



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α.ΔΙ.Π.

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ
ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ
ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF MUSIC STUDIES

ARISTOTELEION UNIVERSITY THESSALONIKI

Version 1.0

February 2014



TABLE OF CONTENTS

The External Evaluation Committee

Introduction

I. The External Evaluation Procedure

- Brief account of documents examined, of the Site Visit, meetings and facilities visited.

II. The Internal Evaluation Procedure

- Comments on the quality and completeness of the documentation provided and on the overall acceptance of and participation in the Quality Assurance procedures by the Department.

A. Curriculum

APPROACH

- Goals and objectives of the Curriculum, structure and content, intended learning outcomes.

IMPLEMENTATION

- Rationality, functionality, effectiveness of the Curriculum.

RESULTS

- Maximizing success and dealing with potential inhibiting factors.

IMPROVEMENT

- Planned improvements.

B. Teaching

APPROACH:

- Pedagogic policy and methodology, means and resources.

IMPLEMENTATION

- Quality and evaluation of teaching procedures, teaching materials and resources, mobility.

RESULTS

- Efficacy of teaching, understanding of positive or negative results.

IMPROVEMENT

- Proposed methods for improvement.

C. Research

APPROACH

- Research policy and main objectives.

IMPLEMENTATION

- Research promotion and assessment, quality of support and infrastructure.

RESULTS

- Research projects and collaborations, scientific publications and applied results.

IMPROVEMENT

- Proposed initiatives aiming at improvement.

D. All Other Services

APPROACH

- Quality and effectiveness of services provided by the Department.

IMPLEMENTATION

- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).

RESULTS

- Adequateness and functionality of administrative and other services.

IMPROVEMENTS

- Proposed initiatives aiming at improvement.

Collaboration with social, cultural and production organizations

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

- Short-, medium- and long-term goals and plans of action proposed by the Department.

F. Final Conclusions and recommendations of the EEC on:

- The development and present situation of the Department, good practices and weaknesses identified through the External Evaluation process, recommendations for improvement.

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. Assoc. Professor Natasa Economidou-Stavrou
University of Nicosia, Cyprus
4. Assoc. Professor Yiannis Miralis
European University, Cyprus

Introduction

I. The External Evaluation Procedure

The External Evaluation Committee (further: “EEC”) visited the Department of Music Studies (further: “Department”) on the 20th and 21th of February 2014, meeting all relevant persons of the university and the department: the Vice Rector and responsible for academic affairs, the Dean of the Faculty, nearly all the members of the academic staff, the administrative staff, students of the several directions as well as graduates. All relevant facilities were accessible and have been visited.

The material provided before the visit was incomplete. But at the beginning of the visit the Department of Music Studies (further: “Department”) provided actual and complete documentation with samples of research and musical activities and other informative material. The direction and the administration of the Department took care for the immediate supply of any information asked by the EEC.

II. The Internal Evaluation Procedure

The documentation and presentations were appropriate and complete enough to represent the facts and the profile of the Department is well defined. For the process of the evaluation there was sufficient evidence provided and reviewed. Although the visit took place in days of examination and the EEC could not attend lessons, the educational quality was presented very convincingly.

All venues have been visited and personal interviews of the academic staff accomplished the general impression of the presentations. During the whole procedure it was easy to receive any information immediately. The staff was very friendly collaborative and open-minded. The EEC could observe a strong commitment and dedication to the pedagogic mission of the department. The student’s and alumna (who numerously participated) resonance supported the positive impression of the EEC.

A. Curriculum

APPROACH

The overall aim of the department is to provide a comprehensive program in Music Studies, focusing in the fields of musicology, music education and composition and to develop research activities in the fields of music education and musicology and their immediate branches.

Undergraduate program

The undergraduate program covers a broad base of coursework, offering students a comprehensive, diverse and well-rounded music education through a variety of common core courses. At the moment there are two concentrations offered:

- A common concentration for Musicology/ Music education
- Composition

The objectives of the curriculum vary among the two concentrations.

Besides the two concentrations, the undergraduate program curriculum offers a variety of courses for those interested in music technology, acoustics and music information in which the students come into direct contact with the practice of sound engineering and music production in general. It is also important to note that this is the only department in Greece that offers a group of courses in Music Therapy.

The students in the undergraduate program are encouraged to be involved in scientific thinking and become familiar with research methodologies and this is supported by the introduction of seminar courses in the curriculum since 2011, as well as by the final project/ dissertation, which is compulsory now for all students.

Doctoral program

The aim of the doctoral program is to offer supervision in a number of fields and sub-disciplines pertaining to Musicology, Music Education and Composition aiming at equipping the students with the required scientific background related to their specialization topic, in order to produce high quality and original research. A special and innovative programme, the “Intercollegiate - Interdisciplinary Graduate Studies Programme in Advanced Information and Communication Systems” is one of the proves of high qualified and innovative orientated education. The Department was created to fill the demand of Greek high school graduates to pursue studies in Music. The objectives were decided so as to best implement the goals of the curriculum. International standards for music programs were taken into account as well as the needs of the Greek society at the time of the establishment of this first Music Department in the country back in 1985. In addition, the needs of the market as far as the employability of the graduates is concerned, was and still is taken into consideration in current attempts for revising and enriching the curriculum, together with current trends in the various fields of Musicology, Music Education, Composing, Music Technology etc.

The curriculum is consistent with the program’s objectives, being continually updated and enriched and taking into account what happens internationally as well as locally in the field of Music. The curriculum is also consistent with the society’s requirements and needs.

As communicated by the faculty members, the department discusses possible revisions of the curriculum frequently in special meetings that take place every year during the spring semester and proceeds to a revision of the curriculum whenever it is considered necessary by the general assembly, taking into consideration students’ evaluations and financial constraints.

IMPLEMENTATION

The goals of the program are met to a great extent. The curriculum, to a great extent can be compared with universally accepted standards for music programs in higher education. The program is unique in the sense that it offers a variety of courses in the fields of Byzantine and Greek Music from antiquity to our days.

The curriculum structure is quite rational, featuring two distinct concentrations: in musicology/ music education and in composing. However, these concentrations were formed during the first year of the creation of the Music Department and the undergraduate program 19 year ago, when the faculty members were limited to 3-4 full-time professors. During these 19 years the department has grown significantly as far as the musicology professors are concerned and new areas established in the music field are now sufficiently represented in the music program (i.e. music technology). In addition, whereas there was no faculty member in the past for music education, at the moment there are three faculty members in this field. Accordingly and under the aspect of the high level of the department for music technology, the EEC committee members suggest that in addition to the concentration of musicology/ music education, there should be offered a third concentration of Musical Technology.

On the whole, it is suggested that a list of compulsory courses should be made with all the courses that a music student should take (most of them are already there in the list, but the list should become smaller to allow space for the specialization). The students could finish with the compulsory courses in in 1 ½ or two years, depending on the ECTS allocation and the number of courses that the program committee of the Department will decide. In year 3 and 4 students could follow their concentration and specialization accordingly as well as the free elective courses. Finally, in year five students would enroll the seminar courses as well as their final project.

The program provides students with the necessary qualifications that comply to the formal requirements for teaching music in public elementary and secondary schools as they are enshrined in the governmental regulations about pedagogical efficacy (Law 3848/2010). The EEC recommends that the department should guarantee this offer in accordance not only to the Law but also to international qualification standards by providing students with the opportunity to attend additional required or elective courses in music education. Nevertheless, the EEC recognizes that such a provision is inevitably based on other external factors such as the allocated budget of the department, the available faculty and necessary infrastructure.

This would support the rest specializations to grow, as the students would not see music education specialization as the only option that would offer them the opportunity to work as music teachers. Since most of the graduates are music teachers in primary and secondary schools it is important to assure in the curriculum the acquisition of sufficient, systematic and guided practical experience in teaching - this in addition to the one or two lessons that they teach within the existing program. This was highlighted as well by the students.

The curriculum is mostly coherent but we suggest that the aforementioned structure will make the curriculum clearer, more coherent as well as more functional. The material for the courses is appropriate and updated. The time is considered sufficient.

The Department in general has satisfactory infrastructure for some aspects but needs improvement in some others which will assure the quality of the implementation of the curriculum. There is a urgent need for practice rooms, as well as soundproofed music classrooms, a music education lab, updated technology equipment for the technology lab, enrichment and upgrade of the library material etc.

The staff is qualified to implement the undergraduate curriculum and the doctoral program supervision and offer scientific guidance to doctoral students during the various stages of the program. In fact, in several fields the faculty members are distinguished academics.

RESULTS

The predefined goals and objectives of the undergraduate program are met to a great extent. The curriculum is well implemented and admitted by current students, who are satisfied with the level and the diversity of the courses. In addition, it gives students the knowledge and skills needed, either to enter the workforce, or to pursue graduate studies in Greece or abroad. However the EEC members has identified through the visit and discussion with faculty members and students some issues that could be improved in order to facilitate a more effective implementation of the goals and objectives of the department:

1. Since many of the graduates are appointed in primary and schools, there is an urgent need to provide students with more specialization in music education and establish it more clearly within the curriculum. In addition, the provision for the music education adequacy for the students of other concentrations/ specializations should be possible through the selection of a certain number of education and music education. The importance of teaching practicum was highlighted by the current and graduate students, the Department reports that since 2000 such a practicum is already provided, not only for those with specialization in music education but for all the students. This teaching practicum has been given the “2012 Excellence Award” in Greek Universities by the Greek Ministry of Education And has been included as one of four internationally most innovative and creative higher music educational practices between a music department and public schools.
2. Given the fact that the department has no artistic concentrations of music instruments, voice or conducting, there are quite a few opportunities for performing offered to the students, with ensembles such as Polytropon, “Kalokyri” Choir, Improvisation ensembles, Music Paleography Group, Early Music Ensemble etc. – all these as part of existing courses. The EEC considers the practice and practical experience of music as an inseparable part of the education and would welcome a systematization of these offers with clear aims of development in musical experience not only in such quite specific frames. The realization of this suggestion is dependent on the financial resources given to the Department – and these are actually below any European or international standart.
3. The seminars should be tightly related to the specializations and should be offered regularly, in order to allow students to enroll to seminars that are relevant to their field of specialization.
4. The Department offers to the students following the concentration of composition opportunities have their compositions performed. It is important to increase the frequency of such performances through amelioration of the financial support of the University.
5. There should be the option of credit- by exam in some of the introductory classes, such as Harmony, Ear training etc.
6. All students should follow a core program for the first 3-4 semester in order to acquire the basic knowledge in all areas and proceed to their concentrations.
7. Lack of proper facilities and equipment:
 - a) There is not a music education lab and as a result the instruments used in the

music education courses are spread in the music education faculty members' offices. This creates practical problems as the instructor has to carry every time all the equipment in the classroom and then back to the office.

- b) There are no practice rooms and students, when spending most of the day in the University, have no place to practice their instrument. Although performing is not the focus of this Department, there are compulsory piano, harmony and composition classes, for which the students need to study.
- c) The classrooms are not soundproofed and as a result, the pianos in those classrooms cannot be used by the students in times where no class takes place in the rooms.
- d) In addition, there is a need for state of the art hardware and software for computational analysis as well as licenses to upgrade software to the current version.

The department has a very clear view of many of these problems and they are already working on these issues. However, some others came up through our discussion with the students and graduates and will be communicated to the department through this report.

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.

The department has already recognized potential improvements and more specifically it has identified the need to restructure the curriculum and is in agreement with the suggestions of the EEC members to incorporate specializations within the concentration musicology/music education.

B. Teaching

APPROACH:

The visit of the EEC occurred during the examinations period, therefore it was not possible to observe any actual teaching.

Overall, the Department offers a wide range of courses that fall into the following two categories: a) theoretical courses (i.e., the courses that fall under the direction of Historical Musicology and focus on the history of music) and b) practical courses (i.e., the courses that fall under the category of Exercises). Theoretical courses are usually offered in the context of large groups as in the case of lectures, whereas practical courses are offered in the context of small groups as in the case of seminars, group discussions and laboratory courses. The department's Internal Evaluation indicates that "the Curriculum provides for a balanced distribution of theoretical and practical teaching, depending on the direction of the studies. Moreover, theoretical and practical knowledge is delivered in all courses, in different, each time percentage" (3.1.2.5, p. 15).

Despite the aforementioned position and taking into consideration the realities of employment in Greece, it is our view that the curriculum in general and the teaching approach specifically could be enriched with more emphasis on the practical application of

knowledge. This position is further supported by comments made during the meeting with current and past students. Specifically, a significant percentage of them indicated that, due to the absence of practical/applied/individual lessons at the Department, they also study at the local conservatories. One of the reasons is that the Department is not geared towards artistic and/or performance concentration. A number of students also indicated that there should be more interactive courses, that they should experience knowledge and not receive it primarily through lectures and that they would like to engage in group projects and assignments. They also commented that there should be more emphasis on praxis, leading towards a more equal balance between theory and praxis.

According to the data provided by the department, during the 2010-11 academic year there were twenty (20) full-time faculty and three hundred thirty one (331) undergraduate students. This gives a teacher-student ratio of 1:16, which becomes even smaller (1:14) when the three (3) ΕΕΔΙΠ faculty are included in the equation. This ratio is not affected significantly when the six (6) doctoral students are included as well. Moreover, composition courses are on an individual base (ration 1:1), whereas the ratio for seminars is approximately 1:20. On the contrary, courses in the form of exercises have a ratio of 1:50 or 1:70.

The Department's Internal Evaluation Report and the different area presentations indicate various examples of teacher-student collaboration. These include, but are not limited, educational performances of the Mousiko Polytropo under the direction of Prof. Jannis Kaimakis, the student-centered project CALM under the direction of Assoc. Professor Eleni Lapidaki, the various educational experiences in the field of music therapy under the direction of Lecturer Dora Psaltopoulou, the recently established group of Critical Music Historiography which promotes student research, the Archives of Musical Iconography which employ undergraduate and graduate students, and others.

All faculties were very positive about teaching and showed sincere interest in further improving upon their actualized methods and approaches. As indicated in the Department's Internal Evaluation Report and in the various meetings with the faculty, the biggest problem that the Department faces is the substantial inadequacy of means and resources. Specifically, during the last 3-4 years identified faculty positions have remained vacant, the department's budget is continually declining and the department's library was not able to acquire any new books, scores or CDs. Moreover, there is a dire need for extra classrooms for teaching, rehearsing and performing, for available space for storage of musical instruments, for outside insulation of the library, for improved soundproof quality of existing classrooms, for a specialized amphitheater for music performances, for adequate protection of the music technology basement from flooding and for heating and cooling during the winter and summer period. Characteristic of the tragic situation that the department is facing is the fact that recently the library was filled with water and invaluable books and musical instruments were (and still are) in danger of being destroyed. It should also be added that administrative support was recently cut in half, with only two women remaining in the office for the whole Department. Finally, it should also be mentioned that computers in the underground music technology laboratory need to be updated soon.

All the above conditions cause severe problems in the smooth operation of the Department. All faculty and staff are doing heroic efforts to overcome these financial drawbacks and to maintain a positive and optimistic stance in the department. It should also be commented that the EEC observed healthy relationships and productive collaborations between faculty, administrative staff and students. It was noteworthy that a significant part of the communication between faculty, administration and students occurs through the use of information technologies (i.e., through the department's website, text messages on mobile phones, emails, Integrated Voice Response, Google Apps for Education, RAID NAS,

DSPACE, Blackboard, etc). This enables all three parties to communicate instantly and effectively and to minimize related costs. Specifically, there is wireless internet connection at 99% of the department's premises and the Department was the first department at AUTH that utilized the services of Eduroam internet. Students have electronic access to their grades, certificates and registration and the maximum wait time for completion of communication is 24 hours. The library of the Department hosts the European Online Version of the Petrucci Digital Library, holding over a quarter of a million

Scores and thousands of recordings, serving monthly more than two million users. The Department participated in the events of the World IPv6 day in 2011 and is a member of the consortium of Opera Oberta.

The examination system seems to be quite effective. Faculty make every effort to diversify the evaluation of students' learning and achievement. Some instructors use computer-based assessment in their courses, whereas others encourage their students to be actively involved in the evaluation of the work of their classmates. Overall, students are evaluated through written examinations, aural examinations and presentations of final assignments, exercises or a combination of the above.

IMPLEMENTATION:

As indicated above, the EEC did not have the opportunity to observe any actual teaching. Nevertheless, based on the examination of all available materials the EEC finds the teaching procedures to be very efficient and of a high level. Instructors are invested in the progress and advancement of their students and the department in general and this is illustrated, amongst others, in the number of national and international awards that students received, as well as in the high number of graduates who are accepted in other universities for further studies.

Teaching materials and resources, for the most part, are found to be adequate and current. Nevertheless, the following needs were identified: lack of regular maintenance of equipment, purchase of recent holdings for the music library, maintenance and purchase of extra musical instruments for music education and music therapy students, as well as recent inability of making necessary photocopies for students. These shortcomings are mainly due to the current economic situation and do not reflect upon the faculty and leadership of the Department.

Course material is, generally speaking, up to date and the EEC did not observe any evidence of the contrary. Moreover, the EEC observed various positive examples of linking research with practice, either through various programs that were founded by outside organizations (i.e., CALM, ROMA, Ηράκλειτος II), either through the various conferences and symposia organized by the department. Furthermore, another good indication of this linkage is through the quantity and quality of undergraduate theses.

The staff and student mobility is a point that develops and could in the next years arrive to a good proportion with the number of students and staff. 2009-2012 there were only two faculty mobilities, whereas there were six incoming mobilities during the same period. An explanation that was given by the faculty is that this is due to the fact that a) many bilateral agreements are quite recent and only now beginning to turn into fruitful collaborations and exchanges and b) faculty are quite overwhelmed with teaching and administrative duties and, thus, are not able to travel easily. In addition, in the department's Internal Evaluation is stated, that there is no more funding for staff mobility. Unfortunately the International Office of the University did not provide consistent information and actual facts. According to information of the department here is staff mobility besides Erasmus which is not centrally registered, Overall, staff and student mobility should be further promoted and encouraged.

As indicated in the previous section (i.e., Approach) a number of student comments on teaching focused on the need to be more connected with praxis and less focused on theoretical knowledge. At the same time, other students commented quite favorably in regards to the quality of teaching.

RESULTS

The EEC considers the efficacy of teaching to be at a high level. This is evidenced, amongst others, in the number of national and international awards that students received, as well as in the high number of graduates who are accepted in other universities for further studies.

According the department's Internal Evaluation, the success/failure percentage varies between courses. No further information was provided.

According to Chart 6 (p. 6 in the Appendix) the GPA of music graduates is 7.62 (out of 10). Nevertheless, the chart on 3.2.5.1 (p. 29) indicates that the GPA of music graduates is 8.75 (out of 10) which is regarded as high. Seventy per cent (70%) of graduates since 2007 receive a GPA between 7 and 8.4.

There is a wide variety amongst students in regards to the time to graduation. More than a quarter of students complete their studies in six years, whilst the average length of studies is 7.5 years. Such discrepancy is attributed to the fact that most students are working during their studies and because a significant percentage of them are also pursuing parallel music studies in applied music at local conservatories.

IMPROVEMENT

A number of faculty have shared their ideas and comments for ways of improvement. Those are found to be clear and reasonable. A major topic of discussion is the further restructuring of the curriculum in order to become simpler and able to better accommodate student needs. The following areas of improvement were identified by the faculty in the field of musicology and can be incorporated overall:

- Restructuring and simplification of the curriculum
- Ensuring of the professional rights of the department's graduates
- Further development of interdisciplinary collaborations through teaching
- Enhancement of the academic output, especially as it pertains to teaching and educational material & collective volumes.
- Expansion of collaborations with other universities and institutions home and abroad.

Many, if not all, proposals for improvement are hindered by the current economic situation and the inability to hire and replace academic and administrative staff, as well as the trimming of the allocated budget to the department.

C. Research

APPROACH

The Department (School) of Music Studies is focussing in quality research build upon on the strengths of its faculty. The Department's main objective is high-quality research as this is confirmed by their peer-reviewed publications in mainly high-quality international journals, workshops, forums and conferences as well as quality national ones. The Department's objectives are subdivided in two directions "music science" and the "artistic" ones. The

Department has a horizontal structure, with three research groups: “Musicology”, “Music education”, “Music Technology” and an artistic oriented one, “Composition”. There is clearly an effort by the Department to organize cohesive research teams based on the research interests of its faculty members. This process is healthy and, it is evolving since the several members of the Department are young and relatively new.

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 publication of an annual detailed record of the research activities and outputs
- (iii) An annual formal internal comprehensive review.
- (iv) Web-based monitoring (lists of publications, seminars, research visitors, fora, symposia, workshops and conferences).

Overall, the standard of research performed by the staff and Phd students was found to be very high. Masters and Ph.D. theses result in several high-quality publications in well-recognized conferences and journals.

As far as academic staff is concerned, the Department is very well aware of the way research quality is now evaluated through commonly accepted indices such as those computed by Google Scholar and Scopus. Recent hires reflect very high standards and will significantly enhance the research activities of the Department.

IMPLEMENTATION

The overall atmosphere in the Department is very conducive to research endeavors. Although most of the research drive comes from the individual faculty members, the Department has been very supportive in allocating its (very limited) available resources and in providing laboratory space, offices.

The University via ELKE provides limited financial support for attending conferences, project meetings and other research activities. There is also a University Research Committee that provides guidance and help to the researchers.

There is basic research infrastructure in the Department as there is space allocated to research labs and research groups in the building of the Department.

There is no support with grant preparation, of research proposals. This is particularly important for obtaining and managing European projects. The University Research committee provides information for funding sources for : attending conferences, projects with European Union, Ministry of education etc.

Finally, lack of state-of-the-art IT equipment for research, particularly affects all members of staff but in particular the “Music Technology” research group, as it hinders their activities in conducting experiments and publishing their work.

The Department can exhibit high quality publications in widely recognized international journals and conferences, with a high number of citations – although the field of Music studies is not indexed widely. The Departmental academic staff can also demonstrate a number of artistic high quality output. Several of the academic staff consistently publishes at the top conferences of their respective fields. The number of high quality publications is on an upwards trajectory and we believe that it will continue that way, as the members of the Department are very competent & confident in their scientific work and publications.

Important international conferences with unique character underline the active role of the Department in scientific and interdisciplinary research. Among others:

- 12th International Conference on Music Perception and Cognition (ICMPC) / 8th Triennial

Conference of the European Society for the Cognitive Sciences of Music (ESCOM) 2012

- The International Musicological Conference Crossroads: Greece as an international pole of musical thought and creativity 2011

- International Conference: Beyond the centres: Musical avant-gardes since 1950
In memoriam Yannis Andreou Papaioannou (1910–1989) 2010

- 4th Conference on Interdisciplinary Musicology 2008

Since the foundation of the concentration of composition numerous awards and prizes at international composition competitions were reported (T. Takemitsu, A. Dvorak, E. Denisov, Pyramid, Impuls etc.). The only legislated laboratory of the department, the Contemporary Music Lab (CML) which since its foundation has organized a series of important concerts featuring music of the 20th and 21st centuries in which works and composers were presented for the first time in Greece. It has invited renowned composers like Georges Aperghis, Beat Furrer among others and organized several composition workshops. Additionally, since its foundation it has been regularly financially supported by the Siemens Music Foundation

The Department has benefited in the past from infrastructure projects and had a combined research funding from the Greek Ministry of Education, the European Commission and other bodies of around half a million Euros per year, for the period 2008-2013. Although not under external funding, several vibrant research projects exist in the Department, involving academics and students, leading to good quality publications and forming the basis for future funding biddings.

There exist many research collaborations among the members of the Department, with members of overseas Universities, as evidenced by joint publications. There were also several artistic collaborations with various Cultural bodies.

RESULTS

The Department has been successful in pursuing its research targets, the achievements demonstrate their competitiveness at international level. Collaborations among faculty members work well and are driven by their individual interests and ambitions.

Several faculty members have high research impact factor with a good number of citations. The venues where the faculty publishes are internationally competitive: they range from highly visible and recognized conferences in Musicology, Music Education, Cognitive Sciences in Music, Byzantine Studies, Interdisciplinary Musicology, Music Perception, Interdisciplinary Music Studies, and chapter in books/edited collections by leading international publishers, to less known, but sometimes easy to participate to, conferences. Overall, the Department can display significant, top quality, international level, publications.

During the 2008-2013 period, the Department has taken advantage of funding from the Greek Ministry of Education, the General Secretariat of Research and Technology, and the European Union (EU). We would like to note the (sponsored by the EU) projects COINVENT (Concept Invention Theory). As research funding becomes increasingly competitive, the Department finds itself at a critical point, where more EU projects will be needed to help implement the high research mission and goals, that the Department has set for itself. Furthermore, there is no lack of informal projects and ideas in the Department that are being pursued with practically no financial support.

There is a substantial list of research collaborations on international as well as national

level:

- (i) among the faculty members of the department,
- (ii) Greek Universities (Aristoteleio University of Thessaloniki, Ionio University, etc.)
- (iii) Cultural bodies
- (iv) Learned Societies(International Musicology Society, Association for Balkan Music etc.)
- (v) Overseas Universities (USA, UK, Turkey, Serbia, Austria, Germany, Spain Bulgaria etc.).

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

The staff have several applications of their research work, among them, is the development of a computer-based testing environment for the assessment of music rhythm perception, screening rhythmic behavior in children with learning disabilities, assessing speech intelligibility of music perception, music therapy in Psychiatry and Alzheimer etc

Several faculty members belong to editorial & advisory boards of internationally leading journals and program committees of recognised conferences in the Music science area, which is indicative of the high esteem of the corresponding faculty members to the scientific community. Several distinctions were also noted (lectures at conferences and at other departments). Furthermore a number of awards & prizes were given to members of staff and PhD students in recognition of their research performance.

IMPROVEMENT

A committee for the internal evaluation of the Department is evaluating its procedures and processes, including research. In particular, The Department seeks to

- (a) increase the number of its faculty members and cover research areas that are not covered today and/or are complementary to existing ones,
- (b) enhance its research activities, and in tandem
- (c) enhance its curriculum.

D. All Other Services

APPROACH

The Department has a clearly understaffed administrative sector. The secretariat is fully computerized, it is open to students and staff at all normal hours, it is headed by an experienced and dedicated administrator that has streamlined all procedures, supported by an efficient further member of staff.

Due to the help of the academic staff it was possible to use modern ways of electronic communication (Social media, Cloud, RSS Feeds etc.) in order to help to the lack of staff.

The library is well organized though not enough up to date in bibliography and music scores.

The student presence on campus and in the department is high. More practice rooms (which are inadequate), more space for the library and the collection of instruments 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 a secretary. They are responsible for all secretarial duties and student issues.

There is a well-organized 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. There are almost no practice rooms, the few are insufficiently furnished with no ventilation.

RESULTS

The existing staff works extremely hard in order to address the needs of the students. But there exist severe inhibiting factors:

Due to the geographical distance to the central administration and the lack of internal courier service of the University the secretariat loses precious time travelling between the locations - by the way at cost of the private persons. As the University for unknown reasons stopped to work with the post, they even have to pay their selves the stamps for letters. Even for matters of the tax authorities they have to travel at their costs and lose a lot of time.

Even if the efficacy of the staff is extraordinary, the ratio of staff to students is extreme and cannot stand up to international standards.

For the actual European standards of hygiene it is not comprehensible how it is possible that the University has no cleaning personal and only through the personal engagement of the academic staff the EEC did not face conditions that offend the dignity of the human. The roof of the library is in such a bad condition that the rain passes and damages books and

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.

Very positively should be mentioned the social-cultural engagement of the Department with programs like CALM (Community Action in Learning Music) and the educational programs for Roma-children. The Department is also active in interdisciplinary scientific-artistic fields like clinical research in psychological and psychiatric institutions.

In the purely artistic domains there exist collaborations with both major institutions of the town, the State Orchestra and the Megaron Concert Halls. The ensemble Musical Polytropon for traditional music is active in national and international events and concerts.

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

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

The goals, planning and actions of the department are well defined in the Appendix E. Faculty are well aware of the strengths of the department and recognise the areas that need improvement. Overall, there is a concrete plan of action which, nevertheless, is inhibited by a number of factors, many of which fall outside the reach of the department and pertain to the role and function of universities in Greece and the support they receive from the state.

State and University:

Most music programs require numerous hours of individualized and group lessons, music rehearsals and laboratory teaching, which in turn, calls for adequate facilities. Even though the emphasis of the Department is not on applied lessons, there are numerous compulsory courses in the program that require additional supportive facilities. More specifically, students, faculty and EEC members identified the need for adequate soundproofing facilities, purchase and maintenance of instruments (i.e. pianos) and rehearsal, teaching and practice space. It was also identified, that for the needs of the music education courses, the instructors had to carry a wide range of instruments for every meeting. In addition, taking into account the strong focus of the department on music technology, there is an emergent need for upgrading of available hardware and software.

Administrative personnel are clearly understaffed, especially taking into consideration the large number of the student body and the numerous activities undertaken by the academic staff.

Another point raised by the faculty is the dire need for additional scientific collaborators (ΕΔΕΠ and ΠΔ407) to cover the diverse teaching needs of the program, as well as for additional technical support positions. Although it is understood that the current economic situation is very difficult, nevertheless it should be taken into consideration that this is negatively affecting the smooth operation of the department.

There is a need for increase of funding for the purchase of additional scores and music materials for the music library, as well as a need for satisfactory protection of existing materials from humidity and rain. Overall, the issue of maintenance, improvement and upgrading of the existing facilities and the issue of cleaning and heating of the facilities are of crucial importance.

In order to ensure the smooth functioning of the department in all the above, the annual budget should be specified, shared and become available on time.

Department:

Short, medium and long-term goals:

The department should proceed with the suggested changes in regards to the restructure of the undergraduate program, as identified by the EEC in Part B of the report and the faculty in the Appendix E of their internal evaluation.

Care should also be taken in regards to better addressing student needs during their studies and after graduation. For example, measures should be taken to ensure that the five-year degree is recognised by law as equivalent to a postgraduate degree. In addition, measures should be taken to support graduate students to find employment.

The EEC suggests that there is room for intensification of external collaborations in the regional, state and international scene and of student and academic exchanges and mobility.

F. Final Conclusions and recommendations of the EEC

The Department is one of the outstanding Music Departments in Greece having achieved international recognition through the quality of research as well as the quality of teaching programs.

In order to continue to offer students the

High-level education and training its exceptional team of professors must be supported in their fields of research and teaching activities.

We recommend:

- Expansion of the research and performance activities. This can be achieved by providing the Department the following significant resources:
- Improved facilities.
- Financial support, in order to buy new instruments, computers, books etc,
- Additional personnel, including faculty and administrative staff.
- Additional faculty would offer new possibilities for curriculum development.
- More independence. The Department needs to be autonomous, free of the many restrictions from the state administration.

The Members of the Committee

Name and Surname	Signature
1. Professor Erich Fريس	
2. Professor Costas Iliopoulos	
3. Associate Professor Natasa Economidou-Stavrou	
4. Associate Professor Yannis Miralis	