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ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF MUSIC STUDIES

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

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External Evaluation Committee

The Committee responsible for the External Evaluation of the **Department of Music Studies of the National and Kapodistrian University of Athens**, consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Evangelia (Valia) Kordoni (President)
(Title)   (Name and Surname)

    Humboldt-Universitaet zu Berlin, GERMANY
(Institution of origin)

2. Professor   Costas Iliopoulos
(Title)   (Name and Surname)

    King's College London, UNITED KINGDOM
(Institution of origin)

3. Assistant Professor   Evis Sammoutis
(Title)   (Name and Surname)

    European University Cyprus (Nicosia, CYPRUS)

(Institution of origin)

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

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

Introduction

I. The External Evaluation Procedure

- Dates and brief account of the site visit.

- Whom did the Committee meet ?

- List of Reports, documents, other data examined by the Committee.

- Groups of teaching and administrative staff and students interviewed

- Facilities visited by the External Evaluation Committee.

The visit took place on Tuesday 11, Wednesday 12 and Thursday 13 of February 2014 at the Department of Music Studies in the Philosophy Faculty of the National and Kapodistrian University of Athens. The committee met with faculty, students and administrative staff of the department. The committee examined three (3) internal evaluation reports (2008-2009, 2009-2010, 2010-2011), the curriculum, course notes and other teaching material, and lab assignments. We also looked at examples of undergraduate exam papers, seminar and thesis reports, as well as promotional/recruitment materials, such as a post-graduate course promotional leaflet and the departmental website. We met with almost all of the members of regular faculty, all of the administrative staff, as well as many Undergraduate, Postgraduate and doctoral students.

The meeting with the students which took place on Wednesday, February 12, 2014 started with the intervention of representatives of the student unions from other departments of the Philosophy Faculty whose intention was to interrupt the evaluation process. After a thorough dialectical exchange with the members of EEC, these extra-departmental representatives resigned and left and the planned 2-hour meeting with the departmental students resumed in an excellent and constructive atmosphere, which helped the EEC reach valuable for the evaluation conclusions. Finally, we visited all the existing departmental facilities dedicated to teaching and research.

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used

- Quality and completeness of evidence reviewed and provided

- To what extent have the objectives of the internal evaluation process been met by the Department?

In our opinion the department followed the guidelines provided by the HQAA and supported

their responses with thorough information about all aspects of the department. The department provided detailed presentations of their teaching, research and artistic activities, compiled lists of publications and research grants for assessing the connection between teaching and research activities, and thoroughly described the administrative activities of the department. We believe that the internal evaluation process as presented in the three (3) aforementioned internal evaluation reports has met the stated objectives in the sense that it provides a constantly updated, clear and thorough picture of the department at this particular time.

A. Curriculum

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

APPROACH

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

<u>Undergraduate:</u> The goals for the curriculum vary among the different concentrations of the degree because of the wide difference in included topics. In general however, the department aims to equip music students with a scientific based education in the fields of musicology and its immediate branches and to provide a multidimensional framework for the study of music, whilst not neglecting the performance / artistic side of the discipline. The students are encouraged to develop critical thinking, research and interdisciplinary skills. These goals are attained through the course structure allowing for specialisation in different fields and through the frequent activities of the department's established music groups and ensembles as well as the activities of the established labs.

<u>Graduate progam:</u> The Master's degree is offered in collaboration with the Department of Communication & Media Studies (Τμήμα Επικοινωνίας και Μέσων Μαζικής Ενημέρωσης). Through its two years duration, students focus on an interdisciplinary and anthropological study of music and explore the relationship between music and other sciences and arts through an array of methodological and scientific strategies. Music is studied through its dimensions relating to production, areas of organization and management. Overall, the aim is to equip students with a comprehensive education on cultural studies. The plan for achieving the objectives is evident through the inclusion of only core classes. This ensures that all students follow the same course path and that the group function is reinforced. The latter is further supported through the requirement of obligatory participation of all students and through the frequent assignment of projects rather than exclusively written exams. This focused and clear plan of class successions ensures that both students and the system itself can be monitored more straightforwardly.

<u>Doctoral Program:</u> The doctoral candidates represent a large proportion of the department with the goal of producing original research that strengthens the aims and fields of the undergraduate program. Through close supervision, the candidates choose original topics of research predominantly in the field of Greek Music and Musicology.

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

The objectives for the undergraduate and doctoral programs were decided so as to best implement the goals of the curriculum. These are however distinctly different in scope across the three sections of the department's structure, which are as follows:

1) Historical and Systematic Musicology(Τομέας Ιστορικής και Συστηματικής Μουσικολογίας)

2) Ethnomusicology and Cultural Anthropology (Τομέας Εθνομουσικολογίας και Πολιτισμικής Ανθρωπολογίας)

3) Sound technology, Music Pedagogy and Byzantine Musicology (Τομέας Τεχνολογίας Ήχου, Μουσικοπαιδαγωγικής και Βυζαντινής Μουσικολογίας)

The objectives for all programs (Undergraduate and Postgraduate) are clearly structured and developed and are comparable to international sets and standards of good practice, where applicable, as certain areas of the curriculum are unique to this program. Since the objectives also cover or include a wide array of subjects (technology and informatics,

anthropology, education, philosophy, history, byzantine studies) the unit's consultation and interaction with members of other departments was a catalyst for setting clear goals and targets. In the case of the graduate program this is a priori evident as it was devised in collaboration with another department. The PhD program follows the structure and paradigm of other European countries. For this program the department holds seminars twice a year. This aspect could be developed further with more seminars for the doctoral candidates in order to reinforce the strength and tie of the research community within the department.

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

The curriculum is in many ways vernacular to the needs of the Greek artistic, scientific and intellectual community since a large portion of the classes deal with issues of Greek Music. As such, the curriculum offers a dynamic contribution to the research of Greek music in all its manifestations and it is of particular interest and importance to the local and international music community. The curriculum is consistent with the aims of the program and also reflects in its majority the research undertaken by the members of the department.

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

The curriculum was decided so as to collectively address the absence of major features relating to the practice, research and dissemination of Greek Music. Half of the curriculum's areas (Historical and Systematic Musicology, Ethnomusicology and Byzantine Musicology) were necessary for the development and research of the Greek musical culture and heritage. The other curriculum areas relating to the fields of Music Education, Music Technology and Cultural Studies are addressing more contemporary issues that in many instances compliment and expand the scope of the department. The student feedback and comments are now incorporated in the reviewing and planning of the curriculum through a series of anonymous questionnaires given for each class but this does not appear to be the case when the department's curriculum was first established. This is common practice internationally however.

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

The unit does not have a set procedure for frequent revision of the curriculum, but this is balanced through the internal evaluation report (Έκθεση Εσωτερικης Αξιολόγησης). Furthermore, as evidenced by the recent adoption of the path concentration this is an issue that the department has been clearly addressing over the years. The department has also set through its internal evaluation report plans for the future expansion / revision of the existing curriculum.

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

The goals are met at a great extent. Because of the department's multifaceted profile, each of the course paths have separate goals but these are implemented successfully in each case. Nevertheless, as also mentioned in the department's recent internal evaluation report (Έκθεση Εσωτερικης Αξιολόγησης 2010 – 2011 / 3.1.1) there is no systematic process of evaluating if these goals are met effectively. Nonetheless, because of the department's nature and the frequent involvement of student and faculty in various musical activities the faculty is in direct contact with the students and receive constant feedback. This action helps the effective implementation of the curriculum.

- How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?
  The program is unique in several aspects and most specifically in the areas of "Historical and Systematic Musicology" and "Byzantine Musicology". The former is not unique in international standards but at least half of this area's ' content is in fact focused on aspects of Greek Music from antiquity to today. This makes it very distinctive as a program of study. Nonetheless, the methodology used is comparable and consistent with international standards for musicology. The area of Byzantine Musicology is also unique worldwide as an area of study, which makes its comparison valid only with a very limited number of institutions.

- Is the structure of the curriculum rational and clearly articulated?
  Yes, the structure is very clear with a very rationally defined and expressed sequence. In some areas, more prerequisites could be added to ensure that the students have a smooth chain of courses and that students choose the right courses at the right time. This would be significantly aided through the adoption of systematic advising / counseling, which will help students interpret the given study guide (οδηγός σπ ουδών) more effectively.

- Is the curriculum coherent and functional?
  The curriculum is mostly coherent, functional and appropriate for each area of study. The only misconception one has at looking at the curriculum is the grouping of the three sections and most specifically the third sector of "Sound technology, Music Pedagogy and Byzantine Musicology". At first glance, there is no obvious reason for these three scientific areas to be combined in one group but this is done for practical purposes as explained by faculty. The curriculum's coherence and effectiveness is guaranteed through the separation of this area into two sections with clearly defined paths. Each of the sections / concentrations is balanced through a clearly defined sequence of core courses, specialisation courses and electives. A more defined explanation of whether a student attendance / registration is satisfactory as a prerequisite for further classes as opposed to a successful completion is needed for some of the advanced classes.

- Is the material for each course appropriate and the time offered sufficient?
  The materials for each course vary according to the nature and scope of each class. Some courses have an excellent presence on the University's electronic platform "e-class" with detailed notes, whilst others classes are not making full use of this facility. Students complained about the reduced duration of their final exams but commented favorably on the time offered for each course.

- Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?
The staff is qualified to implement the curriculum. In fact, in several of the areas the faculty is creating an original contribution to their respective fields and the creation of new topics of research, an aspect which makes them indispensable and necessary for the implementation of the current curriculum. It must be noted that there is a genuine need for strengthening with additional teaching personnel and this is especially dramatic in certain areas such as the field of music technology. It must also be noted that with the imminent retirement and no plans for replacement of staff in several fields, problems are expected to arise towards the successful implementation of the curriculum.

     The department is in need of more resources. In particular, more teaching rooms

prepared with the appropriate and necessary equipment (piano, CD players etc.), access to online journals, frequent and continuous enrichment of library materials, longer library hours (currently Monday to Friday 09.00 – 16.00 and students can only borrow up to six books for one day) and more access to the electronic music studio are some of the immediate concerns.

RESULTS

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

Despite the problems mentioned above the department is generally meeting its predefined goals and objectives. An established system of measuring the success of this process would aid the department's development.

- If not, why is it so? How is this problem dealt with?

- Does the Department understand why and how it achieved or failed to achieve these results?

The members of the department implement the curriculum successfully but at times fail to recognize the progress of the implementation. The direction, vision and philosophy of the department has more or less remained of similar scope since the department's inauguration which is creating on one hand an increased reputation whilst on the other it can limit the general scope. Thankfully, the faculty has identified the need for expansion in certain fields (inclusion of more postgraduate programs, inclusion of more practical courses).

IMPROVEMENT

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

Yes, the Department members are aware of the problems and potential improvements to the program. A selection of the areas of proposed improvements as envisaged by members of the department are listed in the section below.

- Which improvements does the Department plan to introduce?

The department has already recognised the need to introduce certain classes or even a concentration in music performance and composition and is considering the inclusion of such concentrations in the music program. (Έκθεση Εσωτερικης Αξιολόγησης 2010 – 2011 / 10) Such aspect will reinforce the profile of the department nationally and internationally and create an even stronger and competitive program if these changes are implemented carefully. Students cannot officially have individual classes in their respective instruments as this is not included in the program of studies. The level of performance of certain students however is indeed high as evidenced by their participation at the department's established ensembles. The department has also recognized the need to promote its existing ensembles and choir further in Greece and abroad. Finally, actions are taken to control the large number of PhD candidates through more rigorous internal regulations for PhD theses. The lack of appropriate infrastructure and support makes certain improvements more difficult and certain areas of expansion can only emerge given the creation or enhancement of appropriate infrastructure.

B. Teaching

APPROACH:

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

Please comment on :

- Teaching methods used

Teaching of all courses is based on a combination of theory and practice, where appropriate. There is extensive use of all the available teaching material (e-class), equipment (musical instruments), as well as (digital and other) media (music technology lab).

- Teaching staff/ student ratio

There is a relatively high ratio of students per faculty member, if we consider the number of registered students per academic year. Everyday practice, though, has shown that the active number of students is quite lower than the one of the students officially registered. Those latter ones are the so-called "dormant" students, i.e., students who have been registered with a Greek university department for years without attending courses or any other departmental activities, thus, without a realistic perspective of successfully completing a university degree. However, if every registered student would actively participate in classes, the already decreasing number of current faculty members would be severely low.

- Teacher/student collaboration

The collaboration between students and teachers has been reported by both sides to be exceptionally good, and we also had the chance to witness this by ourselves during our onsite visit. The students of all levels (undergraduates, post-graduates, as well as the doctoral candidates) have reported that the faculty members are available to provide help and support at all times, and even beyond regular class time. However, the limited opening hours of the music studio from 9am to 3pm significantly limits the ability to use the studio space for research/creative projects, which has been reported both by the students and the faculty members.

- Adequacy of means and resources

The size of the classrooms available are not appropriate for teaching (50 seats for 70 students). There should also be additional classrooms made available from the Faculty of Philosophy of the National and Kapodistrian University of Athens to the Department of Music Studies for their teaching purposes. Moreover, the classrooms should be equipped with better teaching equipment (more whiteboards with five-line staves, CD player, pianos, for instance). On the other hand, the music studio is fully equipped. However, the aforementioned issue with the limited opening hours makes it relatively inaccessible for the teaching purposes of the department.

- Use of information technologies

There is a fully developed use of information technology, especially in the courses of the Music Technology, Music Pedagogy and Byzantine Musicology sector of the department, as

well as the Sector of Ethnomusicology and Cultural Antropology.

- Examination system

The examination system follows standard practices of written and oral examinations, as well as the grading of written assignments and projects.

IMPLEMENTATION

Please comment on:
- Quality of teaching procedures
- Quality and adequacy of teaching materials and resources.
- Quality of course material. Is it brought up to date?

The textbooks provided are of good quality and established in Greece, but we believe that the students should also be able to receive books written in foreign languages, mostly in English. The committee are aware of the limiting ministry regulations on this issue, but we firmly believe that such limitations should be amended in order to provide to the students the ability to come in contact with acclaimed reference books and to become familiarised with the international terminology. The additional course materials provided by the instructors are carefully written, comprehensive, constantly updated, and they often cover original material which current standard bibliography has not yet included, as in the case of rare musical codes which members of the faculty research upon.

- Linking of research with teaching

There is a good connection between research and teaching. Students participate in research-oriented seminars where they learn the most recent developments in their areas. Research in this department includes creative projects, such as recording studio productions, preparing and staging big music performances, documenting music, performing arts and culture in the life of the city where the department resides, among others.

- Mobility of academic staff and students

Staff participate in national and international collaborative research projects and conferences. Students have the opportunity to participate in study abroad through the Erasmus/Socrates and now Erasmus+ mobility frameworks. The number of students, though, who make use of such mobility opportunities should increase.

- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

The evaluation of teaching and teaching materials and practices occurs very often in the department with the online distribution of questionnaires, which the students fill in anonymously. The questionnaires are a mixture of quantitative and qualitative evaluation of the teaching, as well as the course content and study resources and material. We have observed that the level of satisfaction is good and this pertains to almost all courses and teachers. The department also seems to be already reaching (recent) alumni and poll their opinion on their studies.

RESULTS

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

The Department has a good knowledge of the efficacy of the teaching methods. There are no observed discrepancies in the success/failure percentage between courses. The results of teaching are mainly represented by the success of the graduates of the department in their future professional development (higher post-graduate studies, career in primary, secondary, and higher education, as well as academic career, etc.).

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

Improvements in teaching are being regularly performed and are heavily based upon research carried out in the department, as well as constant improvement of the teaching material (through rewriting, for instance, of the teaching notes).

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

APPROACH

- What is the Department's policy and main objective in research?

One of the critical strategic directions of the Department of Music studies is that of quality research focusing on the research interests/strengths of its academic staff. This is evident from the quality of their publications mainly in national journals, forum conferences as well as international conferences and journals. The Department's research objectives are subdivided in five directions that correspond to each one of their three sections ("tomeas"). The five research areas are: "Musicology", "Ethnomusicology", "Byzantine Music", Music pedagogy" and "Music technology" (The third section / concentration is composed of three areas). The structure is non-hierarchical/flat but it is working efficiently and it is evolving as the Department develops.

- Has the Department set internal standards for assessing research?

The Departments assesses research by the academic staff in the following ways: (i) regular informal meetings among section members and section directors (ii) meetings between the directors and the president of the department and (iii) a formal comprehensive internal review that takes place annually

The quality of the theses produced by Masters students is of good standard, a fact reflected by their overall average mark of 8.5 out of 10. The quality of the PhD student research is also satisfactory resulting in publications in conferences, forum and journals.

IMPLEMENTATION
- How does the Department promote and support research?

The research is primarily done within the above mentioned 5 research areas. The directors of each section lead the various research activities. But, the research is primarily driven by the individual members of academic staff. Each section supports several PhD students that are co-supervised by 2-3 academic members of the section.

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

- Quality and adequacy of research infrastructure and support.

The physical infrastructure is inadequate to support its research programme. For example, although the "Music technology" area has a spectacularly equipped lab, it has very limited technical support, thus the lab remains unused and inaccessible for substantial amounts of time (days), which is a shame. The library is insufficiently stocked, the departmental collection of research materials (music archives etc.) is thread bare and the basic computer infrastructure is out of date and poorly supported due to severe financial constraints.

There is very limited administrative support for academic research that hinders the academic staff's research activities, liming their productivity and the publication of their work.

- Scientific publications.

The Departmental sections can show a large number of publications in journals, conferences, symposia, workshops and various forums. The academic staff is well motivated in promoting and disseminating their research work.

- Research projects.

The Department incites its five research areas to start and participate in National, European and International research projects. The sections have been obtained funding from the Greek Ministry of Education and the European Union (e.g. ARISTEIA, Thalis,) The total amount of funding for the period 2008-2013 is approximately 1 million Euros. Additionally, several other research projects are active, involving academic staff and students resulting in interesting publications, forming the building blocks for future funding.

- Research collaborations.

There are several research collaborations:
1. among the academic staff of the department,
2. with other Greek Universities (Aristoteleio University of Thessaloniki, Ionio University, Thrakis, Makedonias etc)
3. Cultural entities (Οργανισμό Μεγάρου Μουσικής Αθηνών, Στέγη Γραμμάτων και Τεχνών, Ίδρυμα Βυζαντινής Μουσικολογίας, Εθνική Λυρική Σκηνή, Κρατική Ορχήστρα Αθηνών etc)
4. the Greek Orthodox Church, Iero Patriarchion, as well as

> 5. Overseas Universities (Oxford, Vienna, Birmingham, Heideberg. City etc).
>
> Furthermore, a small number of ERASMUS students are undertaking placements at PhD level.

RESULTS

- How successfully were the Department's research objectives implemented?

The synergy among the members of the research areas is successful, driven by their own research interests and directions. The sections are well organized; two of the sections are well focussed in coherent research themes, with the third being the amalgamation of three distinct themes.

- Scientific publications.

The number of citations was rather low in 2008, but the number of citations steadily increased 5-fold in 2011-13. Several faculty members have high impact research publications but the departmental performance is not uniform. The publications appear in diverse places: some are in top, internationally recognized symposia/journals and some in modest conferences that is economical to attend, caused by the well known financial constraints.

- Research projects.

The Department has successfully obtained several grants for research projects from Greek Ministry of Education, European Union, Iero Patriarchio etc., despite the lack of satisfactory research infrastructure. The number of international/European projects is limited but on the other hand there is a plethora of significant projects that are been pursued vigorously with no significant financial support.

- Research collaborations.

A large number of national and international collaborations exist, motivated by the research ambition of the academic staff. In particular, the collaboration with the national culture bodies (Odeia etc) seems to be particularly healthy. All these collaborations are vital for future applications to funding bodies.

- Efficacy of research work. Applied results. Patents etc.

The members of the 5 research areas have been efficient in achieving their research goals in their niche areas.

- Is the Department's research acknowledged and visible outside the Department? Rewards and awards.

A number of academic staff published research monographs, several members of staff served as member of program committee in various conferences, forums and symposia. A number of members organized/chaired major/ highly visible conferences. This provides a clear indication of the standing of the Department in the community.

The Department obtained awards, for pedagogy (ARISTIA) and Byzantine musicology (Iero

Patriarchio).

IMPROVEMENT
- Improvements in research proposed by the Department, if necessary.

The Department has identified and follows a number of research directions that we find satisfactory. It will be desirable that the sections reach a critical mass each in order to perform effectively as unit; for example the "Music technology" area would greatly benefit by 1-2 new appointments with related research interests.

- Initiatives in this direction undertaken by the Department.

In view of the fact that funding is getting sparser and very difficult to obtain, the departmental research sections should seek to increase its efforts to obtain further funding trying new sources e.g. European Research Council, ERASMUS, Creative Europe and staff exchanges.

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

D. All Other Services

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

APPROACH
- How does the Department view the various services provided to the members of the academic community (teaching staff, students).

The Department and our committee consider the services provided to the teaching staff and students as not adequate. This is exclusively the result of under-staffing. For example, the departmental secretariat, after recent losses of staff due to central government policy, has now been left with two employees who share the tasks which are better suited for at least four people. The lack of staffing also means reduced student support hours. Similar problems can also be found in the function of the library services, an area where students have raised grave concerns.

- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?

The committee were particularly impressed by the resourcefulness of both the academic and the administrative staff in coming up with pragmatic and clever solutions to all kinds of problems related to the administrative under-staffing of the department. This, however, comes at the expense of a fragile system which is heavily perturbed when members of staff are ill or go on holidays. Some procedures may be improved by shifting more and more to electronic processes, but the lack of funding to develop such processes prevents this approach from being adequately utilised.

- Does the Department have a policy to increase student presence on Campus?

The student presence on campus and in the department is not small. More practice, library, as well as reading space – the Department lacks particularly the latter one in comparison to other Departments of the Philosophy Faculty – would go a long way in not only increasing student presence on campus, but most importantly making it productive.

IMPLEMENTATION

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

The Department has a very small administration for its size. It consists of one (1) secretary responsible for all secretarial duties and student issues. She is assisted by 1 more non-permanent member of administrative staff. There is an additional person responsible for all library services and a technician responsible for the music studio. Apart from the aforementioned secretary, the positions of all the rest of the administrative staff are non-permanent posts.

- Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).

There is a rather small but organised library. It is only open at limited times because it operates with only one librarian. There is limited availability of PCs for the students to work in the department. There is wireless Internet access but there is no sufficient space for the students to work on their private laptops. Practice rooms are practically non-existent and access to the music studio, for instance, is extremely limited due to limited opening hours during the working day, an issue which we have mentioned before in this report.

RESULTS

- Are administrative and other services adequate and functional?

The administrative and other services are definitely not adequate. The existing staff work extremely hard in order to address the needs of the students but they can only provide the bare minimum to keep the department functioning. This is further complicated by an outdated bureaucratic system, which make the efforts all that more difficult. The secretariat and the library have suffered greatly due to recent budgetary cuts. The ratio of administrative staff to students is extremely bad not only compared to international standards, but also to other comparable departments/institutions in Greece.

- How does the Department view the particular results.

The Department are very aware of the existing issues and have made a strong effort to address them given the resources provided to the Department. A change in the administrative mechanisms and the subsequent strengthening in personnel will aid their efforts by creating a more efficient and fast system of operations that is more IT based.

IMPROVEMENTS

- Has the Department identified ways and methods to improve the services provided?

The Department have clearly identified ways and methods to improve the services provided. They have made strong efforts with the resources they have at hand and the main roadblock is the lack of funding for administrative positions.

- Initiatives undertaken in this direction.

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

Collaboration with social, cultural and production organizations

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

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

More specifically, the Department has research partnerships and agreements with some of the country's most important organizations for the research, performance and promotion of Greek music such as: Βιβλιοθήκη Μεγάρου Μουσικής; Κέντρο Ελληνικής Μουσικής; Κρατική Ορχήστρα Αθηνών; Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο; Εθνική Λυρική Σκηνή; Σύλλογος «Μανώλης Καλομοίρης»; Αρχείο Σκαλκώτα; Ιστορικό Αρχείο Μουσείου Μπενάκη; Αρχείο Ζώρα; Βιβλιοθήκη της Βουλής; Μοτσενίγειο Αρχείο Εθνικής Βιβλιοθήκης της Ελλάδος.

In addition, the University has either research or Erasmus agreements with several universities in Europe such as Universite Paris VIII, France; Universite Lyon 2, France; Universite Montepellier 3, France; Massayaril University, Czech republic; Perugia University , Italy; Trondheim University, Norway; School of Music and Sonic Arts, Queen's University of Belfast, UK; City University London; Music and Dance Faculty of the Performing Arts in Prague, Czech Republic; Istanbul Technical University-Center of Advance Studies in Music (MIAM), Turkey; Academy of Music "Gheorge Dima", Cluj-Napoca Romania; Academy of Music, Dance and Fine Arts, Plovdiv Bulgaria.

Finally the department has a special collaboration in areas of research with individual distinguished researchers such as Anja Volk, Utrecht University; Gerard Assayag, IRCAM, France; Makis Solomos, Paris VIII, France; Tae Hong Park, NYU, USA; Johan Sundberg, KTH, Stockholm

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

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

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

Please, comment on the Department's:

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.
- Short-, medium- and long-term goals.
- Plan and actions for improvement by the Department/Academic Unit
- Long-term actions proposed by the Department.

The goals and actions of the Department identified in the Internal evaluation report (not re-iterated here) for the academic year 2010-11 are well outlined and satisfactory. Their concrete setting of vision, aims, objectives and developing plans may facilitate their future development and improvement.

Nevertheless, the Department face several factors inhibiting operations and growth:

a) The management by the ministry of education and the government is poor. It micromanages the departments. It keeps changing the rules with high

unpredictability, making planning and strategy impossible. Their timing is poor, as there is plethora of delays and cancellations in decision making. The bureaucracy is phenomenal for even the smallest tasks.

b) The level of funding and support for physical infrastructure, administration, teaching and research is completely inadequate.

c) Lack of funding for PhD students

d) The Departmental budget is not given on time and it is clearly insufficient to meet its needs.

In their last internal report, as well as during discussions with the EEC, the Department have presented their main long-term goal for the creation of the central Departmental Post-graduate Program (Ενιαίο Μεταπτυχιακό Πρόγραμμα). The committee believe that this goal is a mature one and one which is compatible with the level of teaching and research in the Department. Such a program has the potential to reinforce the research culture within the department, lead to a significant expansion of the postgraduate student numbers and create additional areas of research. The creation of a critical mass of postgraduate students working in the department will not only crucially strengthen the research profile of the department itself but it will also help create a bridge and effective link between the undergraduate and doctoral communities.

F. Final Conclusions and recommendations of the EEC

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

Conclusions and recommendations of the EEC on:

a) the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement

b) the Department's readiness and capability to change/improve

c) the Department's quality assurance.

To the Government

There should be more freedom to the Universities and Departments to arrange their own affairs. It is unacceptable that even minor changes require ministerial approvals that take months to come to a conclusion.

Research is not applauded by the university in the form of providing faculty who has successfully acquired research projects / funding with Teaching Hour Reductions or any other form of recognition.

To the University

The department should be given more support and freedom in managing its own affairs. Bureaucracy should be reduced and the efficiency of administration should be increased to free time for academic staff to do more research.

The alumni network must be strengthened. Such an activity will significantly aid the department by providing a robust link with the "industry', especially if one considers that the graduates of the department are by now prominent figures.

The University would benefit from establishing an advising center to help students with various academic affairs. Such a scheme will significantly reduce the burden from faculty and administrative support staff and will also guarantee that students have a continuous,

consistent source of advising support throughout their studies.

E-class is working rather well and the feedback from both students and faculty is very positive. Nonetheless, there is still room for a more advanced use of such a platform as its use is not consistent among staff members. In addition, all course outlines and syllabi must be included for all courses so that students have access to this material at all times. Finally, learning outcomes for the syllabi and course outlines must be clearly defined and hierarchically expressed. Electronic platforms could also be used for other services within the department, an action, which will facilitate several departmental matters.

There is an immediate need to employ an Erasmus officer to ensure that the current international agreements are not only kept but are also expanded. In the area of mobility, more work needs to be done to increase the number of faculty and students taking placements. This is crucial amidst an increasingly connected European University framework and can guarantee that students and faculty keep a close connection to their European counterparts.

More access to the studio facilities must be somehow arranged despite the difficult circumstances. The studio is a hugely underused investment that can be in fact promoted as one of the department's most prestigious facilities. The students and faculty have all expressed their unhappiness for not being able to make more use of such world-class facilities.

The students and faculty expressed their serious concern for not being able to use key electronics resources and journals. More specifically, the problem with JSTOR membership that has been continuing for over one year now has made research and key learning journals inaccessible for all departmental members. The Masters students, who are at their majority only able to attend the University in the afternoons as well as a part of the undergraduate students have also expressed great concern that the library closes very early and there are limitations on the number of books allowed to borrow.

The insecurity arising from the administration personnel cuts is creating many problems that have a spiral effect across the department. Despite the professionalism and dedication of the administration staff, the insecurities arising create several difficulties. This issue together with the urgent need of employing computerised methods and IT support to connect the various administrative services and expedite actions requires urgent attention. Much business is conducted still in handwritten form, which creates unnecessary complications and delays.

Recommendations for Research

The department could take steps to

1.   Improve its international visibility.

2.   Increase the research collaborations with overseas universities

3.   Increase travel/project funding from EU and other non-national sources

4.   Increase the number of external visitors for the benefit of staff and PhD students

5.   Organize more high profile events like conferences following the excellent example of the undertaking of the ICMC| SMC |2014 (40th International Computer Music Conference joint with the 11th Sound and Music Computing Conference) by the department. These are two of the world's leading established conferences in the area of computer music and as such have already offered the department and its faculty significant international visibility. We consider these as excellent examples for future departmental events.

6.   Find new ways of disseminating its unique research expertise in Greek Musicology, Byzantine musicology etc.

The current two-year interdisciplinary graduate program has been of key importance in promoting an interdisciplinary environment within the department and such a culture will be aided further by the frequent organisation of doctoral research seminars.

In their last internal report, as well as during discussions with the EEC, the Department have presented their main long-term goal for the creation of the central Departmental Post-graduate Program (Ενιαίο Μεταπτυχιακό Πρόγραμμα). The committee believe that this goal is a mature one and one which is compatible with the level of teaching and research in the Department. Such a program has the potential to reinforce the research culture within the department, lead to a significant expansion of the graduate (Master's Level) student numbers and create additional areas of research. The creation of a critical mass of graduate students working in the department will not only crucially strengthen the research profile of the department itself but it will also help create a bridge and effective link between the undergraduate and doctoral communities.

The Members of the Committee

Name and Surname	Signature

1. Professor Evangelia (Valia) Kordoni

2. Professor Costas Iliopoulos

3. Assistant Professor Evis Sammoutis