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ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

(Template)

DEPARTMENT of Communication, Media and Culture

UNIVERSITY - Panteion University of Social and Political
Sciences of Athens



European Union
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MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
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External Evaluation Committee

The Committee responsible for the External Evaluation of the
Department of Communication, Media and Culture of the Panteion
University of Social and Political Sciences of Athens

consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Yorgos C. Zotos
(Title) (Name and Surname)

Cyprus University of Technology

(Institution of origin)

2. Professor Stathis Gourgouris

(Title) (Name and Surname)

Columbia University

(Institution of origin)

3. Professor Petros Iosifidis

(Title) (Name and Surname)

City University London

(Institution of origin)

4. _____
(Title) (Name and Surname)

(Institution of origin)

5. _____
(Title) (Name and Surname)

(Institution of origin)

N.B. The structure of the “Template” proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction

I. The External Evaluation Procedure

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

The External Evaluation Committee (EEC) visited Panteion University on January 13-15, 2014 for the assessment of the Department of Communication, Media, and Culture. On the first day we met successively with (i) the Chair of the Department, Professor Nikos Leandros, and the members of the Internal Evaluation Committee (IEC or in Greek OMEA), namely Assoc. Prof. M. Kakavoulia, Assoc. Prof. M Psilla, Asst. Prof. G.M. Klimis, and Lecturer M. Mihailidou; (ii) the Rector of the University, Prof. G. Tsaltas, Vice-Rector of Academic Affairs and Personnel I. Kriari, Vice Rector of Development and Financial Programs E. Prontzas, and Dean of the School of International Relations, Communications, and Culture Ch. Yiallouridis. We also met with representatives of the students from the graduate and doctoral programs and were treated to a power point presentation by the department Chair and the members of the OMEA.

On the second day, the power point presentation was completed and we met with faculty from the entire department. We also met the members of the administrative staff and visited the facilities of the Media Lab, where we were given presentations of lab activities (Journalism, Culture, Advertising/Public Relations). We had the opportunity as well

to meet with 4th year students from the undergraduate program.

On the third day, we met again Dean Yiallouridis, who is also the Director of the Center for Eastern Studies, as well as with students who are conducting research at the Center. We were also given a presentation of the Rhetoric Lab by Prof. Kakavoulia and we met with the Coordinating Committee of the Graduate Program (Profs. G. Skarpelos, M. Paradisi, A. Gazi, and D. Voudouri). We had also the opportunity to be given a tour of the Library and to hold a farewell meeting with Vice-Rector Kriari and members of the OMEA.

Apart from on-site observations, presentations and discussions as well as the Report of the OMEA, our knowledge of the department was enhanced by the additional documentation provided during our visit. Specifically, we received the following documents:

1. Copies of programs from several international conferences, performances, and exhibits sponsored by the department since 2009, in print or CD form
2. DVDs of projects activities of the labs/workshops, including Drama and Spectacle, New Technologies, Film Studies, SPAM Radio, Advertising and Public Relations
3. DVD with activities from the graduate program in Culture Management
4. USB stick containing a plethora of information about the department's structure and activities, including copies of multiple internal evaluations, the official course list, the protocol for the graduate program, sample of the course evaluation form, departmental website information and account of website activities, and a video with comments from alumni students

5. Copy of the Greek government protocol (FEK) for the institution and operation of the Media Lab

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence reviewed and provided
- To what extent have the objectives of the internal evaluation process been met by the Department?

It is our judgment that the Internal Evaluation report was thorough and comprehensive, covering all major aspects of the Department's functioning. All materials were appropriate and useful. Some of the details became clearer with elaboration of the given information during the presentations.

Regarding the question as to whether the objectives of the internal evaluation process have been met by the Department, we were repeatedly assured by the OMEA that the high standards expected by ADIP were met. We all felt that we had an accurate and comprehensive enough picture by reading the internal evaluation document, and we did not observe any discrepancies between the presentations made during our visit and the material given to us for examination. Moreover, the open discussion and intense debate among the faculty, which was conducted in the general meeting and in the various committee meetings, was especially helpful for us to clarify the dynamics and complexities of this Department's multiple structure.

A. Curriculum

To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH

- What are the goals and objectives of the Curriculum? What is the plan for achieving them?

There are several curricular goals and objectives in the undergraduate program, but above all the efficiently broad education of students so they can respond properly to the professional demands of the corresponding professional fields (Journalism, Mass Media, Cultural Management, Advertising, public and private institutions dealing with communication and culture).

These objectives were initiated in 2000 and have since been developing with small adjustments as the Department was growing in various directions. After careful and long term discussion among the Department faculty, taking into account the difficult conditions involved (loss of faculty members, lack of adequate financial and infrastructural resources), it is obvious that the curriculum satisfies the Department's objectives, but we feel that the curriculum requires, not just updating, but a broader restructuring, something that the Department itself acknowledges.

- How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?

The undergraduate curriculum has functioned well over its decade long implementation. There is a built-in structure for every student to participate in a division outside his or her specific track, so the cohesion of the tripartite structure of the department is well served and the students' education is broadened beyond mere specialization. Moreover, all students in their final years are required to engage in

courses of practical application and training, which is essential for their subsequent employment; this is indeed an innovative feature and is especially commendable.

While the breadth of the undergraduate curriculum is beyond doubt, and the faculty employed is well trained to carry it out, the department's overall capacity to implement it is hampered by insufficient faculty numbers (e.g. dramatic decrease of adjunct faculty – 407), and severe cuts in financial resources. Some students noted the need for certain courses to be re-conceptualized either toward more rigorous basic training or more comparative and cross-disciplinary learning. In our discussions, students indicated the need for more compulsory courses in each separate track (3-4th year), as well as more introductory courses in specific tracks during the 1st and 2nd year. As a result, there is imbalance between compulsory courses and electives in the first two years which creates some inconsistency that does not allow students in the final two years to gain in-depth learning in a specific track.

- Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?

Undergraduate

Since its launch in 2000 the Department has a strong presence in the areas of communication, culture, advertising, public relations, journalism, and media technologies. The academic staff is well-trained, knowledgeable, and inspired. Especially commendable is the organization of international conferences, workshops and round-table discussions, the launch of print and on-line journals, etc. By account of students interviewed, the execution of the curriculum was conducted with great zeal and commitment by the part of the faculty of all

sections, including external instructors. However, some students noted that theoretical courses were oversupplied in the first two years at the expense of practical courses, but when asked further, the majority acknowledged the merits of obtaining a strong theoretical background before getting access to practical courses. Some students also noted the need for certain courses to be re-conceptualized either toward more rigorous basic training or more comparative and cross-disciplinary learning. The Department's interdisciplinary nature is positive, though there is a question as to how the divisions, tracks, labs, and research centers are interconnected.

Since the second revision in 2001, the program has undergone small adjustments, based on departmental discussion outcomes, individual staff initiatives, but also due to the need to address specific issues, such as staff retirement, sabbatical research leave, etc. The above procedures resulted in small yearly changes in the structure and content of individual courses. However, the occasion of this external evaluation may provide the opportunity for the Department to rethink and revise the entire program on the basis of new parameters, technological developments, student preferences, and social demands.

Graduate

The graduate program's importance is based on the broadening and sharpening of theoretical, critical, and methodological knowledge in the field of Cultural Management, which includes other activities in the fine arts and in museum studies connected with research in contemporary technologies. The program was developed in the early 2000s by extensive efforts of department faculty. In our discussions with students, some expressed the view that the number of courses could be increased (by one or two, for example) in order to enhance subject

variety, knowledge and understanding. The EEC feels that the number of the taught courses is in line with European standards, but the inclusion of extra courses could be beneficial for students who wish to attend as auditors without being formally assessed. We also feel that the methodology courses must be made compulsory.

Doctoral

There is absence of an institutionalized and coherently organized doctoral program and complete absence of courses altogether. The Department is perfectly aware of the need to launch such a program and was highly receptive to our suggestions, including the need of the introduction of a Committee of Graduate Studies (due to the multidisciplinary nature of the Department), and the need for taught methodological courses in its first year. So far methodology courses were created by staff initiative responding to graduate students' request, but they need to be formalized. Furthermore, such a doctoral program should include provisions for comprehensive examinations (*Rigorosum*) and participation in teaching activities.

- How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?

The curriculum is decided according to specific faculty preferences for all levels of study (undergraduate, graduate, doctoral). Some faculty members felt that more collective coordination was needed.

- Has the unit set a procedure for the revision of the curriculum?

No, since a new doctoral program has yet to be initiated.

IMPLEMENTATION

- How effectively is the Department's goal implemented by the curriculum?

The Department's objectives were effectively implemented in certain sectors/facets, but this procedure has largely been uneven. The Department needs to rethink the implementation of the curriculum with an eye to a better cohesion and consistency among the three main divisions in light of the asymmetry between divisions and tracks.

- How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?

This Department is characterized by enormous variety of dimensions and methodological approaches. This certainly enables a truly multidisciplinary pedagogy, which operates with high standards, yet the Department as a whole may be in danger of losing focus/direction, as it expands its fields of interest further.

- Is the structure of the curriculum rational and clearly articulated?

Yes, except for the fact that the Communication division lacks its own specified track. This needs to be rectified at restructuring.

- Is the curriculum coherent and functional?

It functions well but there are grounds for improvement, especially in the areas of consistency and cohesion.

- Is the material for each course appropriate and the time offered sufficient?

The material for each course is appropriate and the time offered largely sufficient. Some students expressed a desire for more in-depth discussion of specific issues. We noted approvingly that faculty is prepared to extend their teaching hours if needed to respond to student

queries.

- Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?

Based on the material we reviewed and the students' comments during our meetings with them, our opinion is that the quality of teaching is highly comparable to the standards we find in our institutions. It is obvious then that the department has well trained and inspired staff, but as already mentioned it lacks both financial resources and it has suffered loss of faculty members.

RESULTS

- How well is the implementation achieving the Department's predefined goals and objectives?

The undergraduate curriculum is well organized and the students' education is broadened beyond mere specialization, although there could be better cohesion of the tripartite structure of the department. Moreover, the department has taken initiative in teaching by introducing "practice" classes that introduce students to more practical skills that will be useful in enhancing their career opportunities. This is indeed an innovative feature, much appreciated by the students, and is especially commendable. Our suggestion would be to develop further the offering of courses with a 'practical' element, but there should be close supervision of practitioners by the faculty and assurance that they convey effectively pedagogical goals alongside transferring industry experience. It should be added that there is a need for more efficient integration of practitioners to the university and student requirements.

IMPROVEMENT

- Does the Department know how the Curriculum should be improved?

Yes. The department is aware of the need for better coordination between the three divisions, as well as the need to recruit more staff to cover teaching tasks. Regarding the courses with a 'practical' element, the internal assessment mentions, among others, the need to recruit more staff with less bureaucratic procedures, the need to organize more workshops in which students participate and present research outcomes, identification of more bodies in which students could be based to undertake their practical tasks, etc.

Regarding the graduate program, the department has expressed strong interest – which the EEC strongly supports – in developing more graduate programs, especially in the fields of the other two divisions (Communications and Media). The currently existing graduate program in Cultural Management is of very high standards and should be renewed.

As has already been mentioned, a fully formed doctoral program, with courses, examinations, and all other requirements, needs to be initiated. As an entry to the PhD program is already required that candidates have successfully completed a Master of Arts or Sciences, the Department aims to initiate a doctoral program with a mandatory assessed methodology course in the first year, in line with European PhD program standards and taking into account the requirements which will be instituted in the context of the newly formed School of International Studies, Communication and Culture. We believe that this Department has the faculty quality to undertake such a task.

B. Teaching

APPROACH:

Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?

Please comment on :

- Teaching methods used
- Teaching staff/ student ratio
- Teacher/student collaboration
- Adequacy of means and resources
- Use of information technologies
- Examination system

As far as the undergraduate program goes, the guiding principles of the teaching philosophy of the Department, as described to us by the Internal Evaluation Committee (OMEA) in their presentation, are (a) broad theoretical learning in the early years; (b) in-depth learning of the scientific field and practical application, according to track, in the 3rd and 4th year; (c) horizontal connections with the historical, social, and technological environment throughout. In the graduate program (covering only the Culture division), teaching is done in both theoretical and practical fashion in more focused ways because it is seminar teaching, as well as by tutorial advising in the writing of the thesis. In the doctoral program, there is no teaching, as the only requirement is the writing of a doctoral thesis, so the pedagogical process is restricted to advising. It is important to note here, regarding the doctoral program, that a modular course on methodological issues has been created, informally, out of staff initiative, responding to graduate students' request.

Teaching is conducted in traditional as well as modern ways, from

lectures and seminars to workshops and labs. The theoretical component of teaching is covered by dialectical and critical-reflective modes, while the workshop component by practical application and performative participation. Most faculty members use the system of so-called *e-class*, an electronic amphitheater where they post the material for the classes including presentation slides, book chapters, articles, notes and the like. The initiative to adopt and implement such electronic system is an innovative property of the program, and it is worth noting that this particular department has been a pioneer in the uses of electronic media in teaching.

Moreover, the workshop/lab structure of the curriculum is especially developed and forms an essential part of the Department's pedagogical philosophy, as is appropriate for a Department of Communications, Media and Culture. Because of the impressive infrastructure of the Media Lab (unusual for a Greek university, especially in the current conditions), the broad and cross-disciplinary horizon of the Department is successfully translated in teaching situations of practical and performative learning. The Department relies on the services of external instructors from the professional world to cover much of its teaching load in the workshops. While we applaud this mode of teaching, some steps are needed for improvement and greater regulation of selecting the staff and reviewing their performance, as we indicate below.

The graduate program in Culture Management is especially successful and of very high standard; however, certain students expressed the desire for more practical application exercises. In our discussions with the graduate students, we were happy to note their willingness to offer teaching assistance to faculty members as part of their training. The EEC urges the Department to explore this possibility, first of all because teaching training is an essential

component of learning, but also because it will make graduate students more competitive in their professional pursuits.

IMPLEMENTATION

Please comment on:

- Quality of teaching procedures
- Quality and adequacy of teaching materials and resources.
- Quality of course material. Is it brought up to date?
- Linking of research with teaching
- Mobility of academic staff and students
- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

Based on the material we reviewed and the students' comments during our meetings with them, our opinion is that the quality of teaching methods is highly comparable to the standards we find in our institutions. This is also supported by the teaching evaluations that were provided, which reveal high ratings for the majority of faculty members. The methods used are diverse, and the teaching material up to date and contemporary.

RESULTS

Please comment on:

- Efficacy of teaching.
- Discrepancies in the success/failure percentage between courses and how they are justified.
- Differences between students in (a) the time to graduation, and (b) final degree grades.
- Whether the Department understands the reasons of such positive or negative results?

Overall, there is strong commitment of the faculty to teach learning methodology. At both undergraduate and graduate levels, we find a team spirit and attitude that helps student training and creates a collaborative peer atmosphere. There is definite evidence of maturity in students from their early years to their graduating years, which is

indicative of the efficiency of learning.

This is also indicated in how students evaluate their instructors. We have seen samples of teaching evaluations and they are very comprehensive in asking questions about the quality of the teaching, organization of the class, communicative skills of the instructor, appropriateness of the course material, etc. These questionnaires are comparable to the ones we use at our departments.

IMPROVEMENT

- Does the Department propose methods and ways for improvement?
- What initiatives does it take in this direction?

The Department is aware that it needs to establish a clear internal regulation code for the entire structure of the program of study, both undergraduate and graduate. This affects teaching as well. The internal regulation code is especially important in regulating the process of enlisting the services of external instructors who come from the professional world. Much of the problem here is university-wide: lack of such regulation for Panteion as a whole. The Rector's office needs to take this especially into account.

It would help if some sort of Director of Studies structure was adopted. Because of the size of the undergraduate body, the position of a Director of Undergraduate Studies cannot be occupied by a single person; some sort of committee is needed, evenly representing all three divisions. The graduate program as it grows bigger should create a committee for Graduate Studies. It is especially important in the graduate program – even more in the doctoral program – where individual mentoring is essential. But the graduate program also needs clearly instituted rules for course assessment, especially as it stands to be revised and renewed under new protocol, following this external

evaluation.

The Department acknowledges that there is a basic structural asymmetry between the three divisions and the three tracks. The Communications division lacks a track, while the Culture division has two tracks (Culture Management and Advertising/Public Relations). This must be rectified as the Department enacts its overall restructuring after the external evaluation process.

Largely because of this asymmetry, better complementarity between labs/tracks and divisions is needed. Perhaps the labs that pertain to students in all tracks (labs in Rhetoric and New Technologies) need to be expanded. This is especially true of the Rhetoric lab, which singularly bridges the theoretical with the practical components, essential to students in all tracks. Moreover, the Department needs to review carefully the course content and modes of teaching to avoid problems of overlapping. Finally, the relation between the position of the Media Lab Director and the heads of the five labs needs to be addressed, as there are some indications of lack of proper coordination or even irregular processes of decision-making.

Much of the teaching in the Advertising & Public Relations track is not conducted by Department faculty but by external instructors. External collaborators and instructors are very useful for transferring industry experience, especially in a department such as this, but steps need to be taken for them to be better integrated in the pedagogical methods and attitudes of the department as a whole. There seems to be a relatively recent tendency toward certain corporate or business attitudes (especially in the Advertising/Public Relations lab) that are not entirely commensurate with the demands of university modes of knowledge and

pedagogy. Some students indicated their dissatisfaction that their class projects were treated as if they were products in a professional or corporate environment, and that some external instructors lacked the requisite pedagogical experience, especially in the first occasion of their services. However, faculty assured us that there is a rigorous process of recruiting and supervising external instructors. Again, a proper internal regulation code – and more rigorous vetting processes of recruiting and reviewing help from outside experts – would address these discrepancies.

C. Research

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

IMPLEMENTATION

- How does the Department promote and support research?
- Quality and adequacy of research infrastructure and support.
- Scientific publications.
- Research projects.
- Research collaborations.

According to the Department's (Internal Evaluation Committee) self-assessment, there is no coherent research orientation as a whole and research policy, which sets the framework for all related activities and more efficient academic development. Research Policy is highly individual and is not centrally planned. Practically, research activities are based on individual initiative, interest and merit.

Faculty members are striving hard, through difficult conditions, to be active in serious research efforts and to participate more often in international conferences and colloquia, disseminating their research output. The absence of financial support, the lack of contemporary infrastructure facilities, the lack of a graduate program in the two of the three divisions, as well as the absence of an institutionalized Ph.D. program, are inhibiting factors for the faculty to be internationally very competitive and prolific in publications.

Despite of all these negative factors, we noted that there is an ambition, shared by all three Divisions to engage in competitive research with international recognition and to seek external funding. The degree of success, however, varies in the three Divisions (due also, in large part to the nature of the different scientific fields) and different tendencies emerge at the level of separate units (Divisions, Tracks and Labs/workshops).

APPROACH

- What is the Department's policy and main objective in research?
- Has the Department set internal standards for assessing research?

The quality of the Department's research is very good and of international stature. Individual faculty members have publications in competitive, peer reviewed journals. The Department has shown also publication activity in most of the significant Greek journals of related fields. The Department has a strong tradition in publishing books (mainly in Greek), which serve all the related subjects of the study program. These books also contribute to scientific dialog in issues as society, culture, literature, etc. in Greece. Finally, the Department has active presence in publishing research books as well as textbooks.

In the last five years faculty members have engaged in a large number of research projects which are funded primarily by European Committee, and other institutions. Fifty two percent of the faculty members are participating in research projects as principal investigators. Other faculty members are participating in non-funded research projects (see attached index of the Internal Evaluation Committee). The Department has also organized several international conferences with great success.

RESULTS

- How successfully were the Department's research objectives implemented?
- Scientific publications.
- Research projects.
- Research collaborations.
- Efficacy of research work. Applied results. Patents etc.
- Is the Department's research acknowledged and visible outside the Department?
Rewards and awards.

Despite the lack of financial resources, faculty members continue to participate in international conferences, oftentimes on their own

expenses. There is also a long list of instituted collaborations. The Department shows an active interest for developing research ties with national and international universities and institutions.

The Department's Research Centre for Eastern studies is very active and engaged in different research projects. It has established research collaboration and networks with various research centres and institutions abroad. The experienced and well established coordinator, along with the director and the young scholars and researchers, represent a valuable asset for the Centre and for the Department as a whole. Moreover, the Research Centre does employ some aspects of the Department's research interests. All of this is commendable. However, it seems that the Centre's geopolitical orientation tends to broaden and overstretch the scope and goals of the Department as they are stated in the Internal Evaluation Report and thus perhaps overextend the Department's capacities.

The overall research output reflects the multidisciplinary nature of this Department. The representation of research field is quite satisfactory. The E.E.C feels that the research would benefit if it focuses more in the direction of depth. Overall, the impression of the E.E.C is of a Department which is active in research, in spite of absence of clear research goals and effective strategies of how to reach them. The Department is trying to build a reputation nationally and internationally and is working with enthusiasm toward this direction. However, it has to face all the inhibiting factors, and to tackle obstacles and attitudes that have been grown over the past years.

Finally the E.E.C would like to underline, that in the last five years the Department is in a transition period in relation to its long history. Moreover, the disciplines it addresses are in continuous formation, as the very field of inquiry is rapidly changing due to continuous shifts in technology and society.

IMPROVEMENT

- Improvements in research proposed by the Department, if necessary.
- Initiatives in this direction undertaken by the Department.

The E.E.C strongly feels that: (i) the existence of added graduate programs in the two of the three tracks and (ii) the existence of an institutionalized Ph.D. Program would enhance research activity and output.

(iii) There is a ground for improvement especially in the area of foreign language publications and more citations. Greater publication in general will also bolster the faculty's capacity to compete for E.U. research funds, which will provide benefits to all domains of the research activity. The Department has much to gain from a collaborative authorship of either papers or books, especially of written in English. Given the evident points of intersection in expertise among faculty members and the general collaborate climate among faculty in the Department as a whole, such practices would not be difficult to implement.

D. All Other Services

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

- How does the Department view the various services provided to the members of the academic community (teaching staff, students).
- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?
- Does the Department have a policy to increase student presence on Campus?

The general atmosphere in the department's administrative offices was efficient and cooperative, even under circumstances of staff decrease and smaller quarters. Most impressive were the electronic capabilities developed by the Department's administration: all important administrative issues pertaining to registration and curriculum were possible to conduct online. At the same time, there is ample service for personal contact with students. Administrators are highly conscientious and responsible and often spend more time than is expected in order to complete their duties. If anything, they are overworked.

The Department showed no plans to increase student numbers and it does not need to. Greater numbers in the already existing programs would dilute their competitiveness. Increase is advised only to the degree that two new graduate programs, as well as a full-fledged doctoral program, need to be created.

IMPLEMENTATION

- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).
- Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).

Excellent library and internet standards. Staff accessible to students for personal contact, in addition to electronic services.

RESULTS

- Are administrative and other services adequate and functional?
- How does the Department view the particular results.

The department correctly regrets the fact that it has lost 2 staff positions. No doubt, a specific administrator dedicated to the graduate program is necessary. We understand the difficulty, given the economic circumstances, but as these circumstances change this should be top priority, if this department is to live up to its reputation as a coveted graduate program.

IMPROVEMENTS

- Has the Department identified ways and methods to improve the services provided?
- Initiatives undertaken in this direction.

This marks a point where the EEC cannot possibly conduct its evaluation properly. The economic situation in Greece is such that it bars any serious discussion about improvements in realistic terms. However, any responsible evaluation cannot but point out this unjustifiable situation as it affects directly the quality of teaching, learning, and research. Elementary aspects of infrastructure were found in conditions unacceptable to any modern institution. From classroom space to public space, from classroom supplies to bathroom supplies, the university facilities are hopelessly lacking. There are no maintenance contracts for equipment – an *essential* aspect of a Media department. Lack of classroom availability is creating nearly impossible teaching hour situations for the graduate program – teaching goes well into the night hours. Classrooms and meeting rooms lack heating or proper lighting; there are no facilities (except in the Library) providing access to people with difficulties in mobility, etc. etc. – the list is endless.

Collaboration with social, cultural and production organizations

Please, comment on quality, originality and significance of the Department's initiatives

Panteion University, as an institution that specializes in Social Sciences and Humanities, had over the years developed strong ties with Greek society. It is a university that contributes extensively to the social dialog on related issues and it is considered as a social agent that can propel changes in ways of thinking about theoretical and practical issues, which are crucial for analyzing the transformation of Greek society. Following the same path, the Department of Communication, Media and Culture plays an active and effective role, in collaboration with social and cultural organizations in Greece. The Department's public profile and its relation to society as a whole is exemplary, both in terms of the faculty's activities and the students' potential, and its comparative advantage over other such department in other universities is the strong connection with societal organizations (private, public and N.G.O.).

At this point, if we were to make a suggestion, it would be that the Department should benefit more systematically from all these collaborations and outward attitude, and to invest in its research activities and output. Specific steps should be taken toward this direction, although we are aware that the success of this effort is interrelated with the absence of a coherent research orientation and research policy in the Department.

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

Please, comment on the Department's:

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.

The EEC recognized the difficulty of its assignment in that whatever assessment it was to make would be compromised by the constitutive uncertainty that characterizes the situation of university education in Greece at the present time. On the one hand, the new State law that radically alters the structural organization of the Greek public university, and on the other hand, the severe economic crisis plaguing every aspect of Greek society, produce such a troubling situation that it is nearly impossible to imagine how and what of the EEC's assessment and recommendations will be addressed.

Having said that, the EEC was impressed to discover an extremely healthy academic environment in the Department of Communication, Media and Culture at the Panteion University. Most striking, from the beginning, was a bona fide spirit of cooperation, collaboration, and mutual understanding among the current faculty, even in the face of definite disagreements and disputes, on all functional matters of the department (curricular, pedagogical, research, and overall strategy). This is the case even while the department is composed of three not entirely symmetrical components, largely because of different methodological, epistemological, and practical characteristics intrinsic to the fields involved. This same climate of cooperation, collaboration, and mutual understanding was extended to the student population – this latter being a real achievement on the part of the faculty, given the typical conditions of faculty-student relations in today's Greek universities. It may not be unrelated that the general policy of the department faculty in all three divisions is to foster

an educational climate that produces the sort of student who is flexible in professional terms and multi-skilled, thereby employable in a variety of sectors.

This climate has been achieved with extraordinary effort over the years on the part of the faculty, who had to account for the various asymmetries between tracks and divisions, and their different approaches because of differences in the fields. This collective effort was evident in the way the faculty approached the EEC and the academic review process in general with open mind, transparency and accountability, willingness to respond to all questions regardless, and thorough preparation and presentation. It is specifically this general willingness to succeed, improve, and grow that grants this department enormous potential.

- Short-, medium- and long-term goals.

It might be impossible to plan for the future given the current state of the Greek universities in the midst of a severe economic crisis. Furthermore, proposed amendments are subject to ongoing technological changes affecting dramatically the field. But the most important task to be undertaken is a new protocol of the undergraduate program of study that would bring it up to date in relation to new social and technological demands.

- Plan and actions for improvement by the Department/Academic Unit

The Department has acknowledged the need to engage in such radical restructuring of its undergraduate program of study. It acknowledged also that the delay in taking up this restructuring was due to waiting for the external evaluation to be completed, as stipulated by the Education

Ministry.

The Department also acknowledges that the asymmetry between divisions and tracks needs to be addressed.

There are definite plans to renew the graduate program in Culture Management. The EEC supports this strongly. But in light of the asymmetry mentioned above, the two other divisions (Communications and Media) also need to engage in graduate programming.

Finally, there is expressed interest from the Department to institute a full-fledged doctoral program, as we elaborated above. Given the quality potential of the doctoral students, such action is necessary.

F. Final Conclusions and recommendations of the EEC

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

Conclusions and recommendations of the EEC on:

- the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement
- the Department's readiness and capability to change/improve
- the Department's quality assurance.

During our farewell visit to her office, Vice Rector of Academic Affairs and Personnel I. Kriari, stated how proud she feels of the overall activities and presence of this Department at the University. It is certain that this is one of the most historic and active departments of Panteion, a department that collaborates smoothly with the Central University Administration and prolific in all aspects of academic life, within the university and society at large.

The E.E.C. believes that the Department of Communication, Media and Culture is functioning under a good academic climate which has been achieved with great effort over the past years on the part of the faculty, who had to account for the various asymmetries between the three Divisions, Tracks and Labs/workshops, and their different approaches and methodologies because of differences in the fields. The collective effort was evident in the way the faculty approached the E.E.C and the academic review process in general without suspicion or reluctance, but rather with open mind, transparency, and accountability, willingness to respond to all questions regardless, exceedingly thorough in its preparation and presentation, and secure enough to allow the various disagreements and disputes among the ranks to be aired in public.

It is evident that Department is eager to succeed, improve and develop its historic potential. This potential, however, is hampered

by a series of inhibiting factors at the State level. Specifically:

1) The dramatic decrease in the Department's budget. How the Department can continue to perform its services with these budget cuts seems nearly impossible to this committee.

2) The faculty personnel is understaffed overall and with gaps in specific domains. There is terrible asymmetry in faculty numbers between Communication and Media divisions, on the one hand, and the Culture division, on the other. Nonetheless, the EEC thinks it worth mentioning that a relatively small department is extremely active in various facets of academic life and in Greek society. Having said that, however, as the category of adjunct faculty (statute 407) has been cut altogether under the new law, and as the prospect of new hires seems rather bleak, the E.E.C expresses its concern as to how the department can continue, much less improve, its performance levels.

Taking these difficulties into account – both the financial difficulties facing the entirety of Greek society and the difficulties pertaining specifically to Panteion as such (economic, infrastructural, structural, etc.), as we have pointed out so far – the EEC makes the following overall recommendations for improvement:

1) The undergraduate program requires better planning and extensive structural changes in order to be brought up to date with today's academic and social demands.

2) The Communication Division needs to develop its own specific undergraduate track.

3) The excellent graduate program in Culture Management needs to be renewed, but the overall graduate program needs to be expanded to include graduate programs in the other two divisions: Media and Communication.

- 4) A full doctoral program needs to be developed with courses, methodology seminars, and comprehensive examinations. Doctoral students would benefit from undertaking teaching tasks and being part of research projects. The expansion of the graduate and doctoral programs would warrant the institution of a Committee of Graduate Studies to be chosen among the faculty ranks.**
- 5) The process of engaging and integrating external teaching personnel in the labs needs to be conducted collectively and rules of review and assessment of their performance need to be formalized.**
- 6) Better interconnection between divisions, tracks, labs and research centres needs to be developed, so that curricular tasks do not overlap and the purviews and boundaries of teaching and administrative duties are clearly delineated and followed.**
- 7) In light of the above, but also other aspects of departmental activity (both curricular and research), an internal regulation code needs to be adopted, pertinent to the Department but also for Panteion as a whole, that would provide explicit parameters for the very complex operations of this cross-disciplinary program.**
- 8) There is a ground for improvement especially in the area of foreign language publications and more citations. Greater publication in general will also bolster the faculty's capacity to compete for E.U. research funds, which will provide benefits to all domains of the research activity. The E.E.C. acknowledges that the Department also supports and pursues the publication of articles and research monographs**

in Greek, in order to participate in the Greek academic public sphere and enhance it. This is in accordance with its institutional obligations to systematically study the cultural, communicational and media characteristics of Greek society and produce Greek language content for the media and other sectors of applied communication

9) Research activity and output could be enhanced if financial support to faculty staff was improved.

10) The overall infrastructure, with the exception of the Library and the Media Lab, is far below the desirable level according to international standards.

11) An added member to the very capable administrative staff, specifically charged with administering the graduate programs, would be essential as the Department moves forward.

All these recommendations are stated under the unanimous belief of the E.E.C. that the Department of Communication, Media and Culture has the academic merit and potential to improve its performance in all aspects of the academic life. It is a well-functioning department which constantly seeks to increase its presence nationally and internationally and be competitive in the international arena. The Department is well connected with Greek society. It shows a keen interest in the economic social and political issues of the country. It also has an active role and participation in shaping the way of thinking and approaching all the above mentioned issues, and its research and teaching activity stands to prove invaluable in the complex process by which the country will be working itself out of its

current problematic situation.

The Members of the Committee

Name and Surname

Signature

1. Professor Yorgos Zotos



2. Professor Stathis Gourgouris



3. Professor Petros Iosifidis

