



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report

## for the Undergraduate Study Programme of:

**Theatre Studies**

**Institution: National and Kapodistrian University of Athens**

**Date: 4 July 2020**



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 HAHE to undertake the review of the Undergraduate Programme of **Theatre Studies** 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 External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Programme of **Theatre Studies** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Stratos E. Constantinidis** (Chair), The Ohio State University, Ohio, USA
2. **Associate Professor Caterina Carpinato**, Ca' Foscari University of Venice, Venice, Italy
3. **Professor Maria Chatzichristodoulou**, Kingston University, Kingston upon Thames, United Kingdom
4. **Assistant Professor Eleftheria Ioannidou**, University of Groningen, Groningen, The Netherlands
5. **Associate Professor Lydia Papadimitriou**, Liverpool John Moores University, Liverpool, United Kingdom

## II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) attended a two-hour Zoom orientation meeting on Thursday, June 25, 2020 from 5:00 p.m. to 7:00 p.m. (Athens time). The meeting was hosted by the Hellenic Authority for Higher Education (HAHE). Dr. Christina Besta, Director General of HAHE, gave a 90-minute power-point presentation to the members of the EEAP. The title of her presentation was 'Accreditation of Undergraduate Programs'.

The documents provided by HAHE and considered by the EEAP were as follows:

- 1) NKUA Theatre Studies External Evaluation Report (2014)
- 2) Accreditation Guidelines
- 3) Standards for Quality Accreditation of Undergraduate Programs
- 4) Guidelines for the Members of the External Evaluation & Accreditation Panel
- 5) Mapping Grid for the Members of the External Evaluation & Accreditation Panel
- 6) Template for the Accreditation Proposal (P14)
- 7) Quality Indicators for the Department of Theatre Studies (2015/16)
- 8) Quality Indicators for the Department of Theatre Studies (2016/17)
- 9) Quality Indicators for the Department of Theatre Studies (2017/18)
- 10) Theatre Studies NKUA Material
- B1) Proposal for the Academic Accreditation of the undergraduate program (2019)
- B2) Policy for Quality Assurance of the undergraduate program
- B3) Department of Theatre Study Guide for 2018-2019
- B4) Guidelines for the theatre program, the Erasmus program, & practicum courses
- B5) Course descriptions of the undergraduate theatre program
- B6) Goals for the quality of the undergraduate program in theatre studies
- B7) Samples of Student Evaluation of Instructors (SEIs)
- B8) Results of MODIP's Assessment of the undergraduate program in Theatre Studies
- B9) Quality data for the academic years of 2015-16, 2016-17, 2017-18
- B10) Additional evidentiary materials submitted to EEAP by the department such as:
  - a) Setting Goals of Quality – Action Plan for 2019
  - b) Letter from the Head of Department Vasilakou-Stamatopoulou
  - c) A document with additional details about practicum courses

The EEAP also considered the study guide of 2019-2020, which is available on the Department's official website.

HAHE also hosted the Zoom meetings on Monday, June 29, 2020, and Tuesday June 30, 2020.

On Monday, June 29, 2020, EEAP met with the following:

- A) Associate Professor Dimitris Karadimas, Vice-Rector for Academic and Student Affairs and President of MODIP, and Professor Chrysothemis Stamatopoulou-Vasilakou, Head of the Department of Theatre Studies who presented a detailed Powerpoint regarding the department.
- B) Associate Professor Dimitris Karadimas, Vice-Rector for Academic and Student Affairs and President of MODIP, Professor Chrysothemis Stamatopoulou-Vasilakou, Head of the Department of Theatre Studies, as well as representatives and staff of OMEA and MODIP, namely, Professors Platon Mavromoustakos and Giorgos Pefanis; Associate Professors Sofia Felopoulou, Anna Karakatsouli, Aikaterini Diamantakou and Grigoris Ioannidis; Mr. Dimitris Niavis, Mr. Konstantinos Bourletidis, Mrs. Sofia Krousaniotaki, and Mrs. Katerina Founti.
- C) Academic staff members (DEP) of the Department of Theatre Studies, namely, Professors Minas Alexiadis and Iossif Vivilakis; Associate Professors Konstantza Georgakaki, Evanthia Stivanaki; and Assistant Professors Georgia Varzelioti, Alexia Altouva, Cleo Fanouraki, Xenia Georgopoulou, Panagiotis Michalopoulos, and teaching staff (EDIP) member Dr. Michaela Antoniou.
- D) Seven undergraduate students.

On Tuesday, June 30, 2020, EEAP met with the following:

- A) Professors Chrysothemis Stamatopoulou-Vasilakou and Iossif Vivilakis, Associate Professors Aikaterini Diamantakou, and Grigoris Ioannidis, showed EEAP a 7-minute video, featuring Professor Vivilakis who gave his viewers a tour of the classrooms, lecture halls, libraries, and laboratories.
- B) Eight graduates of the undergraduate program in theatre studies who had graduated between 2002 and 2019 (Mrs. Kalliopi Mandreca, Mr. Vaios Kaminiotis, Mrs. Vivian Kravariti, Mrs. Maro Kapiri, Mrs. Maria Sklavounou, Mrs. Sofia Karagianni, Mr. Thomas Tsalapatis, and Mr. Christos Pagalias).
- C) Four social partners of the undergraduate program in theatre studies and employers of its students, namely, Mr. Dionisis Kapsalis (Director of the Cultural Foundation of the National Bank of Greece), Mrs. Erie Kyrgia (Deputy Artistic Director at the National Theatre of Greece), Mr. Dimitris Tarlow (Artistic Director of Poreia Theatre), and Mr. Vasilis Panopoulos (Headmaster of the Ralleia Experimental Primary Schools of Piraeus). Mr. Alexandros Zois, vice-president of Zois Schools was absent.
- D) OMEA members and staff (Professors Chrysothemis Stamatopoulou-Vasilakou, Platon Mavromoustakos, Giorgos Pefanis; Associate Professors Sofia Felopoulou, Anna Karakatsouli, Aikaterini Diamantakou, Grigoris Ioannidis; and Mr. Dimitris Niavis) as well as MODIP staff (Mr. Konstantinos Bourletidis, Sofia Krousaniotaki, and Katerina Founti). Vice-Rector Dimitris Karadimas, who was on the list of the attendees scheduled for the closing session, was not able to attend.

EEAP member Associate Professor Lydia Papadimitriou generously volunteered to act as the host for all the debriefings and the private meetings of the EEAP. EEAP worked on its report on Wednesday, Thursday, Friday, and Saturday (July 1-4, 2020) from 3:00 p.m. to 9:00 p.m. and took a one-hour break between 5:30 and 6:30 p.m.

Additional materials were emailed to EEAP on Tuesday, June 30, 2020 from HAHE, and on Wednesday, July 1, 2020 and Friday July 3 from MODIP (Mr. Bourletidis).

The report was submitted to HAHE through email by Stratos E. Constantinidis on July 4, 2020.

At EEAP's request, HAHE provided the following additional documents to EEAP on September 17, 2020.

- 1) Samples of exam topics
- 2) Samples of student papers, presentations, and BA theses
- 3) Samples of marked BA theses
- 4) Goals Setting document
- 5) Student Performance Data
- 6) Student Entry Data
- 7) Lab Courses Lists
- 8) Practicum Description
- 9) Bilateral Agreements

EEAP revised its report on September 26, 2020 during a six-hour meeting on Zoom. EEAP considered both the additional documents and the response of the University of Athens Undergraduate Program in Theatre Studies. The response was neither dated nor signed.

The revised report was submitted to HAHE through email by Stratos E. Constantinidis on October 10, 2020.

NOTE: The process of drafting the Accreditation Report made far greater demands on the time of the five panelists than anticipated by HAHE due to problems arising from the online co-ordination and communication among the panelists who reside in different time zones.

### **III. Study Programme Profile**

The EEAP was pleased to learn during the orientation session that Greece now has 24 universities. The University of Athens, which was established in 1837, has 43,240 active undergraduate students as of 2018-19. The Department of Theatre Studies, which grants three degrees (B.A., M.A., and PhD), was established in 1989 (FEK) and opened in 1990. Its undergraduate program had 648 enrolled undergraduate students in 2017-18 [N (489), N+1 (92), N+2 (67)], and 703 inactive ones [N+2 (703)], a total of 1,351.

The mission of its four-year undergraduate program is education, research, and service to society which is to be accomplished through the pursuit of five goals: a) to advance scholarship about theatre, b) to nurture the art of theatre in Greece and, at the same time, preserve, develop, promote and publicize the precious heritage of Greek theatre, c) to disseminate knowledge through systematic study and research in the field of theatre, d) to give its students the necessary training and a dependable thorough education for their careers as researchers and professionals, and e) to properly educate and train teachers who will address any growing needs in Education and other sectors of cultural life in Greece [and other EU countries]. (Proposal for the Academic Accreditation, p. 3).

The undergraduate theatre program at the University of Athens is the earliest such program in Greece, and its alumni have reportedly enjoyed good employment prospects for three decades. In the EEAP's assessment, the major orientation challenge that this program is facing in 2020 has been caused and/or precipitated by two sets of factors: external and internal. The external factor that poses problems to theatre education in Greece (but also internationally) has to do with the devaluation of the arts and the humanities (including theatre studies) reflected in budget cuts. The internal factors will be addressed below.



## 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 programs 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 program, its purpose and field of study; it will realize the program's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the program'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 labor 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 program(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 EEAP was informed by HAHE during the orientation session that the evaluation and accreditation process of undergraduate programs, like the one in theatre studies, is intended and expected to contribute to the articulation and implementation of a 'national strategy' towards the improvement, change, and reorientation of such programs, as well as towards the retraining of academic staff so as to help them stay in step with recent needs and developments in their

own field in the EU. The comments offered by EEAP in this and the nine remaining sections of this report are written with the HAHE mandate in mind. The program has a well-defined quality assurance policy (see <http://www.theatre.uoa.gr/>), and it is committed to continuous quality improvement. MODIP has worked in partnership with the Department to set objectives specific to the Department, which are in line with the University's overall quality assurance policy. The program's Accreditation Proposal (B1) signals the major quality requirements which are part of its ongoing mission. Elements that indicate its implementation are provided (in B2 and B6 in the original package and the additional material). The latter document specifies strategic aims, and quality-related objectives for the Department. It has outlines for targets, measurables, baseline values, actions, and delivery timelines. Staff names and actions are accounted for. The objective-setting process appears robust, but some of the actionable tasks constitute objectives in their own right. The Panel was pleased to see evidence of engagement with those actions through procedures and processes described in B1 and B6. However, we are not able to fully address the outcome of those actions, which have not yet reached completion. After EEAP reviewed some evidence about the Department's quality assurance processes, EEAP concluded that, overall, the processes were well-defined in relation to quantifiable objectives assigned to the relevant areas.

The program complies with the requirements for quality assurance by aligning its mission to the key initiatives articulated by MODIP, OMEA, QAU, IEG, regarding teaching, research, and service to society. This becomes evident in (a) the course descriptions of both required and elective courses in their undergraduate curriculum, (b) the presentation of research papers at conferences, the hosting of national and international conferences, the publication of books and journal articles, the department's in-house periodical publication (*Parabasis*), and collaborations with similar programs in Greece and abroad, including the Erasmus Exchange Program; (c) their engagement with the academic and non-academic community of the city of Athens, and (d) the lifelong learning endeavours.

There is sufficient evidence of good practices in maintaining quality teaching, but it would be useful to put internal departmental procedures in place to safeguard and promote quality standards. The qualifications of the instructors are satisfactory, and their overall achieved standard of excellence is good according to the available evidence and the positive student feedback. The ways in which the teaching and research are linked together are also appropriate, even though the results may vary among the courses and among the academic members of staff. According to data on employability based on the responses to a survey conducted by the Department in 2019 (representing the 1/6 of the total number of its graduates), the vast majority of the graduates (71%) work in primary and secondary education, pointing to a healthy level of employability. Graduates have also been absorbed in other organizations and theatre companies. Only a small percentage of graduates (2.7%) works outside of Greece. The quality of support services, including administrative staff, the library, and the staff in the Student Welfare Office, are satisfactory.

### Panel Judgement

<b>Principle 1: Institution Policy for Quality Assurance</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The statements about quality in the Proposal (1.2) are fine, but the internal departmental procedures followed are not clearly delineated. The added procedures in 'Setting Goals of Quality' (Section 10) state that there is an ongoing departmental discussion among the academic staff to give the undergraduate program and its curriculum one or more new directions in the near future. EEAP would have liked to have seen clear evidence of progress in that direction. Whatever the outcome of the discussions about the undergraduate program might have been, they should be presented to the next Accreditation Panel in a detailed and evidence-based narrative that will clearly show how the qualitative and quantitative indicators were used by the Department to evaluate the program's progress in order to reach the aforementioned goals.

## Principle 2: Design and Approval of Programs

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 programs following a well-defined procedure. The academic profile and orientation of the program, the objectives, the subject areas, the structure and organization, 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 programs 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 labor market*
- *the smooth progression of students throughout the stages of the program*
- *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 EEAP was asked by HAHE's Quality Assurance Unit (QAU) to assess the program's compliance with the basic requirements specified in the Standards (Document P1).

The BA degree requires a total of 240 ECTS (30 ECTS per semester). The departmental procedures for upgrading the curriculum are not clear enough to EEAP. EEAP noted that the quantitative indicators provide evidence that the program implements a smooth progression in the education of the students from level to level in their four-year education. The program recently reduced the students' workload by reducing the number of courses required for the achievement of the BA qualification from 58 to 55 courses. The program also improved the balance between required and elective courses. The lengthy Study Guide provides a clear distribution of the courses and the credit hours for the entire four-year program. The anticipated student workloads are described in the syllabi per the European Credit Transfer and Accumulation System.

EEAP was pleased to find that the program maintains partnerships with cultural organizations, such as the National Theatre, the Theatre Poreia, the National Opera of Greece, the Athens Music Hall, the municipal theatres, as well as the Benaki Museum, the Greek Literary and Historical Archive (E.L.I.A.), and the Giannis Tsarouchis Foundation – that offer valuable work experience

as part of the practicum (πρακτική άσκηση), which is a compulsory course in the study program. However, the program also allows students to tap into new venues to gain work experience and identify further organizations to complete the practicum. This option provides an invaluable three-month on-the-job training for the students. The duration of the practicum is deemed substantial (3 months / 320 hours).

EEAP considers the practicum scheme one of the Department’s strengths. However, there is no departmental strategic plan of how to involve the stakeholders from the labour market in upgrading the curriculum. The department should consider expanding the curriculum to include more courses on cultural policy, management, and other relevant fields that will bolster the employability of the graduates. EEAP commends the initiative for collaboration of the department with the National Theatre of Greece to develop the curriculum of the National Theatre.

During EEAP’s virtual onsite visit the Head of the Department and the student representatives informed EEAP that the students do not respond when the Department invites them to provide input at the meetings of the General Assembly. EEAP recommends that some effort is expended by the department to engage the students per the formal procedures already in place. The curriculum for the BA degree, which equips students to pursue a teaching career in primary and secondary education or a career in theatre and other cultural organizations, needs to be revised and updated due to recent external challenges that could blunt the competitive edge of the program in Theatre Studies at the University of Athens. Both staff and students could benefit from revisiting the program’s key mission and goals when they begin to revise and update the program’s curriculum. Such curricular revisions and updates will enable both the program’s academic staff and graduating students to establish additional long-term collaborations with cutting-edge academic and commercial theatre companies (and other arts and performing arts organizations) all over Greece and the other EU countries.

### Panel Judgement

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

### Panel Recommendations

Based on the feedback that the EEAP has received from selected samples of alumni, employers and shareholders, the undergraduate program in theatre studies should consider addressing the following:

- Build a robust process for redesigning the curriculum based on regular meetings between academic staff and students seeking to identify those courses that need to: a) to be modified or dropped from the curriculum; b) to be introduced to the curriculum – such as more courses on key theoretical and critical approaches and more courses on performance theory and contemporary theatre and performance practices; and c) to ensure that the variety and range of the courses provided do not distract from the Department’s mission and will converge around an up-to-date study of theatre.

- Find ways to encourage and motivate students to better engage with formal feedback processes, such as online evaluation questionnaires.
- Equip students with updated knowledge and training in research and performance analysis methods, enabling them to stay competitive with the graduates from other undergraduate theatre programs in Greece and abroad, and to respond to the tri-partite orientation that undergraduate programs could or should take, according to HAHE (orientation power-point) – namely, Educational orientation, Scientific orientation, and Professional orientation.
- Continue to provide leadership in research projects and creative endeavours that will enhance creative dialogue and exchange with the vibrant, booming, and innovative theatre and dance scene in Athens and the rest of Greece in the foreseeable future.
- EEAP recommends that the Department’s teaching needs in history, classics, and literary studies be covered by the existing academic staff of the Department or the School, so new appointments could potentially combine theatre with new academic approaches or practice-as-research methodologies.

### Principle 3: Student-centered 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-centered learning and teaching play an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the program's delivery and the assessment of the related outcomes.*

*The student-centered 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

The EEAP endorsed HAHE's premise that student-centered teaching is important for motivating students to engage in the learning process. EEAP looked for evidence of continuous reviews of the program's teaching approaches and for the assessment of the anticipated outcomes. EEAP found a number of laudable practices that include evidence of (a) the use of different teaching methods (lectures, discussions, labs, seminars); (b) a variety of grading methods based on the requirements of each course; (c) the use of student surveys that assess the quality of an instructor's teaching, (d) the existence of a formal procedure for grade appeals that exists for all undergraduate students across the University of Athens, (e) willingness on the part of academic staff to meet the needs of students with special needs or circumstances, and (f) the use of e-class

which allows for asynchronous modes of delivery and greater flexibility on how students access learning resources.

EEAP discussions with both the teaching staff and the students indicated a strong, albeit informal, supportive learning environment and a deep concern for students with special needs. EEAP would like to commend the 'Creative Writing Laboratory' which has led to the development of 'Theatre Translation - Adaptation Laboratory' since 2017-18. However, there is a lack of formal procedures that would reinforce good teaching practices, transparency of assessment criteria, response to student feedback and staff professional development. The available assessment methods and the grading scale are clear; but the assessment criteria are only published in advance in a few courses (e.g., Theory of Theatre and Drama A and B, in Course Outlines, p. 102, 106, and 110) instead of being the standard procedure for all courses.

The relevant documentation provided in B7 (pp. 4 – 5) and the testimony provided by students and academic staff during EEAP's virtual visit indicate that most students do not complete the course-and-instructor evaluation surveys that are being made available to them. The low number of students who complete these surveys do not generate enough data and, therefore, their input cannot be taken as a representative sample of the overall satisfaction or dissatisfaction of the total number of enrolled students in any given course. EEAP noticed the absence of a clear procedure for the Department to monitor any improvements in course content and instruction by implementing the student feedback received from these surveys. At present, it is up to each instructor to use (or not use) any of the surveys to revise the content of his/her course and the method of his/her instruction.

The additional documentation submitted to EEAP on September 17, 2020 demonstrated that extensive and thorough feedback was provided on the available samples of BA theses. However, this additional documentation consisted of a limited sample of theses, and it seemed that they were marked by the same instructor. EEAP was not given sufficient evidence that all instructors provide quality feedback in writing to all students. Such written feedback would have allowed EEAP to ascertain to what extent the learning outcomes had been achieved. Through discussions with the students and the Department, EEAP also discovered that formal written feedback on term papers was not consistently provided. It is up to each instructor to provide (or not to provide) qualitative feedback. There is no departmental policy regarding qualitative written feedback to essays and other assignments. Moreover, HAHE guidelines (Principle 3) require that "student assessment is conducted by more than one examiner, where possible." There is no departmental established policy or practice regarding this HAHE requirement. EEAP recommends that the Department take up this issue with HAHE. Overall, assessment is not co-ordinated at the departmental level, and the degree of its consistency or fairness is not monitored. EEAP is pleased to see a variety of assessment methods adopted by the staff but recommends that these assessment methods be co-ordinated at the departmental level, and a process be put in place to secure appropriate standards regarding grading, feedback provision, and double marking. In document B10 (p. 28), EEAP also observed a trend towards grade inflation that points to the absence of monitoring mechanisms about assessment. The problem with grade inflation was flagged by the students during EEAP's virtual visit. Some students reported that the Department undermines the efforts of truly deserving, outstanding students when it annually awards a high number of top grades and degrees with distinction to a great many students. EEAP noted this subjective perception, which is supported by the data submitted to EEAP, but also noted that the average grade which stood at 8.02 the previous year, dropped to 7.80 in 2018-19, according to



the additional documentation submitted to EEAP on September 17, 2020. EEAP concluded that this was a trend in the right direction for the Department to address the issue of grade inflation.

### Panel Judgement

<b>Principle 3: Student- centered Learning, Teaching and Assessment</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- EEAP recommends that the Department implement a consistent policy (not just a practice) for providing qualitative and constructive feedback on student assignments.
- EEAP recommends that the Department offer Learning and Teaching development support for all academic staff through sessions delivered in-house or through staff being supported to undertake relevant training externally.
- EEAP recommends that the assessment criteria are published in all course documents to ensure transparency of marking processes and to enable cross-mark samples of student work.
- EEAP recommends that the Department should find incentives that will encourage students to participate by providing their feedback to the course-and-instructor evaluation surveys. The students need to see that their feedback is taken seriously into consideration by the both the instructors and the Department.
- EEAP recommends that the Department should introduce clear and consistent procedures for documenting any improvement that will be implemented due to student feedback obtained through course-and-instructor evaluation surveys.

## 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 EEAP recognizes that the admissions process is one of the very first impressions a student will have about a program, a department, and a university. The undergraduate program in Theatre Studies at the University of Athens is in compliance with Principle 4. Universities and their departments need to put in place both processes and tools to collect, manage, and act on information regarding student progression.

EEAP determined that the program is on a par with other comparable programs in EU regarding the students' admission, progression, recognition, and certification. Procedures about earning the B.A. degree, the duration of study for the B.A. degree, the criteria for ensuring a student's progress, and so on, are based on the institutional regulations of the University of Athens and the admission to the program is determined by Panhellenic Examinations and/or Placement Examinations (κατατακτήριες). The number of students that enrolled in the undergraduate program in theatre studies in 2017-2018 was as follows: 89 students through the Panhellenic Examinations, 12 students through the Placement Exams, and 27 students transferred from other departments. The Placement Examinations are for those students who are graduates of Schools of Acting/Directing and seek entrance to Higher Education. To ensure the smooth transition of students from secondary to Higher Education, the Department organizes a welcome event at the beginning of the academic year. The welcome event informs students on the organization of the study program, the electronic and administrative services, M.A. degree and career prospects after graduation, and the quality policy of the Department. It also introduces academic staff members to them. A lot of guidance is provided to the enrolled students through the Undergraduate Student Handbook which is available online. [<http://www.theatre.uoa.gr/to-tmima/odhgos-spydon.html>]. The Diploma Supplement is issued to students by the Departmental Office upon request.

## Panel Judgement

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

## Panel Recommendations

- The EEAP recommends that the Study Guide offer all the links and telephone numbers and contact details for student support and welfare – such as administrative services, free meals, student accommodation, ID cards and transportation passes.
- The EEAP also recommends that the size of the Study Guide be reduced to make it easier for students to use and navigate through it. The size can be reduced by creating two separate documents: a) Undergraduate Studies Handbook (B.A. degree), and b) Graduate Studies Handbook (M.A. and PhD degrees).

## 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

The EEAP checked the academic staff CVs that are available online (<http://www.theatre.uoa.gr/didaktiko-dynamiko/melh-dep.html>) and concluded that the academic staff credentials are appropriate and, on occasion, excellent. Academic staff have an expertise that spans over many time periods (from ancient drama to contemporary drama) and spreads across many countries (including England, France, Germany, Italy, and so on). Most of them are established scholars with national or international reputations, but not always specializing in theatre studies. Academic staff appear self-motivated and committed to their research and teaching. This is evident in their own individual publications and conference presentations, but also in the research-oriented conferences that they organize in Athens for both academics and laymen, and in the program's reputable uninterrupted annual publication *Parabasis*, which systematically contributes to theatre scholarship, with a strong emphasis on Greek theatre and drama. Relevant publications also include the bilingual co-edited volume by Platon Mavromoustakos and Sofia Felopoulou on the relationship between Greek and French theatre from the 1960s to-date (2014), or Anna Tabaki and Alexia Altouva's edited volume on the actor/director Lefteris Voyatzis (2020). Additionally, within a 5-year period, the department organized many important conventions and conferences and published 11 volumes of conference proceedings. Also, the academic staff published many papers in prestigious academic journals in Greece and abroad.

The conditions of employment recognize the importance of teaching and research, but more importantly, they appropriately strengthen the link between these two activities. Opportunities for the professional development of the academic staff in this program are standard and appropriate. EEAP noted that the sabbatical (research leave) is generous. According to the department's response, academic staff receive annual financial support in the amount of 1600

Euros for participation in conferences in Europe and 1900 Euros for participation in conferences overseas. Teaching mobility is demonstrated through opportunities for research leave, collaboration with local, national, and international institutions and organizations, and involvement in the management of different aspects of the Department. EEAP noted that the academic staff of this program are moving in the right direction when they pursue up-to-date technologies (including the establishment of a multimedia lab in the near future) that will make possible innovations in both teaching methods and performance.

The teaching workload per academic staff member is manageable and apparently fair.

### Panel Judgement

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

### Panel Recommendations

- Per HAHE guidelines, EEAP recommends that the department should seriously consider adapting an extrovert approach regarding the recruitment and the hiring of new academic staff. EEAP agrees with HAHE guidelines and believes that such a policy regarding the clear, transparent, and fair processes for the recruitment of properly qualified staff, will increase the Department's competitiveness and international standing.
- EEAP recommends that the University and the Department should help its academic staff members to boost their presence in the book lists of foreign presses and the programs of foreign conferences. A recent example is Professor Walter Puchner's book, *Greek Theatre between Antiquity and Independence*, which was published by Cambridge University Press in 2017. The University or the Department should also consider funding the translation of the research papers written by its academic staff into other European languages. This will allow staff to submit their translated articles for consideration to peer-reviewed journals in other countries.
- Per HAHE principle 5, the Department needs to establish and follow quality assurance processes for all academic staff members with respect to attendance requirements, performance, self-assessment, and training. The EEAP recommends that the Department consider establishing an annual appraisal process for all academic staff in support of that principle.

## 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-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organized 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 undergraduate program in Theatre Studies at the University of Athens is in compliance with Principle 6, in spite of the funding challenges it has to contest with. Currently, the program has adequate funding and has used it effectively to improve the students' learning environment. It was evident to EEAP that the students' learning environment has improved significantly since 2014. The students now have two new classrooms that can accommodate a participatory, student-centered instruction. The two new classrooms were financed from the program's annual operational budget which is very low. The program also purchased AV equipment to meet current teaching needs. EEAP commends the Head of Department Chrysothemis Stamatopoulou-Vasilakou and the administrative team of the program for making excellent use of their small annual budget. EEAP also commends the altruism and commitment of the academic staff who collectively decided to forego their earnings from student fees charged to the M.A. degree candidates of the department. These earnings were added to the program's annual operational budget to support similar projects by taking into account the student educational needs.

EEAP was also informed that classrooms and labs are fully accessible to disabled students except for the Aula auditorium which belongs to the School of Philosophy, but it is frequently used by the undergraduate program in Theatre Studies. The lack of wheelchair accessibility to the Aula is a serious problem and the program brought it to the attention of EKPA. EEAP recommends that the University addresses this problem as a matter of priority. The Aula auditorium problem aside, the program's academic staff carry on with their teaching by using ingenious ways to communicate with their disabled students such as streaming live sessions for all those unable to

attend class in person. It became evident that staff made extensive use of e-classes during the peak of the Covid-19 pandemic. Other facilities available to both staff and students are the computer lab for all students and the centralized and expanded University library. The library's hours of operation are 9:00 a.m. to 6:00 p.m. and the students of the program use it to access books, theatre programs, and journals. EEAP recommends that the hours of operation at the library be extended to 9:00 p.m. on weekdays to accommodate all students.

EEAP found that the administrative staff who were assigned to the undergraduate program are well qualified and efficient in processing the daily administrative work of the Office (Grammateia). EEAP was not apprised about the training opportunities and professional development that are afforded to the administrative staff by the university. The Department informs students about the services available to them through its website and the Study Guide, also available through its website. The students of the program also have access to the University's central support services, which appear appropriate, adequate, and accessible.

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The EEAP recognized that the administrative staff are a great asset for the program because they ensure the smooth running of the program and provide assistance to its students with remarkable commitment. EEAP strongly recommends that the University support the department in (a) developing and upgrading its classrooms, (b) making the Aula auditorium wheelchair accessible, (c) improving Aula's backstage, (d) funding the Department's application for 80,000 Euros to develop a Multimedia Lab, which will facilitate more innovative ways of teaching and performing by using digital technologies.

## 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 organization, 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 analyzing information on study programs 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 program(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 EEAP found that the undergraduate program in Theatre Studies at the University of Athens is in compliance with Principle 7. Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organization, teaching and the provision of services to students as well as to the academic community. EEAP saw evidence that the program in Theatre Studies uses an information system that collects and analyses data concerning students, staff, courses, teaching, research, and service. The Department (as well as the University) collect a range of data about the students' demographic profile, socioeconomic status, grades at the point of entry (Panhellenic or other Exams), grades for all courses, progress and drop-out rates, as well as years of study and degree completion rates. They also collect employability data (16.6% of the graduate population responded to the Department's latest employability survey) and they cross-reference the above data with data provided/published by the Ministry of Education and the Hellenic Theatre Studies Association. The data collected from courses also include percentages between required and elective courses as well between courses in the different areas of a program. These data are processed to help the department make informed decisions about its program's goals, actual accomplishments, and future plans. The data from staff include the number and type of each academic staff member's research output. Again, these data are processed and used to set targets for the Department's research activity and relevant future outputs.



The data collected and analysed are accessible to staff through internal reports. The data presented to EEAP appear to be reliable. However, the way in which they are presented is not always consistent. For example, there is lack of consistency about the grade averages which seem to be increasing in the last few years, suggesting grade inflation. It is evident that the University has a robust system for gathering and processing data, and the Department has used these data effectively when mapping its quality assurance process. The low percentage of students responding to student evaluation questionnaires is a matter of concern. Currently, very few students complete them, but the completion numbers show an upward trend. Even so, the Department does not have adequate and reliable student satisfaction data to base some of its decisions about improving both the content quality of the courses and the quality of teaching.

EEAP appreciates this challenge which is not unique to this program of Theatre Studies. However, EEAP also emphasizes how important it is for the program to find ways to encourage its students to complete the questionnaires. Possible solutions might include to email all the questionnaires to the students at once at the end of each semester, or to have instructors ask the students to complete the questionnaires in class while they step out of the classroom so as to avoid influencing the student input.

### Panel Judgement

<b>Principle 7: Information Management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The EEAP recommends that the program in Theatre Studies (a) continue searching for effective ways for the collection of student satisfaction data, (b) explain to the undergraduate students that student satisfaction questionnaires are used to improve their learning experience.

## 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 programs 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

The undergraduate program in Theatre Studies at the University of Athens is in compliance with Principle 8. Information on the program's activities is useful for both current and prospective students, but also for the program's graduates, its stakeholders and the public. Therefore, the program in Theatre Studies provides information about its activities, including the structure, the mission, and the goals of the program, as well as about the intended outcomes, the training provided, the assessment procedures, the degrees awarded, and the employment opportunities.

The EEAP found that the available information about the courses offered by the program during the 2018-19 academic year is specific and detailed (See B3 Study Guide, 275 pages). The Study Guide offers a thorough overview of the program's administrators, staff, and courses (with course descriptions after p. 47). It also includes a section with important addresses, an explanation of credit hours (ECTS), and the requirement of completing 240 credit hours to earn a B.A. degree. The Study Guide is also available online (<http://www.theatre.uoa.gr/to-tmima/odhgos-spydon.html>). It offers useful information on labs and research, as well as on Placement Exams. EEAP found the department's website well-structured and user friendly, although it could benefit from a more attractive design.

A section of the Guide is about the 'Educational and Instructional Sufficiency (παιδαγωγική επάρκεια) of the Department of Theatre Studies', and another section is focused on the practicum which mentions the names of 56 students that took advantage of this program during the academic year of 2018-19. A third section is a list of colloquia and conferences hosted by the Department of Theatre at the University of Athens, including the conference on 'Arts in the Greek School: Present and Future' (2018). A fourth section was devoted to *Parabasis*, a scholarly journal published and edited by the staff of the Department of Theatre at the University of Athens, and *Ano Kato Teleia (Άνω Κάτω Τελεία)*, an online periodical publication which provides a venue for both scholarly writing and creative writing to the students of the Department. The last section of the Guide is devoted to listing the awards received by the members of the Department and the theatrical performances the students had participated in.

This and other documents indicate that the academic staff of the department taught courses and built international colloquia and conferences with invited international speakers from destinations such as Tbilisi, Georgia and Shanghai, China, in 2019. Some of their guest scholars and artists spoke about war, gender, and sexuality in Modern Greek drama, the reception of Greek drama, and performance theory and practice. One of them was Elisa Soronga who had

won the first-place prize for her ‘Women in Agony’ at the *Arte Laguna* contest in Venice in 2017. EEAP duly noted that the staff of the program offer their undergraduate students the opportunity to watch outstanding theatre scholars and artists and learn from their most recent research. The Guide ends with a list of the scholarly and artistic activities of the program’s staff providing evidence that their work is remarkable both in qualitative and quantitative terms. Such colloquia and conferences also provide evidence that the program made a serious effort to comply with the directive given to them by the External Evaluation Committee in 2014. The Committee had recommended that the undergraduate program in Theatre Studies should pursue collaborations with a wide range of scholars in departments such as Pedagogy, Philology, Archaeology, and Musicology, but also in Foreign Languages and Cultures.

### Panel Judgement

<b>Principle 8: Public Information</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

N/A

## 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 PROGRAMS, 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 programme 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 program;*
- *the learning environment, support services and their fitness for purpose for the program*

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

### Study Programme Compliance

The Department monitors and reviews its undergraduate program regularly with the intent (a) to maintain a high level of quality education, and (b) to create a supportive and effective learning environment for the students. EEAP did not receive any recent annual internal evaluation reviews because, according to the Department's response, HAHE is in the process of drawing up a new form for the annual internal evaluation. EEAP has accessed extensive evaluation reviews from 2014-15 and from 2015-16, which are publicly available on the Department's website ([http://www.theatre.uoa.gr/fileadmin/theatre.uoa.gr/uploads/PDF\\_Files/Axiologisi/Ekthesi\\_Esoterikis\\_Axiologisis\\_2014-2015\\_kai\\_2015-2016.pdf](http://www.theatre.uoa.gr/fileadmin/theatre.uoa.gr/uploads/PDF_Files/Axiologisi/Ekthesi_Esoterikis_Axiologisis_2014-2015_kai_2015-2016.pdf)). EEAP also received a MODIP document (B8) which certifies positive annual internal review results that show that in 2019 the program met all relevant university requirements. The internal evaluation reviews (2014-15 and 2015-16) raised curricular questions about relevance and currency as well as about the program's structure in the context of the 2014 External Evaluation Committee's recommendation to the academic staff to consider developing different curricular areas of study. On the basis of the evidence provided, EEAP could not ascertain how often and to what extent the Department staff reviewed the content of the program to ensure that it is up to date with the latest developments in the field, per accreditation requirements. The program's curricular emphasis is more on history and less on theory and criticism. EEAP notes the contribution of several program staff (Cleo Fanouraki, Iossif Vivilakis, and Evanthia Stivanaki) in the areas of Theatre Pedagogy and Theatre Education. The theatre projects with prisoners and refugees demonstrate that the Department tries to respond to the current needs of Greek society and its marginalized communities. These contributions are linked to the employment opportunities and professional prospects of the Department's alumni.

The EEAP found sufficient evidence that student data (including data about student workloads) are annually collected and analyzed with up-to-date quality indicators by the university and the department. MODIP and the department set targets through an action plan that is reviewed annually to make decisions, and, in this instance, it was decided to reduce the number of required courses from 58 to 55 in hopes of improving the students' learning experience. Some students reported on very long days (9 hours of contact per day), which they felt was not conducive to their learning. The Department explained to EEAP that timetabling is done centrally by the University, and the Department has limited ability to control scheduling when it comes to electives offered by other Departments within the School of Philosophy and the University.

Staff informed EEAP about the different assessment methods that they use in their courses, and EEAP was able to confirm that the assessment methods employed were appropriate for their type of program. Staff use a range of assessment methods (like exams, papers, oral presentations and practical projects) to assess student learning outcomes. On the basis of the evidence provided, and the information presented to EEAP through conversations, EEAP was unable to confirm whether those assessments were appropriate to the number of credit units per course. (This information was not featured in the Study Guide or the course descriptions). EEAP also noted the absence of a monitoring process which is important, especially for some courses like 'practicum' and 'dissertation research' that can carry more than 4 credit units.

The EEAP saw evidence that students were polled through online questionnaires about their satisfaction with the courses they took. The Department must do more to facilitate and motivate students to answer questionnaires and do so in a timely manner. The available data did not allow EEAP to assess the levels of student satisfaction, or the academic staff responses to student feedback which was collected through this formal process. It is also unclear to the EEAP if there are formal procedures in place for responding to student feedback as those were not presented in the documents or the discussion with staff members.

EEAP also noticed two major problems with the current undergraduate curriculum. There is no clear, cohesive design that shows (a) how each course advances student understanding of a subject over time. For example, the course about the history of colonialism (Study Guide, 2019-20 p.32, 56) is not followed by a course about the era of postcolonialism and the role of theatre during both colonialism and postcolonialism; and (b) how some of the courses relate drama (text) to theatre (performance) and theatre (performance) to society (culture). For example, many of the elective courses (which are not related to pedagogy) have a limited, conventional scope that leaves out trailblazing theories about theatre, performance, and culture.

Finally, EEAP would like to express a concern that the students are not formally represented in Departmental governance bodies and processes. EEAP knows that this is a widespread problem within the Greek Higher Education system, and not unique to this Department. Even so, EEAP recommends that the Department make a concerted effort to ensure that students are represented in curricular and governance matters. Some of the students who spoke to EEAP were unaware of such opportunities to engage with the Department on such matters. EEAP recommends that the Department encourage students to formally represent themselves in some of these decision-making meetings. It is important for the well-being of the department to foster a dialogue between students and staff to ensure a level of transparency and accountability.

## Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programs</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

- The EEAP's recommendation to the Department is to make sure that students become aware of the opportunity to formally participate in decisions about their education. If the system of student representation is failing, then staff should poll the students for their opinions about the curriculum and other issues.
- Per HAHE guidelines, the Department needs to evaluate the content of a program in the light of the latest research in the given discipline, thus ensuring that the program is up to date. EEAP recommends that the Department examine the currency and relevance of several courses in the existing curriculum by initiating a conversation among staff, students, and other stakeholders.
- EEAP recommends that the action items from the annual internal reviews be posted on the Department's website and be communicated to all parties concerned, per HAHE guidelines.

## Principle 10: Regular External Evaluation of Undergraduate Programs

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

*HAHE is responsible for administrating the programme accreditation process, which is realized as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programs, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programs 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 undergraduate program in Theatre Studies participated in an external evaluation review that was administered by HAHE in 2014. The 2014 External Evaluation Committee made the following recommendations (NKUA Theatre Studies External Evaluation Report, pp. 20-21):

“We found the Department in a period of transition, having completed a quarter of a century’s work and we felt that there is consensus among members of staff in terms of the need to identify the shape/scope of the curriculum as well as strategies of implementation for the future. The Panel’s impression is that there is an ongoing and fruitful debate among the Department’s members of staff, about the Department’s orientation, which clearly indicates a reflexive attitude, committed to detail and high standard. [. . .] We would like to encourage the Department’s academic staff to continue this conversation, challenging and difficult though it may be. A question of balance, in terms of approach is raised: how can a more synchronic, contemporary approach to the theatre event both in teaching and research be developed while protecting the Department’s commitment to rigorous historical and theoretical framework? The integration of more current developments in performance studies is an area to consider as this will complement the strong work that is currently developed in the Department. In this way, the Department’s graduates will not fall into the trap of ‘cheap journalism’ or reviewing contemporary theatre without the necessary critical skills”.

The shape of the curriculum as it currently stands, and this was confirmed both by current students at all levels and graduates, is comprehensive, rigorous and has certainly established the field in the country. Now, as the Department moves on to its next phase, we would support our colleagues in their attempts to revisit the Department’s scope, securing and enhancing its legacy and opening their work further to where the field stands internationally. We feel that there are already possibilities for revision and improvement of the curriculum, firstly by allowing for

collaborations with other Departments of the Philosophy School of Athens. EEAP commends the Department for taking advantage of opportunities for collaboration existing either in the University (such as for the example, Music Department, Foreign Languages) and beyond.

At an age of interdisciplinarity and in a Department, which historically seems to have emerged through the contribution of scholars from different fields in the arts and the humanities, we feel that there is a fertile ground to promote the growth of this tradition and allow for more contacts between ideas and approaches/methods between departments – both in terms of teaching and research. This may lead to a re-evaluation of what ‘theatre education’ suggests in the twenty-first century and how new models, building on the knowledge of the past, may solidify the field even further. We hope that our colleagues will receive the appropriate support from the state and wish them the best of luck in continuing their exemplary work.

EEAP also endorses the 2014 External Evaluation Committee’s review. EEC’s review in 2014 suggested that by revising its curriculum this undergraduate program in Theatre Studies would be able to maintain its international academic standing and its national relevance to Greek society. The Department’s Accreditation Proposal (B1) states that the report of the External Evaluation Committee had been taken into consideration by the academic staff who successfully responded to all recommendations by achieving:

- 1) A 50% increase in the number of elective courses (from 6 to 12)
- 2) A decrease in the ratio between required courses and elective courses
- 3) A serious discussion regarding further increases to elective courses
- 4) An increase in the number of practicums and lab courses
- 5) An addition of three new teaching staff (EDIP)
- 6) An addition of two new academic faculty positions (one in theatre pedagogy and one in the theory and praxis of directing).
- 7) A concerted effort to expand academic exchanges and interdisciplinary collaborations
- 8) An improvement to the Department’s facilities and equipment
- 9) A plan to further increase the Department’s visibility internationally (e.g., through the Department’s multilingual academic journal *Parabasis*)
- 10) A new MA program

EEAP appreciates the following: (a) that this undergraduate program took into consideration the 2014 External Evaluation Committee’s review with the intent to enhance the students’ ability to tailor the curriculum to their needs by giving them more elective courses; (b) that three more academic staff (as EDIP) joined the program, contributing to practicum/lab courses; (c) that, as some of its staff repeatedly emphasized to EEAP, this undergraduate program does not have a ‘practical’, ‘artistic’ focus even though one of its four foundational goals is ‘to nurture the art of theatre in Greece’; and (d) that the program’s facilities and equipment have improved since the 2014 External Evaluation Committee’s report due to Head of Department Chrysothemis Stamatopoulou-Vasilakou’s efficient management of the program’s limited budget and the support of its staff.

EEAP recommends that the Department engage in meaningful ways with all the aspects in the recommendations of the 2014 review regarding the program’s aim and scope. EEAP endorses the EEC’s recommendation in 2014. EEAP suggests that a bold, fundamental periodic review of the program’s aims and scope is essential for the Department to keep up with the rising national and international academic standards, and to respond to the changing needs of students, employers, the field of theatre, and society at large.



EEAP thanks Professor Stamatopoulou-Vasilakou and her team who worked so intensively to organize EEAP’s two-day virtual visit to the Department of Theatre at the University of Athens. We express our deep gratitude to everyone involved with assembling the information and writing up the extensive paperwork.

**Panel Judgement**

<b>Principle 10: Regular External Evaluation of Undergraduate Programs</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

**Panel Recommendations**

The EEAP endorses the 2014 External Evaluation Committee’s report and recommends that the Department revisit the current curriculum to systematically upgrade it in light of the latest developments in theatre theory and practice, and in response to the changing needs of Greek society. To that end, it is crucial that the engagement with contemporary critical frameworks and methodologies should not be limited to a few theory-focused courses, but could be applied across the curriculum, including some of the courses with a historical focus.

## PART C: CONCLUSIONS

### I. Features of Good Practice

The EEAP identified the following as “good practices” in the undergraduate program in Theatre Studies at the University of Athens:

- The local network of external stakeholders (e.g., theatres and other cultural organizations) is excellent.
- The improved infrastructure (classrooms, staff offices, Wi-Fi, etc.) are up to par.
- The Department’s 12 Erasmus Exchange Programs, which have been made good use of, offer sufficient opportunities for student and staff mobility.
- The Department’s numerous conferences have given the Department a leading role in theatre studies in Greece.
- The Arc-Net summer school which is organized by the European Network of Research and Documentation of Performances of Ancient Greek Drama, offers an extensive network of partnerships with top European academics and research centers in the field of classical reception.
- The grants secured from national funding bodies (e.g., the ESPA-funded research project *Chrysallis* on cultural dialogues and the formation of a national identity in the 19<sup>th</sup> century periodical print press) is as noteworthy as the Excellence Program ARCH, registering and utilizing the archive of Romeo Castellucci.
- The ‘Educational and Instructional Sufficiency’ (παιδαγωγική επάρκεια) is a positive feature that has ensured good employment outcomes for the graduates of the program so far.
- The in-house multilingual academic journal *Parabasis* is an excellent example of good academic practice. And so is the new online journal *Ano Kato Teleia* which showcases students’ work completed for ‘Book History’, a course that brings together scholarly and practical approaches.
- The Department maintains good relationships with the community (prisons, refugees) through some of its courses.
- The investment made to upgrade the Department’s facilities and equipment is remarkable.
- The program’s focus on Greek theatre ably promotes an important aspect of Greek culture in Greece and abroad with positive results.
- The additional practicum and lab courses have greatly enriched the curriculum.
- The broad education that the students acquire about theatre is commendable.
- The required internship course is an excellent practice because it enhances student employability after graduation; additionally, the Theatre Studies Department’s participation in the program “Diaplasia,” which is aired by the Greek Parliament’s TV channel, is a worthwhile development that also involves the Departments of Cinema, Theatre, Music, Communication and Media Studies, among others.
- The personal commitment of staff is laudable.
- The sabbatical system is excellent and generous.
- The honorary doctoral degree awarded to Professor Edith Hall on 14 February 2017 was the right move to expand the Department’s international profile.
- The Study Guide, which provides detailed and extensive information, effectively showcases the Department’s wide-ranging activities beyond the classroom.

## II. Areas of Weakness

The EEAP identified the following weaknesses:

- The analysis of live theatrical performances (unlike the analysis of dramatic texts) should increase in several courses.
- The course descriptions (B5) show an imbalance between history-focused courses and theory/criticism-focused courses.
- The limited student participation in the Department's decision-making meetings about curricular and other governance matters.
- The requirement for students to attend live shows should be expanded to most of the remaining courses in the current curriculum.
- The systematic engagement of the students with contemporary theories is limited and needs to be expanded.
- The trend towards grade inflation on the basis of quality indicators on student achievement is a concern.
- The hiring trend of the Department which recruits new academic staff from its own pool of graduates.
- Insufficient documentation of General Assembly meetings and communication of actions.
- The absence of evidence of a program-wide policy for the staff to consistently provide written feedback to student assignments (e.g. term papers).

## III. Recommendations for Follow-up Actions

- Organize an internal curriculum overhaul in consultation with students and external stakeholders and maintain a record of the changes.
- Develop a well-defined procedure for updating and developing the curriculum and monitor the process (e.g., appoint a curriculum committee).
- Introduce a new course that analyzes contemporary staging and performance practices in Athens and ensure that it involves organized visits to selected theatres.
- Continue to develop strategic plans to respond to *any* challenges posed by the reduction of theatre-related courses in primary and secondary education.
- Introduce one or more new courses on cultural policy and management to equip students with skills required to respond to a rapidly changing cultural sector in Greece and abroad.
- Continue lobbying for the establishment of a functioning multimedia lab in the Department.
- Keep working with the School of Philosophy and the University on solving the issue of wheelchair accessibility to the Aula.
- Expand the Department's network of national and international external stakeholders, such as theatres and other cultural organizations.
- Introduce thorough procedures for the publishing of assessment criteria and provide feedback to student assignments by following some of the best practices in other Greek and European Universities.
- Engage in a qualitative review of the program on an annual basis that will require the full participation of Department.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

4,6,7,8

The Principles where substantial compliance has been achieved are:

1, 2, 3, 5, 9, 10

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

Overall Judgement	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Professor Stratos E. Constantinidis** (Chair),  
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