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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ  
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
H Q A  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## EXTERNAL EVALUATION REPORT

TECHNOLOGICAL EDUCATIONAL INSTITUTE  
OF WESTERN MACEDONIA



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## ***1. EXTERNAL EVALUATION COMMITTEE***

The Committee responsible for the External Evaluation of the University/Technological Education Institution named **Technological Educational Institute of Western Macedonia (TEIWM)** comprised the following four (4) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. Prof. Andreas EFSTATHIADES (Chairman)  
European University Cyprus
2. Assoc. Prof. Georgios KAZAMIAS  
University of Cyprus
3. Dr. Spyros BELLAS  
Ministry of Environment and Energy
4. Prof. Christos OUZOUNIS

## **2. INTRODUCTION**

### **2.1 The External Evaluation Procedure**

- Dates and brief account of the site visit
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the EEC
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the EEC
- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

The External Evaluation Procedure was conducted smoothly. Meetings or documents asked for by the EEC in addition to the initial schedule were promptly arranged for or provided by the Technological Educational Institute of Western Macedonia (TEIWM) to the committee's complete satisfaction. The actual work plan with information on dates, meetings implemented, their agenda, participants, etc. is provided below.

On Monday 4/4 the EEC started the meetings as scheduled; however, at approx. 1400 Dr. Ouzounis was taken ill; he had to leave the EEC; he did not participate in the remainder of the meetings of the day, or in any meetings on Tuesday and Wednesday. He contacted the EEC on Thursday and offered to come, if he would be of any assistance. However, by this date, the EEC had started writing the first draft; his contribution would be limited, if any. The EEC decided not to have him come.

On Friday morning, Dr. G. Kazamias had to return to Cyprus; before evaluation he had alerted ADIP and the then coordinator, to this fact. None dissented.

By this time, the first draft was largely complete; the final sections were written by the remaining two members of the EEC on Friday 9/4.

<b>16:00 - 17:15</b>	<b>Meeting with self-evaluation team</b> EEC, Vice President/President of QAU & self-evaluation steering group (QAU)	Discuss to the Institution's structures, quality management and strategic management; national higher education and research policies; student issues. Understand self-evaluation process and extent of institutional involvement; how useful was the self-evaluation for the Institution (emerging issues, function in strategic planning processes)? Are self-evaluation data still up to date?
<b>17:30 - 18:15</b>	<b>Meeting with the President and members of the Administration's Council</b> EEC, President of the Council and Council members	Discuss relationship of Council with team of President and Vice Presidents regarding strategic and quality management
<b>18:30 - 19:15 parallel</b> EEC may split into pairs to visit two faculties	<b>Visit to faculties (part A)<sup>1</sup></b> EEC, Dean and Chairmen of Departments	Introduction to the faculty: structures, quality management and strategic management; discuss relationships of faculties with the central level; input in self-evaluation; role of quality control activities in faculty; recruitment of new academic staff
<b>19:15 - 20:00</b>	<b>Debriefing meeting</b> EEC only	Reflect on impressions; prepare second day of visit
<b>20:00</b>	<b>Transfer of the EEC members to the hotel</b>	

#### Tuesday, 5/4/2016

<b>09:00 - 09:45 parallel</b> EEC may split into pairs to visit two faculties	<b>Visit to faculties (part B)</b> EEC and Internal Evaluation Groups (IEGs) representatives	Understand self-evaluation process; how useful was the self-evaluation for the departments and the faculty (emerging issues, function in strategic planning processes)? Discuss relationships of IEGs with QAU
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<b>10:00 - 10:45</b> <b>parallel</b> EEC may split into pairs to visit two faculties	<b>Visit to faculties (part C)</b> EEC and academic staff representatives	Discuss relationships of academic staff with the central level and students; staff development; motivation policies. <i>Please note that deans, vice deans and chairmen should not be present at this meeting: it is reserved for "regular" academic staff only.</i>
<b>11:00 - 11:45</b> <b>parallel</b> EEC may split into pairs to visit two faculties	<b>Visit to faculties (part D)</b> EEC and students representatives	Students' views on experience [e.g., teaching and learning, student input in quality control and (strategic) decision making]
<b>12:00 - 13:30</b>	<b>Meeting with the chief administration officers</b> EEC and chief administration officers	Discuss role of Institutional strategic documents (development plans, etc.) in development of Institution; special issues arising from self-evaluation report and/or from talk with rector
<b>13:30 - 14:30</b>	<b>Lunch break</b> EEC only	Reflect upon impressions of meetings and complete information as necessary
<b>14:30 - 15:15</b>	<b>Meeting with postgraduate students</b> EEC and MSc, PhD and Postdoc students	Students' views on experience [e.g., teaching and learning, student input in quality control and (strategic) decision making]
<b>15:30 - 16:15</b>	<b>Meeting with alumni students</b> EEC and alumni students	Discuss their experience of the Institution
<b>16:30 - 17:15</b>	<b>Meeting with external partners</b> EEC and industry, society and/or local authority representatives	Discuss relations of the Institution with external partners of the private and public sectors
<b>17:15 - 18:30</b>	<b>Debriefing meeting</b> EEC only	Exchange impressions, review day
<b>18:30</b>	<b>Transfer of the EEC members to the hotel</b>	

**Wednesday, 6/4/2016**

<b>09:00 - 13:00</b>	<b>Working on the draft of the External Evaluation Report (EER)</b>
<b>13:00 - 14:00</b>	<b>Lunch Break</b> EEC only

<b>14:00 - 18:00</b>	<b>Continue working on the draft EER</b>
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#### Thursday, 7/4/2016

<b>09:00 - 10:00</b>	<b>Informal presentation of the Institution key findings by EEC</b> EEC and President, Evaluation team, members of the Institution (invitations to be decided by the President, e.g. team of President and Vice Presidents, liaison person, Self-evaluation group, Senate)
<b>11:00 - 13:00</b>	<b>Working on the draft EER</b>
<b>13:00 - 14:30</b>	<b>Lunch Break</b>
<b>14:30 - 18:00</b>	<b>Continue working on the draft EER</b>

#### Friday, 8/4/2016 (EEC only)

<b>09:00 - 13:00</b>	<b>Working on the draft EER</b>
<b>13:00 - 14:30</b>	<b>Lunch Break</b>
<b>14:30 - 18:00</b>	<b>Continue working on the draft EER</b>

#### Saturday, 9/4/2016 (EEC only)

<b>08:00 - 10:00</b>	<b>Transportation of the EEC members to Thessaloniki Airport</b>
<b>11:00</b>	<b>Departure from Greece</b>

The TEIWM owns facilities in five different cities, namely the Kozani (Headquarters), Florina, Kastoria, Grevena and Ptolemaida. All these facilities (5 campuses) and departments were visited by the EEC. Enough time was provided to discuss with each departments' academic, administration and technical staff, including students in these campuses.

The following documentation has been examined during the visit by the EEC.

1. Final\_ΙΔΡΥΜΑΤΙΚΗ ΕΚΘΕΣΗ ΤΕΙ ΔΜ-REVISED.pdf
2. ΕΣΩΤΕΡΙΚΟ ΣΥΣΤΗΜΑ ΔΙΑΣΦΑΛΙΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΟΥ ΤΕΙ ΔΜ-ΤΕΛΙΚΟ.pdf
3. ΙΔΡΥΜΑΤΙΚΗ ΕΚΘΕΣΗ ΤΕΙ ΔΜ-ΤΕΛΙΚΗ έκδοση 11.2.2015.pdf
4. ΟΔΗΓΟΣ ΕΦΑΡΜΟΓΗΣ ΕΣΔΠ ΤΕΙ ΔΜ.pdf
5. The eco-students profile 2.ppt
6. ΕΚΘΕΣΗ-ΔΡΑΣΤΗΡΙΟΤΗΤΩΝ-2013-16.docx
7. ΣΧΕΔΙΟ ΟΡΓΑΝΙΣΜΟΥ ΤΕΙ ΔΜ ΠΡΟΣ ΔΙΑΒΟΥΛΕΥΣΗ.pdf
8. ΕΞ.ΑΞ.ΙΔΡΥΜΑΤΟΣ.pptx
9. ΕΡΓΑ ΚΤΕ ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ.xlsx
10. ΚΑΝΟΝΙΣΜΟΣ ΔΙΑΜΟΝΗΣ\_ΦΟΙΤΗΤΙΚΕΣ ΕΣΤΙΕΣ.pdf
11. ΚΑΝΟΝΙΣΜΟΣ ΠΡΟΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ.pdf
12. ΜΟΔΠΠ-ΕΞΩΤΕΡΙΚΗ ΑΞΙΟΛΟΓΗΣΗ.pptx
13. Παρουσίαση έρευνας αποφοίτων ΤΕΙ ΔΜ.pptx
14. ΚΤΕ – ΕΛΚΕ (φάκελος)
  - a. ΑΡΧΙΜΗΔΗΣ (περιλαμβάνει 12 αρχεία, τα 11 με παρουσιάσεις Υποέργων του ΑΡΧΙΜΗΔΗ ΙΙΙ και το 1: ΑΡΧΙΜΗΔΗΣ ΙΙΙ-ενίσχυση ερευνητικών Ομάδων στο ΤΕΙ ΔΥΤΙΚΗΣ.ppt)
  - b. Etisio\_sxedio\_drasis\_2014\_pa.doc
  - c. Απολογισμός δράσης ΜΟΚΕ ΤΕΛΙΚΗ ΕΚΘΕΣΗ.doc
  - d. ΕΡΓΑ-ΠΡΟΓΡΑΜΜΑΤΑ ΕΛΚΕ.docx
  - e. Καταγραφή Ερευνητικών εργαστηρ.docx
  - f. ΟΔΗΓΟΣ ΧΡΗΜΑΤΟΔΟΤΗΣΗΣ ΕΛΚΕ.PDF
  - g. ΠΑΡΟΥΣΙΑΣΗ ΔΑΣΤΑ (Απολογισμός) 22-10-2015.ppt
  - h. Φυλλάδιο παρουσίασης έργων ΕΠΕΑΕΚ\_4.doc



15. ΔΙΟΙΚΗΤΙΚΑ (φάκελος)
  - a. ΑΡΜΟΔΙΟΤΗΤΕΣ ΔΙΟΙΚΗΤΙΚΩΝ ΥΠΗΡΕΣΙΩΝ.doc
  - b. ΚΕΝΤΡΑ ΚΟΣΤΟΥΣ.xls
  - c. ΟΡΓΑΝΟΓΡΑΜΜΑ ΔΙΟΙΚΗΤΙΚΩΝ ΥΠΗΡΕΣΙΩΝ.docx
  - d. ΣΤΟΙΧΕΙΑ ΔΙΟΙΚΗΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ\_1.docx
  - e. ΣΤΟΙΧΕΙΑ ΔΙΟΙΚΗΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ\_2.docx
  - f. ΥΠΗΡΕΣΙΕΣ ΕΚΤΟΣ ΟΡΓΑΝΙΣΜΟΥ.docx
16. ERASMUS (φάκελος)
  - a. ΚΙΝΗΤΙΚΟΤΗΤΑ ERASMUS+ 2009-2016
  - b. IRO ΤΕΙWM 2016.pptx
    - i. ΚΙΝΗΤΙΚΟΤΗΤΑ ΦΟΙΤΗΤΩΝ (ΠΡΑΚΤΙΚΗ) (υποφάκελος με 7 αρχεία)
    - ii. ΚΙΝΗΤΙΚΟΤΗΤΑ ΦΟΙΤΗΤΩΝ (ΣΠΟΥΔΕΣ) (υποφάκελος με 9 αρχεία)
    - iii. ΕΞΕΡΧΟΜΕΝΟΙ 2009-2016.docx
17. ΜΟΔΙΠ (φάκελος)
  - a. ΣΤΟΙΧΕΙΑ ΑΞΙΟΛΟΓΗΣΗΣ ΕΚΠΑΙΔ. ΕΡΓΟΥ 14-15 (υποφάκελος)
  - b. ΣΤΟΙΧΕΙΑ ΑΞΙΟΛΟΓΗΣΗΣ ΕΡΕΥΝΗΤ. ΕΡΓΟΥ ΕΠ ΑΠΟ ΑΠΟΓΡΑΦΙΚΑ ΔΕΛΤΙΑ (υποφάκελος)
18. ΠΜΣ (φάκελος)
  - a. ΜΕΤΑΠΤΥΧΙΑΚΟΙ ΦΟΙΤΗΤΕΣ-ΣΤΟΙΧΕΙΑ ΠΤΥΧΙΟΥ-ΕΡΓΑΣΙΑΣ-ΤΟΠΟΥ ΚΑΤΟΙΚΙΑΣ.doc
19. ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ (φάκελος)
  - a. Μελέτη Πρακτικής Άσκησης.rar
20. ΣΔΟ (φάκελος)
  - a. ΛΟ-ΧΡΗ (υποφάκελος)
    - i. Πολιτικές Έρευνας.doc
    - ii. ΤΑΥΤΟΤΗΤΑ ΤΜΗΜΑΤΟΣ.doc
  - b. ΕΑ\_ΔΙΕΘΝΟΥΣ ΕΜΠΟΡΙΟΥ.doc
  - c. ΔΕΓ.doc
  - d. ΔΕΚ\_upd.doc
  - e. Καραφόλας συνοπτική παρουσίαση της ΣΔΟ.odt
21. ΣΕΥΠ (φάκελος)
  - a. ΜΑΙΕΥΤΙΚΗ.doc
22. ΣΤΕΓΤΕΤΡΟΔ(φάκελος)
  - a. ΑΡΙΘΜΟΣ ΣΥΜΠΛΗΡΩΜΕΝΩΝ ΕΡΩΤΗΜΑΤΟΛΟΓΙΩΝ ΤΕΧ.ΓΕΩΠ.ΧΕΙΜ. 15-16.xls
  - b. ΤΑΥΤΟΤΗΤΑ ΤΕΧΝΟΛΟΓΩΝ ΓΕΩΠΟΝΩΝ.doc
23. ΣΤΕΦ (φάκελος)
  - a. Digital Media and Communication.rar
  - b. School of engineering\_Triantafyllou.ppt
  - c. ΜΗΧΑΝΙΚΩΝ ΠΛΗΡΟΦΟΡΙΚΗΣ.doc
  - d. ΤΑΥΤΟΤΗΤΑ ΤΜΗΜΑΤΟΣ ΜΗΧΑΝΙΚΩΝ ΠΕΡΙΒΑΛΛΟΝΤΟΣ ΚΙ ΜΗΧΑΝΙΚΩΝ ΑΝΤΙΡΡΥΠΑΝΣΗΣ\_2016.doc
  - e. ΤΜΗΜΑ ΗΛΕΚΤΡΟΛΟΓΩΝ ΜΗΧΑΝΙΚΩΝ-ΠΑΡΟΥΣΙΑΣΗ.doc
  - f. ΤΜΗΜΑ ΜΗΧΑΝΟΛΟΓΩΝ ΜΗΧΑΝΙΚΩΝ ΚΑΙ ΒΙΟΜΗΧΑΝΙΚΟΥ ΣΧΕΔΙΑΣΜΟΥ\_v2.doc
24. Ενδεικτικά ερευνητικά προγράμματα ΤΕΙ.docx
25. PROCEEDINGS ICOAE 2010 (Συνέδριο)
26. Procedia, vol.1, 2012, The international Conference on applied Economics (ICOAE), Uppsala, Sweden (Πρακτικά Συνεδρίου)
27. Ερωτηματολόγιο Αξιολόγησης Πρακτικής Άσκησης από τον επόπτη της/του επιχείρησης/Φορέα (Τμήμα Τεχνολογιών Αντιρρύπανσης).
28. Περίγραμμα Πρακτικής άσκησης στο επάγγελμα ΜΑΙΑΣ/ΜΑΙΕΥΤΗ (2016)
29. ΣΤΟΙΧΕΙΑ ΚΤΙΡΙΩΝ ΤΕΙ ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ.xls
30. Διάφορα έγγραφα–κοινοποιήσεις προς το Υπουργείο με τις κενές οργανικές θέσεις του Ιδρύματος οι οποίες δημιουργήθηκαν είτε λόγω συνταξιοδοτήσεων είτε λόγω μη πλοσλήψεων, στην προσπάθεια να πληρωθούν έστω και κάποια από τα κενά. Π.χ. μήνυμα ηλεκτρονικού ταχυδρομείου από 16.03.2015 (e-mail):
  - a. ΟΡΓΑΝΙΚΕΣ ΚΑΙ ΚΕΝΕΣ ΘΕΣΕΙΣ ΕΠ-ΕΤΕΠ.docx
  - b. ΝΕΟ ΠΑΡΑΡΤΗΜΑ (2).xls

Further on EEC has examined / considered all external evaluation reports published so far by ADIP relevant to the departments of TEI W. Mac.

<i>Please decide in respect to the specific evaluation area (&amp;2.1):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* The meetings were competently designed and the Institution and Stakeholders were very motivated and helpful throughout. We were especially positively impressed by students and the motivation of staff in all five campuses we visited.

## 2.2 The Self-Evaluation Procedure

*Please comment on:*

- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive
- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

Sources and documentation used were high quality; the TEIWM obviously thinks it is an important and worthwhile process and puts its limited human resources to very efficient use. Overall, preparation of material and prompt response to requests in the TEIWM was exemplary. The TEIWM has a strategic plan drawn up; this was presented to us by the President.

Staff motivation and willingness to receive comments was evident throughout the site visit; this is obviously positive and helps the institution. Specific comments are to be found in the report.

<i>Please decide in respect to the specific evaluation area (&amp;2.2):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* This rating reflects the empirical observations made by the EEC during its visit as well as all other kind of information provided by the TEIWM.

### 3. PROFILE OF THE INSTITUTION UNDER EVALUATION

#### 3.1 Institutional Governance, Leadership & Strategy

Please comment on:

##### 3.1.1 Vision, mission and goals of the Institution

- What are the Institution's mission and goals
- Priorities set by goals
- How are the goals achieved
- Procedures established by the Institution to monitor the achievement of goals
- What is your assessment of the Institution's ability to improve

The vision of the TEIWM Institute is to develop and become an important educational and research centre in northern Greece and the neighbouring countries. This is mainly based on its academic comprehensives, the scientific knowledge produced, the way its applied facilities and their exploitation is communicated to the local community; all this is done for the benefit of the Institution and includes all possible academic relations that can be developed with the stakeholders.

The mission of the TEIWM is threefold as below:

- To contribute in the promotion and distribution of scientific knowledge a) through theoretical and practical teaching and b) through research, mainly applied such,
- To provide to all its students as well as the academic and administrative staff, all necessary means for a successful career and
- To contribute in the satisfaction, by all ways, of the social, cultural and developmental needs of the western Macedonia region.

The TEIWM has developed four main strategic goals which are prioritized as follows:

- Increase of competitiveness both in teaching and research,
- Increase of internationalisation and openness,
- Improving connection with practice and production and
- Quality assurance and Administrative care.

Each one of the above goals, is further described in detail and includes among others a number of individual subjects, set to be considered or re-considered and supported respectively;

- Relevant to the first goal the following re mentioned:

Developing new Study Programmes, Organizing new Postgraduate Studies Programmes and a Lifelong learning and education Unit, new website of the Institution, offering open digital courses, Erasmus map, Scientific Conferences organization (such as ICOAEE, IManEE 2016), financing research projects and publications/conferences, laboratory facilities further support, participation in Special Excellency Actions (Industrial Design) and laboratory structures enactment.

- Relevant to the second goal the following re mentioned:

Signing Memoranda of Cooperation with

- a number of foreign universities (Plovdiv, Bulgaria; Taras Shevchenko National University of Kiev; Eötvös Loránd University-ELTE, Hungary; National University of Ariol, Russian Federation; National Economic University of Ternopolis, Ukraine; National Economic University & National Academy of Sciences of Azerbaijan (Baku), Ukraine; University of Korytsa FAN NOLI, Albania. Three of the above are currently active (1. Plovdiv, 2. Ternopolis and 3. Azerbaijan).and
- Greek Universities ( University of Piraeus, Piraeus University of Applied Sciences)

Cooperation with Greek Universities in a. participation in supervision of PhD's : Aristotle University of Thessaloniki, Ioannina, Patras and Western Macedonia Universities and b. research and educational activities with a great number of Greek Universities and technical Universities (such is NTUA, UoA, UoP, NTUC, TEI of Piraeus, Epirus, Thessaly, Alexandrion TEI of Thessaloniki, Hellenic Open University).

Preparation of a new scholarly journal (J. of Global Economy Review), research cooperation with Foreign Institutions (such as Harvard School of Public Health, Boston; Joint Research Center (JRC); Ispra Italy (CSIRO); Australia Department of Meteorology, Monterey, USA; Korytsa, Albania).

Developing cooperation of the Institution with the Kastoria local Chamber and the western Macedonia Fur operators for Long-life Educational Programmes, with schools and Municipalities for collection of used oil-rests for biodiesel production, partnerships with aromatic plants producers; also actions like the open TEI and goteiwm.gr and the Metalmanu cluster.

iii. Relevant to the third goal the following re mentioned:

The TEIWM laboratories are providing applied services to various professional Institutions and businesses of the region, organize productive units for successful management, develop innovative catalytic systems (green energy) and an electric car. There is also cooperation on energy and environmental issues with the Municipality of Kozani, the Public Power Corporation (PPC) of Greece and the Municipality of Serbia-Velventos. Further cooperation is demonstrated with other small businesses of the adjacent area on the basis of research projects and actions as well as participation in cultural events and planned actions such as the "Tethys" Geopark.

iv. Relevant to the forth goal the following are mentioned:

The TEIWM seeks to fully develop an internal quality assurance system and gradually to implement it. New Regulation for Student Residences is based on a) enhanced social criteria, an important fact under the financial circumstances of the country, and b) on successful student progress is also planned. Extension of the Student Residences by about 74 beds in the Grevena campus of the Institution. Additionally, improvement of Building facilities and infrastructures is planned, while relevant to the financial management and financial transparency, Cost Centres (33 in number) has been developed for each campus individually. Fund allocation and expenditure authorization functions are planned for each department.

Achievement of the above goals depends on many parameters. Some of them, such as offering open digital courses, the Erasmus map, Scientific Conferences organization, cultural events, are in place. Others, such as the new Postgraduate Studies Programmes have started and are running, while others (Lifelong learning and Education Unit, new website of the Institution) are still in the planning stages. A few cooperations with various professional Institutions, Municipalities and businesses of the region are also in place, but a much more intense effort is now needed. The same applies for the cooperation with International Institutions and/or participation in International Projects: such participation is rather restricted, if one looks at the last 5-years. Regionality rather than internationalization dominates in the TEI. In some cases, developments depending on the State (i.e. changing of laws, or many law amendments in a small period of time) fail to provide a stable environment to help the Institution to proceed in the appropriate or scheduled changes. This was the case with the "Athina 1" law, according to which Departments were merged, other suspended while some were transferred to other host Institutions. This fact also did not allow for new programmes development, particularly in the merged departments, since it the law was applied (in some cases) immediately after the first External Evaluation of those departments. The fact no discernible logic (except, in some cases, financial stringency) could be found behind the law, did not help.

Providing applied services to various professional Institutions and businesses of the region is supported by a few laboratories of the Institution (they have started the necessary procedures for their certification), since in some cases they have to be certified in order to provide their services and deliverables to the local industry. Scheduling new Student Residences and other infrastructure-related activities is a difficult task, since the Institutions' budget is restricted and is given once a year. Therefore planning is only being made in segments and this is strictly followed by the Technical Directorate of the Institution with positive results.

The procedures applied by the Institution for monitoring the achievement of the goals set, are generally described and documented in the Internal Evaluation report. Additionally Questionnaires are prepared by the MODIP and the Secretary of each department and are distributed to all

students. When completed they are collected, studied and, if necessary, suggestions are made for the improvement i.e. of the Study Programme, after discussions in the General Assembly of each department. Other procedures include reworking of the recommendations made by the EEC at the first stage of each department evaluation; as previously commented, this could not always take place due to changes in the law regime enforced by the State that happened when by the “Athina” Plan was made law.

Institutionalization of many already existing actions may improve the TEIWM and may provide the Institution with better effectiveness in various subjects. Periodical review of questionnaires distributed, better processing and subsequent evaluation of the results could help in either identifications of sensitive disadvantages or resolving them more easily and moving forward. Timetables for each goal could provide evidence of problems in the procedure and achievement therein and give the basis for a stable follow up.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.1):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* This rating reflects the empirical observations made by the EEC during and the discussions followed its visit as well as the other information and documentation provided by the TEIWM.

### 3.1.2 Organizational Development Strategy

- Effectiveness of administrative officials
- Existence of effective operation regulations
- Specific goals and timetables
- Measures taken to reach goals

The main officials who exercise the administration of the Institution are the President, the Vice President and the Head of Department (single member organs of the institution) and the Institutional Assembly, the Institutional Council, the School Council and the Department Assembly (collective-membership organs). Their responsibilities are described in detail in the Internal Evaluation Report, September 2015, pp. 22-23).

The EEC met with the TEIWM administrative team on several occasions. In the first meeting, the administrative team presented the current condition of the Institution and their strategy and goals for the future and provided in hardcopies the EEC with all relevant information. Strategy and goals for academic development were discussed at various levels, but clarifications and consistency are needed in the use of the terms mission, strategy, goals, and objectives.

The administrative team is committed to solving problems facing the Institution. It also appears to have good working relationships with the administrative staff, the faculty, and the Schools.

As it is reported below (3.1.3), TEIWM has submitted its organizational structure and operating procedures (Internal Regulation, in Greek=Οργανισμός), as required by relevant laws (1404/1983, 2916/2001, 3549/2007, 4009/2011), to the Ministry of Education. It is as yet not been approved, as this is also the case for all Greek Academic Institutions. As a result, the TEIWM operates using a blend of procedures prescribed by the 2005 & 2008 laws. Under these circumstances, the administrative team appears to be carrying out the

task of managing the Institution effectively.

The TEIWM's strategic goals and timetable are described in section 3.1.1 above, Vision, mission and goals of the Institution. While the President is concerned with gaining approval for hiring new faculty members (ΔΕΠ) as positions become vacant due to retirements, the same effort should be extended to hiring technical support personnel (ΕΤΕΠ). Furthermore, it is necessary to investigate and develop proposals on the issues of non-resident faculty and of the faculty quitting the University for other institution placements.

It should be noticed, that State financing to the Higher Educational Institutions is very limited in the last five years. Therefore, specific goals and scheduling to reach them is a very difficult puzzle to solve. See also below sections 3.1.3 "Academic Development Strategy" and 3.1.4 "Research Strategy".

*Please decide in respect to the specific evaluation area (&3.1.2):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* The President and his administrative team are doing everything within their authority and capabilities to effectively govern the Institution. State actions are factors seriously inhibiting this effort. The Institution could be much more effective, if the legal framework under which it operates was clarified and was kept stable for a period of several years by the State.

### 3.1.3 Academic Development Strategy

- Response of the Institution to Faculties and Departments
- Goals and timetables
- Measures taken to reach goals

As mentioned above (section 3.1.2), the responsibilities of the main institution's officials are described in the recent Internal Evaluation Report of the Institute (2015).

Four main goals set by the administrative officials and the Institution in general were

- a) organization of two new undergraduate programmes (once designed, organized and scheduled its approval will be matter of the Ministry),
- b) the scheduling, organization and full operation of at least 3 new graduate programmes in the years 2015-2016 and
- c) Staffing and operation of the Life-Long Learning Unit.

First three goals comprise the academic development strategy. The fourth is most important for the students. No specific timetable was set for goals a, b and d.

All four goals are still in the planning stage. Though not described by specific measures, financing will be possible through the new ΕΣΠΑ European projects (NSRF, i.e. National Strategic Reference Framework).

Considering the regulation scheme, the Law in place for the Internal regulations is the Law 160 (Official Governmental Journal, "ΦΕΚ" 220 Α/3.11.2008). The Internal Regulation of the Institution in place is dated back in 2005 (ΦΕΚ 1741Β /13.12.2005) and the new

Internal Regulation is under evaluation and matter of acceptance by the relevant Ministry of Education and Research. In the meantime law 4009/2011 adopted a different approach. It is underlined that the law is rather old and the Institution is waiting for the new regulation to be approved and signed (a fact that face and suffer all Greek Institutions). No new goal timetable can be set unless the new regulatory system is approved and stabilized. The general goals mentioned in 3.1.1 refer to the strategy of the Institution for the time period 2015-2018 (Internal Evaluation Report pp. 12-13). As explained in the “2013-2015 Activities Report of Western Macedonia TEI, p.1), the Regulation of the Institution was processed by a 5-members Committee (4 Scientific Staff and the Secretary General), then it was submitted to Consultation in the Institutions Scientific Staff. It followed comments and suggestions and presently the Regulation of the TEIWM Organization is subject to the approval by the Institutions’ General Assembly which will in turn be submitted to the Council of the Institution. It is clearly mentioned that the process is “frozen” due to institutional (State-forced) changes.

*Please decide in respect to the specific evaluation area (&3.1.3):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* The TEIWM has worthy academic development goals. Most of them are in their initial phases of development. Despite existing serious limiting external factors (such as the legal framework), the Institution is forward-looking in refining its academic offerings.

### 3.1.4 Research Strategy

- Key points in research strategy
- Research strategy objectives and timetables for achieving them
- Laboratory research support network
- Research excellence network
- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programmes, etc.)

TEIWM administration’s research strategy for the future is to enhance quality and excellence in research activity. This could be supported by establishing partnerships with national and international institutions; another important component is the provision of administrative support for submitting applications and seeking operating grants.

There is a discrepancy between the stated aim of the institution (teaching of applied technological orientation) and research requirements. The Institution’s research output can be further fostered through interdepartmental initiatives, developing closer cooperation and research links between TEIWM’s departments (and persons). The teaching load across the Institution is so extensive, that there is not enough time for faculty members to devote to their research. This issue should be faced. Staff cuts have resulted in manpower shortages, severe in some instances, putting the future of the institution at risk.

These matters are normally discussed in Staff meetings (Συνελεύσεις Τμημάτων). The EEC recommends that TEIWM’s research strategy be further discussed and internally agreed, if possible in a structured way; further, a key person or committee should be responsible for implementing the Institution’s research policy. In the latter case some degree of homogenisation in terms of criteria and other quality requirements should be targeted. The research strategy plan should include



measures to upfront the niches that could be filled by TEIWM, e.g., fostering of local entrepreneurship, pollution, energy & environment etc.

A limited number of partnerships with other entities was noted, especially with institutions for the purpose of running joint postgraduate programmes. The issue of partnerships should be further exploited in the framework of an outward-looking policy of the Institution. Such a policy should include societal outreach as a high priority, an area in which there are existing initiatives already. These could be further exploited.

The relevant university research office advances small approved grants to faculty members selected competitively, so that research projects can be carried out in accordance to the timetable.

- Research strategy objectives and timetables for achieving them

Research in the TEIWM appears rather uncoordinated. An important axis seems to focus on the quantity of research output. This is easily measurable. This is in line with the general research ethos ('the researcher working alone') but may not always be the best way forward. However, effectiveness (even in this) has to be accountable to the paying state. Though we are all free to do whatever research we choose, some co-ordination of the research activities is required. Current and future research needs at the national or regional level should be examined and steps should be taken if necessary (e.g. in the sector of energy and/or renewables). Support for junior faculty to develop their research is also an issue deserving consideration when financial conditions improve. Mentoring of junior staff should be considered, as a way of giving direction to research.

- Laboratory research support network

The TEIWM is rather well endowed in equipment; even when this equipment is primarily used for teaching, it can (and often is) also used for research. Forming research teams is encouraged (not least by staff shortages), but individuals still seem to play an important role: we were told of instance of equipment acquisitions due to the initiatives of by X or Y (sometimes retired staff).

- Research excellence network

Innovation needs to be promoted considerably, not because of lack of motivation, but because of staff and funding shortages. A research ethos should also be further developed. Should incentives also be introduced for the more effective researchers? The initial emphasis on quantity in publications, should at some point be coupled with quality of research output. The necessary outward-looking strategy should encompass a dedicated line of relevant action.

- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programmes, etc.)

Research support is still in its pre-conception (in the biological sense) stage in the TEIWM. No specific office seems to exist or to have been planned. Assistance for preparing proposals, capitalising on potential patents and innovations, finding partners for research programmes, etc are all left to individual staff initiatives. Patents (a small number) exist; the TEIWM pays for their retention for the first 5 years and then leaves it to the patent-holder to decide whether it is worthwhile retaining them. Potential profits are split 40-60 between the institution and the patent-holder. To the date of the evaluation, there has been just one patent for which there are negotiations for its application.

*Please decide in respect to the specific evaluation area (&3.1.4):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:* TEIWM's administration is willing to ensure that the Institution's research

productivity increases and the research remains relevant. Many critical strategic components are missing though and the research culture is based on individual initiative and not on a synergetic well-coordinated effort. Concerted action is required to address various niches that this institution could apparently fill.

### 3.1.5 Financial Strategy

- General financial strategy and management of national and international funds
- Regular budget management strategy
- Public investment management strategy
- Organisation and strategy of the Special Account for Research Funds (SARF)
- Organisation and strategy of the University Property Development and Management Company
- Existence of a Quality System for Financial Management (e.g. ISO), computerisation management and Budget monitoring (Regular Budget, Public Investments Programme, SARF Budget, etc.)

The TEIWM (along with all HE institutions) is severely constrained by the state accounting rules. This is a veritable straightjacket to all institutions.

The TEIWM is a small and flexible institution and this is also reflected on the way in which it manages its funds. Among the positive points, it is worth mentioning the involvement of all authorities and administrative services and, especially, the degree of awareness by nearly everybody of the overall financial situation and the specific measures taken in order to fully benefit from the funding possibilities available, coping at the same time with the restrictions. Thus, the management of national and international funds is satisfactory. However, like in other areas evaluated, there is no overall strategic approach designed as a plan of steps and measures aimed at a set of longer-term goals; ad hoc measures are really the way of coping in the best way with the current situation. The EEC cannot blame the institution for this; they are aiming for the best for students and staff and coping in the meantime with the overall negative conditions in the best way they can.

The internal evaluation report provides a very detailed account of budget broken down by codes, in the tradition of Greek state accounting. However, no measures towards a Quality System for Financial Management are mentioned (e.g. ISO), computerisation management and Budget monitoring. Finally, there is no particular written strategy, dealing with the Institutions' Property Development and Management, although there is a Department called : "Procurement and Property Management Department" under the umbrella of the Finance Directorate.

The functional equivalent to the Special Account for Research Funds (SARF [ELKE]) in universities is the Centre of Technological Research (KTE, Κέντρο Τεχνολογικής Έρευνας). It is an active part of the institution, which manages the incoming 'entrepreneurial' funding and coordinates such activities. This seems to work efficiently and effectively within the institution's framework.

To summarise, all activities related to a regular budget management strategy, including public investment management strategy and the organisation of the Special Account for Research Funds (SARF [ELKE], KTE in the case of the TEIWM), are satisfactory, but a more proactive attitude will be necessary to overcome the budgetary limitations in a more creative and sustainable manner.

Please decide in respect to the specific evaluation area (&3.1.5):

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Although coping with the crisis, low budget and geographical dispersion of the Institution, the TEIWM is well administered by the governance bodies and managed by the administrative members of staff. Some larger degree of pro-activeness seems to be necessary to overcome the obvious budgetary problems.

### 3.1.6 Building and Grounds Infrastructure Strategy

- Strategy key points
- Objectives and timetables
- Measures taken to reach goals
- Deviations from model 1 campus/HEI

Buildings and infrastructure are adequate, even spare capacity is available in some cases; infrastructure is well maintained overall. This appears to be the case in all campus locations. The Technical Department which is an individual unit, manages well all these facilities. The TEIWM is fortunate in this area. The spread of the institution over 5 campuses is a problem but it does not seem to hinder the operation of the Institution. It is, however, an important limiting factor to student life: choosing to attend classes in a subject offered by faculty from other units from the same institution but not in the same town, is not really feasible. It can also limit research synergies and collaboration especially across Schools (and campuses) of the institution.

Spread to five towns in the region was initially a political decision. This is weighted against the benefits the society reaps; this factor does not always help, but it is a price the institution has to pay and pays it willingly.

Please decide in respect to the specific evaluation area (&3.1.6):

	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Building dispersion in five locations is problematic but a great deal of effort is made towards finding solutions.

### 3.1.7 Environmental Strategy

- Recycling strategy and measures taken to reach goals
- Hazardous waste management and measures taken to reach goals

- Urban waste management and measures taken to reach goals
- Green energy strategy and measures taken to reach goals

TEIWM operates in a heavily air-polluted environment, one among the most polluted in Greece. In a technical-laboratory-rich environment such as the TEIWM, environmental strategy has to have an important place. Policy for the safe disposal of hazardous / dangerous wastes used in the various laboratories, includes, according to the information provided by the Institution, collection in appropriate bottles and neutralization in special depositories. While a mention is made to observing the necessary protocols for the safe and secure management of such waste, there are no details or examples given along this direction. The EEC noted that there is no discernible safe disposal of liquid waste and hazardous materials at any point in the Kozani campus.

The most proactive policy regarding the environmental policy of the Institution entails recycling of paper, plastic (both bottles and caps), glass, lamps, electric appliances and batteries. This is notable. In collaboration with the Waste Management Company of Western Macedonia S.A., all recycled materials are collected by this Company. Other positive aspects, like normal waste collection and recycling is evident throughout all five campuses.

A positive mention should be made with respect to the Institutions' compliance with the existing anti-smoking legislation.

In collaboration with the Public Power Corporation (PPC), there is developed and operated an electric charging station for cars in the Kozani campus of the TEIWM. The Institution owns an electrical green car used for transportation within the campus. Additionally the Institution promotes recycling of used oil-waste, collecting it through/with the assistance of various schools of the Region and produce biodiesel using the Institutions' facilities. It is worthy to mention the stations for the air pollution that are operated by the Institution, in the Kozani campus and in various spots in the city and the surrounding area (real-time record and transmission of data measures).

In respect to environmental issues and the green energy, various events have been organized by the Institution with the local communities (central Municipality, Primary & High Schools, etc) in support of the idea of environmental protection.

Unfortunately technical and financial reasons, we were told, stop environmentally friendly tele-heating two kilometres away from the TEIWM follow policies originating from the surrounding administrative and technological environment, which is specific to the geographical area of the TEIWM. This is unfortunate, though through not the fault of the institution.

*Please decide in respect to the specific evaluation area (&3.1.7):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Recycling, risky waste management and air-pollution management is worthy to mention. A more detailed account of planned strategies and particularities would have been welcome.

### 3.1.8 Social Strategy

- Exploitation and dissemination of the Institution's Research Activities for the benefit of society and economy
- Promotion of interaction between the Institution and the Labour Market
- Sustained relationships with key local and regional bodies

- Contribution to the cultural development of society, the city and the region
- Reciprocal and long-lasting relationship with the alumni community

The relatively long history (first established in the mid 1970s) of the TEIWM in the region means it has had the time and opportunities to foster relations with many regional bodies and companies. Nevertheless, an effort is being made to interact with the local society and stakeholders to the extent that this is feasible. Local companies (especially DEI (ΔΕΗ, the State Electricity Company) and the local Chambers (Επιμελητήρια) are present in the institution's list of contacts. This appears to correspond to strategies at individual department, lab and researcher level. There was a subunit of a TEIWM unit (DASTA) that existed up to 2015, is in charge of supporting innovation and entrepreneurship. However, the external funding for it ended and it has been discontinued. That probably limits the measures of dissemination towards the local society and economy.

Overall, the TEIWM receives a very positive attitude, even enthusiastic approval by local public and private stakeholders. However, while several of the stakeholders interviewed mentioned benefits from TEIWM's graduates for the labour market, no systematic information seems to be available -or indeed at all collected- regarding the impact of the TEIWM on the local or the broader labour market.

For similar reasons to those mentioned above, no functioning alumni community seems to exist. Collection of alumni information, when available, is ad hoc and in a rather disorganised manner. Creation of such an alumni community would be a major step towards establishing a successful and impactful labour market-oriented strategy; this is essential given the character of the TEIWM and its necessary links with stakeholders.

*Please decide in respect to the specific evaluation area (&3.1.8):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Both in local and regional basis the Institution promotes the interaction between itself and stakeholders.

### 3.1.9 Internationalization Strategy

- Integration of the international dimension in the curricula
- Integration of the international dimension in research
- Integration of the intercultural dimension within the campus
- Participation in international HEI networks
- Collaboration with HEIs in other countries (with a specific collaboration agreement) - measures taken to reach goals

The TEIWM interacts with the international community to the extent to which it is able to. A number of its faculty members have studied abroad or have work experience in Greece or other countries; they also have publications and projects in collaboration with researchers and research centres in Greece or abroad. However, compared with other comparable institutions, as a whole, the TEIWM appears less well-integrated with the international community, leading to a mixed record regarding internationalization at an institutional level. The institution's President appears to push in this direction, but the overall weight of problems and certain objective factors (the attractiveness of Kozani among them) seems to drag this process back. International collaborations seem to centre on the neighbouring countries (Albania, FYROM and Bulgaria) and Azerbaijan.

The efforts to build up international collaborations and participation in international institutional networks appear rather limited. Furthermore, whereas a satisfactory and systematic effort is made regarding students' participation in exchange programs like ERASMUS. (Incidentally, the presentation of the ERASMUS programme was timely, effective and efficiently done. It stands with the best presentations we attended). The result of all this is a small number of incoming ERASMUS students and a considerably larger one for outgoing ones. The new rules for internships stopping interns from going to countries other than those in which they study and the continuing economic crisis may also affect this balance.

The EEC recommends further measures, such as strengthening collaborative relationships across the border areas and internationally.

*Please decide in respect to the specific evaluation area (&3.1.9):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:* Effort is made to collaborate with academic institutions across the borders with Albania and FYROM and the ERASMUS program is efficiently managed, but some further planning is required at an institutional level.

### 3.1.10 Student Welfare Strategy

- Student hostel operation and development strategy
- Student refectory development strategy
- Scholarships and prizes strategy
- Sports facilities operation and development strategy
- Cultural activities strategy
- Strategy for people with special needs

The lack of a unified campus compromises the feasibility and efficacy of the student welfare strategy. Whereas a significant part of the state budget is dedicated to student welfare, including free food to a substantial number of students (probably well above standard practices in the rest of the world). Food in the refectories is plentiful and tasty (according to the students we talked to).

It is true that the TEIWM has assorted sports facilities (and a physical education instructor in Kozani); it has sports teams (among other in basketball); in the past it even had ski team! Overall, sports and cultural activities appear well integrated to the TEIWM matrix; the institution supports these activities with its limited means. The TEIWM does not have a strategy or the infrastructure for people with special needs. No such persons have been allocated by the Ministry of Education, to date. The TEIWM is dealing with such cases on a case by case basis as and when they arise, but no Institution-wide policy is designed "ex ante" to support persons with special needs.

Please decide in respect to the specific evaluation area (&3.1.10):

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* the TEIWM despite the geographical dispersal of the campuses adequately supports all infrastructures. Scholarships and prizes are restricted due to low budget. None the less, the special needs persons procedures should have been approached earlier.

## 3.2 Strategy for Study Programmes

### 3.2.1 Programmes of Undergraduate Studies (first cycle)

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

Do you wish to make any comment on a point not included above?

#### Main strengths of the Programmes

All Curricula appear quite reasonably designed. As in all HE Institutions in Greece, strong emphasis is placed on student progression, on almost any circumstances (with attendance or without, with partial attendance etc) and at any cost; thus, acquisition of basic and fundamental knowledge and skills appear to be achieved, in the programmes, with constraints the limits of staffing levels. The issue of staffing came up repeatedly in all faculties of the TEIWM; in some cases, it is a miracle programmes of study function at all: whole units have no staff members, others have low single digit numbers of staff (excepting temporary staff). The faculty's dedication goes a long way towards covering the deficiencies of the state provision, but this is no way to run a HE institution; this is also obviously unfair on the conditions of work of the remaining staff.

- Initiation of curricular evaluation and some updating should be looked at carefully. Some of the changes were imposed by the ATHENA I plan, under which some departments were moved, others merged. At some point, all academic units should revisit their programmes, to make sure they still make sense and streamline course offerings, if needed; external factors (stakeholders, alumni etc) could also be involved in this. A degree of creative thinking should also be encouraged (not least by MODIP members in the TEIWM). This would identify niche markets appropriate to all departments; duplication of effort in this should be avoided. The Institution's internal evaluation report and its follow-up (meetings with schools and departments the width and breadth of the institution) shows would increase a sense of ownership of the process. Critical evaluations of the programmes of study (wherever begun), should be encouraged, understaffing notwithstanding. It is suggested this process or similar be institutionalized in all department (eg an annually) if circumstances permit it (or as soon as possible afterwards); another alternative may be periodic recurrence (e.g. every other year). In any event, the importance of this process cannot be stressed strongly enough.

- (ii) On paper, theoretical mastery as well as adequate hands-on training (laboratory work) forms part of the teaching approach. This combination is (or should be) appreciated by students, as it provides them with a strong basis for versatility in their careers. The main weakness identified by the EEC is the position of theoretical teaching: attendance to theoretical classes ('theories' in local parlance) is not compulsory; this is despite the fact all (incl. teaching staff) recognize 'theories' this form an essential and important part of teaching. Practice is based on the application of theory. No serious institution may claim university status with such a lopsided approach to theory.
- (iii) Laboratories (when they are part of teaching requirements) appear very well equipped; funds from different sources have been used creatively.
- (iv) The existence of PPC, the Public Power Company (ΔΕΗ) as a large energy provider and 'traditional' source of employment in the region and also the main source of pollution and environmental damage all offer openings through which the institution may enter. This is obviously a niche market that would integrate the TEIWM with the local society; further steps in this should be encouraged.
- (v) Strong evidence of job placement and its central place in studies is an important aspect; this should be exploited further. Through placements, employers gain an insight to the studies and students (if encouraged to think critically about their placement), gain more than just experience.

### **Main weaknesses of the Programmes**

- i. Large and irregularly fluctuating number of students. In fact, the TEIWM probably becomes an examination centre towards the end of each semester.
- ii. Large student to faculty ratio (in some cases almost 70 to 1 in 2015-16, more if non-attending students are counted). Staffing levels have suffered severely by retirements without replacement. Technical staff, essential in an institution of technical character, are few and far between (in part their absence is covered by temporary student assistants working on 2 hours a day contracts). Extremely small number of teaching support staff for the number of students and the number of courses with laboratory provision.
- iii. The number of administrative staff for the number of students and academic staff is relatively small, but highly dedicated. Some staff appear highly skilled in their allotted tasks.
- iv. Shortage of funds dampens both ideas their application and actual expansion in teaching.
- v. Course prerequisites are an essential part of study. The correct mix is a desired feature of any study programme. This mix should be actively sought, using a variety of ways, not just student ease.
- vi. Poor attendance by students in lecture courses is a problem. Solutions necessarily point towards monitoring attendance (even linking student attendance to the right to take part or not in final or mid-term examinations). A general rationalization of procedures could possibly help.
- vii. Average time to degree exceeds required time by about 2 years. This is a general feature of university study in Greece. A greater rationalization of procedures could possibly help, particularly if the rules were not tampered with by the State (eg additional examination periods are regularly added...)
- viii. Alumni outreach programmes or an alumni office is lacking. There is therefore a lack of tracking initiatives of the majority of graduates. Whatever information exists, is collected on an ad hoc basis. This is unsystematic. An alumni office would help enormously.

#### **Basic obligations of students**

- Registration is online, but subsequent course completion is erratic. The absence of prerequisites (when observed) further complicates this problem.
- Student evaluations are collected from all courses, but the response rates are disappointing (not least to the members of staff itself). Evaluations take place in each semester, and this is useful. From this point the processes become fuzzier and relatively scant attention is paid to the findings. The results could



be reassuring, but even in this case something should be done on an institutional level. The mere existence of the questionnaires is not enough.

#### Central and External Evaluation of Academic Units

It was observed that all Schools and Departments have been reviewed; in turn, they have reviewed their External Evaluations and addressed and implemented many (or most) recommendations included in these reports.

Staffing problems (discussed above and in passing here) further compound the issue; as does the degree of often stifling control of the Ministry of Education over the number of incoming students and their academic orientation. In theory, this may be the State's desire to somehow regulate the availability of certain graduate specialisations in the job market; rather than this, it is used openly for clientelistic political ends. The TEIWM (as all other institutions) should be allowed to decide numbers of new students themselves; institutions have a certain capacity, beyond which they cannot realistically train students with the existing staff and facilities. The TEIWM in most cases appears not to have exceeded this capacity, but the ministry should know that quality and quantity do not necessarily go hand in hand. State input in this is excessive; extreme and sudden budgetary cuts and lack of flexibility in resolving resource limitations needlessly complicate virtually all issues.

The EEC has found that in most cases, the central administration works well, is motivated and facilitates and supports the implementation of the recommendations presented in the External Evaluation reports of the Schools.

#### General Comments and Suggestions for Improvement:

1. The TEIWM should consider introducing tracking of student attendance and progress. The personal tutor system is an option, though present staffing levels render this impossible. It may be possible to use senior / postgraduate students as advisors and mentors of younger students. The search and adoption of best practices from other institutions should continue. After serious and in depth discussion in departments, these could be introduced in the TEIWM, if it so decides.
2. The State and the TEIWM must come to an agreement on the number of incoming students over a number of years (e.g. a 4-year cycle), based on the funding the Institution receives from the State. The number of incoming students as well as the legal framework (eg. regarding transfers from each Higher Education Institution) should remain stable for reasonable periods of time, so as to allow the University to optimally plan its academic activities; among these should not only to ensure quality teaching, but also decrease the number of stagnant students, minimize alienation of students, and enable faculty to meet higher academic standards.
3. The State should revise radically existing procedures, indeed the whole framework of Higher Education, with a view to handing back this space to the universities and stakeholder community. The tyranny of FEK (Φύλλο Εφημερίδος Κυβερνήσεως) that is required for the legal operation of most activities should be revised downwards. This would allow universities to look for alternative sources of revenue streams. Use of the KTE structure in TEIWM is often the solution in these problems.
4. The TEIWM could increase efforts to secure funding (even limited) from private companies. Such public-private partnership creates a revenue stream dedicated the Institution's goals, that are otherwise hard to support.
5. The climate between students and staff is clearly good, as far as the EEC has observed. Student views of staff were uniformly positive, as far as we observed.
6. The EEC did not find a strong entrepreneurship and innovation strategy in the undergraduate programmes. The Central Administration should encourage academic offerings in entrepreneurship; this would enhance the existing academic programme and support faculty (and students / alumni) that are willing to develop initiatives down this path. The open classes offered by some staff as an outreach activity point the way in this direction.
7. Student questionnaires are the main avenue for feedback to staff, and there the response rates are often disappointing. Teaching course evaluations appear generally positive and cover a large number of courses in each semester. While formal complaints for staff performance in teaching appear few and far between, the EEC would like to recommend that the TEIWM develop a teaching enhancement programme and a support office (e.g.

Teaching and Learning Centre). This would provide guidance to staff (mostly to new staff, but not solely for them) to develop better teaching skills.

8. The EEC believes there is diversity in student performance and learning outcomes and achievements. This is both natural and expected. In the case of TEIWM, the low admission grades and the necessary compensatory measures (e.g. teaching in mathematics) do not appear to be addressed in a systematic or organised way. The EEC believes that emphasis should be given to the less well performing students, including potential dropouts. Personal pastoral care is probably one solution to this.

<i>Please decide in respect to the specific evaluation area (&amp;3.2.1):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Teaching is generally considered the strongest point of the TEIWM

### 3.2.2 Programmes of Postgraduate Studies (second cycle)

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

Do you wish to make any comment on a point not included above?

- **The main strengths and weaknesses of the Programmes**

TEIWM currently offers eleven postgraduate programmes that lead to a Master's degree, among them Mechatronics, PR and Marketing and New Technologies, Modern Communications Systems, Internet and Systems' Security, Management and Transport of Natural Gas, MBA, Accounting, Food Quality and Food Analysis etc. One is an interdepartmental programme and three are Interstate programmes (with institutions in Bulgaria, Azerbaitzan). In the academic numbers have grown radically from 85 in the academic year 2014-15 to there were 486 postgraduates in 2015-16..

The EEC view is that the TEIWM post-graduate offerings cover a wide spectrum of subject areas; some of these appear quite innovative, tailored to new technologies and areas.

Requirements, success of recruiting, and selection of students varies by programme. The overall demand for post-graduate degrees in Greece is such, that most such initiatives are presently over-subscribed, indeed a large percentage of applicants fail to secure a place. The EEC observes that most teaching is in excess of the normal teaching load; furthermore, some teaching is done on weekends. While this model is based on customer base availability, it may detract from research time. Suitability of the model adopted depends on the corresponding model of development of the Institution.

This variety of loads and activities would be better coordinated by a Senate-appointed post-graduate studies committee. This Committee would monitor and enforce common standards, develop an overall strategic and operational plan, promote the internationalization of postgraduate education, and even develop a stable revenue stream to support the programmes. It would **not** meddle in academic content or programme design. Moreover, the creation of a

formal graduate advising structure that coordinates schools and departments will lead to further rationalization of postgraduate education at the TEIWM. Such a committee could be composed perhaps of the programme co-ordinators (in lieu or as a precursor to a School of Graduate Studies, for which the TEIWM may not yet be large enough). When postgraduate provision extends further, this proposed structure would ensure dissemination of knowledge e.g. concerning the design of new programmes and a better control of overall quality assurance.

The EEC had an opportunity to speak to several postgraduate students during the site visit; those interviewed seem satisfied with their experience. Apparently not all the postgraduate students have the same opportunities and comparable quality of facilities, but this is natural. Quality assurance in the postgraduate programme is weak (usually no more than the student questionnaires). In fairness, we should note that most new programmes have not yet had significant number of graduates.

- **the basic obligations of students, e.g. attendance of lectures, course requirements, etc.**

The postgraduate programmes require enrolled students to take courses and to some extent conduct research-oriented projects and final theses. The ECTS requirements differ by programme. Attendance in postgraduate programme lectures is mandatory; The sample of students interviewed by the EEC has indicated a high interest (and probably consequent high attendance rates).

- **the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units**

The external review of the Schools and their postgraduate programmes is forwarded to the Schools by the Institution's administration; Schools and Departments address the issues raised by the review and make the suggested improvements, usually through the departmental council (Συνέλευση Τμήματος). Improvements to postgraduate programmes are discussed by the faculty and may be adopted and incorporated during the regular programme review periods. Given the limited staffing of the institution, these reviews occur when required.

<i>Please decide in respect to the specific evaluation area (&amp; 3.2.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* There is a large number of post-graduate programs. These have grown in a haphazard and uncoordinated fashion. There is a practical limit to how many programs could or should be developed. We are unsure if this limit has been reached or not. The TEIWM should carefully review these programs and prioritize those that are clearly aligned with the subject matters of the departments and new/ emerging areas.

### 3.2.3 Programmes of Doctoral Studies (third cycle)

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

The legal framework does not presently allow the Institution to organise Doctoral Programmes or take Doctoral Students. Staff is involved as co-supervisors or as members in the Evaluation's Committee in doctoral work through Universities (in one case with the University of Western Macedonia, in another with the University of Piraeus).

<i>Please decide in respect to the specific evaluation area (&amp; 3.2.3):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* NOT APPLICABLE

### ***3.3 Profile of the Institution under evaluation - Conclusions and recommendations***

*Please complete the following sections regarding the overall **profile of the Institution under evaluation**:*

- Underline specific positive points:*

1. Academic and Administrative Staff as well as Students are positively motivated. This is an obvious advantage for the working of the TEIWM and bides well for the future.
2. Both students and staff recognise (in different ways) advantages and weaknesses and show a willingness to change and adapt using the advantages for getting better and the weaknesses as a guide for change.
3. The institution supports various environmental friendly actions

The small size of the TEIWM has and apparently encourages a family feel; this is a very positive point and is conducive to better teaching. Good human relations at the workplace is a positive advantage.

- Underline specific negative points:*

1. Lack of a clear strategy became evident and was noted in the meetings we had. A set of specific, measurable goals and timeline to achieve them must be formulated as a matter of priority.
2. The lack of the equivalent of a graduate school (alternatively a Senate-appointed committee) to co-ordinate the further development of post-graduate studies in the TEIWM has also been noted. Initially, perhaps some equivalent structure to a Graduate School will help counter the haphazard and un-organized way in which postgraduate studies have developed to date. Transfer of knowledge between departments as regards post-graduate studies will also be facilitated, despite the variance of subjects.

Similarly, a clear strategy, policy and uniform criteria for teaching (see above), should be complemented by similar measure for the management of research and staff development.

- Make your suggestions for further development of the positive points:*

1. Staff development is a notable exception in the institution strategy. Initiatives for staff development should be carefully thought and discussed within Departments and Schools. Mentoring of early career staff could be considered and developed. This would help new staff and the institution.
2. Particular niche areas of growth should be identified and creatively developed. One area where the TEIWM is doing well is teaching. The institution should perhaps concentrate on what it is doing really well and develop this, even at the expense of other, desired areas. This would strengthen the TEIWM's teaching profile and lessen the effects of threats it has faced in the recent past. Niche areas of growth, in time will have a positive effect on the institution and its esprit de corps.

The funding situation is grim; do we seriously believe this will become better, in the next 3-5 years? If not, different avenues for generating additional revenue streams should be explored. Ways to expand this provision should be explored and developed.

- *Make your suggestions on needed steps for improvement:*

1. A clearer development strategy should be introduced, with implementation timetable; this should be monitored and periodically revised.
2. An alumni office should be created and staffed, possibly by TEIWM alumni members themselves. This should develop connections with former students and transform them into an asset for the TEIWM.
3. Develop research strategy and build partnerships with external stakeholders; the present network of stakeholders is a good base; this could be actively developed (which the present stakeholders may expect). This could strengthen both the institution and ultimately the stakeholders themselves.
4. Focus on post-graduate programs: formulate post-graduate studies committee / graduate school to regulate and organise the offering and operation of postgraduate studies.

## 4. INTERNAL SYSTEM OF QUALITY ASSURANCE

### 4.1 Quality Assurance (QA) Policy and Strategy

*Please comment on:*

- the Institution's policy and goals regarding QA and Improvement
- whether the Institution has developed a specific system of QA
- how the Institution's internal QA system has been organized
- how the students and staff of the Institution are protected from biased interventions and discriminations
- whether a detailed implementation guide has been put together, containing an analysis of the QA system's operating procedures
- the involvement of students in QA
- how the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

Following the requirements as set by the National Framework for the evaluation of the Higher Education Institutions (HEI) in Greece, the TEIWM has developed a quality assurance system. The quality assurance system is organized following the bottom-up approach of collecting and organizing information and decision-making. The basic bodies that are operating as part of the quality assurance system are the MOΔIII at the institutional level and the OMEA at the departmental level. The design of the system is based on established operating procedures at the level of the department, design of tools that are needed in collecting the necessary information (questionnaires, reports, internship log books etc.). The collection of information is facilitated by the use of generic but structured questionnaires forwarded to the students before the exams session of each course. The system is operating anonymously, safeguarding biased interventions and discriminations.

Although the TEIWM collects information through informal meeting with the stakeholders, the QA system does not include formal procedures for collecting information from all the connected and external stakeholders.

The students are involved in the decision making process as members of the various QA committees and individually by filling up the questionnaires.

The response rate in filling the questionnaires is very low. The reason for this is that attendance is not mandatory for the courses without a practical/laboratory component. On the other hand, students are reluctant to participate in the various committees either because of lack of interest or due to the fact that are not fully informed.

*Please decide in respect to the specific evaluation area (&4.1):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

An implementation guide has been put together, containing an analysis of the QA system's operating procedures.

#### ***4.2 Design, approval, monitoring and evaluation of the study programmes and degrees awarded***

*Please comment on:*

- whether the learning outcomes have been clearly formulated and whether they have been published
- whether the programmes are designed in such a way as to involve students and other stakeholders in the work
- how the achievement of learning outcomes is monitored
- whether there is a published Guide regarding the organization of programmes of study
- whether the ECTS system is taken into consideration and implemented
- whether there is a periodic evaluation of the programmes according to set procedures and criteria aimed at safeguarding their consistency and regular updating
- the student participation in the QA procedure of the study programmes
- whether the programmes include well-structured international mobility and -where appropriate- placement opportunities

The design of the study programmes and the individual courses is done by establishing learning outcomes for each programme and each course separately. The design of the programmes is based on the needs of the labor market, student needs and a bench marking approach (considering state of the art programmes from other universities).

The participation of the students in the design of the course is safeguarded through their participation in the Departmental council. Students are represented in the Academic Programs Committee at the Department level. There are also some other ways of collecting information from difference groups of students (Erasmus students, internship experience).

Information on research outcomes is safeguarded through the participation of the faculty members in the Academic Programs Committee. Information on the labor market needs is taken from the various stakeholders through informal contacts that faculty members have established. There is no formal procedure of collecting information from the external stakeholders.

All the information regarding the course content, learning outcomes, course prerequisites, assessment system, etc., is uploaded to the electronic platform of the Institution (*e-class*) and is open to the students who are registered in the course.

The achievement of the learning outcomes is monitored through (i) written examination (assignments, projects, final exams), (ii) presentations of practical work, and (iii) questionnaires that are filed by students at the end of the course.

All the courses are designed and implemented based on the ECTS system. No evidence is provided on the procedure that is followed regarding the way that the number of ECTS allocated to each course is calculated. No formal procedure is in place in collecting information in order to identify whether the number of ECTS allocated to each course is correct and if not, how corrective action is taken.

The programmes are evaluated every year for minor adjustments following information collected from students' evaluations, internship logbooks, etc., and every 3–5 years for any major adjustments regarding course delivery methods, and needs of the stakeholders. Information is collected from the stakeholders in an informal manner. No formal procedure has been developed.

<i>Please decide in respect to the specific evaluation area (&amp;4.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The design of the study programmes and the individual courses is done by establishing learning outcomes for each programme and each course separately. No formal procedure is in place in collecting information in order to identify whether the number of ECTS allocated to each course is correct and if not, how corrective action is taken.

### **4.3 Teaching and learning - Assessment by students**

*Please comment on:*

- whether multiple and coherent learning paths are provided according to the needs of students in the Institution's Departments / Faculties
- how proper guidance and support is offered to students by the Departments / Faculties' teaching staff
- whether students are informed clearly and in detail regarding the strategy of evaluation that is implemented for their programme of study, the exams or other methods of assessment they will be subjected to, what is expected of them and which criteria will be applied for the evaluation of their performance
- whether there is a formal procedure for addressing complaints and objections by students in the Departments / Faculties of the Institution

General information regarding the programme content and characteristics is provided on the TEIWM official webpage. Additional information is provided to the students when they register for the programme. Special welcome days are organized by each Department, providing the necessary information.

At the beginning of each course, the instructor prepares a Course Outline. The Course Outline provides information regarding learning outcomes, course content, course delivery mode, and assessment method and course prerequisites. All this information is uploaded on the course platform (*e-class*) and is accessible to the students who attend the course.

Based on the specific requirements of the courses, the appropriate delivery method is adopted. Multiple methods are utilized, including seminars, practical workshop exercises, laboratory work and *e-learning*. The TEIWM has adopted the Open Digital Classes approach where the lecture is recorded and the students can attend to it any time at their convenience. This is done for a limited number of courses.

Faculty members assign office hours during which they are available to the students.



<i>Please decide in respect to the specific evaluation area (&amp;4.3):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The teaching and learning assessment is one of the strong points of the Institution.

#### ***4.4 Admission of students, progression and recognition of studies***

*Please comment on:*

- whether the procedures and criteria for admission to the second and third cycle of studies are implemented with consistency and transparency
- whether there are clear and distinct procedures within the Departments/Faculties, as regards recognition of higher education degrees, periods of study and knowledge acquired at an earlier stage
- whether there are clear and distinct procedures of recognition of study periods and prior learning (including the recognition of non-formal and informal learning)
- whether there are clear procedures in place regarding the cooperation of other Institutions with national ENIC/NARIC centres for ensuring coherent recognition and mobility among programmes within / among Institution (s)
- whether students are provided with detailed information (e.g. Diploma Supplement) regarding the degrees conferred to them, the achieved learning outcomes as well as the framework, the level and the content of studies they successfully completed
- whether the Institution has in place processes and tools to collect, monitor and use information regarding student progression

TEIWM has in place specific procedures for admission to postgraduate programmes. These include: (1) Advertisement of the vacant positions on the department web side. (2) Electronic application. (3) Formulation of the evaluation committees. (4) Interviews of the prospective students. (5) Communication of the decision to all prospective students. The process is open and the results are published to the candidates, who have the right to appeal the decision.

No Phd degrees are offered by the TEIWM. The existing law does not permit it.

TEIWM has in place procedures of recognition of study periods and prior learning at other Departments for the undergraduate studies only. According to the national procedure only students who finished the 1<sup>st</sup> semester can transfer to other institutions. No procedures are in place for the graduate courses, and/or recognition of non-formal and informal learning (e.g., summer schools, training courses).

All diplomas/degrees are supported with a Diploma Supplement, providing information regarding the degree conferred to the student, the achieved learning outcomes and the content of studies he/she successfully completed.

TEIWM has in place an Integrated Information System that is used to collect, and process data regarding the student's progression. The information provided covers qualitative and quantitative indicators, including: grade per course, ranking, number of participants in tests, number of courses attended, credits, etc.

<i>Please decide in respect to the specific evaluation area (&amp;4.4):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* It is one of the strong areas of the institution. It is in place and implements all the necessary procedures.

#### 4.5 Quality Assurance as regards the teaching staff

*Please comment on:*

- how it is guaranteed that the vacancy notices and recruitment of teaching staff include procedures which provide assurance that all new teaching staff members have at least the basic teaching skills
- opportunities offered to the teaching staff for their professional/scientific advancement
- how potential weaknesses of the teaching staff are identified as regards the delivery of their teaching courses
- the Institution's procedures for the support of new teaching staff as regards the teaching and evaluation methods
- how scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research
- the procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students
- whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

TEIWM utilizes and takes advantage of the electronic database (Μητρώο Εσωτερικών Μελών TEI WM APELLA) that provides a list of internal and external faculty evaluators. TEIWM has in place an electronic integrated management system of election procedures and faculty development, and maintains a registry of internal and external members.

TEIWM offers opportunities for the professional/scientific advancement of its faculty members. Through the ERASMUS plus initiative, faculty members have the opportunity to collaborate with other institutions abroad, exchanging good practices, establishing collaborations and undertaking research activities for mutual benefit. (69 faculty members have taken advantage of this opportunity). Funding is provided, when available, for the participation of faculty members in conferences and for publication of their work in scientific journals.

There is no official procedure of identifying professional development needs of the faculty members. Some tools that are in place (such as student questionnaires) and can be used to extract some relevant information.

TEIWM has developed formal procedures so that members of the teaching staff receive the necessary feedback on their course delivery through questionnaires that the students are filling at the end of each course. The implementation of this initiative is rather problematic due to the low response rate among the students. This is partially due to the facts that, in the majority courses, attendance is not mandatory.

TEIWM has in place a regulatory framework for the investigation of disciplinary and academic

misconduct of the teaching staff.

Please decide in respect to the specific evaluation area (&4.5):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Formal procedures are in place, but there is a room for improvement and implementation of them

#### 4.6 Learning resources and student support

*Please comment on:*

- whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students
- the available support services in regard to Libraries, Information systems and infrastructure
- the procedure in place for offering individual assistance (counselling and tutoring) to students

One of the main goals of the TEIWM is to provide adequate and continuous support to students for their educational activities, as well as for personal development and wellbeing.

A set of procedures has been adopted, which periodically and systematically monitors the effectiveness of student services. Besides internal and external evaluations of the Institution as a whole and its Departments individually, these procedures include the evaluation of the courses by the students, and the evaluation of TEIWM and its services by student questionnaires. The course evaluations are done for each course offered, but the student participation is low. TEIWM is also occasionally sending questionnaires to recent graduates, thus collecting additional information concerning their career path post-study.

TEIWMs Library consists of a set of networked libraries on the 5 campuses. It offers an adequate number of books for undergraduates, periodicals and journal subscriptions, as well as access to international data bases and digital maps. Bibliography for the support of post-graduate students is limited; efficient use is made of the journals etc., provided through the network of academic libraries. Users can access data bases remotely, and queries can be answered by the Helpdesk via phone, email or web input.

The Information and Telecommunication (IT) infrastructure of the Institution is adequately developed, and is indispensable for the effective operation of an institution that spans 5 campuses in as many towns. More specifically, the IT services enable the development of open class learning as well as for the communication of administrative and support personnel on different campuses. Curricula, class material and submission of assignments are available to students electronically on the *e- class* platform. Student files, grades and program information are also maintained electronically. This IT infrastructure also allows TEIWM and its Departments to provide easily accessible information online about their programs and services.

TEIWM states that it is a student-centred institution, and devotes effort and resources to develop and improve student services. The institution claims that support is provided through assigning an individual Study/Program Advisor to each student. There are departments where this cannot be done in an effective manner due to human resources constraints. We noted some case where academic staff is in single digit figures (sometimes low single digit numbers...). Internships in industry and/or government organizations are available in all programs, and are very much

appreciated by students as well as by the employers.

There is a problem with the provision of health services. The institution does not operate a first Aid unit. The institution is providing on ad hoc basis access to advisors and psychologists (who in some cases are faculty members) to students who are experiencing mental health issues.

Overall, learning resources and student support services are effective and are monitored, revised and improved based on the student evaluations, and in the internal and external evaluations of the Institution and the individual Departments.

<i>Please decide in respect to the specific evaluation area (&amp;4.6):</i>		Tick
<b>Worthy of merit</b>		
<b>Positive evaluation</b>		X
<b>Partially positive evaluation</b>		
<b>Negative evaluation</b>		

*Justify your rating:* The appropriate procedures are in place. Some weaknesses have identified during the implementation of the system (i.e. low student response during the evaluation).

#### **4.7 Information Systems for Recording and Analysing Data and Indicators**

*Please comment on:*

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates
- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information regarding its other functions and activities
- whether the Institution collects information about student satisfaction with their programmes of study and the career paths offered to graduates
- whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

TEIWM possesses a number of information systems that collect, analyse and utilize information in support of the operation, decision-making, and internal evaluation of the institution. In particular, the Institution has established an Information System which collects and processes information dealing with student grading, attendance progression and a number of key performance indicators and statistical information on courses, etc.

The Institution collects information about student satisfaction with their programmes of study but this is done manually (with the exception of one program of studies). EEC recommends extending of the electronical collection of data to the other departments of the Institution as well.

The EEC recommends also the establishment of a database and a way of tracking the career paths of its graduates as well, on a permanent basis.

*EEC cannot assess whether TEIWN has, or is planning to, benchmark itself against other similar institutions within and outside Europe, as no such information was provided during the site visit.* Nevertheless, it is evident from the information provided that TEIWM's IT infrastructure and information collection and analysis systems compares well to those of other institutions.

<i>Please decide in respect to the specific evaluation area (&amp;4.7):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Although adequate software and hardware is in place the institution fails' to take advantage of the capabilities (data analysis for decision making). No information is provided regarding any benchmarking approaches developed (comparisons with similar institutions within and outside Europe).

#### 4.8 Dissemination of information to stakeholders

*Please comment on:*

- how the Institution sees to the publicization of information on the programmes offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students
- whether the information regarding the Institution's offered programmes of study is available in English or in other languages
- whether the teaching staff's CVs are included in the publicized information, both in Greek and in English

Do you wish to make any comment on a point not included above?

The publicization of information at the TEIWM is done electronically only, through the website. The web pages of the Institution are kept current via regular updating. There is a wide spectrum of information available to the students and the stakeholders, ranging from information about undergraduate and graduate programs, and cultural events at the institution. The website provides information on the institutions' history, administration, academic programmes and services, as well as current news, announcements etc. It also provides direct links to the web pages of the Departments including their programs, the Library, International Collaborations (Erasmus), Quality Assurance, Internships. Available online are also the CVs of the academic staff (Greek and English). The online information addressing the needs of current and prospective students is well organized, and includes detailed guides about the requirements of the various programmes of study.

On most, though not all, web pages of the institution, the information is provided in both Greek and English. Some care of the English language pages should be dispensed if internationalisation efforts are to be successful.

<i>Please decide in respect to the specific evaluation area (&amp;4.8):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:* Although enough information is provided in the web, part of this information is

not presented in the English language as well.

#### ***4.9 Continuous monitoring and periodic review of the study programmes***

*Please comment on:*

- the procedure followed with regard to assessment and periodic review of the contents of study programmes
- whether this procedure takes into account the changing needs of society
- whether this procedure takes into consideration the findings emanating from monitoring the graduates' career paths
- the procedure with which the reviews take into account the students' work load, the progress rate and completion of studies
- whether this procedure takes into account the cutting edge research activities in that particular discipline
- whether the involvement of students and other stakeholders is secured in the revision of the programmes

Since 2013, TEIWM has been continuously monitoring its academic programs and is making major revisions. Each Department can make small changes annually based on the feedback received by its stakeholders. Such changes are typically proposed by the 3 –member Academic Committee to the Department's Council, which then discusses and approves the changes. At the School level, the approval is given by the School's Council. The proposed changes take into account factors such as the students' course evaluations, the students' workload per course (ECTS units), lecturing and/or laboratory requirements, international trends and the changing needs of society. This type of information is provided by internal and external processes, personal links of the staff with the industry and professional organizations, and the recommendations in the internal and external evaluations of the Departments and the Institution. Useful information is collected from the internships through a formal questionnaire that is forwarded to the employers and students. No information is collected from graduate students. There is no alumni association in place.

The most notable part of the programme of studies in which the needs of the society are taken into account is post-graduate programmes. Even there stakeholder input when it exists is rather informal,. Although links and contacts that provide suggestions for improvements are in place on a personal level – and have resulted in important changes such as the introduction of new graduate courses and directions, the strengthening of inter- and multi-disciplinarily and internal/external collaborations, they have not been formalized officially.

No formal mechanism exists to assess and review of the contents of study programmes, or the changing needs of society; no monitoring the graduates' career paths seems to exist; no procedure with which the reviews take into account the students' work load, the progress rate and completion of studies or cutting edge research activities in a particular discipline.

Students take part in such procedures through the student representatives in Departments and Schools.

No formal involvement of other stakeholders exists in the revision of the programmes

It is recommended that:

- (a) The institution should take initiatives for the establishment of an active alumni association and the stakeholder community.
- (b) Each Department should form an Advisory Board, with representation from students and each of its main stakeholders, which will provide input and recommendations annually for any changes necessary to the academic programmes in order to meet the personal and professional needs of the students as well as the needs of a rapidly changing society. In their meetings with the EEC, the representatives of stakeholders, past-graduate students and sponsors of TEIWM expressed strong support for, and a keen interest to participate in, such Advisory Boards as soon as they are established.

<i>Please decide in respect to the specific evaluation area (&amp;4.9):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:* Although the institution collects information from the stake holders there is a need for the development of formal and systematic procedures.

#### **4.10 Periodic external evaluation**

*Please comment on:*

- the procedure already planned by the Institution in order to deal with the observations of the Institutional External evaluation
- how the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programmes

The requirement for Institution external evaluations was established by law in 2005 ([www.hqa.gr](http://www.hqa.gr)). The implementation of the departmental evaluations in the TEIWM started in 2010. This is the first time that the Institution is being evaluated by an EEC, even though a number of its component departments have had external evaluations in the past. The EEC was very pleased to see that the Institution has made modifications to the existing programs and has put in place Quality Assurance System that aims to improve the operation of it. Through this system the Institution has implemented IT systems that reduce the workload of administrative and support personnel. Only one department has adopted the on –line evaluation of the courses by the students.

The EEC have confirmed that the existing laws that govern the organization and operation of Higher Education Institutions in Greece are too restrictive and hamper the effective operation of the institutions and their flexibility to respond to the challenges and changing needs of science and society. *These laws are in urgent need of revision to allow for real self-governance of Higher Education Institutions (based on internationally acceptable standards and practices), which is necessary in order to achieve their true potential and for their students to succeed in the very competitive international stage.*

<i>Please decide in respect to the specific evaluation area (&amp;4.10):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* Although this is the first external evaluation, the institution has made a great effort to implement quality assurance procedures.

#### 4.11 Internal System of Quality Assurance – Conclusions and recommendations

Please complete the following sections regarding the **internal system of quality assurance**:

- *Underline specific positive points:*

Specific positive points:

1. The quality assurance system is organized following the bottom-up approach of collecting, organizing information and decision-making.
2. TEIWM is a student-centric Institution, with all the courses having the practical element and internships in the curriculum.
3. There is a good IT system of collecting and analyzing information for decision making purposes.
4. Since its inception, the institution has created a positive environment for its students, staff and support personnel that facilitates close ties and a climate of trust between students, professors and administrative staff.
5. The institution has established close relationships with the various stakeholders (community, industry e.t.c)

- *Underline specific negative points:*

1. Although the TEIWM collects information through informal meetings with the stakeholders, the QA system does not include formal procedures for collecting information from all the connected and external stakeholders.
2. The students are involved in the decision making process as members of the various QA committees and individually by filling up the questionnaires. The response rate in filling the questionnaires is very low. The reason for this is that attendance is not mandatory for the courses where a practical element is not part of it.
3. Students are not represented in the departmental academic committee for matters of design of academic programmes.
4. No evidence is provided on the procedure that is followed regarding the way that the number of ECTS allocated to each course is calculated. No formal procedure is in place in collecting information in order to identify whether the ECTS allocated to each course is correct and if not take corrective action.
5. No alumni association is in place.
6. No benchmarking against comparable Institutions in Greece and abroad.
7. The existing laws that govern the organization and operation of HE Institutions in Greece are too restrictive and hamper the effective operation of the institutions and their flexibility to respond to the challenges and changing needs of science and society.

- *Make your suggestions for further development of the positive points:*

- 1&2 Ensure that adequate resources (human, financial, infrastructure) are allocated for the effective operation of the Quality Assurance Units of the TEIWM. Strengthen the internship content of the courses by developing closer links with industry.
3. Develop the IT infrastructure so as to collect information and monitor career paths of Alumni.
4. The institution is encouraged to continue nurturing the positive work and study environment it has developed, with emphasis on the needs of its students.



5. TEIWM should maintain and support the culture of frequent internal reporting and evaluation of its Departments and Schools utilizing the bottom up approach that safeguards the validity of information for better decision making towards program modification and institutional infrastructure development.

- *Make your suggestions on needed steps for improvement:*

1. It is recommended that each Department form an Advisory Board, with representation from students and each of its main stakeholders, which will provide input and recommendations annually for any changes necessary to the academic program in order to meet the personal and professional needs of the students as well as the needs of a rapidly changing society.
2. One way to overcome these (real or perceived) problems and increase student participation is to simplify, shorten and standardize this questionnaire, and deliver it in class on paper, using scanable and machine-recognizable forms.
3. Ensure the participation of students in the departmental academic committees.
4. Develop a process that ensures that the ECTS units of each course are commensurate with the actual student workload.
5. Initiate the process for the formation of an Alumni association.
6. EEC cannot assess whether TEIWM has, or is planning to, benchmark itself against other similar institutions within and outside Europe, as no such information was provided during the site visit.
7. The outdated legal framework that governs the organization and operation of H.E. Institutions in Greece is in urgent need of revision to allow for real self-governance of institutions (based on internationally acceptable standards and practices), which is necessary in order to achieve their true potential and for their students to succeed in the very competitive international stage.

## **5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION**

### **5.1 Central Administration Services of the Institution**

Please comment on:

- The operation of the central administration services of the Institution in regard to the:  
Special Account for Research Funds (SARF)  
Financial services  
Supplies department  
Technical services  
IT services  
Student support services  
Employment and Career Centre (ECC)  
Public/ International relations department  
Foreign language services  
Social and cultural activities  
Halls of residence and refectory services  
Institution's library

The program of the EEC included site visits to all five campuses and separate discussions with administration departments on procedures and management practices. The EEC opinion is based on the information provided and the interviews conducted with key administrative officers, and on the documentation provided by the Institution. All staff interviewed were eager to talk to the EEC. All were positively motivated.

Comments on several services can be found in earlier sections of this document.

The total number of administrative staff at the moment is 77. Based on various studies conducted, this is considered as very low. The ratio administrative staff to students is 1/159; this is considered as very high.

The special circumstances (geographical dispersion of departments, low number of administrative staff, remoteness) has forced the institution to develop a set of procedures and practices which has provided solutions to the acute problems it was facing over the years. The experience of the administrators and the good practices developed are an important asset for the Institution.

Regardless of the problems that appear from geographical dispersion of the resources, the organizational chart of the administrative services is functional. The problem that the institution is facing is with the allocation of the staff to campuses. Due to legal constraints the institution cannot relocate the staff for the proper resourcing of the campuses. As a result there are campuses that are understaffed.

It became evident that flexibility, inventiveness, a high spirit of collegiality, and sense of responsibility and devotion became part of the culture of the TEIWM. Formalization and standardization of most procedures has been successfully accomplished. There is efficient collaboration between the central administration and the local units, which are located in each campus.

The ratio of administrative to academic staff is very low. Although the members of the EEC were impressed by the high degree of dedication of all staff members they met, they also realized that the workload of administrators is very high and especially in the outlying, remote campuses. This is potentially a threat for the efficient operation of the Institution. Some services are entirely lacking, such as a permanent doctor.

Foreign language services unit is not in operation. All the support is given by faculty members, dispersed within the departments.

The library closing time is 7.00 pm, while in some of the campuses (Grevena and Ptolemaida campus) the library operating times are limited to some hours per day, due to lack of personnel. This constitutes a major problem in the provision of the proper support to the undergraduate and graduate students.

The institution operates halls of residence in only two campuses (Kozani and Florina); refectory services exist in all campuses. Halls of residence and refectory services are generally evaluated as adequate.

Technical services and IT services effectively supports the campuses by providing traditional IT services (internet, wireless, computer labs, etc.) but also developing unique tools and services to support teaching and administrative activities (considering the 5 campuses).

*Please decide in respect to the specific evaluation area (&5.1):*

	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:* The administration departments are well organized. There are issues with the allocation of resources to different campuses.

## ***5.2 Operation of the Central Administration of the Institution – Conclusions and recommendations***

*Please complete the following sections regarding the operation of the Institution's central administration :*

- *Underline specific positive points:*

Specific positive points:

1. Flexible and effective management.
2. Standardized and formalized internal procedures.
3. IT services effectively support the campuses by providing traditional IT services (internet, wireless, computer labs, etc.) but also developing unique tools and services to support teaching and administrative activities.
4. Sense of duty and positive attitude on behalf of the staff.

- *Underline specific negative points:*

1. Insufficient state funding.
2. Improper allocation of staff to different campuses.
3. Lack of services such as a permanent doctor based at the Institution.

- *Make your suggestions for further development of the positive points:*

1. Take advantage of the IT in order to reduce the required number of staff. There is a strong need

to increase the number of staff at all levels.

- *Make your suggestions on needed steps for improvement:*

1. There is a strong need to increase the number of staff at all levels. Proper staffing of the outlying campuses is a must for the proper operation of the Institution and the provision of the proper level of support to the student population.

2. Intensification of the use of the opportunities for EU funding and consultancy projects to the industry by utilizing the existing lab facilities may allow to better support the different operations of the Institution.

## 6. CONCLUSION AND RECOMMENDATIONS

*In connection with the*

- general operation of the Institution
- development of the Institution to this date and its present situation
- Institution's readiness and capability to change/improve
- Internal system of Quality Assurance of the Institution

*please complete the following sections:*

- *Underline specific positive points:*

1. Academic and Administrative Staff as well as Students are positively motivated. This is an obvious advantage for the working of the TEIWM and bides well for the future.
2. Both students and staff recognise (in different ways) advantages and weaknesses and show a willingness to change and adapt.
3. The small size of the TEIWM that encourages a family feel.
4. The institution supports various environmental friendly and green energy actions taking advantage of its laboratories and other infrastructure.
5. The quality assurance system is organized following the bottom-up approach of collecting, organizing information and decision-making.
6. TEIWM is a student-centric Institution, with all the courses having the practical element and internships in the curriculum.
7. Since its inception, the institution has created a positive environment for its students, staff and support personnel that facilitates close ties and a positive climate of trust between students, academic and administrative staff.
8. The institution has established closed relationships with the various stakeholders (community, industry etc.)
9. IT services effectively supports the campuses by providing traditional IT services (internet, wireless, computer labs, etc.) but also developing unique tools to support teaching and administrative activities.

- *Underline specific negative points:*

1. Not clear developmental strategy.
2. Lack of a central administration of the post graduate studies. (Marketing of the courses, management of the applications central organization of events etc).
3. Although the institution collects information through informal meetings with the stakeholders, the QA system does not include formal procedures for collecting information from all the connected and external stakeholders.
4. Low response rate in filling the questionnaires by the students.
5. Students are not represented in the departmental academic committee.
6. No evidence is provided on the procedure that is followed regarding the way that the number of ECTS allocated to each course is calculated. No formal procedure is in place in collecting information in order to identify whether the ECTS allocated to each course is correct and if not take corrective action.
7. No alumni association is in place.
8. The existing laws that govern the organization and operation of HE Institutions in Greece are too restrictive and hamper the effective operation of the institutions and

<p>their flexibility to respond to the challenges and changing needs of science and society.</p> <p>9. Insufficient state funding.</p> <p>10. Improper allocation of staff to the 5 campuses.</p>	<ul style="list-style-type: none"> <li>• <i>Make your suggestions for further development of the positive points:</i></li> </ul> <ol style="list-style-type: none"> <li>1. Initiatives for staff development should be carefully thought and discussed within Departments and Schools. Mentoring of early career staff could be considered and developed. This would help new staff and the institution.</li> <li>2. One area where the TEIWM is doing well is teaching. The institution should perhaps concentrate on what it is doing really well and develop this, even at the expense of other, desired areas. This would strengthen the TEIWM's teaching profile and lessen the effects of threats it has faced in the recent past. Niche areas of growth, in time will have a positive effect on the institution and its esprit de corps.</li> <li>3. Discuss and decide what is the relative importance of research for the institution.</li> <li>4. Ensure that adequate resources (human, financial, infrastructure) are allocated for the effective operation of the Quality Assurance Units of the Institution. Strengthen the internship content of the course by strengthening existing links with industry.</li> <li>5. Develop the IT infrastructure so as to collect information and monitor career paths of Alumni.</li> <li>6. The Institution is encouraged to continue nurturing the positive work and study environment it has developed, with emphasis on the needs of its students.</li> <li>7. TEIWM should maintain and support the culture of frequent internal reporting and evaluation of its Departments and Schools utilizing the bottom up approach that safeguards the validity of information for better decision making towards program modification and institutional infrastructure development</li> <li>8. There is a strong need to increase the number of staff at all levels. Take advantage of the IT in order to reduce the required number of staff.</li> </ol>
	<ul style="list-style-type: none"> <li>• <i>Make your suggestions on needed steps for improvement:</i></li> </ul> <ol style="list-style-type: none"> <li>1. A clearer development strategy should be introduced, with implementation timetable; this should be monitored and periodically revised.</li> <li>2. Initiate the process for the formation of an Alumni association</li> <li>3. Develop research strategy and build partnerships with external stakeholders (universities, research institutes, employers' federations etc.).</li> <li>4. Focus on post-graduate programs: formulate post-graduate studies unit / graduate school to regulate and manage the offering and operation of postgraduate studies.</li> <li>5. It is recommended that each Department form an Advisory Board, with representation from students and each of its main stakeholders.</li> <li>6. Ensure the participation of students in the departmental academic committees.</li> <li>7. Develop a process that ensures that the ECTS units of each course are commensurate with the actual student workload.</li> <li>8. EEC cannot assess whether TEIWM has, or is planning to, benchmark itself against other similar institutions within and outside Europe.</li> <li>9. The legal framework that governs the internal organization and operation of H.E institutions in Greece is in urgent need of revision to allow for real self-governance of institutions (based on internationally acceptable standards and practices), which is necessary in order to achieve their true potential and for their students to succeed in the very competitive international stage.</li> </ol>

## 6.1 Final decision of the EEC

Please decide in respect to the overall Institutional evaluation:	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

### Justify your rating:

The EEC was impressed by the performance and teaching achievements of the TEIWM, especially in terms of programmes design and delivery. The strong points of the Institution are concentrated on the program content and delivery that includes a strong practical element and internships. This aspect alone deserves the designation 'worthy of merit'.

There are some areas where weaknesses are identified such as research and internationalization of the institution and staffing problems. The later is beyond the full control of the Institution.

The majority of the areas investigated are positively evaluated or above (including some five cases where the EEC considered the institution worthy of merit).

As a result the overall evaluation of the Technological Educational Institute of Western Macedonia by the EEC is **Positive**.

## **The Members of the Committee**

### **TECHNOLOGICAL EDUCATIONAL INSTITUTE OF WESTERN MACEDONIA**

Name and Surname

Signature

**Prof. Andreas Efstathiades,**  
European University Cyprus, Cyprus

**Dr. Spyridon Bellas,**  
Ministry of Environment, Energy and Climate Change, Greece

**Prof. George Kazamias,**  
University of Cyprus, Cyprus