



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
Α.Δ.Ι.Π.  
ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ  
ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ  
ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

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

## EXTERNAL EVALUATION REPORT

DEPARTMENT OF STATISTICS

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS

MAY 2014



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### **External Evaluation Committee**

The Committee responsible for the External Evaluation of the Department of Statistics of the Athens University of Economics and Business consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005:

1. Professor George Roussas (Chairman)  
University of California, Davis
2. Professor Tasos Christofides  
University of Cyprus
3. Professor Chris P. Tsokos  
University of South Florida
4. Dr. George Vogiannou  
Consultant of Financial Services, Frankfurt

## ***Introduction***

The External Evaluation Committee (EEC) arrived at the prescribed hotel in Athens on Sunday February 23, 2014, where it held an organization meeting at 8:30 pm.

In the morning of the next day, Monday February 24, the EEC attended a briefing/organization at the headquarters of the Hellenic Quality Assurance and Accreditation agency (H.Q.A.A.) at 9 am.

At 10 am the members of the EEC were received by the Chair of the Department of Statistics of the Athens University of Economics and Business (AUEB), Professor Frangos, and were transported to the University. Next, the EEC held a meeting with the Rector of the University, Professor Konstantinos Gatsios, and the Vice-Rector for Academic Affairs and President of the Internal Evaluation Unit (IEU), Professor Emmanouil Giakoumakis, the Chair of the Department of Statistics, Professor Frangos, and the members of the IEU, Professors Giannakopoulos and Kostaki. The Rector presented an overview of the University, and together with the Vice-Rector responded to several questions posed by the EEC members.

The program of the day continued with the presentation of the Department of Statistics by the Chair of the Department. Subsequently, Associate Professor Karlis presented the undergraduate program, Assistant Professor Livada presented the practicum of the Department, as well as continuous education/Erasmus programs. Subsequently, the EEC toured teaching classrooms, the laboratory of statistical methodology and analysis of data, met with faculty members and selected undergraduate students. Next, both full and part-time Master's programs in Statistics were presented by Associate Professor Vasdekis. He also presented the program of doctoral studies.

The activities of the second day of the EEC visit, on Tuesday February 25, started with a presentation of academic research by Associate Professor Ntzoufras, followed by discussion with faculty members present. The EEC visited the Registrar's office and conferred with administrative personnel. It also visited the laboratory of applications of probability and statistics in complex systems in economy, insurance and technology, and met with Master's students. Next, the EEC visited the Library of the University, the Placement Center and the Erasmus Office, and attended the presentation on strategic development of the Department by Associate Professor Karlis. The next item on the agenda was the presentation of the Institute of Statistics Documentation Analysis and Research by Professor Panaretos, who was interrupted for the exit visit of the EEC to the Rector of the University upon the latter's request. The meeting with the Rector lasted longer than the committee anticipated and this necessitated that Professor Panaretos waited for its return. The committee expressed its deep regrets for unwillingly being late. Upon its return, the committee could not get any additional useful information, and the meeting was adjourned.

The EEC found the Internal Evaluation Report well documented. Further, the committee was provided with all additional material requested in a timely manner. In

addition to the material sent to the EEC, the Department made available to the committee extensive documentation (textbooks, notes, exams, homework illustrations, Master's theses and Doctoral dissertations) that the committee reviewed and examined.

## ***A. Curriculum***

The Department of Statistics was established in 1990. The mission of the Department is the theoretical and practical training of students in the fields of Statistics.

### **I) Undergraduate Curriculum**

The goals of the undergraduate program are: (i) for the student to understand and comprehend the basic principles of probability and statistics, (ii) to understand how research hypotheses can be transformed to problems that statistical science can provide solutions to, (iii) to design, collect and analyse statistical data, (iv) to make inferences and decisions under the constraints of the problem, (v) to avoid the misuse of statistical tools.

Overall, the EEC finds the program to be well structured and balanced in terms of content. However, it observes that there is a discrepancy between the title of the course and its contents. This is an issue that can and should be taken care of.

An effort should be made that many courses, as appropriate, include a recitation session conducted by a qualified paid teaching assistant. Extra effort in the instruction area should be made to emphasize the applicability of the statistical methodology to real world problems. This request was emphatically expressed by the students during their interactions with the EEC. The current curriculum makes heavy use of software packages, and therefore their availability should be increased significantly to address the student needs. The students request and the EEC supports the urgent acquisition of the SAS package, which relates to students' present and future employment. The University should take the appropriate steps so that the library and computing labs should be made available on certain times during the weekends, thus further facilitating working students.

Based on the EEC findings, course assessment is exclusively based on final exams for most courses. The EEC feels that this is totally unacceptable from pedagogical point of view. Student performance should be based on multiple evaluation methods, including a combination of homework projects, midterm exams, and final exams. This approach would enable instructors to obtain a holistic view of the student's academic performance, and encourage students to attend lectures and systematically review the course material and improve their chances for successfully completing the course; as a by-product, this will reduce the number of students retaking the course exam numerous times.

Prerequisites should be strictly enforced.

## II) **Master's degrees**

Regarding the admissions process in the Masters programs, although improvements are possible, it is generally adequate.

**IIa) Statistics MSc degree (full-time).** The current course structure for this program exhibits adequate breadth, but not sufficient depth, due to the short duration (half-semester) of each course. Therefore, the EEC recommends that the program should provide for full three semesters of coursework, by expanding existing ones or adding new ones.

At present, in addition to the coursework, a student must write a Master's thesis. The EEC recommends that a more flexible mechanism should be in place: either (i) extra courses plus an oral presentation based on a project, involving a sophisticated analysis of data on a subject of her interest, or (ii) a professional internship supervised by a faculty member; upon completion of the internship, the student be required to submit a report and make a formal presentation to the Department.

**IIb) Statistics MSc degree (part-time).** This program should be expanded in proportion to the full time one. Once a student has completed the core course for the degree, he/she selects from the electives courses related to his/her specific interests; e.g., health sciences, education, finance, etc.

The EEC recommends that a more flexible mechanism should be in place: either (i) extra courses plus an oral presentation based on a project, involving a sophisticated analysis of data on a subject of his/her interest, or (ii) a professional internship supervised by a faculty member; upon completion of the internship, the student is required to submit a report and make a formal presentation to the Department.

The Department should consider the option of offering its programs in English, so that it can both attract international students and at the same time enhance the communications skills of domestic ones.

## III) **Doctoral program.**

In its present form the program has 31 students. It is the opinion of the committee that there are issues regarding: (i) the admissions process, (ii) requirements towards the degree. Specifically,

- (i) At present, it appears that the requirements are holding a Master's degree and the consent of a faculty member to supervise the candidate. The EEC believes that the process should be streamlined as follows: (a) retain the requirement of the Master's degree, (b) adopt a lower bound on the grade point average (e.g., 7.5/10), (c) require three letters of recommendation

from previous professors or other professional entities, (d) require a plan of study statement regarding professional objectives, (e) hold an interview with a 3-member committee.

- (ii) A well structured course requirement beyond the Master's level of a 3-semester advanced coursework. Upon completion of the coursework, the Ph.D. student will take a written qualifying examination in two areas of the graduate coursework. Upon the successful completion of this exam, the Ph.D. student becomes a doctoral candidate, and selects a doctoral thesis advisor and jointly structure the thesis committee consisting of three internal and two external members, selected in accordance to the subject area of the candidate. Subsequently, the student must present to his doctoral committee a comprehensive plan of her research, and finally, defend the completed thesis.

The doctoral students should participate in the teaching process of the Department subject to compensation.

## ***B. Teaching***

The teaching methods used, both at the undergraduate and graduate programs are carried out in the traditional method in front of the blackboard mode, supplemented by various electronic means (e.g., slide presentations, computer illustrations, etc.). Overall, the student to faculty ratio is very high and the physical infrastructure inadequate. The former is a consequence of the exceedingly large number of entering students, beyond and above the Department's requests, together with inadequate level of staffing. The EEC notes that one new appointment elected some time ago has not been approved to join the faculty.

All appropriate courses should be integrated with the appropriate software packages to the extent current lab space allows it. It is essential that the SAS package be made available to students as soon as possible.

Student performance should be based on multiple evaluation methods, including a combination of homework projects, midterm exams, and final exams.

The teaching effectiveness of the faculty, based on student evaluations, is considered very good. This is consistent with the information the EEC gathered from its direct communication with students.

Due to the nature of the subject matter, it is not easy to connect research with coursework at the undergraduate level. However, at the Master's level this is essential.

The Department runs a very successful Erasmus program. A database of the evaluations of outgoing and incoming students should be established. Utilizing this information would enhance even further the program.

Teaching evaluations of the instructors by the students should be accessible by

students and be taken into consideration by the Department for advancement and promotions. Finally, the EEC strong recommends that an award be created for an outstanding undergraduate teaching to be given annually, selected by an appropriate committee. This reward may or may not involve monetary compensation.

Overall, the EEC is satisfied with the efficacy of teaching.

Based on the data provided to the EEC, a grade point average around 6.61 is considered satisfactory. With respect to the final grade of the course, we recommend that it be a composition of homework projects, midterm, and final exams. Although student attendance is absurdly not required under current regulations, the above recommendations in all likelihood will enhance attendance.

Regarding student feedback, every effort should be made so that graded homework assignments, projects, midterm, and final exams be made available to students in a short period of time. Students will benefit the most, if information about their progress is provided to them.

### ***C. Research***

The research productivity of the faculty during the past five years has been outstanding. In particular, they have published papers in top rated journals in their respective fields. Further, the faculty citation record is very strong. The EEC encourages the Department to continue on this path.

Despite limited financial means, the Department does provide financial assistance for participation in international and domestic conferences.

The EEC recommends that a mentoring process for junior faculty members by senior ones be improved.

On the basis provided to the EEC, members of the Department have served as PI or co-PIs on numerous projects funded by national and international funding agencies. This is a very solid record, and the EEC encourages them to continue.

Members of the faculty have established a strong record in research monographs, in their respective fields, by prestigious publishers.

The faculty has a good record in organizing workshops and conferences.

### ***D. All Other Services***

The Department Registrar's office is understaffed, and space is also an issue. The EEC fully endorses the request by the administrative staff at this office, so that the University acquires the necessary software which will enable faculty members to directly submit final grades to the system, without the intermediation of the office staff. This acquisition will speed up grades release to the students and free staff to offer other services.



The University-run Erasmus program office, although operating under strenuous conditions, both in terms of staffing and space, is doing an excellent job. It serves well a very large number of outgoing and incoming students and scholars. The EEC recommends that a database be created containing all evaluation information of the outgoing students, upon return back to the University. This information is very valuable in terms of improving the service offered. Complimentary comments of the exchange students constitute the best ambassador for the University and the country. The EEC notes that the second staff member in the office is under threat of being removed, which will be detrimental to the operation of the office.

The placement center is doing a very good job, despite the peculiar employment status of the head of the office.

The EEC notes that faculty members do not have access to their offices during weekends in the main building. The EEC recommends that this issue be resolved immediately.

The Department has control of two computer labs, both relatively well equipped in terms of hardware, although the high in demand software package SAS is missing. However, they are inadequate for the adequate training of both undergraduate and graduate students. Further, time availability is limited. It is common practice that they are available during the weekends, when students can utilize them.

The University-run library is an inviting and warm place, although it faces a number of challenges, including lack of adequate space. Further, interruptions to electronic services, due to non-timely payment of user fees, is detrimental to the educational mission of the University.

The EEC was surprised by the proliferation of honorary doctoral degrees by the University on the recommendation of the Department. Caution should be exercised, so as not to diminish its prestige.

The EEC was presented by Professor Panaretos with the report of an external evaluation of the Department carried out in 2001. In reference to this report, the EEC has the following observations: Apparently, this evaluation by this particular team was initiated by Professor Panaretos in 2001, during one of the several times he chaired the Department. An undertaking of this scope must involve the entire faculty of the Department, its administrative staff, and as many students as feasible. And, upon the completion of the review, the findings must be disseminated widely among the faculty and other interested parties. The EEC was surprised -to say the least-that, although faculty had a recollection of such a procedure taking place, none of those present in the Department at that time participated in it. In addition, the Department did not include in the official documents submitted to A.D.I.P. anything related to this activity; the EEC became aware of it, first by means of a related document sent to EEC by the A.D.I.P., drawn from its records, and secondly through a booklet given to the EEC by Professor Panaretos on February 25, 2014.

Regardless of its unfortunate history, one finds in this evaluation report some constructive pieces of information, such as advice on the adoption by the Department of the European Credit Transfer System (ECTS) (actually, required by the European Union (EU)), and the acquisition of electronic journals; some common sense recommendations already widely in effect internationally, such as the requirement of prerequisites for a course, abolishing the optional attendance in courses (which, optional attendance, among other things, is one of the main causes of creating a class of perpetual students), adoption of the English language in the teaching of graduate courses and in writing doctoral theses, in requiring of course-taking by doctoral students, and the alleviation of fees and provision of financial support for doctoral

students.

On the other hand, one also locates in this report a series of superlatives, which cannot possibly have relation to reality, such as “degrees comparable to those in the better institutions in Europe and the US”, “worldwide reputation”, “internationally acclaimed”, etc.

At one point, the report laments that “...the decision on pass and failing are made by the individual teachers, without any regulating supervision from within the Department”. Assuming that this statement means what it says, the EEC should remind the Department that, except for pathological situations and gross violations of principles, this is exactly the way it owed to be; it is a matter of what is known as academic freedom.

The report also refers to “A very important unit (the Institute of Statistical Research Analysis and Documentation) associated with the Department”, “The institute gives the opportunity to the Department to interact...”. The founder and present director of the Institute, Professor Panaretos, stated flatly in his brief presentation to the EEC that the Institute is fully independent, and not associated either with the Department or the University.

Finally, one finds in the report the closing statement that “The Review Team expresses the sincere hope that other Departments in the University and at other Greek Universities will reach a comparable level of quality”. Of course, such a statement would be meaningful, if the same team had undertaken similar evaluations of all other departments in the University, as well as of other departments in other Greek universities. To the knowledge of the EEC, such a thing has never happened.

On the agenda of February 25, 2014, there was the item of the presentation of the ISDRA to the EEC. The agenda was composed by the A.D.I.P. in collaboration with the Department, and the EEC was requested to evaluate the ISDRA along with the Department.

The presentation was initiated by Professor Panaretos who, at the outset, stated that the ISDRA is an independent unit with no affiliation either with the Department or the University. Its annual activity report is submitted directly to the Ministry of Education, and that its income and expenses are audited annually.

The EEC, not being a CPA agent, had no interest in this aspect of the ISDRA activities, but rather in the educational and research aspects, and the way they impact and benefit the Department. This was the focus of the questions posed by the EEC.

It is worth noticing, however, the contradiction between this statement about independence of the ISDRA and its no affiliation with either the Department or the University, and statements made in the above cited report, such as “A very important unit (the Institute of Statistical Research Analysis and Documentation) associated with the Department”, “The institute gives the opportunity to the Department to interact...”, as well as the booklet given to the EEC by Professor Panaretos, which is fully devoted to the 2001 evaluation of the Department, was issued by the ISDRA, and has been registered with the US Library of Congress (ISBN: 960-7929-78-0).

Apparently, “association with or lack thereof” of the ISDRA and the Department is rather flexible, and chosen according to convenience.

The EEC members made repeated attempts to obtain a clarification of the relation of the ISDRA to the Department, the ways and means by which the Department was impacted and profited by the existence of the ISDRA, and other related educational and research matters.

It was clear from the brief presentation made by Professor Panaretos, and the verbal

exchanges between him and members of the EEC that he was evasive and not forthcoming with straightforward answers to the questions posed. The members of the EEC realized that they were not going to get satisfactory answers to a series of questions (such as those listed below in this section).

At this point in time, there was the item on the agenda for the EEC to have a brief exit meeting with the Rector of the University. Consequently, the discussion was interrupted and the desire was expressed to continue the discussion after the meeting with the Rector, should the people present were willing to stay on.

Unfortunately, the meeting with the Rector lasted longer than expected, and upon returning to the meeting room, the coordinator of the EEC apologized profusely to the people present.

Because of the long duration of the meeting with the Rector, and given that, as stated above, no satisfactory answers were expected on behalf of Professor Panaretos, the EEC felt that there was no point in continuing the deliberations, so the meeting was adjourned and the EEC decided to seek other ways of obtaining the required information.

It should be emphasized that despite being evasive and not forthcoming, Professor Panaretos, at no time did he questioned the EEC's authority to review and evaluate the educational and research aspects of the ISDRA, as they pertain to the Department.

It was in this context that the EEC submitted to the A.DI.P. a text and a list of relevant questions, to which it requested authoritative answers. The text and the list of questions are cited below.

*"In order for the EEC to be able to evaluate the Statistics Institute (ISDRA) at the Economics University of Athens (AUEB), it needs some additional authoritative pieces of information. The answers should be informative, but as brief as possible.*

*Please, be kind enough to request them.*

#### **PREAMBLE**

*The ISDRA was established on November 20, 1995, by a joint decision of the Ministers of Economics and Education. It is administratively and financially independent, and is connected with the Department of Statistics (DS) of the AUEB. The Director of the ISDRA is a faculty member of the DS with prescribed qualifications; likewise for the Deputy Director. They are selected by the Senate of the AUEB. The governing council of the ISDRA also involves three faculty members of the DS.*

*The mission of the ISDRA includes:*

*Participation in the development of the graduate program of the DS.  
Training of young scientists by providing fellowships.  
Carrying out research.  
Publishing of a statistics scientific periodical.*

#### **QUESTIONS**

*Was Professor Panaretos Secretary General of the Ministry of Education when the ISDRA was established?*

*How the three faculty members of the DS for the governing council of the ISDRA are selected?*

*Who have been the Directors/Deputy Directors for the period 1995-2014?*

*Who have been the three faculty members on the governing council for the same period of time?*

*What is the association recommending the two researchers for membership in the governing council?*

*Can the Director/Deputy Director be emeriti faculty?*

*How the ISDRA has participated in the development of the graduate studies at the DS?*

*How many young scientists has the ISDRA trained, and how many fellowships has it provided for the period of time 1995-2014?*

*What kind of research has the ISDRA carried out? In particular, who have been the long-term visitors (for at least one semester, not a few days vacationers) for the period of time 1995-2014?*

*Has the ISDRA competed for any funded projects? In the affirmative, how many such projects has it undertaken for the period of time 1995-2014?*

*Has the ISDRA generated any revenue for the University? (Usually, research institutes are excellent vehicles for generating income for universities, through overhead on research projects.)*

*Which studies has the ISDRA carried out for the public and private sectors, during the period of time 1995-2014?*

*Has the ISDRA created a "data base", and, in the affirmative, how has it been used by the DS?*

*In which way the Greek public and the scientific community (at home and abroad) were informed on the establishment of the ISDRA and its mission?*

*Is there a statistics scientific publication of the ISDRA available, and how can one get hold of it?*

*Thank you for looking into this matter.*

*Yours, George Roussas*

*P.S. I assume that this request will be directed to the ISDRA, but a copy of it should*

*also be forwarded to the DS. Likewise, the answers of the ISDRA should be made available to the DS.”*

As a result of this request, there has been a series of correspondence between the Department and the ISDRA, which has been forwarded to the EEC. The net result, however, is that the director of the ISDRA and its governing council discovered all of a sudden the independence of the ISDRA, and refused to provide any information. One may say, of course, that no information IS, indeed, information in itself. Let the authorities to be and the readers of this report draw their own conclusions.

However, based on the information available to the EEC from various sources (such as the hard copy of the presentation prepared by Professor Panaretos, the web page of the ISDRA, the founding law by which the ISDRA was established), the EEC feels that the ISDRA revolves around its Director and one, in fact, might think that it was created so that Professor Panaretos be appointed its Director. In addition, the research output and its contribution to society are at most marginal. It has to be pointed out, that research institutes are vehicles of generating income to universities through overheads of research projects. There is no evidence at all, that the SDRA has generated any revenue for either the Department or the University.

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

The Department presented to the EEC its short and long term strategic plan that includes forging synergies with other institutions of higher learning, and participation in European research programs, among others. The EEC strongly supports such developments towards the vision of the Department/University.

The EEC was pleased with the Department’s plan to offer selected graduate courses in English, and would encourage them to offer more. It is also extremely important to proceed with the plan in promoting the importance of the subject of statistics and its applications to the general public.

There is a substantial shortage of space to serve the needs of the academic mission of the Department. This problem is constantly aggravated, because the Ministry of Education allocates double the number of students that the Department can adequately educate. If the government continues along this path, it should simultaneously provide the necessary human resources and logistics.

The EEC found the number of inactive students that have been carried on for many years on the Department’s roster to be an outrageous and unethical behaviour of any constructive educational process. The EEC is pleased to notice that the Rector of the University is in full agreement with the committee’s position and anticipates that he will immediately implement the provisions of the existing law.

The EEC notes that the administrative leadership of the University should define a strategic vision for the institution and provide the ways and means for its successful implementation.

The EEC recommends that the Ph.D. students be supported by the teaching assistant system that has proven successful internationally. Implementing such a system will offer students teaching responsibilities that would reduce the load of the faculty, support the student financially, and give the graduate student teaching experience that future academic employment requires.

## ***F. Final Conclusions and recommendations of the EEC***

Despite numerous challenges identified in the present report, the Department has managed a commendable job in fulfilling its mission.

Given the environment and the conditions under which the faculty operates, the EEC finds that its research output is remarkable. This assessment is based on the average productivity per faculty member per year, as well as the high quality of the journals that the research appeared. Further, there exists a large number of collaborations with international scholars. Finally, members of the Department serve on several high calibre editorial boards of professional journals.

The teaching effort has overall been effective and successful, based on the information that the EEC was able to gather. However, the current teaching load is heavy, a fact exacerbated by the repeated examination periods, almost reducing the University to an “examination center.”

Faculty of the Department have produced several monographs published by prestigious publishing houses.

Below, the EEC makes a number of recommendations, cognizant of the fact that some of them can be implemented by the Department itself, that others fall within the authority of the University, and that still others require action by the Government.

Thus, the EEC recommends:

The EEC recommends:

- (i) Minor revisions of the undergraduate program contents consistent with the detailed recommendations stated in Section A of the report.
- (ii) Implementation of continuous assessment of course performance for all faculty members (Section B).
- (iii) Efforts should be undertaken for continuous updating of the curriculum, list of available books (both in Greek and foreign languages) and other educational material, including software.
- (iv) The size of the entering class should be drastically reduced, according to the Department’s current capacity levels.
- (v) Inactive students should be eliminated from the Departmental roster, by immediately implementing the relevant provisions of the current law. It is a sad commentary that this sorry state of affairs has made its way into the Wikipedia!

- (መ) Implementation of the recommendations for the Master's programs, as outlined in Section A of the report.
- (መሀ) Implementation of the recommendations for the doctoral program, as outlined in Section A of the report.
- (መሀሀ) The University should take all necessary steps to eliminate problems arising from the existing number of examination periods.
- (ሀኛ) Strengthening the paid-teaching assistant model for doctoral students, as outlined in section E of the report.
- (ኛ) Establishment of annual teaching and research awards, as described in Sections B and C.
- (ኛሀ) Implementation of the teaching of graduate courses in English, as outlined in Section B.
- (ኛሀሀ) University resources (library and computer labs) should extend their working hours and also include weekends. Further, it is highly recommended that the faculty members should have access to their offices in the main building.
- (ኛሀሁ) The central University administration should immediately address the urgent space shortage faced by the Department.
- (ኛሀመ) That already elected faculty member should be appointed as soon as possible.
- (ኛመ) Regarding the ISDRA, there are two options, in the opinion of the EEC. Either change its by-laws to bring it in the jurisdiction of the Department (and the University), or sever any relation of it with the Department (and the University). The first option would truly serve the interests of the Department (and the University); there is an abundance of cases around the world fitting this model. By the second option, the ISDRA would become truly independent from the Department (and the University), and it may pursue national goals. At any rate, the quasi and murky situation of “sometimes independent of the Department (and the University) and sometimes associated with it (them)” should be terminated.
- (ኛመሀ) Since the Director of the ISDRA has disavowed any association of it with the Department (and the University), it is somewhat strange that the ISDRA has acted as the Department’s agent in registering the “External Assessment” with the US Library of Congress (ISBN: 960-7929-78-0). On page 19 of this document, it is stated that “A very important unit associated with the Department is the Institute of Statistical Research Analysis and Documentation”. In view of the Director’s inconsistencies and recantations on this matter, the University may wish to consider revoking the official registration of the above document with the US Library of Congress, as not speaking very well for the image of the University.

- (ξπυ) Efforts should be made to increase the number of undergraduates graduating within four years. The University should work towards eliminating the optional attendance of students.
- (ξπυυ) The University administration should implement a deadline for course registration by which the students must register for their courses. This deadline should be no later than the end of the first week of classes. The EEC believes that such a requirement would have a positive outcome, regarding class attendance and exam taking.
- (ξιξ) A well structured annual evaluation process for the performance of the faculty should be implemented as soon as possible. The final product of the evaluation process should be reviewed by the Chair of the Department, discussed with each faculty member, placed in the faculty's file, and be used in their advancement or promotion process.
- (ξξ) The University administration, in conjunction with the State authorities, should work towards eliminating immediately the bazaar-like atmosphere and graffiti in the University spaces. If that is the modern way of disseminating ideas, nothing is going to be lost by their elimination and, actually, much to be gained in decorum. The clientele mentality established by the political parties, even in the universities, must be terminated at once before the national fabric is irreparably damaged.
- (ξξι) The misunderstood, misinterpreted, and misused noble concept of academic asylum must be reinstated in its original status at once.
- (ξξιυ) Every effort should be made to eliminate the “flea-market” appearance of the entrance of the University.

It should be mentioned here in passing that Professor J. Panaretos repeatedly attempted to intimidate and harass the External Evaluation Committee (EEC) in carrying out its assigned duties.

It is to the credit of the leadership of the Hellenic Quality Assurance and Accreditation Agency that it stood by the EEC.



The Members of the Committee	Signature
1. Professor George Roussas (chairman)	_____
2. Professor Tasos Christofides	_____
3. Professor Chris P. Tsokos	_____
4. Dr George Vogianou	_____