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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT of SPORT MANAGEMENT
UNIVERSITY of PELOPONNESE

February 21, 2014



European Union
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MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
M A N A G I N G A U T H O R I T Y

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department Sport Management of the University of Peloponnese consisted of the following five (5) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005:

1. Dr Ioannis Violaris, Associate Professor, Fmr Dean of the School of Economic Sciences and Administration, Frederick University, Consultant, M.G.Violaris & Sons Ltd (coordinator)
2. Dr Kyriakidou Kaplanidou, Assistant Professor, Department of Tourism, Recreation & Sport Management, College of Health and Human Performance, University of Florida.
3. Dr Kostas Karadakis, Assistant Professor, Sport Management Department, School of Business, Southern Hampshire University.
4. Dr George Karlis, Full Professor, School of Human Kinetics, Faculty of Health Sciences, University of Ottawa.
5. Dr Popi Sotiriadou, Senior Lecturer, Department of Tourism, Sport and Hotel Management, Griffith Business School.

The evaluation took place from the 17th to the 21st of February, 2014

GLOSSARY

Committee: External Evaluation Committee

Department: The Department of Organisation & Sport Management

EEC: External Evaluation Committee

HQA: Hellenic Quality Assurance and Accreditation Agency

IEC: Internal Evaluation Committee

IER: Internal Evaluation Report

PG: Postgraduate

UG: Undergraduate

UoP: University of Peloponnese

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

The EEC received the IER dated November, 2013 prior to the visit to the Department.

The Committee was very satisfied with the thoroughness and professionalism with which the IEC has prepared the IER and the information contained therein.

Monday, February 17th, 2014 – morning

After an overview and orientation meeting at the HQA's Headquarters in Athens, the Committee visited the Auxiliary Office of the UoP in Athens to meet two of the University's Deputy Rectors: Profs Constantina Botsiou and George Andriomenos.

The Committee had with them a thorough discussion on the structure of the University system in Greece and on recent changes pertaining to the higher education system and their impact on the UoP and implicitly the Department. The strict regulatory environment was also discussed and its impact on the limitations posed to the various academic departments in Greece. The two Deputy Rectors explained to the Committee members the present state of affairs of the Greek educational system, as well as that of the University and their vision and plans for the future.

Their aim is to enhance electronic communication with the departments, which are scattered in 5 different cities, to develop a quality culture, as well as to achieve more recognition of the UoP's research and other academic activities in Greece and abroad. The meeting was extremely productive and informative and has helped the Committee members understand the budgetary constraints stemming mainly from the current economic crisis, which affect, among other things, staffing and planning and hinder the effectiveness of the UoP's implementation of their mission. Nevertheless, despite the limited availability of resources, the accomplishments of this, relatively young, University are significant. It is very positive that the university's authorities have a clear vision and the capability to move the University forward in the future.

Monday, February 17th, 2014 – afternoon

Following the above meeting, the Committee visited the Department's premises in Sparta. Upon its arrival there, the Committee members were welcomed by the Department Head, Prof Kriemadis, the Dean of the School, Prof Georgiadis, and the faculty member and UoP's Council member Prof Douvis. The Department Head presented, in a very detailed way, the Department's mission and resources (human and capital), the UG and PG programs offered, the available facilities, including a number of Workshops that are active within the Department, and has answered, in a very professional way, the questions posed by the Committee's members. He has also stressed that the Department is expected to be endorsed with a quality ISO certificate and planning also to proceed with acquiring / adopting the EFQM's (the European foundation of quality management, www.efqm.org) excellence model,

as well as enhancing its synergies with European and other universities.

Present at the above meeting were the majority of the Department's faculty members, namely: (in alphabetical order) Alexopoulos, Athanasopoulou, Dimitrakopoulos, Ioakimidou, Konstadinakos, Kypraios, Papaloukas, Stergioulas, Travlos, Vrontou.

Tuesday, February 18th, 2014

The external evaluation procedure continued with a series of meetings with the faculty members. The Committee met with the Department's faculty staff. During these meetings the Committee enquired about the faculty members' research and lecturing activities, as well as about other academic activities undertaken by them. The overall impression is that the faculty members are dedicated in their work and aim in achieving even better results in the future.

The Committee also met with the computer lab assistant and was briefed on the hardware and software used by the Department. Special emphasis was placed on the e-class platform, which greatly assists communication with students and among the faculty. The platform also assists in the dissemination of information and teaching material.

The Committee has also met with the administrative staff members and was briefed on the documents and tasks they handle. The Committee's impression is that although it seems the administration office is understaffed, the three administrative staff members are handling the required tasks very efficiently, as they are dedicated and very professional.

The Committee has also met, in the absence of any faculty members, with two groups of students: a group of postgraduate ones, about 20 students pursuing either a master or a doctoral degree, and a group of undergraduate ones, about 6. The Committee has also randomly encountered students in the Department's corridors.

All students seem to be satisfied with the attention the faculty members give them and the assistance provided to them in comprehending the material, as well as in developing their theses and dissertations.

Wednesday, February 19th, 2014

On this day the Committee, escorted by the Dean and Department Head, toured the Department's physical facilities: the library, the computer labs, the research laboratories, the amphitheatre, several sized classrooms, the faculty members' offices and the available common meeting rooms, and the cafeteria.

There is no doubt in the Committee's mind that the physical facilities meet the standards of a high quality University operating abroad. The EEC was impressed with the quality and functionality of the building and its facilities.

During the above meetings the Committee has also asked and was provided with the following documents:

- (a) A list of students' numbers, per year of study. This is: 111 1st year, 67 2nd year, 73 3rd year, 87 4th year, 142 expected to graduate. Total 480
- (b) The faculty/students ratio is 1/30, which according to Greek standards, but even international ones, is satisfactory
- (c) The base of acceptance on the program in 2013 which was 9.3/20, obviously preferred to be improved
- (d) A list of students, 16, who have completed their doctoral studies
- (e) A list of the Committees active in the Department: Curriculum, Internship, Activity Promotion, Student Affair, Research Strategy, Erasmus, Collaboration with National and

International Bodies, Fiscal, and Legal Committee. In each of these committees several faculty members are involved.

(f) The organisational structure of the UoP, indicating the line of authority and responsibility of the Council, Senate, Rector, Deputy Rectors, Deans, Heads of Departments

(g) A list of the 67 current doctoral students, their topic and the faculty member supervising their work.

(h) A copy of the questionnaire used by students at both the UG and PG level, when evaluating their professors.

(i) A full set of the faculty members CVs, and

(k) A large number of syllabi/course profiles.

The day was concluded by a meeting of the Department Head with the Committee members and privately with the Committee's Coordinator, as set by the HQA's guidelines. During this meeting the first impression of the Committee was communicated to the Head. The Head thanked the Committee members for their visit and positive comments and constructive suggestions. He expressed his willingness making public the work done by this young, yet very active department. He has especially highlighted: their links to the local community, the innovations applied in teaching and research activities, their agreements with the local industry, (which go beyond the practical training the students need to do, and extend in providing the industry with tools, such as the business plan software which greatly assists their operations), the newsletter and other publications the Department issues, the specialisation and experience of the faculty members in their primary lecturing activities, the voluntary activities of some of the faculty members in assisting religious and other organisations within the Spartan community. A consensus was also reached between the Committee members and the Department Head and faculty that the program of study at the undergraduate level, needs to be revised to best reflect current international trends. More details are presented in the Sections that follow.

II. The Internal Evaluation Procedure

The IER was produced following internationally accepted procedures. It was reasonably informative and contained most of the material necessary for the external evaluation. The discussions with the IEC and other faculty members supplemented and elaborated on all aspects of the IER that merited additional discussion. In particular the Committee appreciated the presentations done during its visit at the Department and the supplementary material provided that further clarified some sections of the IER. Most sections of the IER were presented, where appropriate, in tabular and graphical form. The Committee concluded that the Department has met the objectives of the internal evaluation process with professionalism.

A. Curriculum (Undergraduate and Postgraduate)

APPROACH

The Department has the necessary resources and appropriately qualified and trained staff to implement the curriculum at both undergraduate (UG) and postgraduate (PG) levels. Assessment procedures, exams, examinations, student evaluation processes and student results are well designed and delivered. Innovative approaches to assessing and marking are implemented.

IMPLEMENTATION

The goals and objectives of each course are clearly outlined and explained in the course profiles. Also, consistent and well outlined are the planned activities for each week of the semester. Overall, the committee members feel that the course content is reflective of the standards required in the field of sport management. The curriculum is decided according to requirements for the field of sport management with an emphasis on the business and economic aspects of the field as well as content-specific courses reflective of the demands for developing knowledge and expertise in sport management. Also, the teaching strengths of the faculty are taken into account in the course design. The results of this implementation are measured on the basis of

- (a) Student feedback on course and teaching evaluations,
- (b) Community reach and
- (c) Student practicum experiences and work placements.

IMPROVEMENTS

It is recommended that all course profiles (UG and PG) offer a description of assessment tasks including

- (a) When the assessments are due (e.g., the group assignment is due week 5, date and time and students need to submit this assignment in the library or the tutor or in the submission box etc) and
- (b) A brief description of how the assessment will be marked/assessed (e.g., the exam includes 25 multiple choice question worth 1 mark each and two short essays worth 10 marks each, total worth of exam = 45 marks for this course).

Also, it is recommended that all course profiles are consistent in the way they look and read. Specifically, it is recommended that course profiles

- (a) Use the same font and size and
- (b) Course objectives/aims and key words are consistently indicated/assigned for each teaching week across all profiles

Course content:

A comparison of UG and PG course content showed that PG courses build well on the content of the UG courses and there is no cross over between UG and PG. However, a review of the content of teaching activities within courses at the PG level indicated that the course of Sport Management (semester 1) includes content on event management, sport marketing and strategic management.

It is recommended that:

- (a) The course content is more reflective of the course title.
- (b) The course convenors that deliver similar content (e.g., sport marketing in semester 2) meet to review the content of their courses in order to reduce

potential content overlap or crossover.

- (c) The Department has set a procedure for the revision of the curriculum over the next year which will allow them to reduce the courses to 40-45 in total.

Curriculum revisions

The curriculum is comprehensive with the inclusion of innovative course like OMA231: Annual and Olympic Preparation (i.e., Managing High Performance Sport). The Department plans to introduce curriculum improvements that will allow the merging or collapse of some courses/content to reduce the number courses and deliver a more coherent degree. The Department will introduce a phasing out period to allow existing students to graduate with being affected from these changes.

Therefore, in addition to course convenor reflections on the curriculum in order to minimise cross over (which is a recommendation), the Department has set a procedure for the revision of the curriculum over the next year which will allow them to reduce the courses to 40-45 in total. This procedure is underway. In light of this revision process it is recommended that:

- (a) The core course Sport facility management is merged with the elective course on Indoor facility management
- (b) Biology of exercise is merged with the equivalent elective course and becomes an elective (because the course content is not directly relevant to sport management)
- (c) Similarly, practical courses on basketball or soccer etc. (e.g., organisation and management of athletics, or basketball or soccer) that teach coaching, coach planning and game rules and regulations dilute the program. These courses may remain as electives subject to incorporating theoretical and practical management component.
- (d) The introduction of courses on 'Sport Development' and 'Sport Policy' is recommended
- (e) The course Principles of Sport Management (semester 3) should be taught in semester 1 in the degree because it is an introductory course.

B. Teaching

APPROACH:

There is no defined pedagogic policy for the teaching approach and methodology, the committee was told professors use a traditional teaching/lecture style. The professors have the choice on how they would like to run their classes. Speaking with the professors and students it is clear that the pedagogic approach they use is focused on Informed and Active learning.

A traditional lecture style is used, which suggests no slides are provided. Lecture slides, when available, are provided online and webcasts occur when necessary, but the material is not released prior to the lecture in order to attract students to attend the lectures. The syllabus is provided on their online system (e-class) so that students can follow the agenda from week to week and to be informed when assignments are due.

Teaching staff/student ratio – it is a 1:30 ratio, which is great compared to other universities in Greece. It is even smaller than most large universities in Greece. As for Ph.D students the maximum amount that a professor can have is five.

Teacher/student collaboration – most of the collaboration occurs with Masters and mainly Ph.D Students. Masters usually help with some literature research and the collection of data. Ph.D students work closely with their advisor on topics and research projects as it is required for a doctoral student to have 2 publications by the time they graduate. One publication must be in an international journal and the other is usually in a Greek journal. Undergraduate students are used from time to time to help with data collection. Additionally, Ph.D students and the professors do make use of their projects/results in the classroom to enhance lecture/content material being studied by the undergraduate students.

Adequacy of means and resources – professors indicated that the means to provide lectures and materials are satisfactory as well as their resources. They understand the current conditions in Greece and are able to provide an effective learning environment for their students. The University has classes that can comfortably sit students. The University has classes that can seat a minimum of 30 and 80 students in specific classrooms, while an amphitheatre is available for large classes that can seat up to 300 students.

Use of information technologies – professors use e-class in order to post assignments, articles, discussion boards to further enhance the learning environment. Professors also make use of e-class to provide webcasts of the lectures when needed, slides are optional and professors that do provide them tend to only release them the day of the lecture, or after the lecture was delivered. The library has access to an Inter Library Loan system to gain additional access to materials. Students and professors also have access to Eudoxos. gr. Professors also have access to four tablets that allow the professor to link lectures with power points and have free motion throughout the classroom.

Examination system – Typically exams are provided in the form of multiple choice questions, short answers and essays. It is at the professors' discretion which examination system they will use. The professors indicated that there is a concern for student cheating on exams and assignments. In order to deal with this issue the professors use Labpro Server. The Labpro server is able to generate multiple exam questions as well as answers in order to ensure that no student sitting next to each other or behind another student is able to copy their answers. Students are given a copy of the exam (some include multiple choice, some are short answer or essay; the professor chooses the style) and they answer using a scantron. Labpro and the scantron help with the accuracy and speed of grading allowing a quick response time for students to receive their grades.

IMPLEMENTATION

Quality of teaching procedures – Professors use lectures, assignments, projects, case studies

and field trips to enhance the learning environment. The professors go beyond the textbook and use experiential learning tactics in order to improve a students' knowledge of the course material. Additionally in order to minimize overlap of the course material at the beginning of each academic year a curricular committee reviews the content, textbook and teaching methods. Once this review is complete a final syllabus is provided to the students through the e-class system.

The Committee met with 6 available undergraduate students in their 3rd of studies and they indicated their overall satisfaction with their studies, lectures, hands on learning, and engagement with their professors. The students indicated that the professors are able to answer any questions during the two hours a week of required office hours and they also respond to emails on a regular basis.

From what the professors and students indicated, there is a lot of active learning and real world applicability of the courses. For instance, undergraduate students have partnered up with OFI (a super league soccer team) to oversee the marketing and communications of merchandise that the team is selling. These include shot glasses, water, day planners, etc. Another class organised a charity basketball tournament in which they have to plan the schedule of games, secure sponsors, register teams and asses any risk management issues. Another class goes on regular field trips to evaluate facilities. This type of experiential learning enhances the quality of teaching allowing the students to see the theory into practice. It also helps students begin networking as they gain real world experience. The Department needs to do a better job of advertising these classes and experiences that the students get as it is a competitive advantage.

Some of the reservations that the Committee has are that professors are required to teach 8 hours a week and almost all the professors teach at other universities. It is the Committee's perception that preparation time for a given class and the ability of professors to respond or tutor students may be restricted.

Quality and adequacy of teaching materials and resources – all the materials and resources are adequate. There are ample computers with necessary software for students to complete assignments and prepare for class. Lecture halls are equipped with projectors, computers, climate control and more than enough seating. The library carries a variety of texts and journals for student to use as well as a program called Eudoxos.gr that serves as a tool for students to have access to course materials (for example specific book chapter for a given class, articles, and case studies). The library also has an inter library loan system for students and professors to request any articles or additional materials needed for a given project, assignment, research, or lecture.

As a result of the curriculum committee reviewing the proposed course content, text book and the final syllabus being produced, there is clarity in the objectives, course goals and outcomes for each class. Furthermore, students are supported in their studies by the general administration, tutors, students and professors. It is clear there is a shared passion and collaborative environment between the students and the faculty.

Quality of course material. Is it brought up to date? – Some materials (e.g., recommended text books, articles, case studies) used in the classes appear to be outdated. Software used in the classes is up to date. The Sport Management Department uses programs such as Marketing Plan Pro, Business Plan Pro, and SPSS. Marketing Plan Pro and Business Plan Pro are programs that help students through a step by step process create marketing and business plans for assignments in their given classes. This is an effective tool that can help students identify any problem areas they are having for which they can ask specific questions and seek out help. The Department indicated that some of their graduated students still use these programs in their workplace as it is seen as an effective tool in the classroom but as well as the real world. SPSS is a statistical software package that graduate students use for research purposes, and is found to be easy to use and learn. This software package is used at various institutions in the world.

Linking of research with teaching – Professors make use of their personal research (published and unpublished) to reinforce lecture material and to provide specific content or a

given topic.

Mobility of academic staff and students – The Department collaborates with the International Olympic Academy located in Olympia where national and international professors are invited to teach. The Department and students are active in the Erasmus program. Through this program, 7 Greek students have participated, 4 international students came to the Department to study, and 2 of the Department professors have been invited to teach at Universities abroad. Also, 3 sport management students participated in the Erasmus Internship Program. Last, the Department has multiple bilateral agreements with local and international Universities (i.e., Spain, UK, Poland, Australia, Italy, Germany, Cyprus, Czech Republic, France, Norway).

The internship program is a requirement for students to complete, however the majority of students tend to secure their own internships in Greece. Some of the on campus classes such as Facility Management engages in field trips to various facilities in Greece for tours, to help run events, and conduct projects such as risk assessments, facility evaluations, communications, and marketing. It is clear that there is a lot of experiential learning conducted in the class as the professors aim to support theory with practice.

Evaluation by the students of (a) the teaching and (b) the course content and study material/resources. The evaluations occur in the eighth week of study and students answer a questionnaire with questions evaluating teaching, course content and study material/resources. The results of the questionnaire suggest that students are satisfied with the teachers and the course content and study material/resources. The lowest teacher evaluation had a mean score of 3.5 on a 5-point scale. Student evaluations of the course content and study material/resources were above the mean of the scale.

On another note, it is clear that there is a lot of active outreach and engagement with the University staff, students and the local community. Eighty percent of the students live in Sparta and this also helps with the attendance of the students in the classroom and being active on campus. Students renting and living in the city provides an economic impact. Additionally, professors and students engage in class projects that occur in the local community. They do have planned events in the future to further foster these relationships.

RESULTS

Efficacy of teaching – based on the results of the AADIP questionnaire used by students, the effectiveness of the teachers is high. Students evaluated teachers on a five point scale with all professors having a mean score at or above 3.5 on a 5-point scale. The majority of professors received a mean score above 4 when evaluated on their effectiveness by the students. Based on discussions with professors and students it appears that there is a lot of passion about the program and courses offered. Professors and students have created a respectful and cohesive culture where students and staff interact on a regular basis (when present at the campus).

It was clear that the professors and the students enjoyed being at the university and being part of the program. Professors truly care about their students and make every effort to see them succeed. In addition to their studies, professors are active in communicating and interacting with their students outside of the classroom. For example, there is a regular basketball game that occurs on campus where students and faculty play amongst each other. This helps foster an inclusive culture and further enhances the relationships between the students and the faculty.

Discrepancies of the success/failure percentage between courses and how they are justified – it was presented to the committee that participation in exams and attendance in classes range between 80-90% with a success rate of 50-60%. The department indicated to the committee the reason for the low success rates is related to Greek education laws and policy. Specifically, students are able to register and participate in an exam for a given course as often as they like. The limitation is that the student can only register for the exam once every 6 months, usually the end of a term. So the trend is for students to come to the exam unprepared and not complete it, just view the exam and hand it in which contributes to the failure rate. The main reason for this is to maintain their student status.

Differences between students in (a) time to graduation, and (b) final degree grades – Students that actively participate in lectures and their studies tend to graduate in four years and six months. The grade point average of graduates is relatively high.

Whether the Department understands the reasons of such positive or negative results – the Department understands the negative results of the exam success rate as indicated above. Mainly students having the ability to retake exams as many times as they want during the appropriate exam period. The reason for this which is evident and experienced by a lot of universities in Greece is that students want to maintain their student status because of the benefits they receive outside of their given institution.

IMPROVEMENT

Academic integrity or plagiarism during exams and assignments – The Department has purchased software such as Labpro that randomizes exams, questions and answers making it difficult for students to engage in academic misconduct.

Turnitin can be used for students that submit their work in English to authenticate the students' work and identify plagiarism.

There is a law/policy called N6 which means students will now have 4 years plus an additional 2 years to complete their degree. This should reduce the amount of students registering for exams and not preparing which contributes to the 50-60% success rate.

Course load being 57 (8-9 classes per 6 month term) – the Department will be reducing and combining courses so that the total course load to complete the degree will be 40. This will be implemented in September of 2014.

Overlap of courses as a result of the course load and classes offered – with the proposed decrease and combining of classes this will help reduce the overlap of course material. This will also mean that classes will build on knowledge and theory gained in previous classes.

Educating/marketing the amount of real world experiences that students receive in their classes as well as the outreach programs and projects that the university is engaged in.

Increasing the required time of office hours for professors. Currently it is 2, a suggestion can be 4-5 hours.

Limiting the amount of times students can take an exam they failed or previously registered to take.

Establishing core courses for Ph.D students.

Course and teaching evaluations are conducted during week 8. It is recommended that these evaluations are conducted closer toward the end of the semester.

C. Research

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

APPROACH

It is evident that the Department of Sport Management in UoP, although fairly recently established, aims to promote and support academic research in the field of sport management despite the economic crisis present in the Greek economy. The importance of research in the Department manifested a large number of publications that related to a number of sport management and physical activity and health topics. In addition, the excellent resources such as the new building where the Department is housed featuring great classroom space, large amphitheater, and a number of specialised Labs provide great support for research development of the faculty. Furthermore, the graduate students were enthusiastic towards their research and their commitment to the Department and have contributed to the research output of the Department.

IMPLEMENTATION

During the visit of the EEC, the Department Chair was asked to provide the strategic vision of the Department. The vision for the Department was to be “competitive among comparative European departments”. Based on that vision, the Department has achieved significant output of journals articles, which suggests a commitment towards research. However, in order to achieve the vision stated by the Department Chair, efforts have to be guided toward producing more research publications that are well respected in the international and European sport management community. The EEC also observed that there was an imbalanced contribution from each faculty member to the existing publication output due primarily to the bureaucratic nature of the Greek educational system. Thus, we believe that there has to be an internal formal process that will guide the faculty members about research expectations and it will use specific formal metrics to assess research productivity. **We believe that establishing an annual evaluation process for each faculty will allow the faculty members to report their research outcomes based on expectations set from the internal formal metrics for productivity.** Resolutions toward alleviating service role workload could have a significant influence on research productivity by also creating accountability for research outcomes. In addition, the recruitment of doctoral students could be based on a strategic planning approach that takes into consideration the faculty members’ research interests. Thus, we recommend, the creation of strategic initiatives based on the research goals of the faculty that would have to align with the recruitment of doctoral students.

The Department is housed in a new building, with three well organized research centers. The Department has also acquired software and research tools such as CATI and web survey development and support program that can further advance research efforts and have already contributed to the initiation of two research projects. These resources are unique for the advancement of sport management research and form strength of the Department in the national level. To our knowledge, these tools will be critical in the development of future research projects and external research collaborations.

According to the IEC report and the data presented to the EEC, the faculty has produced on average 12 manuscripts per faculty (n=16) in a five year span (2009-2013). The outlets that the manuscripts were published included peer reviewed journals, non-peer reviewed journals, books, book chapters, and monographs. The faculty can benefit from a consistent layout in their CVs where the information is presented in an organized manner by research publications, teaching and service so they can show more effectively their impact on the sport management field.

The Department Chair shared with the EEC informally seven grant initiatives provided through ELKE, ESPA, or other European funding sources. These initiatives brought to the Department a significant and impressive amount of funds. These funds seemed to be geared toward service development skills of the faculty involved. Thus, we recommend to the Department to seek more research oriented grants to further boost their research output in

high impact peer reviewed journal outlets. In addition, the impact of funding sources in terms of relevant outputs in the areas of research, teaching and service should be clearly documented and promoted to assist the Department with national distinction.

The faculty of the Department has established a number of research collaborations with international and Greek faculty in their area of expertise. Nevertheless, to increase competitiveness of the Department in Europe, more targeted actions are needed to maximize external research collaborations in order to increase the research impact of the Department further in the future. For example, increasing the presence of faculty members in Editorial Boards of high impact international sport management journals will allow for more exposure, research collaborations and networking of the Department. The Department can also leverage the Master's program in Olympic Studies that invites international researchers who focus on advancing knowledge in Olympic Games topics to establish and further advance international research collaborations.

RESULTS

The Department aimed to create a large output of publications internationally which they have achieved. The total number of peer reviewed journal publications alone for the five year duration (2009-2013) that was provided to the EEC was 195. This is a significant output. However, the need for pre-set criteria about the level of academic journals is necessary for the department.

The Department's research is acknowledged internationally to a satisfactory degree. Faculty have shown an increasing presence in editorial board members, have been invited as guest speakers in conferences have supported the organisation of international conferences and events, and have well-cited research output. With this output in mind however, it is pertinent for the department to create clear research objectives about targeting journal outlets and developing research foci that are advancing even more the global literature in sport management. The EEC believes that Senior Faculty with greater research experience could mentor faculty that are starting their academic career and would like to set a clear research agenda of how to advance their careers and also promote the Department's research profile. In addition, internal re-structuring of service roles could perhaps allow for faculties to be encouraged to work more on research.

IMPROVEMENT

The Faculty of the Department indicated their intention to engage in high quality research and subsequent publications after the evaluation. As we have noted above a number of initiatives have to be undertaken which we summarize below:

- Create an internal formal evaluation process of research output using evaluation metrics that will also be included in the promotion process
- Communicate the impact of the Department more effectively. For example create a consistent layout in the Faculty CVs where the information is presented in an organized manner by research publications, teaching and service so they can show more effectively their impact on the sport management field.
- Allocate doctoral students strategically to interested faculty to advance pre-determined research foci that contribute to the global sport management literature.
- Create a mentor system for newly tenured faculty in order to achieve certain research objectives.
- Balance service, teaching and research loads for the faculty to achieve pre-determined goals for the department, if and wherever possible internally.
- Seek research grants to boost even further the research output of the Department in terms of journal articles.
- Leverage the Master of Olympic Studies to expand the international research collaborations.
- Leverage the doctoral student resources to account for the research needs and goals of the Department and each faculty.

D. All Other Services

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

APPROACH

The central administration unit of the Department falls under the auspices of the department's President as well as the Dean. Both of these administrators guide and direct a huge portfolio that includes, yet is not limited, to the implementation of the undergraduate and graduate programs. A proper working environment as well as a "democratic" approach for the implementation of services to members of the academic unit appears to be at the forefront of importance. Monthly General Assemblies are held in which all members have the opportunity to express concerns and interests and well as take part in participatory action for change. This system appears to operate sufficiently as there appears to be a mutual respect amongst colleagues and administrators. In addition, the administrators recognize the relevant place and importance of all services, technical and physical to the Department, including the 3 labs, the maintenance of collaboration with the nursing lab, including all other education resources. It is clearly evident that the administration of the Department places a high value on service delivery and teaching with a keen interest in becoming as efficient and effective as possible in this area of service provision.

The Department has by-laws which outline and guide policy implementation. In addition to decision-making taking place in the "open forum" of a general assembly, Departmental policies exist in the form of by-laws. The use of electronic communication is implemented at a high degree. Communication exists between and amongst staff members for the implementation of policies and procedures using electronically means. All staff member appear to be electronically proficient. An active electronic communication system exists throughout campus.

Student presence on campus did not appear to be a problem. Undergraduate and Masters students are required to complete a certain number of courses offered only on campus. This is also the case for the Masters of Olympic Studies program. The approach to increase student presence on campus extends beyond the auspices of the Department to include the physical structure of the campus as well as the means used to deliver teaching. The physical location of the campus as well as the small nature of Sparta makes the campus accessible for attending classes. However, the limited hours of operation of the computer lab as well as the library hinders the presence students on campus. Moreover, the fact that a distinct university centre for students does not exist in the form of a separate building also limits student presence on campus.

IMPLEMENTATION

The organisation and infrastructure of the Department's support staff operates in an effective and efficient manner. In total, 5 secretaries fulfil the administrative duties of the Department. Two secretaries are primarily responsible for the Undergraduate program. One secretary is responsible for the Masters of Sport Management program that is offered on campus, whereas, 2 secretaries – one in Athens and One in Tripoli have the mandate of the Masters in Olympic Studies program. Although this may appear to be a sufficient amount of secretarial help, in essence it is not. More help is needed for the Undergraduate as well as Masters of Sport Management programs. The portfolio undertaken by these 3 secretaries is a big one. One more full-time secretarial position is needed for both the Undergraduate and Graduate programs.

The form and function of academic services and infrastructures although very good can benefit from improvement. The library resources – with over 8000 collections is excellent. The Library space and its resources – including two staff members, electronic equipment and resources are also excellent. The Chief Librarian has a degree of Library Sciences and possesses a wealth of knowledge in the area of Sport management. In addition, the Sport Management Lab also serves as a mini library as it provides an extensive collection of books and articles that are of relevance to graduate students in particular. The number of PCs available to student can be enhanced as the Computer Lab is often overcrowded and students are forced to wait for a machine. Although most senior students do have their own PCs, a number of students exist who rely on the Computer Lab to use a computer – this tends to be junior students who have yet to purchase a computer. PC's are well kept and software packages are relevant for research in Sport Management. In addition, counselling for course selection and careers is implemented by academic staff members. The Department would benefit from a full-time student counsellor. This is a resource that is needed to better address the needs of students. The implementation of the labs appears to be conducive to the needs of the Department. Lab equipment is also good, and collaborations are evidently present amongst professors. An additional positive feature is the links made with the Department of Nursing and the joint initiatives carried out for research in the Nursing Lab. Finally, one Multimedia professional caters to the needs of the plethora of staff and students on campus. One other IT profession assists but this individual is based in Tripoli. The mandate for the one individual on campus appears to be overwhelming, although manageable. To better increase service provision, the Department and its students would reap the benefits of one more Multimedia professional.

RESULTS

The administrative and other services are very good. Improvement however is needed in the addition of the following full-time positions: (1) Secretary, (2) Student Counsellor, and (3) Multimedia professional. In addition to this being an expressed need of Departmental members, it was also evident during this evaluation process. The size and nature of the program merits these additions.

IMPROVEMENTS

The Administration of the Department is cognisant that the aforementioned are paramount to improve the quality of nature of service delivery. The Administration is also aware that they must act with limits in this time of economic crisis and have done an exceptional job in doing more with limited resources. Initiatives have been taken by the Administration of the Department to make sure that all services operate cohesively and functionally with the limited resources that are at hand.

Collaboration with social, cultural and production organizations

The quality, originality and significance of the Department's initiative are exceptional as it has employed a number of means to establishment external collaborations – both within Europe and abroad. The success of its Erasmus program, as well as its continual pursuit and organisation of academic and scientific conferences has aided in building the strong international relationships that it employs. In addition, through its Internship program, collaborations have been established both domestically and nationally and these services provided by students and staff members have aided in community development both in and outside of campus. Of note, the Masters of Olympic Studies is a unique – one of a kind program – that provides an exceptional means of building social and cultural collaborations.

Most of the students that are accepted in this program are international, yet limited space is also offered for Greek students as well, due to the formwork under which the program operates. The social and cultural exchange and interchange that happens in this program is phenomenal. Also of note, the collaborative relationships between and amongst the local community – in particular Sparta – is excellent. There is an active working relationship between staff and students with the community of Sparta. This is an asset for staff, students and the community for enhancing social, cultural and productive relationships.

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.

The economic crisis is of essence and places a number of problems and challenges for strategic planning. Without doubt, this is the biggest inhibiting factor for planning of all types.

For short-term change the addition of an extra support staff position such as an additional secretary and technical assistance would help. From a medium and long-term change perspective, the merging and reduction of courses would also aid.

The Department is willing to make necessary changes for improvements – in light of the economic crisis and also in respect to improve the quality of the services it delivers.

The Administrative heads of the Department proposed a long-term plan for the future to continue to be a leader in the provision of sport management teaching and research not only in Greece and Europe but internationally as well. In its long term plans it focuses on building greater international collaborations, not only through Erasmus, but also through the hosting of more academic and scientific conferences. The Department also plans on continuing to be active what is the heart of sport management - that is in serving the community – locally, nationally and internationally through its applied research and programming initiatives.

F. Final Conclusions and recommendations of the EEC

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

The EEC would like to state upfront that its overall impression is positive regarding the accomplishments of the Department. The EEC members were also impressed by the high level of cooperation of the faculty, staff and students.

We do hope that the following summarised recommendations will be helpful and constructive enough to further develop and enhance the Department's national and international standing. For more detailed recommendations please refer to all main sections above. Based on the result external evaluation process, the following recommendations are put forth:

1. First year prerequisite courses (e.g., Introduction to Sport Management) should be introduced to ensure academic continuity and timely degree completion.
2. Further develop potential synergies with the Department of Nursing (e.g., Master in Health Management)
3. The course outlines and staff CVs should be presented in a uniform approach using the Euro Pass Format and ECTS system
4. The Department would benefit from regular gatherings of faculty members and post graduate student where they would discuss and present their research and build research synergies (e.g., research posters)

5. The Committee recommends that the Department increases the capacity for the cafeteria and leisure spaces to encourage student life and improved services (e.g., eating spaces).
6. Establish a new position for a coordinator of the day-seminars, website development and the public image of the Department.
7. Additional Computers need to be purchased for the Computer Labs.

The Committee stressed that the Department should be encouraged to continue its context-specific courses and specialised role in the field of sport management.

The Members of the Committee

Name and Surname	Signature
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____