |       |  |
|                                      | 1995-96       | 45                              | 6                   | 16                          | 1                | 0        | 68    | 54,3  | 47,9            | 35,9  | 3,5  | 3,5                                  | 3,1   | 3,1  | 2,3                                   |       |  |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 1991-92       | 8                               | 5                   | 0                           | 34               | 41       | 88    | 204,6 | 125,9           | 18,6  | 44,2 | 27,2                                 | 44,2  | 27,2 | 4,0                                   |       |  |
|                                      | 1995-96       | 16                              | 6                   | 0                           | 35               | 32       | 89    | 77,0  | 56,0            | 13,8  | 12,1 | 8,8                                  | 12,1  | 8,8  | 2,2                                   |       |  |
| HISTORY AND ETHNOLOGY                | 1991-92       | 3                               | 0                   | 0                           | 0                | 15       | 18    | 16,0  | 16,0            | 2,7   | 0,0  | 0,0                                  | 0,0   | 0,0  | 0,0                                   |       |  |
|                                      | 1995-96       | 15                              | 4                   | 0                           | 1                | 6        | 26    | 21,6  | 17,1            | 12,5  | 1,8  | 1,8                                  | 1,4   | 1,4  | 1,0                                   |       |  |
| GREEK LITERATURE                     | 1991-92       | 0                               | 0                   | 0                           | 0                | 0        | 0     | -     | -               | -     | -    | -                                    | -     | -    | -                                     |       |  |
|                                      | 1995-96       | 0                               | 3                   | 0                           | 1                | 0        | 4     | -     | 39,7            | 30,0  | -    | -                                    | -     | -    | -                                     |       |  |
| SOCIAL ADMINISTRATION                | 1991-92       | 0                               | 0                   | 0                           | 0                | 0        | 0     | -     | -               | -     | -    | -                                    | -     | -    | -                                     |       |  |
|                                      | 1995-96       | 0                               | 0                   | 0                           | 0                | 0        | 0     | -     | -               | -     | -    | -                                    | -     | -    | -                                     |       |  |
| MEDICINE                             | 1991-92       | 52                              | 0                   | 0                           | 0                | 0        | 52    | 8,7   | 8,7             | 8,7   | 1,1  | 1,1                                  | 1,1   | 1,1  | 1,1                                   |       |  |
|                                      | 1995-96       | 64                              | 1                   | 0                           | 1                | 0        | 66    | 5,8   | 5,8             | 5,7   | 1,2  | 1,2                                  | 1,1   | 1,1  | 1,1                                   |       |  |
| PRIMARY EDUCATION                    | 1991-92       | 9                               | 0                   | 0                           | 0                | 22       | 31    | 53,1  | 53,1            | 15,4  | 10,9 | 10,9                                 | 10,9  | 10,9 | 3,2                                   |       |  |
|                                      | 1995-96       | 19                              | 3                   | 0                           | 0                | 19       | 41    | 19,2  | 16,6            | 8,9   | 3,2  | 3,2                                  | 2,7   | 2,7  | 1,5                                   |       |  |
| PRE-PRIMARY EDUCATION                | 1991-92       | 3                               | 2                   | 0                           | 0                | 8        | 13    | 100,7 | 60,4            | 23,2  | 22,0 | 13,2                                 | 22,0  | 13,2 | 5,1                                   |       |  |
|                                      | 1995-96       | 10                              | 9                   | 0                           | 0                | 22       | 41    | 26,4  | 13,9            | 6,4   | 4,7  | 4,7                                  | 2,5   | 2,5  | 1,1                                   |       |  |

Note: Total numbers of teaching staff for each Faculty must be considered as higher, given that teaching activities are normally assisted by teaching staff coming from other Faculties.



TABLE 5.6  
BASIC ADMINISTRATIVE AND TECHNICAL PERSONNEL DATA FOR THE FACULTIES OF DEMOCRITUS UNIVERSITY OF THRACE BETWEEN THE ACADEMIC YEARS 1991-92 AND 1995-96

| FACULTIES                            | ACADEMIC YEAR | SPECIAL ADMIN-STRATIVE AND TECHNICAL STAFF (EATII) | FACULTY ADMIN-STRATIVE STAFF (FACULTY SECRE-TARIAT) | RATIOS OF STUDENTS AND TEACHING STAFF TO SPECIAL ADMINISTRATIVE AND TECHNICAL STAFF |                     |                      | RATIOS OF STUDENTS AND TEACHING STAFF TO FACULTY ADMINISTRATIVE STAFF |                     |                      |
|--------------------------------------|---------------|--|---|---|---------------------|----------------------|---|---------------------|----------------------|
|                                      |               |  |   | STUDENTS  | MAIN TEACHING STAFF | TOTAL TEACHING STAFF | STUDENTS  | MAIN TEACHING STAFF | TOTAL TEACHING STAFF |
|                                      |               |  |   |   |                     |                      |   |                     |                      |
| CIVIL ENGINEERING                    | 1991-92       | 57   | 12  | 20  | 0,6                 | 1,3                  | 97  | 3,1                 | 6,3                  |
|                                      | 1995-96       | 51   | 9   | 22  | 0,8                 | 1,3                  | 128   | 4,6                 | 7,4                  |
|                                      | 1991-92       | 50   | 11  | 10  | 0,8                 | 1,1                  | 48  | 3,5                 | 4,9                  |
| ELECTRICAL AND COMPUTER ENGINEERING  | 1995-96       | 48   | 10  | 9   | 0,9                 | 1,1                  | 47  | 4,3                 | 5,1                  |
|                                      | 1991-92       | 0  | 0   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1995-96       | 0  | 2   | -   | -                   | -                    | 16  | 0,0                 | 1,0                  |
| ENVIRONMENTAL ENGINEERING            | 1991-92       | 14   | 8   | 156   | 3,0                 | 5,8                  | 273   | 5,2                 | 10,1                 |
|                                      | 1995-96       | 11   | 8   | 222   | 4,1                 | 6,2                  | 305   | 5,6                 | 8,5                  |
|                                      | 1991-92       | 3  | 10  | 546   | 2,7                 | 29,3                 | 164   | 0,8                 | 8,8                  |
| LAW                                  | 1995-96       | 7  | 6   | 176   | 2,3                 | 12,7                 | 205   | 2,7                 | 14,8                 |
|                                      | 1991-92       | 1  | 3   | 48  | 3,0                 | 18,0                 | 16  | 1,0                 | 6,0                  |
|                                      | 1995-96       | 7  | 5   | 46  | 2,1                 | 3,7                  | 65  | 3,0                 | 5,2                  |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 1991-92       | 0  | 0   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1995-96       | 0  | 2   | -   | -                   | -                    | 60  | 0,0                 | 2,0                  |
|                                      | 1991-92       | 0  | 0   | -   | -                   | -                    | -   | -                   | -                    |
| HISTORY AND ETHNOLOGY                | 1995-96       | 0  | 3   | -   | -                   | -                    | -   | -                   | 0,0                  |
|                                      | 1991-92       | 28   | 9   | 16  | 1,9                 | 1,9                  | 50  | 5,8                 | 5,8                  |
|                                      | 1995-96       | 26   | 7   | 14  | 2,5                 | 2,5                  | 53  | 9,1                 | 9,4                  |
| GREEK LITERATURE                     | 1991-92       | 4  | 5   | 120   | 2,2                 | 7,8                  | 96  | 1,8                 | 6,2                  |
|                                      | 1995-96       | 7  | 5   | 52  | 2,7                 | 5,9                  | 73  | 3,8                 | 8,2                  |
|                                      | 1991-92       | 0  | 4   | -   | -                   | -                    | 76  | 0,8                 | 3,2                  |
| SOCIAL ADMINISTRATION                | 1995-96       | 6  | 4   | 44  | 1,7                 | 6,8                  | 66  | 2,5                 | 10,2                 |
|                                      | 1991-92       | 0  | 4   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1995-96       | 6  | 4   | 44  | 1,7                 | 6,8                  | 66  | 2,5                 | 10,2                 |
| MEDICINE                             | 1991-92       | 0  | 0   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1995-96       | 0  | 2   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1991-92       | 0  | 0   | -   | -                   | -                    | -   | -                   | -                    |
| PRIMARY EDUCATION                    | 1995-96       | 0  | 3   | -   | -                   | -                    | -   | -                   | 0,0                  |
|                                      | 1991-92       | 28   | 9   | 16  | 1,9                 | 1,9                  | 50  | 5,8                 | 5,8                  |
|                                      | 1995-96       | 26   | 7   | 14  | 2,5                 | 2,5                  | 53  | 9,1                 | 9,4                  |
| PRE-PRIMARY EDUCATION                | 1991-92       | 4  | 5   | 120   | 2,2                 | 7,8                  | 96  | 1,8                 | 6,2                  |
|                                      | 1995-96       | 7  | 5   | 52  | 2,7                 | 5,9                  | 73  | 3,8                 | 8,2                  |
|                                      | 1991-92       | 0  | 4   | -   | -                   | -                    | 76  | 0,8                 | 3,2                  |
| MEDICINE                             | 1995-96       | 6  | 4   | 44  | 1,7                 | 6,8                  | 66  | 2,5                 | 10,2                 |
|                                      | 1991-92       | 0  | 4   | -   | -                   | -                    | -   | -                   | -                    |
|                                      | 1995-96       | 6  | 4   | 44  | 1,7                 | 6,8                  | 66  | 2,5                 | 10,2                 |



**TABLE 5.7**  
**BASIC PERSONNEL DATA FOR THE LIBRARIES OF DEMOCRITUS UNIVERSITY OF THRACE**  
**BETWEEN THE ACADEMIC YEARS 1991-92 AND 1995-96**

| LIBRARIES                            | ACADEMIC YEAR | LIBRARY PERSONNEL | NUMBERS OF FACULTIES, STUDENTS AND TEACHING STAFF TO BE SERVED BY THE CORRESPONDING LIBRARY |          |                     |                      |          | RATIOS OF STUDENTS AND TEACHING STAFF TO FACULTY ADMINISTRATIVE STAFF |                      |          |
|--------------------------------------|---------------|-------------------|---|----------|---------------------|----------------------|----------|---|----------------------|----------|
|                                      |               |                   | FACULTIES   | STUDENTS | MAIN TEACHING STAFF | TOTAL TEACHING STAFF | STUDENTS | MAIN TEACHING STAFF   | TOTAL TEACHING STAFF |          |
|                                      |               |                   |   |          |                     |                      |          |   |                      | STUDENTS |
| SCHOOL OF ENGINEERING                | 1991-92       | 8                 | 2   | 1690     | 76                  | 120                  | 211      | 9,5   | 15,0                 |          |
|                                      | 1995-96       | 6                 | 3   | 1602     | 84                  | 120                  | 267      | 14,0  | 20,0                 |          |
| LAW                                  | 1991-92       | 7                 | 1   | 2181     | 42                  | 81                   | 312      | 6,0   | 11,6                 |          |
|                                      | 1995-96       | 9                 | 1   | 2442     | 45                  | 68                   | 271      | 5,0   | 7,6                  |          |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 1991-92       | 3                 | 1   | 1637     | 8                   | 88                   | 546      | 2,7   | 29,3                 |          |
|                                      | 1995-96       | 3                 | 1   | 1232     | 16                  | 89                   | 411      | 5,3   | 29,7                 |          |
| HISTORY AND ETHNOLOGY                | 1991-92       | 0                 | 1   | 48       | 3                   | 18                   | -        | -   | -                    |          |
|                                      | 1995-96       | 4                 | 1   | 324      | 15                  | 26                   | 81       | 3,8   | 6,5                  |          |
| GREEK LITERATURE                     | 1991-92       | 0                 | 0   | 0        | 0                   | 0                    | -        | -   | -                    |          |
|                                      | 1995-96       | 0                 | 1   | 119      | 0                   | 4                    | -        | -   | -                    |          |
| SOCIAL ADMINISTRATION                | 1991-92       | 0                 | 0   | 0        | 0                   | 0                    | -        | -   | -                    |          |
|                                      | 1995-96       | 0                 | 1   | 0        | 0                   | 0                    | -        | -   | -                    |          |
| MEDICINE                             | 1991-92       | 3                 | 1   | 452      | 52                  | 52                   | 151      | 17,3  | 17,3                 |          |
|                                      | 1995-96       | 2                 | 1   | 374      | 64                  | 66                   | 187      | 32,0  | 33,0                 |          |
| SCHOOL OF EDUCATION                  | 1991-92       | 4                 | 2   | 780      | 12                  | 44                   | 195      | 3,0   | 11,0                 |          |
|                                      | 1995-96       | 5                 | 2   | 629      | 12                  | 82                   | 126      | 5,8   | 16,4                 |          |

TABLE 5.8  
DISTRIBUTION OF PERSONNEL OF CENTRAL ADMINISTRATION OF DEMOCRITUS  
UNIVERSITY OF THRACE

| ORGANISATIONAL UNITS<br>OF CENTRAL ADMINISTRATION                          | ACADEMIC<br>YEAR | KOMOTINI | XANTHI | ALEXAND-<br>ROUPOLIS | TOTAL  |
|--|------------------|----------|--------|----------------------|--------|
| SECRETARIATS OF CENTRAL GOVERNING BODIES                                   | 1991-92          | 12       | 0      | 0                    | 12     |
|  | 1995-96          | 13       | 0      | 0                    | 13     |
| SERVICES FOR INTERNATIONAL AFFAIRS   | 1991-92          | 2        | 0      | 0                    | 2      |
|  | 1995-96          | 2        | 0      | 0                    | 2      |
| SERVICES FOR PUBLIC RELATIONS  | 1991-92          | 2        | 0      | 0                    | 2      |
|  | 1995-96          | 2        | 0      | 0                    | 2      |
| SERVICES FOR PERSONNEL MANAGEMENT  | 1991-92          | 14       | 4      | 0                    | 18     |
|  | 1995-96          | 12       | 3      | 0                    | 15     |
| SERVICES FOR EDUCATIONAL AFFAIRS   | 1991-92          | 2        | 0      | 0                    | 2      |
|  | 1995-96          | 1        | 1      | 0                    | 2      |
| SERVICES FOR STUDENTS AID  | 1991-92          | 2        | 0      | 0                    | 2      |
|  | 1995-96          | 2        | 1      | 0                    | 3      |
| SERVICES FOR FINANCIAL MANAGEMENT  | 1991-92          | 21       | 15     | 0                    | 36     |
|  | 1995-96          | 18       | 15     | 2                    | 35     |
| SERVICES FOR TECHNICAL AFFAIRS   | 1991-92          | 38       | 25     | 1                    | 64     |
|  | 1995-96          | 32       | 29     | 1                    | 62     |
| SERVICES FOR RESEARCH MANAGEMENT   | 1991-92          | 0        | 4      | 0                    | 4      |
|  | 1995-96          | 0        | 11     | 0                    | 11     |
| SECONDARY SERVICES   | 1991-92          | 35       | 25     | 2                    | 62     |
|  | 1995-96          | 31       | 26     | 31                   | 60     |
| TOTAL CENTRAL ADMINISTRATIVE STAFF   | 1991-92          | 128      | 73     | 3                    | 204    |
|  | 1995-96          | 113      | 86     | 6                    | 205    |
| PERCENTAGE OF GEOGRAPHICAL DISTRIBUTION<br>OF CENTRAL ADMINISTRATIVE STAFF | 1991-92          | 62,7%    | 35,8%  | 1,5%                 | 100,0% |
|  | 1995-96          | 55,1%    | 42,0%  | 2,9%                 | 100,0% |



**TABLE 5.9**  
**DISTRIBUTION OF TOTAL ADMINISTRATIVE PERSONNEL OF DEMOCRITUS UNIVERSITY OF THRACE**

| CATEGORIES  | ACADEMIC YEAR | KOMOTINI | XANTHI | ALEXAND-ROUPOPOLIS | TOTAL  |
|---|---------------|----------|--------|--------------------|--------|
| PERSONNEL OF ADMINISTRATIVE PERSONNEL OF CENTRAL ADMINISTRATION       | 1991-92       | 128      | 73     | 3                  | 204    |
|   | 1995-96       | 113      | 86     | 6                  | 205    |
| PERSONNEL OF SECRETARIATS OF FACULTIES                                | 1991-92       | 21       | 23     | 18                 | 62     |
|   | 1995-96       | 24       | 21     | 16                 | 61     |
| PERSONNEL OF LIBRARIES  | 1991-92       | 10       | 8      | 6                  | 24     |
|   | 1995-96       | 16       | 6      | 7                  | 29     |
| PERSONNEL OF COMPUTING CENTRE   | 1991-92       | 0        | 0      | 0                  | 0      |
|   | 1995-96       | 0        | 2      | 0                  | 2      |
| PERSONNEL OF OTHER DECENTRALIZED SERVICES                             | 1991-92       | 0        | 0      | 0                  | 0      |
|   | 1995-96       | 0        | 0      | 0                  | 0      |
| TOTAL   | 1991-92       | 159      | 104    | 27                 | 293    |
| PERCENTAGE OF GEOGRAPHICAL DISTRIBUTION OF TOTAL ADMINISTRATIVE STAFF | 1991-92       | 54,3%    | 35,5%  | 9,2%               | 100,0% |
|   | 1995-96       | 51,5%    | 38,7%  | 9,8%               | 100,0% |

## APPENDIX 6

### BASIC FINANCIAL DATA OF THE UNIVERSITY



**TABLE 6.1**  
**ANALYSIS OF THE OVERALL EXPENDITURE OF DUT DURING THE PERIOD 1991-1996**

| CATEGORIES OF EXPENDITURE  | 1996      | 1995      | 1994       | 1993      | 1992      | 1991      |
|--|-----------|-----------|------------|-----------|-----------|-----------|
| Salaries for all types of personnel<br>(from direct state funding)               | 3.000.000 | 2.800.000 | 2.500.000  | 2.100.000 | 1.900.000 | 1.700.000 |
|  |           | 30,9%     | 23,7%      | 21,6%     | 23,2%     | 25,6%     |
| Current functional expenditure<br>(from state funding in almost lump-sum basis ) | 2.698.000 | 2.709.000 | 2.549.000  | 2.106.000 | 1.749.000 | 1.493.000 |
|  |           | 29,9%     | 24,1%      | 21,6%     | 21,4%     | 22,5%     |
| Capital expenditure  | 2.712.000 | 3.016.000 | 4.992.000  | 4.381.000 | 3.578.000 | 3.234.000 |
| (from state funding in earmarked basis)  |           | 33,3%     | 47,3%      | 45,1%     | 43,8%     | 48,8%     |
| Research projects  | ?         | 533.000   | 512.000    | 1.137.000 | 948.000   | 205.000   |
| (from direct or indirect outside funding)  |           | 5,9%      | 4,9%       | 11,7%     | 11,6%     | 3,1%      |
| TOTAL  | ?         | 9.058.000 | 10.553.000 | 9.724.000 | 8.175.000 | 6.632.000 |
|  |           | 100,0%    | 100,0%     | 100,0%    | 100,0%    | 100,0%    |

Notes: 1. Amounts are given in thousand drachmas (1\$ = 250 drachmas).

2. Amounts for salaries and research projects are estimations.

3. Expenditure for research projects can not be estimated yet for 1996.

TABLE 6.2  
ALLOCATION OF FINANCIAL RESOURCES TO THE SEVERAL CATEGORIES OF CURRENT  
EXPENDITURE OF DUT DURING THE PERIOD 1991-1996

| CATEGORIES OF CURRENT EXPENDITURE                    | 1996      | 1995      | 1994      | 1993      | 1992      | 1991      |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Additional payments to personnel                     | 336.700   | 252.200   | 231.700   | 134.892   | 121.400   | 96.300    |
|  | 12,5%     | 9,3%      | 9,1%      | 6,4%      | 6,9%      | 6,5%      |
| Social welfare and personnel insurance               | 331.500   | 289.100   | 248.300   | 129.000   | 101.000   | 83.350    |
|  | 12,3%     | 10,7%     | 9,7%      | 6,1%      | 5,8%      | 5,6%      |
| Student aid and support for student activities       | 462.000   | 486.246   | 459.078   | 454.500   | 374.235   | 373.898   |
|  | 17,1%     | 18,0%     | 18,0%     | 21,6%     | 21,4%     | 25,0%     |
| Support of scientific activities                     | 86.000    | 78.000    | 77.000    | 92.300    | 79.059    | 66.889    |
|  | 3,2%      | 2,9%      | 3,0%      | 4,4%      | 4,5%      | 4,5%      |
| Public relations and international cooperations      | 66.000    | 68.358    | 59.330    | 38.700    | 27.500    | 26.506    |
|  | 2,4%      | 2,5%      | 2,3%      | 1,8%      | 1,6%      | 1,8%      |
| Current consumption expenses                         | 554.900   | 615.400   | 804.300   | 643.589   | 581.200   | 474.500   |
|  | 20,6%     | 22,7%     | 31,6%     | 30,6%     | 33,2%     | 31,8%     |
| Provision of furnishing and administration equipment | 68.500    | 55.500    | 81.500    | 125.868   | 107.802   | 111.900   |
|  | 2,5%      | 2,1%      | 3,2%      | 6,0%      | 6,2%      | 7,5%      |
| Functional expenses of Faculties                     | 2541.150  | 242.150   | 219.300   | 173.500   | 150.800   | 137.700   |
|  | 9,3%      | 8,9%      | 8,6%      | 8,2%      | 8,6%      | 9,2%      |
| Functional expenses of Libraries                     | 193.000   | 245.000   | 241.000   | 241.000   | 145.000   | 67.500    |
|  | 7,2%      | 9,0%      | 9,5%      | 11,5%     | 8,3%      | 4,5%      |
| Expenses of postgraduate programmes                  | 6.768     | 16.499    | 14.200    | 4.900     | 0         | 0         |
|  | 0,3%      | 0,6%      | 0,6%      | 0,2%      | 0,0%      | 0,0%      |
| Expenses of specific educational programmes          | 4.000     | 14.000    | 15.850    | 4.000     | 0         | 0         |
|  | 0,4%      | 0,5%      | 0,6%      | 0,2%      | 0,0%      | 0,0%      |
| Functional expenses of other operational units       | 53.458    | 56.500    | 26.500    | 16.500    | 18.000    | 10.000    |
|  | 2,0%      | 2,1%      | 1,0%      | 0,8%      | 1,0%      | 0,7%      |
| Other expenses                                       | 283.750   | 290.000   | 71.000    | 47.000    | 43.500    | 44.400    |
|  | 10,5%     | 10,7%     | 2,8%      | 2,2%      | 2,5%      | 3,0%      |
| TOTAL  | 2.697.726 | 2.708.953 | 2.549.058 | 2.105.749 | 1.749.496 | 1.492.943 |
|  | 100,0%    | 100,0%    | 100,0%    | 100,0%    | 100,0%    | 100,0%    |

Note: Amounts are given in thousand drachmas (1\$ = 250 drachmas).



**TABLE 6.3**  
**ANALYSIS OF CAPITAL EXPENDITURE OF DUT DURING THE PERIOD 1991-1996**

| CATEGORIES OF CAPITAL EXPENDITURE    | 1996      | 1995      | 1994      | 1993      | 1992      | 1991      |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Purchases and expropriations of land | 410.100   | 361.200   | 436.000   | 416.000   | 251.000   | 174.500   |
| Repair and maintenance               | 15,1%     | 12,0%     | 8,7%      | 9,5%      | 7,0%      | 5,4%      |
| Construction of buildings            | 1.499.800 | 1.774.900 | 3.131.305 | 2.637.000 | 2.351.720 | 2.145.000 |
|                                      | 55,3%     | 58,8%     | 62,7%     | 60,2%     | 65,7%     | 66,3%     |
| Provision of equipment               | 479.400   | 464.800   | 727.100   | 887.100   | 751.500   | 704.000   |
|                                      | 17,7%     | 15,4%     | 14,6%     | 20,2%     | 21,0%     | 21,8%     |
| Designing                            | 323.000   | 415.000   | 687.801   | 441.000   | 224.000   | 211.000   |
|                                      | 11,9%     | 13,8%     | 13,8%     | 10,1%     | 6,3%      | 6,5%      |
| Other works                          | 0         | 0         | 10.000    | 0         | 0         | 0         |
|                                      | 0,0%      | 0,0%      | 0,2%      | 0,0%      | 0,0%      | 0,0%      |
| TOTAL                                | 2.712.300 | 3.015.900 | 4.992.206 | 4.381.100 | 3.578.220 | 3.234.500 |
|                                      | 100,0%    | 100,0%    | 100,0%    | 100,0%    | 100,0%    | 100,0%    |

Note: Amounts are given in thousand drachmas (1\$ = 250 drachmas).

TABLE 6.4  
 ALLOCATION OF CURRENT FINANCIAL RESOURCES TO THE FACULTIES OF DUT  
 FOR THEIR FUNCTIONAL EXPENSES DURING THE PERIOD 1991-1996

| FACULTIES                            | 1996    | 1995    | 1994    | 1993    | 1992    | 1991    |
|--------------------------------------|---------|---------|---------|---------|---------|---------|
| CIVIL ENGINEERING                    | 35.300  | 35.300  | 35.300  | 30.500  | 24.800  | 25.300  |
| ELECTRICAL AND COMPUTER ENGINEERING  | 35.300  | 35.300  | 35.300  | 30.300  | 32.800  | 28.300  |
| ENVIRONMENTAL ENGINEERING            | 10.250  | 8.250   | 4.750   | 0       | 0       | 0       |
| LAW                                  | 14.300  | 14.300  | 14.300  | 8.300   | 4.300   | 3.300   |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 25.300  | 25.300  | 25.700  | 20.300  | 17.300  | 20.300  |
| HISTORY AND ETHNOLOGY                | 22.300  | 22.300  | 22.300  | 18.300  | 16.300  | 0       |
| GREEK LITERATURE                     | 8.250   | 8.250   | 2.750   | 0       | 0       | 0       |
| SOCIAL ADMINISTRATION                | 9.250   | 5.250   | 0       | 0       | 0       | 0       |
| MEDICINE                             | 53.300  | 53.300  | 53.300  | 40.300  | 35.300  | 50.300  |
| PRIMARY EDUCATION                    | 17.300  | 17.300  | 12.800  | 12.750  | 10.250  | 5.450   |
| PRE-PRIMARY EDUCATION                | 17.300  | 17.300  | 12.800  | 12.750  | 9.750   | 4.750   |
| TOTAL                                | 248.250 | 242.150 | 219.300 | 173.500 | 150.800 | 137.700 |
|                                      | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0%  |

Note: Amounts are given in thousand drachmas (1\$ = 250 drachmas).



TABLE 6.5  
ALLOCATION OF CURRENT FINANCIAL RESOURCES TO THE FACULTIES OF DUT  
FOR THE FUNCTIONAL EXPENSES OF THEIR LIBRARIES DURING THE PERIOD 1991-1996

| FACULTIES                            | 1996    | 1995    | 1994    | 1993    | 1992    | 1991   |
|--------------------------------------|---------|---------|---------|---------|---------|--------|
| CIVIL ENGINEERING                    | 30.000  | 44.000  | 44.000  | 45.000  | 30.000  | 16.000 |
| ELECTRICAL AND COMPUTER ENGINEERING  | 30.000  | 44.000  | 44.000  | 45.000  | 30.000  | 16.000 |
| ENVIRONMENTAL ENGINEERING            | 3.000   | 2.000   | 1.000   | 0       | 0       | 0      |
| LAW                                  | 30.000  | 45.000  | 45.000  | 44.000  | 22.000  | 13.000 |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 10.000  | 12.000  | 12.000  | 14.000  | 6.000   | 6.000  |
| HISTORY AND ETHNOLOGY                | 15.000  | 21.000  | 21.000  | 20.000  | 20.000  | 0      |
| GREEK LITERATURE                     | 5.000   | 5.000   | 5.000   | 0       | 0       | 0      |
| SOCIAL ADMINISTRATION                | 3.000   | 3.000   | 0       | 0       | 0       | 0      |
| MEDICINE                             | 40.000  | 55.000  | 55.000  | 55.000  | 32.000  | 12.500 |
| PRIMARY EDUCATION                    | 13.500  | 7.000   | 7.000   | 9.000   | 2.500   | 2.000  |
| PRE-PRIMARY EDUCATION                | 13.500  | 7.000   | 7.000   | 9.000   | 2.500   | 2.000  |
| TOTAL                                | 193.000 | 245.000 | 241.000 | 241.000 | 145.000 | 68.500 |
|                                      | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0% |

Note: Amounts are given in thousand drachmas (1\$ = 250 drachmas).



**TABLE 6.6**  
**ALLOCATION OF CAPITAL FINANCIAL RESOURCES TO THE FACULTIES OF DUT**  
**FOR PROVISION OF THEIR EQUIPMENT DURING THE PERIOD 1991-1996**

| FACULTIES                            | 1996    | 1995    | 1994    | 1993    | 1992    | 1991    |
|--------------------------------------|---------|---------|---------|---------|---------|---------|
| CIVIL ENGINEERING                    | 43.100  | 45.100  | 57.014  | 64.790  | 30.094  | 92.821  |
| ELECTRICAL AND COMPUTER ENGINEERING  | 44.600  | 39.100  | 50.890  | 50.297  | 43.090  | 82.301  |
| ENVIRONMENTAL ENGINEERING            | 15.100  | 10.100  | 7.000   | 0       | 0       | 0       |
| LAW                                  | 10.000  | 11.000  | 12.445  | 11.845  | 10.521  | 10.521  |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 38.100  | 40.100  | 45.803  | 46.796  | 32.317  | 26.120  |
| HISTORY AND ETHNOLOGY                | 20.000  | 34.000  | 30.124  | 25.000  | 0       | 0       |
| GREEK LITERATURE                     | 5.000   | 6.000   | 5.000   | 0       | 0       | 0       |
| SOCIAL ADMINISTRATION                | 0       | 0       | 0       | 0       | 0       | 0       |
| MEDICINE                             | 102.100 | 100.100 | 300.414 | 311.873 | 265.420 | 216.129 |
| PRIMARY EDUCATION                    | 18.000  | 11.000  | 11.007  | 13.264  | 8.302   | 8.333   |
| PRE-PRIMARY EDUCATION                | 18.000  | 11.000  | 10.873  | 10.972  | 6.154   | 5.785   |
| TOTAL                                | 314.000 | 307.500 | 530.570 | 534.837 | 395.898 | 442.010 |
|                                      | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0%  | 100,0%  |

Note: Amounts are given in thousand drachmas (1\$ = 250 drachmas).



## APPENDIX 7

### INFRASTRUCTURE AND BUILDING PROGRAMME OF THE UNIVERSITY

## INFRASTRUCTURE AND BUILDING PROGRAMME OF THE UNIVERSITY

In the campus of **Xanthi**, some of the activities of the Faculty of Environmental Engineering are already installed, but in temporary installations. In the same campus, the student hall of residence is already operating in its permanent installations, but with prospects for further evolution. The activities of the other two and older faculties in Xanthi (Faculty of Civil Engineering and Faculty of Electrical and Computer Engineering) are still concentrated in a cluster of buildings inside the urban area of Xanthi. In the same cluster are still installed the Library of the School of Engineering and the Computing Centre of DUT.

In the campus of **Komotini**, only the activities of the Faculty of History and Ethnology and the Faculty of Greek Literature are now installed but not in their permanent buildings. In the same campus, the student hall of residence is already operating in its permanent installations, but with prospects for further evolution too. Furthermore in the campus of Komotini is already operating the central amphitheatre of the University which is also used for the official ceremonies. In a separate smaller campus, the sport centre (both open and closed spaces) of the University is located together with the installations of the Faculty of Physical Education and Sport Science. Finally, the activities of the oldest (Faculty of Law) and the youngest (Faculty of Social Administration) faculties operating in Komotini are concentrated for the present to the old buildings inside the urban area of Komotini.

The situation in **Alexandroupolis** is even more complicated. The first laboratories of the Faculty of Medicine are in the process of transportation to their permanent installations at the campus area. But, the clinical activities of the Faculty are still remaining in the cluster of buildings of the existing Prefectural Hospital at the urban area of the city, as the buildings of the University Hospital at the campus area are expected to be completed at about 2000. Therefore, for the next 3 years at least, the students of the Faculty of Medicine will have to move continuously between the Prefectural Hospital and the campus (separated by a distance of about 5 kms.), given that the central amphitheatre of the Faculty of Medicine is also ready for operation at the campus area. Concerning finally the activities of the two Faculties of the School of Education, they are still installed temporarily in university-owned buildings in a place sited in the middle of the distance between the campus and the urban area of the city.

A concise picture of the situation of the **infrastructure** of DUT (including every kind of buildings) is presented in the following Table 7.1, together with the **medium-term** (up to 2000) and the **long-term** (up to 2010) prospects of completion of the existing **building programme**. We have to repeat at this point that the time limits set for the completion of the above programme depend primarily **on the rates of financing** by the Ministry of Education. In the same Table the corresponding analogies of builded surface per student are given too.

From this Table, one can easily notice the differences concerning the rates of evolution of the building programme of DUT among the three cities. These differences must be attributed mainly to the the different time at which the several Faculties were established or began to operate. Indeed, DUT was operating for ten years (from 1974 up to 1984) with its first three Faculties (the two older Faculties of School of Engineering at Xanthi and the Faculty of Law at Komotini). The technological nature of the Faculties at Xanthi affected, as it was expected, the **much more rapid growth** of



the building programme at Xanthi. On the other hand, the delay, concerning the development of the relevant building programme for the Faculty of Medicine at Alexandroupolis, was further lengthened due to **disagreements** as regards the area at which the premises of the Faculty were to be built.

Finally, we have to note the **mixed nature of the ownership basis** of the buildings used at the present by DUT inside the urban area of each city. There are a number of buildings which are **owned by DUT**, but there are also a number of buildings which are either **rented** by the University or are **offered for use** to it by their owners on a temporary basis. The future situation of the buildings of the second category (rentings or temporary offerings) constitutes one of the concerns of the University, as they are **the only possibilities for effective interference of the University in the urban tissue of each city**.

**TABLE 7.1**  
**INFRASTRUCTURE OF DEMOCRITUS UNIVERSITY OF THRACE**  
**(PRESENT SITUATION AND FUTURE PROSPECTS)**

|   | XANTHI  | KOMOTINI | ALEXAND-<br>ROUPO-<br>LIS | TOTAL   |
|---|---------|----------|---------------------------|---------|
| Existing builded surface  | 39.924  | 46.048   | 14.860                    | 100.832 |
| Surface of buildings under construction   | 2.050   | 30.647   | 0                         | 32.697  |
| Surface of future buildings under designing   | 82.053  | 128.485  | 61.249                    | 271.787 |
| Builded surface after the completion of current constructions<br>(at about 2000 ?)          | 41.974  | 76.695   | 14.860                    | 133.529 |
| Builded surface after the completion of the overall building<br>programme (at about 2010 ?) | 124.027 | 205.180  | 76.109                    | 405.316 |
| Number of students (1995-96)  | 1.602   | 4.117    | 1.003                     | 6.722   |
| Number of students (2000-01)  | 1.800   | 5.200    | 1.200                     | 8.200   |
| Existing builded surface per student  | 24,9    | 11,2     | 14,8                      | 15,0    |
| Builded surface per student after the completion of current<br>constructions                | 23,3    | 14,7     | 12,4                      | 16,3    |
| Builded surface per student after the completion of the overall<br>building programme       | 68,9    | 39,5     | 63,4                      | 49,4    |

- Notes:
1. All amounts are given in m<sup>2</sup>.
  2. It must be noted that the builded surface of the University Hospital, which is already under construction, is not included in the corresponding amounts for Alexandroupolis.
  3. The analogy of builded surface per student after the completion of the overall building programme is deduced on the assumption that the number of students in the three cities will remain constant after 2000.

## APPENDIX 8

### OUTLINE OF THE TRIPTYCH “PLANNING - REVIEW - EVALUATION” AS ILLUSTRATED IN THE REGULATION OF THE UNIVERSITY



## OUTLINE OF THE TRIPTYCH “PLANNING - REVIEW - EVALUATION” AS ILLUSTRATED IN THE REGULATION OF THE UNIVERSITY

### 8.1 Planning

The overall activities and the development of DUT are carried out through the establishment and the implementation of a planning process.

The above planning process is evolved in three different but successive time-lengths:

- The **short-term** planning covers only one academic year and has more or less **functional** characteristics. Short-term planning is tightly connected to the annual budget of the University.
- The **medium-term** planning covers a period of three years and it may be considered as having somehow **operational** characteristics, linked to the three-year mandate of the rectorate.
- The **long-term** planning covers a period of at least ten years and obviously has exclusively **strategic** characteristics.

The whole planning process deals mainly with the following issues:

- The evolution of the academic profile of the University.
- The development of postgraduate programmes.
- The definition of major research priorities.
- The development of human capital of the University, including personnel and students.
- The growth of University's infrastructure.
- The search for additional financial resources.
- The allocation of resources within the University.
- The effective interaction between University and its socioeconomic environment.
- The development of international activities and cooperations of the University.

Planning process takes place both in institution and in faculty levels. The development and activity plan of the University must take into account the relative plans of each Faculty, while the development and activity plans of the Faculties must adapt to the directives and the general orientation given through the University's plan.

### 8.2 Committees for Planning and Evaluation

The responsibility for the design of the draft plans, for the continuous supervision and control as regards the effective and efficient implementation of the approved plans, and for the follow-up of the overall planning process belongs on the one hand to the **Central Committee for Planning and Evaluation (CCPE)** for the University as a whole, and on the other hand to the decentralized **Committees for Planning and Evaluation (CPE)** for each one of the several Faculties. The above Committees operate in permanent basis. The members of CCPE are assigned by the Senate of the University, while the members of each CPE are assigned by the General Assembly of the corresponding Faculty.



### 8.3 Review

The process of the design and approval of any kind of new plans (short-, medium- or long-term) and at any level, comes immediately after the completion of the process of **reviewing** the corresponding plan for the immediately previous time period.

The **Review Report** is drawn up by the Rector of the University or by the President of the Faculty respectively, and is submitted to the corresponding body (Senate of the University or General Assembly of the Faculty), which is then invited to discuss the content of the Review Report. There is no provision for approval of the Review Report but its conclusions should be taken into account for the preparation of the relative plans for the coming time period. In any case, the draft Review Report with the appropriate documentation is prepared by the corresponding Committee for Planning and Evaluation.

The major conclusions to be deduced from the Review Report refer mainly to the **feasibility** of the content of the corresponding plan and the **fulfilment** of the necessary requirements for the success of the corresponding plan. From these analyses, useful conclusions can be drawn for designing the plans for the next time period.

Furthermore, from the Review Report useful conclusions may be drawn as regards the extend to which every factor involved in the university functioning (authorities, decision making bodies, other executive bodies, administration services and even every individual member of the university community) **met successfully** the relative obligations deriving from the content of the corresponding plan and **contributed effectively** to its proper implementation. In other words, the Review Report gives a measure of the **responsibility** and the **accountability** of each one of the above factors.

### 8.4 Evaluation

The processes of **planning** and **reviewing** are **integrated** only through the process of **evaluation**, which consists mainly in the **codification, systematization and assessment** of the conclusions of the Review Report, concerning on the one hand the characteristics of the corresponding plan as such and on the other hand the elements of responsibility and accountability of each factor involved in the university functioning according to the previous paragraph.

The authority for the above evaluation process belongs to the corresponding Committee for Planning and Evaluation, which draws up its **Evaluation Report** and submits it to the respective decision-making body, where it is discussed together with the **Review Report**. The Evaluation Report, together with the detailed minutes of the relative session of the Senate of the University or of the General Assembly of the Faculty, constitute the **Official Evaluation Document** for the corresponding time period.

The elements of the Evaluation Reports and of the Official Evaluation Documents are taken into account in the cases of **allocation of resources** (both financial or human) within the University as well as in the cases of **setting internal priorities** in institution or in faculty level.

Further on, the Senate of the University and the General Assemblies of the Faculties can proceed to the establishment of systems of **evaluation criteria** and **performance indicators** in order to achieve **quantitative equivalence** of the qualitative results of the overall evaluation process. The corresponding Committees for Planning and Evaluation have again the authority for the preparation of the relative proposals in conjunction with the appropriate documentation and with proper application studies.



**SUPPLEMENTARY REPORTS**  
**CONCERNING**  
**DEMOCRITUS UNIVERSITY OF THRACE**

**FOR THE C.R.E.**  
**INSTITUTIONAL EVALUATION PROGRAMME**

*April 1997*



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### REPORT 1

#### TYPICAL AGENDAS OF THE SENATE'S SESSIONS

##### *519th SESSION OF SENATE / 17.12.96*

- 1. Statements and information announcements.**
  - 1.1 Statements and information announcements by the Rector and the Vice-rectors.
  - 1.2 Statements and information announcements by other members of the Senate.
- 2. Organizational issues.**
  - 2.1 Approval of the minutes of previous sessions of Senate.
  - 2.2 Designation of the DUT's representative to the Advisory Committee of the Centre for Study and Development of Hellenic Civilization at the Black Sea Countries.
- 3. Strategic planning and policy issues.**
  - 3.1 Discussion on the proposals for the establishment of School of Humanities.
  - 3.2 Discussion on the role of School of Education and of Research Institute for Multicultural Education in DUT, as regards the education and training processes of greek muslim teachers for the primary education minority schools in the region of Thrace.
  - 3.3 Discussion on the Faculties' opinions concerning the prerequisites for enrolment of foreign students in DUT.
  - 3.4 Discussion on the remaining articles of the University's Regulation.
- 4. Internationalization affairs.**
  - 4.1 Discussion on the Socrates Programme and the european profile of DUT.
  - 4.2 Discussion on the content and the principal directions of the European Commission's White Paper for Education and Training.
  - 4.3 Discussion on the perspectives concerning the European Commission's 5th Framework Programme for Research and Technological Development.
  - 4.4 Discussion on the content and the principal directions of the European Commission's Green Paper for Education, Training and Research.
  - 4.5 Discussion on the European Commission's Programme TEMPUS-PHARE.



**5. Academic affairs.**

- 5.1 Allocation of teaching load for the Faculty of Greek Literature.

**6. Personnel affairs.**

- 6.1 Approval of personnel leaves:  
6.1.1 Leaves of absence for personal reasons.  
6.1.2 Sick leaves.  
6.2 Public announcement for filling vacant posts of main teaching staff at the Faculty of Social Administration.

**7. Financial affairs.**

- 7.1 Funding of Postgraduate Study Programme of Faculty of Physical Education and Sport Science from DUT's budget.  
7.2 Approval of the sixth modification of the DUT's budget for 1996.  
7.3 Discussion on the report of state financial control exerted upon DUT's Research Committee for the 1995 financial management.

**8. Technical affairs.**

- 8.1 Interruption of construction of temporary buildings for the Faculty of Social Administration.  
8.2 Approval of intermediate or final stages of several technical works.  
8.3 Assignment of several technical works (designing or constructions) to the officially selected contractors.

**9. Issues proposed by Schools, Faculties, Committees etc.**

**10. Other issues.**

*520th SESSION OF SENATE / 23.01.97*

**1. Statements and information announcements.**

- 1.1 Statements and information announcements by the Rector and the Vice-rectors.  
1.2 Statements and information announcements by other members of the Senate.

**2. Organizational issues.**

- 2.1 Approval of the minutes of previous sessions of Senate.  
2.2 Replacement of the Head of the School of Engineering Library Committee.  
2.3 Current functional problems at the Computing Centre of the University.

**3. Strategic planning and policy issues.**

- 3.1 Discussion on the Faculties' proposals for the numbers of new entrants for the next academic year 1997-98.  
3.2 Discussion on the Faculties' opinions concerning the prerequisites for enrolment of foreign students in Democritus University of Thrace (postponed from the 519th session).  
3.3 Discussion on the remaining articles of the University's Regulation.

**4. Personnel affairs.**

- 4.1 Approval of personnel leaves:  
4.1.1 Leaves of absence for personal reasons.  
4.1.2 Sick leaves.  
4.2 Public announcement for filling vacant posts of main teaching staff of the Faculty of Greek Literature.

**5. Student affairs.**

- 5.1 Free food conditions for students.
- 5.2 Transfer of the responsibility of students' refectory at Alexandroupolis from DUT to the National Institution for Youth.
- 5.3 Discussion on Rector's proposals concerning solemnity and upgrading of the graduation ceremonies.

**6. Financial affairs.**

- 6.1 Approval of the budget of DUT for 1997.
- 6.2 Discussion on the new legislative framework for the salaries of universities' main teaching staff.
- 6.3 Discussion on requests submitted by several categories of personnel concerning the provision of allowances.

**7. Technical affairs.**

- 7.1 Discussion on the needs of the Faculty of Environmental Engineering concerning the educational buildings and other premises.
- 7.2 Approval of intermediate or final stages of several technical works.
- 7.3 Assignment of several technical works (designing or constructions) to the officially selected contractors.

**8. Issues proposed by Schools, Faculties, Committees etc.**

**9. Other issues.**

*521st SESSION OF SENATE / 20.02.97*

**1. Statements and information announcements.**

- 1.1 Statements and information announcements by the Rector and the Vice-rectors.
- 1.2 Statements and information announcements by other members of the Senate.

**2. Organizational issues.**

- 2.1 Approval of the minutes of previous sessions of Senate.
- 2.2 Designation of the main speaker at the celebration ceremony for the national holiday of the 25th of March.
- 2.3 Organization of a honorary ceremony for Prof. K. Ioannou.

**3. Strategic planning and policy issues.**

- 3.1 Discussion on the Rector's proposal for the geographical expansion of DUT.
- 3.2 Discussion on the proposals of the Minister of Education concerning reforms of the greek educational system.
- 3.3 Discussion on the proposal for the establishment of the Centre for Orthodox Studies in DUT.
- 3.4 Discussion on the remaining articles of the University's Regulation.

**4. Internationalization affairs.**

- 4.1 Grants for scientists originating from the Balkan States.

**5. Institutional management affairs.**

- 5.1 Recomposition of the temporary General Assembly of the Faculty of Social Administration.



**6. Personnel affairs.**

- 6.1 Approval of personnel leaves:
  - 6.1.1 Leaves of absence for personal reasons.
  - 6.1.2 Sick leaves.
- 6.2 Public announcement for filling vacant posts of main teaching staff at the Faculty of Greek Literature (postponed from the 520th session).
- 6.3 Public announcement for filling vacant posts of main teaching staff at the Faculty of Environmental Engineering.
- 6.4 Establishment of vacant posts of main teaching staff for the Faculty of History and Ethnology.
- 6.5 Transfer of administrative personnel to the University from the Company for the Management of the Property and the Holdings of the University.
- 6.6 Recomposition of the board for administrative personnel official affairs.

**7. Legal control and legal affairs.**

- 7.1 Legal control of the enrolment of students in the Faculty of Medicine.
- 7.2 Discussion on a legal opinion concerning the designing of the new buildings of the Faculty of Medicine.

**8. Student affairs.**

- 8.1 Free food conditions for students (postponed from the 520th session).
- 8.2 Transfer of the responsibility of students' refectory at Alexandroupolis from DUT to the National Institution for Youth (postponed from the 520th session).

**9. Financial affairs.**

- 9.1 Approval of the first modification of the Funding and Financial Management Regulation of the Research Committee of DUT.
- 9.2 Discussion on the best utilization of the apartments owned by the University at the city of Komotini.
- 9.3 Discussion on the salary's deduction posed by the Rectorate Council to the personnel who kept out of their duties protesting against the measures of the Ministry of Education.
- 9.4 Discussion on requests submitted by several categories of personnel concerning the provision of allowances (postponed from the 520th session).
- 9.5 Provision of the official monthly allowance for Prof. H. Frantzis who has retired from the University.

**10. Technical affairs.**

- 10.1 Discussion on the needs of the Faculty of Environmental Engineering concerning the educational buildings and other premises (postponed from the 520th session).
- 10.2 Formation of committees to examine the offers and make proposals for the assignment of technical works for the city of Xanthi to the proper contractors.
- 10.3 Approval of intermediate or final stages of several technical works.
- 10.4 Assignment of several technical works (designing or constructions) to the officially selected contractors.

**11. Issues proposed by Schools, Faculties, Committees etc.**

**12. Other issues.**

*20th SESSION OF SENATE WITH ITS SPECIFIC COMPOSITION / 20.02.97*

The specific composition of the Senate consists of its members who belong to the main teaching staff of the University and the two representatives of the postgraduate students. The Senate with its specific composition is responsible for any issue concerning postgraduate study programmes and research institutes of the University.

1. Approval of the minutes of previous sessions of Senate with its specific composition.
2. Supplementary information to be given to the Ministry of Education concerning the establishment of DUT's Research Institute for Thracian Archives.
3. Modification of the Postgraduate Study Programme of Faculty of Physical Education and Sport Science.
4. Approval of the Postgraduate Study Programme of Faculty of Law.

## REPORT 2

### ANALYSIS OF THE STUDENTS DROP-OUT PHENOMENON IN DEMOCRITUS UNIVERSITY OF THRACE

As mentioned already in the self-evaluation report, the intensive drop-out phenomenon form one of the most serious problems for DUT.

The term "drop-out" in our case includes all students leaving DUT in order to continue their studies at another greek University (and at the same discipline), as well as those leaving DUT after succeeding in another Faculty of higher priority to them (at the same or another University and at the same or another discipline) following the repetition of their participation to the national entrance examinations for a second time or for a third time and so on.

The term "drop-out" has nothing to do of course with the case of "parked" students who graduate with a more or less great delay in their studies. Furthermore, the term "drop-out" does not include either those students who finally abandon their studies but without been deleted from the official lists of students of each Faculty. We must mention here that, according to the greek legislation, a student can keep his status until graduation even if he finally abandons his studies.

The following Table 2.1 gives an idea of the intensity of drop-out phenomenon in DUT. The first two arithmetic columns of this Table give information concerning the numbers of new entrants to the several Faculties of DUT during the academic year 1995-96. The "initial" numbers of new entrants refer to those new students entering the University through the system of the national entrance examinations. On the other hand, the "final" numbers of new entrants refer to those new students entering the University through other types of entrance mechanisms (i.e. transfer from faculties of the same discipline belonging to other greek or even foreign Universities, as well as



enrolment of graduates from other disciplines who graduated from the same or other Universities or even from other tertiary education institutions).

The third arithmetic column of the same Table pictures the numbers of students deleted from the official lists of the several Faculties of DUT during the academic year 1995-96 for any of the reasons mentioned already before (of course, graduations are not included in this number). In our case, these numbers give the absolute amount of what we define as "drop-out phenomenon" for each one of the DUT's Faculties.

Finally, the last two arithmetic columns of Table 2.1 give the proportion between students who left DUT for any reason (except than graduating) during the academic year 1995-96 and students who entered DUT as new entrants during the same academic year.

**TABLE 2.1**  
**ANALYSIS OF THE STUDENTS DROP-OUT PHENOMENON**  
**IN DEMOCRITUS UNIVERSITY OF THRACE**  
**(THE CASE OF ACADEMIC YEAR 1995-96)**

| FACULTIES                            | NUMBER OF NEW ENTRANTS |       | NUMBER OF STUDENTS LEAVING DUT FOR ANY REASON | PROPORTION OF STUDENTS LEAVING DUT |                                 |
|--------------------------------------|------------------------|-------|---|------------------------------------|---------------------------------|
|                                      | INITIAL                | FINAL |   | TO INITIAL NUMBER OF NEW ENTRANTS  | TO FINAL NUMBER OF NEW ENTRANTS |
| CIVIL ENGINEERING                    | 170                    | 204   | 85  | 50,0%                              | 41,7%                           |
| ELECTRICAL AND COMPUTER ENGINEERING  | 130                    | 139   | 72  | 55,4%                              | 51,8%                           |
| ENVIRONMENTAL ENGINEERING            | 30                     | 31    | 0   | 0,0%                               | 0,0%                            |
| LAW                                  | 420                    | 517   | 200   | 47,6%                              | 38,7%                           |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 190                    | 217   | 53  | 27,9%                              | 24,4%                           |
| HISTORY AND ETHNOLOGY                | 100                    | 120   | 7   | 7,0%                               | 5,8%                            |
| GREEK LITERATURE                     | 100                    | 119   | 0   | 0,0%                               | 0,0%                            |
| SOCIAL ADMINISTRATION                | 0                      | 0     | —   | —                                  | —                               |
| MEDICINE                             | 60                     | 109   | 51  | 85,0%                              | 46,8%                           |
| PRIMARY EDUCATION                    | 80                     | 90    | 43  | 53,8%                              | 47,8%                           |
| PRE-PRIMARY EDUCATION                | 110                    | 122   | 61  | 55,5%                              | 50,0%                           |

There is one thing to clarify yet. When we say e.g. that the number of students who left the Faculty of Civil Engineering during the academic year 1995-96 was 85, we do not mean that 85 of the 170 initially enrolled new students or of the 204 finally enrolled new students left the Faculty during the academic year 1995-96. The number of 85 deletions includes new entrants both from the current academic year 1995-96 as well as from previous academic years. But, in the same way, some of the 1995-96 new entrants will be included in the numbers of deletions during the coming academic



years. Therefore, we may finally assume that the comparison or correlation between those two numbers for the same academic year gives statistically a good approach to what we define as "drop-out rate" for the corresponding academic year.

After the above analysis and the relevant clarifications, we may conclude from Table 2.1 that the drop-out rates in DUT are high enough for almost all the Faculties, exceeding in most cases the value of 50%. Filling up of the vacancies created by the drop-out phenomenon is partially satisfactory in some cases and especially in the cases of Faculty of Law and Faculty of Medicine. In other cases, like the case of the Faculty of Pre-Primary Education, the large drop-out rate has already led to the demand for increase of the number of initial new entrants, which has already been approved by the Ministry of Education.

Analogous demands for increase of the number of initial new entrants have raised also from other Faculties of DUT in an effort to face satisfactorily the problem of the high drop-out rates. The following Table 2.2 shows the numbers of initial new entrants defined for the coming academic year 1997-98 in comparison with the corresponding numbers for the academic year 1994-95, i.e. four years ago. It must be noted once more that the increase must be attributed to the demands of the relevant Faculties in their effort to face the high drop-out rates.

**TABLE 2.2**  
**CHANGE OF INITIAL NUMBERS OF NEW ENTRANTS**  
**IN DEMOCRITUS UNIVERSITY OF THRACE**  
**BETWEEN THE ACADEMIC YEARS 1994-95 AND 1997-98**

| FACULTIES                            | INITIAL NUMBERS OF NEW ENTRANTS |         | INCREASE BETWEEN<br>1994-95 AND 1997-98 |
|--------------------------------------|---------------------------------|---------|---|
|                                      | 1994-95                         | 1997-98 |   |
| CIVIL ENGINEERING                    | 170                             | 170     | 0,0%                                    |
| ELECTRICAL AND COMPUTER ENGINEERING  | 130                             | 140     | 7,6%                                    |
| ENVIRONMENTAL ENGINEERING            | —                               | 30      | —                                       |
| LAW                                  | 420                             | 600     | 42,9%                                   |
| PHYSICAL EDUCATION AND SPORT SCIENCE | 180                             | 230     | 27,8%                                   |
| HISTORY AND ETHNOLOGY                | 50                              | 120     | 140,0%                                  |
| GREEK LITERATURE                     | —                               | 120     | —                                       |
| SOCIAL ADMINISTRATION                | —                               | 120     | —                                       |
| MEDICINE                             | 60                              | 100     | 66,7%                                   |
| PRIMARY EDUCATION                    | 80                              | 100     | 25,0%                                   |
| PRE-PRIMARY EDUCATION                | 80                              | 150     | 87,5%                                   |

## REPORT 3

### OVERVIEW OF EXISTING MECHANISMS AND FUTURE PROSPECTS FOR MAINTAINING AND IMPROVING QUALITY OF TEACHING AND RESEARCH IN EACH FACULTY

#### 1. INTRODUCTION

As we mentioned in the self-evaluation report (p.41), the lack of a formal process for the systematic approach to the quest for quality improvement is the common situation for all the greek universities, in relation of course with the delay and the timidity of the Ministry of Education to proceed to the necessary legislation.



Nevertheless, as it was also mentioned in the self-evaluation report (p. 43), efforts aiming to quality improvement may be detected in many academic functions of DUT, as well as in other Universities of course. But the common characteristic of these efforts is that they are all carried out in a non-systematic way and, in many cases, through non-formal processes. In this present report, we try to give a global and, more or less, analytical presentation of the situation existing in DUT and eventually to present our future prospects.

## 2. THE QUALITY OF TEACHING

### *.1 The approval of courses*

According to the existing greek legislation, each Faculty sets up a Committee which is responsible to make proposals to the General Assembly, concerning any changes in the undergraduate study programme. This Committee is called "Committee for the Study Programme" and consists of representatives of both the main teaching staff and the students. The Committee is assigned by the General Assembly of the Faculty.

The responsibilities of the above Committee cover both the structure of the study programme and the characteristics of the curriculum, i.e. the titles and the outlines of the individual courses included. From the above description of its responsibilities, we can derive that the Committee for the Study Programme does not proceed to any kind of qualitative approaches to the study programme of the Faculty. Its proposals are based mainly on the compatibility of the various courses with the orientation and the principal directions of the study programme in accordance with the scientific evolution of the relevant discipline and with the demands of the corresponding labour market.

### *The allocation of teaching load*

The allocation of teaching load among the academic staff of the Faculty, or in other words the assignment of teaching staff associated with each course, belongs to the responsibility of the General Assembly of the Faculty. Theoretically, this allocation has to be carried out according to qualitative criteria. Not only the scientific relevance of each professor to the corresponding discipline must be taken into account, but also his or her teaching approach to it as well as his or her previous performance in quality terms.

Unfortunately, the lack of relevant procedures till now does not allow for such criteria to prevail. We could state that what really dominates in this case is the need for a balance concerning the personal relations in the interior of academic staff in each Faculty, as well as the direct or indirect pressure the students feel as exerted upon them. As a result, the allocation of teaching load is degenerated to a typical and insignificant procedure.

The same lack of essential judgement according to quality criteria characterizes for the present and the process for the approval of the textbooks to be given to the students for each course. The corresponding responsibility belongs also to the General Assembly of the Faculty, but the usual and common situation is that the textbooks are approved simply according to the proposal of the relevant teaching staff and without any discussion concerning the quality and the suitability of the textbook or its compatibility with the corresponding course.



### 2.3 *Involvement of students*

As was mentioned above, the students are involved in the quality of teaching and learning procedure first of all through their participation in the General Assembly of the Faculty. For the present, the specific weight of their participation is rather low for the reasons mentioned previously. But, the implementation of the University's Regulation is expected to open up the prospects for an active role to be undertaken by the students.

The most intense involvement of students in the quality procedure is of course through the process of assessment of the teaching ability of academic personnel and of the expression of this assessment during the process of the academic promotion of the teaching staff. As stated in the self-evaluation report (p. 44), this participation of the students is rather downgraded as their opinion is based to a subjective and not documented judgement.

The small specific weight of students' participation to the quality control procedure must be mainly attributed to the lack of systematic processes. It is known that the most effective process is the development of analytical questionnaires to be answered by the students, concerning the quality of courses, the efficiency of teaching approaches and textbooks and, finally, the quality of the overall teaching performance of academic personnel.

Concerning the situation of the various Faculties of DUT as regards the implementation of questionnaires practices, we may speak only about isolated initiatives. Such isolated efforts can be monitored at several Faculties, but their common characteristics are on the one hand that they have not succeeded to be generalized throughout the whole teaching activities and on the other hand that their content is rather poor, does not occur from, or even is based on, some systematic investigations and, finally, they are not followed by quantitative and qualitative analysis of their results.

The first systematic experimental initiative on this point, aiming to the overall analysis of the case, was carried out during the current academic year at the Faculty of Pre-Primary Education and it concerned the evaluation of the content and the objectives of a course on techniques for educational research, as well as of the performance of the professor involved. The results of the analysis of the questionnaire and of the answers of the students will provide the base-material for the generalization of the effort for all the courses offered in the corresponding Faculty and may serve, if asked, as a basis for similar work in other Faculties too.

## 3. THE QUALITY OF POSTGRADUATE STUDIES

As stated in the self-evaluation report, systematically organized postgraduate studies in Greece run only since four years. Therefore, there is no quality tradition or climate set up yet throughout the whole higher education system in Greece in postgraduate level. Concerning especially DUT, only two postgraduate study programmes operate, the first one at the Faculty of Physical Education and Sport Science (with three different specializations) and the second one at the Faculty of Electrical and Computer Engineering.

The procedures concerning quality control in a postgraduate study programme are in general similar to those existing for the undergraduate ones. The main difference has to do with the fact that the selection of students in the postgraduate study programmes belongs to the absolute responsibility of the corresponding Faculty.



Therefore, the postgraduate study programmes allow for a significant process of qualitative, and not only quantitative, monitoring of their student population, in contrary with the case of undergraduate study programmes, where the selection of students is carried out on a national basis and without any involvement of the Universities.

The qualitative criteria for the selection of students for a postgraduate study programme refer mainly to the undergraduate performance of the candidates, to their graduate degrees, to their research experience and to the knowledge of foreign languages. Those qualitative criteria are followed also by some kind of examinations carried out by the Faculty itself.

#### 4. THE QUALITY OF PhDs

Specific reference must be done for the procedures leading to a PhD in the Faculties of DUT which do not own a systematic postgraduate study programme. In these cases, the procedure for the selection of candidates for a PhD is somehow different. The candidates submit their applications to the Faculty and then the General Assembly decides on each application separately. The acceptance of an application is based on the fulfilment of criteria like those mentioned above for the selection of students for the postgraduate study programmes.

The difference arises from the fact that the applications for PhDs are submitted (and are discussed for acceptance, therefore) separately and at any time during the academic year. Hence, there is no comparative control of the candidates' essential qualifications. In almost all the cases, the applications are approved by the General Assembly of the Faculty, which at the same time assigns the supervisor and the advisory committee responsible for instructing and supervising the PhD student. In some cases, the approval of the application by the General Assembly requires a detailed preliminary report to be submitted by the candidate and a documented proposal by the member of the main teaching staff who is intended to undertake the supervision of the PhD. But, in other cases, a simple typical proposal of the expected supervisor is enough.

A great variety can be detected concerning the rate of PhDs massification in the various Faculties of DUT. Data presented in Table 5.3 (p. 85) of the self-evaluation report are quite revealing, as the ratio between PhD students and main teaching staff varies from 0,6 for the Faculty of Pre-Primary Education up to 5,9 for the Faculty of Medicine.

Of course, in the case of PhDs elaborated in the framework of the existing systematic postgraduate study programmes, the procedures follow the overall flow of the programme and are ruled by the same quality climate.

#### 5. THE QUALITY OF RESEARCH

Concerning now the quality of research, we must first of all make the distinction between competitive and non-competitive research activities. Competitive research is funded mainly by outside funders, but recently competitive research programmes have been established in the interior of the University too. External funding is directed mainly to projects in the field of technological and/or applied research. On the con-



trary, internal funding (through the Research Committee of the University) is directed in a significant extend to basic research as well as research in social and human sciences.

It is evident that the approval of research proposals for funding (either external or internal) is connected with processes of quality assessment. Therefore, this kind of research is controlled by quality processes. Of course, this is not the case for the other research activities throughout the University which are not funded (externally or internally), as well as for those funded directly by outside partners through private negotiations carried out in personal basis and without the interference of any evaluation system. The latter case includes e.g. the establishment of contractual partnership between members of the academic personnel and the local or regional authorities on personal basis.

## 5.2 List of research activities

All the research activities funded both internally and externally (either through evaluation mechanisms or in a personal contractual basis) are included in the analytical list of research activities given annually in publicity by the Research Committee of the University, which has the responsibility for the financial management of all these activities. The above list contains information on the history of each research project, its current characteristics (project leader, members of scientific team, budget etc.), as well as its expenses during the corresponding year.

The distribution of the research activities to the Faculties of DUT (concerning only the projects funded by external or internal resources) is shown in the following Tables 3.1 and 3.2.

**TABLE 3.1**  
**ANALYSIS OF THE RESEARCH ACTIVITIES**  
**IN DUT DURING 1995**

| FACULTIES                            | MAIN TEACHING STAFF | NUMBER OF RESEARCH PROJECTS |
|--------------------------------------|---------------------|-----------------------------|
| Electrical and Computer Engineering  | 41                  | 54                          |
| Civil Engineering                    | 43                  | 67                          |
| Environmental Engineering            | 0                   | —                           |
| Law                                  | 45                  | 6                           |
| Physical Education and Sport Science | 16                  | 10                          |
| History and Ethnology                | 15                  | 3                           |
| Greek Literature                     | 0                   | —                           |
| Social Administration                | 0                   | —                           |
| Medicine                             | 64                  | 7                           |
| Primary Education                    | 19                  | 5                           |
| Pre-Primary Education                | 10                  | 3                           |
| TOTAL                                | 253                 | 155                         |

Notes:

1. The Table includes only the reserch projects funded by either institutional or outside resources. Therefore, it does not include the research activities supported simply by the current annual budget of the Faculties.
2. The distribution of the projects to the Faculties is following the position of the project leader.



**TABLE 3.2**  
**RESULTS OF THE FIRST INTERNAL FUNDING**  
**PROGRAMME**  
**OF DUT'S RESEARCH COMMITTEE FOR 1996**

| FACULTIES                            | MAIN<br>TEACHING<br>STAFF | NUMBER OF PROJECTS |          |
|--------------------------------------|---------------------------|--------------------|----------|
|                                      |                           | SUBMITTED          | APPROVED |
| Electrical and Computer Engineering  | 41                        | 20                 | 5        |
| Civil Engineering                    | 43                        | 16                 | 5        |
| Environmental Engineering            | 0                         | —                  | —        |
| Law                                  | 45                        | 2                  | 1        |
| Physical Education and Sport Science | 16                        | 9                  | 3        |
| History and Ethnology                | 15                        | 9                  | 4        |
| Greek Literature                     | 0                         | —                  | —        |
| Social Administration                | 0                         | —                  | —        |
| Medicine                             | 64                        | 4                  | 3        |
| Primary Education                    | 19                        | 6                  | 2        |
| Pre-Primary Education                | 10                        | 4                  | 2        |
| TOTAL                                | 253                       | 70                 | 25       |

Note: The distribution of the projects to the Faculties is following the position of the project leader.

The list of Research Committee does not include of course the research activities which are not funded either internally or externally, as these activities are not known to the Research Committee. In reality, these research activities are supported financially through the annual budget of the corresponding Faculty. Therefore, these activities can be identified only by the Faculties themselves.

Recently, some of the Faculties of DUT have began to create their own lists for their research activities (both funded or not funded). This procedure happens to be in its first steps, but it will become systematized from the beginning of the next academic year, as this information is quite necessary after the validation of the University's Regulation.

## 6. THE QUALITY OF ACADEMIC STAFF

### 6.1 List of publications

According to the existing greek legislation, the President of every Faculty has the authority to keep (and update) the records of the overall scientific activity of every member of the academic personnel. This is an authority which remains inactive in the most of the greek Universities. Obviously, this fact has to do with the lack of confidence existing even in the interior of a small group of persons as the one related with one single Faculty.

### 6.2 Criteria for promotion

One of the results of the above situation is that neither the lists of publications of the members of academic personnel exist in each Faculty. This is true, but nevertheless we have to point out that the list of publications is absolutely necessary for the assessment of the members of academic staff during their promotion process. Therefore, this list of publications, especially those referring to the years passed since their previous assessment, is given to publicity throughout the whole Faculty in the process of their promotion.



From the above description, one can easily conclude that the publications of each member of academic personnel are periodically given to publicity, when the time for his or her assessment for promotion has come. The only academics excluded from this obligation are those who have reached the highest level of teaching personnel, i.e. those who have reached the level of (Full) Professor.

The overall process for the promotion of teaching staff is itself a qualitative one. The assessment of the candidate includes of course a number of typical quantitative requirements (such as a minimum number of years since he obtained his PhD or a minimum number of years of teaching and research work or a minimum number of publications), but the essential part of the assessment has qualitative characteristics and is extended to the whole scientific work of the candidate.

## 7. THE OVERALL QUALITY PROFILE OF THE VARIOUS FACULTIES

### 7.1 *The impact of quality on the labour market*

One significant characteristic of the greek higher education system is the very low impact of quality of studies on the rates of graduates absorption by the labour market. Things are worse in the public sector, where the selection is normally carried out through three different processes. According to the first of these processes, the selection is based to the degree of graduation without any reference to the overall quality of the corresponding study programme. According to the second process, the selection is based to some kind of periodical national examinations with no reference at all even to the degree of graduation. Finally, according to the third process, the selection is carried out through a waiting list, the construction of which is based simply to the year of graduation. This third process is the one existing for the appointment of teachers for primary and secondary education in Greece.

Things are not much different for the private sector. Of course, the requirements are more rigorous in this case. But, as there are no processes for quality assessment or quality ranking of the study programmes, the fulfilment of those more rigorous requirements is achieved through the degrees of graduation or through the overall prestige and reputation of the Faculty or the University (usually based in the existing tradition).

The above drive to the conclusion that, at least for the present, the quality characteristics of the study programme of a Faculty have no impact at all on the labour market response to its graduates. In other words, we could state that those quality characteristics have no impact at all on the output of each Faculty. The above described situation, on the one hand prevents the cultivation of quality culture in the interior of a Faculty and on the other hand leads to the development of a climate of minor effort throughout the student population.

### 7.2 *The impact of quality on the attractiveness of students or on the drop-out rates*

Furthermore, the quality of study programmes has no impact either on the input of each Faculty. This means that the quality of a Faculty is not included among the criteria according to which the candidates for the entrance examinations for higher education in Greece make their choices and set up their priorities.

Indeed, concerning the choice of the discipline, these priorities have to do first of all with its prestige and its social appreciation or with its responsiveness to the labour market needs. And, concerning the choice of location (Faculty and University), these priorities have to do with the candidates' need to study staying together with their fa-



milies for economic reasons or with their inverse need to study away from home.

One of the most characteristic examples of the above situation is the case of the Faculty of Physical Education and Sport Science in DUT. This Faculty is generally accepted to be one of the better organized and better qualified Faculties in Greece at this very discipline. Some of its unique characteristics are the following: It has already developed a great number of collaborations and students exchanges in the framework of European Programmes. It has the only postgraduate study programme in Greece. And it organizes the only international conference on sport sciences in Greece in annual basis. But, in spite of the above unique qualitative characteristics, the Faculty of Physical Education and Sport Science of DUT comes only third in the priorities of the candidates for national entrance examinations and in a long distance apart from the first one, which is the corresponding Faculty of the University of Athens, and from the second one which is the corresponding Faculty of the University of Thessaloniki.

The situation concerning the attractiveness of DUT's Faculties in comparison with the Faculties of the same disciplines in other greek Universities is analyzed in the following Table 3.3.

**TABLE 3.3**  
**PERCENTAGE OF FIRST CHOICES OF THE CANDIDATES**  
**FOR THE ENTRANCE EXAMINATIONS**  
**TO THE FACULTIES OF DUT IN THE ACADEMIC YEAR 1994-95**  
**AND COMPARISON WITH THE OTHER FACULTIES OF THE SAME DISCIPLINES**

| Universities | Electr. Eng. | Civil Eng. | Envir. Eng. | Law    | Sport Science | History and Ethnol. | Greek Literature | Social Admin. | Medicine | Primary Educ. | Pre-Primary Educ. |
|--------------|--------------|------------|-------------|--------|---------------|---------------------|------------------|---------------|----------|---------------|-------------------|
| Thrace       | 0,67%        | 0,77%      |             | 1,04%  | 1,27%         | 0,33%               |                  |               | 0,84%    | 0,16%         | 0,11%             |
| Athens       | 42,81%       | 16,22%     |             | 49,98% | 31,18%        | 8,30%               |                  |               | 73,31%   | 4,60%         | 2,47%             |
| Thessaloniki | 9,73%        | 8,09%      |             | 17,78% | 11,29%        | 3,85%               |                  |               | 28,96%   | 1,55%         | 1,68%             |
| Patras       | 1,95%        | 1,11%      |             |        |               |                     |                  |               | 4,02%    | 0,64%         | 0,39%             |
| Ioannina     |              |            |             |        |               | 0,59%               |                  |               | 2,49%    | 0,33%         | 0,29%             |
| Crete        |              |            |             |        |               | 0,44%               |                  |               | 1,99%    | 0,36%         | 0,32%             |
| Aegean       |              |            |             |        |               |                     |                  |               |          | 0,28%         | 0,22%             |
| Thessaly     |              | 0,47%      |             |        | 1,34%         |                     |                  |               | 0,60%    | 0,24%         | 0,20%             |
| Ionian       |              |            |             |        |               | 0,32%               |                  |               |          |               |                   |
| (Serres)     |              |            |             |        | 0,79%         |                     |                  |               |          |               |                   |
| (Florina)    |              |            |             |        |               |                     |                  |               |          | 0,18%         | 0,14%             |
| TOTAL        | 18,48%       | 5,58%      |             | 22,80% | 9,72%         | 2,45%               |                  |               | 14,99%   | 1,04%         | 0,72%             |

The same lack of correlation exists also between Faculties' quality and drop-out rates. The drop-out rates are inversely proportional to the priority with which the students had chosen their Faculty in DUT as candidates. Faculties with low priority in the candidates choices show high drop-out rates (e.g. Faculty of Pre-Primary Education) and vice versa. In general, we can argue that Faculties corresponding to new, modern and rare disciplines (e.g. Faculty of Environmental Engineering) show relatively high attractiveness and low drop-out rates (see Table 2.1 in p. 111 above).

## 8. THE FUTURE PROSPECTS

The key-event for DUT is expected to be the implementation of its Regulation from the beginning of the next academic year, and especially its articles concerning the triptych "Planning-Review-Evaluation" (see Appendix 8, p. 103-104 of the self-evaluation



report). It is true that the content of these articles does not focus directly on issues concerning quality evaluation. But, it must be taken as granted that the development of an evaluation culture within the overall University's activities will simultaneously create an analogous quality culture.

Perhaps, we will have to enrich our Regulation with a specific part referring directly to quality assessment and quality management processes and this is something that the new rectorate will have to work on. Anyway, we can mention here two significant factors that will play an important role to our systematic efforts towards quality improvement.

The first factor is the participation of DUT in the current CRE institutional evaluation programme. The overall processes themselves, as well as the expected outcomes to be derived after the completion of the procedure, will have eventually a great impact on the development of the necessary quality climate throughout the University. This estimation is supported by the relevant initiatives already undertaken in some Faculties aiming to the above objectives.

The second factor has to do with the Ministry of Education. As we had mentioned in the self-evaluation report (p. 41), the existing greek legislation does not include any articles at all concerning the concept of institutional evaluation or the concept of quality assessment and management. But, recently, the Ministry has started to organize a number of initiatives in this field. Such a significant initiative to be announced perhaps before the summer holidays refers to a call for proposals addressed to the Faculties of all the greek Universities and concerning the preparation of projects aiming to the quality self-assessment of each Faculty. This operation will be funded through the resources of European Union and the overall responsibility for the scientific supervision of the programme has been assigned to the Centre for Educational Research, a new institution in national basis founded one year ago.

This second prospect is, according to our estimations, much more important than any other legislative initiative for the present, as it will develop a large-scale activation of the overall higher education system in Greece. Our University will of course participate to this operation, making best use of its comparative advantages occurring from the experience and the expertise gained from its participation in the current CRE institutional evaluation programme.



**REVIEW REPORT  
OF C.R.E.'s REVIEWERS  
FOR  
DEMOCRITUS UNIVERSITY OF THRACE**

*June 1997*



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## FOREWORD

### § 1

Following two successful conferences on the theme of Quality and Evaluation, the Permanent Committee of the CRE, the European Association of Universities, decided in 1993 to offer its 500 member universities the possibility of being audited so that their strengths and weaknesses in the area of quality management might be assessed. The CRE offers an external diagnostic from experienced university leaders coming from different higher education systems in Europe. This diagnostic should explain the quality modes and the main actors in the university's daily decision-making process. It should be a tool for institutional leadership preparing for change. The CRE does not wish to provide the university with a blueprint for its development; rather the audit process is to speak in Martin Trows' terminology, an "**external supportive review**"<sup>1</sup>

By auditing institutions in different countries, CRE hopes to disseminate examples of good practice, validate common concepts of strategic thinking, and elaborate shared references of quality that will help member universities to re-orient their strategic development while strengthening a quality culture in Europe. During the audit the university is helped

- to examine how it defines its **long- and medium-term aims**
- to look at the **external and internal constraints** shaping its development and
- to discuss **strategies to enhance its quality** - if quality is defined as the adequacy of means for purpose - while taking account of these constraints.

### § 2

In 1994 the Universities of Goteborg, Oporto and Utrecht commissioned the CRE to develop the methodology for the quality audit programme and to test it in their institutions. This pilot phase was completed in January 1995. Central in the process of auditing stands a set of **guidelines**, developed by professor Frans van Vught, Director of the Centre for Higher Education Policy Studies (CHEPS) at Twente University and Don Westerheijden. In 1995/1996 a second auditing round took place with 12 universities in West-, Central- and East-Europe participating. In 1996/1997 there was a third round with 13 universities in Europe and one in Brazil (experimental). One of the universities in this third round was Democritus University of Thrace (DUT), the only Greek university participating so far.

**The Democritus University of Thrace** requested the CRE to organise an institutional audit of the university. The request was made by the Rector **prof. Yannis Panoussis** and in practice organised by the appointed liaison person **prof. Dionyssi Kladis**. The Senate approved the participation and installed a self-evaluation steering group consisting of **prof. Dionyssi Kladis** (Faculty of Pre-Primary Education), **prof. Demetrios Panagio-Takopoulos** (Faculty of Civil Engineering) and **prof. Nikolaos Xirotiris** (Faculty of History and Ethnology). The faculties of the Democritus University of Thrace and many of its staff and students supported the audit by their active participation.

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<sup>1</sup> M. Trow: "*Academic Reviews and the Culture of Excellence*", Studies of Higher Education and Research 1994/2.



The members of the audit team were:

- prof.dr. **Dirk Bresters** (chairman), former rector of the University of Amsterdam,
- prof.dr. **Andrei Marga**, Rector Babes-Bolyai University, Cluj-Napoca,
- prof.dr. **Henrik Toft-Jensen**, Rector Roskilde Universitetscenter, Roskilde,
- drs. **Bas Nugteren** (secretary), Secretary to the Board of Utrecht University.

During the pre-audit in February, the team was accompanied by **mrs. Jean Morse**, on invitation by the CRE, as an observer from the Commission on Higher Education of the Middle States Association of Colleges and Schools, Philadelphia, USA. Her comments were very inspiring.

They would like to thank the Democritus University of Thrace for being **the first Greek university** which took the effort of participating in the CRE-programme, really distinguishing itself hereby. To stand up, to try new ways, can always be risky, but shows self-awareness and confidence in the future. They would also thank the self-evaluation steering group for their unflagging zeal introducing the team to the Greek HE system, its culture and the ins and outs of the Democritus University of Thrace. They would like to thank explicitly **mrs. Eleni Mavridou** for organising both visits of the team so well and smoothly. The team also would like to thank the members of the staff actively participating in the process such as **prof. Ioannis Voulgaris**, for their fair and frank participation and the students for their openness and contributions.

## INTRODUCTION

### § 3

**Democritus University of Thrace**, was founded in 1974 in Komotini as part of the governments policy to distribute Greek Higher Education also to this region many Greek unfortunately consider to be a remote part of Greece. Since then next to Komotini two other campuses were installed: Alexandroupolis and Xanthi. Democritus University of Thrace is one of the 18 universities in Greece with about 7.000 students and 250 teaching staff in 11 faculties. One can't discuss Higher Education in Greece without being aware of the **dominance of Athens and Thessaloniki** in all respects: demographic, cultural, economic and also concerning universities; you'll find about 70 % of the students in those two places.

One of the features of the Greek Higher Educational System is that students have to apply for the more or less fixed number of places available at universities and faculties. They can give up to 60 correlated choices of study and location. The preferences for Athens and Thessaloniki are very obvious, only a very small percentage has a first choice for studying in one of Democritus University of Thrace's faculties. And many try to change to other places and studies in their first year, which is very easy in the Greek entrance system. This certainly contributes to high drop out rates for the Thracian faculties. However, it was quite clear that many of the students didn't try to change place after being student for sometime in Thrace. We hear many students stressing that they were quite happy with being in Komotini, Xanthi or Alexandroupolis and that they were proud of their university, even when they were critical in some respects.



*Establishment of faculties:*

|                         | 1974/75/76   | 1984/85/86/87  | 1991/92               | 1995/96/97                                |
|-------------------------|--|--|-----------------------|---|
| <b>Komotini:</b>        | Law  | Physical Education and Sport Science                   | History and Ethnology | Greek Literature<br>Social Administration |
| <b>Xanthi:</b>          | Civil Engineering<br>Electrical and Computer Engineering |  |                       | Environmental Engineering                 |
| <b>Alexandroupolis:</b> |  | Medicine<br>Primary Education<br>Pre-Primary Education |                       |   |

As in most countries, the national HE system has his own features distinguishable from other countries. Mostly this is due to **different cultures**, especially different cultures of education and teaching. Different cultures also concerning the way decisions are prepared and made with different balances between formal and informal, between planning and ad hoc, between individuals and collectives. The Greek universities and educational culture clearly have their own features. And although Greek universities are in European dimensions rather young, the oldest being founded in 1836 (National Technical University of Athens), Plato's Akademia is still in the air. One feel the traditions of Greece in many respects. Exchange of opinions, critical examination of thoughts are clear part of the culture. Having a meeting is thought to be an answer to all kinds of procedural questions. With also some disadvantages concerning the effectiveness and continuity of governance and the danger to be to theoretical.

**Systematic quality assessment is hardly developed in Greece**; recently the government tried to impose some activities (disciplinary review) but these were successfully resisted by universities and public opinion. Inside the Democritus University of Thrace, as well as in other Greek universities, there is hardly any systematic approach to quality assessment, no university structures or explicit policy making, no agreed set of values and goals. Not that there is no interest or experience. The team met several staffmembers with clear ideas and some of them already developing some activities. Many of them with international experiences themselves. Students are interested and have opinions on this topic. But there is no university wide thinking and activities, no university structures or policies, and no national perspective at all.

At the same time many recognized the necessity for more attention to quality. To stay **internationally compatible**, for reasons of financing, because talent is always scarce. Quality not only as fostering the best as is in many faculties the way of thinking, but quality also as increasing the average and as fitness for use. Quality as improving effectiveness of teaching and learning.

**Academic freedom** is more than in many other European countries dominating the debate on quality assessment. Many feel a contradiction between both because they relate assessment and control. And in recent experiences of dictatorship, academic freedom and the university as last democratic institutions were valued very highly by academics and other people alike. Academic freedom is with good reason for many in and out the university more than a feature of the Von Humboldtian university, a vivid contribution to society and science.

But as in many countries universities realize that academic freedom and **standards of quality of research, teaching and learning** are closely connected. Academic freedom is not a formal cocoon, but is in the deepest of its existence about quality and progress of academic activities and of the democratic society. Quality assessment is in that respect



the relation between demands of academic thinking and of society's needs and the quality of research and of learning and teaching. Academic freedom must therefore be developed continuously. So, if the Democritus University of Thrace wants to be in the future a strong university with high standards of quality, there is a clear need for developing quality assessment mechanisms at a university level.

#### § 4

On **May 8th, 9th and 10th 1997 the audit team visited Democritus University of Thrace**. This audit was preceded, in conformity with the CRE guidelines, by a Self-Evaluation, written by the self-evaluation steering group as mentioned before, and a pre-audit to get acquainted with the university. This pre-audit took place last week of February 1997 when three faculties were visited: Medicine, Law and Electrical and Computer Engineering and there was a meeting with representatives of regional and local community. The Self-Evaluation Report consisted of 34 pages and several appendices. The audit team judged **the self-evaluation as very good**. This self-evaluation won't be quoted in length in this report, but it really deserves rereading by participants in future activities.

During the audit in May 1997 the audit team met with staff, mainly academic, and students. All meetings were confidential. Most participants, especially staff, were familiar with the self evaluation report. The first day there were meetings with the rector, the self-evaluation group, members of the Senate, Deans, Presidents and members of the university's research committee. On the second day the audit team split up in two and visited in half day tours five faculties: Medicine, Primary Education jointly with Pre-Primary Education, History and Ethnology and Civil Engineering. There were meetings with staff and with students. It should be mentioned that the staff at the faculty of History and Ethnology didn't show up for reasons not clear but to be questioned anyhow. On the third day there was a short oral report by the chairman of the audit team, professor Dirk Bresters, in public. This oral report is reflected in this written report, which is set up according to the CRE lay out.

During these three days the audit team all in all met about 50 people, mostly in meetings of 60 minutes, mostly in little groups. The audit team wants to stress their thanks for the excellent arrangements that had been made and the friendly hospitality. They were especially impressed by the openness and frankness of all the participants. The students made a good impression on the team with their lively and perceptive comments and -not in the least- their often excellent command of the English language.

This audit report has been prepared specially for the university authorities, who commissioned the CRE audit, in this case the Rector, who is free to decide on its use and publication. However, some of the general issues encountered will be added to the general **CRE issue report** outlining the variables of a university quality culture in Europe.

#### § 5

The audit is concerned only with **mechanisms of quality assessment**, not quality itself. As mentioned before, there is hardly any systematic quality assessment developed in the Democritus University of Thrace or in other HE institutions in Greece. That made the audit more difficult than in other universities. The team looked closely at good practices and at possibilities to recommend some steps to go forward. And as was stipulated in the oral report, the audit team is positive that there are some real possibilities for progress.



The fundamentals of improving quality are nevertheless irrefutable the existing quality in research and teaching, the **quality of people** themselves. Quality of disciplinary knowledge, quality of performing, quality of ambitions. These are reflected in an institution as a whole, but at the same time stimulated by the institution as a whole. Performance of staff can be inspired by the university, its policy, its **academic leadership**.

The audit team found many clear signs of the university participating in an **European academic context**: many conferences are organised and/or attended, several international professional cooperations were mentioned and relatively many students participate in European exchange programmes (what the staff should acknowledge more by honouring the courses followed by credit transfer). And also the mission statement of the university has an international dimension, even though it seems to be too ambitious. However, in between those two much is missing. No shortage of plans, as one said, but no clear quality policies at all. We didn't find strategies for improving quality.

**The report starts with an analysis of the constraints under which the university must operate, constraints that influence the opportunities and policies of the university. The second part looks at the university's capacity for change, the possibilities for improvement, the kind of improvement needed, etc. The third part is a very short summary.**

## THE INSTITUTIONAL AUDIT

### A. CONSTRAINTS AND INSTITUTIONAL NORMS

In general the audit team distinguishes **three constraints**, which will be illustrated further on:

1. The centralised culture of the Greek society in general, including HE. Athens is, correctly or not, in between every two sentences and felt in day to day activities.
2. The necessity to fulfil a regional role without an elaborated balance between academic standards and society's needs.
3. Compared to the general trend in Europe, there is a clear lag in development regarding quality strategies at a national as well an institutional level.

terms of  
sources:

#### § 6

**Financing** doesn't seem to be the first problem to be solved. Of course there are financial limitations, but when looking at the whole HE system in Greece, Democritus University of Thrace receives relatively more money than most universities: with having only 5,3% of the students and 3,5% of the teaching staff in Greece, receiving 7,7% of the state funding is rather advantageous. This statefunding doesn't concern salaries etc., because these are not paid through the university's administration, but directly by the government. Statefunding is therefore representing the "extra's", mostly connected to the aspirations of the university, buildings, equipment, research projects, etc.

The **autonomy** of the university is only a limited one when looking at governance: steering, planning, financial policy, personnel policies including salary. But what a limitation: these are directly under the influence of Athens, the Ministry of Education as well as the Ministry of Finance, that has to approve all budget matters and handles these in a very bureaucratic way. Next to this double check at the start, there is a detailed control afterwards by local supervisors of the Ministry of Finance on all expenses. On the other side, there is an autonomy rarely experienced in Europe when looking at the **freedom of the professors** in not only the content of their research and courses, the basic idea of academic freedom.

Allocation of research money is also primarily an Athens' business, although there seem to be some small changes occurring as we will go into detail in some developments at the Democritus University of Thrace of developing a university policy concerning research. So, it is essential for most being present at the right meeting or meeting the right person in Athens.

#### § 7

Together with this centralised approach of decision-making, there is the dominance of party **politics** at all levels. Some even used the expression that universities are prisoners of politics. That is surely exaggerated, but was noticeable in many ways. Good relations with the minister, or his top-advisers, are of crucial importance, but at the same time, the Greek political system has a tradition of a frequent change of ministers.

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Also the student elections were much dominated by party politics, as many of the students complained, as well as the rector's election. Nevertheless, there are some change occurring in this as many said so. Rectors are not elected on their own, but as a "triumvirate" rector and two vice-rectors. Practice is that all parties are represented in the rectorates' team.

Another way politics dominates the governance of the university, is by its explicit regional dimension. It used to be common that the rector was expected to be one of the most important regional authorities, involved in all kinds of regional politics and vice versa. The present rector, prof. Panoussis, clearly played his role as regional authority, and was involved in all kinds of policy making, in making coalitions with regional authorities etc. However, the ties between university and regional authorities were loosening in daily practice, and strengthened on a more strategic level by the rector.

Although the rector was **separating region and university** in the day to day practice, which is very good, on a more strategic level he presented the university as a regional force. He had written several articles on this and his grand strategy was concerning the regional development of the university. From an **academic point of view** this is not profitable, on the contrary. The spread of the university over three campuses each more than 60 km away, was criticized by most of whom we spoke. The idea of a university as a community was not much experienced and many complained that they only knew a part of their colleagues, although the number of academic staff would make it possible to know everyone. And there were hardly any compensating activities as a monthly university magazine, weekly meetings, lectures, etc.

And this seems to be only the beginning, with plans to found more campuses in the north-east: Orestiada and Didimoticho and in the west: Kavala and Drama. Next there are plans for summerschools in the islands of Samothraki and Thassos. One is at the same time impressed by such a grand strategy as well as discouraged by the perspective of multiplying existing problems. The university really needs to analyse its perspectives in a concrete, step by step way.

## § 8

There are, however, some very good reasons for such a **grand strategy**. It is in the founding of this university as being a peripheric university from the start in a thinly populated area, very much under the pressure of Greek-Turkish relations and in a demographic context of many different peoples. The ambitions of the university are and should be to play an international role in this part of Thrace, bringing people together, opening up to the East and the West. But the sheer existence of a university alone, with thousands of students, plans for buildings, people from other countries coming in, gives the university already an economic and social importance and responsibility it can't deny ever. It makes the region visible in Athens, it bring people in by Olympic Airways, it gives health care, it integrates the region in the minds of students from Sparta, Rhodos, or Thessaloniki.

Every good rector will act accordingly, the question is how to develop in such a way that negative aspects are reduced and the importance for the region is more than institution building or bringing in additional consumers. And in this respect, the audit team would like to make some remarks:

1. Firstly, only when the **academic standards** are improved and the idea of a university as such is developed more, then the relation between university and region can be of

*In terms of  
development:*



lasting importance. Not only the people of the region should recognize the university as do a number of policy makers in Athens, also international community should recognize this university and by that, giving credits to the region and its special place in Europe. Quality is one of the fields that then should be more explicitly developed.

2. More consideration should be given to **what kind of university or faculties** should be located where. There really is no understanding possible, only acceptance of historical developments, for having the only agricultural university in cosmopolitan Athens, and a Faculty of Law in rural Komotini. The audit team understood that part of the future planning could be a Faculty of Agricultural Sciences in one of the new sites. It should be a *conditio sine qua non*.
3. The whole idea of extending the university is based on the concept of **multi-campus university**, a concept now practised in other parts of Greece as well. But to the opinion of the audit team this concept should be balanced not only to the two elements already mentioned, a) academic standards and b) profile of the faculties involved, there must also be a consideration of **effectiveness**. Such a grand strategy takes at least ten years to complete. There must be a plan how to get enough qualified staff to teach and run the business, already recognized by many as being a problem in the present situation. There must be financial planning. There must be a commitment of regional and national governing bodies, an absolute necessity when one looks at the present questions regarding the relation of the university with the new hospital: will the authorities give it the chance to let it be THE regional hospital, or will it be just a more modern hospital? And there must be a policy on labour market relations.

These remarks are in full respect of the necessity of any rector to have a regional policy, to develop the university in the region. And expanding can give the university new possibilities. But our comments are due to quality. The hospital really shows the kind of problems that have to be solved. An impressive new hospital with great opportunities for the faculty to improve itself, to be one of the best in Greece. To develop its international relations, to train its students up to the frontiers of knowledge and practice. BUT, then the hospital must be an **academic hospital**, with a regional function. This needs two things (and needs is written here in capitals):

1. **Commitment of the local authorities.** In the long run this could very well be in the region's interest.
2. **Strong leadership of the Faculty of Medicine** (more than *primus inter pares* rule).

And **quality of staff** should be taken care of as well. This is also really needed. As already stressed, for most of the Greek people, there is Athens and the region, connected by Olympic Airways. Kavala has an airstrip as has Alexandroupolis. But nevertheless, for many the social and cultural environment in the small cities is not attractive because for reasons of schools for children, culture, theatre, facilities, libraries, etc. This and the status of the faculty involved, are the parameters for attracting staff. And it really differs already: the Faculty of Physical Education and Sport Sciences, must be really attractive when it is able to attract the former coach of the national basketball team. Because of its international standards, pointed out by all, and surely also because of its facilities in Komotini. In the Faculties of Medicine and of Engineering we met many people with international experience. But most of the staffmembers of the (small) Faculty of History and Ethnology did not even show up for the meeting with the CRE audit team, not even giving a reason for their absence.



§ 9

Usually an analysis is made of the fields of operation of the governance of the university such as housing policy, salary policy, financial policy, etc. This time we didn't elaborate this very much, because all fields of policy were unusually strong influenced by the way decision-making took place. Firstly most financial decisions were made in Athens, secondly there is no clear policy on national or university level. All decision-making processes made a very individual and ad hoc impression. There seems to be a lack of common agreed values, goals and procedures. For having a new building, just an example, it seems to be profitable for a professor to have good relations with governing circles in Athens, maybe supported by the rector, may be not. He could get his new building and the Senate would not object, because they don't manage the budget. But then it would not be sure the building would be built, or delivered in time. That depends on the relations with the contractor, the ministry of finance, the extra-money involved, or who ever else might be involved as well.

This resulted in decision-making **the audit team hardly could grasp** and results, hard to believe. The new campus in Komotini, the lay out, with buildings scattered all over a wide area was difficult to understand (by the audit team), as was the case with the idea of a campus in Xanthi for civil engineering while there is such a fine campus inside the city present, a city the students appreciated so very much as a feature of being student at the Democritus University of Thrace. But, as someone comforted the team, only the decision was made so far.

This was the case not only for expensive buildings, but also for -another example- the vacatur of the vacancy for the second librarian at the Faculty of Medicine, which occupation seems to be "vetoed" by Athens and was not pressed for by the rector. The team had all in all mixed feelings:

1. **Appreciation** (even some admiration) for what nevertheless was attained, for the people in charge in this kind of complex processes, for progressing anyhow and for keeping track.
2. The **emphasize that must be laid on quality policy**. In a society in which personal relations with governing bodies are of vital importance, in which there are no clear policies agreed upon, the standards and development of quality of research and teaching and learning, are very, very vulnerable. And many of our spokesmen did in fact stress this:

*In terms of quality:*

§ 10

So, the audit concentrated further on mechanisms for quality and asked for more information on this. Central to our opinion is that compared to the general trend in Europe, there is **a clear lag in development regarding quality strategies at a national as well as an institutional level**. That means that there must be:

- a common and **explicitly agreed notion of quality** (related to scientific standards, related to client needs, related to the mission of the university).
- **explicit external and internal procedures for evaluation** and peer review.
- **students** must be involved in evaluation procedures.



- **information**, public, on drop out rates, duration of studies, on results of research and publications, on management of the university as a whole.
- **strategies** to improve quality of research and of teaching and learning.

This means that **governing bodies feel responsible and are responsible for quality** policies as part of their responsibility to perform as an autonomous university.

## § 11

In terms of **diagnostic**, the university can only partly influence its own development. But this is not to be underestimated. It can not generate more state funding, it cannot generate a bigger country, it cannot generate better prepared students, nor can it change national culture and decision-making processes. But it can organise management and strategy developing more effectively to support a real autonomous university, and it can further develop its quality policy. It is the academic community which is the first to be responsible for quality and quality assurance.

The audit team met many who are really interested in quality, met many examples of activities of individuals, met many who are aware of international trends and practices. Even having experiences of their own.

Greece is in fact at **the beginning of (explicit) quality policies**. It was -for example- only a few years ago that the systematically organization of the postgraduate studies leading to postgraduate diplomas and doctorates, was introduced in Greek universities (the doctorate itself existing since 1932). Now there is the question of the composition and procedures of the committees to give the doctorate. And this is also a perfect example of learning of good practices, of the advantages of being in the beginning. In Europe, but also in many other parts of the world, there are many good practices regarding this question or other questions of quality. This is why in the oral report one of the recommendations was to look abroad for some time, to get in touch with recent developments and good practices.

## § 12

One of the strong points of the Greek culture is without doubt, its love for open debate, open to all participants and open to dialogue. Debate is not limited to few: the team's impression was that everyone seems to be well informed on the future extension of the university in the region, but there was broad disagreement on the question whether any decision was taken already and by whom. But, it was university-wide debated, something many rectors would dream of.

The weak point is that it is not only not quite clear what is decided, it is also not so clear **who is responsible**. Responsible for deciding, responsible for implementing, responsible for managing, responsible for study programmes, responsible for quality. All seems to be under the jurisdiction of committees, councils and general assemblies. And in a much stronger way than is the case in the European University with its collective rule and primus inter pares leadership. Especially for **implementing decisions** this "culture" makes it difficult to connect responsibilities with results: who is to blame or to praise for the result in the end? Who is in charge to solve a problem? Who can solve a problem? Most of the interviewed could only mention the **general assembly of**

terms of  
organisation:



**the faculty** as being responsible for what so ever. Reminiscences of the Pnyx.

The audit team however thinks that there is a clear need for more clear responsibilities in the field of quality: policies, management, evaluation, information.

### § 13

**As in many European universities, the overall responsibility for quality and its further improvement should be the Senate's.** Yet, the Senate has had no debate ever on quality as such. The Senate seems to have limited itself only to discussing management affairs and what is required by the law. Debates, the audit team suspect to be dominated (and frustrated) by formal and defensive attitudes. The team met itself a good example of this when the meeting with members of the Senate started with a debate on the question whether there was a fixed procedure for this meeting or not. A debate that only could be ended by saying that the CRE ruled professor Bresters to be chairman.

Thus, to our knowledge, there has been no discussion in the Senate of the kinds of topics currently under active discussion in many other European universities anxious to improve their quality. Such topics include:

- **the nature of the teaching process and the learning experiences of students;**
- the introduction of **staff development** and/or appraisal programmes;
- the promotion of **interfaculty teaching and cooperation;**
- guidelines for the **monitoring of student progress**, guidelines for **periodic curriculum review** and the involvement of students in this;
- a clear place for **quality improvement in university planning and budgeting procedures.**

The **Senate** should reorganise itself in such a way that the practical, day to day affairs they are looking after, varying from sick leaves to building delays, should be handled by special committee(s). May be there could be a **collegium of Presidents of Faculties** to handle the more practical agenda of the university. The whole Senate should take time and interest to develop their role in quality policies and assessment. The Senate should also taken care that students will be more involved than they are now.

The rector (and vice-rectors) should give more emphasize to his/their role of **academic head of the university**. He/they should prepare the Senates decision-making in a transparent way and give it a long term vision with small steps to implement.

**Presidents or heads of faculties** are responsible for the quality of teaching and research in their faculties; the audit team however found no general policy how to support them in this task. So, to the audit team it did not become clear how the responsibilities concerning study programmes in general are organised.

The staff and students of Democritus University of Thrace should be optimistic, should try to develop new ways step by step. They are the sons of Hermes as well of Aristotles, daughters of Iphigenia as well of Athena.



## B. THE CAPACITY FOR CHANGE

### *The mission:*

#### § 14

The self-evaluation started with a **mission statement**. A clear but ambitious statement. It should be elaborated on further and the university should try to develop some strategies to fulfil its ambition. A plan aiming at 2005 could be a method including a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). And above all, a way of working. A team under the direct responsibility of the rectorate to develop and implement institutional policies and strategies. May be this could be enriched by some scenario-studies.

The mission should be clear of its **academic standards** and in the present statement a lot is said already. More attention to the international academic community is needed.

The mission statement provides the **academic leadership** on all levels (rector, senate, deans, presidents, assemblies) with inspiration, a set of values and a time perspective.

#### § 15

Special attention must be paid to the regional dimension of the university. As said before, no rector can deny this. So, a future regional profile should be developed with special attention to:

- **what kind of university and faculties:** more attention to local and regional needs.
- **quality of staff:** how to improve attractiveness of the multi-campus university with several small campuses. Social and cultural infrastructure, status of faculties. That could even mean decisions influencing the profile of the university.
- **academic community of staff and students:** a policy to incorporate students and staff more in the universities culture and doing should be developed. As an example it should be considered to have a monthly magazine for all.

The **mission statement** presents norms and values with regard to the quality of teaching and research and gives the university as a whole a place in the international society of academic institutions. This mission statement must set out the university's aims for improving quality. These aims should then be converted to a set of goals, combined with a set of mechanisms for achieving those goals, parameters for reviewing progress towards those goals and the person(s) responsible for achieving progress. In a similar fashion a planned and agreed **timetable** for achieving stages in the process of integration with elements of centralisation of services could be set out, including a programme for reorganising the distribution of funding.

### *The institutional politics:*

#### § 16

Institutional policies are part of the **process of improvement**. There was some talk about developing new planning, but as the audit-team was informed, this was also tried some years ago. Planning is essential, but should be conditioned by mission and implementation. Institutional policy aims at developing planning in relation to specific policies, especially research policy, and in relation to the development of procedures.



In a paraphrase of the classical unity of time, place and action, one could say that planning should **combine goal, method and responsibility**. Goals can be “goals of study”, can be implementation of a certain research policy. Methods can be a self-evaluation or a budget decision. Responsibilities can be those of the rector or an examining board.

Institutional policies can be **inspired** by the mission statement, but also by **good practices**. In the Democritus University of Thrace itself, or good practices abroad. In this respect, the CRE could also be helpful further on in the process.

Fundamental to all activities are **concepts of quality**, concerning teaching and research, concerning the management of the university and faculties, concerning the services provided. Everywhere in Europe these processes are starting, why not in Greece? Quality as a **multi-dimensional definition**, related to academic standards, to clients needs (students), to the mission of the university, to effectiveness of the processes of teaching and research, etc. Concepts of quality to be debated throughout the university, not in abstract meaning, but in day to day practice. And the team wants to emphasize that **concepts are not equal to definitions!**

## § 17

Developing institutional policies can not be done without a clear distribution of responsibilities. Something has already been said about this, but it can't be stressed enough. On all levels there should be a division between (general) decision-making and management. Three authorities must be especially mentioned in this respect:

- a) The **Rector** is the academic head and chief executive officer of the university. Together with the vice-rectors, he or she gives leadership to the university and its relations to the region. They must form a team and should be supported as a team, to steer the university into the next century. They should offer the Senate an agenda for the coming years. They should give new impulses to the Senate and faculties to put quality on the agenda.
- b) The Senate should be a **dynamic body** representing a sufficiently wide cross-section of opinion to make sure that proposals are adequately discussed. At this moment the discussions are too much day to day focused, too much management and too few students participating. The Senate must pay attention to quality. The audit team suggests two possibilities to improve the functioning of the Senate and with that, of the university's leadership:
  - form a **permanent council for quality affairs and policies**. But directly related to the Senate to give impulses to the debates and decision-making.
  - consider the possibilities to hand over much of the day to day management affairs to a **council of deans and presidents**, which should be a committee of the Senate to be in accordance with the national law.
- c) The heads or **presidents of faculties** should act as *primus inter pares* with the authority to implement. They really have possibilities to contribute. The example the audit team struck most was their authority to ask for **annual reports of the staff** considering their teaching and research performances. A provision given by law, but hardly executed. This could be the fundament for self-evaluation and evaluation. They also should be supported by general ruling by the Senate and Rectorate as was said before.

There was, due to circumstances, only little attention to the **administrative staff** (i.e. administrators and advisors). The general impression of the team was that they are hardly participating in the university's policy-making and operating of quality. But that also



means that academic staff is performing all kinds of routine and administrative affairs for which they are not only not trained, but what distracts them from their main duties.

The university should consider seriously how to bring the central administration to a **higher level of performance**. Fear of dominant bureaucrats combined with various existing dissatisfactions, is understandable. However, with only a few capable administrators and advisors no European University can be expected to perform all its tasks: finance and funding matters, personnel and salary administration, senate committees, public relations, internationalisation, student affairs, housing, information technology, quality policy.

*Mid- and long-term strategies:*

#### § 18

Central in a **quality culture** are the members of staff. The only instrument at the present is the requirements for election and promotion, although some doubted the scientific and teaching standards involved. **Self-evaluation** is necessary as is **external peer-review**. Much can be said about this, but the audit team met many who were very well informed on this, some of them having own experiences in foreign countries. Concerning mid- and long-term strategies there should be a closer look at the mission statement, its general statements should be translated to the daily practice in teaching and study programmes.

The university should develop ways and experiences for allocating money on non-formal grounds. To stimulate quality or to improve the attractiveness of a faculty. The audit-team found an excellent start in the **research committee** who uses definitions of quality for distributing funding. Little money to be honest, but on quality considerations. And their procedures are **very much up to date: setting general definitions for awarding proposals, agreed by the Senate, and a team of external experts who is looking at the proposals and giving it credits or not**. And everyone seemed to be happy and comfortable with this way of doing.

#### § 19

Looking at the **teaching side** the role of students is too weak (to put it mildly). They must be heard. **Students are in fact also responsible for quality:** a) not accepting bad quality, and b) giving suggestions for improvement. The audit team noticed also:

- the way **curricula** are organised and set up, is very much to be criticized. Of course, the team only saw some examples, but including curricula consisting of 72 exams. There seems to be a lack anywhere of fine-tuning between teachers and disciplines. Multi-disciplinary courses were - in one case - even explicitly rejected! Many of the students complained on the far to theoretical approach of their studies, having mostly fundamental disciplines in the first two years. A classic debate in all universities, but mostly solved in one way or the other. The audit team strongly advises that curricula should be revised regularly and that the **goals of study** are explicitly formulated and approved by the Senate.
- There seems to be a lack of interest in teaching. Many complaints from students and staff alike. Irregular lectures, or even not, overcrowded rooms (why not a second lecture?), problems with didactics. Not all staff, because most of the students praised some of their teachers, but more of them should take the critics of their students and colleagues seriously. This is clearly needed! And related to this there is the "problem" of flying professors (living in Athens mostly) especially in the Faculties of Law, Medicine and History and Ethnology, but also in the other Faculties. And although,



most of the people the team spoke to could explain the reasons and many even stated that this was better than the often in Greece “absent professor”, it still counts for absenteeism and disinterest in teaching.

The audit-team would like to advise that the Senate should rule out that there must be **self-evaluation in all faculties**. It also suggests that facilities for quality improvement should be developed as facilities for teacher support (e.g. training).

- One thing amazed the team that there are **no examination committees** with staff from other universities or even from other faculties. This makes quality of learning and teaching very vulnerable. If there could be done only one thing in the near future, it should be to rule that there must be examination committees consisting of at least one from another faculty, but preferable from another university. The audit-team doesn't believe that law will forbid this because of the academic freedom and the freedom of the chair. Nobody is forbidden to consult his or her colleagues; no Senate is forbidden to strongly advise to do so.
- There seem to be some complaints by students and staff concerning information technology facilities, libraries (and the one-textbook problem) and the quality of text books.

Coming back to the participation of students, one of the most obvious instruments is to use **questionnaires**. Some do so already, but only on a very limited scale and in fact free of obligations. Questionnaires can be seen as an inspiration for quality improvement and should surely not be limited to didactics only. It should extend to curricula, services etc.:

- curricula: organisation, structure, content in general.
- didactics: teaching, organisation of courses.
- circumstances: services, library, information technology.

### *The operation of change:*

## § 20

Operation of change needs plans, responsibilities and can use a lot of good practices. Change and development need management, need involvement, need experiments. Much has already been said about the role and tasks of Rector and Senate. Especially the Rector and the two Vice-rectors are in charge of the direction of operations. They need support and may be even training. In this, the CRE also can be of use.

As one of the members of the Senate stated it very clearly, it is all a change of attitudes. **“First we need in this university is to change attitudes and adapt ourselves more to the demands of modern times”**. This and other remarks, made the audit team optimistic about the support for development. Different staff members stated that there would be a broad welcome to evaluation procedures, one is just not used to it (yet). But support is not enough, **change must be guided** and that is explicitly a responsibility of the Rectorate and Senate.

There must be attention for the **university as a community**, students and staff, with relations and ceremonies. In a remote part of Greece, as is almost all of Greece when one looks from Athens, this is necessary. And this “family-approach” must be combined with the **process of internationalisation**. Especially the ambition to be a real scientific and cultural centre in Thrace, needs attention and care, but could be very inspiring at the same time.

- The audit team would like to suggest to develop concrete practices of quality improvement and assessment. Within a general frame of action-planning, there should be experiments and good practices. First of all it would be wise to look in other countries for the existing practices. Secondly there should be **experiments concerning self-evaluation, external peer-review and scenario-analysis**. Some

money must be set aside for this.

- The university should start publishing **annual reports** on its quality, looking at quality in a multi-dimensional perspective.
- Some **training facilities** for teaching and for administrators should be considered.

**Recapitulation:**

§ 21

| concepts             | institutional policies             | strategies        | operation of change            |
|----------------------|------------------------------------|-------------------|--------------------------------|
| * mission            | * planning                         | * self-evaluation | * Senate, Heads of Faculties   |
| * academic standards | * concept of quality               | * goals of study  | * Rectorate (strategic team?)  |
| * regional profile   | * good-practices                   | * external peers  | * permanent council on quality |
|                      | * distribution of responsibilities | * exam committees | * annual reports               |
|                      | * research policy                  | * information     | * budget                       |
|                      |                                    |                   | * training facilities          |
|                      |                                    |                   | * experiments                  |
|                      |                                    |                   | * international orientation    |

There are no direct links between one table and the other. It is also not the case that every thing should be done at the same time. However, if the Democritus University of Thrace wants to be a university of standing, international recognized, these are the elements that should be taken care of somehow, sometime.



## AUDIT SUMMARY

### *Role of quality in the university's strategy:*

### § 22

The heart of the matter and the purpose of the audit was in fact to **emphasize quality in the university's strategy**. Quality management is so essential for the present day university because everywhere in Europe (and elsewhere) we see that the context in which the university is operating has changed considerably. No longer are they institutions for the elite of which it was assumed automatically that they are of high quality. No longer has the professor an aura of infallibility and authority and is everything he does considered to be well done. It goes no longer unquestioned that Universities are effective and efficient institutes of higher learning: they are requested to show that this is the case. If Greek universities want to be part of the European academic community, it is requested that their management shows that it is paying attention to **quality in a systematic manner**. Laissez faire, laissez passer no longer is sufficient to be a good university. We therefore praise the management of the Democritus University of Thrace that it has taken the initiative to participate in the CRE programme.

Apart from **incidental initiatives** the Democritus University of Thrace has a no stated strategy for quality assurance. We stressed in this report the importance and possibilities for such a strategy towards maintaining and improving the quality of teaching and research in order to strengthen the university's position in the future. That means that it should develop **strategic planning** by means of a development plan for the institution. Now contrary to what we heard in some places this is not only about planning new faculties and institutes, but also about strengthening the existing ones or even closing those who will never meet the international standards in their field. From the discussions in the senate the audit team understood that some feel that such a planning mechanism might be a danger for the academic autonomy of the individual staff members. In this report was tried to explain the contrary in fact holds true: developing teaching and research in an autonomous way presupposes the existence of a framework on the institutional level. If no such framework exists, initiatives of individuals may easily fail to succeed because they have no guidelines to go by. Apart from the individual autonomy, we have to consider **the autonomy of the university as a whole** and this is much better guaranteed if it has some mechanism for quality assurance in operation and can show to the outside world that it is taking the quality of its operation seriously.

### *Teaching and research:*

### § 23

In this report the audit team tried to give some reflection and perspectives. These won't be repeated here, but looked at in a different way, related to the core business of the university teaching and research:

#### **a) With respect to teaching:**

It is necessary to **review the curriculum regularly** and see if any changes are necessary. These may be derived from new developments in the field, students criticisms, changing labour market situations etc. Formally the curriculum is under consideration of the faculty's assembly at the end of every academic year but the team did not get the impression that this is more than a formality.

It is necessary to obtain the **students opinion** on the teaching. This can be done by means of questionnaires. It seems to have been done at some places in Democritus University of Thrace, but was either abandoned or no systematic use of the results has been made.



A regular review of the teaching in a faculty is not done in Democritus University of Thrace. A system which is in use in many universities is to have the faculty make a self-evaluation, considering its strengths and weaknesses, the threats and opportunities of the faculty (SWOT-analysis) and then ask an outside opinion of peers in the field.

Another possible way of assuring the quality of your teaching is the use of **external examiners** like in the UK or Denmark. This presupposes that exams are no longer considered the exclusive prerogative of the professors but that a faculty has an **examination committee**. The team wants to emphasise that the present situation in this respect is a very vulnerable one.

**b) With respect to research:**

Again it is useful to apply the SWOT analysis on the research in the faculty and obtain outside opinions of peers.

**Responsibilities should be more pronounced**, the **Senate** should take its leading authority concerning quality. Deans and heads of faculties should focus on day to day responsibilities in this area implementing general ruling. One of the first steps could be that **the head of a faculty uses his authority** to draw a list of publications of every staff member. At present this authority is not used in a systematic way. The university might consider to publish a “scientific report” containing these lists of publications in order to show its achievements in research. And it is worthwhile to try to formulate a “**research policy**” with the objective to strengthen the university’s position in the academic world both on the national and the European level.

**c) With respect to human resources:**

A university has to be **an attractive place to work in**. That does not only imply attractive salaries but even more good working conditions as e.g. an environment in which initiatives are welcome and find their way to decision making bodies, where good performance is valued and where there is a common feeling of trying to deliver a good job and improve it whenever possible. This **needs a systematic approach to quality**.

**d) With respect to external relations:**

A university needs a clear policy with respect to its **relations to the region** in which it is located and its **international relations**. The relations of Democritus University of Thrace with its surrounding region tend to be influenced by political matters and one may question in how far the founding of the university was an answer to local needs. In international relations Democritus University of Thrace seems to be quite active: there are student exchanges and staff participates in international conferences. There was however no sign of any systematic approach to these essential activities.

All matters mentioned above need **permanent attention of the management of the university** which should try to find a systematic approach to the quality issues. One should keep in mind that to establish a quality culture in an institution is a real long term process.



- We strongly recommend that a body be established by and within the Senate, be it a committee or **a permanent council, with the objective to develop a systematic approach towards maintaining and improving the quality of the University.**
- Examples of **good practice** in this respect may be obtained from CRE or from different countries where a system of Quality Assurance has already been developed. As we have the impression that the Senate is mostly kept busy with administrative matters this would bring Academia on its agenda which we think to be very important.
- **Creating a Quality Culture** in a university can not be done on the central administration level only, one has to consider the establishment of analogous bodies on the faculty level.

## ENVOI

*The Democritus University of Thrace is to be thanked for its generous hospitality and the excellent arrangements provided to make the auditors' visit an exhausting but challenging experience. This university is the first Greek university that participated in the CRE-project, therefore it should be praised. One must see this as a promising first step for keeping up with international quality standards. Much, very much has to be done in this field, national as on institutional level. There are hardly explicit arrangements for improving and assessing quality in research and in teaching and learning. Much can be learned from other countries, perspectives must and can be formulated. Strategies designed and responsibilities defined. The Democritus University of Thrace can also be in the future a strong regional institution with international standards of quality. That will take time and energy, much needs to be improved, but it will be worthwhile to be in the mainstream of the European universities.*



