ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α.ΔΙ.Π.

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF GREEK PHILOLOGY

DEMOCRITUS UNIVERSITY OF THRACE

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Greek Philology of the Democritus University of Thrace consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005:

1. Professor David HOLTON (Coordinator)

   Emeritus Professor of Modern Greek, University of Cambridge, United Kingdom

2. Professor Robert MALTBY

   Emeritus Professor of Latin Philology, University of Leeds, United Kingdom

3. Dr Freiderikos VALETOPOULOS

   Maître de Conférences, Université de Poitiers, France

4. Dr Madeleine VOGA

   Maître de Conférences, Université Montpellier III, France

N.B. *The structure of the "Template" proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.*

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction

I. The External Evaluation Procedure

The External Evaluation Committee met in Athens on the morning of Monday 27 January 2014 and flew to Alexandroupolis Airport, where we were met by the Head of the Department of Greek Philology, Professor Zoe Gavriilidou, and conveyed to our hotel close to the University campus. We had an initial meeting with the Internal Evaluation Committee and the Vice-Rector and Chair of the University's Quality Assurance Unit Professor George Kosta. Prof. Kosta informed us about the history of the University and the context of the Department's assessment and we had the opportunity to ask questions. Following lunch, there was an introductory presentation of the Department by the Head, with informative PowerPoint slides, of which we were provided with hard copies. The Head's presentation helpfully supplemented and updated the information in the Internal Evaluation report, which was initially drafted in 2009, with statistics updated until 2012-13. There followed five presentations by other members of the teaching staff from a range of different subject areas: Classical literature, Modern Greek literature, and Linguistics. We were able to ask questions and discuss the structure of courses and assessment modes with the relevant member of staff.

On the second day we were given a guided tour of the Department's buildings and facilities: the administrative offices (Γραμματεία), the Papyrology and Linguistics Workrooms (Εργαστήρια), the Amphitheatre and teaching rooms, offices of academic staff, and the Library. The tour included presentations of the student record system, teleconferencing facilities, the Department's website, and the asynchronous teleteaching platform "e-Class". In the afternoon there were further presentations by the Head of Department, covering additional aspects of the Department's work, and by others, relating to the postgraduate programme, practical training, Erasmus and the Dial-G research project. Informal discussions took place over dinner with staff members.

On the third day we had meetings with members of the secretarial and administrative staff, teaching staff, with undergraduate, postgraduate and doctoral students, and finally with graduates of the Department. In the course of the visit the EEC was provided with the current Study Guide and full documentation on all aspects necessary for the assessment process. The visit concluded with a brief meeting with the Vice-Rector, Head of Department and members of the Internal Evaluation Committee, at which the observations and preliminary conclusions of the EEC were presented.

II. The Internal Evaluation Procedure

The Internal Evaluation Report was written over a lengthy period, going back to 2009, and in consequence some of the factual information, as well as the stance adopted towards the evaluation process, were no longer relevant. However, the new Head of Department (who took office only in November 2013), together with the current members of the Internal Evaluation Committee, took a positive and proactive role in the assessment exercise, amply compensating for the deficiencies in the original report. A statistical appendix for the years 2011-12 and 2012-13 was also provided. We conclude that the Department has now taken on board the objectives of the internal evaluation process and has responded appropriately.

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

APPROACH

<u>Undergraduate</u>
The primary goal of the undergraduate programme is to provide students with the theoretical knowledge and practical training necessary for a professional career in secondary education as teachers of philology. The Department is also developing a more coherent approach to the cultivation of transferable skills appropriate to a wider range of employment frameworks and to society more generally. These objectives are broadly in line with those of other Philology Departments in Greek universities. The curriculum has evolved over the period since 1995 where the undergraduate degree was introduced. While the core courses (Zone A) are similar to those offered elsewhere, the courses in Zone B (3rd and 4th years) to a significant extent reflect the particular interests of current members of the department. The curriculum is decided at a meeting of the General Assembly of the Department, but at present there is no evidence that students are actively involved in the process. The most recent revision took place in 2010, when the number of required modules was reduced from 60 to 44. The Department is keen to consider, in the light of the External Evaluation Report, whether further structural revision is necessary. In any case the specific content of the programme, in terms of particular modules offered, is subject to revision on an annual basis.

<u>Postgraduate</u>
The postgraduate study programme was established in 2006-7, and consists of two cycles: Master's and PhD. The Master's degree has two basic aims: 1) to further develop students' knowledge of their chosen field, both in basic core areas and in more specialized areas of research, and 2) to prepare them to work on a doctoral thesis. Students can follow either the Classical Philology pathway (with specializations in Ancient Greek or Latin Philology, or Papyrology), or the Medieval and Modern Greek Philology pathway (with specialization in one of the two areas). The doctoral programme requires the production of a thesis in some area of Classical, Byzantine or Modern Greek Studies. Postgraduate students are equipped with the skills necessary for them to work in their field in both the public and the private sector, in Greece and abroad. Selection criteria for both the first and the second cycle are strict, but there is a steady demand for places. Five students per year are accepted for the Master's, and 17 PhD theses have been successfully completed (with 38 students currently registered). Candidates for the Master's degree must take eight subjects in the first three semesters and write a thesis in the final semester.
The subjects available for the Master's are announced each year, but there does not seem to be a system for review of the course as a whole.

IMPLEMENTATION

<u>Undergraduate</u>
The courses in Zone A (22 modules required) cover the needs of the curriculum satisfactorily, in terms of breadth and range (Ancient Greek 4, Latin 4, Byzantine Phil. 3, Modern Greek 4, Linguistics 4, Ancient History 1, Pedagogics 2). In Zone B students choose either the Classical or the Byzantine and Modern Greek pathway. For each pathway, students take 12 compulsory courses and choose 10 electives. There are also a number of free electives, which may vary from year to year. At the moment there does not appear to be any possibility for

students to take courses outside the Department, for example in foreign languages. A further observation is that the number of courses currently available in Linguistics does not appear to satisfy the demands of students who would wish to specialize in that area. In other respects students find the structure clear and coherent. As far as staff and resources are concerned, there are at present pressures in certain areas, e.g. Latin (where, however, a new appointment is imminent). Thanks to the dedication and flexibility of the teaching staff the curriculum is satisfactorily implemented.

<u>Postgraduate</u>
An excellent and stimulating range of courses is available for the Master's degree, but we were surprised to find that Linguistics is not represented. While there is clearly a focus on research methodologies at this level, there are no dedicated courses that aim to teach specific skills (research methods, bibliography, palaeography, use of IT etc.), except in the case of Papyrology. However, it is a heavy programme, and many students require longer than two years to complete the course. In part this is due to scheduling problems; some students thought the coverage too broad (the requirement to take courses from different subject areas), while others believed this breadth to be an advantage. The Department may wish to debate the pros and cons, in consultation with students.

RESULTS

<u>Undergraduate</u>

As far as training students to become teachers in secondary education is concerned, the Department is achieving its goals. It is also making progress in achieving its aim to prepare graduates for a wider range of roles in employment and in society. However, a high proportion of students do not graduate in four years, a situation that is, sadly, not uncommon in the Greek university system. The figures may well have been aggravated by the financial crisis and it is possible that local factors may also play a part. We understand that under the new law a maximum period of 6 years will be imposed. The University and the Department will need to reflect on how students can be helped and encouraged to complete their studies within 6 years or, preferably, less, in line with European norms.

<u>Postgraduate</u>

Completion rates for both cycles are broadly in line with expectations for Greek universities. Deficiencies in library provision, the lack of a functioning inter-library loans system, and limited or irregular access to online journals and other resources may be factors that hold back students' progress, as well as the lack of scholarships, and the requirement to pay fees.

IMPROVEMENT

<u>Undergraduate</u>

The Department needs to reflect on the aims of the course and articulate its goals more clearly. It is aware of the importance of achieving a balance in its Curriculum between knowledge of facts and the acquisition of transferable skills. It is clear that the Department is taking steps in the right direction and will be able to effect significant improvements.

<u>Postgraduate</u>

Training in specific methodologies and research skills should be more visibly incorporated in the programme. A particular case is the need for students of Linguistics (but not only) to

receive training in statistical methods. Scholarships for postgraduate study are a desideratum of which the Department is aware.

B. Teaching

APPROACH:

Undergraduate
A wide variety of teaching methods is in use, such as traditional lectures in the Amphitheatre, exercises and essays, and group projects. The Department does not appear to offer any seminars as part of the teaching programme. The staff/student ratio is, on average, 1:50, which we would regard as unacceptably high, even though actual attendance rates are a moderating factor. For core courses the problem is even more severe. In many instances the teaching staff exceed the legal limit of 8 hours teaching per week. There is evidence of excellent student-teacher relations. Most members of teaching staff are regarded as accessible, supportive and flexible.
Teaching rooms are well equipped and ought to be adequate, provided that all teaching staff were willing to be equally flexible in arranging their timetables. The Amphitheatre accommodates 1,000 but is not always available, which can result in a need to reschedule classes. Library resources and access to online journals are a major problem, to which we shall return.
IT facilities and computing support services are excellent. The e-Class platform, which is now used by the vast majority of teaching staff, is first-rate.
A particular issue is the language attainments of students, in Ancient Greek and Latin, where the size of classes inhibits the effectiveness of the teaching.
A wide variety of assessment methods is in use, including continuous assessment and group projects, as well as written exams. Oral examinations are used where it is thought to be necessary. It would be helpful if assessment methods were indicated in the Student Guide.

Postgraduate
The only matter which may require comment is the three-person supervisory committee for PhD students (common to all Greek universities). In a relatively small department, it is inevitable that only the main supervisor will be an expert in the specific field. There is also the fact that supervisors may not always be accessible. However, there is no evidence that contact with appropriate supervisors is inadequate. In fact quite the opposite: students spoke of being inspired by their teachers, of regular contact and a highly supportive research environment. In some cases the opportunity to work on group projects which reach out to the local community was of particular benefit.

IMPLEMENTATION

Undergraduate
The existence of the e-Class facilitates the updating of teaching material. It is clear that some courses are greatly enriched by the ongoing research of academic staff; to give a few examples, Modern Greek literature and its social and political context, magic in relation to the papyri, literary theory, Latin poetry, Byzantine archaeology, and applied linguistics. It is more difficult to integrate recent research in the core courses, but in some cases they could perhaps be made more attractive, so as to encourage students to explore the subject for themselves. Certain gaps in the coverage of the curriculum were noted, for example, some major prose authors in Ancient Greek and, particularly, Latin (e.g. Livy, Cicero, Tacitus).
Participation in the Erasmus programme is the main vehicle for student and staff mobility. Some 35 agreements are in place, with 14 different countries. The figures are impressive:

Students: 85 movements out and 25 in; Staff 26 out and 21 in, in the period 2008-2013. The scheme is actively promoted and efficiently run, greatly enhancing the student experience. The up-take might be increased if further teaching were available in the appropriate languages. For incoming students, it may be worth investigating whether some preparatory teaching in Modern Greek could be provided, not necessarily by the Department.

Students complete teaching evaluation questionnaires. The response rate is reasonably high, but the questions could be more searching, with more scope for students to convey their views. The Department may wish to investigate the possibility of administering the questionnaires online. What is lacking is any feedback to students of the responses and any consequent action taken.

Postgraduate

Separate comment is not required. At this level there is a close relationship between teaching and research.

RESULTS

Undergraduate

In the absence of detailed figures, the general impression is that there is some variation in success rates and mark distribution between courses, and this should be further investigated. There are many reasons why students do not complete their degree in four years. There is no evidence (available to us) that the situation at the DUTh is different from other Greek universities. However, we would support steps to limit the maximum period (as is the case for postgraduate studies). The distribution of final degree grades is in line with expectations.

IMPROVEMENT

The Department has recently appointed four members of staff to be responsible for undergraduate studies, one for each year of the course. It remains to be seen how this will work in practice, but it is a welcome development. However, it falls some way short of a proper system of mentoring and pastoral care for individual students, which used to exist (the "advisor") but had to be abandoned because of the very significant increase in student numbers.

For postgraduate studies, the infrastructure problems are basically the same as those for research: library resources, funding for research travel and conferences etc. We would encourage postgraduate and doctoral students to establish a research seminar at which they can present their research in progress.

C. Research

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

APPROACH

As in nearly all Humanities departments, research is mostly carried out at the level of the individual researcher. Until recently, there has been little attempt to co-ordinate research activities, or even to compile information about ongoing research. Nevertheless the department now has aspirations to develop new co-operative research projects, as exemplified by the existing Thales and Dial-G projects, as well as to systematize and develop in a more formal context its support for individual researchers. The setting of internal standards for research assessment ought to be part of this process. There is a clear sense that research is a priority (despite the heavy demands of teaching and administration), and there is already a positive research environment. Almost all members of staff are research-active. In addition, the Department has organized an impressive number of international conferences on a variety of topics.

IMPLEMENTATION

Till now promotion of research has been carried out at an informal level. Some good research outcomes have been forthcoming, as detailed below, but support in the form of monitoring and advising on individual proposals to be submitted to external bodies for funding at both departmental and central Research Committee level remains to be implemented.

A further inhibiting factor is the lack of library facilities and, although this is alleviated to some extent by the existence of on-line materials, researchers often have to depend on their own personal contacts and initiatives to acquire essential materials.

A number of books by staff members have been published by reputable Greek and foreign publishers, as, for example, an important edition of historical sources on Byzantine history, an edition of Theodoros Prodromos, a book on eroticism in Greek poetry and a translation and commentary on Euripides' *Bacchae* and their papers have been accepted for publication in refereed journals in areas such as papyrology, Roman poetry and Greek linguistics and teaching methods. However, more effort is required to ensure that all publications reach the standard where they can be accepted by internationally recognised publishers. In particular, encouragement should be given to younger scholars to prepare their PhD theses for publication in book form.

Examples of excellent collaborative research projects are to be found in the department, such as the Thales project, which investigates strategies employed by Muslim Learners of Greek as well as those employed in the classroom by Greek teachers, and the Dial-G project which presents an online compilation of Greek dictionaries in a diachronic context, and the Herakleitos project on mapping Hellenistic poets.

RESULTS

The department's research objectives need to be clarified in the ways set out above before their efficacy can be measured. The current research output of the department is visible to the outside world on its web-site and the relatively frequent visits by members of staff through teaching exchanges to universities outside Greece serve to give further prominence to their international research profile. However, the lack of funding for research travel and

participation in international conferences is inhibiting the ability of staff to promote their research to a full extent. The in-house research journal *Rodopi* is a useful platform for disseminating departmental research, and plans to turn this into a refereed journal open to international contributors are to be encouraged.

IMPROVEMENT

The Department is considering the following options to put their research output on a firmer basis:

1. The setting up of regular internal research seminars where individual members can present their research and receive advice and support from colleagues. Such a seminar would facilitate the creation of joint research projects within the department and the sharing of experience on the availability of external research funding, and at the same time provide mentoring for younger colleagues.

2. The establishment of a catalogue of ongoing research within the department. This would facilitate awareness of the progress and needs of individual projects, and could be used to advertise the department's current research to the outside world.

3. The more effective involvement of the central administration in the preparation of research proposals for submission to funding bodies.

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

APPROACH

All the students we met insisted on the fact that services provided by the University and the department have improved significantly since the early days of the Department.

IMPLEMENTATION, RESULTS AND IMPROVEMENTS

University infrastructure and student services

Although all classes are taught in prefabricated buildings, the general impression is that classrooms are well kept, they are clean and they provide enough space. The amphitheatre, where the compulsory courses are taught, does not belong exclusively to the Philology department.

The computer cluster (18 in number) is open all day long and run by one of the three support staff (ETEP: Ειδικό Τεχνικό Εργαστηριακό Προσωπικό). It is particularly useful to students given that the halls of residence (εστίες) do not provide internet services.

The meeting room has excellent equipment (printers, projector, plasma screens, tele-conferencing, etc.).

Finally, the Linguistics Laboratory provides some very impressive resources (computerized Speech Laboratory, language tests, recorders for research use as well as a small library with linguistics books).

Secretariat

The University has a centralized electronic registration system for students. Nevertheless, only approximately 60% of the students are entered in the system, the online registration of the rest being currently in progress. The Department has well-kept physical files for all students, which means that students can quickly obtain the necessary documents for mobility (Erasmus) and accreditation (e.g. graduation).

Despite some organizational problems, the current secretarial staff have made considerable progress with entering the records of former students into the system. Teaching staff and students recognise that this is due, in significant measure, to the dedication and hard work of the two members of secretarial staff. We believe that the University should at least provide them with temporary support in order to complete the students' registration. When circumstances permit, the Department should be given a further permanent secretarial post to alleviate the very high workloads of the current staff.

Examination and final grades

Each module instructor submits grades on the site that the ETEP staff member has unlocked for this purpose; once all the grades are entered in the system he again locks access.

Library

The Department of Greek Philology has its own departmental library with 20,300 books and 135 titles of periodicals (6,100 volumes) covering different areas of study. It also has a small collection of rare books. Not all subject areas of the department are equally provided for: for

example, Byzantine and Modern Philology are under-represented compared with Ancient Greek. The Library also includes some personal book collections (such as the library of Professor Panayotis Moullas with more than 3,000 books, some of them rare). It provides a study area with 40 seats and 7 computers for use by readers and operates as a lending library for students and Faculty members with specific regulations. External members, e.g. secondary-school teachers from the region, can also borrow books or periodicals (more than 5,000 loans have been made to external members to date). It has long opening hours (8.00-20.00) from September to June.

The Library is equipped with up-to-date technology but books and periodicals are only partly (approx. half of the books) included in the online database. Online cataloguing is in progress. Books that are not yet included in the online database can be found through the old system (a card index).

The Library is staffed by two ETEP staff members, who also have other duties such as authorized photocopying for students (so that the book can remain in the library). They are often detached from the Library for invigilation during the exams period. One of the two ETEP members has a Philology degree, and thus often helps students in their bibliographical research for essays or other assignments.

Students and teaching staff admitted that the Library cannot adequately support their research activity: the Library had to cancel subscriptions to online journals because of severe cuts in its budget over the last few years. These gaps cannot be supplemented through an inter-library loan service, which exists in theory but is not working properly because of staff shortages throughout the Greek university system. They can only partly be filled by subscriptions to HEAL-Link (i.e. providing access to digital resources), given that it is often out of service and does not provide a full range of periodicals when it is in operation.

The EEC was very favourably impressed by the Department's website: it is clear and informative, and the fact that it is available in English as well as Greek is testimony to the international outlook of both department and university.

Bus service

A negative point (which cannot be addressed by the Department on its own) came to our attention concerning the bus service. Students complain about the quality and frequency of the service (theoretically every 30 or 45 minutes before 6 pm). The lack of a good bus service discourages students from making use of the available facilities (e.g. the library) and sometimes even prevents them from attending classes. Students living in the halls of residence cannot easily reach the centre of the town, where shops and other services are available. We believe that the University and the Municipality of Komotini must invest in the development of the bus network to and from the University Campus.

Security and Safety

Because of the cuts over the last few years, the University has had to reduce the overall budget but has tried to maintain funding allocated to buildings and security, which remain a priority for the Rector. Nevertheless, teaching staff and students underlined some serious security problems on the Campus, e.g. stray dogs, poorly lit roads. We believe that the University, in collaboration with the Municipality of Komotini, should aim to improve the everyday life of students and provide them with a secure environment.

Collaboration with social, cultural and production organizations
Most members of the Department accept many invitations to give talks and presentations on various topics to local organizations. The Linguistics laboratory organizes seminars for teachers of primary and secondary education in collaboration with the Advisors of Education all over Greece as well as the Social "Frontisterion" of Komotini in collaboration with the municipality of Komotini. The Social Frontisterion functions thanks to volunteers, and it offers free courses in Greek language and literature to children and adults of the region. This is particularly important in a region where standard Greek is not accessible to all the inhabitants and where many children come from multilingual environments, while the school language is standard Greek (except in some minority schools). A team of volunteers offers reading animations for schools of Rodopi, or in the public library of Komotini.

The creative writing activities provided for pupils (4 to 15 years old) help to familiarize them with literature and the written word in general.

There needs to be movement in the other direction: the University should encourage members of the community to access its activities on Campus. The objective must be to enhance the mutually beneficial relationships that already exist.

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.

The Department's ability to plan ahead is seriously limited, in view of the University's lack of autonomy. To take one example, undergraduate admissions have steadily increased from 125 in 2003-4 to 230 in 2012-13, without a corresponding increase in teaching staff. It is the Ministry of Education that decides on student admissions numbers, not the Department. At the same time the withdrawal of contract (Π.Δ. 407) and seconded (αποσπασμένοι) teaching staff has aggravated the problem. The adverse staff:student ratio can only have negative consequences for the learning experience of students. Given that more resources are not likely to be provided, the only remedy is a reduction in student numbers, at least in the short term.

There are encouraging signs that the Department is developing a vision for its future direction. In the short term this will require organizational changes, such as a review of the committee structure, including the abolition or merger of committees where necessary. The main objective must be to develop further the sense of community, in terms of collaborative teaching and research, staff-student relations, and outreach to the local community. These developments are taking place and should be encouraged.

As far as research is concerned, the Department is actively developing a more comprehensive research strategy, which should enable it to secure more research funding and enhance its research profile and outputs, nationally and internationally. But this will require collaboration with the central university authorities in the preparation of research proposals and perhaps "seed-corn" funding for promising initiatives.

Despite the current financial exigencies and uncertainties, the Department should not postpone its longer-term planning processes. For the time being, it must find ways of fulfilling its goals with reduced resources but it should continue to develop its vision for the medium and longer term.

F. Final Conclusions and recommendations of the EEC
For each particular matter, please distinguish between under- and post-graduate level, if necessary.

The Department of Greek Philology was created in 1993, admitted its first students in 1995-6 and became autonomous in 2008. The postgraduate studies programme was introduced in 2006-7 and the revised undergraduate programme has been taught since 2010. Despite its relative youth, the Department has earned respect and approval for its teaching and research and can bear comparison with older Philology departments at other Greek universities. It is noteworthy that students come to Komotini from all over Greece and, to a lesser extent, from abroad.

The Department is successfully fulfilling its mission in very difficult circumstances. There is clear evidence of a collaborative spirit among academic and non-academic members of staff and a readiness to adapt to changing circumstances, something which was not evident in the Internal Evaluation Report. Particular strengths of the Department include:

o   international quality of research in many areas

o   application of new technologies to teaching and research

o   well-functioning Erasmus links for staff and student mobility

o   increasing mutually beneficial contacts with the local community

o   openness to change in teaching practices, curriculum development and assessment methods.

The EEC wishes to make the following suggestions for consideration by the Department and the University as appropriate (not in any order of priority):

1. The Department should continue its efforts to coordinate research and develop a coherent strategy, and at an early stage it should consider setting up a research seminar and creating a database of departmental research in progress.

2. The central University authorities should provide support for the preparation of research proposals to be submitted to funding bodies.

3. It would be highly desirable for a source of funding to be identified to enable postgraduate and doctoral students to attend conferences and present their research at workshops and colloquia.

4. The provision of scholarships for postgraduate study would be a welcome development.

5. The authorities must understand that uncontrolled increase in undergraduate student numbers places an unacceptable strain on resources of all kinds.

6. The EEC does not think that the Department should increase the number of courses required for the undergraduate degree and would encourage the Department to consider whether a small reduction could be implemented without loss of depth.

7. It is to be hoped that the Department will be able to re-introduce the student advisory system or a comparable means of mentoring students individually.

8. The student questionnaire system should be improved to facilitate two-way communication on course delivery and evaluation.

9. The Department should aspire to create Linguistics pathways at both undergraduate and postgraduate levels, as exist at other universities, but this will undoubtedly require additional resources.

10. The Department is encouraged to reflect further on the transferable skills that its students need in order to be prepared for a wider range of roles in employment and in society, and to consider how they can be more effectively integrated in courses.

11. A solution needs to be found urgently to the issue of electronic resources (journals, TLG) that should be available through the Library. Good library provision is absolutely essential for research in the humanities, but also for teaching at all levels.

12. The Department and the University should ensure that the digitization of the library catalogue is completed as soon as possible. It may be necessary to reassign some duties currently undertaken by Library staff, such as invigilation of examinations.

13. Steps should be taken to alleviate the pressures on secretarial staff.

14. The Department and the University must work together with the local authorities to resolve issues of safety, security and transportation on campus.

15. The current name of the Department misrepresents the range of subjects taught. Consideration should be given to changing the name to "Department of Philology". We also note that the name of the School is inappropriate.

The Members of the Committee

Name and Surname   Signature

1. David Holton_____

2. Robert Maltby_____

3. Freiderikos Valetopoulos_____

4. Madeleine Voga_____