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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
H.Q.A.
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF SOCIAL WORK
TEI OF CRETE



European Union
European Social Fund



MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
MANAGING AUTHORITY

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Social Work of the Technological Educational Institution of Crete consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005 :

- 1. Dr Efrosini Kokaliari**, Associate Professor, School of Social Work, Springfield College, U.S.A.
(Coordinator)

- 2. Dr Christos Panayiotopoulos**, Associate Professor of Child and Adolescent Mental Health Policy, University of Nicosia, Cyprus

- 3. Dr Andreas Philaretou**, Associate Professor, European University Cyprus, Cyprus

Introduction

In the middle of this economic crisis, the committee had the chance to visit the second and last department of social work in Heraklion Crete. Unemployment continues to rise in Greece while the welfare and government support system in general has shrunk and is collapsing. This crisis has had a huge impact on the last two social work departments in Greece as funding has been reduced along with placements.

The department of social work in Heraklion has been operating since 1973 and is dedicated to providing undergraduate social work education. Unlike other countries where the terminal degree for becoming a professional social worker is the Master degree, in Greece, it remains the Bachelor degree. Considering the economic and societal crisis, as well as the ongoing violation of human rights in all areas of life in Greece, it was impressive and moving to see how this department struggled to survive while providing appropriate social work education, doing research work, and supporting the local community.

The department of social work is not just a department but represents, in its essence, a political statement against the systematic dehumanization of Greek society. Under the guidance of faculty, students not only learn but support and promote the welfare of the community.

The committee was particularly impressed to see that despite the lack of resources and bureaucracy, the department executes its mission quite well by offering exceptional education, cutting edge research, as well as community grass action. The committee was both impressed and moved during our visit to the laboratory of multicultural education where we saw firsthand how students and faculty have initiated a wide range of activities in the community supporting the integration of immigrants which has been such a challenging task of the Greek society. This department is central to the life of the Heraklion community and should be given special consideration within the TEI of Crete. **It should be a priority for funding and should be supported to create a Master program in Social Work.**

I. The External Evaluation Procedure

The EEC (external evaluation committee), was composed by Dr. Kokaliari (chair) Dr. Panayiotopoulos and Dr. Philaretou. The EEC met initially for a debriefing at the central offices of ADIP and then travelled to Crete

During the first three official days of our visit, February 24-26, the EEC met with the head of the DSW (department of social work) all full time and adjunct faculty, social work students, and staff. The EEC also carried out a focus group interview with

both full time and adjunct faculty, as well as students. However, the EEC did not interview faculty individually due to time constraints. Finally, the EEC met but did not interview administrative staff as well.

· During its visit to the DSW, the EEC was given a tour of the department and other facilities, such as the social work library, various classrooms and staff offices, as well as one practical social work laboratory known as the Laboratory of Cross Cultural Education and Action .The EEC also visited the **Laboratory of Health and Road Safety (LaHERS)** and **Laboratory of Dramaturgical Expression** . **All three particularly impressive and innovative.**

· In addition, the EEC met with the President of the TEI of Heraklion and the vice President. At this point, a special thank you note goes to ADIP, the DSW, and the TEI of Heraklion which were all was particularly generous at all times.

Concerning documentation, the EEC was provided with the following documents:

The **Internal evaluation report**: was composed during academic year 2011-2012 It included the mission of the department the objectives of the curriculum; research output and community contribution of the department. The evaluation also included extensive information about practicum, Erasmus programs faculty and student exchanges.

Upon our request we were kindly provided with the updated complete CVs of the faculty; course syllabi, manual for practicum placement and the manual for dissertation.

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence reviewed and provided
- To what extent have the objectives of the internal evaluation process been met by the Department?

It was evident that the department invested a lot of time and has done a considerable amount of work preparing their internal evaluation in 2011-12. We comment the faculty for the painstaking preparation of this evaluation in the context of their limited resources. However, although this report had appropriate structure and information, during our visit there we discovered that it did not describe or analyze in depth the quality of work accomplished in the department. We strongly believe that this is because most of the departments in Greek institutions of higher education do not have

the experience, tools, or human power to accomplish such task.

For example, it is our understanding that faculty consistently and objectively measure student outcomes and constantly reevaluate themselves something that was not reflected in the document itself but only vaguely mentioned. Overall, the department has outstanding achievements that were only very humbly presented in this report.

Both from the departmental presentation that we attended as well as from our discussions with faculty and students during our visits to their research and placement labs, we are pleased to declare that, overall, the department meets its mission and objective of providing excellent social work education to its undergraduate students. Concerning this point, our only recommendation is that for their next evaluation (external or internal), faculty may wish to prepare a self-evaluation (vertical, & horizontal), accompanied by an appendix folder with all relevant departmental documentation, such as syllabi, CVs, field education docs, dissertation documents samples of publications as well as dissertations.

The EEC would like to stress that we were disappointed not to find social work faculty in the associate and full professor rankings. This practice has brought considerable confusion and conflict to the general field of social work in Greece. **Concerning this issue, the EEC therefore urgently recommends that the TEI of Heraklion should proceed as soon as possible in the hiring or appropriate promotion of faculty in the ranks of associate or full professor exclusively trained in social work.** This will strengthen the social work profession in general. In addition it will strengthen the position of the DSW and enable them to establish a graduate degree in social work. At this point, the EEC would like to commend faculty in allied disciplines such, as sociology and psychology, for their efforts to support the social work identity of the department by, for example, focusing on social work related research.

A. Curriculum

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

APPROACH

The DSW's mission is to provide excellent education in social work but also to promote and implement advanced research in the field. In order to achieve its mission, the department: (a) provides contemporary social work practice, (b) promotes applied research in the field, (c) creates field placements, (d) develops strong community relations, (e) creates interdisciplinary collaborations, international collaborations and

exchanges, (f) promotes continuing education programs and ensures the quality of such programs. It was obvious from our various meetings with faculty, staff, and students that the department more than adequately fulfills its mission by implementing the aforementioned tasks. For the next evaluation report, the EEC recommends that:

- (a) In addition to research and education the DSW should discuss and measure their work on community grass root action. This is indeed unique and unrecognized work that this department accomplishes and should be highlighted).
- (b) Even though the six objectives described above are also mentioned in the evaluation report, along with the 11 learning outcomes, the EEC recommends that they are measured, and described briefly, both quantitatively and qualitatively.
- (c) The vertical and horizontal evaluation model of teaching, research, and practicum is recommended as it will crystalize the orientation of the department and highlight faculty and student achievements. From our discussions it was obvious that this is at least unofficially practiced but again not clearly documented.
- (d) The DSW should also highlight their anti-discriminatory practices. The example of the center of the Laboratory of Cross Cultural Education and Action outstanding example of the philosophy of the department but not clearly highlighted in its mission and objectives outlines.

Overall, the curriculum covers basic and advanced social work courses. It also has interesting contemporary courses such as clinical social work, women's issues, and social policy for vulnerable populations. The EEC was pleased to see that the curriculum was not overloaded with courses from allied disciplines. In addition, the EEC was pleased to see that a lot of courses taught from allied disciplines, had social work orientation.

IMPLEMENTATION

- In regards to the curriculum the department follows appropriate state rules and guidelines expected by Greek institutions. Still the curriculum of the DSW differs considerably from that of European and US departments. The main difference is that it requires a significant amount for labs which is not customary. This is a great addition as it gives students the opportunity to gain hands on experience from various fields of social work.
- The curriculum also differs as it offers in depth advanced courses in social work. The faculty should be commended for this initiative. The structure of the curriculum is prepared thoughtfully but it could be further improved as discussed below:

The curriculum is implemented by a capable and experienced team. However there is no social worker at the level of Associate or Full Professor which is quite paradoxical because after all, this is a **social work department**. This presents an issue that the entire field of social work has been struggling with in Greece and other European countries for decades. For example, in the U.S., in order to protect social work and avoid similar issues, it is customary, since 2008, that social work departments get evaluated not only on their explicit but also on their “implicit curriculum” e.g. educational environment, diversity, qualifications of the faculty, adequate resources (please see below)

According to the American Council of Social Work Education (CSWE)

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession (Epass,2008, p.16)

(<http://www.cswe.org/File.aspx?id=41861>)

In that case the implicit message give to students is that social workers do not reach the highest rankings.

We were pleased to see that a social worker has already been elected and will join the department soon. However, her position has not been considered full-time and she remains hourly employed. We hope that this will change soon. The EEC hopes that soon there will be other openings at the minimum level of associate professor of social work, something that, as previously mentioned, is central to the development and establishment of national social work.

RESULTS

The committee hopes that the recommendations proposed will support faculty with updating its curriculum and making it more appropriate for reaching its objectives.

IMPROVEMENT

The committee has the following recommendations for the curriculum

1. Course titles should be revised to better reflect their content. For example, the “Family Policy” course is one that teaches about social services, child welfare, child protection services, and family welfare. This could be renamed: “Family Welfare & Protection Services.”
2. A number of other courses could be renamed to reflect social work practice. For example, the course: “Social Policy with Vulnerable Populations,” could be renamed: “Social Work with Vulnerable Populations.” Courses such as: KEO should be spelled out as: “Social Work with Groups.” Likewise, “Community Work,” should be renamed: “Social Work in the Community,” etc.
3. Similarly, some courses can be moved around. For example, the course: “Needs Assessment & Social Planning,” comes later than the course: “Community Work & Intervention Methods.” One could also argue that students should first learn assessment and then intervention. Moreover, “Social Work Terminology,” could be taught earlier. This will allow faculty to better assess their curriculum and set benchmarks.
4. The department should explore the issue of replication in similar courses, for example, perhaps students don’t need four courses in computing and information technology (*Πληροφορική*). Similarly, perhaps don’t need as many course in family theories and intervention. The EEC would recommend that especially for the computing courses (*Πληροφορική*) they ought to be combined to a maximum of two. A course in the understanding of psychological trauma that is so central in the experience of most of our clients could be added as well as second one in clinical social work.
5. The students take three research related courses, social work methodology, statistics, and qualitative research. We commend the faculty for such courses. Our only recommendation would be to have all three courses as a prerequisite to their undergraduate thesis (*Πτυχιακή*). In addition they should be taught in the following order: methodology of social work research, followed by statistics, and/or qualitative research. The EEC understands that students are particularly intimidated by research and paradoxically often see such courses as an obstacle to completing their undergraduate theses. However, the EEC believes that it is the students’ responsibility to engage in rigorous studying and not the department’s obligation to continuously provide accommodations to them.
6. The committee recommends the existence of a sequence of courses and the establishment of more prerequisites. There should be a limit as to how many times a student can register for the same course. We understand that there are legislative limitations but we believe that such practices will help reduce the phenomenon of students not graduating on time, and taking years and years to do so, as well as the concentration of hundreds of students in one class.

7. The EEC recommends that the DSW make sure that courses get grouped in clusters of social work practice, research, and those of social and humanity studies (Κοινωνικών και Ανθρωπιστικών Σπουδών), and that each cluster chaired by a resident faculty. The duties of the chair would be to examine existing syllabi and ensure that quality standards across such clusters and curriculum benchmarks and social work competencies are adequately met. .

8. The DSW has several lab hour requirement for undergraduate students, which tends to be a bit unusual compared with both European and US programs. In these labs students have the opportunity to practice what they learned in theory. For future evaluation and accreditation purposes, the department should be able to demonstrate and measure how material in their theory course is applied in the labs. The committee was impressed to see the drama-art therapy lab. The committee also recommends that theory and lab is taught closely together and by the same faculty to ensure continuity.

9. Faculty do use unified course syllabi, they also update their courses yearly and upload them for e-class. The EEC recommends that they further develop their syllabi to include a more elaborate course description and objectives, required and suggested contemporary reading material, and a detailed analysis of the weekly material to be covered. In addition they should include, methods of instruction along with explicit instructions for course assignments and grading. Finally they should state policies e.g. against plagiarism, expected classroom behaviour, class participation and allowed absences (in labs and hopefully in all social work core courses). At the beginning of the syllabus there should be adequate faculty info such as office hours, email addresses and contact details. A more extensive in depth syllabi will help them establish benchmarks, clear and measurable objectives and will help assess core social work competencies in their courses and by extension their whole program crucial for accreditation.

10. Following an extensive discussion on undergraduate theses, a consensus was reached that such theses should be optional for students thereby promoting high quality standards for such. Students who do not wish to use the theses option should take four elective social work courses instead. This will reduce the volume of group theses, resistance from students and will allow faculty to work only with students who are interested in research. In addition students will be able to register for individual theses. A discussion to be made is if all students should continue to complete their three research courses even if they chose not to do a thesis. At this point, it should be noted that the EEC recommends that faculty establishes an annual event to exhibit their undergraduate theses as well as faculty publications, open to all relevant local agencies and field social workers. The committee was pleased to see that IRB processes are followed internally and also through agencies that students contact research. The committee understands that this decision is not only dependant by the department but an institutional one.

11. Considering the huge cost of education in USA and other countries it is indeed a deeply unfortunate phenomenon of Greek tertiary education that students do not have to attend their courses. As a result, the academic culture has never been developed and often has been further compromised by long term strikes. In most Universities and TEI one could see more political flyers, posters that only pollute the educational environment rather than reading clubs and full libraries. We understand that this is a huge future legislative issue that hopefully will be corrected. However in the case of DSM the EEC strongly recommends that in the future at least all social work courses should be mandatory. **This requires, of course, that the numbers of students that enter tertiary education is appropriate and remains at about 100-120 per year.** It also requires that students who never graduate on time but take many years to finish, are forced to drop out if they are not actively involved in their studies. Such students take a serious toll on the limited resources that TEI and Universities have and it is absolutely unacceptable. For example, sometimes students register only during exam times only to overwhelm faculty with extra essays to grade while they are not really interested in graduating. In particular, in the last exam period, two faculty members reported grading over 800 student exams each. The department is already seriously understaffed and such phenomena tend to overwhelm the already strained system further.

In Greece we have been fortunate to enjoy the right to free education but it is about time we start protecting it and this needs to involve not only faculty but also students being the recipients.

Overall recommendations for curriculum

In preparation for future evaluations and accreditation. The faculty should examine and document **VERTICALLY** and **HORIZONTALLY** the curriculum. This means that there needs to be continuity across the curriculum with social work in the epicentre. It should discuss how aims and objectives should indicate are transmitted throughout the curriculum, how they can be assessed and measured both in classes, and practicum as well as demonstrate core social work competencies such as for example social justice, human rights, scientific inquiry, and diversity.

PRACTICUM

The practicum is at the core of the curriculum whereby students are invited to function like professionals and harmoniously synthesize theory and practice. In the United States practicum is considered the “*signature pedagogy*” of each program, meaning that all classes and all material should contribute the development of competent professional social workers. Field education should include strong components of supervision, curriculum and a combination of classroom and fieldwork.

The EEC was impressed to see the excellent work social workers and adjunct faculty from the department did. We were impressed to see that social work faculty have indeed become agents of social welfare for the community. Due to lack of community social services, social work faculty along with students, daily reach out to the community by initiating, organizing, and establishing placements.

The EEC was very impressed from our visit to the Laboratory of Cross Cultural Education and Action «Διαπολιτισμικό Κέντρο Εκπαίδευσης & Αγωγής». This center has significantly helped with the integration of immigrants and the considerable reduction of social exclusion. Social work faculty, students, and immigrants from diverse countries collaborate together and have created programs that educate the community and promote a healthy diverse society. **An exemplar practice of community action.**

The EEC was also impressed to see a high quality adjunct team with very good qualifications with a long tradition at TEI and who, indeed, do a lot of work while underpaid. It was also impressive to see that a considerable number of students utilize Erasmus programs thereby gaining significant European experience.

The EEC felt it was a bit unusual to see that faculty are hired from the school to supervise students in the practicums at the same time that students have agency supervisors. A model that is widely used by other social work departments is that all resident and adjunct faculty oversee a number of students in their practicums. In this case, however, of Heraklion, the main supervisor remains the Εκπαιδευτικός Εποπτής, something the committee felt was very appropriate for a small place such as this where there are limited social work agencies. In general, the way supervision was practiced reflected a model where the students not only experienced their faculty in classroom but also in the actual social work setting. The EEC considers this a further example of excellence on behalf of the DSW because the social work practicum becomes indeed the signature pedagogy. The faculty become social workers in action. Overall, students were very connected and supportive of their faculty and practicum. Our only recommendations for practicum are that they have clear syllabi with measurable student outcomes. We also recommend that funding should increase for practicum hours because due to the severe economic crisis in Greece, students do not receive individual supervision but only group supervision during their practicum Practicing social work involves the processing of complex feelings that students should learn to identify with and process within their practicum. Supervision is a core element in social work teaching and practicum and it should be readily available to students

Recommendations

1. Similar to all courses, practicum should have syllabi for each semester with

clear goals and objectives that will help the department create “bench marks” to assess student social work competencies in general.

2. The EEC also recommends that placements should be clearly divided, such as beginners (5th), intermediate (6th) and 7th and that the final practicum include one semester of advanced placements. Students can then follow more of a developmental model where they can actualise the goals and objectives of the department both in classes and in their practicum. Courses can then be reorganised by what students are supposed to achieve in their placements. In addition, this serves as a quality control mechanism by helping to identify troubled students in the “early” placements who are often struggling with complex transference and countertransference issues or boundaries.

3. The EEC feels that in order to ensure quality supervision across placements, especially when students move away for their final placement, the department should consider the development of a Postgraduate Certificate in Supervision where practitioners can learn about effective in depth supervision. It is a practice widely used in the UK and the U.S.

4. The DSW should organise an annual appreciation event where they can invite placements to present their work to local authorities as poster presentations. In the same event, student theses and faculty research can also be exhibited. This event will serve as a valuable bridge with the community, strengthen relations, as well as serve as a valuable tool for recognizing the work accomplished. . Furthermore, this can also serve as a network where students can meet and greet future employers. However, as faculty are overburdened with a lot of responsibilities, an event like this can be organised by students who will receive credit.

B. Teaching

APPROACH:

The EEC believes that the faculty of the DSW has completely embraced the objectives of their teaching that we believe is focused on social work education and practice. They have indeed built around it a rich and well-balanced curriculum to serve the needs of their students.

The topics taught are relevant to the Department’s aims and the skills required for producing professional social workers. The EEC has observed a good balance amongst social work courses and modules of other disciplines that rightly lead to a

generalist social work teaching approach and methodology. The EEC also observed that through the existence of the two centers for practice and research, students learn how to work in an interdisciplinary environment. Furthermore, from the EEC's meetings with the faculty, staff and students the faculty and staff seem quite approachable, willing, eager, and able to help students with their inquiries and needs at any time. The atmosphere in the DSW seems to be positive and comfortable between faculty, staff and students, despite the progressive increase in the number of students.

As much as the EEC was able to assess, each faculty member in the Department teaches 4-5 courses (14-16 teaching hours). This happens because out of the nine permanent faculty members only one is at the rank of Professor and the rest at the rank of Assistant Professor or adjunct faculty teaching labs. This, in turn, and in conjunction with the large number of entry students, leads to their classes comprising of very large audiences, at least 120 students per class. Therefore the staff/student ratio is 1 to 80 students. This results in the professional burn out of the teaching faculty and may potentially jeopardize their capacity to keep up with their scholarly work.

The EEC acknowledges that the number of students enrolled in a course and the nature of the module does affect the teaching and the learning outcomes. In particular, the EEC was impressed by the use of a classroom specially designed for small classes where students are exposed to valuable self-development group activities. However, it would be nice to see these small sized groups across as many courses as possible.

Despite the large number of students, it is the belief of the EEC that overall, students have more than adequate means and resources to assist them in the progression of their studies. There are three state of the art computer labs, buildings are cabled with wireless internet, and in all classes faculty is using power point. In addition to the use of high tech resources, faculty have made tremendous efforts to offer their classroom material electronically, and, so far, 53 of their courses have online platforms in an open e-class system. This was very impressive considering the time needed to prepare such material.

In terms of continuing assessment and examinations, students are being assessed through various types of examination. Students informed the EEC that faculty is using mid-term exams, assignments (on an individual and group basis), and final exams. In cases, where an undergraduate thesis is undertaken, teacher-student collaborations are fostered; students are closer to faculty, and are being encouraged to be more productive. This also happen during practicum.

However, students mentioned the increased size of groups in the practicum module. The EEC noticed that groups of five students are allocated only one hour of supervision. This practice may have negative effects on the quality of supervision received by the students if it continues.

Students did not express negative feedback or concerns regarding the faculty's teaching methods, its quality, or teaching materials. On the contrary, students reported that they were pleased and delighted with the teaching materials provided and the manner in which they were presented to them. These facts were also supported by the questionnaires filled by the students as part of the semester evaluation process.

With respect to program graduation rates, the EEC finds that overall; the graduation rate of students is satisfactory since the vast majority of them successfully complete the program in approximately 8 to 10 semesters.

The EEC also observed that due to the considerable popularity of labs among students, they are given ample opportunities to update the practical aspect of their social work knowledge and have a first-hand experience of how social workers work in the field. However, this is not reflected in the department's limited social work oriented library collection. The EEC suggests that such collection be enriched with more up-to-date social work literature.

Overall, the dissemination of faculty research work and social work practice executed in the various labs of the DSW needs to be well advertised and promoted both at the departmental and school level. This will help increase the department's reputation at the same time making it better known to the international academic community.

Related to this point was the issue of plagiarism that was mentioned extensively. The EEC recommends the implementation of a strict policy against plagiarism and the purchasing of software for spotting plagiarism in Greek documents.

IMPLEMENTATION

Based on the student evaluation and on the discussion the committee had with students it was noticed a high level of satisfaction for the faculty in terms of organisation, material delivery encouragement on participation and constructive feedback .Overall student body seem very engaged with faculty.

Faculty are using a wide variety of teaching methods varying from traditional to innovative ones. Innovative practices seem to increase student participation especially in the labs where students can link theory and practice. The EEC believes that the development of voluntary services equipped with trainee students under the close supervision of faculty provides the opportunity to the student body to see how community development is implemented into social work practice.

However the committee did not have the chance to see how research findings are linked with teaching. Mobility of academic staff and students : The department has an impressive number of students who have utilized Erasmus (3 students in the last academic year and 2 academics)

- Evaluation by the students of (a) the teaching and (b) the course content and

study material/resources

RESULTS

The EEC noticed that grades given by the department range from 6.5 to 7.5. Overall the EEC believes that the existence of research labs provide a great opportunity to students to understand how theory is linked to practice. In particular, the Centre of Intercultural Education and Action showed how community action can empower vulnerable groups to develop and become part of the local community. Despite the fact that the EEC did not see clear evidence of how research findings are incorporated into teaching it is suggested to do so. It is also expected that the decrease in student numbers from this September will allow better interaction amongst students and teaching faculty.

IMPROVEMENT

The EEC feels that there is a wealth of examination measures across the whole spectrum to evaluate student performance and outcomes. The committee recommends that the Department should seriously think the option of providing the completion of dissertation on a voluntary basis rather than compulsory. In such a case the committee recommends the allocation of thesis on an individual basis or pairs. It is also advisable to put a limit of 60 pages in case of a thesis on an individual basis and 100 pages when there are two students who undertake this task.

In an effort to create a research environment, the EEC suggests that the Department organize an “Inter-Departmental” event where a number of thesis projects are presented amongst school faculty and students, so that the work being done is shared and disseminated with other students and faculty in other disciplines and departments. This will also enhance the existing research culture within the Department.

Overall the committee felt that teaching meets all the requirements to be efficient. Classrooms of satisfactory level, equipped with computers and projectors, classrooms where creative work can be carried out, it provides the opportunity for good quality teaching. Teaching faculty seems knowledgeable and skillful in providing updated knowledge on social work theories and skills.

<p>C. Research <i>For each particular matter, please distinguish between under- and post-graduate levels, if necessary.</i></p>
<p>APPROACH</p> <ul style="list-style-type: none"> • What is the Department's policy and main objective in research? • Has the Department set internal standards for assessing research?
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • How does the Department promote and support research? • Quality and adequacy of research infrastructure and support. • Scientific publications. • Research projects. • Research collaborations.
<p>IMPROVEMENT</p> <ul style="list-style-type: none"> • Improvements in research proposed by the Department, if necessary. • Initiatives in this direction undertaken by the Department.
<p>C. Research For each particular matter, please distinguish between under- and post-graduate level, if necessary.</p> <p>APPROACH</p> <p><input type="checkbox"/> What is the Department's policy and main objective in research? Despite the discouragement of research In Greece we were impressed to see that the Department of Social Work (DSW), had a central place for research in their mission and objectives. Over the last five years the department has made significant efforts in securing funding and promoting a scholarly agenda. At this point, it should also be noted that the informing of the faculty members of the DSW by the institution regarding EU research grants has been lacking substantially in the past decade, and faculty members had to rely exclusively on their own professional networking to gain access to such grants. There have been recent initiatives by the institution, however, to change this trend and promote the advertising of such grants amongst interested faculty members.</p> <p><input type="checkbox"/> Has the Department set internal standards for assessing research?</p>

Based on the information provided, there do not appear to be specific internal standards for assessing either the quality of research projects and publications or their contribution to the improvement of the quality of education. However, there are indications that the DSW is aware of the importance of assessing research through commonly agreed standards. For instance, the web page of the department does provide both an effective and an efficient way for organizing and publicizing the involvement of the faculty members in various funded and non-funded research projects through the publicization of their CVs. And, more recently, the soon to be installed redeveloped web page, through its provisions for the creation of personalized faculty web pages, will provide members of the national and international academic community with access to the general nature and findings of the various research projects of the faculty members.

IMPLEMENTATION

□ How does the Department promote and support research?

Even though financial support is not offered to faculty members, the DSW attempts to promote research in several ways. Departmental members attend national and international conferences and conduct research on important issues despite the lack of departmental financial support.

With respect to research infrastructure and support, there appear to be adequate facilities to enable students and faculty members to become involved in research projects as well as have the opportunity to involve themselves with the practical applications of their classroom teachings. In particular, there exist three laboratories, including:

(a) The “**Laboratory of Health & Road Safety,**” consisting of a 30 square meter fully equipped office with audio-visual equipment. **An exemplar practice of research centre The committee visited this lab.)**

a. This laboratory is soon to be moved to the newly constructed facility that will host the DSW where its size will be expanded to 70 square meters.

b. An advanced driving simulator that was approved to be soon purchased for a total cost of 124.525,00 €.

(b) The “**Center of Education & Community Development of Tylissou,**”(the **committee did not visit this center but was very impressed by the data provided**)

comprising the first floor of a building donated by the Municipality of Maleviziou for 5 years. This floor consists of two fully equipped offices in two separate rooms as well as a conference room.

(c) The “comprising of offices in the center of Heraklion donated by the Municipality of Heraklion, its purpose being twofold:

a. To host undergraduate students of social work for their practical training.

b. To serve as the site for various formal/informal meetings aiming at dealing with reintegration issues regarding immigrants in the greater Heraklion area.

(d) The “**Laboratory of Dramaturgical Expression**,” fully equipped with the necessary audio equipment for the enactment of practical simulations regarding specific social work topics. **(The committee visited this lab. An exemplar social work teaching practice)**

Finally, it should be noted that the DSW, in conjunction with the department of nursing, has 3 fully equipped computer and audio-visual laboratories to cover the needs of students.

RESULTS

- How successfully were the Department’s research objectives implemented?
- Scientific publications.
- Research projects.
- Research collaborations.
- Efficacy of research work. Applied results. Patents etc.
- Is the Department’s research acknowledged and visible outside the Department?

Rewards and awards.

It appears that the DSW is making considerable progress towards meeting its objectives, based on the list of research projects and publications of its faculty members. The faculty members of the DSW have published a significant number of books/monographs, papers in academic refereed journals, chapters in books and papers in conference proceedings. The list of publications suggests that in the last five years the number of publications in academic (mostly international) journals has increased substantially. Faculty tends to publish in reputable journals.

For example, having visited a number of research facilities where various funded research projects are being conducted, the EEC feels that the DSW has indeed created a fertile environment aiming at encouraging faculty members to participate in various funded and non-funded research projects. The importance of research is well recognised as evidenced by the considerable number of EU funded projects as well as publications in refereed international academic journals that have been completed or are in the process of being completed in the past five years. For example, since 2007, the DSW has collectively produced:

- (a) 3 books/monographs
- (b) 74 publications in peer-reviewed national & international journals
- (c) 58 peer-reviewed abstract publications
- (d) 5 chapters in edited books
- (e) 4 edited books
- (f) 59 peer reviewed national & international presentations
- (g) 17 book reviews

Based on the information provided, an increase in citations was also recorded from 2007 to 2011. For example, since 2007, the scholarly work of the DSW has resulted in:

- (a) 303 citations in peer reviewed journals

- (b) 34 other citations
- (c) 11 participations in academic conference committees
- (d) 9 participations in the editorial review boards of peer reviewed journals
- (e) 13 guest speaker invitations in academic conferences

Given the recent culture that permeated technological institutions in Greece discouraging a heavy focus on research as well as considerably reduced budget appropriations, the EEC feels that the DSW has done an excellent job attracting and securing funding. The main objective and priority of the DSW with respect to funded research mainly revolves around its ongoing actions to secure more research funding mainly from advertised EU programmes. For example, although there are presently a number of major research grants going on that are to be completed at the end of 2015 (such as the 3 year EU funded longitudinal study exploring the socioeconomic costs of hospitalized patients sustaining injuries from road traffic accidents”) the project administrators stated that they have submitted three more EU funded projects either as the principal scientific coordinators or as collaborators. Overall, the department’s funded projects in the past several years span an impressive array of considerably funded EU projects that have brought a sum total of more than 700K€ in the DSW thus far, including:

- (a) Project, Archimedes I: “How does a person’s everyday way of life is affected by hazardous driving behaviours and automobile accidents.” Scientific coordinator, Dr Chliaoutakis, 2004-2006, 75,000€.
- (b) Project, Leonardo Da Vinci: “Toward safer road traffic in Turkey through continuous education and lifelong learning of driving instructors.” Scientific coordinator, Dr Chliaoutakis, 2007-2010, 45,100€.
- (c) Project, Leonardo Da Vinci: “Relais plus - Transfert d’innovation pour développer la relation d’aide aux publics en situation d’abandon (enfants, adolescents, personnes âgées) en Europe.” Code: 2009-1-GR1-LEO 05-01855. Scientific coordinator, Dr Koukouli, 2009-2012, 66,052€.
- (d) Project, Health Program of the EU: “Youth sexual aggression and victimization” (Y-SAV). Scientific coordinator, Dr Chliaoutakis, 1/7/2010-31/12/2013, 1.117.075€.
- (e) Project, REHABILAID: “Reducing the harm and the burden of injuries and human loss caused by road traffic crashes and addressing injury demands through effective interventions.” Scientific coordinator, Dr Chliaoutakis, 2012-2015, 205.340,00€.
- (f) Project, Archimedes III: “The transition process from youth to adulthood. A study on the young people of Crete”. Scientific coordinator, Dr Koukouli, 01.05.2012 – 30.04.2015, 82.000€.
- (g) Project, Archimedes III: “Conversation with mobile phone while driving and its impact on driving behaviour” Scientific coordinator, Dr Chliaoutakis, 01.04.2012 –

31.10.2014, 75.499€.

(h) Project, DAPHNE III: “Increasing the capacity of domestic workers of different origins to respond to sexual violence through community-based interventions.”

Scientific coordinator, Dr Chliaoutakis, 401.986€.

(i) Project, DAPHNE III: “Empowering women to fight against domestic violence through an integrated model of training, support and counselling”. Scientific coordinator, Dr Chliaoutakis, 556.203,89 €.

(k) Finally project Cost Programmes (Action 357 & Action TU1101)

It is important to note that an attempt is made to link research to community needs. This, in turn, increases the visibility of departmental research as well as the various applications of academic knowledge because of the involvement of local and migrant individuals, families, schools, and other private and public personnel and stakeholders. For example, the EEC (external evaluation committee) has visited a number of social work laboratories where both faculty and staff there gave impressive presentations concerning the work they do. What impressed the EEC the most, was the applicability of the work conducted in these laboratories in the sense that not only were the various research projects well thought of, organized, and executed, but had downright real-life applications to the lives of men, women, and families in the communities within which they were conducted. For example, in one of the laboratories the EEC visited before its departure, the project coordinators outlined the details of an ongoing project having to do with acculturation and accommodation issues faced by migrant populations in the greater Heraklion area, as well as the extent to which prejudicial attitudes come to affect the quality of their everyday lives and families in general.

The requirement of a thesis in the undergraduate programme results in a large volume of research work on several aspects of the greater area of social work. The EEC was indeed impressed by both the quantity and quality of the research theses. It is clear to the EEC that the process of conducting and completing the undergraduate theses resemble more that the work involved in the completion of master level theses.

The research of the DPE is made visible outside the department through scientific publications, conference presentations, seminars and other events. Most dissemination appears to take place within local, national, and international boundaries as evidenced by the participation of faculty members to conferences nationally and internationally, their involvement in local, national, and international research projects, and the publication of their research in peer and non-peer reviewed national and international journals all of which are outlined in the aforementioned bulleted lists.

IMPROVEMENT

- Improvements in research proposed by the Department, if necessary.
- Initiatives in this direction undertaken by the Department.

The EEC agrees with the objectives set by the DSW and the initiatives/actions that are undertaken in order to meet these objectives, such as those having to do with the

dissemination of faculty's research findings within the student body of the department as well as that of the technological institute in general. To this end, the DSW proposes the systematic organization of "research days" that will primarily offer the opportunity to both faculty and students, who have completed or are close to completing funded or unfunded research projects, to present the nature of such projects as well as their findings and implications for the local populations. Even though, as the DSW states, such research meetings are being currently carried out informally by faculty and students alike, their systematic organization on an annual basis will prove invaluable to the academic community as everyone will have a chance at getting familiar with everyone else's work, and more importantly, everyone in the community will have a chance to familiarize themselves with the DSW's research work and agendas. Same recommendation has been discussed earlier for student thesis field supervisors. All these events can be combined.

In the past five years, although there has been a considerable and well-coordinated effort on behalf of the department to create small research teams with common research goals dealing with various topics in the social work area. To this end, the DSW has provided a number of incentives to increase the participation of its faculty members in these research teams, such as ensuring that their participation will provide them with a research stipend, having them realize that their possible participation could enable their promotion, and projecting to them the ideology that research and teaching are inextricably linked in the sense that research knowledge from both funded and non-funded research can very well be transferred to students in the classroom. At this point, it should be noted that it is the EEC committee's belief that such actions should be continue to be encouraged by the DSW and fortified so as to promote the generation of more social work related research.

International dissemination of research findings in, peer reviewed English journals and conferences should also be further encouraged.

Collaboration with social, cultural and production organizations

The EEC was happy to see that the DSW has developed various strategies to establish its presence within the community. The EEC was pleased to observe that the department established strong collaborations with social and production organisations within the framework of practicum and research activities. The members of the committee had the opportunity to see and observe this collaborations as follow:

1. The Laboratory of cross cultural education and action provides a placement for practicum and action research within the community with a focus on immigrant's inclusion in the local community. As the EEC was informed during its site visit there, the centre has grown steadily in the past few years and has now become a community advisor, consultant, and liaison between immigrants from developing countries and the Municipality of Heraklion. Since the establishment of this centre, the DSW has contributed to the creation of the organisation that addresses Immigrants' Inclusion (ΣΕΜ). This particular body collaborates with the municipality and local communities, acting as a mediator for the rights of immigrants. At this point, it is important to say that the department has played a major role in the establishment and sustainability of this centre. Within its premises, students have the opportunity to do their practicum and learn in vivo the principles, values, and theories of intercultural social work in practice.

2. Organisations that do not have social services. In those cases, the DSW acts as voluntary consultant by establishing social services within the community. An example of this innovative practice is the creation of the various labs with a primary focus on the practical applications of academically related social work knowledge. Within this framework there have developed extensive collaborations with a significant number of primary schools in both the municipalities of Heraklion and Malevizio. It is expected that for those students who have completed their work in these labs, they will emerge with both the necessary strategies and skills for facing the needs of their communities.

Apart from the examples above, the EEC has been given clear evidence of the important role that the DSW plays in the community development of the Municipality of Heraklion and the support of vulnerable groups, especially at times of crisis. It is expected that in the event that the department's centres become officially validated by the state, then further funding can be obtained from state funds to ensure the satisfactory sustenance of their operation so that the excellent work that is being carried out at these centres continues without interruption.

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

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

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.

The EEC believes that the financial restraints taking place across the whole spectrum of the Greek tertiary educational institutions constitute a major inhibiting factor for the observed shortcomings of the evaluated DSW. In particular the EEC observed that all the module labs, the running of the research labs, and the supervision of trainee students is heavily dependent on the hiring of external staff. Therefore, further reduction of the

temporary staff will jeopardise the quality of education in this particular department. In addition, the EEC believes that the limited amount of autonomy enjoyed by the DSW (which is also found in all TEIs and Universities in Greece) tends to affect its operation negatively, especially in matters such as, the design and implementation of appropriate curricula necessary for the growth of the department.

Moreover, the lack of social work faculty in higher ranks (mainly those of associate and professor) does not add to the prestige of the department at both the school and the institutional level. In addition it is an obstacle in the schools capacity for the creation of an MSW.

- Short-, medium- and long-term goals.

a) Strengthening permanent faculty profile by promoting some of them into the ranking of associate professor and collaboration with external partners on a permanent basis with high quality academic qualifications,

b) Increasing library acquisitions with both Greek and international social work related textbooks and handbooks

c) Dissemination of the excellent scholarly work that is currently being carried out in the DSW in addition to increasing the number of research projects undertaken with international institutions

d) Improvement of student's outcomes.

e) Strengthening the focus on research so as to maintain the current running of research labs

f) Officiating of labs in order to receive state funds for

j) Maintaining and reinforcing of the already good relationships with social and cultural organizations in the local community.

- Plan and actions for improvement by the Department/Academic Unit

The DSW proposes certain actions and plans for the future improvement of the unit.

- Reallocation to the new building of ΣΕΥΠ.
- Balanced distribution of financial and material resources amongst all the schools and departments of the Technological Educational Institution of Crete.
- Reduction of the teaching hours for younger faculty and for those who are not at the rank of associate professor. This will enable them to produce scholarly work, gain advancement to higher academic ranks, and maintain quality teaching and learning practices.

Greater sensitivity and awareness on behalf of the administration of the TEI of Crete in matters related to social work which is not always quantifiable.

F. Final Conclusions and recommendations of the EEC

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

Overall, the EEC committee feels that the DSW more than adequately fulfils its educational and research goals, meeting international standards of excellence in almost all aspects of its activities and engaging fully with the national and international academic community. Moreover, its faculty members have established strong collaborations with other universities abroad, especially having to do with the applying for, initiation of, and implementation of funded research grants either as collaborators or as principal scientific coordinators.

The following recommendations ought therefore to be viewed within a positive context, and they include:

1. Both the Technological Educational Institution of Crete (TEIC) and the Department of Social Work should develop a general strategic plan in order to meet the challenges presented by current and future budgetary trends, such as those having to do with the current severe cuts of academic budgets.
2. In relation to the above, the DSW should consider the introduction of a small student fee in order to support its various student functions, particularly those having to do with:
 - a. The purchasing of materials needed to equip their laboratories where they conduct the practical applications of their teachings.
 - b. The organizing of yearly seminars for faculty and student dissemination of their research findings from their involvement in various research projects.
 - c. Providing an added incentive to students to complete their studies on time and not postpone their graduation for long periods of time. The reasons for the introduction of student fees, however, and the risks of not introducing them should be clearly outlined to students and those with very low family incomes could be exempted.
3. Certain changes in the undergraduate curriculum are necessary as described in the improvements section of the curriculum (**p. 6**) and teaching section (**p.13**) respectfully
4. The TEI should assist the DSW in all its teaching and research missions by improving and adequately maintaining all departmentally related services, especially those having to do with laboratory facilities, library and digital services, and technology equipment.
 - a. It should be noted, however, that the DSW in its entirety, is soon to be moved to a new building near its old location, a move that will solve a number of its problems having to do with space limitations.
5. The EEC believes that the DSW should continue to intensify its efforts on placing emphasis on research that can significantly contribute to the enrichment of the social work international literature, something that will also upgrade its research status both nationally and internationally.

- a. Particular attention ought to be paid to the local, national, and international dissemination of the DSW's research findings, something that the department has already started to be doing by creating small research teams as well as redeveloping its website.
6. The EEC vehemently supports the consideration for promotion of most of the faculty of the DSW as most of its current members are in the rank of assistant professor with only one being a professor and none at the associate level. The current low rank status of most of its members tends to project a weaker academic image of the DSW to the national and international community.
- a. On the same note, new faculty members should be hired in order to relieve the current members of some of their considerable burden, especially that having to do with the supervision of the student's practical training.
7. Even though the three already established laboratories seem to be doing excellent work regarding both the supervision of the student's practical training as well as the linking of the work of the department with the local communities, nevertheless, there exists a dire need for the systematic recording and dissemination of laboratory research findings, so that both academic and non-academic agencies become aware of the great work that is being done.
8. The EEC believes that although most of the undergraduate theses are indeed exemplary both in terms of quantity and quality, there exists a need, however, for them to be toned down in order for them to be more doable to students. For this reason, the committee feels that students ought to have the option of either doing an undergraduate thesis or taking more classes (up to a maximum of 4).
9. The EEC also feels that various incentives should be given to students to attend classes, especially the theoretical oriented ones, such as extra credit, changing their timing so as not to coincide with laboratories, etc.
10. The DSW should take all actions needed in order to maintain the healthy and open organizational climate, which currently serves as the basis for the collaborative efforts and achievements of its staff. The EEC was impressed with the positive attitude and team spirit that appears to characterize both the leadership of the DPE and its faculty members.
11. Finally, the EEC recommends that the DSW is more than ready to start a postgraduate program with an **exclusive focus in social work**. This will strengthen the status of the profession IN addition it will immediately be a very competitive program as it will be the only standing MSW in Greece In essence, both the academic standards of the department and the professional qualifications and attitude of its members warrant the starting of a postgraduate program.