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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report for the Undergraduate Study Programme of:

Political Science and Public Administration
Institution: National & Kapodistrian University of Athens
Date: November 30, 2019

ΑΡΙΣΤΕΙΔΟΥ 1 & ΕΥΡΥΠΙΛΟΥ, 105 59 ΑΘΗΝΑ
Τηλ.: +30 210 9220944, FAX: +30 210 9220143
Ηλ. Ταχ.: adipsecretariat@hqa.gr Ιστότοπος: <http://www.hqa.gr>

1, ARISTIDOU ST., 105 59 ATHENS, GREECE
Tel.: +30 210 9220944, Fax: +30 210 9220143
Email: adipsecretariat@hqa.gr Website: www.hqa.gr



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Political Science and Public Administration** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Political Science and Public Administration** of the **National & Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

- 1. Prof. Emeritus, Constantine P. Danopoulos (Chair)**
San Jose State University, San Jose, CA, USA
- 2. Prof. Symeon Giannakos**
Salve Regina University, Newport, RI, USA
- 3. Prof. Neovi Karakatsanis**
Indiana University South Bend, IN, USA
- 4. Prof. Christopher Vasilopoulos**
Eastern Connecticut State University, CT, USA

II. Review Procedure and Documentation

The Accreditation Panel (AP) visited the Political Science and Public Administration Department of the National and Kapodistrian University of Athens from the 25th to the 26th of November 2019. The visit preceded a briefing/orientation meeting with the President of the Hellenic Quality Assurance and Accreditation Agency (HQA) and its administrative staff. Once in the Department, the AP was briefly welcomed by the Vice Rector of Administrative Affairs and Student Care and President of the Institutional Unit of Quality Assurance (MODIP), and then met with the MODIP Committee itself, the Internal Assessment Committee (OMEA), the Department Chair, members of the teaching faculty, current Department students, members of the Department's alumni, and internship agencies/external stakeholders. The AP also visited the Library, the Research Labs, classrooms and faculty offices. This report is based on information made available by the Department directly to the AP or through ADIP. Such documentation included the Department's accreditation proposal with supportive documentation. The accreditation visit took place in a cordial and welcoming environment. The AP devoted the next four days (27, 28, 29, and 30 of November) deliberating and writing the report.

III. Study Programme Profile

The Political Science and Public Administration Department (ΠΕΔΔ) of the National & Kapodistrian University of Athens was established in 1982. It is the oldest and is considered one of the premier political science departments in Greece. It is staffed by 35 faculty, all of which have impressive teaching credentials and, for a large number of them, impressive research credentials. Indeed the quality of the faculty is the most impressive asset of the Department. Overall, they are dedicated, conscious, and hard working professionals with a genuine concern for the academic progress of the students.

The undergraduate curriculum of ΠΕΔΔ offers core courses, designed to introduce students to the foundational principles of the discipline and its subfields, and elective courses, designed to meet specific academic interests of its students. In order to earn their degree, students are required to complete 16 mandatory core courses and then select four out of nine elective courses for the first two years of their studies. At the end of the second year, students are required to concentrate in one of three specializations: Political Analysis, International and European Studies, and Administrative Science and Public Law/Public Administration. For their specialized area, students are required to complete eight required cores courses, four elective courses within each specialization, and then eight electives from the elective list of courses offered by the Department.

Overall, the curriculum meets the contemporary educational needs of the students in the Greek and European settings, but it is limited in relation to the international one. For example, no courses are offered on Asia, the Middle East, the Americas or Africa.

According to the Department's internal accreditation report, for the academic years 2014-2017, 21.7 percent of the students completed their degree in four years and 74.7 per cent in six years. The Department graduated 316 students in 2015, 314 in 2016, and 249 in 2017. There are no data available for the 2017-2018 and 2018-2019 academic years.

No data are available regarding the percentage of students continuing to graduate studies and the percentage of students securing work after graduation. Although the Department's website has an empty link to an alumni association, the Department itself does not appear to have an alumni relations liaison or office.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Study Programme compliance

The Department has established a quality assurance unit, Ομάδα Εσωτερικής Αξιολόγησης (OMEA), which interacts with the University's Unit for Quality Assurance (MODIP). MODIP is chaired by the Vice Rector of Administrative Affairs and Student Care and is staffed by one full-time and one part-time employee. OMEA is comprised of four full-time faculty members. The MODIP staff collects the necessary data and compiles the internal report by interacting with OMEA. The process appears to be institutionalized, but seems to lack urgency and seems not have allocated adequate energy to the quality

assurance process. For example, the number of employees in MODIP has been reduced from ten to one and one-half.

The Department's internal accreditation report appears to maximize the positive aspects of the 2014 external evaluation report and downplays its negative aspects. For example, where the initial report states that "[t]o a great extent, the curriculum meets the contemporary educational needs of its undergraduate population. It prepares students sufficiently for further study in both Greece and abroad," the Department's internal accreditation report deduces from this that the "program of study corresponds fully to the goals of the Department and the needs of society. [It o]ffers sufficient knowledge and skills and prepares appropriately the students further study in Greece and abroad." While it recognizes the need to implement necessary changes, it also states that many of the recommendations of the external evaluation report relate to changes that must be undertaken by the Ministry of Education. While this may be true, it remains unclear how specific recommendations for curricular revisions and change offered by the external evaluation report are not under the preview of the Department and why they cannot be implemented. For example, the Department's justification for deciding against reducing the number of required course remains unconvincing. The same can be said with respect to the large number of courses offered by the Department, which remain Greco/Eurocentric. It would appear that continues progress in curricular changes are not sufficiently institutionalized, and the internal quality assurance process is not efficient.

This said, the Department did implement the recommended changes of the External Review regarding the formulation of syllabi and their publication through e-class. Still, the conduct of annual reviews and internal audits for the quality assurance process requires a greater degree of institutionalization and effort.

The AP judgment for Principle One is for Partial Compliance

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

The Department should reinforce the internal quality assurance system and enhance its continued improvement process.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The members of OMEA indicated to the AP that they meet four times per year to oversee the quality assurance process. A main undertaking since 2014 has been the updating of undergraduate syllabi published in the Annual Study Guide, which is posted on the Department's website. Syllabi now include a course description, course content, and learning outcomes—a marked improvement since the 2014 external review. Still, the AP notes that most syllabi do not offer a detailed weekly schedule, including due dates for reading assignments, exams and other requirements. And while students indicated that e-class usage by faculty has improved markedly since 2014, the software has capabilities that are not being fully utilized by most faculty members. Indeed, students with whom the AP met suggested they would appreciate more detailed, online schedules as well as more consistent use among instructors.

OMEA members also specified that in their four annual meetings, as well as in departmental meetings, discussions are ongoing regarding the offering of additional courses in English, the enhancement of student research by possibly making the optional undergraduate thesis required, and the updating of

courses. These were recommendations of the last external review committee. While such discussions are positive and most welcome, the AP would have liked more substantial progress along these lines. To attract more Erasmus and other international students, more English-language courses could have been adopted, particularly given the excellent language skills of departmental faculty and domestic students. Had they consolidated overlapping courses, the Department could have developed more topical courses without the need to hire additional faculty. And, finally, as noted in the 2014 external evaluation, there is continued indication that the first two years of compulsory course work, based on large lecture sections, is neither well-received nor well-attended. Some students indicated that the first year of study is particularly unclear and that, while the second year is somewhat clearer, attendance and retention rates drop dramatically (by about 50%, according to students). Finally, while clarity and student engagement improve dramatically during the last two years, the program has experienced dramatic declines in student attendance and retention rates by this time. Thus, the AP concludes that there still exists a need to update the programmatic curriculum, as noted by the 2014 external review and as verified by students who made the following specific suggestions to the AP:

1. smaller, more interactive courses during the first two years of study
2. more courses on Africa, Asia, the Americas and the Middle East, as well as topical/contemporary courses
3. more advanced political science methodology courses (both quantitative and qualitative) offered later in the program (rather than during the first two years of study)
4. less theoretical and more practical instruction

Finally, while information on job placement was not made available to the AP, evidence of a vibrant internship program was shared, including the number of student interns (about 90), a list of 36 external stakeholders, and the selection criteria. Several of the Department's alumni with whom the committee met shared very positive reflections on their undergraduate internship experiences, which they believe have contributed to post-graduate education, research careers in think tanks, and other jobs in the public and private sector. The AP also met with several external stakeholders (a representative from ELIAMEP and from the Greek Parliament's Internship Program) who expressed great satisfaction with the interns they receive from the Department. In short, the internship program appears to be well organized, publicized to students, and one of the most successful and popular programs of the Department.

Therefore the AP judgment for Principle Two is for Partial Compliance.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

The Department must move beyond the discussion phase to act with determination on the following:

1. As indicated by the 2014 External Evaluation, it must update its curriculum by merging overlapping courses and by developing new offerings that are topical in nature and more geographically diverse.
2. If it is not possible to reduce the size of courses during the first two years of study, faculty must be encouraged to incorporate more active pedagogical techniques in those courses, including more regular testing of course material.
3. Because there is little indication of active student participation and input in the design or revision of the Department's curriculum (apart from participating in course evaluations, which have a low response rate), the AP recommends that, to the extent permitted by law, a student representative be appointed to OMEA. Should this not be permitted, the Department should seek creative ways to encourage greater participation of students in course evaluation. Then it should seek to close the loop by actively monitoring and assessing student responses, looking for patterns that emerge over time regarding the Department's course offerings.

Principle 3: Student- Centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

In addition :

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

To assess student-centered learning, it is appropriate to consider the program's two sections: (1) the Core and (2) the third and fourth years.

1. The Core

The program meets the requirements of student assessment, student surveys and student appeals. Given the large size of classes (100-200), it is difficult for meaningful faculty/student interaction to occur.

Therefore, pedagogical flexibility cannot be met. The teacher lectures, and students listen. This method of instruction cannot develop individual skills or be active partners in learning. While students said that faculty are approachable, the likelihood of effective interaction between faculty and beginning students seems remote.

2. The Third and Fourth Years

Regarding courses for these years, the deficiencies of the Core no longer apply. Class sizes are generally ideal and provide ample opportunity for individualized instruction and otherwise effective faculty/student interaction. In meetings with the AP, student responses reflected an appreciation of a competent and engaged faculty. Their views were further reinforced by the comments of the small group of alumni with which the AP interacted.

Although improvements are called for, we believe the Department creates a positive student-centered environment.

Therefore, the AP judgement for Principle Three is for Full Compliance.

Panel judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Given the above considerations, the AP recommends that the issue of large class sizes be addressed and either divide the classes into smaller sections or introduce small weekly discussion groups, possibly led by graduate students.

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme compliance

The Department prides itself as being an accessible and student-centered academic unit of a large, urban university. The internal evaluation report and discussions during the AP's on-sight visit give strong evidence that the Department is making every effort to cater to its students' needs. A well designed and consistently applied process seems to be in place, augmented by an electronic data system that helps incoming students become familiar with the University's registration process, the relevant administrative units (especially the Registrar's office), the program of study, the various computer labs, the library, and other facilities. This happens during the first week of the school year. Incoming students are informed that they are assigned an academic advisor and are encouraged to see the relevant faculty member for advice. In addition to receiving important information, new students have the opportunity to meet and interact with upperclassmen, share experiences, and learn about university life, although not all students avail themselves of this opportunity.

The AP had the opportunity to interact with a group of pre-selected students and received feedback. Student feedback seems to demonstrate a high degree of satisfaction with both orientation and advising. Students reported that the faculty are easily accessible and respond regularly to email communications. The electronic database is good and students feel that the Department, as well as the University, endeavors to improve it and keep it up to date. Although it met with half or less of the 35-member Department only, the AP concludes that the faculty does a good job and pledges to continue to improve.

The entire process seems to work well, is efficient and well monitored. The administrative staff appear competent, courteous and accommodating.

The Department is proud of its participation and success in the Erasmus Program. The Department's Erasmus committee (with some student input) is responsible for bilateral agreements with partner institutions. The Department website and the faculty inform students of Erasmus opportunities and requirements. To facilitate student participation, the Department makes every effort to help defray student travel expenses. A good number of students participate in the Erasmus Program, and the Department makes every effort to increase student participation. Faculty involved in the Erasmus Program spoke positively of the Department's record and the favorable impact on student success. Students who participated in the program seem very satisfied.

The Department is also busy exploring and making available other internship opportunities, and there is a Department committee that oversees the process. The AP met with two representatives from the Ministry of Foreign Affairs and ELIAMEP. They related their respective organizations' views of the utility and importance of the internship program. Both spoke highly of their experiences with the interns, expressing satisfaction with the students sent by the Department. The Foreign Ministry representative was particularly effusive in his praise and expressed the Ministry's commitment to continue, and perhaps, enlarge the number of internships. By and large, internships are funded by the Εταιρικό Συμφωνο για το Πλαισιο Αναπτυξης (ESPA). The host agency is required to furnish the Department and the relevant ESPA office with a detailed evaluation of each intern.

The European Course Transfer System (ECTS) is employed across the curriculum. Therefore, the AP judgement on Principle Four is for Full Compliance.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department needs to strengthen its efforts to inform students of job opportunities in the public, and more importantly, in the private sector. A career placement office would facilitate the process and help students find a career path.

Finally, while the Department is actively sending its students to partner institutions, it has been far less effective in attracting guest students. To remedy this, more courses must be offered in English.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
- *offer opportunities and promote the professional development of the teaching staff;*
- *encourage scholarly activity to strengthen the link between education and research;*
- *encourage innovation in teaching methods and the use of new technologies;*
- *promote the increase of the volume and quality of the research output within the academic unit*
- *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff;*

Study Programme compliance

Owing to Greece's devastating economic crisis, the Department has not been able to replace the loss of ten faculty members that have not been replaced. Faculty replacement is regulated by highly restrictive state law with which the Department must comply. At present, the Department consists of about 35 full-time and a number of part-time faculty. Despite the chronic shortage of funds due to the financial crisis, the Department supports faculty development and growth. Moreover, the teaching load is fairly light (two or even less courses per semesters), which is in line with research institutions abroad. In recent years, the Department is much more amenable to have undergraduate students participate in research activities.

The sabbatical program is rather generous, and although some choose not to, the faculty may apply for a sabbatical every three years. Also, owing to the strategic location and the historic role of the University, faculty members are often appointed to various state boards and commissions. On many occasions, Department faculty have served in cabinet posts, as directors of agencies and other important government positions. A former Department member was selected as the EU Ombudsman.

Department faculty have a strong and internationally recognized research presence, although as is the case in nearly all institutions throughout the world, the research output and quality is not uniform. Faculty publish scholarly articles and books in Greek as well as other languages (majority English), present papers in national and international conferences, and appear well connected with institutions and

colleagues throughout the world. Moreover, faculty members seek and frequently obtain substantial research grants. The Department does not have a grant-writing facility, although the University is beginning to explore this idea. Based on discussions it had with various faculty as well graduate students, the AP believes that younger faculty members are more adept at grant writing, while their more senior colleagues are better connected with grant-giving bodies. The Department encourages research and collects some data on faculty research activities and publications.

Ascertaining the extent to which research informs one’s teaching is always a difficult and subjective process. A great deal depends on the nature of the course and class level: easier in advanced courses and less so in introductory. This observation was confirmed by the comments of some of the students with whom the AP interacted. Some faculty make a point to incorporate their research in their advanced courses. The AP believes all should be doing so. There is some effort to give graduate students the opportunity to teach, but invoking a lack of funds and state restrictions, the Department’s record in this area is not strong. It should be pointed out, however, that this is a systemic problem and not unique to this Department.

As far as the evaluation of teaching is concerned, the Department has institutionalized student course evaluations. However, the information provided by the Department to the AP is unclear as to whether it pertains to one or more years. The Chair/President and other Department members assured the AP that they are seeking ways to improve student participation in the evaluation process. They reported that the student response rate has increased over the last several year from 4-5% to about 17%. Finally, the Department is considering ways to refine, better utilize and further institutionalize the collection and analysis of student evaluation data.

Therefore, the AP judgment for Principle Five is for Full Compliance.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department claims it will have the opportunity to replace retiring faculty. When this occur, the AP recommends that the Department should make every effort to attract faculty specializing in areas outside Europe. An internationally renowned Political Science Department must offer courses dealing with Asia, the Middle East, and Africa, as well as strengthen the rather weak American offering.

In addition, the Department should diversify its faculty, especially in regards to gender and changing demography.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

The Department is housed in three separate buildings, all within a walking distance of each other. The offices of faculty are located in a newly constructed building, which is about ten years old, while several small seminar rooms, the Department's research labs, and its library are housed in an older building that has recently been renovated. Both buildings are in excellent condition. Large lectures are given at the university's law school, which is not as well-kept and where space is shared with several other departments. Still, the space is more than adequate, and the lecture halls appeared in excellent condition. The AP was impressed with the quality of all spaces.

The Department's seminar rooms, lecture halls, research labs and library were well-equipped. (The AP did not have an opportunity to visit the Department's computer lab.) All seminar rooms and lecture halls had comfortable and ample seating and the audio-visual equipment was new and up-to-date. It was also noted that the University's old law school building, where the large lecture halls are located, is fully accessible to individuals with special needs. The Department's research labs, while modest, appeared functional. The Department's library, which was recently renovated, possesses approximately 50,000 monographs and an extensive electronic journal subscription. The library offered a pleasant and

comfortable environment for students to study and to conduct research. It was well equipped and used an up-to-date system of cataloguing and lending. The library is supported by six librarians and one administrative staff person. They appeared to be highly professional, courteous, and well skilled. Finally, journal subscriptions appeared to be up to date. Two problems noted by the AP was the limited evening hours, with the closing time most evenings being 19:30, as well as the fact that the library remains closed on weekends, making it difficult for students to access.

The Department provides academic and internship advising to students and relies on the University to provide counseling, career and other services to students.

The Department has an impressive list of stakeholders, comprising for the most part of government, NGOs, public and quasi-public organizations. The list does not adequately include the private sector. This is problematic given the financial and commercial importance of Athens. The AP does not believe the close relationship with public organizations should preclude opportunities to collaborate with private corporations.

When the AP expressed this concern, it was told that both students and faculty would object to public resources supporting private interests. This objection does not seem sufficient to deny students private sector opportunities. It seems reasonable that many Greek or international corporations would be more than willing to offset the intern’s stipend in a variety of ways.

Success in this regard would alleviate another weakness, the emphasis on internships to the exclusion of employment, either part-time or during vacations.

While it is natural for the Department to have multiple and profound connections with the public sector, this mutuality of interests should not impede equally beneficial connections with the private sector.

Therefore, the AP judgment for Principle Six is for Full Compliance.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The library’s hours should be extended, particularly over the weekends.

The Department should engage in outreach to the private sector. We believe such an approach would find employers who would be eager to hire the well-trained graduates the Department produces.

There would be short-term benefits as well, like improvements in interviewing and resume writing skills, among others.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme compliance

The key performance indicator appears to be student evaluations of courses. They are completed electronically and anonymously by the students through a university-wide system. The evaluations are positive and provide concrete feedback regarding quality of instruction, which is high across the span of the program of study courses. On the other hand, only a small percentage of students complete the questionnaire. Subsequently, the data generated, although generally positive, is of no great value. Nonetheless, both current students and alumni are generally enthusiastic about instruction and teaching. Student satisfaction in this regard is high for those students who attend classes regularly, estimated to be less than 100 of some more than 300 rostered students.

For the students regularly attending classes, there is sufficient availability of resources and faculty accessibility, including group tutorials volunteered by the faculty. The Department does not have a career services office and, as such, there is no data regarding the career paths of graduates.

Therefore, the AP judgment for Principle Seven is for Partial Compliance.

Panel judgement

Principle 7: Information Management	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

Greater effort must be undertaken to organize and institutionalize a data collection process to explain the strikingly low rate of class attendance and the motives for not attending. In this regard, an exit survey would be useful in gauging student attendance behavior.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

During the AP visit, Department faculty indicated that the website had undergone substantial redesign and updating in 2018. Upon review, the AP noted that the Student Guide, the External Evaluation Report, and the Department's Academic Quality Assurance report appear prominently on the website's main page. The website also includes basic descriptive and historical information on the Department, a complete list of faculty members (including contact information and office hours), the undergraduate (and graduate) curriculum, the library, the examination schedule, as well as information on Erasmus, the Department's research labs, and other pertinent information. In short, the Department's website provides a wide array of useful information for both current and prospective students. However, most of this information is in the Greek language, making it inaccessible to Erasmus and other international students. Finally, while information regarding faculty specializations and their selected publications are available, complete faculty CVs are not. Posting complete CVs would be useful to prospective students when declaring their university preferences or to current students when deciding on a specialization during their third year of study.

Finally, while substantial progress has been made by the Department to post course syllabi, not all courses have syllabi available for review in the e-class platform. Moreover, for syllabi included, there is a lack of consistency in the information provided. Not all syllabi include a detailed schedule of assignments and due dates. This is less than optimal for prospective students who may wish to review detailed course information prior to enrolling. Such information would also be useful to prospective students who may want to know specific assignments and due dates at the start of the semester.

Therefore, the AP judgment for Principle Eight is for Substantial Compliance.

Panel judgement

Principle 8: Public Information	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The AP recommends that all information on the Department's website appear in both Greek and English and that the Department should continue to standardize and update its course syllabi by providing detailed assignments, due dates, and other pertinent information known to impact student success.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme compliance

The Department's website includes several assessment documents. One of them is the annual report that provides statistical data but little to no commentary. The data includes a list of faculty publications, courses offered and other Department activities. Both the internal and external accreditation reports are posted. Quality assessment data are also included on MODIP's website. The annual report features information about the Department's various activities. The faculty appears to understand the importance of student participation in departmental activities.

Although there appears some student involvement in developing goals and target indicators, there is not enough data to make a meaningful assessment. The Department alumni association appears fairly active, but again the data is limited and thus hard to make an assessment. A few of the students with which the AP interacted made positive comments about the role of the alumni association. The Department seems to have good relations with ADIP as well as MODIP. The MODIP staff seems to work well with OMEA.

Therefore, the AP judgment for Principle Nine is for Substantial Compliance.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The AP recommends a systematic effort to collect and analyze data.

Also, the Department needs to take steps to strengthen its alumni association and collect data on alumni activities.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

The Department had its first external evaluation in 2014. Since then, it has complied with some of the recommendations of the External Review Committee, but it has yet to comply with others. To be specific,

The following recommendations have not yet been addressed:

1. No systematic process or strategic plan of review, reflection, and implementation has been developed
2. The periodic review and improvement of the program of studies has not been sufficiently addressed
3. Little to no effort has been made to revise the structure of the core curriculum
4. The Department has not complied with the recommendation to offer a greater number of advanced courses in English in order to attract more Erasmus students
5. There is no evidence that a systematic effort to increase student attendance has been implemented
6. A systematic attempt has not yet been made to revise grading and student evaluation procedures (midterm exams, projects, and written assignments, etc.)
7. The AP cannot ascertain to what extent the Department has addressed state restrictions regarding student matriculation and the unlimited number of times students can retake exams.

Panel judgement

Therefore, the APjudgment for Principle Ten is for Partial Compliance.

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

The AP believes that the Department should make a greater effort to implement the recommendations made in the external evaluation and accreditation reports.

PART C: CONCLUSIONS

I. Features of Good Practice

The following features are considered to be good practice.

1. The faculty is commended for its excellent teaching and dedication to students
2. The Department's research activities are substantial in both quantity and quality
3. The faculty's service to government, NGOs and public life is admirable
4. The active participation of students in simulations and in the non-credit bearing teaching courses is to be commended
5. The Department's website has been substantially improved
6. The response rate of student evaluations has increased due to the Department's concerted effort
7. Syllabi have been standardized and some contain more detailed information
8. The Department is discussing making the undergraduate thesis a requirement for graduation
9. The Department is making greater use of technology by integrating it to the delivery, assessment and management of courses

II. Areas of Weakness

The following are areas of weakness:

1. No systematic process or strategic plan of review, reflection, and implementation has been developed
2. The periodic review and improvement of the program of studies has not been sufficiently addressed
3. Little to no effort has been made to revise the structure of the core curriculum
4. The Department has not complied with the recommendation to offer a greater number of advanced courses in English in order to attract more Erasmus students
5. There is no evidence that a systematic effort to increase student attendance has been implemented

6. A systematic attempt has not yet been made to revise grading and student evaluation procedures (midterm exams, projects, and written assignments, etc.)
7. The AP cannot ascertain to what extent the Department has addressed state restrictions regarding student matriculation and the unlimited number of times students can retake exams.

III. Recommendations for Follow-up Actions

- The Department should reinforce the internal quality assurance system and enhance its continued improvement process.
- The Department should update its curriculum by merging overlapping courses and by developing new offerings that are topical in nature and more geographically diverse.
- Faculty should incorporate more active pedagogical strategies in the core courses, including more regular testing of material.
- The Department should seek creative ways to encourage greater participation of students in course evaluation. Then it should seek to close the loop by actively monitoring and assessing student responses, looking for patterns that emerge over time regarding the Department's course offerings.
- Large classes should either be divided into smaller sections or be broken up into weekly discussion sections.
- The Department needs to strengthen its efforts to inform students of job opportunities in the public, and more importantly, in the private sector. A career placement office would facilitate the process and help students find a career path.
- The Department should attract faculty specializing in areas outside Europe and diversify it, especially in regards to gender and changing demography.
- The library's hours should be extended, particularly over the weekends.
- The Department should engage in outreach to the private sector.
- Greater effort must be undertaken to organize and institutionalize a data collection process to explain the strikingly low rate of class attendance and the motives for not attending. In this regard, an exit survey would be useful in gauging student attendance behavior.
- The Department's website should appear in both Greek and English.
- The AP recommends a systematic effort to collect and analyze data.

- Given the importance of quality assurance, the AP recommends that MODIP should have a more prominent role within the University, its role should be enhanced and it should be viewed as a partner in continuous improvement. Crucial to this would be sufficient staff (i.e., more than two individuals).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

3, 4, 5, 6

The Principles where substantial compliance has been achieved are:

8, 9

The Principles where partial compliance has been achieved are:

1, 2, 7, 10

The Principles where failure of compliance was identified are: none

Overall Judgement	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

The members of the Accreditation Panel for the UGP of Political Science & Public Administration of the NKUA

Name and Surname

Signature

Prof. Emeritus, Constantine P. Danopoulos

San Jose State University, San Jose, CA, USA

Prof. Symeon Giannakos

Salve Regina University, Newport, RI, USA

Prof. Neovi Karakatsanis

Indiana University South Bend, IN, USA

Prof. Christopher Vasilopoulos

Eastern Connecticut State University, CT, USA