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ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

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ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF MUSIC SCIENCE AND ART

UNIVERSITY OF MACEDONIA

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Music Science and Arts of the University of Macedonia consisted of the following three expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Errico (Erich) Fresis (President)
Berlin University of Arts, Germany

2. Professor Costas Iliopoulos
University of London, U.K.

3. Associate Professor Natasa Economidou-Stavrou
University of Nicosia, Cyprus

Introduction

I. The External Evaluation Procedure

The External Evaluation Committee (further: “EEC”) visited the Department of Music Science and Art (further: “Department”) on the 17th and 18th of February 2014, meeting all relevant members of the University and the Department: The Rector, the Vice Rector and responsible for academic affairs, the Dean of the Faculty, nearby all the members of the academic staff, the administrative staff, persons regarding to external collaborations of the Department, students and graduates of the several directions.

The EEC has been provided in advance with the internal evaluation reports of the Department and several relevant statistics and facts; additional information was easily accessible through the Departments website. At the beginning of the visit, the chair of the Department provided the EEC members with additional documents concerning jurisdictional issues, samples of research and musical activities and other indicative material. During the whole visit of the EEC the academic and administrative staff cared for the immediate supply of necessary information.

During the visit has been possible not only to meet the relevant persons and groups also in private conversations – but also to visit all the facilities of the Department, like the lesson and practice rooms, the auditorium, the library, the media laboratory, the studio of behavioural studies and the computer room.

II. The Internal Evaluation Procedure

The sources and documentation used where appropriate to represent the facts. The evidence reviewed was qualitative enough for the process of the evaluation. The needs of the Department are clearly defined and formulated. The necessities of the Department seem to be clear also to the direction of the University. Unfortunately the despairing financial situation of the country affects dramatically the economy of the University and respectively of the Department. This situation forces the Department to loose precious energy struggling to solve the mentioned problems. The University and accordingly the Department are in financial and legislative affairs unreasonably and exaggerated depended on over-bureaucratized procedures of the governmental authorities.

A. Curriculum

APPROACH

Undergraduate program

The overall aim of the undergraduate curriculum is to provide a comprehensive, well-rounded and balanced combination of scientific and artistic education in music and equip music students with the knowledge, skills, attitudes and behaviours required for a successful professional career in various fields of music. The objectives of the curriculum vary among the different concentrations of the undergraduate degree. In any case, however, they focus on a graduate profile of a scientifically educated artist and vice versa, an artistic educated scientist - depending on the concentration.

In general, the undergraduate program aims to support students in recognizing and realizing their intellectual, creative and artistic potential, develop musical skills, cultivate techniques, acquire knowledge and develop critical and creative thinking skills. All the aforementioned aims to equip students to be able to meet the current challenges of our rapidly changing society and have an active role and a successful professional career in music.

In the guide of studies of the Department, the objectives are analysed in more in detailed and well formulated specific learning outcomes in regards to general musical skills, knowledge and understanding as well as specialization skills that the students will acquire during his/her undergraduate studies, according to their concentration.

The goal and objectives are achieved through a well-balanced curriculum which allows specialization in a variety of fields.

Doctoral program

The overall aim of the doctoral program is to provide students with close supervision, guidance, a variety of sources and support to obtain the required scientific background related to their specialization topic, in order to produce high quality and original research.

The Department was created to fill the need for a performance based music program in Greece. The objectives of the undergraduate program were decided in order to support the implementation of the goals of the curriculum and meet the needs of the society. In addition, the designers of the curriculum took into consideration international music programs, respecting at the same time the richness and the particularities of the Greek music culture.

The curriculum is consistent with the program's objectives and with the society's requirements and needs. The multifaceted role of music in the society as well as the multiple roles of the musician are both mirrored through the various styles and genres of music studied in the various concentrations, as well as the several roles that the music students and graduates may follow in their studies, as performers, composers, educators, conductors, etc.

The curriculum was designed as to implement effectively the objectives of the program and at the same time keeping a balance between the artistic and the scientific, as well addressing traditional, classical and contemporary music.

The students' view, as one can assume, was not taken into consideration during the first design process of the curriculum, but was considered in the various revisions.

As communicated by the faculty members, the Department discusses possible revisions of the curriculum frequently and proceeds to a revision of the curriculum whenever it is

considered necessary, taking every time the aforementioned sources. The curriculum is formed and reformed through Departmental meetings which discuss the following:

- The students view's on the effectiveness of the program, collected through questionnaires
- Faculty members' views on the curriculum
- Financial situation of the Department and the university
- Reports and findings of international associations
- Current trends in the practice and pedagogy of music worldwide.

IMPLEMENTATION

Despite the various inhibiting factors that the Department faces in terms of inadequate infrastructure, lack of instructors as well as lack of entrance examination, the EEC considers that the goals of the program are met to a great extent. This was also evident by the high level of skills and musicality revealed in the students' concert attended by the EEC members, as well as the high percentage of absorption of the music graduates in the market as teachers and performers, according to statistical data presented. Many students are laureates in national and international competitions.

The curriculum, to some extent can be compared with universally accepted standards for music programs in higher education. We need to underline, though, that it includes concentrations such as Greek Traditional Music and Byzantine Music, which make it a rather unique and distinctive program of study. However, the curriculum of concentrations such as Western classical music or contemporary music, are comparable with international programs with similar concentrations, if adequate entrance examinations will be instituted.

The curriculum structure is rather confusing. It has been suggested by the EEC members and discussed between the committee and the faculty members that a simpler and clearer structure is needed, comprising from the following parts:

Compulsory courses

Free elective courses (1 and 2 common for all concentrations)

Concentration courses (common for all specializations within the concentration)

Specialization courses

It is also the view of the EEC members that the title "Music Education" should be added to the current general concentration that most of the students follow. The curriculum is mostly coherent but the EEC suggests the abovementioned structure in order to become more functional and structured.

Due to the variety of the courses offered in the undergraduate program the material for each course differs widely. Although the library has a variety of theoretical books in various music fields, it needs to be noted that there is a too small collection of musical scores, taking into consideration the performance focus of this Department.

The majority of the professors uses the University platform "CoMPUs" to upload material including notes, music, scores etc. Teaching notes have been prepared by the faculty members in courses where an academic textbook is not used as the main teaching material. As far as the time offered for each class is concerned, the EEC realized from the conversation with the students that their program is overloaded and as a result they do not have enough time for practicing their main instrument. In addition, the EEC believes that the 60-64 courses for a four-year programme of study is a very demanding number and there should be an attempt to group or unify courses allocated 2 contact hours per week which have content

in the same area/topic and instead, allocate them more ECTS and teaching contact hours.

Undergraduate program

The Department needs more resources to assure the continuation of a qualitative implementation of the curriculum. The facilities are rather limited and some of the classrooms are in poor condition. The Department is in need of more resources, both in terms of classrooms and practice rooms, as well as equipment and musical instruments. There must be found the possibility to use regularly the concert hall, used in the moment by other departments of the University. The only well-equipped classroom is the music technology lab.

The Staff is qualified to implement the curriculum. However, the fact that retired faculty members are not replaced, in compound with the reduction of the provision of collaborating teaching personnel and the delay in the appointment of new faculty members creates problems in regards to the successful implementation of the curriculum.

The pedagogic education in the fields of the instrumental and vocal majors is satisfying.

Doctoral program

The Department has qualified staff to implement the doctoral program supervision and offer scientific guidance to doctoral students during the various stages of the program.

However, it is considered necessary by the EEC that the principal supervisor of the student is a faculty member with experience in scientific research.

RESULTS

- The predefined goals and objectives of the undergraduate program are met to a great extent. The curriculum is well implemented and this is admitted by current students, who are quite satisfied with the level and the diversity of the courses. In addition, it offers students the knowledge and skills needed, either to enter the workforce, or to pursue graduate studies in Greece or abroad. From statistical data provided by the Department with a sample of 135 graduates, it seems that the majority (73%) has found a job, 15% are pursuing master or doctorate degrees and only a 12% is unemployed. However, there are some inhibiting factors:
- Lack of proper facilities and equipment.
- Faculty members use their offices for ensemble and one-to-one teaching.
- Various classes are taught in the one and only room with a computer projector, including music education classes which are normally taught in a music education lab. The Department owns a variety of instruments that can be used in music education classes, but they are kept in various rooms due to the fact that there is no music education lab and this does not allow full utilization of the equipment during classes.
- There is lack of practice rooms for the students. Although on Saturday and Sunday the classrooms are available, they are locked and students are not allowed to use them.
- There is no possibility for the Department to use regularly the concert hall.
- The Department is called to re-examine the workload of the professors for instruments; it seems, that in some cases there is an overload. A future reconsideration of the structures according to the needs could help.
- Lack of entrance examinations in the principal instrument of the students, which does not assure an artistic level adequate for an effective implementation of the curriculum. The EEC considers as necessary for the Department and its identity as a performing / scientific educational institution, to introduce entrance examinations for in the principal instrument for candidates in performing skills, according to the practice in all European

countries. Musically talented candidates should not be excluded because of their notes in other subjects than the artistic and performing skills.

- The Department has a very clear view of these problems and they deal with the issues in the best possible way under the circumstances. Unfortunately the actual legislative situation in the country impedes the improvement.

IMPROVEMENT

The Department members have a very clear understanding of the weaknesses in the current structure of the curriculum and are already in the process of revising and reshaping the content and the structure of the curriculum. There was a long discussion and suggestions by the EEC members and the Department seems to understand and agree with the recommendations discussed and is already moving towards these directions.

The Department has already recognized potential improvements and more specifically it has identified the need to include Music Education as a concentration in the program, as well as to re-structure the various parts of the curriculum in order to make it clearer and more functional. The number of the courses needed for graduation will be re-examined. In addition, the matter of pedagogy of the various instruments/ voice should be considered in concentrations like the Greek traditional or Byzantine music, not necessarily in the form of separate course but maybe incorporated in other courses.

It seems important to create possibilities to promote a limited number of young instrumental and vocal talents already during their studies at the school in preparative courses aiming at the entrance examinations for the Department.

B. Teaching

APPROACH:

The diversity of the studying directions and specializations implies the difficult task not only of the equivalent diversity in the pedagogical methodology but also of the very personal approach to each student – as there are individual lessons. The academic staff showed an awareness and flexibility in creating individual and continuously actualized methods and approaches. As the meeting with the students could attest, the pedagogic methods and approaches are efficient and highly estimated.

The forms of teaching can be defined in three categories:

- Individual lessons (for applied artistic disciplines e.g. composition, conducting, instrument)
- Small groups (seminary form for lessons of theoretic and artistic background)
- Groups (lectures)

All the instructors are very engaged in teaching and academic organization. The lack of personal resources forces the instructors to teach a multiple of the load (many of them regularly 30 hours of teaching). The lack of rooms in connection with the missing of acoustic isolation causes severe problems. Due to the wonderful relationship and collaboration between academic staff and students, many fundamental problems have been surmounted. Elementary endowment of the library, antiquated computers are indicators of a situation that must be urgently ameliorated. Only the sound lab has modern and adequate equipment. Students and instructors use intensively information technologies on own equipment.

The examination system proves to be effective. The problem is the lack of an admission examination as practiced in all other European countries of equivalent education. The efforts of the Department and the University towards a solution are blocked by the Ministry of

Education – a topic discussed in a later point of the report.

IMPLEMENTATION:

Due to the fact that the EEC visited the university during the examinations period, there was not an opportunity to observe lessons. The teaching procedures are considered by the EEC as very efficient and of a high level. The creative potential of the students is highly encouraged and the instructors invest all their forces in service of the students and teaching. The instructors try to compensate deficiencies in materials and resources by personal means. The course materials correspond to this situation. An overload of organization duties hinders the academic staff to concentrate in mobility. The mobility of students is estimated by the EEC as sufficient under the aspect of the personal economic circumstances. Evaluation mechanisms are satisfactory.

RESULTS

The efficacy of teaching is considered by the EEC as high level. There are no discrepancies in point of view of success/failure percentage between courses. Slight differences between students in the time to graduation and final degree are attributable to the lack of an admission examination. The Department is in complete accordance with the EEC in all points. However the students don't have enough time to study and the hours of contact must be reduced.

IMPROVEMENT

The improvement proposals of the Department are clear and reasonable. All possible initiatives have been taken since a long time - unfortunately because of all the mentioned external factors without results. Innovative methods of teaching have an ideal field of development and could be intensified.

C. Research

APPROACH

The Department of Music Science and Arts is focusing in quality research build upon on the strengths of its faculty with a heavy bias towards artistic creation. This is evident from the quality of musical artefacts and their publications in national journals, forums, conferences as well as international conferences/journals. The Department's research objectives are subdivided in two directions the "artistic" and "music science" ones. The artistic direction is focused in "traditional Greek music", "composition", "instruments" and "conducting". The theoretical one has the following themes: "music pedagogy", "music theory/creation", "acoustics", "byzantine notation of music", "music history", and "music education". The structure is horizontal comprised by just two divisions, where the "artistic" one is formed by 20 members of the faculty and the "music science" by 6 members of faculty. It seems to be working efficiently.

The Department assesses research by the academic staff in the following ways:

- (i) regular informal meetings among members and/or the president of the Department
- (ii) the production of annual detailed record of the research activities and outputs
- (iii) An annual formal comprehensive review.

Additionally the University annually monitors the artistic output and scientific publications of the Department.

IMPLEMENTATION

The research is primarily done within the above mentioned 2 directions. There is a University Research Committee that provides guidance and help to the researchers. The research is primarily driven by the individual members of the faculty. The two directions support several PhD students that are co-supervised by a panel composed by 3 faculty members, one of which is the primary supervisor.

The Department provides support by allocating space, offices, labs, practice rooms and a library but its resources are limited. The University via ELKE provides limited financial support for attending conferences, project meetings and other research activities.

The physical infrastructure is just below adequate to support its research program. The number of practice rooms is insufficient, lacking ventilation, poorly furnished, and forcing some of the students practice even in the car park. The performance theatre is well equipped has limited technical support, thus it remains under used and inaccessible at several times. The library is sufficiently stocked but at a bare minimum level, the Departmental collection of research materials (CD, DVD, tape music archives etc.) is basic and the computer infrastructure is clearly out of date, in urgent need for modernization, poorly supported, due to severe financial constraints.

There is sparse administrative support for academic researchers, limiting their productivity and the dissemination of their work. ELKE provides support for applying for research funding but its support is confined to just some budgetary guidance.

The University and the Department covers some of the travel expenses (e.g air fares) to attend conferences. The University run office of ELKE also considers and funds application for such purposes.

The University Research committee provides information for funding sources for: attending conferences, projects with European Union, Ministry of education, collaborative grants etc. Academic colleagues from related Departments also informally provide useful links and additional funding sources.

- Scientific publications.

The Departmental academic staff can demonstrate a large number of artistic high quality output as well as a number of publications in journals and conferences. The academic staff is motivated in promoting and disseminating their research work.

- Research projects.

The Department incites its members of the two research directions to participate in national, European and international research projects. They have been obtained funding from the Greek Ministry of Education and the European Union (e.g.).

Additionally several other research projects are active, involving faculty members, forming the foundations for future funding.

- Research collaborations.

There are several research collaborations:

- (i) among the faculty members of the Department,
- (ii) with other Greek Universities (Aristoteleio University of Thessaloniki, Ionio University, etc.)
- (iii) Cultural bodies (State Orchestra of Thessaloniki, Megaron Concert Hall of Thessaloniki)
- (iv) the Greek Orthodox Church, Iero Patriarchion
- (v) Overseas Universities (USA, UK, Turkey, Bulgaria etc.).

Furthermore a number of ERASMUS exchanges take place at PhD and faculty staff level.

RESULTS

The co-operation among the members of the “artistic” direction is successful, driven by their own research interests and directions. The “music science” direction is loosely organized; each member is focused on their own research themes, with a limited amalgamation of research interests among them.

- Scientific publications.

There were a large number of artistic outputs including a variety of performances and recordings in national and international venues and membership as jurors in international competitions. The number of citations and publications of the “music science” directions was moderate but this number is steadily increasing; one has to take into the account the working conditions at a Greek University (heavy teaching loads, poor infrastructure etc.) as well as limited choice of journal/conference to disseminate the research results of the niche areas that the staff undertakes. The faculty members of the “music science” direction have some research publications at international level but the Departmental performance is not uniform. The publications appear in diverse places: some are in internationally recognized symposia/journals and some in modest conferences mostly at the national level.

- Research projects.

The Department has successfully obtained several grants for research. The number of international/European projects is limited but in the other hand there are significant projects that are been pursued with no significant financial support.

- Research collaborations.

A number of national and international collaborations exist, motivated by the research ambition of the academic staff. In particular, the collaboration with the national culture bodies (Conservatoires etc.) seems to be very energetic. Also the activity level of ERASMUS exchanges of faculty and students is excellent. All these collaborations are vital for future applications to funding bodies and improving research outcomes.

- Efficacy of research work. Applied results etc.

The members of the 2 directions sections have been active t in achieving their research goals in their areas of specialization.

Among their applied results is the development of a set of tools for standardization for music aptitude tests which is widely used by the music community.

A number of academic staff published research monographs, several members of staff served as member of program committee in various conferences, forums and symposia.

A number of members organized conferences and acted as program committee members. This provides an indication of the standing of the Department in the academic music community.

The Department promotes the visibility by publishing a guide for their research activities as well as publicizing the research activities/outputs on their web pages.

IMPROVEMENT

The Department has identified and follows two research directions that we find satisfactory. It will be desirable that the “Music science” directions reach a critical mass and the research themes are more coherent; would be greatly benefited by 1-2 new appointments with related research interests.

Additionally the research productivity will benefit by

(i) providing better information for funding sources to support research

(ii) better organization for dissemination of artefacts and outcomes

- (iii) funding to support doctoral students and postdoctoral researchers
- (iv) funding to support specialized subjects (e.g. Byzantine studies) that funding is unavailable.

Initiatives in this direction undertaken by the Department.

In view of the fact, that amount of funding available is diminishing and very difficult to obtain, the faculty members should seek to increase their efforts to obtain further funding trying new sources e.g. European Research Council.

Additionally, in view of the lack a travel and research funds nationally, it would desirable to extend its research collaborations with overseas institutes and seek funds from the countries of collaborating institutions.

D. All Other Services

APPROACH

The Department and our committee consider some of the services provided to the teaching staff and students as inadequate and some excellent. The Departmental secretariat is fully computerized, it is open to students and staff at all normal hours, and it is headed by an experienced administrator, which has streamlined all procedures, supported by efficient and dedicated 2 members of staff. In the other hand, the various labs and the performance hall is under-staffed, resulting in the reduction of opening hours and insufficient support in maintaining the equipment and instruments. The head of administration has developed efficient procedures and the vast majority of the tasks are processed electronically.

The student presence on campus and in the Department is quite high. More practice rooms (which are inadequate), library, as well as reading space would further increase the student presence on campus.

IMPLEMENTATION

The Department has a small administration for its size. It consists of one head administrator assisted by two secretaries. They are responsible for all secretarial duties and student issues. There is an additional support person responsible for the performance Hall (but not available enough; a technician is needed) and a technician responsible for the music studio.

There is an organized (but elementarily stocked) library. It is open during normal operational times. There is limited availability of PCs for the students to work in the library and in a lab. There is wireless Internet access but there is no sufficient space for the students to work on their private laptops. There are 2-3 practice rooms, insufficiently furnished.

RESULTS

The administrative service is superb but the other services are definitely not adequate as outlined above. The existing staff works extremely hard in order to address the needs of the students. But this is complicated by an outdated bureaucratic system, which make the efforts all that more difficult.

The ratio of administrative staff to students must be improved in order to compete with international standards; their organization and service is extremely good. We were impressed with the professionalism and friendliness of the admin staff.

The Department is aware of the existing issues and has made a strong effort to address

them given the resources provided to the Department. They are very pleased with their administrative office.

IMPROVEMENTS

The Department has clearly identified ways and methods to improve the services provided. The main problem is the lack of funding for technical support positions.

The Department has clearly identified during the onsite evaluation what is needed in terms of positions and what are the budget implications. The EEC recognizes the difficulty of taking any further initiatives given the lack of funding.

Collaboration with social, cultural and production organizations

The Department has developed a network of collaborations with local, national and international music, cultural, production, educational and social organisations.

More specifically, the Department has research partnerships and agreements with some of the country's most important organizations for the research, performance and promotion of Greek music.

In addition, the University has either research or Erasmus agreements with several universities in Europe such as Universität für Musik und Darstellende Kunst Wien, Austria, Royal Northern College of Music, Manchester, UK, The Royal Conservatoire of Scotland, Glasgow, UK, Conservatoire Royal de Bruxelles, Belgium, Erasmushogeschool Brussel Department Koninklijk Conservatorium, Belgium, LUCA School of Arts, Campus Lemmensinstituut: Music and Performing Arts, Belgium, Hochschule für Musik Franz Liszt, Weimar, Germany, Hochschule für Musik, Theater und Medien Hannover, Germany, Hochschule für Musik Karlsruhe, Germany, Hochschule für Musik und Theater Leipzig, Germany, Staatliche Hochschule für Musik Trossingen, Germany, Hochschule für Musik Detmold, Germany, Real Conservatorio Superior de Musica de Madrid, Spain, Real Conservatorio Superior de Musica "Victoria Eugenia" de Granada, Spain, Musikene, Higher Music Conservatory of the Basque Country, San Sebastián, Spain, Conservatorio Superior de Musica de Vigo, Spain, Conservatorio Statale di Musica "Casare Pollini", Padova, Italy, Università degli Studi di Pavia, Italy, Conservatorio Statale di Musica "Niccolò Paganini", Genova, Italy, Conservatorio di Musica Santa Cecilia, Roma, Italy, Istituto Superiore di Studi Musicali "V. Bellini", Catania, Italy, University of Zagreb, Music Academy, Croatia, European University of Cyprus, University of Nicosia Music Department, Cyprus, CODARTS, University for the Arts, The Netherlands, ArteZ School of Music, Arnhem, The Netherlands, Akademia Muzyczna im. Karola Szymanowskiego, (Karol Szymanowski Academy of Music), Katowice, Poland, Széchenyi István University, Győr, Hungary, Instituto Politecnico de Castelo Branco, Portugal, Universitatea "Transilvania", Din Brasov, Romania, University of Presov, Orthodox Theological School, Slovakia, Academy of Arts in Banska Nystrica, Slovakia, Mälardalen University, Västerås, Sweden, Lund University, Malmö Academy of Music, Sweden, Turkish Music State Conservatory, Istanbul Technical University, Turkey, Gazi University, Ankara, Turkey, YASAR UNIVERSITESI, Izmir, Turkey, Arts Academy at Turku – University of Applied Sciences, Finland

The committee recognizes the quality, originality and importance of the aforementioned initiatives, and recommends to the Department to sustain and intensify their activities further.

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

The EEC has understanding for the fact that the Department due to its unique positioning between science and art is still an unknown field for the authorities and legislation. But there are still enough examples in all Europe with long tradition and an effective support.

State: the EEC considers the immediate implementation of adequate entrance examinations to the Department as an indispensable condition of quality guarantee. Due to its lack suffers not only the quality of teaching but also the students. The main points are following:

Another vital point is the search of adequate venues for teaching with the possibility of public performances. The continuous search of the Department and the University failed because it is not only difficult to find a building but also to adapt it technically and acoustically to the needs of the education.

State and University:

As artistic education needs - contrary to other domains - an intensive number of one to one lessons it is imperative to occupy the missing positions of academic staff and secure the rest of the teaching with the desperately needed external teachers (so-called “according to the П.Δ. 407”).

Administrative staff is clearly undermanned and efforts towards amelioration in short terms are indispensable.

Another important point would be the possibility to purchase better piano instruments that would be adequate to the needs of teaching and also other instruments that are not available (e.g. o Contrabassoon).

University:

It is important to secure the acute needs of personnel in external collaborators and administrative personnel.

The maintenance of the instruments does practically not exist; the result is that in a not very far future they will not function any more. This is a central issue of the University assets; financially would be more of interest to maintain existing instruments than having to replace them with new.

The library must develop its poor stock of scores and specialized music literature.

The organisation of seminars and congresses is an important factor of the evaluation of the Department. The lack of financial resources eliminates any effort toward a development in this point.

The amphitheatre of the University is a high-quality concert-hall but unfortunately through the needs of the university occupied by other Departments who also have no other alternative. The setting of an adequate position of a technician that cares for the light and multimedia also in the afternoons and evenings would allow the Department to perform and rehearse.

Department:

Structural amelioration of the Studies Plan as recommended above; it is a point that has already been planned and depended of the soon introduction of entrance examinations.

The members of the Department could develop their publications, mobility and search areas and activities. It is clear that this is only under other conditions than actually. The present overload in the teaching and administrative activities cannot allow any improvement in the mentioned points.

It is strongly recommended, that the principal supervisors of Doctorates must prove an active and actual research activity and scientific experience.

The Plan of Studies must guarantee more possibilities for instrumental and vocal specializations to practice.

The Staff of the Department must develop an adequate concept that enables the performance of compositions by the composition students once a semester.

The possibility for students in orchestra conducting to obtain more experience in the physiological and technical aspects of all orchestra instruments must be established in the Plan of Studies. A secure way would be to accompany several and different instrumental and vocal lessons at the piano.

Short-term goals:

The most important goals should be the stabilisation of the offer in the domains of study, personnel and infrastructure, as mentioned in the topics above. The immediate launch of entrance examinations is a very important theme for the structuring and development of the studies. The position of a stage technician (Light/Sound/Multimedia) for the afternoons and evenings will guarantee the possibility of the Department to benefit of the amphitheatre.

Medium-term goals:

A new building in an approachable geographic position is to be found.

Long-term goals:

Intensification of exchanges with international institutions, mobility, research and artistic activities.

F. Final Conclusions and recommendations of the EEC

The Department developed a unique position in the country and its society. This has only been possible through the self-sacrificing devotion of the strongly understaffed academic and administrative staff. Artists and scientists of the highest qualification have been engaged that offer not only a high-quality education but also a very good academic structure. The direction of the University is very conscious about their capacity as well as the efforts and needs of the Department is being recognized and estimated. Unfortunately the means and possibilities of the University to contribute essentially to the urgent needed improvements are limited. The only realistic hope is that the State will offer the needed resources, flexible the bureaucratic processes and provide more self-determination of the resources.

The Department showed readiness and openness for all constructive suggestions of improvement and develops continuously the concepts of the curriculum and teaching. Thanks to the enormous efforts of its staff, the Department can be compared with similar European institutions.

The Members of the Committee

Name and Surname

Signature

1. Professor Erich Fresis
2. Professor Costas Iliopoulos
3. Associate Professor Natasa Economidou-Stavrou