

DEMOCRITUS UNIVERSITY OF THRACE - GREECE
FACULTY OF PRE-PRIMARY EDUCATION
CENTRE FOR EDUCATIONAL POLICY AND MANAGEMENT

UNIVERSITY OF THRACE • EVALUATION
ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΘΡΑΚΗΣ ΑΞΙΟΛΟΓΗΣΗ
UNIVERSITY OF DEMOCRITUS • EVALUATION
ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΘΡΑΚΗΣ ΑΞΙΟΛΟΓΗΣΗ

INSTITUTIONAL
EVALUATION
PROGRAMME
OF C.R.E.
(ASSOCIATION
OF EUROPEAN
UNIVERSITIES)

ACADEMIC YEAR
1996-97

ALEXANDROUPOLIS
DECEMBER 1997

ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ

**ΑΞΙΟΛΟΓΗΣΗ
ΓΙΑ
ΠΟΙΟΤΙΚΗ ΑΝΑΒΑΘΜΙΣΗ**

**Συμμετοχή του Δημοκριτείου Πανεπιστημίου Θράκης
στο πρόγραμμα της C.R.E.**

**(Οργάνωσης Ευρωπαϊκών Πανεπιστημίων)
για ποιοτική αξιολόγηση των Πανεπιστημίων**

Ακαδημαϊκό έτος 1996-97

**DEMOCRITUS UNIVERSITY OF THRACE
GREECE**

**EVALUATION
FOR
QUALITY IMPROVEMENT**

**Participation of Democritus University of Thrace
in the institutional evaluation programme
of C.R.E. (Association of European Universities)**

Academic year 1996-97

ΠΡΟΛΟΓΟΣ

Με την έκδοση αυτή του Εργαστηρίου Εκπαιδευτικής Πολιτικής και Διοίκησης του Δημοκριτείου Πανεπιστημίου Θράκης ολοκληρώνεται και τυπικά η διαδικασία αξιολόγησης του Δ.Π.Θ. στο πλαίσιο της συμμετοχής του στο Πρόγραμμα της Οργάνωσης Ευρωπαϊκών Πανεπιστημίων (γνωστής και ως C.R.E.) για την Ποιοτική Αξιολόγηση των Πανεπιστημίων κατά το ακαδημαϊκό έτος 1996-97.

Το Δημοκρίτειο Πανεπιστήμιο Θράκης υπήρξε το πρώτο ελληνικό Πανεπιστήμιο που συμμετέχε σε ένα ολοκληρωμένο πρόγραμμα αξιολόγησης από ένα διεθνή οργανισμό αναμφισβήτητου κύρους. Η αναφορά σε ένα "ολοκληρωμένο" πρόγραμμα έγκειται στο ότι επρόκειτο για μία διαδικασία που είχε σχεδιασθεί εξ ολοκλήρου από τον διεθνή οργανισμό (εν προκειμένω την C.R.E.) και που περιελάμβανε τόσο τη διαδικασία αυτο-αξιολόγησης όσο και τη διαδικασία εξωτερικής αξιολόγησης από ομάδα ξένων ειδικών - εμπειρογνομόνων, η οποία, ύστερα από δύο επιτόπιες επισκέψεις στις τρεις πόλεις στις οποίες εδρεύει το Πανεπιστήμιο, κατέληξε στη σύνταξη της τελικής Έκθεσης Αξιολόγησης.

Οι στόχοι αλλά και η φιλοσοφία της συμμετοχής του Δημοκριτείου Πανεπιστημίου Θράκης στο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης της C.R.E. παρουσιάζονται ανάγλυφα στο Εισαγωγικό Σημείωμα του πρώην Πρύτανη του Ιδρύματος Καθηγητή Γιάννη Πανούση, ο οποίος είχε και την ευθύνη τόσο της υποβολής της σχετικής πρόσκλησης προς την C.R.E. για τη συμμετοχή του Ιδρύματος στο πρόγραμμα όσο και της αποδοχής της τελικής έκθεσης.

Η συμβολή του Εργαστηρίου Εκπαιδευτικής Πολιτικής και Διοίκησης στο εν λόγω πρόγραμμα υπήρξε σημαντική, αφού ο Διευθυντής του Εργαστηρίου Καθηγητής Διονύσης Κλάδης είχε τη γενική ευθύνη από πλευράς Δημοκριτείου Πανεπιστημίου Θράκης, τόσο για τη σύνταξη της Έκθεσης Αυτο-αξιολόγησης όσο και για την υλοποίηση του όλου προγράμματος γενικότερα.

Και μετά την ολοκλήρωση όμως του προγράμματος αυτού, το Εργαστήριο συνεχίζει με συνέπεια τη δραστηριότητά του στον τομέα της αξιολόγησης των ιδρυμάτων αλλά και των μεμονωμένων μονάδων στο χώρο της τριτοβάθμιας εκπαίδευσης. Στο πλαίσιο αυτό, το Εργαστήριο έχει αναλάβει την ευθύνη της υλοποίησης της συμμετοχής του Παιδαγωγικού Τμήματος Νηπιαγωγών του Δ.Π.Θ. στο πρόγραμμα αξιολόγησης που έχει προκηρύξει για το 1998 το Υπουργείο Παιδείας.

Σε ό,τι αφορά τέλος τα οφέλη που προέκυψαν για το Δ.Π.Θ. από τη συμμετοχή στο πρόγραμμα αξιολόγησης της C.R.E., στο ίδιο εναπόκειται να αξιοποιήσει κατά τον καλύτερο δυνατό τρόπο τόσο τα πορίσματα των σχετικών εκθέσεων όσο και, κυρίως, τις εμπειρίες που αποκτήθηκαν από την όλη διαδικασία αλλά και τη νοοτροπία που καλλιεργήθηκε σε όσους πήραν ενεργό μέρος σε αυτήν, είτε πρόκειται για μέλη του διδακτικού προσωπικού είτε πρόκειται για φοιτητές.

Καθηγητής Διονύσης Κλάδης
Διευθυντής του Εργαστηρίου

PREFACE

The present edition of the Centre for Educational Policy and Management of Democritus University of Thrace (D.U.T.) completes typically the procedure of evaluation of D.U.T. in the context of the Institutional Evaluation Programme of C.R.E. (Association of European Universities) for the academic year 1996-97.

Democritus University of Thrace was the first Greek University ever participated in an integrated institutional evaluation programme carried out by an international organisation. The emphasis is given on the "integrated" character of the programme, which indicates that the overall procedure was designed entirely by the international organisation (by C.R.E. in this case) and included on the one hand the self-evaluation process, and on the other hand the external evaluation process which was executed by the review team, composed from four foreign experts, who constructed their final Evaluation Report after two review visits in the places of the University.

The objectives, as well as the philosophy, of the participation of D.U.T. in the Institutional Evaluation Programme of C.R.E. are presented sharply in the Introductory Note of the former Rector of the University Professor Yiannis Panoussis, who was responsible for the application / invitation to C.R.E. for the approval of D.U.T.'s participation in the programme, as well as for the acceptance of the final report.

The contribution of the Centre for Educational Policy and Management to the overall procedure was substantial, since the Head of the Centre Professor Dionyssi Kladis was in charge from D.U.T.'s part for the implementation of the process, both as the liaison person of the University and as the chairman of the self-evaluation steering group.

Furthermore, and after the completion of the evaluation process of D.U.T. from C.R.E., the Centre for Educational Policy and Management continues with consistency its scientific activities in the field of institutional evaluation. In this context, the Centre is committed to the implementation of the participation of the Faculty of Pre-Primary Education of D.U.T. in the evaluation programme announced by the Greek Ministry of Education for 1998.

Concerning finally the benefits for D.U.T. from its participation to the C.R.E.'s Institutional Evaluation Programme, it is up to the University itself to take best advantages of the outcomes of the reports, as well as of the experience gained from the overall procedure, but mainly of the climate fostered among all those, both teaching staff and students, who were actively involved in the process.

Professor Dionyssi Kladis
Head of the Centre

ΕΙΣΑΓΩΓΙΚΟ ΣΗΜΕΙΩΜΑ

Ιστορικό - Διαδικασία

Τον Ιούνιο του 1996 η Σύγκλητος του Δημοκριτείου Πανεπιστημίου Θράκης (Δ.Π.Θ.) αποφάσισε ομόφωνα τη συμμετοχή του Ιδρύματος στο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης (Institutional Evaluation Programme) της Οργάνωσης Ευρωπαϊκών Πανεπιστημίων (Association of European Universities - πρώην C.R.E.) για το ακαδημαϊκό έτος 1996-97. Το εν λόγω Πρόγραμμα λειτουργεί από το ακαδημαϊκό έτος 1994-95 και κατά τα 3 πρώτα χρόνια της λειτουργίας του συμμετείχαν σε αυτό 26 ευρωπαϊκά Πανεπιστήμια, μεταξύ των οποίων και το Δημοκρίτειο Πανεπιστήμιο Θράκης, μοναδικό από την Ελλάδα. Ήδη, κατά το επόμενο ακαδημαϊκό έτος 1997-98 προβλέπεται να συμμετάσχουν στο Πρόγραμμα 13 ευρωπαϊκά Πανεπιστήμια, στα οποία περιλαμβάνεται και το Πολυτεχνείο Κρήτης.

Η όλη διαδικασία συμμετοχής του Δ.Π.Θ. στο Πρόγραμμα ολοκληρώθηκε τον Ιούνιο του 1997, περιελάμβανε δε τις εξής φάσεις:

- Την ετοιμασία της Έκθεσης Αυτο-αξιολόγησης του Δ.Π.Θ., η οποία υποβλήθηκε στην C.R.E. στις 21 Ιανουαρίου 1997.
- Την πραγματοποίηση της προκαταρκτικής επίσκεψης της Ομάδας Αξιολογητών της C.R.E. στο Δ.Π.Θ. από 23 έως 25 Φεβρουαρίου 1997.
- Την ετοιμασία Συμπληρωματικών Εκθέσεων του Δ.Π.Θ., οι οποίες υποβλήθηκαν στην C.R.E. στις 21 Απριλίου 1997.
- Την πραγματοποίηση της κύριας επίσκεψης της Ομάδας Αξιολογητών της C.R.E. στο Δ.Π.Θ. από 8 έως 10 Μαΐου 1997.
- Την ετοιμασία της Έκθεσης της Ομάδας Αξιολογητών της C.R.E., η οποία υποβλήθηκε στο Δ.Π.Θ. στις 23 Ιουνίου 1997.

Το πλαίσιο της απόφασης της Συγκλήτου του Δ.Π.Θ.

Η απόφαση της Συγκλήτου του Δ.Π.Θ. για συμμετοχή στο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης της C.R.E. ήλθε ως φυσική συνέχεια και συνέπεια προηγούμενων αποφάσεων του Ιδρύματος. Πραγματικά, το Δημοκρίτειο Πανεπιστήμιο Θράκης, εναρμονιζόμενο με τις σύγχρονες τάσεις που επικρατούν διεθνώς στο χώρο της ανώτατης εκπαίδευσης, έχει ήδη προχωρήσει με **ομόφωνη** απόφαση της Συγκλήτου του στη θεσμοθέτηση του τριπτύχου **“Προγραμματισμός - Απολογισμός - Αξιολόγηση”** στον Εσωτερικό Κανονισμό του Ιδρύματος.

Το τρίπτυχο αυτό αποτελεί καθοριστικό στοιχείο για την **αποτελεσματική και αποδοτική λειτουργία**, για την **ορθολογική ανάπτυξη** και για τη **συνεχή ποιοτική βελτίωση** του Πανεπιστημίου και, σύμφωνα με άλλη απόφαση της Συγκλήτου, προβλεπόταν να τεθεί σε εφαρμογή με την έναρξη του ακαδημαϊκού έτους 1997-98.

Όπως είναι φυσικό, η θεσμοθέτηση και, κυρίως, η αποτελεσματική λειτουργία νέων συστημάτων σε ένα Πανεπιστήμιο αποτελεί αρκετά δύσκολη υπόθεση, ιδίως όταν δεν υπάρχει σχετική εμπειρία όπως συμβαίνει γενικότερα στη χώρα μας. Για τον λόγο αυτό, η Σύγκλητος του Δ.Π.Θ. αποφάσισε τον περασμένο Ιούνιο να απευθυνθεί σε μία από τις εγκυρότερες διεθνείς οργανώσεις στο χώρο της ανώτατης εκπαίδευσης, την C.R.E., στην οποία συμμετέχουν όλα σχεδόν τα ευρωπαϊκά πανεπιστήμια με τους Πρυτάνεις τους, και να ζητήσει τη συνεργασία της προκειμένου να προχωρήσει κατά τον πλέον συστηματικό και αποτελεσματικό τρόπο στο σχεδιασμό και στην υλοποίηση των νέων συστημάτων.

Η διεθνής
πραγματικότητα

Η C.R.E. αναπτύσσει, όπως άλλωστε και άλλοι διεθνείς οργανισμοί (Ευρωπαϊκή Ένωση, Ο.Ο.Σ.Α., Συμβούλιο της Ευρώπης), εδώ και αρκετά χρόνια έντονη δραστηριότητα πάνω στα ζητήματα του **σχεδιασμού, της αξιολόγησης, της αποτελεσματικότητας** και, σε τελευταία ανάλυση, **της ανάπτυξης της ποιότητας** στη λειτουργία και στο έργο των Πανεπιστημίων. Τόσο η C.R.E. όσο και οι άλλοι διεθνείς οργανισμοί έχουν συμπυκνώσει και αφομοιώσει την τεράστια διεθνή εμπειρία που έχει αποκτηθεί στους τομείς αυτούς τα τελευταία χρόνια, καθώς σήμερα περισσότερες από **70 χώρες** σε ολόκληρο τον κόσμο, **και σε όλες τις Ηπείρους**, έχουν ενσωματώσει τις βασικές αυτές αρχές και λειτουργίες στα δικά τους συστήματα ανώτατης εκπαίδευσης τόσο σε επίπεδο κυβερνήσεων όσο και σε επίπεδο πανεπιστημιακών ιδρυμάτων.

Η ελληνική
πραγματικότητα

Στην Ελλάδα είναι γεγονός ότι δεν έχουν γίνει ουσιαστικά βήματα στον τομέα αυτό. Οι κυβερνητικές προσπάθειες για θεσμοθέτηση σχετικών διαδικασιών έχουν αποβεί μέχρι σήμερα άκαρπες. Από πλευράς Πανεπιστημίων και Τ.Ε.Ι. μπορούν να σημειωθούν δύο μόνο προηγούμενες σχετικές πρωτοβουλίες, πέρα από την παρούσα πρωτοβουλία του Δ.Π.Θ.:

- Η συμμετοχή του Τμήματος Ηλεκτρολόγων Μηχανικών και Μηχανικών Υπολογιστών του Ε.Μ.Π. και του Τμήματος Ηλεκτρολογίας του Τ.Ε.Ι. Πάτρας στο πιλοτικό πρόγραμμα της Ευρωπαϊκής Ένωσης για την αξιολόγηση της ποιότητας των ιδρυμάτων τριτοβάθμιας εκπαίδευσης κατά τη διετία 1994-1995.
- Η συμμετοχή του Οικονομικού Πανεπιστημίου Αθηνών και του Τ.Ε.Ι. Πάτρας στο project του Προγράμματος I.M.H.E. (Institutional Management in Higher Education) του Ο.Ο.Σ.Α. που αναφέρεται στα ζητήματα της αξιολόγησης της ποιότητας στην τριτοβάθμια εκπαίδευση, στο πλαίσιο του οποίου τα δύο ιδρύματα ετοίμασαν και υπέβαλαν σχετικές μελέτες για τις περιπτώσεις τους.

Όπως δε αναφέρθηκε και προηγουμένως, την πρωτοβουλία του Δ.Π.Θ. να συμμετάσχει στο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης της C.R.E. κατά το ακαδημαϊκό έτος 1996-97 έρχεται ήδη να ακολουθήσει το Πολυτεχνείο Κρήτης κατά το ακαδημαϊκό έτος 1997-98.

Ειδικά
χαρακτηριστικά της
πρωτοβουλίας του
Δ.Π.Θ.

Η συγκεκριμένη πρωτοβουλία του Δ.Π.Θ. ξεφεύγει από τα όρια ενός τυπικού πιλοτικού προγράμματος ή μία απλής μελέτης περιπτώσεως (case study) και παίρνει πλέον τη μορφή μίας πιο ουσιαστικής και άμεσης συνεργασίας σε μονιμότερη βάση με την C.R.E. για την καλύτερη δυνατή ανάπτυξη λειτουργιών ποιοτικής αξιολόγησης και στρατηγικού σχεδιασμού. Το Δ.Π.Θ. επιδιώκει ουσιαστικά με την πρωτοβουλία του αυτή να αξιοποιήσει ακριβώς την τεράστια διεθνή εμπειρία που υπάρχει στον τομέα αυτό.

Η δημιουργία θεσμών όμως σπανίως αποδίδει όταν δεν συνοδεύεται και από την ανάπτυξη κατάλληλου κλίματος, κατάλληλης ατμόσφαιρας. Η συμμετοχή του Δ.Π.Θ. στο συγκεκριμένο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης είναι βέβαιο ότι έχει συμβάλει αποφασιστικά στην ανάπτυξη **κλίματος και ατμόσφαιρας ποιότητας και αξιολόγησης της ποιότητας** σε όλα τα επίπεδα της πανεπιστημιακής λειτουργίας: Στο επίπεδο των πανεπιστημιακών αρχών, στο επίπεδο των οργάνων και διαδικασιών λήψης αποφάσεων, στο επίπεδο της διοίκησης, στο επίπεδο της καθημερινής ακαδημαϊκής λειτουργίας (εκπαίδευσης και έρευνας) και σε τελευταία ανάλυση σε ολόκληρη την πανεπιστημιακή κοινότητα.

Αυτό είναι κάτι που υποβοηθήθηκε τόσο μέσα από την ευρεία διακίνηση της Έκθεσης Αυτο-αξιολόγησης στο εσωτερικό του Πανεπιστημίου και από τις συζητήσεις που προκλήθηκαν σχετικά, όσο και μέσα από την ενεργό συμμετοχή ενός μεγάλου αριθμού παραγόντων (σε επίπεδο διοικητικών αρχών αλλά και σε επίπεδο απλών μελών Δ.Ε.Π. και φοιτητών) κατά τις δύο προαναφερθείσες επισκέψεις της Ομάδας Αξιολογητών της C.R.E.

Η Έκθεση Αυτο-αξιολόγησης του Δ.Π.Θ.

Η Έκθεση Αυτο-αξιολόγησης του Δ.Π.Θ. αποτελεί μία προσπάθεια ακριβούς και ειλικρινούς αποτύπωσης της εικόνας του Δ.Π.Θ., μίας ακτινογραφίας του κατά κάποιο τρόπο, με ιδιαίτερη έμφαση στην καταγραφή των δυνατοτήτων και των αδυναμιών του, στην καταγραφή των ευκαιριών που έχει και των δυσκολιών που αντιμετωπίζει στην πορεία του και στην ανάπτυξή του.

Η Έκθεση εντάσσει τις παραπάνω καταγραφές σε ένα πλαίσιο στόχων που διαμορφώνεται, έστω και ατελώς, μέσα από τις κατά καιρούς στρατηγικού χαρακτήρα αποφάσεις του Δ.Π.Θ. και τις μελετά σε συνάρτηση με τις υφιστάμενες συνθήκες αλλά και με τις προοπτικές που διαγράφονται σήμερα διεθνώς για την υπόθεση της ανώτατης εκπαίδευσης και συγκεκριμένα για τον ζητούμενο νέο ρόλο των Πανεπιστημίων μέσα στο διαμορφούμενο νέο διεθνές πλαίσιο για την Κοινωνία και για την Εκπαίδευση.

Η Έκθεση συνοδεύεται από αρκετά Παραρτήματα στα οποία έχει περιληφθεί όλη η αναγκαία για την κατανόηση της σημερινής εικόνας του Δ.Π.Θ. τεκμηρίωση. Προκειμένου δε να υπάρξει μία ολοκληρωμένη εικόνα της Έκθεσης Αυτο-αξιολόγησης, θα πρέπει να θεωρηθούν ως συμπλήρωμά της και οι Συμπληρωματικές Εκθέσεις, η σύνταξη των οποίων προέκυψε ως αναγκαιότητα κατά την προκαταρκτική επίσκεψη της Ομάδας Αξιολογητών της C.R.E.

Οι επισκέψεις της Ομάδας Αξιολογητών της C.R.E.

Όπως αναφέρθηκε ήδη, η Ομάδα Αξιολογητών της C.R.E. πραγματοποίησε δύο επισκέψεις στο Δ.Π.Θ., μία προκαταρκτική από 23 έως 25 Φεβρουαρίου 1997 και την κύρια επίσκεψη από 8 έως 10 Μαΐου 1997. Κατά τη διάρκεια των δύο αυτών επισκέψεων, η Ομάδα Αξιολογητών, μέσα από ένα ιδιαίτερα βαρύ και εντατικό πρόγραμμα, είχε πολλαπλές συναντήσεις με τις πρυτανικές αρχές, με τα μέλη της Ομάδας Αυτο-αξιολόγησης του Δ.Π.Θ., με μέλη της Συγκλήτου και της Επιτροπής Ερευνών, ενώ παράλληλα πραγματοποίησε επισκέψεις σε όλους τους πανεπιστημιακούς χώρους και στις 3 πόλεις (Κομοτηνή, Ξάνθη, Αλεξανδρούπολη) στις οποίες είναι προς το παρόν διεσπαρμένες οι δραστηριότητες του Δ.Π.Θ.

Επίσης, σε όλα σχεδόν τα Τμήματα του Δ.Π.Θ. η Ομάδα Αξιολογητών είχε χωριστές συναντήσεις με εκπροσώπους του Δ.Ε.Π. και των φοιτητών. Στο πλαίσιο του συνόλου των παραπάνω συναντήσεων, η Ομάδα Αξιολογητών είχε την ευκαιρία να έλθει σε επαφή και να συζητήσει πάνω στην υπόθεση της ακαδημαϊκής ποιότητας και του στρατηγικού σχεδιασμού με περίπου 40 μέλη Δ.Ε.Π. (μη συμπεριλαμβανομένων των πρυτανικών αρχών και των μελών της Ομάδας Αυτο-αξιολόγησης) και με 25 περίπου φοιτητές. Εννοείται ότι όλες οι συζητήσεις έγιναν στην αγγλική γλώσσα.

Τέλος, πρέπει να σημειωθεί ότι η Ομάδα Αξιολογητών συναντήθηκε και με εξωπανεπιστημιακούς παράγοντες οι οποίοι εκπροσωπούσαν τις πολιτικές και τις οικονομικές τοπικές και περιφερειακές αρχές, χωρίς όμως να μπορεί να θεωρηθεί ότι η συνάντηση αυτή υπήρξε αρκούντως αποτελεσματική.

Τα πρόσωπα

Επειδή, όπως είναι γνωστό, ο βαθμός επιτυχίας της κάθε προσπάθειας εξαρτάται πάντοτε κατά κύριο λόγο από τα πρόσωπα που αναλαμβάνουν την κύρια ευθύνη υλοποίησής της, είναι επιβεβλημένο να κλείσει το παρόν εισαγωγικό σημείωμα με την αναφορά στη στελέχωση των δύο ομάδων που είχαν την ευθύνη της υλοποίησης της συμμετοχής του Δ.Π.Θ. στο Πρόγραμμα Πανεπιστημιακής Αξιολόγησης της C.R.E. και στον ρόλο ορισμένων από τα πρόσωπα αυτά.

Στην **Ομάδα Αξιολογητών της C.R.E.** συμμετείχαν οι εξής:

- **Dirk Bresters**, Καθηγητής Εφαρμοσμένων Μαθηματικών, πρώην Πρύτανης του University of Amsterdam, Ολλανδία.
- **Andrei Marga**, Καθηγητής Ιστορίας και Φιλοσοφίας, Πρύτανης του Babes-Bolyai University, Cluj-Napoca, Ρουμανία.
- **Henrik Toft-Jensen**, Καθηγητής Γεωγραφίας, Πρύτανης του Roskilde Universitetscenter, Roskilde, Δανία.
- **Dr. Bas Nugteren**, Secretary to the Board of Utrecht University, Ολλανδία.

Ο Prof. Dirk Bresters ήταν ο **επικεφαλής** της Ομάδας, ενώ ο Dr. Bas Nugteren ήταν ο **γραμματέας** της Ομάδας. Με την ιδιότητα αυτή, ο Dr. Bas Nugteren είχε την ευθύνη του γενικού συντονισμού της Ομάδας και της ετοιμασίας του σχεδίου της τελικής Έκθεσης.

Στην προκαταρκτική επίσκεψη συμμετείχε επιπλέον ως παρατηρητής η **Jean Avnet Morse**, η οποία είναι Executive Director in the Commission on Higher Education of the Middle States Association of Colleges and Schools στη Φιλαδέλφεια των Η.Π.Α.

Στην **Ομάδα Αυτο-αξιολόγησης του Δ.Π.Θ.**, η οποία συγκροτήθηκε με απόφαση της Συγκλήτου, συμμετείχαν οι εξής:

- **Διονύσιος Κλάδης**, Αναπληρωτής Καθηγητής (και ήδη Καθηγητής) Εκπαιδευτικής Πολιτικής και Διοίκησης και Εκπαιδευτικού Σχεδιασμού του Παιδαγωγικού Τμήματος Νηπιαγωγών.
- **Δημήτριος Παναγιωτακόπουλος**, Καθηγητής Προγραμματισμού και Οργάνωσης του Τμήματος Πολιτικών Μηχανικών.
- **Νικόλαος Ξηροτύρης**, Καθηγητής Φυσικής Ανθρωπολογίας του Τμήματος Ιστορίας και Εθνολογίας.

Η διοικητική υποστήριξη του έργου της Ομάδας Αυτο-αξιολόγησης ανατέθηκε από το Πρυτανικό Συμβούλιο του Δ.Π.Θ. στους διοικητικούς υπαλλήλους **Αλεξάνδρα Κυρκούδη**, **Ελένη Μαυρίδου** και **Ελευθέριο Τσιτσόπουλο**.

Ο Δ. Κλάδης είχε οριστεί από τη Σύγκλητο ως ο **επικεφαλής** της Ομάδας και ως ο **σύνδεσμος** του Δ.Π.Θ. με την C.R.E. για την υλοποίηση του Προγράμματος. Ο Δ. Κλάδης είχε την κύρια ευθύνη της ετοιμασίας της Έκθεσης Αυτο-αξιολόγησης του Δ.Π.Θ. και των σχετικών Συμπληρωματικών Εκθέσεων. Παράλληλα είχε τη γενική ευθύνη του συντονισμού όλων των συναφών διαδικασιών αλλά και της οργανωτικής και ουσιαστικής προετοιμασίας των δύο επισκέψεων. Τέλος, ο Δ. Κλάδης είχε και την όλη επιμέλεια της παρούσας έκδοσης.

Ένα βασικό χαρακτηριστικό του Προγράμματος Πανεπιστημιακής Αξιολόγησης της C.R.E. είναι το ότι τα αποτελέσματα της όλης διαδικασίας αποτελούν εσωτερική

υπόθεση του κάθε Πανεπιστημίου. Τούτο σημαίνει ότι το κάθε Πανεπιστήμιο έχει την αποκλειστική ευθύνη να αποφασίσει το ίδιο εάν θα δώσει δημοσιότητα στις Εκθέσεις Αυτο-αξιολόγησής του και στην Έκθεση των αξιολογητών της C.R.E.

Το Δ.Π.Θ. έχει εξ αρχής κάνει την επιλογή της **πλήρους δημοσιοποίησης** όλων των σχετικών υλικών και στο πλαίσιο αυτής της επιλογής για μία **“ανοιχτή πολιτική”** εντάσσεται και η παρούσα έκδοση, η οποία περιλαμβάνει τόσο την Έκθεση Αυτο-αξιολόγησης του Δ.Π.Θ. μαζί με τις Συμπληρωματικές Εκθέσεις, όσο και την Έκθεση της Ομάδας Αξιολογητών.

Επίλογος

Η παρούσα έκδοση από τυπική άποψη πιστοποιεί την ολοκλήρωση μίας φιλόδοξης προσπάθειας. Στην ουσία όμως πρέπει να αντιμετωπιστεί σαν μία **παρακαταθήκη** που αφήνει η απερχόμενη Πρυτανεία στο Δημοκρίτειο Πανεπιστήμιο Θράκης. Αφού η υπόθεση της **ποιότητας** δεν είναι κάτι που αρχίζει και τελειώνει με μία προσπάθεια πεπερασμένης διάρκειας, αλλά αντίθετα είναι, πρέπει να είναι, **στάση ζωής και φιλοσοφική άποψη** για ένα Πανεπιστήμιο που θέλει να έχει μέλλον, που θέλει να βλέπει μπροστά, που θέλει να ζει και να δρα εναρμονισμένο με τις σύγχρονες διεθνείς τάσεις και προοπτικές.

Καθηγητής Γιάννης Πανούσης
πρώην Πρύτανης Δ.Π.Θ.

INTRODUCTORY NOTE

Background - Procedure

The Senate of Democritus University of Thrace (D.U.T.) decided unanimously on June 1996 the participation of the University in the Institutional Evaluation Programme of C.R.E. (Association of European Universities) for the academic year 1996-97. This is a Programme operating since the academic year 1994-95. During the first three years of its operation, 26 european Universities took part in this Programme, among which Democritus University of Thrace was the only greek University. For the next 1997-98 round of the Programme, 13 european Universities have already applied, among which the Technical University of Crete is the second greek University participating in the Programme.

The overall procedure of D.U.T.'s involvement in the Programme was completed on June 1997 and included the following phases:

- The preparation of the Self-evaluation Report for D.U.T., which was submitted to C.R.E. on 21 January 1997.
- The preliminary visit of C.R.E.'s Review Team to D.U.T., which took place from 23 to 25 February 1997.
- The preparation of Supplementary Reports for D.U.T., which were submitted to C.R.E. on 21 April 1997.
- The main visit of C.R.E.'s Review Team to D.U.T., which took place from 8 to 10 May 1997.
- The preparation of the Review Report for D.U.T., which was submitted to the University on 23 June 1997.

The context of Senate's decision

One has to consider the decision of D.U.T.'s Senate for participating in the C.R.E.'s Institutional Evaluation Programme as deriving successively and naturally from other previous decisions. Indeed, Democritus University of Thrace had decided previously to set up a system for planning, review and evaluation in the context of the Regulation of the University, which was **unanimously** adopted by the Senate in consistency with the trends prevailing in higher education internationally.

The triptych "**Planning-Review-Evaluation**" has a decisive significance for the **effective and efficient operation** of higher education institutions, as well as for their **rational development and growth** and for the **continuous improvement of their quality**. According to another Senate's decision, this triptych was scheduled to validate from the beginning of the academic year 1997-98.

Setting up and, furthermore, implementing in an efficient way new systems and mechanisms in a University, is naturally a quite difficult affair, especially if no experience exists, as is the case in Greece. Therefore, D.U.T.'s Senate addressed to C.R.E., one of the most reliable international organisations for higher education affairs, members of which are almost all the european Universities through their Rectors. D.U.T.'s Senate addressed to C.R.E., seeking for its collaboration in order to proceed to the design and implementation of the new systems in the most systematic and efficient way.

The international situation

The issues of **planning**, of **evaluation**, of **efficiency** and **effectiveness** and, finally, of **quality improvement** concerning the overall operation and work of the Universities are in the centre of interest and relevant activities of C.R.E. as well as of other international organisations, like European Union, O.E.C.D., Council of Europe. There is vast experience gained in the above fields during the last decade world-wide. Today, more than **70 countries** all over the world spread through **all the continents** have merged the above essential principles and functions into their own higher education systems, both in governmental and institutional level. C.R.E. and the other international organisations are continuously concentrating and assimilating all that experience.

The greek case

There are no serious steps in this very field to be mentioned for Greece. The governmental efforts for establishing relevant procedures were unavailing till now. On the other hand, and apart from the present initiative of D.U.T., there are only two relevant initiatives undertaken previously by Universities or by Technological Educational Institutions (T.E.I.):

- The participation of two Faculties, the Faculty of Electrical and Computer Engineering of the Technical University of Athens and the Faculty of Electrical Engineering of the Technological Educational Institution of Patras, in the pilot project for quality evaluation in higher education established by the Commission of the European Union during the two-year period 1994-1995.
- The participation of the Economic University of Athens and the Technological Educational Institution of Patras in the project of the IMHE (Institutional Management in Higher Education) Programme of OECD on quality management, quality assessment and the decision-making process. In this context, the two higher education institutions prepared and submitted their own case studies during 1996.

As was already mentioned, the D.U.T.'s initiative for participating in the C.R.E.'s Institutional Evaluation Programme for the 1996-97 round is now followed by the Technical University of Crete, participating in the 1997-98 round of the Programme.

Specific characteristics of D.U.T.'s initiative

This very initiative of D.U.T. goes beyond the limits of a typical pilot project or a simple case study. It aims at a substantial and prompt collaboration with C.R.E., in a more or less permanent basis, which will assist D.U.T. in its efforts for developing mechanisms and operations for quality assessment and strategic management. In fact, this very initiative of D.U.T. aims at the utilisation of the large international experience existing in this field.

Anyway, the establishment of new systems and new mechanisms is scarcely fruitful, if it is not accompanied by the development of the proper climate, of the proper atmosphere. D.U.T.'s participation in the C.R.E.'s Institutional Evaluation Programme has no doubt contributed to the development of **a climate and an atmosphere of quality and quality assessment** at all levels of the overall institutional function: At the level of University's authorities, at the level of the decision-making bodies and processes, at the level of administration, at the level of the day-to-day academic activities (teaching and research) and, in final analysis, all over the university community.

The development of such a climate was strongly helped on the one hand by the wide dissemination of the Self-evaluation Report throughout the University and the induced related discussions, and on the other hand by the active participation of a large number of persons (both at the level of academic authorities and at the level of individual academic teachers or students) in the two visits of the C.R.E.'s Review Team.

The Self-evaluation Report

The Self-evaluation Report for D.U.T. is an attempt for plotting **accurately** and **sincerely** the overall picture of D.U.T. It is something like a **radiography** of the University, emphasizing upon its **strengths** and **weaknesses** and upon its **opportunities** and its **threats**.

The elements of the above picture are considered in a **context of objectives** which is formed, though incompletely, through the several strategic decisions and choices of D.U.T. Furthermore, the Self-evaluation Report approaches and examines the elements of the above picture (i.e. the characteristics of D.U.T.) in conjunction with the existing **conditions**, as well as with the **prospects** appearing now world-wide for the future of higher education and, especially, for the **new role** of Universities in the **new international context** for Society and Education.

The Self-evaluation Report is followed by several appendices, including all the appropriate information and documentation which allow for the understanding of the current picture and situation of D.U.T. Furthermore, the Self-evaluation Report is integrated through the Supplementary Reports, the preparation of which resulted as a necessity from the discussions during the preliminary visit of the Review Team.

The two visits of the Review Team

As mentioned already, the C.R.E.'s Review Team made two visits to D.U.T. The preliminary visit took place from 23 to 25 February 1997 and the main visit took place from 8 to 10 May 1997. During these two visits, which were characterised by a heavy and intensive programme of work, the Review Team had multiple meetings with the Rector and the Vice Rectors, with the members of the Self-evaluation Steering Group and with members of the Senate and the Research Committee. The Review Team also visited all the University places (including the new campuses) in all the three cities (Komotini, Xanthi, Alexandroupolis) to which the activities of D.U.T. are dispersed for the present.

Furthermore, the Review Team visited almost all the Faculties of D.U.T. In each Faculty, the Review Team had two separate meetings with representatives of the teaching staff and with representatives of the students. During all those meetings, the Review Team had the opportunity to meet and make important discussions as regards the issues of the academic quality and the strategic planning and management with almost 40 members of the teaching staff and almost 25 students. It is needless to say that all the discussions were carried out in English.

Finally, it must be added that the Review Team met also once with representatives of the economy and the local and regional authorities in order to discuss the relationship between the University and the external stakeholders of the private and public sector. Anyway, this meeting can not be considered as adequately efficient.

The persons in charge

It is known that the rate of success for every effort depends mainly on the acting persons who are in charge of the main responsibilities. Therefore, the completion of this introductory note requires mentioning of the persons that comprised the two groups or teams involved in the overall procedure and also of the roles which some of these persons actually played.

The **C.R.E.'s Review Team** consisted of the following members:

- **Dirk Bresters**, Professor in Applied Mathematics, former Rector of the University of Amsterdam, Netherlands.
- **Andrei Marga**, Professor in History and Philosophy, Rector of Babes-Bolyai University, Cluj-Napoca, Romania.
- **Henrik Toft-Jensen**, Professor in Geography, Rector of Roskilde Universitetscenter, Roskilde, Denmark.
- Dr. **Bas Nugteren**, Secretary to the Board of Utrecht University, Netherlands.

Prof. Dirk Bresters was the **chairman** of the Team, while Dr. Bas Nugteren was the **secretary** of the Team, being hence in charge of the general co-ordination of the Team and of the preparation of the draft of the final Review Report.

During the preliminary visit, the Review Team was accompanied by **Jean Avnet Morse** as an observer. Jean Avnet Morse is Executive Director in the Commission on Higher Education of the Middle States Association of Colleges and Schools in Philadelphia, USA.

The **Self-evaluation Steering Group of D.U.T.**, which was formed with a Senate's decision, consisted of the following members:

- **Dionyssi Kladis**, Associate Professor (now Professor) in Educational Policy, Management and Planning of the Faculty of Pre-Primary Education.
- **Demetrios Panagiotakopoulos**, Professor of Project Management in the Faculty of Civil Engineering.
- **Nikolaos Xirotiris**, Professor of Physical Anthropology in the Faculty of History and Ethnology.

The administrative support of Self-evaluation Steering Group was assigned by the Rectorate Council to the members of the administrative personnel of the University **Alexandra Kyrkoudi, Helen Mavridou and Eleftherios Tsitsopoulos**.

Prof. D. Kladis was assigned by the Senate as the **chairman** of the Self-evaluation Steering Group as well as the **liaison person** of the University for the C.R.E. Institutional Evaluation Programme. Prof. D. Kladis had the main responsibility for the preparation of the Self-evaluation Report as well as of the Supplementary Reports. At the same time, he was in charge of the general co-ordination of the overall procedures and of the organisational and of the essential preparation of the two visits of the Review Team. Finally, it must be added that the present edition was prepared under the attention of Prof. D. Kladis.

Publicity

One of the basic characteristics of the C.R.E.'s Institutional Evaluation Programme is its confidentiality. This means that the outcomes of the overall procedure belong to the absolute ownership of the corresponding University. Each University has the exclu-

sive responsibility on deciding itself whether it will bring to publicity or not its Self-evaluation Report as well as the Review Report.

D.U.T. has made from the very beginning the choice of bringing to full publicity all the documents concerning its participation in the C.R.E.'s Institutional Evaluation Programme. The present edition is part of this “**open policies**” of D.U.T. and it contains the Self-evaluation Report together with the Supplementary Reports for D.U.T. as well as the final Review Report.

Epilogue

The present edition from the typical point of view certifies the completion of an ambitious effort. But, from an essential point of view, it must be considered as a **heritage** left by the retiring Rectorate to Democritus University of Thrace. Since the affair of **quality** neither begins nor ends with an effort of finite time length. In the contrary, it is - it has to be - **an attitude for life and a philosophical aspect** for a University which wants to have a promising future, which wants to look at this future, which wants to live and act in consistency and in harmony with the contemporary trends and prospects worldwide.

Professor Yiannis Panoussis
Former Rector of D.U.T.

ΠΙΝΑΚΑΣ ΠΕΡΙΕΧΟΜΕΝΩΝ

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**SELF-EVALUATION REPORT
OF
DEMOCRITUS UNIVERSITY OF THRACE
FOR THE C.R.E.
INSTITUTIONAL EVALUATION PROGRAMME**

January 1997

INTRODUCTION

The present self-evaluation report for Democritus University of Thrace (DUT) in Greece was prepared in the context of the CRE Institutional Evaluation Programme for the academic year 1996-97.

After the approval from CRE of the DUT's application for participating to the programme, the Senate of the University assigned a **self-evaluation steering group** consisting of three members of the academic personnel of the University. As chairperson and co-ordinator of the steering group was assigned the Associate Professor of the Faculty of Pre-Primary Education **Dionyssis Kladis** who was also the **liaison person** of the University for the CRE Institutional Evaluation Programme. The other two members of the steering group were the Professor of the Faculty of Civil Engineering **Demetrios Panagiotakopoulos** and the Professor of the Faculty of History and Ethnology **Nikolaos Xirotiris**.

The self-evaluation steering group is assisted by a secretariat including two persons of the administrative personnel of the University. The one of them, Ms. **Aleka Kyrkoudi**, is responsible for the contacts in the interior of the University, for the support of the several meetings and other types of collaborations and for the collection of the necessary documentation. The other one, Ms. **Helen Mavridou**, is responsible for the international contacts and for the organizational preparation and executive support of the two visits of the review team.

The draft of the report, as well as the documentation and the relevant analysis necessary for the 8 Appendices, were prepared by Dionyssis Kladis and then discussed in length with the other members of the steering group in order to take their final form. During the preparation of the draft of the report, Dionyssis Kladis had a limited number of collaborations with key-persons of the academic community and of the overall university life. The relatively limited number of those collaborations was due basically to the reasons mentioned at the end of the present introductory note.

In the preparation of the report we met a problem of major importance which we were not able to overcome. The problem arose from the proposed by CRE structure of the self-evaluation report, which obviously was adapted to institutional cases **with evaluation mechanisms in function**.

Things turned to be complicated for us, as this was not the case for our University. This was something that we had already made clear to CRE with our application last June. We were referring there that our University happens to be in its very first steps of self-evaluation process. And we had further elucidated then that our "**very first steps**" were simply the **design** of a system for planning, review and evaluation in the Regulation of our University, which **was adopted** by the Senate and which is scheduled to **validate** from the beginning of the next academic year 1997-98.

This being the case, what we do expect from our participation to the CRE institutional evaluation programme is on the one hand to get helped in **establishing** and **implementing** those evaluation processes, mechanisms and methods that **fit better and more efficiently** to the overall characteristics and conditions of our

University and on the other hand to get helped in developing an **evaluation and quality climate** throughout our University.

In our report we have tried to write down everything we appreciated as important for the **complete, explicit and global information** of the reviewers. Furthermore, we tried to be **absolutely honest**, being sometimes particularly strict with ourselves. In other words, we have presented clearly not only our **strengths** and our **weaknesses** but also our **pathologies**, which is something going beyond the terms "weaknesses" and "threats" used in the SWOT (Strengths - Weaknesses - Opportunities - Threats) analysis.

We have tried to follow the structure proposed by CRE guidelines for the report. As we stated before, it was not always possible. We have the feeling that reviewers will find less information than what expected in the chapters of the report concerning "**quality culture**" and "**strategic management**". We explained the reasons already. Anyway, we believe that there are **useful conclusions to derive for us**, even from this limited analysis which could not go deeper.

A second serious issue refers to the rate of involvement of other persons from the academic community or from outside the University in the overall self-evaluation procedure, apart from the members of the steering group of course. Indeed, until now, only a small number of involvements may be noticed. We only addressed to a limited number of persons in order to collect documentation or any other information which we did not have primarily or in order to discuss with them some specific issues.

But, according to the guidelines, we were not supposed to **deepen** our analysis or to extend it **to specific issues**. Therefore, the need for relevant specialized information was rather rare. On the other hand, there was no reason in general for partial collaborations aiming to the **detection of the results** of quality evaluation mechanisms, since such mechanisms do not exist in our University for the moment. Anyway, it is the purpose of the self-evaluation steering group to proceed to the active involvement of a significant number of persons during the remaining weeks until the preliminary visit.

The self-evaluation steering group

20 January 1997

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- Achievement of the social coherence throughout the region.
- Improvement of the cultural and educational level of the population of the region.
- Social and personal development throughout the region.
- Technological development and economic growth of the region.

The above mean that DUT has to overcome the traditional **passive** function of bringing simply - directly or indirectly - additional financial resource in the region. It is evident that the interaction of the University with the region will vary both in qualitative and quantitative terms depending on the nature of the faculties involved or depending on the functions carried out.

The general characteristics of the region of Thrace, which constitutes the regional environment of DUT, and the relevant development prospects¹, are given in Appendix I.

As mentioned already, the University's functions and initiatives are carried out in local, regional, national and international (both close or wide) levels. The balance between those different types of functions depend on the unit involved each time, ranging from the individuals of the academic community up to the several academic levels (faculties or schools, research institutes, other centres or the institution as a whole).

Therefore, one has to speak about a quite complex balance among the several **performers**, the several **functions** and the several **environments**. It is evident that individuals, as academic researchers working in personal basis or through research groups, have a more significant role to play, requiring major personal accountability, concerning the interaction with the international scientific environment. On the contrary, accountability required for individuals is much lower for the interaction with the international higher education environment, through inter-university cooperations, through participation in international programmes, through participation in international organizations etc. These functions require great degree of accountability from the institution as a whole.

Similar balances or imbalances exist in the whole spectrum of performers, functions and environments. What has to be added here is that the above analysis determines in general terms and the stance of the University vis-a-vis its social partners, the local or regional authorities etc.

The academic nature of the universities includes **inseparably** teaching and research. This is the major distinctive characteristic between universities and other types of educational or research institutions. DUT has to work in order to protect and to promote this principle.

We face two **significant dangers**: The one is the possibility of domination of research against teaching, especially in scientific areas where the outside financing of research is quite familiar and easy and produces a significant income for the involved personnel, which in turns gradually decreases its teaching activities. The other danger is the possibility of deprivation of teaching from its research basis, especially in scientific areas where research does not result to any additional income for the researchers or in cases where the absence of research conceals limited personal capacities.

1.3 The internal balance between teaching, research and supply of services

The University has to fight against both those two dangers. But, furthermore, it has to assure for the proper conditions and prerequisites. The problem of the existence of **two-speed researchers** in the universities is a real one. And the distinction is not based upon **quality diversification** of the several research works but upon **market-oriented diversification** distinguishing entire research fields from others. This is an expected result of the expansion of the oriented scientific and technological research.

The balance between teaching and research (and supply of scientific services) depends largely upon the balance among the several research areas and types. DUT has to search seriously for this **crucial balance**. And it is obvious that the quest of this kind of balance will determine in general terms and the stance of the University vis-a-vis its outside research funders and partners.

1.4 The academic profile of the University

The present state of the academic profile of DUT (i.e. the faculties and the research institutes that already exist or have been proposed to the Ministry of Education) does not derive from any kind of central and overall planning, either from the part of the University or from the part of the Ministry of Education. Of course, we can detect separate objectives and necessities to which many of the DUT's academic units respond, but this is not the concept of the development plan of an institution. The details concerning the academic profile of DUT are described in Table 4.1 and in the corresponding Organigram (Appendix 4). In any case, the present academic profile of DUT must be taken as granted, although discussions concerning some internal changes arise from time to time (e.g. recent discussions in the Senate about the necessity of splitting the Faculty of History and Ethnology into two faculties).

The academic profile of a university reflects of course its mission and its objectives. The academic profile of DUT has **to bring out** its particularities and its singularities, it has to **utilize** its comparative advantages and it has **to respond** to regional and national necessities **taking into account** the international trends and perspectives.

The **further development** of the academic profile of DUT must be based therefore to a developmental plan which will cover all the dimensions of this complex issue. It must be mentioned here that DUT faces a problem which is quite common in Greece. This problem has to do with the **pressure exerted from local authorities** to the central government and to the University itself, forcing to the establishment of new faculties of DUT in cities of Thrace (and furthermore in cities of the wider Region of Eastern Macedonia and Thrace) where there do not exist now any university units at all. This is a pressure deriving of course from the traditional concept of a university which simply brings additional consumers (and financial resource) to the surrounding region (par. 1.2 above).

Anyway, the problem of the further expansion of DUT is quite complicated as it has to combine the particularities of the region with the major prospects for the whole area of higher education worldwide. In principle, we may consider major different approaches concerning the direction to which further development of the academic profile of DUT should occur.

According to the **one approach**, the academic expansion of DUT must have mainly **geographical characteristics**. This aspect results to the establishment of new faculties in places other than the three major cities of Thrace. This aspect leads

to a geographical integration of DUT's profile and is followed by a number of additional units to be grown either inside or outside the University. Such units may be either post-secondary educational institutions of the non-university sector or parallel activities inside the University (e.g. international conference centres).

According to the **second approach**, the evolution of the academic profile of DUT must be **structurally confined** to the three cities of Thrace. This evolution has to intend to the strengthening of the existing five poles of academic activities (par. 4.1 below). Of course it can drive to the creation of new academic poles as well. The establishment of new poles should not turn out to weaken the existing already poles. Further on, this second approach is strictly related to the new prospects combined with the need for life-long learning and with the need for regional response of DUT. In order to meet these needs or these challenges, DUT has to proceed to the integration of its profile by expanding its activities both **in width** (expansion in the geographical space) and **in depth** (expansion in the new post-secondary educational space).

Two issues to be mentioned further on in this point are those referred to the establishment of **research institutes** and to the growth of **postgraduate programmes**. The first issue is connected with the already mentioned balance between teaching and research but also among the several areas and types of research. The existence of research institutes associated to faculties, and even more in a multidisciplinary or interdisciplinary basis, is expected **to promote** the whole research climate and **to help balancing** between the several situations. Furthermore it is expected to increase the systematization of the faculties' research activities and to add significant efficiency to them with regard to financial management, to search for additional resources and to supply of services.

At the same time, the growth of postgraduate programmes within all the DUT's faculties is quite important for the **integration** of its academic profile, since research training in academic terms is indeed the only function that still remains as a **monopoly** for the universities. On the other hand, the further evolvement of postgraduate programmes is still the only reliable way for the **effective generation of new academic potential** in universities.

1.5 The organizational profile of the University

As the University's activities are dispersed to three cities, the balance between centralization and decentralization becomes rather complicated. The **academic decentralization** becomes much more intensive than in a university without geographical dispersion and the same exists on the other hand for the **administration centralization**.

In the level of **academic organization** we cannot of course speak about centralization. The basic academic units - the faculties - deserve obviously major academic autonomy, which cannot (and should not) be restricted. But, in many cases, this academic autonomy leads also to efforts for greater independence of the faculties from the central authorities in the governance level. This means of course a more weak central control upon the faculties affecting both the organizational and the legal level. Distance make things even more difficult, even in the era of information technology, as this balance has to do mainly with personal relations between the authorities in the several levels.

The reverse problem exists in the **administration level**. Decentralization could be considered as desirable in this level, but its implementation seems to be

rather difficult. There are four major reasons, which are rather common to the whole system of the greek public administration. The first reason has to do with the **non-symmetric distribution of the human capital** between the centre and the periphery. In the case of DUT this lack of symmetry is extended also to the distribution of human capital among the three cities. The second one is the **low degree of implementation of information technology systems**. The third one is the **lack of high level specialized administrative personnel**. And the fourth, and perhaps the most significant one, is the **lack of a climate or a culture of decentralization** in Greece, which means that mentalities and temperaments in Greece do not favour decentralization in the administration level.

The overall administration structure of DUT is described in Appendix 4 (par. 4.2.1 up to 4.2.5) and is presented in the relevant Organigram (p. 81), while the situation as regards the administrative personnel is presented in Tables 5.8 and 5.9 (Appendix 5).

Anyway, it seems to be clear that the balance between decentralization and centralization (together with the necessary effective coordination) in DUT must be a critical objective and its achievement should include the following major points:

- Fulfilment of the necessary requirements (information technology and human resources strategies, and also proper regulation status) for rational increase of decentralization in the administration level.
- Effective coordination of the faculties' teaching and research activities, in order to attain greater efficiency.
- Effective and rational control of the faculties from the central governance (Rector and Senate), concerning mainly the obligations occurring from the existing laws and regulations and from the institution's strategic plans and decisions of major and overall significance.

1.6 The University's approach to students

The greek higher education system does not allow for other types of students than for full-time students. This is consequently the case with DUT too. Anyway, the emerging new concept of lifelong education arises for DUT the need for the **expansion of the target group** to which it is addressed, if it really wants to adapt with the new international prospects but also to get best utilization of the new conditions.

The above lead to the need for **search of a new clientele** (including adult students and part-time students) and for development of new teaching methods and practices (like distance education). Furthermore, the above have to be combined with the necessary changes in the greek legislation. But, the question arising is whether DUT could undertake proper initiatives, even before such a legislation change occurs, and to develop them even in an in-formal way.

If the above thoughts are to be combined with the need for effective interaction of DUT with its local and regional environment in the cultural and educational level, then the already mentioned expansion of the target group should mainly concern the population of Thrace. This is a quite difficult question, and not only because of the lack of the proper legal framework. It is a **crucial question** whether a regional university should be addressed mainly to students from the same region or it should be opened to enrolments from every region of the country.

1.7 Europanization and internationalization policies

As already stated, the effective interaction with its international environment is one of the principal aims of DUT. This cannot be found written in some strategic documents of the University's Senate, but we may say that we have to do with some kind of applied policies continuously implemented through the current practice of the University. Anyway, for DUT europanization and internationalization appear as two **vital and obvious necessities** or, in other words, as an **one-way road** for its further development into the overall international context.

The **europanization** policies can be monitored in many parallel activities and initiatives, ranging from the research and the educational field up to the organizational one. The successful participation of the University (with the specific weight in the Faculties of School of Engineering) to the competitive research programmes of the European Union is one case. The active participation of the University to the educational programmes of the European Union (Erasmus, Tempus, Jean Monnet Chairs etc.) is of course another case, which is now integrated through the institutional contract to be signed in the context of Socrates Programme. The europanization policies extend also to the organizational level, on which lies an initiative already undertaken by DUT, aiming to the establishment of the first trans-european faculty in Greece, i.e. the Trans-European Faculty of Biology. This is a result of successful long lasting cooperation with the 47 partner universities of the Erasmus-Tempus Biology Network.

A specific objective with special interest within the europanization policy of DUT is its initiatives for the establishment of a systematic cooperation with the universities of Black Sea Countries, focusing on issues relating to hellenic culture and environmental protection.

The **internationalization** policies of DUT may be detected in a great number of activities which go much further than the analogous activities of the most greek Universities. We only mention here the three most recent of those initiatives:

- DUT is the first greek University which enters into an institutional quality evaluation exercise with the assistance of an international organization like CRE.
- DUT is the only greek University participating to the OECD Programme for Institutional Management in Higher Education (IMHE).
- DUT is the only greek University where an International Research Centre has been established (the International Research Centre for Complexity and Chaos).

The above picture of DUT should not nevertheless lead to **downgrading** the existing problems in establishing these policies or in undertaking such initiatives. These problems originate from the **cautious** and **suspicious** stance of most people in DUT (both students and academics) vis-a-vis actions towards the widening of the international horizons of the University, as these actions drive the whole system to a more or less unfamiliar for the most people competitive environment. This is a situation rather common within higher education institutions in Greece, and we could argue furthermore that this is a common characteristic within the whole greek society as well. As a consequence, the combination of **the fear of the unknown** together with **the fear of the competition** creates a negative atmosphere which the University has to overcome in order for its initiatives to be successful.

2. INSTITUTIONAL AUTONOMY AND STATE CONTROL

2.1 Introduction

As mentioned before, one of the major fields of conflict between universities and government in Greece concerns the balance between institutional autonomy and state control. The control of Ministry of Education posed upon the universities arises on the one hand from the restrictions of the existing legislation and on the other hand from the fact that the state is the main funder for the universities. The main restrictions arising from the current legislation are outlined in the next paragraphs.

2.2 Selection and appointment of academic staff

The balance between academic autonomy and state control, as regards the selection and appointment of academic staff is analyzed in Appendix 3 (par. 3.6). The complicated mixture of those two principles creates a large amount of **beaurocracy** and allows for some kind of **clientele relations** to be developed between the Ministry of Education and the universities' authorities or even between the authorised services of the Ministry of Education and every individual with personal interest for every particular case.

Furthermore, this situation causes a great **delay** of the whole procedure, as the duration between the time of the demand for a post to be filled up to the completion of the appointment sometimes exceeds three years. This delay is obviously acceptable and desirable from the place of the government, since it is related to financial savings. But the case is quite opposite from the place of the universities, since it destroys every idea of planning and postpones the solutions of staffing problems.

2.3 Selection of students

According to the existing system of access to higher education in Greece, presented in Appendix 3 (par. 3.10), universities have **no authority at all** as regards the selection of their students. The entrance procedure is based on a mixed system of national examinations and priority of demands of the candidates, and is carried out in central level by the Ministry of Education.

Universities have authority only for the selection of a small number of students, not exceeding 10% of the total enrolments through the above national examinations. This small proportion corresponds mainly to students who want to move from their initial enrolment for personal reasons.

It is evident that this legal situation does not leave formally any degree of freedom to universities in order to develop specific policies concerning the characteristics of their student potential. For example, within this framework DUT cannot establish any formal policies concerning the candidates from the region of Thrace. Therefore, if DUT wants to go on with this matter, it has on the one hand to undertake some kind of informal initiatives to this direction and on the other hand to exert a relevant pressure to the Ministry of Education.

2.4 Finance

The details concerning state financing to the universities and the relative financial management mechanisms are presented in Appendix 3 (par. 3.3). These

mechanisms result to a **decrease of the financial flexibility** of the universities which in turns discourages universities wishing to undertake initiatives surpassing the financial or structural limits of their budgets.

The affair of **financial autonomy** of the universities is a crucial point in the discussions about higher education reforms in Greece. And this is a point for which every government seems to wish to make significant progress.

In the meanwhile, greek universities try to achieve best utilization of an existing **parallel legal framework** concerning the financial management of the extra funding for **research activities** and for **supply of services**. This parallel framework, which is described in Appendix 3 (par. 3.4) establishes a quite flexible mechanism which finally **strengthens the managerial efficiency and competitiveness** of universities and encourages their entrepreneurial activities in the search for new or additional resources. In this point, it must be noted that in some universities the amount which is managed through this parallel framework is large enough to give a great rate of flexibility and efficiency to them.

2.5 Teaching and learning

The responsibilities concerning the establishment of undergraduate or postgraduate study programmes, as well as the responsibilities concerning the development of the academic structure of the universities, are analyzed in Appendix 3 (par. 3.5 and 3.8). This share of responsibilities results to two major problems. First of all, universities **can not proceed to development plans** concerning the creation of new faculties, either the establishment of new degrees or new specializations. On the other hand the Ministry of Education has not its own development plans in order to approve the proposed changes in the academic profile of each university. Therefore, the whole procedure is carried out **on occasional basis** and is characterized by the **lack of any plan or any deeper study**.

The second problem has to do with the **complete lack of any type of coordination** among the study programmes even within faculties in the same scientific field. This problem is quite serious, if we consider the relation between the teaching curriculum and profession in some specific cases, as in medicine or in teacher training, where the several corresponding faculties may have quite different teaching curricula **without any norms** posed by the state or by any other central agency.

Another problem to be mentioned in this point derives from the existing legal provision, according to which **free textbooks** are given to the students (one textbook for every course). This results to an intense dependence of the overall teaching process on the corresponding textbook, which is further strengthened as students **are not obliged to attend physically** the didactic activities in the context of each course (except of those with experimental, clinical or practical dimension). As a consequence, students are not forced to make significant use of the **universities' libraries**, which in turn are rather poorly stocked because exactly of this limited demand. Anyway, the Ministry of Education has included the adequate funding of universities' libraries among its priorities for financing universities through the European Union's resources.

2.6 Research

The principle of academic freedom reflects also to the autonomy of research. Indeed, this autonomy exists only for the case of **academic or basic research**. But, a large number of research activities, mainly in the area of **applied and technological**

research, are supported financially by outside funders in a contract-based partnership. In this latter case we cannot speak any more about autonomy of research, as funding follows the principles of **orientation** and **competition**.

The coexistence of the above two situations (autonomy of academic or basic research on the one hand, and oriented/competitive applied and technological research on the other) does not restrict the university's ability to determine its own directions and priorities on research policy, both in institution and in faculty level. This policy reflects both to internal funding of research activities and to simply strengthening the competitiveness of the relative proposals.

The responsibility for the development of research policy belongs to the general assemblies of the faculties and to the senate of the university as a whole. But, a major role for the planning of research policy is deserved for the **research committee** of the university, which has also the responsibility for the proposals to the senate for the allocation of internal research funding.

The management of research in the university is carried out by the research committee and its administration unit and obeys to laws and regulations much more flexible than those affecting the rest financial activities of the university. This results to a **much more efficient management function for research** (see Appendix 3, par. 3.4).

It must be noted at this point that the approval of the financial management of a research project with outside funding **produces additional resources** for the university itself, which can be used in turn for financing specific educational, development and research activities.

2.7 Development of entrepreneurial activities

The greek legislation allows for the universities to develop entrepreneurial activities, both in the areas of research and services. In fact, a more precise expression should be that the greek legislation encourages universities for such kind of activities, as it provides them with a legal framework for a relevant financial management much more flexible than the one existing for the financial management of the funding occurring from the typical state resources.

This flexible financial management can be carried out by two different mechanisms existing in each university. The one is the mechanism of the **research committee**, and the other is the **company for the management of the property and the holdings of the university**. The details concerning those two mechanisms have been described in Appendix 3 (par. 3.4). The parallel existence of these two mechanisms gives the greek universities the opportunity to develop entrepreneurial activities in cooperation with outside partners, which may belong either to the public or to the private sector.

As stated above concerning research activities, we can say that there is an effort today throughout the greek universities in order for an equilibrium to be achieved between two confronting tensions: The one tension sets the priority on the **development of entrepreneurial activities** as one of the most significant mains for additional resources and claims that this opportunity should not be limited by the establishment of strict control procedures. The other tension sets the priority on the **protection of the academic character and nature** of the universities against the danger for their transformation to business institutions.

The struggle between those two tensions reflects one of the most serious **conflicts** in the greek universities nowadays. And, at the same time, the balance between those two tensions is one of the most significant questions for the greek universities.

3. THE CONSTRAINTS ARISING FROM THE OVERALL CONDITIONS

3.1 Introduction

DUT has to operate in an existing framework which depends both on legislation and on other external or internal conditions. A significant number of constraints arise from the higher or lower control applied to the universities by the state. The balance between the state control and university autonomy was examined in the previous section. But another significant part of constraints arises from the overall conditions under which the universities have to operate and evolve. These conditions are connected, not only to the existing legal framework and the retrenchment policies, but also to the **dynamics of the relationship** between the universities and their cultural, social and economic environment.

To overcome these constraints, a number of changes are needed perhaps in the legislation or in the economic and other policies of the government or in the parameters of the surrounding environment. But, the universities have to build up **their own strategies and policies** in order to overcome the obstacles **even under the existing conditions**.

On the other hand, the universities must also act as **centres of pressure** for improving changes both upon the government or upon their environment, regardless of the effectiveness of this role. We have to mention here that the establishment of the International Research Centre for Complexity and Chaos in DUT was indeed the result of such a successful pressure, since it required a legal action to which the Ministry of Education responded positively under the pressure of the University.

3.2 Labour market situation

Since the response of greek universities to regional needs is still rather weak, we may argue that the situation of labour market in regional level does not affect the conditions in which the universities exist and evolve.

Therefore, it is the situation of labour market in national level that should be expected to affect the life and evolution of greek universities. In fact, things are quite complicated. Greece has high rates of **unemployment** and **underemployment** for graduates of a large number of specializations, as well as of **heteroemployment** (i.e. employment of graduates in professions other than their specialities). Nevertheless, the social demand for higher education in Greece remains high, and this is attributed to the **still strong traditional reputation** of the universities and to the **social prestige** that the university studies and degrees assure for the graduates regardless of the high possibilities for them to remain unemployed, underemployed or heteroemployed for a probably large period.

Furthermore, we must emphasize on the fact that this paradoxical phenomenon should not be related to any thoughts concerning the probable existence of some kind of culture leading to a **conscious distinction** between the social and personal right for higher education studies on the one hand and the personal right for employment on the other.

A typical example for this **paradox** is the case of study programmes for teacher training in the greek universities. The demand remains high, regardless of the fact that, according to the standing system of appointments of teachers in the pre-primary, primary and secondary education in Greece, graduates from the corresponding faculties will have the opportunity to get appointed only after a period varying from ten to thirty or more years!!!

3.3 Other environmental opportunities and threats

The whole situation regarding the environment of DUT is described in Appendix 1. As stated there, a number of significant prospects seem to emerge, concerning the economic, social and personal development in the region of Thrace.

However, we must note that the interaction between the University and the region is rather **weak**. Legislation does not stipulate for the participation of **University's representatives** to local or regional bodies and processes. On the other hand, there do exist legal stipulations concerning the participation of **local or regional representatives** to some of the University's activities. Such activities are the processes related to the supply of technological or other equipment and to the assignment of technical works. Furthermore, regional and local representatives participate in the directing board of the already mentioned Company for the Management of the Property and the Holdings (CMPH) of the University (par. 2.7 above). Anyway, we may argue that the specific weight of the above participation of local or regional factors to the University's life is not large at the present.

At the same time, we may refer to the participation of members of the academic staff to several regional or local activities, but this participation relates mainly with the **scientific action** of those academics and reflects to a **consultancy** activity and role, without affecting at all policy-making or planning affairs. Of course, we may add here that the whole academic potential of a university (and especially of a regional one) can have some kind of **indirect impact** on its regional and local environment even if simply playing the role of an **active citizen** of the area.

It is clear however that the above descriptions do not account for a satisfactory situation of **effective interaction** between the University and its local and regional environment. In this very point we are, therefore, obliged to emphasize upon a serious problem concerning the relations between DUT and the local communities at the three cities where it is located. This relation is dominated by two main characteristics. The one has to do with the **closed character of the communities** in Thrace. This characteristic makes the community nearly **cautious** with the University, with the University's people (students and staff) and with the University's activities and initiatives. We may argue that DUT **has not yet been integrated into the surrounding society**, although its age exceeds the twenty years.

While the first characteristic had to do with **the community as a whole**, the second characteristic has to do with **the top of the community structure** and, especially, with the part of the community **which possesses the political, economic and social power**. This very part of the society considers the University **as another centre of power** and faces it **competitively**. This position of the local heads and authorities arises perhaps from their fears and complexes regarding the university even as an idea or as a structure **disturbing the traditional equilibrium** both in the system of power distribution and in the system of local norms and values.

Things are again complicated. The University does not confuse its roles. The University does aim to **affect** the systems of local (or regional) norms and values. This is part of every university's mission everywhere. And this is obviously a much greater necessity for a region with the educational and cultural deficits of the region of Thrace. But the University, as such, **does not take any part** to the local system of distribution of the political, economic and social power.

The successful overcome of this problem is a crucial affair for DUT in order for a **permanent and stable equilibrium** to be established in its relations with the social environment. And, furthermore, this constitutes a necessary prerequisite for DUT in order to take full advantages of the conditions concerning the economic, social and personal development of the region.

However, it must be pointed out that this situation is not a common one for all the greek regional universities. The case of University of Crete is quite enlightening, as it presents a very good example of close, efficient and effective interaction between a regional university and its region. The reasons should be mainly attributed to the different characteristics existing between the local communities in Crete and in Thrace and, perhaps, to the different strategies of the two Universities.

According to the relevant development plans, the activities of DUT are scheduled to be concentrated to three campuses (one at each city) which are located outside the relevant urban area and at a distance of 3 to 6 kms from it. Those three campuses are far from being completed and given for use to the university community. Of course, the rate of completion is different for each campus.

The current state of the existing DUT's premises as well as the corresponding expected situation after the completion of the current building programme are given in Appendix 7. In the same Appendix, the analogies of builded surfaces per student are also given both for the current state and for the state of completion of the programme.

It is clear that the situation as regards the building facilities of DUT is rather complicated and fluid, not allowing, therefore, for a normal evolution of the whole university life and activities. The problems arising from the dispersion of the university activities to three different cities become even larger because of the further dispersion of the activities in the interior of every separate city. The picture of students and staff moving several times a day from one place to the other is quite common for all the three cities.

The completion and full operation of the three campuses is expected to occur in different time periods, ranging from 5 to 15 years at least, depending mainly on the rates of financing by the Ministry of Education. This means that one of the main concerns of the University in its short-term planning has to be the efficient handling of this kind of problems.

In this point, we have to emphasize on the fact that the evolution of the University's activities through the development of three campuses outside of the relevant urban area is not based, as far as we know, to any developmental plan for DUT. **The impact of a campus-based university located out of the urban area** on the overall university's functioning, on the life and the operation of the academic community and on the interaction between the university and its environment, is still

3.4 The infrastructure of the University

one question of major importance for higher education policy and planning. Anyway, the reservation of a significant number of buildings already operating inside the urban area of each city seem to be one of the concerns of the University, as they constitute the only possibilities for **effective interference** of the University in the urban tissue of each city and for **effective interaction** with its urban environment.

3.5 Student aid conditions

The greater number of DUT's students must live for 4 up to 6 years of their life in large distance from their families. Therefore, DUT has to provide its students with the appropriate student aid supplies in order to **limit the dropout tensions**. DUT provides **free lodging** for almost 17% of its students. This free lodging is offered in the student Halls of Residence in Xanthi and Komotini, while in Alexandroupolis DUT rents accommodation for the students on its own expenses. Almost 50% of the DUT's students have the right to **free food**, while the rest of them have the opportunity for **low cost food** at the University's Refectories. Furthermore, students have the right to **low cost access to the urban transportation media** and they enjoy **full medical care**. Finally, it must be noted that the legislation provides for a number of **student grants and loans** for every faculty and for each academic year, depending on the performance and the economic situation of the students.

The above social aid supplies to the students must be considered in the existing context of **free university studies** in Greece (see also Appendix 3, par. 3.2). According to the legislation, provision for student fees exists only for postgraduate studies. However, fees are required indeed for quite a few postgraduate study programmes in Greece. A reminder must be done at this point, concerning the status of **free textbooks**, mentioned previously in par. 2.5.

3.6 Human resources policy

As already mentioned, the responsibility for human resources policy belongs mainly to the Ministry of Education. Universities are responsible to submit their **proposals** to the Ministry and, then, the Ministry of Education **allocates** the available number of vacancies to the several faculties. It must be noted that the allocation of vacancies goes **directly to the faculties** and that the universities themselves have the opportunity of allocating only a very small number of vacancies to their faculties in terms of their own allocation criteria.

The allocation of the available number of vacancies from the Ministry of Education to the several faculties does not obey to some rules or criteria. Therefore, the evolution of teaching staff numbers was based mainly on the **personal relations** of each rector with the Minister of Education. Under these conditions, the evolution of teaching staff in the several faculties and universities is expected to be **unbalanced, inequitable and accidental**.

Anyway, and regardless of the lack of allocation criteria in national basis, DUT tried some kind of exercise on establishing its own criteria for the allocation of teaching staff places among its faculties. The outcomes of this exercise never worked, even in the cases of the small opportunities for allocation left to the University by the Ministry of Education. The decision-making bodies (the Senate or the Rectorate Council) seemed **not to entrust** the corresponding documentation and analysis or **not to be ready or mature** to implement it and **to induce conflicts** among the several faculties.

The overall situation concerning arithmetic data for personnel and students in DUT are given in Appendix 6. In the same Appendix data are included concerning the evolution of the relative numbers during the five-year period from academic year 1991-92 up to academic year 1995-96.

3.7 Personnel pathology

One of the major problems facing DUT from its very beginning was the **limited involvement** of an adequate number of professors and other academic staff in the overall university activities. These members tend to limit their academic work to the absolutely necessary obligations which usually correspond to the **minimum teaching load**. In fact, these members of the academic staff behave as if they were **part-time personnel**.

It is obvious that this kind of function deprives DUT from the **necessary "added value"** which this personnel could offer apart from its mere teaching activities. This phenomenon appears mainly in the Faculty of Law and the Faculty of Medicine, while its appearance is rather weak up to negligible in the other Faculties.

This phenomenon does not appear exclusively in DUT. It consists part of a serious situation connected with the greek higher education system, which has to do with the large proportions of academic personnel who have **parallel professional occupations** outside their universities and their faculties. This pathological situation still affects negatively the whole system of higher education in Greece, as since 1982 (when the higher education reform occurred) no government attempted to make the necessary radical reform by dividing the higher education academic staff to **full-time** and **part-time** personnel and by controlling and limiting or forbidding the occupation of full-time personnel outside the university.

The negative impact of this phenomenon to the overall functioning of DUT is getting much more intense, as the outside occupation is combined with the **transfer of the permanent residence** of the above personnel in Athens or in Thessaloniki and with their inactive participation to the University's life and activities.

3.8 Institutional planning and development

The concept of planning is something almost unknown for the greek universities and for the greek Ministry of Education too. There is **no planning culture** as well as there is **no evaluation culture** in the whole higher education system in Greece. Therefore, the lack of any allocation criteria mechanisms and processes (concerning both financial or human resources) results as a quite rational consequence.

The policies of the Ministry of Education as regards the development of the higher education system (the establishment of new faculties or new universities, the increase or decrease of new student entrancies, etc.) does not arise from some kind of planning. It must better be considered simply as a **balance** among the several social, local or institutional pressures.

Although the overall climate is negative and discouraging, DUT has already made its first steps in establishing **both planning and evaluation processes** in its Regulation, which is in its final stage of completion. An outline of these processes is given in Appendix 8. The participation of DUT in the CRE institutional evaluation programme must be considered in the above context.

3.9 Financial management within the institution

Financial management within the University is ruled by the **strict, inflexible, beaurocratic and time-consuming** laws and processes ruling the overall public sector in Greece. An idea for this situation is given in Appendix 3 (par. 3.3).

As stated previously, the only exceptions to that reality are the financial management processes in the responsibility area of the Research Committee and the CMPH of the University (par. 2.7 above).

Of major importance is of course the **allocation of financial resources** within the several faculties or within the several activities of the University, in other words the formation of the institution's budget. As mentioned above, the lack of mechanisms and systems for resources allocation by establishing and applying systems of allocation criteria is a generalized phenomenon in Greece. Nevertheless, DUT has started an effort, two years ago, aiming to the systematic approach to the problem of financial management and allocation criteria.

The preparatory phase of the whole system is in its final stage. In the internal regulation law of DUT a new operational unit is established, named "Board for Economic Affairs", which is planned to operate as the **coordinator** of the overall economic activities of the University but mainly to operate as the unit which produces the University's **policy and strategy in the economic field**. Among the responsibilities of this board is obviously the establishment of a **rational system of criteria for allocation of resources** within the University. The outcomes of this board are to be submitted to the Senate for the final approval.

In the Regulation of the University there is a specific reference on a system of **multi-level budgets**, consisting of the central overall budget of the institution as a whole and of the decentralized budgets of each faculty. The whole attempt is **innovative** for the greek higher education system. A pilot exercise for the application of this innovation has already begun in the Faculty of Pre-Primary Education three years ago.

In the Tables of Appendix 6, the situation of University's economic data are presented covering the last 6-years period from 1991 to 1996. From those data it is easy to conclude that there is **no logic or reasoning** governing the allocation policies within the University's units and activities. The only logic is that the allocation for each year **follows and reproduces the norms of the previous year**. This approach has led to a stabilized situation, which **multiplies the difficulties** for establishing a new rational approach.

4. THE CURRENT STATE AND ACTIVITIES OF THE UNIVERSITY

4.1 The academic profile

The overall education, research (and supply of services) activities of DUT are carried out through 11 Faculties and a number of associated research units (most of which have not been approved yet by the Ministry of Eduvation), the characteristics of which are given in Appendix 4 and especially in par. 4.1.1 up to 4.1.6, in the relative Organigram (p. 79) and in Table 4.1. We can say that in general these activities are concentrated in **five principal scientific poles** as follows:

1. The pole of Technology (in Xanthi)
2. The pole of Social and Human Sciences (in Komotini)

3. The pole of Sport Science (in Komotini)
4. The pole of Medical Sciences (in Alexandroupolis)
5. The pole of Educational Sciences (in Alexandroupolis)

Although the distribution of these five poles to the whole region did not result from some kind of **central planning**, one might argue that it has answered some of the needs of the social and economic environment. It is out of discussion now whether the initial political choice for dispersion of DUT's activities to three cities was correct or not. After 20 years of life, DUT is still trying to approach a better and more efficient equilibrium within this reality. But, it cannot dispute this very reality.

The two major questions in concern now refer on the one hand to the policies to be applied for the further expansion of the University and on the other hand to the symmetrical, if possible, coverage of the whole area of Thrace (or even of the whole Region of Eastern Macedonia and Thrace) by the activities and by the concern of each one of the above five poles.

There are **different approaches and aspects concerning the further expansion** of the University, which were outlined in par. 1.4 above. But the response of each of the above poles to the needs of the whole surrounding area is one of the major challenges for DUT now and, therefore, forms one of its major aims for its future activities.

4.2 Postgraduate Programmes

The legislation of systematic postgraduate studies in Greece occurred in 1992. Until this year, the only possibility existing for the graduates within the greek universities was to proceed to the **preparation of a PhD**, after working on a prototype research subject and writing a relevant doctoral thesis. This procedure was lasting for at least three years and did not require in general the attendance of any kind of specialised courses.

Since 1992, a significant number of faculties in the greek universities have established postgraduate programmes leading both to postgraduate diplomas (equivalent to master's degrees) and to PhDs. Nevertheless, the former procedure leading to a PhD continues to apply either for the case of faculties which have not establish any postgraduate programmes or for the case of scientific areas which are not covered by the content of the postgraduate programmes established in a certain faculty.

As regards DUT, only two postgraduate programmes have been established till now. The first one belongs to the Faculty of Physical Education and Sport Science and, apart from the PhD in physical education and sport science, it leads also to a postgraduate diploma with three specializations: a) coaching, b) curriculum and instruction and c) health and recreation. The second programme is offered by the Faculty of Electrical and Computer Engineering and leads to a PhD in electrical and computer engineering.

In the other faculties of DUT there is a significant number of graduates in the process of their PhDs, coming either from DUT or from other universities. The whole picture concerning those attending a postgraduate programme or preparing a PhD in DUT during the academic year 1995-96 is given in Table 5.3 (Appendix 5). On the other hand, Table 5.4 (Appendix 5) shows the number of PhDs provided in DUT during the five-year period from the academic year 1991-92 up to the academic year 1995-96.

4.3 Internal balance between teaching, research and supply of services

The balance between teaching, research and service activities varies among the several faculties. This variation depends mainly on the specific characteristics of the scientific field corresponding to each faculty. Although DUT's faculties correspond to a great variety of scientific areas, we may argue that there are almost similar conditions as regards the teaching load for their students. The mean number of **weekly teaching load** for every student ranges from 20 to 30 hours, exceeding 40 hours for the Faculty of Medicine. Of course, as it was mentioned above, the physical attendance is not obligatory with the exception of the practical courses.

As the specific weight of teaching activities is rather similar for all faculties, diversifications derive mainly from research and service functions. It is evident that research and service activities can ensure outside funding much more easily in the field of technology and applied sciences than in the other scientific fields. This is a fact not only for Greece but worldwide. Therefore research and service activities are strengthened by outside funding in the faculties of engineering.

The supply of services can be detected in other faculties too, but still with less intensity, since the relevant legislative framework in Greece exists from only a few years. As a result, there is no experience either for the faculties or for the consumers to take great advantage of this opportunity.

Anyway, it is reasonable to suppose that the whole system is directed to a rather **satisfactory balance** among teaching, research and supply of services. **One crucial factor** for this reality to dominate is the increasing internal funding of research activities in fields that can not easily ensure for outside funding (such as social sciences, human sciences, educational sciences). **A second significant factor** concerns with the opportunities appeared the last years for supply of services also in fields other than technology or applied sciences.

A quite specific issue in the case of services is of course the Faculty of Medicine and the medical services delivered by the members of its academic staff who are also working at the Prefectural Hospital where the Faculty's clinical activities are hosted at present as the University Hospital will not be ready before 2000.

4.4 Internal balance between central and decentralized activities

The real content and the deepest meaning of the principle of academic autonomy, and the way everyone makes his own approach to it, is one of the major problems for the greek universities. This problem has to do with the internal equilibrium of the system, between the central governance and decision-making processes of the institution and each separate faculty.

The argument for faculties' autonomy against the institution's central governance is quite common in Greece. This internal opposition reflects the relevant external opposition between universities and state as regards the balance between institutional autonomy and state control. The transfer of this opposition in the interior of the institutions has its roots in the aspect of the faculties that autonomy arises from the principle of academic freedom and, therefore, it has to do implicitly with the academic characteristics of university's activities, i.e. with teaching and research, which belong to the responsibility of the faculties.

It is quite obvious that this aspect leads to the **demolition of the institutional concept** of the universities with an internal academic, organizational

and governance structure and with an internal system of regulations and relations. It is of course in the framework of this institutional concept where every activity or every initiative of the university has to take place or to be carried out. And it is in this very context where the several roles have to be played and further developed, and where practices are applied and habits exist.

The above generalized greek reality applies also to DUT. And it is the central governance authorities (i.e. the Rector and the Rectorate) and the central decision-making bodies (i.e. the Senate and the Rectorate Council) which have to balance the autonomy-based opposition of the faculties and which have to assure for the preservation of the institutional concept of the university.

The above described role for the central authorities, concerning both the governance function and the decision-making function, requires on the one hand efficient coordination and on the other hand decisiveness in controlling or monitoring the activities of the faculties and the other decentralized units, especially concerning **their adaptation and consistency to laws, regulations and central decisions**.

This role for the Rector and for the Senate arises anyway from the greek legislation, as they have the authority and the responsibility for the **general control** as regards the overall functioning of the institution, the preservation of laws and regulations, and the proper execution of central decisions and choices.

The situation in DUT has passed through interesting **ups and downs**, varying from conditions of tight control of the Rector over the faculties and even over the Senate itself in the past, up to conditions of rather looser control in the present time. The fact is that, apart from directives and orders deriving from laws and regulations, the type of control is determined mainly by the character, the style, the temperament and the overall personality of the Rector and especially by his or her ethos, attitudes and way of thinking.

The Senate, as the supreme decision-making body in the University, may proceed to decisions engaging the Rector to act in one or in other way. But, it is evident that this obligation will remain inactive if the Rector cannot or does not will to act in this way. The problem is rather complex and its solution must be approached through the establishment of some kind of **dynamic equilibrium between the Rector and the Senate**. Under these conditions, the Senate acts at the same time as the adviser, the activator and the supporter of the Rector. Furthermore, the Senate may give instructions to the Rector but it is meaningless to give orders to the Rector, as this would obviously lead to some kind of **crisis** in the relations between the Rector and the Senate.

As regards now the **coordination** of the faculties and other decentralized units by the central authorities and administration services, the situation in DUT ranges from slightly good to slightly bad. That means that the coordination functions operate in an acceptable but not efficient way. This must be attributed to different reasons for the different functions. The problem with the academic coordination must be considered as a projection of the opposition mentioned above between faculties and central governance. Faculties tend to consider "coordination" as another aspect of "control". Of course, obstacles related with "coordination" are much easier to be overcome by the central authorities than those related with "control". Concerning finally the administrative coordination, it must be noted once more that a serious number of problems arise from the lack of sufficient administrative personnel with high standards of knowledge, experience and abilities.

We may conclude to this point, by mentioning that a crucial prerequisite for the establishment of the desirable equilibriums between the Rector and the Senate and between the central governance and the faculties is the assurance of the balance mentioned in par. 1.1 of the present report between **democracy, collective participation and transparency** on the one hand and **effectiveness, efficiency and accountability** on the other hand, concerning both the decision-making processes and the leadership of the University.

4.5 Innovative development and quality improvement projects

During the previous academic year a number of **new and innovative projects** were set up in DUT which are to be partially financed by European Union resources. These projects aim mainly to the **quality improvement** of key prerequisites associated with the overall teaching and research process. These prerequisites refer a) to the development of the faculties' libraries through the **reorientation of their rationale and their philosophy** so that they begin to play a much more active role in teaching and research, b) to the **effective networking** of all DUT's activities, c) to the **development of new postgraduate programmes** and d) to the **modernization and upgrading of the undergraduate programmes** with special emphasis to the part of these programmes related with practice.

The above projects are expected to be completed until 1999. In the meanwhile, from mid-1997, the activities of DUT included in the **Socrates Programme** are about to start too. These activities aim also to the quality improvement of the undergraduate study programmes of DUT, mainly through the **active collaboration** with relative faculties from other european countries, through the **gradual implementation of ECTS (european credit transfer system)** and through the establishment of **joined curricula programmes**. Further on, the establishment of **intensive programmes** especially for greek language teaching for foreign students, as well as the **development of parallel courses in foreign languages in DUT's faculties** will emerge as an appropriate consequence for the success of the whole effort.

The parallel evolution of the above two major programmes is expected to give **significant impulse** to the quality characteristics of teaching and research in DUT in the coming years. For the same reason, the success of these programmes is a **challenge** for everyone involved in them but, at the same time, it is an **one-way road** for DUT itself.

CHAPTER 2

QUALITY CULTURE

5. THE OVERALL SITUATION IN THE GREEK HIGHER EDUCATION SYSTEM

5.1 The general climate

The concept of quality is obviously and tightly connected with the concept of evaluation and assessment. The establishment of **quality assurance** mechanisms and procedures is parallel to the establishment of **quality assessment** mechanisms and procedures. The **quest for quality** is among the first priorities for the higher education institutions worldwide, for the national higher education policies and for a large number of international organizations².

In Greece, discussions concerning assessment or evaluation were almost **forbidden** for the whole university community at least until two or three years ago. The reasons must be attributed to the fact that all the relative initiatives were taken by the Ministry of Education in a way more or less **provocative** to the universities, as the whole evaluation concept was related to the establishment of resources allocation criteria and to financial cuts, and as there was never any **preliminary dialogue** between the state and the universities.

This inflexible and inefficient policy of the Ministry of Education resulted to a generalized opposition of the universities against the idea of evaluation. This was another field for the traditional opposition between universities and state in Greece to emerge. This opposition goes much further than the typical tension between university autonomy and state control, as it has its roots in the **lack of mutual confidence** between the two parts.

It must be mentioned at this point that in 1992 the Ministry of Education firstly legislated the establishment of an evaluation procedure for higher education institutions. According to the relevant legal provision, the responsibility for the overall evaluation belonged to a **national evaluation committee** consisting from nine members and assisted by several thematic sub-committees of experts. The five members were to be nominated by the rectors' conference and the rest four members by the Minister of Education. Furthermore, the law provided that the results of the evaluation process would be taken into account for the **allocation of an extra part** of public resources to the universities.

The opposition of the universities against the above legislation was so intense that did not allow for its implementation. The formation of the evaluation committee was never completed and the determination of the details concerning the whole evaluation procedure, the evaluation criteria and the performance indicators to be used was never done.

Three years later, another evaluation mechanism was set up through the National Council of Education which was legislated on June 1995 (see also Appendix 3, par. 3.11). The perspectives for this new attempt are not any better at all, since after one year and half neither the formation of the National Council of Education nor the establishment of any evaluation mechanism have been promoted.

At this point, we may add the phenomenon of the **generalized negative stance** of the greek universities against the **review process of the greek educational system** carried out by OECD experts on the request of the greek Ministry of Education during the period 1995/1996. It must be noted that this negative stance was extended also to the syndicates of university students and to the syndicates of teachers of all the educational levels (primary, secondary and higher education). But, the most weird aspect of this phenomenon was the generalized support offered to this negative stance by the greek press which is supposed both to express and to form the common opinion. The above review process was completed during 1996^{3,4}.

5.2 The reversion of the sources of quality initiatives

Nevertheless, some of the greek universities as well as some of the greek technological institutions (not included to the university sector of higher education) were indeed sensitized to the whole concept of quality and evaluation. This **sensitization** resulted to a number of initiatives which were developed in a **reverse direction**. In other words, the initiatives were taken by the universities or the technological institutes by themselves and were simply supported by the Ministry of Education.

This restricted number of initiatives include the following:

- The participation of two faculties, one belonging to the Technical University of Athens and the other belonging to the Technological Educational Institution of Patras, in the pilot project for quality evaluation in higher education established by the Commission of the European Union during the two-year period 1994-1995^{5,6}.
- The participation of the Economic University of Athens and the Technological Educational Institution of Patras in the project of the IMHE (Institutional Management in Higher Education) Programme of OECD on quality management, quality assessment and the decision-making process. In this context, the two higher education institutions prepared and submitted their own case studies during 1996⁷.
- The participation of the Democritus University of Thrace to the institutional evaluation programme of CRE during the academic year 1996-97.

5.3 Some approaches to explanations

At the same time, one has to mention that quality assessment procedures are indeed applied to the greek universities as regards their **research activities**, and especially those inquiring outside funding, which are facing conditions strictly competitive both in the national and the international context. In this case of course, the existing evaluation mechanisms are quite specialized and of a short-range field of coverage. But, during the years, this procedure has helped establishing a culture of quality, of evaluation, of competition in the greek universities.

Furthermore, we cannot ignore the fact that the establishment of a quality culture for research activities in the greek universities is directly connected to outside funding mechanisms, which could not be opposed or disputed by the universities. We may argue that, in this case, the universities were "**forced**" and "**motivated**" at the same time to follow these procedures.

The same conditions do not exist as regards the other universities' functions, i.e. teaching and management, they do not exist either for the part of the research

which is not addressed to outside funders. There are no external **motivations**, as the improvement of quality is not connected to any **rewards or incomes**, and there are no external **forces**, as there is no external **control** (or even **monitoring**) on the quality characteristics of the universities' functions. We must remind in this point that neither the qualitative nor the quantitative characteristics of the undergraduate study programmes and courses carried out by the several faculties are **controlled** by any external mechanism. It is noted furthermore that there is **no accreditation system** concerning undergraduate study programmes and graduate degrees in the greek universities.

The above reality leaves the whole affair of quality and evaluation to evolve as an **internal need** of each university or to result as a **response and as a sensitization to the overall international climate**. And this is what really happens to the greek universities since two or three years. The existence of the above mentioned similar climate concerning the outside funding of research helped indeed in the **acceleration** of the relative movements. But, a quite significant factor was the **continuously higher involvement** of the greek universities to the european or the international context affecting the behavioural, structural and developmental characteristics of the higher education systems worldwide.

6. THE SITUATION IN DEMOCRITUS UNIVERSITY OF THRACE

6.1 Efforts for a systematic approach to quality

The above described situation characterizes of course the Democritus University of Thrace too. What we could add in our case is that during the last two years the quest for quality appears in a more and more intensive way in our initiatives. But what DUT is trying to do is a **systematic approach** to this new state, by the **formation of the necessary climate** throughout the whole university community and by **strengthening the roots and the bases** of the whole procedure.

The **first step** was for the Senate of DUT to approve the articles of the Regulation of the University concerning the concept of evaluation as the one part of the triptych "**Planning - Review - Evaluation**". The outlines of the relevant articles are presented in Appendix 8. These provisions were approved by the Senate during the previous academic year 1995-96 and the prospects are for them to be implemented from the beginning of the next academic year 1997-98, which coincides with the beginning of the 3-year mandate of the new rectorate authorities of DUT.

The participation of DUT to the CRE institutional evaluation programme during the academic year 1996-97 was the **second step** of major importance. It is quite obvious that the conclusions to be derived from this procedure, regarding not only the content of the final report of the review team but also every step of the procedure as a whole, will have a significant impact to the effective, efficient and integrated establishment of the evaluation procedure in our University.

As stated repeatedly till now, the concept of evaluation and quality needs not only the establishment of a technically efficient procedure, but also the formation of a **relevant climate and culture**. This need is systematically cultivated throughout the university community, but it is evident that at a first approach this effort is addressed mainly to those people in charge of leadership and decision-making in both institution and faculty levels. The active participation of many of those people to the overall procedure of the CRE institutional evaluation programme, not only during the two visits of the review team, but also during the relevant preparatory processes, is expected to increase their **sensitization** to the concept of evaluation and quality.

6.2 Current non-systematic or non-formal approaches to quality

A critical clarification must be raised at this point. The quest for quality is obviously linked to the academic nature of the university. The improvement of the quality of the overall academic functions of a university constitutes perhaps the most crucial objective. The radical difference of what we are discussing now is the establishment of the necessary and proper processes to assure for the **maximum efficiency** through a **systematic approach** to the quest for quality improvement.

The lack of such procedures till now does not mean that the universities, and DUT in our case, do not seek for quality improvement everyday and in every one of their academic functions. The difference is that all those efforts are carried out in a **non-systematic way** and, in many cases, through **non-formal processes**.

Quality characteristics are to be found for example in the overall process followed for **the selection or the promotion** of the professors and the other academic staff. These quality characteristics appear in a rather quantitative form (number of papers, years in service etc.) in the relevant legislation. But, during the selection procedure itself, the specific weight removes from quantitative to qualitative characteristics.

Quality characteristics are to be found too in the processes concerning **the selection of the courses** to be included in the undergraduate and postgraduate programmes of each faculty and any relevant changes from year to year. Similar quality characteristics are to be found also in the processes concerning **the formulation of the outlines of the individual courses, the approval of the corresponding teaching methods and textbooks, and also the assignment of the teaching staff associated with each course.**

The above processes, associated with the courses, are carried out in the general assembly of the corresponding faculty. We referred previously to this procedure as a non-formal one. That means that the existing legislation stipulates for the responsibility of the general assemblies of the faculties concerning the above decisions. But the legislation does not oblige the faculties **to make a systematic, justified and documented use of quality criteria** in proceeding to the above decisions and choices.

This is the reason why the use of quality criteria is characterized as a **non-formal** procedure. This reality, of course, leads to a wide range of different approaches for the 11 Faculties of DUT, depending on their singularities, on their academic tradition and on their experience and their expertise.

6.3 Assessment of teaching ability of academic personnel by the students

Specific reference must be done at this point as regards **the assessment of the teaching ability** of the professors and the other teaching staff by the students, which is in principle legislated already since 1982, but without being integrated until now. We must point out again that there can be detected a wide range of approaches to that procedure among the several Faculties of DUT. The lack of detailed directives from the Ministry of Education weakens the whole procedure and does not encourage the universities or the faculties to establish their own rules.

Nevertheless, the student representatives do participate to the procedures concerning the selection or the promotion of teaching staff and do express their opinion on the teaching ability of the candidates. In most cases, the formation of this opinion is a collective aspect and results from a diversified procedure. The formation of the student opinion as regards the candidates who already belong to the teaching staff is based on the courses the students have attended. On the other hand, the

formation of the student opinion as regards the candidates who do not belong to the teaching staff is based on two lectures given from each candidate before the procedure of selection. The students have to attend these lectures in order to form and express their opinion for the teaching ability of the candidates.

As stated previously, the details of the procedure concerning the assessment of the teaching ability of the teaching staff and the candidates for selection in teaching staff places are to be defined by the Ministry of Education and to apply uniformly for all the greek universities. This definition has not occur yet, although more than 14 years have passed since the first establishment of this obligation for the Ministry of Education. This omission may be attributed to the **lack of such a political will** from the part of the Ministry of Education. And, as **this omission was not combined with the abolition of the initial legal provision**, one can assume that universities are left to proceed to their own arrangements and regulations linked to the above procedure.

The fact in the case of DUT is indeed that neither the institution as a whole nor several faculties have yet proceeded to a relevant regulation. Each faculty follows its own procedure, which in some cases is determined by the student body or by the student delegates themselves. Anyway, it must be noted that a more precise and systematic effort has already started on that issue in a small number of faculties, focusing on the formation of the questionnaire to be addressed to the students attending each course. But, this effort is still in its experimental phase.

CHAPTER 3

STRATEGIC PLANNING AND STRATEGIC MANAGEMENT

7. THE CURRENT STATE OF DEMOCRITUS UNIVERSITY OF THRACE

After describing the aims and the objectives of DUT, after setting the relevant priorities and after outlining the ways in which DUT is handling now the several issues in question, we proceed to a concise presentation of the **strategic planning and management framework** of the University as it has been designed in its Regulation already approved by its Senate. It is clear that “strategic management” is extended both to the academic or quality level and to the administrative and financial level.

According to the Regulation of DUT (see also Appendix 8), we speak of a planning process which 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. Finally, the **long-term** planning covers a period of at least five years and obviously has exclusively **strategic** characteristics.

As DUT's Regulation is scheduled to validate from the beginning of the next academic year, we have to point that till now the current state of DUT does not include any elaborated strategic planning, at least at institution level. There were of course some **planning exercises** from separate faculties, but it was not possible for them to be integrated into an overall institutional plan and it was not possible for them to drive to the generalization of the efforts. This is the reason why it was taken as absolutely necessary to create such a climate of strategic planning and management through the Regulation of DUT.

Of course, we must point out that a number of actions and initiatives of major importance for the University **should be attributed to strategic choices**. For example, we should mention here the recent establishment of three Faculties with quite special and unique characteristics responding directly to specific social needs (Faculty of History and Ethnology and Faculty of Social Administration) or to the environmental needs concerning mainly to sustainable development (Faculty of Environmental Engineering), as well as the recent proposals of DUT to the Ministry of Education regarding the establishment of the Research Institutes referring to Multi-Cultural Education, to Thracian Archives and to Human Rights.

The choice for further increase of the number of new enrolments of students to DUT is another strategic-type decision, as it reflects the need for attaining the necessary critical masses of students in each faculty after the large yearly numbers of drop-outs. But the University has not many things to do in order to keep on its students by providing a generalized system of student aid or by offering a large number of grants, as those two actions are in principle restricted by the financial means provided by the Ministry of Education or by the restricted funding of the University from outside resources (par. 3.5 above).

The quest for **attracting and maintaining** teaching and other staff as well

as students is of major importance for a university like DUT. Strategic planning and management means that the University develops and implements a policy which has to be based to **comparative advantages**. One such comparative advantage may be the establishment and management of an efficient system of incentives not attributed solely or mainly to salary allowances or to student grants. But the major comparative advantage for DUT should be the **uniqueness** of its characteristics and of many of its **initiatives** and mainly its **excellence** and its **assurance for quality improvement**. The above necessities may be reiterated for several other important reasons, such as the need to meet the demands of the strictly competitive environment or the need to respond to regional social, cultural and economic needs. It is in all these cases and even more where the establishment of a strategic planning and management process is needed for DUT and this is where the present institutional evaluation process is addressed.

If we may come to a conclusion as regards the present situation, we may argue that many of the major or medium-term choices of DUT do have strategic characteristics. But, they suffer from three significant lacks. First of all, these strategic choices do not result from an **overall long-term strategic plan** either in institution or in faculty levels. Secondly, there does not exist any steady **strategic management context** to help implementing these strategic choices. And thirdly, these strategic choices do not (and cannot under the existing consequences) take into account the expectations or the prospects for **major-scale changes in society and in economy** even in the near future, which demand for new **orientations**, new **objectives**, new **roles** and new **methods** from the universities.

In the following session, we will try to outline the three major challenges which DUT has to meet in the near future if it wishes to follow the general trends regarding the new concept of higher education and the new roles for higher education institutions and if it wishes to utilize its comparative advantages. The first one is the challenge of the society of learning and of the knowledge-based economy, the second one is the challenge for response to regional needs and the third one is the challenge of internationalization.

8. THE MAJOR CHALLENGES IN THE BEGINNING OF THE 21st CENTURY

8.1 The challenge of the learning society and the knowledge-based economy

It is needless to analyze here the overall concept of the **society of learning** as the main characteristic of the first decades of the 21st century, occurring from the development of a new **knowledge-based economy**. We simply refer here that this new concept constitutes the focal point of concern for the most of the international organizations sensitized and activating in educational issues. Indeed, this concern has been expressed through key - documents originating from European Union⁸, from UNESCO⁹ and from OECD¹⁰.

The new concept raises of course new obligations and generates new prospects for the universities. Three significant documents must be mentioned in this point, dealing with the new role for the universities in the new concept, originating from CRE^{11,12}, from the IMHE (Institutional Management in Higher Education) Programme of OECD¹³ and from the Confederation of European Rectors Conferences¹⁴.

From the above documents, a number of significant conclusions arise. First of all, it seems to be clear that the society of learning and the new knowledge-based global economy will lead to a **rearrangement of the post-secondary educational**

space with a serious portion of interest devoted to the concept of **lifelong education**. And this will lead in turn to a **redistribution of educational power** in the new generalized post-secondary space. It is known that many years ago the universities enjoyed full monopoly in that space. This monopoly was weakened at recent years, but universities did never lose their domination on that space.

The new post-secondary educational space will have two major characteristics: On the one hand it will be followed by a **high massification** and on the other hand it will generate **new educational contexts and new educational methods and practices**. A new vital space is to be created where nothing can be taken as granted. Universities have to claim their own vital space in this new reality. Therefore, universities have to adapt efficiently to this new reality **without losing of course their academic character and nature**. It must be emphasized that the only monopoly still remaining for the universities is the academic research and the research training.

The research, therefore, will have to continue to play an important role in the overall activities of the universities. But, a slight and gradual change is to be detected concerning the **internal balance in research**. As the learning society and the knowledge-based economy depend greatly upon (and are therefore addressed to) the **human factor** and the **human characteristics of the society**, it is expected that a growing attention will be gradually given to research in social and human sciences.

This is expected to lead to a new situation where technological and applied research **will not be the only concern**, at least as regards the priorities of the international organizations. It is worthwhile to notice the last year decision of the Confederation of European Rectors Conferences on the need for significantly larger concern for social and human sciences within the 5th framework-programme of European Union for research and technological development for the period 1999-2003¹⁵.

Nevertheless and apart from reorientations concerning the new balance in research, universities will have of course to develop new study programmes, new contents of courses, new teaching methods and practices, tools and materials. The teaching approach of the new university will have **to combine effectiveness and efficiency, flexibility and adaptability, with its academic nature**.

It is evident that the existing legislative framework for the greek universities does not allow for many initiatives and innovations. But, on the other hand, it must be reasonably expected that the new consequences and the new reality will cause the **proper adaptations** of the existing framework. Anyway, this is another point where the pressure is expected to occur from the universities towards the state.

8.2 The challenge for response to regional needs

The concisely described above new circumstances for the universities call for a greater and more effective response of universities to regional needs^{16,17}. But, this type of response must have much broader content than what was the case up to now. Indeed, we know two models of universities' links with their regional or local environment. In the one model, with largely regressive characteristics, the only impact of a university on its surrounding region is **to assist its economic situation and to bring additional financial resource to it**, by simply providing new consumers (students and personnel) to the regional or local market. The second model deals with a more or less large impact of the university on its regional or local environment, but it has to do mainly with activities carried out and with services provided mainly in the area of technological and applied sciences.

Under the new conditions, it seems to be evident that on the one hand the first model **has to be abandoned**, as it has entirely **static and passive characteristics** without any impact on the development or the improvement of the corresponding regional or local area. On the other hand, the second model **has to get widened and expanded**. In the new concept, the economic and technological development share the overall concern with the social and human development. In other words, economic and technological development are no more about to dominate upon the overall concept of development or at least it is no more to consider about economic and technological development without caring in parallel with social and human development.

This is why the universities, and especially those characterized as regional ones, have to take advantage of those enlarging and promising prospects. The relation and the connection of the regional university with its region has **mutual characteristics** and has to be faced as a **one-way road** for both the two factors. This relation results at the same time as an **obligation** and as an **opportunity** for each one of the two factors.

It is clear of course that the response of the university to the regional needs has to be carried out through the activation of all its functions, i.e. through the **teaching and learning** function, through the **research** function and through the **supply of services** function. What has to be mentioned once more is that the links between university and region do not have any scientific-type restrictions, as social and human development goes in parallel with economic and technological development.

Globalization of economy goes in parallel with **internationalization of knowledge**. On the other hand, internationalization is **in absolute consistency** with regionalization as regards the activities of a university. We may argue that internationalization is the third major challenge for the universities in the new concept of learning society. Science and knowledge were never confined or compensated by geographical or even political borders. This is even more the case in the society of knowledge and learning, one of the aims of which is to provide opportunities for **mutual understanding** and for **mutual exchange** of knowledge, of experience, of scientific human potential.

The entrance to internationalization is again an **one-way road** for every university that wishes to **gain** in opportunities and capacities, in credibility and reputation. But, the internationalization space is furthermore a space of exchange, a space of competition. Which means that every university getting involved in internationalization processes has to be adequately equipped with **accountability** and **excellence**.

On the other hand, it is evident that the confinement of a university in its national or regional environment is weakening its strengths and is diminishing its opportunities for further development and quality improvement.

9. FUTURE PROSPECTS FOR DEMOCRITUS UNIVERSITY OF THRACE

As mentioned already, DUT does not have any elaborated strategic plan for its further development. But, one can easily consider a significant number of prospects, which arise from the combination of the following factors:

8.3 The challenge
of internationaliza-
tion

9.1 The overall
context

- The unique geographical position of DUT.
- The special social, cultural, economic and demographic characteristics of the area which surrounds DUT.
- The existing academic profile of DUT and the initiatives which have already been undertaken.
- The international perspectives connected to the learning society.

Of course, these four major factors are opposed by a number of constraints, which were analysed in the relevant section of this report and for which we may say that they derive mainly from the following origins:

- The existing legislative framework in Greece together with the everlasting opposition between university autonomy and state control.
- The decrease of state funding for universities.
- The low rates with which the further development of the academic profile of DUT is grown.
- The lack of adequate mutual confidence between DUT and its regional or local environment.
- The problems arising in the interior of DUT which have to do either with conflicts occurring on personal basis or with reduced involvement of an adequate number of academic staff to the University's life and activities.
- The large rates of student drop-outs.

Finally, we cannot neglect at this point a number of evolutions which are already expected to occur for DUT or for which an additional pressure is needed from the part of DUT. These evolutions are supposed to affect positively the fulfilment of the perspectives. We name here the most important of these evolutions:

- The approval of the University's Regulation.
- The approval of the organizational law for the administration structure and functioning.
- The establishment of a significant number of research institutes.
- The signing of the institutional contract with European Community concerning the Socrates Programme.
- The normalization of funding rates from the European Community resources as regards the innovative programmes of DUT.
- The completion of the construction of the University Hospital.

9.2 *An approach to the principal directions*

If we try to detect these prospects in accordance with the previous analysis and taking into account both the positive and the negative factors, we can proceed to a number of arguments which should be included in any strategic planning of DUT, at least as major directions if not as detailed actions:

- DUT has to tend to approach the desired critical levels of student population in order to face with the negative results of the large drop-out rates. But at the same time, DUT has to establish an effective policy aiming to the decrease of drop-outs, through the combination of a wider and more flexible system of grants (both internal and external) with the generalization of the student aid system.
- In parallel, DUT has to establish new study programmes, by using new content and new types of courses, new teaching methods, practices and materials, in order to

adapt its teaching activities to the needs of a new clientele in the context of lifelong education. This is one prospect which may probably reduce the need for large increases in the number of normal students.

- DUT has to work effectively on the need for balanced evolution of research activities between the two major research areas, technological and applied research on the one hand and research in social and human sciences as well as basic research on the other hand. DUT has to strengthen the most weak part of the balance either by internal funding or by providing necessary facilities or other types of support.
- DUT has to evolve a much more effective policy aiming to academic staff development. That means that DUT has to widen its postgraduate programmes and its research training programmes in order to assure for the production of its new highly qualified academic potential. But, at the same time DUT has to assure for the prerequisites necessary for the wider involvement of the academic staff into the overall activities of the University.
- DUT has to systemize even more its internationalization policy, through the participation to European and other international programmes of exchange-type and of cooperation-type. At the same time DUT has to stress its concern on establishing effective relationship with its international environment in order to take advantage of its unique geographical position.
- Concerning now the further development of the academic profile of DUT, there must be a clarification of the direction towards DUT is going to move, according to what has already mentioned in this analysis. The proposals to the state must derive from a development plan which will take into account the regional and national needs, the efficiency of each alternative and the overall international perspectives, trends and prospects.
- Apart from the development of the academic profile of DUT, we must emphasize here on the need for establishment of an effective and efficient process of strategic management aiming in the implementation of the major choices taken in the context of the strategic planning procedures. This need touches of course all the dimensions of the DUT's activities. The whole structure has already been designed in DUT's Regulation, but the question is whether the implementation will be successful.
- The last issue left to be mentioned in this section is the issue of quality. It is clear that the importance of this issue runs throughout the present report. As mentioned repeatedly in the report, we consider quality as the principal factor that assures for an effective involvement of DUT in the several fields of action, either in the existing today conditions or in the context of the expected future prospects. Therefore, quality improvement is one of the major quests for DUT today. The establishment of the necessary processes is not enough. The point is the climate of quality, the culture of quality.

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APPENDICES
TO THE SELF-EVALUATION REPORT
OF
DEMOCRITUS UNIVERSITY OF THRACE

APPENDIX 1

THRACE

THE REGIONAL ENVIRONMENT OF THE UNIVERSITY

THRACE - THE REGIONAL ENVIRONMENT OF THE UNIVERSITY

1.1 The geographical environment

The Democritus University of Thrace (DUT) is one of the 18 greek universities. It is located at the north-east edge of Greece, close to the borders separating Greece from Turkey to the east, and Greece from Bulgaria to the north. The distance of DUT from Athens, the capital of Greece, is about 850 kms, while its road distance from the borderline with Turkey is about 50 kms and its road distance from the borderline with Bulgaria is about 140 kms.

Thrace is one of the regions in which Greece is geographically divided, consisting of three prefectures (Xanthi, Rodopi, Evros). In the current organisational scheme of the greek administration system, Thrace forms a unique administrative region together with Eastern Macedonia (the so-called Region of Eastern Macedonia and Thrace). The relative geographical position of Thrace in the whole greek territory is shown in the maps attached to this Appendix.

DUT is dispersed to three cities which are the capitals of the three prefectures of Thrace (Xanthi is the capital of the Prefecture of Xanthi, Komotini is the capital of the Prefecture of Rodopi, and Alexandroupolis is the capital of the Prefecture of Evros). Those three cities are located in the west-east road axis of Thrace, with Komotini located in the middle of this axis and with Xanthi located at about 60 kms from Komotini to the west and Alexandroupolis located at about 60 kms from Komotini to the east.

1.2 The demographic and social environment

The region of Thrace has some quite special demographic and social characteristics, which make it unique in the whole greek territory.

The first characteristic has to do with the multi-cultural and multi-lingual composition of its population. There is a large muslim minority living mainly in the two of the three prefectures of Thrace (Xanthi and Rodopi). The proportion of the muslim minority exceeds 31% of the total population of Thrace, and this proportion is about 43% at the Prefecture of Xanthi, 55% at the Prefecture of Rodopi and only 6% at the Prefecture of Evros. The muslim minority has a mixed composition as it consists from three groups. The first group (about 48% of the total minority population) is of turkish extraction, the second one (about 35%) consists from pomaks and the third group (about 17%) consists from gypsies.

The total population of the three prefectures of Thrace was as follows at 1991:

Prefecture of Xanthi:	91.000
Prefecture of Rodopi:	103.000
Prefecture of Evros:	144.000
Total of Thrace:	338.000

The above multi-cultural and multi-lingual characteristics of the population of Thrace become even more intense, due to the migration of greek population from former Soviet Union to Thrace after 1989. This greek population exceeds already the number of about 15.000.

The above characteristics of the social environment create one of the main questions

in Thrace which is the assurance of social coherence, resulting from the need for overcome of the difficulties faced in the effort for social accession of those groups and social formation of the mixed population of Thrace.

The second major social characteristic of Thrace is the low cultural level of its population. This level happens to be the lowest one among all the greek geographical regions, as occurring from the study of the main educational indicators. For example, the percentage of population who have not completed the cycle of the 9-years compulsory education exceeds 72,2% for Thrace, when the same percentage for the region of Athens is only 42,2%. The same percentage for the region ranking immediately above Thrace is 68,6%. Another similar indicator is the percentage of population possessing a postgraduate diploma, which is limited to only 4,0% for Thrace. Again the same percentage exceeds 10,3% for the region of Athens and 4,1% for the region ranking immediately above Thrace. It must be noted in this point that many of the well educated people who used to live in Thrace migrated to Athens or Thessaloniki due to the lack of satisfactory professional opportunities in the area.

1.3 The development prospects for Thrace

A quite clear argument, which of course has to do not only with the social but also with the economic characteristics of the region, is that Thrace happens to be one of the less developed geographical regions of Greece and of European Union. But this seems to be a rather static approach to the problem of Thrace today.

On the contrary, the development prospects for the region seem to be quite promising, as the most recent analyses show that the developmental dynamics of Thrace is high. This is not inconsistent to the current reality described above, since the comparative advantages of Thrace coming from its geographical position have not been exploited at all so far. Things seem to change now. Both Greece and European Union pay more and more attention to Thrace in planning their regional development policies. It must be emphasized in this point the fact that Thrace is already attracting growing interest for large-scale investments both of national and international origin.

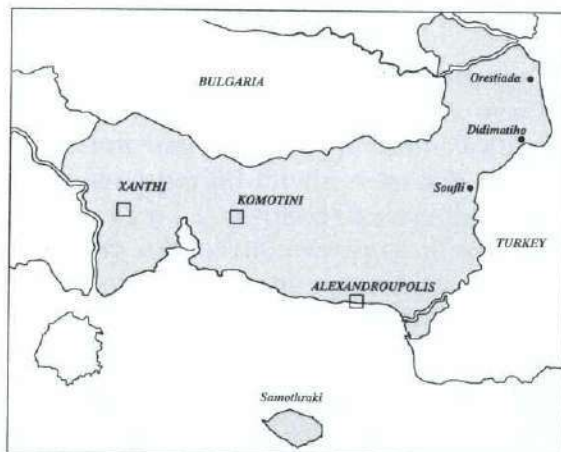
Under these circumstances, it is clear again that DUT has a significant and crucial role to play in this complex phase of region's development in which the economic and technological development has to grow in parallel with the social and personal development.

MAPS SHOWING THE RELATIVE POSITIONS
OF THE SEVERAL GEOGRAPHIC REGIONS



(1) Thrace

(1)+(2) Region of Eastern Macedonia and Thrace



THRACE

APPENDIX 2

OVERVIEW OF THE HIGHER EDUCATION SYSTEM IN GREECE

OVERVIEW OF THE HIGHER EDUCATION SYSTEM IN GREECE

2.1 Structural issues concerning the higher education system in Greece

Speaking about higher education in Greece, most people refer solely to the university sector, including 18 universities or other university-level institutions. But in fact, there is also in Greece one quite vigorous non-university sector, consisting of 14 technological educational institutions (TEI), with mostly vocational and applied orientation. The TEIs are thought to constitute, together with the universities, the tertiary education system in Greece.

There is a great difference between universities and TEIs, resulting from the definitions of the greek Constitution, according to which only the university sector deserves the privileges of autonomy and academic freedom. We must notice at this point one strange singularity of the greek Constitution, where a distinction occurs between the greek term "highest education", characterizing only the universities, and the greek term "higher education", characterizing now the TEIs. The problem is not simply semantic or verbal, but it constitutes one of the origins of the opposition still existing in Greece between these two types of institutions.

The greek Ministry of Education has made many efforts to overcome this problem since 1984. It firstly abolished both the two greek terms "highest education" and "higher education" from the existing legislation, although the two terms still exist in the Constitution. And secondly, it legislated the term "tertiary education", characterizing now both the universities and the TEIs with no internal grading. The only distinction provided by the legislation between the two types of institutions refers to their different missions, natures and orientations, as mentioned earlier. The diverse structure established by the greek legislation has many analogies to the one existing in Germany with the universities and the fachhochschulen.

It seems anyway now that these organizational approaches were not enough to overcome the problem of the above mentioned opposition between universities and TEIs and to establish some kind of internal equilibrium within the whole system of tertiary education. On the other hand, Greece has to follow the international context as regards the terms in use and their content. In this context, the term "tertiary education" is now wider than the term "higher education" and in most countries the term "higher education" includes now institutions belonging both to the university sector and the non-university sector. This seems to be the only possibility for the greek case too. The problem with Greece seems to be rather linguistic. The international term "higher education" cannot be used in Greece for the universities with its greek translation. And on the other hand, if it is considered as analogous to the greek term "highest education", it cannot include the TEIs.

Apart from the above analysis, the opposition between universities and TEIs has much deeper roots, with both academic and professional characteristics. The academic basis of the oppositions focuses mainly on the low quality standards existing for a long period for the selection and appointment of the teaching personnel of the TEIs which has resulted to a significant quality-based differentiation between the mean teaching staff of the two types of institutions. The professional basis of the oppositions focuses mainly on the prospects of equal professional opportunities for the graduates of universities and TEIs. Although this is a prospect set anyway by the relevant directive of European Union, in Greece it remains as one of the major sources of tension for almost 7 years.

2.2 Geographical distribution of the greek universities

Keeping in mind the above analysis, we will restrict our presentation in this Appendix mainly to the university sector of higher education. This sector includes 18 universities, which are distributed to the whole area of the greek territory. The distribution is not balanced anyway, since 8 of them (with the 42,5% of total student population and the 44,9% of total main teaching staff population) are located in the district of Athens and Piraeus. Furthermore, there is a number of large geographical regions in the greek territory without any university institution. Such regions are the central and southern Peloponnissos, the western Macedonia and the islands of central Aegean Sea.

Although the organization of the greek higher education system runs from the fourth decade of the 19th century, it must be noted that its regional development outside the two major urban centres (Athens and Thessaloniki) started only at 1964 and reached the existing today shape at 1983. Today, there are 8 universities outside Athens and Thessaloniki (44,5% of the total number of universities) which have only the 28,0% of total student population and the 25,6% of total main teaching staff population.

Special mention must be done on the establishment of the Greek Open University which is ruled by laws and regulations different than those governing the other 18 greek universities. The operation of the Greek Open University is scheduled to begin from the next academic year 1997-98 and to follow the patterns of the open universities operating at the most european countries.

The attached Table 2.1 shows the list of the greek universities with the population of students and main teaching staff as of the academic year 1994-95, together with the state funding of the universities for 1995. The next Table 2.2 together with the following Map show the geographical distribution of the 18 universities throughout the whole greek territory.

TABLE 2.1
SIGNIFICANT ARITHMETIC DATA FOR THE GREEK UNIVERSITIES
DURING THE ACADEMIC YEAR 1994-95

UNIVERSITIES	ABSOLUTE NUMBERS				PERCENTAGES		
	FACUL- TIES	STU- DENTS	TEA- CHING STAFF	STATE FUN- DING	STU- DENTS	TEA- CHING STAFF	STATE FUN- DING
1. University of Athens	29	31.490	1.860	4.819	24,1%	28,2%	20,3%
2. Technical University of Athens	8	6.430	557	1.431	4,9%	8,5%	6,0%
3. Economic University of Athens	6	4.130	109	580	3,1%	1,7%	2,5%
4. Panteion University	7	5.700	160	771	4,4%	2,4%	3,3%
5. Agricultural University of Athens	6	2.280	139	599	1,7%	2,1%	2,5%
6. University of Pireaus	7	5.080	96	695	3,9%	1,5%	2,9%
7. University of Fine Arts	1	410	28	347	0,3%	0,4%	1,5%
8. Harokopio University	2	120	5	64	0,1%	0,1%	0,3%
9. University of Thessaloniki	40	35.290	1.993	6.073	27,0%	30,2%	25,6%
10. University of Macedonia	5	3.310	67	478	2,5%	1,0%	2,0%
11. University of Patras	16	10.330	541	1.536	7,9%	8,2%	6,5%
12. University of Ioannina	10	7.800	363	1.475	6,0%	5,5%	6,2%
13. Democritus University of Thrace	11	6.980	231	1.830	5,3%	3,5%	7,7%
14. University of Crete	14	5.740	300	1.120	4,4%	4,6%	4,7%
15. Technical University of Crete	3	880	41	482	0,7%	0,6%	2,0%
16. University of Aegean	7	2.400	47	528	1,8%	0,7%	2,2%
17. University of Thessaly	9	1.710	32	485	1,3%	0,5%	2,0%
18. Ionian University	4	800	23	435	0,6%	0,3%	1,8%
TOTAL	185	130.880	6.592	23.748	100,0%	100,0%	100,0%

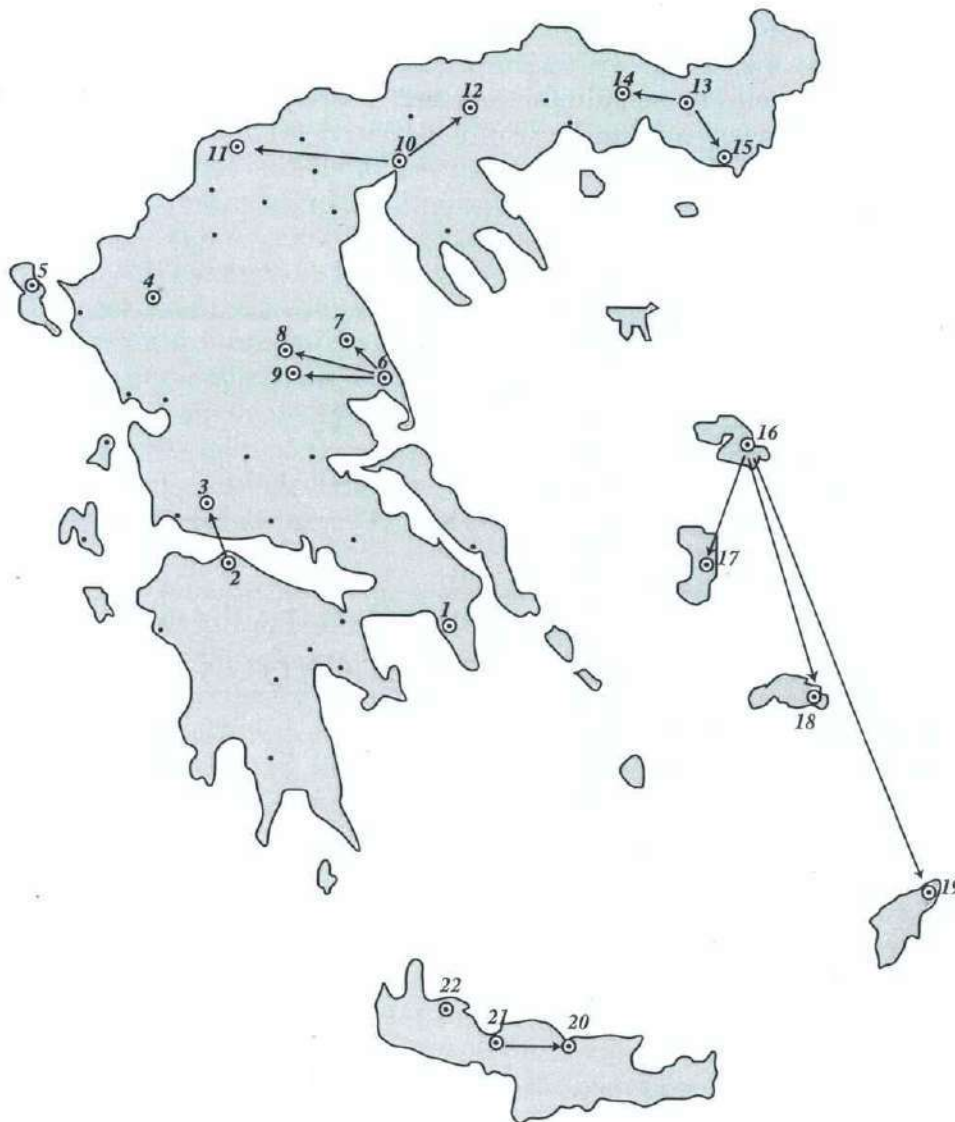
- Notes:
1. State funding corresponds to the economic year 1995 and includes only state financing for functional expenses of the universities.
 2. The economic amounts are given in million drachmas (1\$ = 250 drachmas)

TABLE 2.2
 GEOGRAPHICAL DISTRIBUTION OF FACULTIES
 IN THE GREEK UNIVERSITIES

UNIVERSITIES	CITIES	NUMBER OF FACULTIES
1. University of Athens	Athens (1)	29
2. Technical University of Athens	Athens (1)	8
3. Economic University of Athens	Athens (1)	6
4. Panteion University	Athens (1)	7
5. Agricultural University of Athens	Athens (1)	6
6. University of Pireaus	Athens (1)	7
7. University of Fine Arts	Athens (1)	1
8. Harokopio University	Athens (1)	2
9. University of Thessaloniki	Thessaloniki (10)	37
	Florina (11)	2
	Serres (12)	1
10. University of Macedonia	Thessaloniki (10)	5
11. University of Patras	Patras (2)	15
	Agrinion (3)	1
12. University of Ioannina	Ioannina (4)	10
13. Democritus University of Thrace	Komotini (13)	5
	Xanthi (14)	3
	Alexandroupolis (15)	3
14. University of Crete	Iraklion (20)	6
	Rethymnon (21)	8
15. Technical University of Crete	Canea (22)	3
16. University of Aegean	Mytilini (16)	3
	Hios (17)	1
	Samos (18)	1
	Rhodes (19)	2
17. University of Thessaly	Volos (6)	6
	Larissa (7)	1
	Trikala (8)	1
	Karditsa (9)	1
18. Ionian University	Corfu (5)	4

Note: Each city is followed by a code number in brackets indicating its location in the greek territory as illustrated at the following map.

MAP SHOWING THE GEOGRAPHICAL DISTRIBUTION
OF THE GREEK UNIVERSITIES



Note: The arrows illustrate the dispersion of each University from its administration seat to decentralized units.

APPENDIX 3

RELEVANT LAWS AND REGULATIONS FOR THE GREEK HIGHER EDUCATION SYSTEM

RELEVANT LAWS AND REGULATIONS FOR THE GREEK HIGHER EDUCATION SYSTEM

3.1 Historical review

The higher education system in Greece, and especially its university sector, is ruled in principle by the article 16 of the greek Constitution, valid from 1975, and by the frame-law 1268, which was introduced at 1982 by the socialist party (PASOK) and which accounts for the **major and most significant reform** in greek higher education since 1932. Indeed, the frame-law 1268 replaced the previous frame-law existing since 1932. A significant number of laws followed since 1982, aiming either to partial improvements and supplements of the frame-law or to modifications of major or minor importance.

We must note here that the succession of the two major political parties (socialist and conservative) in the government since 1982 resulted to an analogous succession of laws which in many cases **cancelled each other**. Finally, we may argue that the subsequent modifications did not affect the overall **philosophy**, the **values** and **basic principles** set up by the frame-law 1268, concerning mainly on the one hand the values and the principles of democracy, collective participation, accountability and transparency and on the other hand the rationale of the organizational, personnel and educational structure of the greek higher education system.

The only significant modifications to be mentioned here were those posed by the law 2083 introduced at 1992 by the conservative party. The first major characteristic of these modifications was the introduction of significant limitations to the existing from 1982 opportunities for promotion of teaching personnel to higher levels. But, we must add here that the new Minister of Education (a member of the socialist party) is already in the process of introducing a new modification of the above system, verifying the above argument of successive cancellations.

The second major modification posed by the law 2083 was the significant strengthening of the financial autonomy of the universities by making the financial management much more flexible and effective and by making the processes of control less stringent. This modification was absolutely necessary and the universities are already demanding for its further extension.

Finally, we must mention that the above law 2083 succeeded in two fields in which the frame-law 1268 had failed. These were the field of postgraduate studies and the field of research institutes associated to universities. The systematic development of those two fields in Greece began indeed after 1992.

3.2 The major constitutional principles

The major principle arising from the article 16 of the greek Constitution refers to the privileges of full **autonomy and academic freedom** deserved for the universities. But at the same time, the greek Constitution refers also to the **state control** upon the universities which is carried on by the Minister of Education. The need for state control results primarily from the fact that, according once more to the greek Constitution, universities are **state-financed institutions**. As in most countries, the equilibrium between university autonomy and state control is quite a difficult affair and causes many problems and frictions in the relations between the universities and the government.

Furthermore, according to the greek Constitution, university studies are **free of charge**. This is a principle which accounts for the lack of any kind of **fees** for the greek

students. Nevertheless, the most recent legislation provides for the possibility of setting fees at least for postgraduate studies. It must be noted, anyway, that the stipulation of Constitution for university studies free of charge is usually translated as leading to a free of charge situation concerning many other issues, like **textbooks, accommodation and food**.

Finally, the greek Constitution stipulates that **university education is public and only be offered by the state**. As a result, there is no possibility for private universities to be established in Greece. Nevertheless, such discussions do occur in Greece and it must be noted here that the need for establishing private universities is an aspect already strongly supported by the conservative party.

At this very point, we have to refer to a quite **interesting** as well as **alarming** phenomenon in Greece. In spite of the constitutional explicit restrictions, a large number of private schools in Greece claim that they offer courses at university level, but their degrees are not recognised as university ones by the greek state. Indeed, these private schools do not meet the **minimum typical (legal) or essential (qualitative) requirements** for providing university-level courses. Nevertheless, they have developed **contractual cooperations** with universities in other countries, aiming to the establishment of **indirect pathways** for the recognition of their courses through the recognition of the courses of the cooperating foreign universities. The insist of the greek state in **refusing to legalize** these indirect pathways has already raised some kind of tensions between the greek state and the European Court of Justice. It is clear that this complicated problem has arisen mainly by the **promptness** of foreign universities to develop contractual cooperations with all these private schools, **ignoring** both the greek legislation and the minimum guarantees for quality.

3.3 Financing of universities and financial management issues

As mentioned already, universities are financed mainly by the state. State financing is provided to the universities in three parallel ways: The first one covers directly the needs of the universities for **personnel salaries**, the second one is provided to the universities on a lump-sum basis and purposes to meet their needs for **functional expenses**, and, finally, the third one is provided to the universities on an **earmarked basis** and purposes to fill their **capital needs**.

In Table 6.1 (Appendix 6), the analysis of the overall expenditure of DUT is given, referring to the above three major shares of state financing to the universities together with the outside funding of research projects. The allocation of state funding to universities (concerning only financing for current functional expenditure) is shown for 1995 in Table 2.1 (Appendix 2). From this Table, one can conclude that this allocation follows very slightly the rates of student population. In fact, we must point that **there is not any system of allocation criteria for state funding in Greece**.

The next critical question as regards financing has to do with the **balance between financial control and financial autonomy**, as this balance determines the effectiveness, the efficiency and the flexibility of financial management. The situation is rather complicated. Universities have to allocate the government funding through setting up their own budget. The budget of each university has to be approved then by the Ministry of Education and by the Ministry of Economics. This procedure accounts for a first delay for the university's budget to be fully activated, which sometimes extends to the end of June.

After this final approval, universities have to make additional allocations of additional funding given to them during the year, which may in turn cause appropriate re-allocations. These additional allocations or re-allocations can be done easily, without

beaurocratic rigidities and delays, only if they do not concern salaries of any kind of personnel. Otherwise, the same time-consuming procedure will have to be followed again.

The state control restrictions do not exhaust with the budget procedures. They exceed also to the **financial management procedures**, as every expense has to be controlled afterwards by the regional or local economic authorities and as every provision of large scale equipment has to follow stringent and time-consuming processes. One of the main regulations posed by the law 2083 (par. 3.1 above) was the significant increase of the limits for equipment provisions to develop with more flexible and relatively rapid processes.

The above refer to the part of financing concerning only current functional expenditures. Things become even worse, concerning financing for capital expenditure which is usually given to the universities at late September each year. The problem of **efficient absorption of capital funding** is quite obvious. Therefore, the Ministry of Education has approved the transfer of remaining amounts to the next year. This is a necessary regulation, which on the other hand makes any kind of short-term planning practically impossible.

3.4 Specific issues for financial management

Apart from the above system of financing and financial management of universities under a more or less strict state control, we have to mention three other **complementary systems** aiming to the establishment of flexible, effective and efficient mechanisms for financial management as regards **research funding** coming from outside funders together with **outside funding for entrepreneurial activities** or for the **supply of highly qualified scientific or technological services** provided by the universities either to the public or the private sector. The above constitute another significant financial resource for universities, the importance of which depends on the scientific nature of the university and its faculties.

On the other hand the above activities of the universities demand for **flexible, effective and efficient mechanisms for financial management**. This necessity has resulted to the establishment of the three parallel and complementary mechanisms for specific financial management for specific cases.

The first one of them is the independent system of financial management as regards research funding coming from outside funders. This system operates through the so-called **research committee** of each university, the responsibility area of which has been extended recently to activities much wider than simply research activities.

The second mechanism is the **company for the management of the property and the holdings of the university**. This is a **business-type institution** which belongs to the university and operates under the control of the senate. This company operates in **free-market terms** and it aims to the better use and the increase of the institution's property and other resources.

The third mechanism refers to the possibility of the universities to establish **research institutes** associated with one or more of their faculties. These institutes operate under financial management terms independent of the strict state control described in the previous par. 3.3. The development of research institutes provide universities the ability for **systematizing** their research activities in the relevant fields. We must refer specifically in this point to the rationale of the legislation concerning research institutes. This rationale has to do with the necessity for systematizing research

activities principally in **multidisciplinary or interdisciplinary** scientific areas which cannot have any reference to existing academic or operational structures (sectors, laboratories etc.) and, therefore, it has not to do with practices of **research isolation, segregation or entrenchment**.

3.5 Academic structure

The existing frame-law for the greek universities stipulates for four distinct levels of academic structure in the interior of the university. These four levels are as follows:

- Institution
- School
- Faculty
- Sector

Faculties correspond to a **university discipline area** and are the **principal academic units** in each university. They provide the corresponding graduate degree and they are also the academic units where the posts of the main teaching personnel belong.

Faculties are divided into sectors corresponding to smaller and distinct parts of the major scientific discipline of the faculty if the faculty's discipline area is **adequately wide** and if the population of the faculty's main teaching personnel is **sufficiently large**.

Faculties covering relative discipline areas may constitute a school, which has mainly **coordinating** responsibilities and authorities to its faculties.

The teaching and research activities of a faculty or a sector may be grouped and concentrated in even smaller **operational (not academic) units**, the so-called **laboratories** (or **clinics** in the case of medicine).

The responsibility for **setting up** new academic units (universities, schools, faculties, sectors) and for **renaming, merging, splitting or closing** existing academic units belongs to the Ministry of Education.

3.6 Personnel structure

According to the greek legislation, the university personnel consists of the following three major categories: a) the teaching staff, b) the administrative staff and c) the special administrative and technical staff.

The **teaching staff** consists of the following categories: a) the main teaching staff (i.e. all those possessing posts at the levels of professor, associate professor, assistant professor and lecturer), b) the visiting teaching staff (who normally have a PhD but who collaborate with the university in a temporary and contractual basis), c) the assistant teaching staff (who do not own a PhD or who are preparing their PhD), d) special teaching staff (who do not own a PhD and who are teaching quite special subjects, such as foreign languages, fine arts or subjects related to physical education), and e) seconded staff from other educational levels (who support the main teaching staff). In most cases teaching activities of a faculty are assisted by main teaching staff belonging to other faculties of the university.

The members of the main teaching staff form a single body with the mentioned four levels. Only the members of the two upper levels (professors and associate professors) are elected in permanent (tenured) positions. The opportunity for promotion

within the four levels depends on the level, but the whole situation is fluid as new regulations are under discussion now by the Ministry of Education.

The **administrative staff** carries out the whole administration of the university both in centralized and in decentralized level (Appendix 4). Decentralization is meant both in terms of geographical decentralization of the central administration functioning and in terms of administrative support of the activities of the faculties (i.e. the secretariats of the faculties).

The category of the **special administrative and technical staff** is solely oriented to the direct and close administrative and technical support of the very teaching and research activities in a faculty.

Specific reference has to be done on the control set by the Ministry of Education on the personnel policies of the universities. There is **full autonomy** for each faculty as regards the selection of its academic staff of all levels and also the **determination of the scientific** area of each post to be filled and the planning for human resources. But, the Ministry of Education has the authority to determine the **number of posts to be filled** every academic year for each faculty and for each university.

Furthermore, the Ministry of Education has also the authority of the appointment of the academic staff selected by the faculties, **after the completion of the legal control** of the process which was followed from each faculty for every single case. Briefly speaking, the universities deserve full autonomy for the **academic side** of the selection process, but the Ministry of Education has complete control on the **economic and legal side** of the selection and appointment process.

As already mentioned (par. 3.1 above), the frame-law 1268 has established the values and the principles of democracy, collective participation, accountability and transparency for the greek universities. These values and these principles **reflect obviously** the regulations concerning decision-making and leadership.

Each academic unit has its own leadership and decision-making structure. There is an hierarchical relation between the four levels of academic structure concerning leadership and decision-making, with the institution lying at the top and with the sector lying at the base. But it must be mentioned once more that in this hierarchical series the roles and the responsibilities of the school are simply coordinating for the faculties which constitute the school.

The structure of leadership and decision-making in the above four levels of academic structure can be described according to the following scheme:

AUTHORITY	ACADEMIC LEVEL			
	INSTITUTION	SCHOOL	FACULTY	SECTOR
Governance/ Leadership	Rector (+two Vice-Rectors)	Dean	President (+Deputy President)	Director
Decision-Making (superior/major)	Senate	General Assembly	General Assembly	General Assembly
Decision-Making (inferior/minor)	Rectorate Council	Deanery Council	Governing Council	
Executive	Rectorate Council	Deanery Council	Governing Council	

3.7 Decision -
making and
leadership

The **rector and the two vice-rectors** are elected as a rectorate triad for a three-year mandate by an electoral body, consisting a) of all the members of the main teaching personnel of all the faculties, b) of representatives of undergraduate students in a percentage of 80% of the population of category (a), and c) of representatives of all the other categories of personnel in a percentage of 25% of the population of category (a).

The **president of the faculty** is elected for a two-year mandate by an electoral body, consisting a) of all the members of the main teaching personnel of the faculty, b) of representatives of undergraduate students in a percentage of 80% of the population of category (a), and c) of representatives of all the other categories of personnel in a percentage of 15% of the population of category (a).

The **dean of the school** is elected for a three-year mandate by an electoral body, consisting of the electoral bodies for the election of the presidents of all the faculties constituting the school.

Finally, the **director of the sector** is elected for an one-year mandate by the general assembly of the sector.

The **senate of the university** consists of the following members: a) the rector and the two vice-rectors, b) the deans of all the schools and the presidents of all the faculties, c) one representative of the undergraduate students of each faculty, d) two representatives of the postgraduate students of the institution, e) four representatives of all the other categories of personnel and f) six to eight representatives of the main teaching staff belonging to levels other than the level of professor.

The **rectorate council of the university** consists of the rector, the two vice-rectors, one representative of the students of the university and the registrar / secretary general of the university.

The **general assembly of the faculty** consists a) of all the members of the main teaching staff of the faculty up to the number of 40, b) of representatives of undergraduate students in a percentage of 50% of the population of category (a), and c) of representatives of postgraduate students in a percentage of 15% of the population of category (a).

The **governing council of the faculty** exists only in the case of faculties which are divided to sectors and consists a) of the president and the deputy president of the faculty, b) of the directors of all the sectors, c) of two representatives of undergraduate students and d) of one representative of postgraduate students.

The **general assembly of the school** consists of the general assemblies of all the faculties of the school.

The **deanery council of the school** consists of the dean of the school, the presidents of the faculties and one representative of the undergraduate students of each faculty.

The **general assembly of the sector** consists of all the members of the main teaching staff of the sector, of two to five representatives of undergraduate students and of one representative of postgraduate students.

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

FACULTY OF ELECTRICAL
AND COMPUTER ENGINEERING

FACULTY
OF CIVIL ENGINEERING

FACULTY
OF ENVIRONMENTAL ENGINEERING

KOMOTINI

FACULTY
OF LAW

FACULTY OF PHYSICAL EDUCATION
AND SPORT SCIENCE

FACULTY
OF HISTORY AND ETHNOLOGY

FACULTY
OF GREEK LITERATURE

FACULTY
OF SOCIAL ADMINISTRATION

ALEXANDROUPOLIS

FACULTY
OF MEDICINE

FACULTY
OF PRIMARY EDUCATION

FACULTY
OF PRE-PRIMARY EDUCATION

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* Electronics & Information Technologies*
		Energy Systems			
		Telecommunication and Space Science			
		Physics and Applied Mathematics			
LAW AND SOCIAL SCIENCES*	LAW	Electronics and Information Technologies			
		Private Law			
		Business Law and Labour Law			
		Penal and Criminal Sciences			
LAW AND SOCIAL SCIENCES*	SOCIAL ADMINISTRATION	Public Law and Political Science			Human Rights*
		International Studies			
		Social Administration and Policy			
		Social Work			
HISTORY AND ETHNOLOGY	HISTORY AND ETHNOLOGY	History			Thracian Archives*
		Ethnology			
		Ancient Greek Literature			
		Byzantine & Modern Greek Literature			
PHYSICAL EDUCATION AND SPORT SCIENCE	PHYSICAL EDUCATION AND SPORT SCIENCE			Coaching Curriculum & Instruction Health & Recreation	Sport Analysis, Documentation and Research*
		Clinical-Laboratory			
		Morphological-Operational			
		Pathology			
MEDICINE	MEDICINE	Surgery			
		Child Health			
		Neural System and Sensory Organs			
		Social Medicine and Psychic Health			
PRIMARY EDUCATION*	PRIMARY EDUCATION	Pedagogy and Psychology			Multi-Cultural Education*
		Natural Sciences			
		Human and Social Sciences			
		Human and Social Sciences			
PRE-PRIMARY EDUCATION	PRE-PRIMARY EDUCATION				

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
SECTION	SECTION	SECTION	SECTION	SECTION
PERSONNEL AFFAIRS	UNDERGRADUATE PROGRAMMES	BUDGET	CONSTRUCTIONS AND SUPERVISION	DEVELOPMENT AND PLANNING
ADMINISTRATION CONCERN	POSTGRADUATE PROGRAMMES	PROVISIONS	DESIGNING	INTERNATIONAL AFFAIRS
OFFICIAL ARCHIVES	STUDENT AID	SALARIES	REPAIR AND MAINTAINANCE	PUBLIC RELATIONS
DECENTRALIZED UNITS	DECENTRALIZED UNITS	DECENTRALIZED UNITS	DECENTRALIZED UNITS	
SUB-DIRECTORATES	SUB-DIRECTORATES	SUB-DIRECTORATES	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 YEAR OF BEGINNING	MAIN TEACHING STAFF IN-SERVICE			CHANGES BETWEEN 1991-92 AND 1996-97		EXPECTATIONS FOR 1996-97		
		1991-92	1995-96	1996-97	NEW APPOINTMENTS	RETIREMENTS & RESIGNATIONS	NEW APPOINTMENTS	RETIREMENTS	MAIN TEACHING STAFF IN-SERVICE 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
	1995-96	120	324	27	15	4,4	12,0	8,0	21,6	1,8
GREEK LITERATURE	1991-92	0	0	0	0	-	-	-	-	-
	1995-96	119	119	0	0	-	-	-	-	-
SOCIAL ADMINISTRATION	1991-92	0	0	0	0	-	-	-	-	-
	1995-96	0	0	0	0	-	-	-	-	-
MEDICINE	1991-92	64	452	56	52	1,1	8,1	1,2	8,7	1,1
	1995-96	109	374	74	64	1,5	5,1	1,7	5,8	1,2
PRIMARY EDUCATION	1991-92	108	478	98	9	1,1	4,9	12,0	53,1	10,9
	1995-96	90	365	60	19	1,5	6,1	4,7	19,2	3,2
PRE-PRIMARY EDUCATION	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	MASTER'S 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 (ΔΕΠ)	VISI- TING (ΠΔ407)	ASSI- STANT (ΕΔΙ) (ΕΜΥ)	SPE- CIAL (ΕΕΠ)	SECO- NDED	TOTAL	MAIN	MAIN + VISI- TING	TOTAL	MAIN	MAIN + VISI- TING	TOTAL	MAIN	MAIN + VISI- TING	TOTAL	
		(ΔΕΠ)	(ΠΔ407)	(ΕΔΙ) (ΕΜΥ)	(ΕΕΠ)												
CIVIL ENGINEERING	1991-92	37	0	35	4	0	76	31,5	31,5	15,3	4,2	2,0					
	1995-96	41	0	23	3	0	67	28,0	28,0	17,1	3,1	1,9					
	1991-92	39	0	12	3	0	54	13,4	13,4	9,7	1,3	1,0					
ELECTRICAL AND COMPUTER ENGINEERING	1995-96	43	1	4	3	0	51	9,8	9,6	8,3	1,7	1,4					
	1991-92	0	0	0	0	0	0	-	-	-	-	-					
	1995-96	0	0	0	0	0	0	-	-	-	-	-					
ENVIRONMENTAL ENGINEERING	1995-96	0	0	0	0	0	0	-	-	-	-	-					
	1991-92	42	0	35	4	0	81	1,9	51,9	26,9	4,2	2,2					
	1995-96	45	6	16	1	0	68	54,3	47,9	35,9	3,5	2,3					
PHYSICAL EDUCATION AND SPORT SCIENCE	1991-92	8	5	0	34	41	88	204,6	125,9	18,6	44,2	4,0					
	1995-96	16	6	0	35	32	89	77,0	56,0	13,8	12,1	8,8					
	1991-92	3	0	0	0	15	18	16,0	16,0	2,7	0,0	0,0					
HISTORY AND ETHNOLOGY	1995-96	15	4	0	1	6	26	21,6	17,1	12,5	1,8	1,0					
	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	-	-	-	-	-					
	1991-92	52	0	0	0	0	52	8,7	8,7	8,7	1,1	1,1					
MEDICINE	1995-96	64	1	0	1	0	66	5,8	5,8	5,7	1,2	1,1					
	1991-92	9	0	0	0	22	31	53,1	53,1	15,4	10,9	3,2					
	1995-96	19	3	0	0	19	41	19,2	16,6	8,9	3,2	2,7					
PRE-PRIMARY EDUCATION	1991-92	3	2	0	0	8	13	100,7	60,4	23,2	22,0	5,1					
	1995-96	10	9	0	0	22	41	26,4	13,9	6,4	4,7	2,5					
	1991-92	10	9	0	0	22	41	26,4	13,9	6,4	4,7	2,5					

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 SECRETARIAT)	RATIOS OF STUDENTS AND TEACHING STAFF TO SPECIAL ADMINISTRATIVE AND TECHNICAL STAFF			RATIOS OF STUDENTS AND TEACHING STAFF TO FACULTY ADMINISTRATIVE STAFF			
	1991-92	1995-96			STUDENTS	MAIN TEACHING STAFF	TOTAL TEACHING STAFF	STUDENTS	MAIN TEACHING STAFF	TOTAL TEACHING STAFF	
											STUDENTS
CIVIL ENGINEERING	57	51	12	9	20	0,6	0,8	1,3	97	3,1	6,3
ELECTRICAL AND COMPUTER ENGINEERING	1991-92	50	11	10	10	0,8	0,9	1,1	48	3,5	4,9
	1995-96	48	10	10	9	0,9	1,1	1,1	47	4,3	5,1
	1991-92	0	0	0	0	-	-	-	-	-	-
ENVIRONMENTAL ENGINEERING	14	0	8	2	156	3,0	-	-	273	5,2	10,1
LAW	3	11	10	8	546	2,7	4,1	6,2	164	0,8	8,8
PHYSICAL EDUCATION AND SPORT SCIENCE	1991-92	1	7	3	48	3,0	2,3	12,7	16	1,0	6,0
	1995-96	7	7	5	46	2,1	2,1	3,7	65	3,0	5,2
	1991-92	0	0	0	0	-	-	-	-	-	-
GREEK LITERATURE	0	0	0	2	-	-	-	-	60	0,0	2,0
SOCIAL ADMINISTRATION	0	0	0	3	-	-	-	-	-	-	-
MEDICINE	1991-92	28	0	9	16	1,9	-	-	50	5,8	5,8
	1995-96	26	26	7	14	2,5	2,5	2,5	53	9,1	9,4
	1991-92	4	4	5	5	2,2	2,2	7,8	96	1,8	6,2
PRIMARY EDUCATION	0	7	4	5	-	-	-	76	0,8	3,2	
PRE-PRIMARY EDUCATION	0	6	4	4	44	1,7	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
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 OF CENTRAL ADMINISTRATION	ACADEMIC YEAR	KOMOTINI	XANTHI	ALEXAND- 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 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	3.000.000	2.800.000	2.500.000	2.100.000	1.900.000	1.700.000
(from direct state funding)		30,9%	23,7%	21,6%	23,2%	25,6%
Current functional expenditure	2.698.000	2.709.000	2.549.000	2.106.000	1.749.000	1.493.000
(from state funding in almost lump-sum basis)		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- ROUPO- 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 (at about 2000 ?)	41.974	76.695	14.860	133.529
Builded surface after the completion of the overall building 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 constructions	23,3	14,7	12,4	16,3
Builded surface per student after the completion of the overall building programme	68,9	39,5	63,4	49,4

- Notes:
1. All amounts are given in m².
 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 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 research 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 TEACHING 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 begun 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**"¹

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. Dionyssis Kladis**. The Senate approved the participation and installed a self-evaluation steering group consisting of **prof. Dionyssis 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.

¹ 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
Komotini:	Law	Physical Education and Sport Science	History and Ethnology	Greek Literature Social Administration
Xanthi:	Civil Engineering Electrical and Computer Engineering			Environmental Engineering
Alexandroupolis:		Medicine Primary Education 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.

§ 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 then 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 advice 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 practises. 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 Seante 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.

Longterm processes:

§ 24

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, therefor 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 form 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.

