

EXTERNAL EVALUATION REPORT

Technical University of Crete

DEPARTMENTS:

DASTA

Career/Alumni/Extension

Innovation & Entrepreneurship

Internship/Practicum

14 January 2012

External Evaluation Committee

The Committee responsible for the External Evaluation of the Technical University of Crete consisted of the following three (3) expert evaluators.

1. Loukas Kalisperis, PhD, Professor (Chair)
Penn State University
2. Elza Mylona, PhD, Professor and Associate Dean
Stony Brook University Medical Center, State University of New York
3. Georgia Bizios, FAIA, Professor
North Carolina State University

Visit Schedule:

Monday, 9 January 2012

- 10:05– Arrival at Chania Airport
- 10:30–11:00 Arrival at Main Administration Offices
 Meeting with Provost I. Filis and Vice-Provosts Th. Markopoulos & I. Saridakis
- 11:00–13:00 Meeting with DASTA Director/Staff and all Unit Heads and Vice-Provost I. Saridakis
- 13:00–13:30 Working Lunch with DASTA Staff and all Unit Heads/Staff and Vice-Provost I. Saridakis
- 13:30–18:00 Presentation of DASTA by Unit Heads and Vice-Provost I. Saridakis – Discussion

Tuesday, 10 January 2012

- 09:00–09:30 Visit to Architecture Department with Vice-Provost I. Saridakis
- 09:30–09:45 Travel to Main Campus
- 09:45–11:00 Presentation and Discussion with Internship/Practicum Unit Faculty and Staff
- 11:00-11:30 Meeting and Discussion with Students participating in Internship/Practicum Unit programs
- 11:30-12:30 Presentation and Discussion with Career/Alumni/Extension Unit Director and Staff
- 12:30-13:00 Meeting and Discussion with Students participating in Career/Alumni/Extension Unit programs
- 13:00-14:30 Meeting and Discussion with Innovation/Entrepreneurship Unit Director and Staff
- 14:30-15:00 Meeting and Discussion with Students participating in Innovation/Entrepreneurship programs
- 15:00-16:00 Working lunch and Discussion with Vice-Provost Saridakis and Unit Heads – Exit Discussion
- 16:00 Departure for Athens

List of Meeting Participants:

University Administration:

Φίλης Ιωάννης, Πρύτανης

Μαρκόπουλος Θεόδωρος, Αντιπρύτανης Ακαδημαϊκών Υποθέσεων & Προσωπικού

Ιωάννης Σαριδάκης, Αντιπρύτανης Οικονομικού Προγραμματισμού & Ανάπτυξης

Δομή Απασχόλησης & Σταδιοδρομίας - DASTA:

Ιωάννης Σαριδάκης, Αντιπρύτανης, Επιστημονικός υπεύθυνος Δ.Α.ΣΤΑ

Λίτος Χαράλαμπος, Εξωτερικός συνεργάτης, Επιχειρηματικό σχέδιο & ανάπτυξη συστήματος αξιολόγησης Δ.Α.ΣΤΑ.

Λακιωτάκη Κλεάνθη, Εξωτερικός συνεργάτης, Κεντρικός συντονισμός, δικτύωση, προβολή & προώθηση, περιεχόμενο πληροφοριακού συστήματος & δικτυακού τόπου

Καρασσαβίδης Στέφανος, Μόνιμο τεχνικό προσωπικό, Επίβλεψη & εποπτεία ανάπτυξης Π.Σ. & δικτυακού τόπου

Γραφείο Διασύνδεσης & Σταδιοδρομίας (ΓΔΣ) - Career/Alumni/Extension:

Κουικόγλου Βασίλης, Επιστημονικός υπεύθυνος Γραφείου Διασύνδεσης & Σταδιοδρομίας

Πάγγειου Βασιλική, Μόνιμο προσωπικό, Υπεύθυνη εκπαιδευτικών θεμάτων και ευρωπαϊκών προγραμμάτων κινητικότητας

Μαυρίδου Θέλμα, Φοιτήτρια

Λεμοντζόγλου Ξανθίπη, Φοιτήτρια

Πολογιώργη Ιφιγένεια, Φοιτήτρια

Βολάνη Ναταλία, Φοιτήτρια

Γραφείο Πρακτικής Άσκησης - Internship/Practicum:

Δόλλας Απόστολος, Ιδρυματικός υπεύθυνος πρακτικής άσκησης

Νικολός Ιωάννης, Τμηματικός υπεύθυνος πρακτικής άσκησης (Μηχ. Παραγωγής & Διοίκησης)

Μαντζαβίνος Διονύσιος, Τμηματικός υπεύθυνος πρακτικής άσκησης (Μηχ. Περιβάλλοντος)

Σκουτέλης Νικόλαος, Τμηματικός υπεύθυνος πρακτικής άσκησης (Αρχιτεκτόνων Μηχ.)

Γρηγοράκη Βίκη, Συνεργάτης διοικητικής υποστήριξης πρακτικής άσκησης για το τμήμα ΗΜΜΥ

Γεώργιογλου Κυριακή, Συνεργάτης κεντρικής υποστήριξης πρακτικής άσκησης

Μυστακίδης Νίκος, Φοιτητής

Ιγγλεζάκης Γιώργος, Φοιτητής

Βλαχάκη Κατερίνα, Φοιτητής

Μονάδα Καινοτομίας & Επιχειρηματικότητας - Innovation & Entrepreneurship:

Κελεσίδης Βασίλης, Επιστημονικός υπεύθυνος Μονάδας Καινοτομίας & επιχειρηματικότητας

Γρηγορούδης Βαγγέλης, Διδάσκων μαθήματος Μικρομεσαίες επιχειρήσεις & καινοτομία

Μπανανή Νίκη, Συντονισμός Μονάδας Καινοτομίας & επιχειρηματικότητας

Παράσχος Θάνος, Φοιτητής

Αντρέας Καμπιανάκης, Φοιτητής

Γιώργος Τσελίκος, Φοιτητής

Συντμήσεις:

ΗΜΜΥ: Ηλεκτρονικών Μηχανικών & Μηχανικών Υπολογιστών

ΜΠΔ: Μηχανικών Παραγωγής & Διοίκησης
ΜΗΧΟΠ: Μηχανικών Ορυκτών Πόρων
ΜΗΠΕΡ: Μηχανικών Περιβάλλοντος

Facilities visited by the External Evaluation Committee:

1. Πρυτανεία, κτήρια Διοίκησης
2. Τμήμα Αρχιτεκτόνων Μηχανικών
3. Γραφείο Δομής Απασχόλησης και Σταδιοδρομίας
4. Γραφείο Πρακτικής άσκησης (συστηνάζεται με το Γραφείο Δομής Απασχόλησης και Σταδιοδρομίας)
5. Γραφείο Διασύνδεσης & Σταδιοδρομίας
6. Γραφείο Μονάδας Καινοτομίας & Επιχειρηματικότητας

GENERAL COMMENTS

The report that follows is based on careful review of all the written materials supplied prior to and during the visit and on the visiting committee's experience of institutions and universities offering equivalent programs and services abroad. The External Evaluation Committee (EEC) interviewed administrative personnel, faculty and students and visited appropriate facilities.

We appreciate the warm welcome we have received. The commitment and professionalism of all participants in the process are commendable. We are grateful for their cooperation and collaboration. The planning and support of the review process and site visits was of the highest professional caliber, in line with established international standards.

Assessment:

The activities completed to date have not matured according to the original timetable, due to the delays in the commencement of the DASTA initiative. Thus, this evaluation process has taken place somewhat early in the completion cycle. The comments presented in this report are therefore, general in nature, but applicable to the activities. They are presented in the spirit of constructive feedback to assist the institutions, in the development of the proposed activities and to achieve the DASTA initiative goals.

In the EEC's assessment: (not in order of priority)

- The DASTA goals/concept to integrate the three existing units (Career/Alumni/Extension, Innovation & Entrepreneurship, and Internship/Practicum) did not instigate creative, innovative, best practice approaches. The formulation of the request for proposals (funding call) led to the adaptation of existing administrative structures that support and extend existing programs, some of them already in other funding streams. Supporting and capacity building for the existing units is sorely needed, but the Committee has not been able to clearly discern how the DASTA funds have contributed in new ways utilizing best practices.
- The DASTA funding has the opportunity to promote efficiencies and excellence in achieving each unit's mission through collaboration and integration. Innovative thinking and collaborative approaches to implementing much needed services for the students and delivering them in a timely, synergetic, and cost efficient manner, are not evident to date in the programs/units that were reviewed.
- The development of distinct and overlapping websites and electronic informational systems (databases) have become the overall major goal of each unit rather than a method for achieving some of the goals, for communicating, and for publicizing the units' services and activities.
- The implementation of the activities and initiatives are much localized and lack a broader European and/or a global approach and point of view. Moreover, the DASTA funded initiatives

that were reviewed did not emphasize networking, communication and collaboration with other similar projects within the Greek and European Higher Education institutions.

- The administrative structures that have been initiated to manage the programs are cumbersome and repetitive, including several oversight committees. The percentage of funds allocated to the administrative tasks and oversight for each unit is disproportionately high to the actions and resulting benefits.
- The existing units (Career/Alumni/Extension, Innovation & Entrepreneurship, and Internship/Practicum) have maintained their independence even after the establishment of DASTA in each institution. This creates dysfunctionality and waste of resources including high personnel cost. Although there are distinct programs and services that each unit needs to provide, there are many overlapping activities among them. DASTA funds must be used to support the common activities and information needed in an efficient and comprehensive manner. Such strategy has the potential to benefit all units as well as other units and programs within each institution.
- DASTA has not defined its goals and objectives clearly and in measurable terms. In addition, the institutional proposals have not defined their deliverables precisely and in measurable terms. Metrics for the assessment of each activity and overall program evaluation have not been established.
- The reports required by the funding agencies and prepared by the units are unnecessarily long and verbose. Critical information regarding progress toward the goals is often not included or difficult to find.
- The current economic climate presents significant challenges in achieving the DASTA goals. At the same time, the difficult economic situation creates opportunities for innovative thinking and collaborative actions.

Recommendations:

The EEC recommends the following: (presented not in order of priority)

- Utilize DASTA funds to create sustainable programs and services that become part of the basic services that will continue to exist beyond current external program based funding. DASTA funds should be granted and expended as “seed” resources expecting that the funded institutions invest them in ways and programs that can be sustained by the institution in the long term.
- Establish a comprehensive system of support that require collaboration among the three units and supply each institution with services, such as:

Data collection/Statistics & Analysis

Evaluation and Assessment Processes and Instruments & Tools
Informational and Communication Technologies
Dissemination and Communication

- Require succinct progress reports, summarizing the goals, activities, timetable of completion, funds budgeted and expended per activity. Establish concise formats, including executive summaries annually.
- Place significant emphasis on alumni development. Initiate activities such as connecting with existing informal units of alumni societies, lecture series, alumni awards and social events. Successful examples of such units and their activities can be found in prominent academic institutions worldwide. Alumni can play an essential role in achieving the DASTA goals.
- Clearly define DASTA roles and responsibilities in order to avoid confusion and misinterpretation.
- Recognize DASTA as an opportunity for each institution to reconsider its role within the local community and find ways to strengthen its ties. The development of extension and service programs that connect academic institutions in support of the public interest can significantly enrich academic learning and serve the public. Best practice examples exist in many universities abroad and particularly in the US.
- Require that funded institutions adopt and implement rigorous assessment processes, metrics, timelines and scheduled periodic evaluations for all DASTA funded activities.
- Organize seminars and workshop sessions (faculty development) to provide the faculty with the necessary knowledge and skills regarding the development of measurable outcomes (goals and objectives) as well as methods of program evaluation.
- Request that institutions develop and implement concrete plans of action rather than research projects, and become responsible for maintaining these activities as part of their mission without the need for additional funds. Such integration is critical in achieving excellence in higher education.
- Request that deans and department chairs examine carefully the involvement of their faculty in “new projects” and activities to avoid work overload and to ensure successful, timely completion of the work. Standards for Full Time Equivalency (FTE) (person hours per week/ month/ year) that include course teaching loads as well as committee service responsibilities will greatly contribute to transparency and appropriate workload to monetary compensation.
- Encourage Deans and department chairs to provide junior faculty with the opportunity to get involved in new projects, assume responsibilities and grow professionally.
- Utilize DASTA monetary and human resources in the most efficient manner for maximum short and long-term benefit.

Technical University of Crete – Individual Program Comments, Strengths and Challenges:

CAREER/ALUMNI/EXTENSION Unit:

Strengths:

- The Office is established and has a history of 11 years. During this time it has successfully supported the fundamental needs of students.
- Provided services are critical and fundamental to the institution and enrich the educational experience and professional success of its students.
- The Office is staffed with capable and passionate personnel willing to work creatively to overcome difficulties and to improve processes and services.

Challenges/Recommendations:

The EEC observed the following:

- It is very difficult to discern the efforts that have been solely supported by DASTA funding.
- The DASTA goals seek new ways of thinking and innovative methods. The EEC has seen the beginning of creative approaches but there is a lot more to be done. For example, seeking collaborations with groups and organizations such as nonprofit and nonpolitical student organization “BEST” to help the unit promote its mission.
- The current economic environment has diminished long term and short term employment opportunities for students upon completion of their internship.
- The program has not been able to create internship opportunities abroad.
- There are no strategies under consideration for the continuation of the program beyond DASTA funding. The program should be transitioned to core funding and not be dependent on occasional external funding for its support.
- The funding has not been used successfully to create networking opportunities among the faculty and administrative personnel of the program to exchange ideas with others in similar positions.
- Limited efforts have been made in getting input from the stakeholders (i.e., students, faculty, professional community and the community in general) about the development and expansion of the program and their continuous involvement and quality improvement to reach levels of international best practices.
- There is minimum follow-up upon the completion of each internship. The expectations are not two-way. There are expectations from the organizations and companies in recruiting new interns and promoting the program, publicizing the results of the internship in a public forum, write a report, etc. There are no expectations from those who have participated (students and organizations).

INTERNSHIP/PRACTICUM Unit:

Strengths:

- The internship has been established with significant participation and success. The existing institutional culture for the most part promotes participation and community work.
- Based on the assessment data presented, the DASTA funding will be helpful in achieving the stated goals by 2013.
- The faculty is interested in finding ways to fully integrate graded internship requirements into the curriculum. The ECC fully supports the institution’s interest in this effort.

Challenges/Recommendation:

The EEC observed the following:

- DASTA funds have not succeeded in promoting collaboration of this unit with the others.
- The current economic environment has not created opportunities for long term and short term employment of the students with organizations, companies, etc.
- Up to now, the unit has not been successful in placing/creating opportunities abroad.
- No creative solutions were presented for the continuation of the program beyond the DASTA funding.
- The funding has not been used successfully in creating networking opportunities among the personnel (educational and administrative) of the program to exchange ideas with others in similar positions.
- No significant efforts have been made in getting input from the stakeholders (i.e., students, faculty, professional community and the community in general) about the development and expansion of the program and their continuous involvement and quality improvement to be in accord with international best practices.
- The way the program has been structured creates a culture that promotes monetary motivation for student participation and puts less emphasis on the educational value. The practice of providing students with salary for their participation in the internship activity is sending the wrong message regarding the importance and benefits that such activity could provide. Efforts should be made to closely integrate the activity with the requirements of the educational program.

INNOVATION & ENTREPRENEURSHIP Unit:

Strengths:

- An existing course is adjusted and further developed as part of the curriculum and it is expanded to the students from all five departments.
- The incubator of new ideas is a promising endeavor; however, we have no data to evaluate its success in this review.
- Four “prototypes” (projects) to be developed by student teams have been accepted and are in process.

Challenges/Recommendations:

The EEC observed the following:

- The developmental cost of the program is disproportionate to the educational benefits of the activities.
- The elevated and in some instances extreme developmental cost of the course, will make it difficult to sustain and update in the future.
- The EEC is unable to evaluate the success of the educational activities since no data are presented (business plan, games, etc).
- No space or basic equipment is available to the students to complete their work, especially for the Incubator Program.
- There is little synergy and communication between the student teams and among other faculty and students within the institution. Student teams have never met as a group.

- The adopted changes are not significant to separate this course prepared under this action from the work that was done previously through the European “PREMIO” project as well as how the incubator of new ideas differs from the UNISTEP project funded by CRINN.
- The EEC is concerned that the funding of DASTA will be used in expenditures that will not benefit the students (neither the respective institution) in a sustainable way.