

**TECHNOLOGICAL AND EDUCATIONAL INSTITUTE OF PATRAS
GREECE**

S. Kaplanis and D. Nanoussi

1. INTRODUCTION

The Education Policy officially introduced systematic quality assurance (QA) into Hellenic higher education (HE) at the time of the Maastricht Treaty (article 126). The Ministry of Education (ME) nominated the two departments of electrical engineering from the National Technological University of Athens and the Technological and Educational Institute (TEI) of Patras to take part in the November 1994 European Pilot Project for Evaluating Quality in Higher Education (EPPQA). This experience and the project results were the starting point for extending QA to all departments.¹

The Ministry of Education oversees the National Council of Education (ESYP, established by law 2327/1995 that consists of a President (Ministerial appointment endorsed by a parliamentary committee), representatives from other ministries, professional and scientific bodies, all university Rectors and TEI Presidents, and social partners. The council is responsible for planning educational policy and QA and accreditation, validation, credit transfer, academic recognition issues, educational innovation, and open and distance learning issues. Such issues as student mobility, curricular reform, inter-disciplinary courses, credit transfer, QA and accreditation, Visiting Professors have been recently legislated (laws 2083/1992 and 2327/1995) and come under the responsibility of the Universities (TEIs).

Universities and TEIs have been encouraged to establish standing committees for European affairs, independent and parallel to each other as well as ad hoc committee on QA in which universities and TEIs participate, through the EPPQA in HE. There is some interest in the universities and TEIs in creating mixed expert groups to address, for the first time, quality and credit Transfer in about half of Hellenic education.²

The ultimate hope is make HE institutions more responsive to market needs, make required qualifications, management and monitoring, etc. more flexible, competitive, and responsive to all stakeholders. An annual progress review for each university and TEI using performance indicators following EPPQA guidelines, is considered essential for ensuring that educational quality and management improve on a continuous basis. It should present areas for improvement and establish annual goals. A policy was explicitly introduced in the TEI's internal regulations (Ministerial Decision E5/1585/1984, "Educational Policy Review", 1995) but the report was not mandatory.

The ME, universities and TEIs have put an operational plan into effect to further decentralise HE in order to achieve quality standards and ethics. The European Structural Funds have earmarked special funds for improving curriculum, linking mechanisms and qualifications to market needs, needs surveys, computerisation, and networking among HE Institutes.

2. THE HELLENIC EDUCATION SYSTEM

The Greek government is required to provide moral, intellectual, theoretical, general-purpose education and vocational training for all Greek citizens. Education is free of charge, since it is almost entirely state-funded, and non-discriminatory; equal educational opportunities are provided. The ME has overall educational responsibility and the Hellenic Educational System is based on national laws enacted by the Parliament and on executive acts (decrees, ministerial decisions, etc.).

Primary and secondary education are directly linked to the ME whereas tertiary education universities (AEIs), and non-university higher education institutes (TEIs) are constitutionally autonomous although they are supervised and mainly financially supported mainly by the ME.

Primary Education (Compulsory): Kindergartens and elementary schools.

Kindergarten (*Nepiagogeion*) last two years (4 to 6 years old); elementary school (*Demotiko Scholeio*) last 6 years (pupils from 6 to 12 years old). Pupils who successfully finish elementary school receive a certificate (*apolitirio*) allowing them to enrol in the Gymnasium, the first stage of secondary education.

Secondary education is offered in two three-year cycles. **Gymnasium** or first cycle, is designed to promote students' general educational background. It is compulsory for pupils aged 12 to 15 years old. **The Lyceum** or second three-year cycle of secondary education seeks to give students more systematic knowledge, to contribute to the development of their personality and to provide guidance for further studies and career choice. There are three curricula. The General Lykeio — general knowledge on subjects such as literature, theology, physics, mathematics and the arts; the Technical-Vocational Lykeio — technical and vocational knowledge; the Integrated Lykeio (EPL) first introduced in 1984, offering much broader studies.

Tertiary education includes universities and non-university HE institutes, such as the TEIs. Both institutions provide basic higher education to students from 18 years old and up.

The ME and the Ministry of Labour share responsibility for vocational education and training for young people. The ME has assigned responsibility to the “Organisation for Vocational Education and Training” (OEEK) which operates at post secondary level through the newly created Training Institutes (IEKs). The Ministry of Labour, through the Manpower Employment Organisation (OAED), promotes vocational training by running technical-vocational Schools (Schools Matheteias) for young people, while setting up centres for vocational training (KEK) for adults which run short and medium courses about 200-600 hrs. Other Ministries (Agriculture, Tourism, Commercial Navy) run similar technical-vocational schools to train in their particular areas.

3. HELLENIC HIGHER EDUCATION (HE)

All Greek universities and TEIs are public, state-funded, and governed by collective bodies drawn from the academic community and working under specific national legislation and internal regulations and rules. Basic textbooks are free and food and accommodation is free of charge for financially needy students. Eighteen universities grant *ptychio* degrees and diplomas; of these, eight are located in Athens and Piraeus. There are fourteen TEIs, two of which are in Athens and Piraeus area. The newly-established Hellenic Open University is based in Patras but is not yet in full

operation. Other non-university type professional institutes include military schools which are part of tertiary education.

- Admission requires a Lykeio-leaving certificate (Apolytirio of Lyceum) and then participating in the National Entry or Pan-Hellenic exams held every year in late June. Pupils wishing to take these exams select one of the four major fields of study (*desmes*) each of which corresponds to specific HE courses: Science (Mathematics, Physics, Chemistry, Engineering, etc.).
- Medical studies and related to Medicine studies (Biology, Pharmacy, Medicine, Dentistry, Nursing). Philosophy and Philological studies, and Business Studies Pedagogy, Physical education, and Social studies, etc.

3.1. Universities

Universities consist of faculties which are divided into departments, the basic functional academic unit which covers a discipline, and then into sections. When law No. 2413/96 took effect in June 1996, universities and TEIs were able to develop inter-faculty, or inter-departmental courses based on curricula leading to inter-disciplinary degrees. An initial degree requires four years in most disciplines, five years for engineering studies and six years for medical studies. The academic year runs from September 1-August 31 and is organised into two semesters of 13 weeks of teaching and two to three weeks for examinations. Courses are organised in a basis of a study program including a list of required and elective courses, defined by each department, as well as laboratory work in certain disciplines. Students are graded on a scale from 1 to 10, based on course material and practical exercises, oral and/or written final exams, and assignments, essays, case-studies, during the term.

3.2. Technological educational institutes (TEIs)

TEIs, like universities, are self-governed legal entities subject to law N.1404/83 and state-supported. They enrol approximately 64 000 students. Unlike universities, they are market and professionally-oriented, and enjoy more direct links with industry, production units and enterprises where their students usually receive training during an industrial placement. TEIs provide theoretical and practical training to enable graduates to adapt easily to a working environment in flux and ever increasing market demands. TEIs are organised in faculties, divided into departments of graphic arts and art studies, management and economics, health and caring professions, agricultural technology, applied technology, food technology and nutrition. As in universities, education is free of charge, and includes textbooks, food and accommodation under certain conditions. Students are also entitled medical care and reduced fares on public transportation

Teaching staff includes professors (PhDs), Assistant Professors (senior lecturers, occasionally with PhDs), and lecturers, who are post-graduate degree holders, in general. TEIs enjoy academic freedom and freedom of teaching and research although they are organised and operate in ways similar to AIEs; although they differ in their mission, length and structure of programmes and the fact that they award no postgraduate degrees. Law No. 2413/96 has allowed TEI students to do postgraduate university studies. TEIs are governed by a Council comprised of the TEI President and Vice-President, faculty heads, student representatives, the Secretary General, and the TEI Assembly, comprised of the heads of the schools and departments, the Secretary General, representatives of the administrative and technical staff and the students (half as many as other members excluding the

President and Vice-President.) The President is elected every three years from among the professors by the TEI community and represents the institution.

4. PATRAS TEI

4.1. Description

Located on a pleasant 100 hectare-site, 5 km from downtown Patras, the TEI, established in 1983, is one of the 13 TEIs and 18 self-governed HE institutes in Greece. It is the ‘descendent’ of the Higher Technical Vocational Centres (KATE) which operated until 1983. It has become an important centre in the city’s intellectual, cultural and socio-economic life and plays a significant role in the region’s socio-economic life. Two 120-year old traditional buildings, the Villa “Kolla” and the gatekeeper’s Cottage, link the 20-year old Institute with the city’s long history. Despite its relative youth, Patras already has a good reputation in Greece and Europe. It has moved towards European integration by participating in consortia, inter-university networks, organising conferences, workshops in current issues. Internally, it has taken initiatives for helping the Hellenic HE system evolve (proposing that the ME address such academic issues such as developing inter-disciplinary and inter-departmental studies, and policy issues such as the professional rights of the TEI graduates, etc.).

- TEI Patras has three Faculties, or Schools, an academic staff of 300 full-time and 200 part-time teachers, an administrative and technical staff of 150 people and approximately 7 000 students. Technological Applications (2 000 students), including the departments of Mechanical Engineering, Electrical Engineering and Civil Engineering. Management and Economics (3000 students) has departments of Business Management, Accounting, Tourism Business and Foreign Languages and Physical Education. Health and Welfare Professions (2 000 students) includes the departments of Social Work, Nursing, and Speech Therapy.

The institute enjoys academic protection, which aims to ensure academic freedom within the limits of the study programmes and the content of each specialisation, freedom in professional research, communication and the free flow of ideas. Public authorities cannot interfere in TEI areas without the permission of a delegated body, as per law 1404/1983.

4.2. Governance

The governing structure of the TEI, described in law 1404/83, is characterised by decentralisation (much responsibility and decision-making power assigned to the department, the only unit able to award students degrees (*ptychio*). The Assembly (*Sineleusi TEI*), the highest decision-making body, is chaired by the TEI President who is elected for three years by an absolute majority of professors or Associate Professors. The President and Vice-President are elected by the entire teaching staff, representatives of technicians (5 per cent), administrative and students representatives (5 per cent, and 50 per cent of teaching staff, respectively.) Assembly member include the heads of the three schools and departments, a representative of the technical staff, the administrative staff, 7 students representatives and the Secretary General. Responsibilities include:

- general operations including ensuring that TEI services conform with laws and regulations;

- schools' proposals for setting up new departments and courses;
- educational co-ordination;
- budget approval;
- proposing amendments on internal regulations, including faculties' opinion, to the ME;
- electing a Secretary General.

However, the Council (*Symvoulío TEI*), which is also chaired by the President, is the ultimate decision-making body, consisting of the heads of the three schools, a student representative and the Secretary General who votes only on administrative matters. Responsibilities include:

- general operations distributing funds and approving expenses;
- deciding on School proposals for staff recruitment and proposes them to the ME;
- administration *e.g.* placing administrative staff, and technicians, etc.;
- it sends back for second judgement Schools' or departments' proposal;
- academic and administrative staff awards;
- constituting groups of experts for studies.

Each School-Faculty is governed by its own **School-Faculty Council** consisting of department heads of and a student representative. It is chaired by the school head and its decision making concerns:

- departmental and laboratory funding distribution assigning tasks and competencies to administrative and technical staff within departments, with the General Secretary's contribution;
- co-ordinating common departmental activities in the Schools-Faculties.

Each department is governed by a **Departmental Council** made up of section leaders and a student representative. Where there are no associate professors in the department, their representatives participate. The Council, chaired by the department head, is responsible for co-ordinating departmental administrative and academic processes. It determines which departmental activities are funded, distributes academic posts among department sectors and defines staff levels. It proposes new staffing posts to the TEI Council, decides on student matters, and keeps records for teaching staff etc.

4.3. The approach to quality

Although law 1404/83 set some evaluation procedures for teacher, quality issues went unaddressed until 1992. Academic Managers and other responsible persons were not made aware of the quality concept and ethos or the need for QA³ and internal regulations requiring annual reports also ignored quality until 1992.

Given growing institutional autonomy, each TIA can run its own policy to guarantee educational and training quality, which varies from vague to careful assessment of all areas, including administrative, financial and technical units, departments/faculties, library, stock department, AVA., and Resources Centre, and student facilities. After the new Council was elected in 1992, Patras promoted some quality type procedures within the existing legal frame.

Departments/units were encouraged to self-assess without any systematic approach; the assessment was rather empirical. Surprisingly enough, some administrative units, technical services and departments responded well and the experience served the Electrical Engineering Department, which in 1995 successfully followed the procedures envisaged in the EPPQA.

The annual report, published at the end of each academic year, describes departmental and overall TEI performance. These reports are used as references for continuous sector-wide improvement, analysing the evolution of activities by setting targets and monitoring progress. The annual report at Patras required a self-assessment document from each unit head defining its objectives and regulations set by the institute and the ME. Departmental self-assessment consists of administrative and student data analysis and education, training, research and market links. An internal joint committee for each department, consisting of academics, administrators and students, prepared the document. Department heads submitted the results to the TEI authorities who could decide to invite a Peer Committee, three members of which must be academics from other HE institutions (at least one from abroad), one from a relevant chamber, and one from the relevant Professional Union, a policy which is often followed. Patras implemented this policy four years ago, and in addition to EPP guidelines, has introduced some performance indicators:

- student success rates;
- graduate Employability;
- client satisfaction;
- student satisfaction;
- student grants;
- staff satisfaction;
- programme costs;
- student progress, attendance, enrolment (success in meeting target numbers);
- use of accommodation;
- conferences, scientific papers, presentations.

Such parameters were adopted when the Quality Group tried to introduce ISO 9000 standards converted to education, while maintaining the concept of excellence rather than complying with the “fitness for purpose” or client satisfaction ideas.

Feedback mechanisms reviewed for 15 European countries in *Liaising of Higher Education Institutes and Courses to Socio-Economic and Industrial Needs*⁴ helps educational QA. Some funding, such as student placement reports, industrial liaison officers reports, student employability (career tracking) joint FORA in service training seminars, workshops, etc., were introduced and adopted as significant parameters for continuous improvement.

Patras TEI has begun to track students to examine and evaluate employment, the relevance of training to studies, and professional evolution. A bi-annual conference of academics, professional and scientific bodies, employers, chambers and alumni share experience, views and proposals for

curricular and managerial improvement, etc. In addition, industrial and academic supervisors make student placement reports.

4.4. QA influence on management policies

4.4.1. National level

Where they exists, QA reports are approved by TEIs and then forwarded to the ME and made public. Proposals have been adopted and changes made in the law. The newly established ESYP is considered to be the national accrediting and awarding body responsible for certifying universities and TEIs according to quality standards. The ESYP credit transfer and accreditation unit and quality unit has been developed. TEIs have the autonomy to develop and deliver inter-disciplinary courses leading to new degrees making them more responsive to market needs. They can also establish internal educational regulations, and define course contents which must be approved by the ESYP and certain standards concerning, **objectives**, resources, quality issues, credits, allocation to courses, accreditation, and validation.

4.4.2. Institutional level

QA has either an intrinsic impact or comes about through feedback. In the first case, the TEI Management Board or Council usually takes the necessary measures within the year depending on the needs arising after monitoring certain units. When, for example, some department(s) were found weak during the preparatory phase of SOCRATES, a specific task force was created. When a project undertaken by the Institute does not completely satisfy conventional requirements, as shown by the interim report, a special ad hoc committee is established to introduce appropriate measures. After evaluation, these interventions can take on a more permanent status.

Incentives. Policy for upgrading Administrative staff on the basis of performance gives everyone the opportunity for upgrading and updating themselves abroad and of joining prestigious committees.

Long-Term. The TEI Council decides on a response to the range of assessment tools. For example, when a peer review commented on the Quality and level of support documents to students, the Council established a publishing unit to provide good quality of texts and other publications. In response to the level and content of thesis proposals, the Council advised each department to take the necessary measures to ensure project priority and financial support. In response to the lack of academic counselling, the Council responded by asking departments to assign mentors to groups of students. Curricular relevance to market needs is a very important issue and touches on research and staff planning: a campaign is underway to reorganise laboratories, introduce new subjects/modules, invite staff from other national and foreign HEIs. An attitude has clearly been established at least by unit heads and the TEI directors to demonstrate annual improvements in the operation and performance of all units and departments assessed by the checklist and performance indicators (Appendix).

4.5. Methodology

4.5.1. Framework

Higher education clearly needs to have more autonomy and greater financial control and management. Today, because the ME contributes about 90 per cent of the budget, thereby regulating research, staffing, etc. The ME defines the status of lecturers and their qualifications as well as the number of permanent staff; there is no tenure and no feedback on performance. TEIs recruit part-time staff more often than required for the educational needs since there is government guaranteed funding for part-time staff that requires no control or auditing! If funds were allocated on an annual basis according to a well-defined and agreed algorithm, HEI Boards would be more responsible and more implicated in institutional improvement measures.

4.5.2. The evaluation process

- The newly-established ESYF co-ordinates QA processes nationally and tends to support and get feedback for further consideration and recommendations rather than to impose policy.
- QA does not seem to influence funding levels although some TEIs and Universities find it helpful to introduce it at least for some Educational/Research/Managerial items, (TEI Presidents Conference, Mesologi, November 1995) which will require close collaboration between ME, Universities and TEIs in the future. In May 1995, the joint group of Rectors and Presidents of TEI agreed on the need to implement QA systems before defining accreditation procedures. If the ministry adopted such a policy, it could catalyse many problems in HEI.
- Patras TEI led the way in introducing QA according to the EPP guidelines for departmental and institutional evaluation through its four years of experience with institutional policy. Its participation clearly showed how self-assessment and QA principles can effect curriculum, the value of degrees and overall institutional reputation.⁵
- When compared with HEIs that had not followed QA principles, QA indirectly affected TEI management by helping to produce rigorous and well-laid out higher financial plans/demand from the European Structural Funds for updating library resources, electronic networking, students career office. Some TEI graduates have easily earned dual degrees; the bilateral agreements between Patras TEI and other European HEIs such as Glasgow Caledonian University and FH Trier, implement the principles of accreditation. Some performance indicators were added to the evaluation process adopted for the EPP guidelines on QA.
- According to quality principles, Patras TEI is considered a semi-autonomous educational institute vis-à-vis the government; a recent educational reform gives it the freedom to conduct a policy determined by market forces. Quality principles will directly correspond to the responsibilities carried by the various bodies. An agency established by TEIs to advise and co-ordinate QA processes for all TEIs was considered helpful, however, the ESYF runs a QA unit in which TEIs will be or are represented. In

Patras TEI, the department's self-assessment committee has been collecting data interviewing students and staff linked to TEI bodies, examining documents, administrative data, etc. for about two months. Its final meeting was held prepare the report, which was submitted to the National Steering Committee and to the TEI. Peers were invited for the external assessment process: experts from the Chamber of Industry, the Technical Chamber, the Chamber of Economy and three eminent academics in the humanities, management, and engineering to assess each course.

- An experienced TEI president with a highly-placed administrative officer from another TEI, together with a QA expert from the National Steering Committee to implement QA in the TEI of Patras and the other TEIs if and when QA principles are adopted by other HEIs in Hellas .
- Patras TEI took the initiative to establish a European Network for QA to promote QA principles in Hellas and in European HEIs. Its members include HEIs from all EU countries, and national or international bodies that address quality.

4.5.3. Framework for analysis

- Funding and accreditation are increasingly important for planning, organising services, teaching methodologies, resources, curricular and staff renewal, etc. QA should not be directly linked to strict quality indicators like accreditation or funding from the outset, however. Were this the case, the state should delegate more responsibility and autonomy to the TEIs. A national QA project with well-defined aims needs to be organised for all HEIs; a systematic approach to introduce quality principles into any HEI based on its policy is preferable right now. Constituents need some experience and time to adopt this demanding, innovative policy. National authorities should make or encourage some key changes in HE. Institutional policy must evolve concerning how to improve teaching and learning processes, institutional environment and management, and services, establishing effective student assessment methods, strengthening links with industry, etc. The TEI Council must be able to cope with such educational innovations in management.
- Attitudes and views concerning quality must change in general. University and TEI administrations need training in the new principles for flexibility, autonomy, responsibility, accountability.

This task remains in the hands of national bodies and there is time to plan it with Hellenic HEI experts and other European partner organisations dealing with quality. A European project to raise the consciousness of the academic quality managers is advisable. Prof. S. Kaplanis, EURASHE President, tried such an approach, which was approved as a project by DGXXII (1994).

The impact of QA is also affected by the election processes of HEI authorities. Change and innovation in institutes are more effective when authorities are not elected by the usual “subject(s) biased” broad electorate of the HEI, but are rather chosen from among candidates who must prove their academic and managerial experience in the HEI. Alternatively, a dual authority system could involve a rector & manager. Managerial changes Hellenic HEI are inevitable in the near future, after

a high level debate is organised, to create an effective management system that implements a continuous improvement model.

5. CONCLUSION: PROPOSALS FOR IMPLEMENTING QA

- Institution-wide support and help from members or departments to satisfy quality principles; these individuals should play an important role giving them prestige as promoters of innovative change. Establish expert groups for planning and implementing quality principles and processes.
- Intervention by national authorities may or has raised uproar when the possible QA outcome was cutting courses.
- We found it easier to argue for changing an existing course if it is poorly assessed, which directly, affects degree level, salaries, personnel, student's career etc.
- The publication of the QA report should be carefully presented and direct negative responses from teachers, students etc. have not been noted. However, some stakeholders await the QA report before attempting to improve weak points which encouraged us to continue our "Q" efforts.
- Experience shows that stakeholders need more encouragement and this gives better results when combined with incentives and accountable benefits. There is currently an institutional attempt to assess added value as a contribution to the QA processes which is considered positively influence the continuous improvement of all constituents of the TEI.
- Nationally, we found it promising if the short-term policy included networking for Quality Assessment and establishing an umbrella type organisation, particularly since such efforts have begun on a European level. On the other hand, the synergy in academic and professional recognition will be positively influenced if QA procedures were commonly agreed upon by HEI in Europe, professional organisations and the social partners.

APPENDIX QUALITY EVALUATION CHECKLIST

1. Institutional context

- Brief presentation of the Institution (university or other).
- organisational structure and position of the department or discipline within the overall structure.
- brief description of the management structure (*i.e.* decision-making process and role and function of committees).

2. Aims and objectives

- Description of the aims and objectives of the programme concerned, in relation to national objectives and institutional missions and goals (specificities of the department assessed).
- Impact of research and scholarly activities on the level of teaching.

3. Programme

a) Organisation of the programme

Organisation of the programme and responsibility for delivery students.

b) Teaching and learning practice

- Teaching methods applied.
- Balance of specialist content, general conceptual skills and personal transferable skills.
- European dimension in the curriculum.
- Courses for students in study skills, behaviour and job-search techniques; encouragement of independent learning and student responsibility.
- Department/faculty liaisons with industry, commerce, public agencies and professional bodies.

c) Assessment of students on the programme

- Assessment methods used (global integrated knowledge/discipline examinations, written/oral examinations, continuous assessment, etc.).

- Frequency of assessment.
- Responsibility for setting the level and standards for the assessment (institution/national authority, etc.).
- Responsibility for the content of the exams and other forms of assessment.
- Relevance of assessment system to course objectives.

4. Students

- Quantitative data.
- Comment on quantitative data.
- Entrance requirements.
- Means of selection.
- Student advising/counselling.
- Results of any student and employer satisfaction surveys carried out recently.

5. Staff and management of human resources

- Quantitative data.
- Comment on quantitative data.
- Who teaches at which levels?
- Policies with respect to the recruitment, renewal, training, etc. of staff; special problems with respect to staff which affect the teaching programme.

6. Facilities

- Budget.
- Sources of funding.
- Infrastructure support.
- Lecture halls, areas for practical work, laboratories, libraries, computers for student use, etc.

7. Quality management

- Collection and assessment of comments on the programme by students, employers and external examiners.
- Effectiveness of liaisons between programmes/departments and institution -- wide services.
- Support systems for induction, tutoring, remediation and curriculum choice.
- Student access to reasonable appeal procedures.
- Procedures for monitoring student progress.
- Procedures for evaluating teaching.
- Involvement of students in evaluation procedures.
- Responsibility for innovation in the curriculum.
- Information on regular procedures in operation and on follow-up activities.

8. External relationships

- Liaison between the department/faculty and industry, commerce, public agencies and professional bodies.
- Liaison with similar faculties or departments in the national context and abroad.
- Participation in ERASMUS or other European exchange schemes.
- International links and co-operation agreements for the study programme.

9. Strengths and weaknesses

- Comments by the department on the self-assessment report and its plans for remedying weaknesses identified.

10. Data annex (with a 5-year evolution)

a) Students

- Total number of students within the department and/or the discipline.
- Composition of students (number of freshmen; men/women; national/foreigners, etc.).
- Period of study of the student population.
- Drop out and completion rates.
- Average study time.
- Study load.
- Success in gaining employment.

b) Staff

- Total number of staff within the department and/or discipline.
- Composition of staff by category (teaching, research, administrative, technical, etc.).
- Composition of staff by other criteria (grades, men/women, etc.).
- Balance between full-time/part-time staff.
- Balance between academic and professional teaching staff.
- unfilled appointments.

NOTES

1. *Information Note on the Results of the European Pilot Project for Evaluating Quality in Higher Education*, DG XXII, Education, Training and Youth.
2. Workshops in Democritus University jointly organised with TEI Patras (May and June 1996).
3. *Liaising Higher Education Institutes and courses to industrial and socio-economic needs*. Project report funded by DG XXII, S. Kaplanis and Yves Boisselier, Brussels, 1995.
4. *Education Issues* by Dr. S. Kaplanis (ed.), 1996.
5. Ad hoc Committee for Accreditation and Professional Recognition.