



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Α . Δ Ι . 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 PHILOLOGY

UNIVERSITY OF IOANNINA



European Union
European Social Fund



MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
M A N A G I N G A U T H O R I T Y

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External Evaluation Committee

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

1. Prof. Dr. Ulrich Moennig (Coordinator)

University of Hamburg (D), Department SLM II (= European and American Languages and Literatures)

2. Prof. Dr. Margalit Finkelberg

Tel Aviv University, Department of Classics (IS)

3. Prof. Dr. Vassa Kontouma

École Pratique des Hautes Études Paris (F)

4. Prof. Dr. Stavros Lazaris

Université de Strasbourg, Centre National de la Recherche Scientifique (F)

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

- Dates and brief account of the site visit.
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the Committee.
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the External Evaluation Committee.

The site visit started immediately after the arrival (Monday, 24/2/2014, 11:45) of the External Evaluation Committee of the Department of Philology (EEC/DPh) in the city of Ioannina, the installation of the members of the EEC/DPh in the hotel (from 12:00 through 14:00) and a briefing about the external evaluation procedure by Prof. Gerothanassis, member of the HQA (14:30 through 16:15), with a presentation of the University of Ioannina (UoI) by its Rector, Prof. Albanis and its Vice-Rector, Prof. Kapsalis (at the same time head of the Mo.Di.P = Quality Assurance Unit), both of whom willingly answered the questions of the two external evaluation committees attending (the other was the EEC of the Department of History and Archaeology [EEC/DHA] of the UoI) concerning the University, its fundings, the importance of funding via overheads, the importance of the UoI for the whole region (including neighbouring countries) and the position of the Faculty of Philosophy (to which both evaluated departments belong) within the whole of the university (16:30 through 17:30). The Rector also provided the members of the EEC/DPh with a written form of his presentation. The heads of the evaluated departments, Prof. Stavrakos and Prof. Alexakis, and the Dean of the Faculty of Philosophy (FPh), Prof. Liambi, attended the presentation by the Rector; they all contributed to the discussion following the presentation. Both the briefing by the member of HQA and the presentation by the Rector took place in the cultural center of the Moni Peristeras-Douroutis, which belongs to the UoI. The members of the EEC/DPh (as those of the EEC/DHA) were given the opportunity to see the impressive site of the cultural center. Then the two external evaluation committees were transported, within the campus, to the building which hosts the two evaluated departments, and were separated in order to meet the members of their respective departments (of Philology: DPh; of History and Archaeology: DHA). From 18:00 through 20:00 the first meeting of the EEC/DPh with teaching staff of the DPh took place. This meeting was attended by almost all members of the DPh plus the head of the Mo.Di.P; two colleagues were on leave. The Dean of the FPh was not present, given that she is a member of the DHA and attended, reasonably enough, the parallel meeting with the external evaluation committee of her department. The meeting started with a presentation of the DPh, delivered by its head. In the subsequent discussion, focus was a) on the general situation in Greece and Ioannina and its impact on higher education, and b) on the implementation of the students' evaluation at the UoI. The latter caused a discussion, in which the head of the ICE, Prof. Chouliara-Raiou, and the Vice-Rector and head of the Mo.Di.P, briefed the EEC/DPh about the process in the DPh and the UoI. The EEC/DPh was handed out, in electronic form, the results of the students' evaluations concerning the years 2009 through 2013. After this meeting the members of the EEC/DPh returned to their hotel and prepared themselves for an informal meeting with the Rector, the Vice-Rector and head of the Mo.Di.P, the Dean of the FPh, the head of the DPh (and the head of the DHA), plus the former head of the DPh, Prof. Gartziou (given that she was in charge in the period covered by the report of the ICE) and the members of the EEC/DHA. After this meeting the EEC/DPh had a meeting in order to compare their notes (and first results) of the day and prepare themselves for the one and a half day of the site visit

to follow.

Tuesday, 25/2/2014, started at 9:30 with a second meeting with the members of the DPh, which was continued, after a break from 14:30 through 15:30, until 16:15; it finished when the members of the DPh and those of the EEC/DPh jointly agreed that everything that needed to be said had been said. This very intensive meeting focused on: the undergraduate curriculum; the MA curriculum; doctoral studies; teaching methods; teaching formats (lectures vs. seminars); examination formats (written exams vs. student papers); the undergraduate handbooks composed by post-graduate students; research (policy and running projects); interaction between the post-graduate studies at both levels and the running projects; publications of the members of the DPh (an exhibition of recent publications was on display); the facilities provided by the DPh and its sections; the participation in exchange programmes, such as ERASMUS, and the interaction between the DPh and the local & regional communities. The meeting was immediately followed by survey of the laboratories. From 17:00 until 18:30 a meeting with students at all levels took place; the discussion focused on: crediting; foreign language learning; the curriculum; an encyclopedical curriculum vs. an eclectic one; the opportunities of research at the undergraduate level; digital humanities; teaching certificates; the lack of positions, especially in Linguistics; the annual students' conference. At 18:30 the EEC parted into two subgroups; Prof. Kontouma and Prof. Lazaris met the colleagues from the Section of Classics (CPh), Prof. Finkelberg and Prof. Moennig met the colleagues of the Section of Mediaeval and Modern Greek Philology (MNEPh) and of the Sections of Linguistics (L). Everybody was given the opportunity to talk about what, according to their perception, they wanted the EEC/DPh to know. In the subsequent meeting in the hotel, the members of the EEC/DPh agreed on that they had collected most of the relevant information needed to write their report.

Wednesday, 26/2/2014, started with a visit (of both the EEC/DHA and EEC/DPh) to the Center for the study of Hellenic Language and Culture (HeLaS) and its new facilities. Also present were: the Vice-Rector and head of the Mo.Di.P, Prof. Kapsalis; the Dean FPh, Prof. Liambi, and the heads of the DHA and DPh., Profs Stavrakos and Alexakis. The visit was followed by a survey of the Library and Information Center of the UoI, which was guided by the director of the unit, Georgios K. Zachos. After that, the EEC/DPh met the administration staff of the Department of Philology (while the EEC/DHA met the staff of the DHA). Then the coordinator of the EEC delivered a brief summary of the committee's basic conclusions to the head of the DPh. The end of the visit at the University campus was at 11:30.

The EEC had access to a wealth of information, in order to write this report:

1. Report of the ICE for the period 2010-11
2. Detailed statistic data for the years 2010-11 (Ετήσια απογραφική έκθεση ακαδημαϊκού έτους 2010-2011)
3. Regulations and programme of undergraduate studies for the years 2010-11
4. Regulations and programme of undergraduate studies 2013-14
5. Regulations and programme of post-graduate studies, with details about the seminaries taught in the academic years 2011-12 and 2012-13
6. Themes/topics of MA theses and doctoral theses (only Modern Greek Philology), which currently are in the process of being written
7. Statistic data of MA diplomas and doctoral degrees issued in the period from 2007 through 2013
8. Results of the students' evaluations concerning the years 2009 through 2013
9. List of funded research programmes, which were running in the period from 2008 until now, with details on funding
10. Details on current ERASMUS cooperations
11. Statistic data of incoming and outgoing students within the ERASMUS programme since 2007 (figures; countries of origins; countries of destination)
12. Details on cooperations between the UoI and the local and regional communities
13. Presentation of the UoI by the Rector (delivered both orally and in the form of electronical documents or hard-copies)

14. Presentation of the DPh by the head (delivered both orally and in the form of electronical documents or hard-copies)
15. Presentation of the Sections of Classical Philology, Mediaeval & Modern Greek and Linguistics (delivered orally and as electronical documents or hard-copies)
16. Presentation of the electronical depository Olympias
17. Homepage of the UoI and subpages
18. Homepage of e-courses-platform

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used

The sources and documentation used for the IER were not in all aspects appropriate (e.g. students' evaluations were not analysed); the EEC was provided by the DPh with a wealth of additional and highly appropriate material. Quality assurance at the UoI is coordinated by the Mo.Di.P; the latter could develop formats and templates, both for internal and external evaluation (common database?).

- Quality and completeness of evidence reviewed and provided

The evidence reviewed and provided was appropriate.

- To what extent have the objectives of the internal evaluation process been met by the Department?

The objectives of the internal evaluation process have been met by the DPh.

A. Curriculum

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

APPROACH

- What are the goals and objectives of the Curriculum? What is the plan for achieving them?

According to the mission statement of the DPh, adopted through its curriculum, it aims at a) providing the students with sound training in terms of scholarship and teaching ability, in order to prepare them for professional career; b) cultivating the acquaintance of students with all aspects of the spoken and written discourse, by studying classical (Greek and Latin), Byzantine and modern Greek thought and literature; c) contributing to the cultivation of independent scholarly thinking. In addition to its own programme of studies, the DPh also offers courses to large numbers of students from other departments of the University (namely the DHA, the Department of Philosophy, Education and Psychology, as well as to foreigners / expatriates who attend programmes at the Center for the Teaching of the Greek Language and Civilization 'Stavros Niarchos'.

- How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?

These objectives were decided, according to the IER, when the DPh was founded in 1984; they were published in the Greek Government Gazette (Ph.E.K.). They were set according to the standards of that time. Given that they were published in the Government Gazette, they were decided in cooperation with the Greek Ministry of Education and Religious Affairs.

- Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?

The curriculum is fully consistent with the objectives of the DPh. As became clear during the relevant meeting with the faculty, the DPh is explicitly conscious of the fact that by the time when the objectives were decided the preparation for a professional career was that for the secondary schools, higher education and cultural institutions, while in the meantime the preparation for a career in the private sector gained in importance. This is why the DPh offers opportunity for students to work, for a short time, in a real working environment (internship).

- How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?

The curriculum was decided by the DPh; students are members of the assembly. Other stakeholders, as a consequence of the legal conditions, were not involved into the formal process.

- Has the unit set a procedure for the revision of the curriculum?

The curriculum is subject to ongoing process of revision, for which the DPh established a committee (Επιτροπή σύνταξης Νέου Οδηγού Σπουδών). The committee consists of three members of the teaching staff. This committee will collaborate with similar committees from the other two departments of the Faculty of Philosophy (i.e., the Department of History and Archaeology and the Department of Philosophy, Education and Psychology), under the supervision of the Faculty Dean, with a view to homogenizing the various departmental curricula. Moreover, as a result of recent developments, the aforementioned Committee may be obliged to work in conjunction with the relevant Committees of the other DPh of the Greek Universities towards a more unified curriculum throughout the Schools of Philology of Greece. - In the context of the internship programme, the DPh took part in relevant conferences and organized a symposium in May 10, 2011 ('After the Degree: Philological Instruction and Employment Prospects').

IMPLEMENTATION

- How effectively is the Department's goal implemented by the curriculum?

The goal is effectively implemented, a fact that becomes obvious from the success of the DPh post-graduates in the examination process by the governmental Supreme Council for Civil Personnel Selection (ASEP). - The Ioannina University Internship Programme is funded by the NSRF 2007-2013 and is in operation since 1/7/2010. The DPh participates in the programme since 1/1/2013. The internship takes place periodically, three times during the

academic year: in autumn, spring and summer.

- How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?

A comparison of the undergraduate curriculum of the DPh with the respective curricula in Universities outside Greece (and Cyprus), at least as the Ancient, Byzantine and Modern Greek Philology is concerned, would not accurately reflect the universal standard, since in Greece these subjects are particularly cultivated as part of the country's legacy. It must be stressed that the DPh aims at over-fulfilling the international standards. On the other hand, the post-graduate curriculum can be compared to the relevant curricula in languages and literatures all over the world and is fully in keeping with the international standards.

- Is the structure of the curriculum rational and clearly articulated?

The structure of the undergraduate curriculum is clearly articulated according to the principle of comprehensive coverage of the subjects. The structure of the post-graduate curriculum is clearly articulated according to the principle of scholarly specialization.

- Is the curriculum coherent and functional?

Both the undergraduate and post-graduate curriculum is coherent and functional. A position in Historical Linguistics would enable the DPh to more closely link Classical Philology and Linguistics. The increasing lack of teaching staff, caused by the financial crisis, leads DPh members to rethinking of the rationale of the undergraduate curriculum in favour of the transition from a comprehensive curriculum to a more selective and specialized one. The EEC strongly welcomes this development. - During the internship, each student is supervised by an academic supervisor, a faculty member from the DPh, and a Supervisor of the Host Institution. The Internship lasts for two months; the students receive a wage and are also offered insurance, by the University of Ioannina, against the risk of accidents.

- Is the material for each course appropriate and the time offered sufficient?

The material for each course is appropriate. At the same time, the EEC came to the conclusion that the time offered, especially in the undergraduate curriculum, is not always sufficient.

- Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?

The DPh has the necessary resources and appropriately qualified and trained staff to implement both the undergraduate and post-graduate curriculum. Both from the IER and the meeting with the faculty, the EEC gained the information that the high number of students in classes may be counterproductive for the quality of teaching and may even be too high for the capacity of classrooms. Also, the goals of the Curriculum could be more efficiently fulfilled, if more teaching capacity were available.

RESULTS

- How well is the implementation achieving the Department's predefined goals and objectives?

The implementation is well achieving the DPh's predefined goals and objectives. It needs to be said, though, that not all members of the DPh would agree with this conclusion, for the lack of teaching staff threatens the principle according to which the undergraduate curriculum should cover all the possible subjects of discourse in the Greek language. During the period from 1/1/2013 up to 30/04/2014, 47 students of the DPh have participated or are participating in the programme and practice in publishing houses, the media, libraries, the General State Archives, cultural or research institutes, museums, private and public schools. The catalogue of Internship Bodies is impressive.

- If not, why is it so? How is this problem dealt with?

The problem is being dealt with by means of increasing selectivity in the undergraduate curriculum and the emphasis made on higher specialization, wherever the structure of the undergraduate curriculum allows for it. The specialization in Linguistics, which is clearly understaffed, is not offered in the running academic year. There are common efforts of all members of the DPh to leave the post-graduate curriculum untouched, in spite of decreasing numbers of the teaching staff. The EEC generally agrees with this policy.

- Does the Department understand why and how it achieved or failed to achieve these results?

Yes.

IMPROVEMENT

- Does the Department know how the Curriculum should be improved?

Both the faculty and the EEC agreed that the acquisition of additional teaching staff would allow for smaller courses, for seminars on the undergraduate level and for re-activation of the specialization in Linguistics. In Linguistics, the need of the acquisition of additional teaching staff (preferably in Historical Linguistics) is more clearly visible than in the two other sections. There was a general agreement that, due to the current financial situation in the country, the improvement should be achieved on the basis of the resources available. The DPh is conscious of the fact that the ongoing process of revision is the most efficient way to face the needs of the curriculum.

- Which improvements does the Department plan to introduce?

From the meeting with faculty members, the EEC gained the information that the DPh is currently revising the programme of undergraduates studies, together with the other two Departments of the FPh (through the relevant committees on curriculum). The aim at adapting the programme to the existing conditions and possibly reducing the course load, making it more flexible and varied, but still conforming with the new directive of the ministry, according to which the programme of studies of all schools under the same name (Faculty/School of Philosophy, Mathematics, etc) is the same up to 70% of its contents. There is also planning for wider involvement of post-graduate students in undergraduate teaching that will expand to subjects such as medieval and modern Greek language courses. The already teach the introductory classes in Classical Greek and Latin.

B. Teaching

APPROACH:

Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?

Please comment on :

- Teaching methods used
- Teaching staff/ student ratio
- Teacher/student collaboration
- Adequacy of means and resources
- Use of information technologies
- Examination system

Due to the lack in teaching staff, the undergraduate specialization in linguistics is not currently able to admit new students. The report of the undergraduate studies refers to the Classical Philology and Mediaeval and Modern Greek Philology sections only. For the Linguistics Section, see the report of the post-graduate studies.

The faculty consistently applies the well-established international methods of training students in reading and interpreting texts in ancient, mediaeval and modern Greek, as well as in Latin language. New technologies for teaching and communicating with the students are also applied when feasible. This leads to the acquisition of necessary expertise and, eventually, to the professional competence required. In addition, the DPh is currently experimenting with alternative methods of teaching, such as video lectures, planning to apply them more broadly in the near future. The programme's main resource is the devoted and competent faculty and staff whose members, despite the highly adverse conditions, are determined to offer education of high quality. The students have at their disposal a rich study library which adequately answers their needs (see also under Research).

IMPLEMENTATION

Please comment on:

- Quality of teaching procedures
- Quality and adequacy of teaching materials and resources.
- Quality of course material. Is it brought up to date?
- Linking of research with teaching
- Mobility of academic staff and students
- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

The DPh is seriously understaffed, and the available faculty is not sufficient for interactive training in languages or for offering undergraduate seminars in Classical, Byzantine and Modern Greek Philology. The ratio of students and teachers is 86 to 1. As a result, a frontal lecture is the customary learning method. The students graduate – and some of them continue to post-graduate studies – without having written a single essay or having worked with bibliographical sources. The faculty is acutely aware of the problem, but due to the factors that are beyond their control they are not in the position of mending it. Teaching is facilitated by the tools provided by the Classical Studies, Mediaeval and Modern Greek laboratories (see further under Research); by the ample support of most courses with educational material, such as suitable handbooks distributed free of charge, including those specially prepared by the DPh's post-graduate students, additional course material, extensive bibliographical guides, and further relevant assistance. Academic advising is also available. The factor of mobility is clearly articulated, which may be exemplified by the fact that 41 DPh's students have enrolled in the ERASMUS programme from 2007 through 2013. From 2007 through 2014 there were 61 incoming students.

RESULTS

Please comment on:

- Efficacy of teaching.
- Discrepancies in the success/failure percentage between courses and how they are justified.
- Differences between students in (a) the time to graduation, and (b) final degree grades.
- Whether the Department understands the reasons of such positive or negative results?

The members of the faculty do their best to bridge the gaps in academic training created by the insufficient numbers of teaching staff. The students interviewed by the EEC expressed their satisfaction with their respective programmes of study as well as their appreciation of the professional training and education that they receive. Starting with the academic year 2011-12, the questionnaires of evaluation are being regularly distributed among the students. The materials provided by the department testify that the average of the students' evaluation is 4.0-4.1 for the teachers and 3.8 for the courses of the department.

IMPROVEMENT

- Does the Department propose methods and ways for improvement?
- What initiatives does it take in this direction?

The EEC recommends to further develop the employment of the DPh's post-graduate students for training and tutoring of small groups of undergraduates. The main purpose of such employment should be the training in languages and in writing assignments which are not seminar papers.

Post-graduate studies

The DPh succeeds not only in stimulating its best students to continue with their studies but also in attracting students from other universities to enrol in the programme. The faculty does its best to offer a comprehensive post-graduate training that answers the international standards. By means of research seminars and regular meetings with the post-graduate students the members of the faculty manage to compensate for the deficiencies inbuilt in the undergraduate programme and to raise a new generation of qualified philologists.

The Linguistics Section's faculty succeeds admirably in sustaining a thriving MA programme. The new students arrive either from other departments or from other sections of the Department of Philology. Those of them who have no previous background in linguistics take special preparatory courses designed to help them to adjust themselves to the programme. The students we met were highly motivated and enthusiastic about the programme.

C. Research

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

APPROACH

- What is the Department's policy and main objective in research?

While the requirements at the undergraduate level are the quality and exhaustiveness of learning, the elaborate research is possible, considered and partly performed at the level of post-graduate studies. In order to obtain the MA degree, the students have to present a Master's thesis, which is directed by a DPh Professor and which is publicly defended in front of three Professors of the DPh or of the FPh. For PhD, the students work under the direction of one Professor, but they are also followed by an advisory committee consisting of three Professors. The doctoral dissertation is publicly defended and evaluated by seven Professors, some of whom come from other national or foreign universities. In this context, a high-level fundamental research is encouraged. It aims for publication in specialized periodicals and collections, both national and international. It has to be underlined that, once the corrections required have been integrated, all the PhD dissertations of the Department are available on the open access digital site of the National Documentation Centre of Greece (EKT). According to a list provided by the DPh, in the period between 2008 and 2013, 84 MA theses were successfully defended by students of the DPh, in all its three Sections. In the period between 2007 and 2013, fourteen doctoral dissertations were successfully defended.

Since its establishment, the DPh has its own annual periodical, the Επιστημονική Επετηρίδα του Τμήματος Φιλολογίας « Δωδώνη ». The editorial committee is presided by a Professor of the DPh. In the first place, the periodical publishes papers of the members of the DPh. It also publishes the proceedings of the Annual Congress of Classical Philology organised by the DPh. Currently, all the materials are published without peer review but with the approval of the editorial board. Yet, starting with the next issue (2014-2015), the editorial board plans to introduce the peer-review procedure. The last issue of the periodical was issued in 2013.

Despite an extremely heavy teaching load, Professors of the DPh are engaged in research, either individually or collaboratively. There is a number of research programmes, both international and national (Θαλής, Ηράκλειτος) in which Professors of the DPh are involved in accordance with their specialization. It has to be emphasized that some of these programmes were initiated by members of the DPh. Simultaneously, Professors conduct personal research in their own fields. Due to the specific character of the DPh, a central emphasis is made on text criticism, history of text, linguistics, comparative literature. Much work is also done on following subjects: papyrology, Greek palaeography, codicology, interpretations of ancient sources, especially from the point of view of the history of religions. Interdisciplinary approaches (e.g. classics and theoretical linguistics) also complement the research profile of several of the DPh's members.

In order to facilitate individual research and exchange, the DPh encourages research travels of its members and regularly invites Greek and foreign specialists to give lectures. Through offering guest lectures upon invitation, staff members have had extensive contact with a number of universities in Europe (Germany, Austria, The Netherlands, Switzerland, Spain, France), in Brazil (Sao Paulo), Chile (Santiago), Japan (Tokyo), USA (Indianapolis, Atlanta). In addition, in 2012 a member of the DPh's staff became an unsalaried Adjunct Professor at the University of Braunschweig.

- Has the Department set internal standards for assessing research?

Post-graduate students. The rules for obtaining the MA and the PhD degree have already been exposed. In order to admit students to post-graduate studies, the DPh has laid down very strict rules. Students who have graduated with 8,5/10 (in Greek Philology departments) can apply without exam. All others have to pass an exam, which consists of a language test and an examination relating to philological subjects (written exam + oral interview). The admission to the doctoral studies also follows strict rules: the MA degree, a very good knowledge of two foreign languages, the presentation of a research project, scientific publications.

It has to be emphasized that each Professor of the DPh can serve as the advisor of no more than five PhD dissertations. This is a guarantee that the doctoral students will be trained in accordance with high scholarly standards. The DPh has also a non-permanent Ethical

Committee which is concerned with the integrity of PhD research. In case that a student presents results which are proved to have been obtained by irregular means, he/she is expelled from the DPh.

IMPLEMENTATION

- How does the Department promote and support research?

- Laboratories. The DPh has at its disposal four laboratories. The Laboratory of Classical Philology, which keeps a collection of more than 300 microfilms of manuscripts of Classical Greek texts; the Laboratory of Ancient Greek and Latin Language; the Laboratory of Mediaeval Greek Philology; the Laboratory of Modern Greek Philology, which keeps the personal archives of the Greek poet Georgios Kotzioulas; the Laboratory of Linguistics. Post-graduate students and Professors of the DPh can work in the rooms of each of these laboratories in order to pursue their research.

- Collaborations with other institutions for the elaboration of specific programmes. The DPh collaborates with a number of regional, national or international institutions, both public and private: Metropolis of Ioannina, Library Zosimaia, Society for Epirotical Studies, Archaeological Museum of Ioannina (Exhibition and Catalogue of the most precious manuscripts of the region of Ioannina), National Bank of Greece Cultural Foundation (MIET); Greek State, in the context of national programmes like *Θαλής* and *Ηράκλειτος* or the Catalogue of Translations of Modern Greek Literature; Foreign institutions, like Dumbarton Oaks Center for Byzantine Studies (Washington, DC) for the edition of Byzantine Texts (*Dumbarton Oaks Medieval Library*), the Association «Kernos» for the Study of religious practices in Ancient Greece (the DPh will host the conference of Kernos in 2015), the Washington University (Teaching programme of Greek Language and Civilization, 2009-2010).

- Digital Humanities: From the academic year 2014-2015, students will take benefit of a new seminary on Digital Humanities. The equipment has already been installed.

- Quality and adequacy of research infrastructure and support

- Research material. In the area of philological studies, the main research infrastructures are written materials, unpublished sources and books (only the applied linguistics pursues additional field research). The Central Library of the UoI will be mentioned in the following section. However, it should be emphasized that the DPh has transferred its rich collection of books and periodicals to the Central Library. The collection includes some rare and precious editions from the 16th-18th centuries and the complete set of Greek printed periodicals. Unfortunately, following a decision that concerns all Greek universities, the access to digital resources is blocked. As far as Greek philologists are concerned, the impossibility to have access to the digital database of *Thesaurus Linguae Graecae (TLG)* is not acceptable. It has to be added that due to efforts of Greek philologists, many materials related to their domain are available on Internet. This situation can make the lack of other materials affordable, but it should only be a temporary solution.

- Equipment of Laboratories and Shared Equipment. The Laboratories of the DPh have a good equipment which answers international criteria. The Laboratory of Classical Philology owns a microfilm reader and a microfilm scanner. Only the Laboratory of Byzantine Philology seems to be under-equipped (only one computer). The DPh owns a scanner of ancient books and manuscripts, which is in an excellent condition. There is one seminary classroom with digital interactive blackboard and another seminary classroom which will be assigned to Digital Humanities courses. The latter was installed in 2013. It has a computer for each student attending the course and a digital interactive blackboard.

- Scientific publications. In addition to the journal *Dodoni*, which is edited by its director and the heads of the three sections of the FPh, numerous publications of different kind are provided by the members of the DPh. They concern: critical editions of ancient Greek and Latin texts, in international or national series; translations of ancient texts into Modern Greek (in coll. with the editor Kanakis, Athens); catalogues of mediaeval and early modern manuscripts; bibliographical studies, especially in the field of Modern Greek; interpretation of ancient texts, both Greek and Latin, especially in the fields of poetry, philosophy and religion; very specialized domains, such as papyrology (Classical Philology), morphology (Linguistics), Hagiography (Byzantine Philology). A significant part of this work is published in foreign publishing houses (e.g. CUP, OUP, Georg Olms Verlag, Zetemata-Beck Verlag, DeGruyter, Brill, Willey-Blackwell, Kernos), thus accounting for an excellent international visibility. Particular mention should be made of *Realia Byzantina*, Berlin (De Gruyter) 2009.

- Research projects. The DPh has established a policy in which the preference is given to international or national research projects, rather than to departmental projects. The main aim of this choice is to contribute to the implementation of a strong network in the field of Philological Studies, which will promote this field in Greece and abroad. The DPh has a long record of medium and large scale projects, e.g. Έλεγχος, καταγραφή, ταξινόμηση και αξιολόγηση της μεταφρασμένης νεοελληνικής λογοτεχνίας σε άλλες γλώσσες. ΚΕΓ.ΥΠΠΟ 1998-2011. An example for a running departmental project, carried out in the Laboratory of Linguistics, concerns the recognition of feminine and masculine endings in dialectal (epirotic) vocabulary.

RESULTS

- How successfully were the Department's research objectives implemented?

In 2007-2013, the members of the DPh published 50 monographs and 79 articles in peer-reviewed periodicals, many of which correspond to the research introduced by the DPh's scientific programmes. Among them, some are translations of ancient texts addressing the wide public. Members of the department regularly organize conferences, such as the Annual Congress of Classical Philology or the International Symposium 'History-Discourse-Image (13th through 15th century)'; lectures are being given by Greek and foreign specialists; the DPh's members themselves are also being invited to teach or to give lectures in Greek and European Universities. Simultaneously, the DPh highly recommends to the faculty to implement their research through digital means. The members of the faculty widely use the free access digital depository «Olympias», but also other academic social media, such as academia.edu.

- Visibility. The DPh has an excellent national and international visibility, particularly in the USA, Great Britain, Germany, France and in countries of the Balkan Peninsula (e.g., the number of Albanian students is significantly increasing). The publications of its members in national and international collections contribute to this specific visibility. However, the DPh feels the need to improve its visibility, especially through the Internet presentation given by the website of the UoI. For instance, the publication of a list of the Professors' publications on the DPh's website is planned for the next year. Another important improvement is the course of video teaching presently prepared by the DPh. Beginning with 2015 these videos will be freely accessible on the Internet. Their aim is to support the learning of students of the University, but it is obvious that such video courses will also increase the visibility of the specific research pursued in the DPh.

IMPROVEMENT

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

The DPh wishes to reinforce its relations with the Balkan area, with which it is directly concerned due to its geographical situation. It also plans to make special emphasis on Digital Humanities.

D. All Other Services

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

APPROACH

- How does the Department view the various services provided to the members of the academic community (teaching staff, students).
- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?
- Does the Department have a policy to increase student presence on Campus?

The Department appears to be well organized. Secretarial staff is very competent, efficient and helpful, providing support to new students. To simplify the administrative procedures, most of them are carried out electronically. The cooperation between the members of the administrative staff as well as between the administrative staff and the members of faculty is excellent. However, the DPh's secretarial services are not adequate to satisfy the needs of the faculty and the students, although the recent employment of a new secretary may well significantly improve the situation. There is sufficient office space for the permanent faculty members and two spacious offices have been allotted to the subsidiary teaching staff of all the DPh's divisions..

IMPLEMENTATION

- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).
- Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).

The DPh has established several committees consisting of members of its teaching and research staff with a view to assisting the DPh's administration, as, for example, the committee for student's matters, the curriculum and the ECTS committee, the Erasmus committee, etc.

The book collections of the DPh are now kept at the University Library. They constitute the main research and study resource for the students and faculty. According to the IER, the University Library has serious lacunae in the field of the new publications (print and/or electronic). Subscriptions to the printed journals have not been paid since 2011/12 and the electronic link to bibliographic data bases (e.g. JStore) has been discontinued since 2013 because the Ministry of Education delayed payment of the annual subscription. Nevertheless, according to the Vice-Rector, the problem is not as acute as the IER claims. Moreover, the Director of the Library put the stress on the richness of the collections and the continuous effort to update the stock and Internet resources. The Library provides an aesthetically pleasant environment for reading and reflection and there are enough terminals in the reading rooms.

RESULTS

- Are administrative and other services adequate and functional?
- How does the Department view the particular results?

The e-courses platform (<http://ecourse.uoi.gr/course/index.php?categoryid=3>) provides a number of documents related to the courses. The EEC recommends to develop the services provided including more emphasis on e-class / e-learning to aid teaching. The Department web site (<http://philology.uoi.gr>) provides useful information (ERASMUS, the study programme, etc.). The Department is aware of the limitations in terms of services provided to the students and staff, but is doing its best, given the current restrictions, with continuous efforts to improve the infrastructure and facilities.

IMPROVEMENTS

- Has the Department identified ways and methods to improve the services provided?
- Initiatives undertaken in this direction.

Good services and pleasant environment (without activist propaganda flyers) distinguish the student cafeteria and recreation areas. The other services provided (e.g. free Internet access, digital book collections) are similar to the international standards and seem adequate and functional. Moreover, public transportation to and from the campus seems to be very good.

One of the positive results of this is that many students spend most of the day on campus.

Collaboration with social, cultural and production organizations

- Please, comment on quality, originality and significance of the Department's initiatives.

Members of the Department's teaching and research staff also serve as academic advisors of the SSF, the DOATAP, and of Institutions as the Latsis Fondation. They also participate in editorial boards of journals, evaluate research projects, etc.

The DPh works closely with all the major public and private institutions of Ioannina and Epirus in general. Moreover, the Department collaborates with other universities in Greece and EU, as well as with credible and esteemed research institutions at both national and international level. The Center for the study of Hellenic Language and Culture (HeLaS) collaborates with the DPh in order to facilitate the integration of students from abroad who wish to study in Ioannina.

The IER lacks a plan to explain the outreach activities of the DPh (no information on their type and planning is provided) but, as the members of the DPh explained, there exists an excellent cooperation with various cultural, scientific, educational and other local organizations. The members of the DPh organize various events, including public lectures in collaboration with the bookshops of Ioannina. Moreover, the DPh plays an important role in the social life of the city of Ioannina (e.g. organization of exhibitions; collaboration with the Archaeological Museum of Ioannina, the Zosimaia Library, etc.). The DPh intends to further develop strong social and cultural activities in cooperation with various local and regional institutions.

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.

Please, comment on the Department's:

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.
- Short-, medium- and long-term goals.
- Plan and actions for improvement by the Department/Academic Unit
- Long-term actions proposed by the Department.

The EEC identified several problems, common to all Greek universities: the excessive number of students admitted to undergraduate studies; lack of funding and fellowships; insufficient number of teaching assistantships; absence of transparent criteria for the distribution of funds from the university administration to the departments.

Recommendations:

- The Ministry should introduce merit-based and excellence-based ranking systems for the universities and the departments.
- The Ministry should introduce transparent criteria, based on documented departmental excellence, for the distribution of funds at the institutional and state level.
- In order to improve the ratio between students and teachers the Ministry of Education and Religious Affairs should follow the recommendations of the DPh concerning the number of admissions each year.
- The University and/or the Ministry should assure a stable and continuous access to electronic journals and resources for the students and faculty, especially an access to TLG database (see under Research).
- The IT support and maintenance are currently lacking and should be urgently restored.
- Software could be purchased and installed in order to enable the administrative staff to do the work more efficiently, e.g. in automatically issuing study certificates which by now are issued on request, manually.
- The DPh needs teaching assistants/tutors at the MA and PhD level for training the undergraduate students.
- The DPh should monitor the future career of their post-graduates and keep an updated list of Alumni.

F. Final Conclusions and recommendations of the EEC

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

Conclusions and recommendations of the EEC on:

- the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement

The EEC came to the conclusion that the problems which the DPh faces are due to the general crisis in Greece. However, the DPh is doing a solid work in enhancing the efficiency of the existing capacities. The EEC recommends that the DPh should approach the crisis as a challenge and prepare itself for future growth as soon as the crisis is over. The EEC welcomes the policy of individual international cooperation, given that this policy creates a potential for access to competitive research funds. Generally, it is very difficult for Departments of Philology all over the world to submit large-scale research proposals. This is not valid at the same extent for Linguistics. This is one of the reasons why the EEC recommends to enlarge the capacities in Linguistics. The readiness for applying for competitive research funds could be a criterion for the selection of new staff members. The DPh also has a number of specialists in Greek papyri and manuscripts, another field which allows for research proposals at a larger scale. The EEC also recommends to increase the number of ECTS credited to the undergraduates for each single lesson and to encourage undergraduates' research. The DPh's post-graduate students could assist the members of the teaching staff to fulfil this purpose. Given that specialization is an issue of the fourth year of studies, the DPh could even consider the possibility of opening MA seminars to qualified undergraduates. The EEC also recommends that the DPh further encourage students to take the opportunities created by the ERASMUS network, which is very well implemented. The EEC would finally recommend that the DPh rethink the policy of recognition of courses attended by the outgoing students at the partner universities.

- the Department's readiness and capability to change/improve

The DPh is already in the process of rethinking its policy of the curriculum. This is the most efficient way to create solutions to problems primarily arising in teaching (the number of students in the class, the number of students who do not finish in the foreseen four years of study), and it does not create expenses. The fact that everybody in the DPh agrees (as the EEC does) that Linguistics is in an urgent need for an additional staff indicates that there is a vision for a both collaborative and competitive DPh, as soon as there is access to appropriate funding.

- the Department's quality assurance

The DPh has a number of committees, which are relevant to quality assurance (crediting; ERASMUS, including issues of recognition) and has a clear anti-plagiarism policy.

The Members of the Committee

Name and Surname	Signature
1. Prof. Dr. Ulrich Moennig	
2. Prof. Dr. Margalit Finkelberg	
3. Prof. Dr. Vassa Kontouma	
4. Prof. Dr. Stavros Lazaris	