



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

HELLENIC REPUBLIC

Α.ΔΙ.Π.

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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

Department of History and Archaeology

University of Ioannina



European Union
European Social Fund



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

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TABLE OF CONTENTS

The External Evaluation Committee

Introduction

I. The External Evaluation Procedure

- Brief account of documents examined, of the Site Visit, meetings and facilities visited.

II. The Internal Evaluation Procedure

- Comments on the quality and completeness of the documentation provided and on the overall acceptance of and participation in the Quality Assurance procedures by the Department .

A. Curriculum

APPROACH

- Goals and objectives of the Curriculum, structure and content, intended learning outcomes.

IMPLEMENTATION

- Rationality, functionality, effectiveness of the Curriculum.

RESULTS

- Maximizing success and dealing with potential inhibiting factors.

IMPROVEMENT

- Planned improvements.

B. Teaching

APPROACH:

- Pedagogic policy and methodology, means and resources.

IMPLEMENTATION

- Quality and evaluation of teaching procedures, teaching materials and resources, mobility.

RESULTS

- Efficacy of teaching, understanding of positive or negative results.

IMPROVEMENT

- Proposed methods for improvement.

C. Research

APPROACH

- Research policy and main objectives.

IMPLEMENTATION

- Research promotion and assessment, quality of support and infrastructure.

RESULTS

- Research projects and collaborations, scientific publications and applied results.

IMPROVEMENT

- Proposed initiatives aiming at improvement.

D. All Other Services

APPROACH

- Quality and effectiveness of services provided by the Department.

IMPLEMENTATION

- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).

RESULTS

- Adequateness and functionality of administrative and other services.

IMPROVEMENTS

- Proposed initiatives aiming at improvement.

Collaboration with social, cultural and production organizations***E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors***

- Short-, medium- and long-term goals and plans of action proposed by the Department.

F. Final Conclusions and recommendations of the EEC on:

- The development and present situation of the Department, good practices and weaknesses identified through the External Evaluation process, recommendations for improvement.

External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of History and Archaeology 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. **Professor Maria Koundoura (Coordinator)**
(Title) (Name and Surname)

Emerson College, Boston, USA
(Institution of origin)

2. **Professor Andreas Kuelzer**
(Title) (Name and Surname)

Austrian Academy of Sciences, Institute of Medieval Research, Austria
(Institution of origin)

3. **Dozent Dr Andreas Rhoby**
(Title) (Name and Surname)

Austrian Academy of Sciences, Institute of Medieval Research, Austria
(Institution of origin)

4. **Professor Agapi Filini**
(Title) (Name and Surname)

El Colegio de Michoacan, Mexico
(Institution of origin)

Introduction

The Committee visited the site from Monday February 24, 2014 to Wednesday February 26, 2014. The Committee met with the Chair of the Department of History and Archaeology, the Dean of the School of Philosophy, the Vice-Rector, and the Rector, and, initially, with the representative of the HQA.

The Committee was given a brief tour of the St George Church and Conference Centre, where the initial meetings with the HQA representative, the Rector, the Vice-Rector, the Dean, and the Chair of the Department were held.

The Committee received, in early February 2014, the Department's Internal Evaluation Reports of 2006-2010 and 2011-2012. The 2011-2012 Internal Evaluation Report contained appendices that included: sample student evaluations, the Department's co-operations with Erasmus, ECTS Report, departmental Undergraduate, Postgraduate, and Doctoral degree program descriptions, the Interdepartmental Postgraduate program, the Interdisciplinary Postgraduate program, data on faculty numbers and ranks, faculty CVs, the administrative structure of the Department, and undergraduate, postgraduate, and doctoral student numbers. The Committee received further data on arrival in Ioannina: updated publication lists, samples from recent classes and exams, and a paper copy of most of the power point presentations of Tuesday February 25th, 2014. The Committee also received paper copies of the current Undergraduate Catalogue.

During its site visit the Committee had the chance to interview most of the faculty, a group of students, and the administrative staff. The Committee also visited the following campus sites: classrooms, area study rooms, faculty offices, the Department's Folklore Museum, the Print and Technology Museum, and the archaeology laboratory. It also visited the Centre for the Study of Hellenic Language and Culture, housed at the International Centre "Stavros Niarchos," and the Main Library of the campus (the largest in the Balkans), in particular some of its archival collections relevant to the Department's fields, as well as some student work rooms.

The Department of History and Archaeology Internal Evaluation Reports of 2006-2010 and 2011-2012 were thorough and appropriate documentations of its academic programs and their student evaluation, collaboration programs, its administrative structure, faculty achievements, and staff profiles.

As all Internal Evaluation Reports are an opportunity for a department, a program, or a school to take stock of all that is at work in their programs and processes, so was the case with that of the Department of History and Archaeology at the University of Ioannina. At a foundational level, the Department has met the objectives and requirements of all such internal reports. The Committee would add that indeed, the Department's effort has been exemplary.

A. Curriculum

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

APPROACH

Undergraduate Program:

From the Internal Evaluation Report, the presentation of the Curriculum Committee, and the presentations of the specific area heads at the site visit, it is clear to the Committee that the objective of the undergraduate curriculum is to offer a general education that will lead to comprehensive knowledge in the fields of history and archaeology. This general education is the means of choice of track—History, Archaeology, Folklore (Λαογραφία)—within the Department and the acquiring of the more specialized knowledge that each track entails. These curricular foundations, as well as the internships, fieldwork, workshops, and laboratories that are an integral part of the curriculum, are designed not only for their academic merit but also for the students' job placement.

The curriculum and its objectives are decided through the following process: faculty, according to their specialty and also responding to student requests, submit course proposals to their tracks' Curriculum Committee which evaluates them and submits them to the Undergraduate Catalogue Committee. The Catalogue Committee presents them to the Department as a whole, where they are approved under the supervision of the Chair, after which the Catalogue Committee includes them in the Undergraduate Catalogue. The curriculum that the External Evaluation Committee was familiarized with was the result of recent revisions, among the most substantive since the previous major changes a decade earlier. With these revisions, and the curricular review and approval process described above, the means are in place for an ongoing curricular revision process.

It is clear to the Committee that the Department has adjusted to the ongoing changes in Greek society and the ever-changing conditions of the job market, by calibrating the design of its curriculum to meet not only academic standards but also job market needs. Anecdotal accounts by faculty and the career interests expressed by students during their meeting with the Committee indicate a shift in the career placement of the Department's graduates. Whereas historically job placement of graduates was primarily in the fields of secondary education and archaeology (field work and administrative), more recently, graduates from the Department are also working in the areas of museum studies, the tourist industry (tour guides), and arts administration.

Postgraduate (Master's) Program:

The Postgraduate Program follows the same procedures as the Undergraduate Program in deciding the curriculum, only that the prospective or revised postgraduate classes are presented to the Postgraduate Director who then presents it to the Department as a whole. Its goals are similar to those of the Undergraduate Program.

Doctoral Program:

Candidates for this program usually come from the pool of graduates in the Postgraduate program. The approach of the Doctoral program is a standard European one with its emphasis on an individually written, publishable, dissertation written under the supervision of a faculty member who is a specialist in the field.

IMPLEMENTATION

Undergraduate Program:

The Department's goal of offering a comprehensive knowledge of the fields of history and archaeology is effective, following universally accepted standards for the specific areas of study it offers. Its e-courses, in particular, and its extensive and successful internship program are effective tools in engaging the students, training them in information literacy, and fulfilling the academic goals of its curriculum and student job placement needs. In a national tertiary education system, the Department's curriculum is coherent and functional. In an international frame, Greek history and archaeology are not part of a unified narrative and are taught separately. The material of the classes that the Committee has examined and the eight teaching hours per week per class (2 three hour classes and 1 one hour tutorial) are standard for European universities. The qualified faculty of the Department can be supported by necessary new hires for the better implementation of the curriculum. The Department can also be enriched by the possibility of collaboration with the University's Archaeometry Center and the Magnetic Measurements Unit for the better implementation of the curriculum.

Postgraduate (Master's) Program:

There is a departmental Postgraduate Program since 2004, an Interdisciplinary Postgraduate program, and an Interdepartmental one. All require an entrance exam, which also includes an oral presentation and foreign language skills. Curricularly, they are comprised of four seminars, archival and excavation work (depending on student financial situation), and a thesis, which also includes an oral defence to the three written thesis examiners. Seminar attendance is mandatory, the material for the postgraduate courses is appropriate, it prepares students for the writing of their thesis, and also gives a specialized knowledge of their field.

Doctoral Program:

The Doctoral Program is a traditional dissertation only one. Its candidates offer a topic to a supervisor who, if they agree to work with them, presents the topic to the Postgraduate Committee for approval. The writing of the dissertation's regular duration is 3 years and maximum of 6 years, which is an appropriate time frame.

RESULTS

The Department achieves its predefined goals. The Committee notes with interest the design

and adoption of e-classes as part of the curriculum, which places the Department at the forefront, both nationally and internationally, in its use of information literacy as a core element of its educational goal delivery. In addition, its strong internship program and its community, local, national, and international links, further deliver the predefined goals of the Department. The Department has a clear vision of its limitations (finances, staffing, overcrowded student population, lack of teaching spaces, lack of scholarships). The Department also has a clear vision on how to address them: its current programmatic design is a reflection of this, as is its flexibility and its desire to address these limitations in the future.

IMPROVEMENT

The Department is aware of the necessary curricular improvements that will prepare it to face future challenges. For example, already planned and ready to implement in 2015 is a school-wide Postgraduate Program, the strengthening of the undergraduate and postgraduate language competence, and the further development of the e-learning project.

The Committee applauds the Department's current curricular initiatives and its plans for future improvement and offers its own suggestions:

- Augment the currently dispersed throughout the curriculum methodologies instruction with an introductory core methods class for each area, which will function as a foundational tool for the methodology work already done in the electives
- Supplement the curriculum by incorporating school wide cross listing of courses
- Promote inter-departmental and inter-school collaborations such as with the Archaeometry Center, the Magnetic Measurements Unit, for example
- Offer mandatory seminar classes in the first year of the Doctoral program
- Make further use of the existing curricular and programmatic offerings, and local and regional collaborations, by developing and offering new concentrations or tracks such as Balkan Studies, Culture Heritage, and Museography programs, for example
- The Committee agrees with the wishes expressed by the faculty and the students present at the site visit to make introductory undergraduate classes also mandatory

B. Teaching

APPROACH

Undergraduate classes are five days a week in three-hour increments. They are comprised of narrower course offerings in the early, foundational, years, and a more wide range as the specialization/tracks of students occur in the last two years of study. The teaching methods include: primarily internal and occasional external lecturers for the lecture classes. Seminars, workshops, monthly scientific excursions, internships, and university, regional, and international summer schools are also among the teaching methods. At the undergraduate level, every class has exams, as well as research projects and essays. At the postgraduate level, the entrance exam is judged blindly, i.e. the student name is unknown to the examiner, and the thesis is orally defended to a three-person committee. At the doctoral level, the candidate defends their dissertation to a seven-person committee. The student/teacher ratio is prohibitively high: officially, approximately 300 incoming students to 35 faculty but, due to student yearly carryover, the actual ratio is 700 to 35. Teacher workload is thus negatively affected, especially as there are no teaching assistants. Teacher student collaboration is thus de facto limited, and is determined by student initiative. The high student/teacher ratio limits the existing classroom and workshop spaces. The Department addressed the issue of student/teacher collaboration in 2013 through the addition of tutorials. The strong e-learning initiative also implemented by the Department is an innovative way of addressing resource limitations as well as being in the forefront of 21st century educational pedagogies.

IMPLEMENTATION

The teaching procedures are representative of standard academic and pedagogical practice. Faculty members teach their past and ongoing research, the latter of which becomes the impetus for course material updating. With the implementation of e-learning in the last three years (2010-) and the Department's participation in the Open Course Wave Consortium, students, but also the society at large, have access to free knowledge exchange locally, nationally, and internationally. There is the possibility of strong mobility among students and faculty due to the Erasmus program, but due to limited resources, only a certain proportion of the large student body is able to participate. Some, especially the more junior faculty, also participate in academic research programs internationally (e.g. US, Turkey, Bulgaria), an experience which enriches not only their own research but also their teaching. Since 2008, the Department has been implementing anonymous student evaluations of each of its courses (teaching, course content, resources) at the end of each semester. These are sent to the Department's administration office and then the Rector's office.

RESULTS

The Committee's means of assessing the efficacy of teaching in the Department is its familiarization with the sample exams and essays, the various syllabi, the anecdotal accounts (from both the faculty and the students at the site visit), and from the student evaluations that have been in place since 2008. From all of these different means, the following picture

emerges regarding the efficacy of teaching: 50% of the students fail! The low entrance base, lowest in 15 years, the particularity of the Greek Πανελλαδικές system where students find themselves in schools and fields that they are not often primarily interested in are the main contributors to the 50% failing rate and the extended years of study, the last of which recently has been reduced due to the financial crisis. The Department, as it shows in its self-assessment in the Internal Evaluation and as it further addressed during the site visit, is well aware all of these reasons. As part of its ongoing addressing of such issues, it has developed and implemented student tutorials.

IMPROVEMENT

The Department is clear on its negative results and has developed clear methods of addressing them: the 50% student failure rate can be addressed with mandatory attendance. This is something that the students, that the Committee met with at the site visit, also agree with. The Committee agrees with both of these constituents and suggests the use of doctoral student assistants. This would provide professional/pedagogical training for the doctoral candidates, a key element of their development as future faculty, and it will also address the issue of accessibility to teaching staff, as well as the high student to teacher ratio that is at the cause of the negative exam numbers.

The Committee takes note of the exemplary way in which the Folklore (Λαογραφία) track works with its use of methods classes early in the curriculum, its combinations of theory/history of ideas and practice in its central coursework, similar to that of the other tracks in the department. The Committee also applauds such initiatives as the Konitsa International summer school on Balkan ethnography, an initiative of the Border Crossings network. It is part of the track's but also the Department's multiple summer and autumn schools that are university, inter-university, local, national, regional, and international collaborations. These innovative curricular and teaching initiatives combine student and faculty collaborations, particular postgraduate student only conferences, in which English and Greek are inter-exchanged as the primary language at the conference, and an emphasis on regional linguistic acquisition.

C. Research

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

APPROACH

The Department's research approach is standard for the Humanities: individual faculty members conduct their own research (sometimes in collaboration with others) and it is reflective of their academic interests. The research of the faculty members in the various fields is consistent with their initial training and a clear trajectory of development in their various fields is evident in the history and current life of their work. The Department follows nationally set tenure and promotion guidelines.

IMPLEMENTATION

The Department has access to a state of the art library with archival collections that are important in its academic areas. It also has ongoing work in various archaeological sites across Greece. The Department is supportive of research leaves to Europe and the US.

The large student to faculty ratio, which requires time and energy, offsets the ability for research travel and fieldwork. The lack of research funds also contributes to this. The faculty and the Department are actively engaged in collaborations for fieldwork and research project support with local authorities, as well as with regional and international universities and funding agencies.

RESULTS

The faculty are actively engaged in research, as is evident in the numerous publications of the members of the Department. Some are Greek university publications, others are in places such as the Εθνικό Ίδρυμα Ερευνών, Ακαδημία Αθηνών, and others are in very prestigious foreign journals and publishing houses: *The American Journal of Archaeology*, *The American Journal of Numismatics*, *Byzantinische Zeitschrift*, *Art Bulletin*, *Art History*, Oxford University Press, Walter de Gruyter, Berlin, Cambridge University Press, Brepols, Wayne State University Press, Austrian Academy of Sciences Publisher, Vienna, to list a few.

Some faculty follow the minimum publication requirements set by law, most more than exceed them. Most faculty work is published in Greek and some in various other languages (German, English, Italian, French, etc), especially those with an international educational background (ie Masters or PhD at such places as Oxford, Vienna, Indiana, Leeds, Boston, to list a few).

The faculty are actively engaged in national and international projects and lecture programs, either by invitation or by peer review. Some faculty have started important world-class

initiatives across national borders (the China/Byzantium project, the Ancient Numismatics, the Sigillography project, Border Crossings project, are some examples).

Based on the quality of their research most are the recipients of distinguished fellowships/scholarships (Princeton Institute of Advanced Study, Dumbarton Oaks, Yale, Manchester, Konrad Adenauer Stiftung, to name a few).

The Department also has its own journal publications, Δωδώνη, Ιστορικογεωγραφικών, ΚΕΡΜΑ, which the faculty edit.

Judging by the large number of international publications, invited lectures, collaborations, fellowships, and awards, the Department's research is visible outside its national boundaries. For a self-described good, middle tier, university, the Department's faculty publication record is that of a top tier one.

IMPROVEMENT

The Department, aware of the need for the larger visibility of its Greek publications, has instituted blind peer review in its most recent issue of Δωδώνη. It is something that the Committee commends and adds that this change, as well as the translation of its titles in English, will allow the journal to be included in the ERIH (European Research Index for Humanities). The Department may also consider the possibility of a double online-print publication with the *Byzantina Symmeikta* published by the Εθνικό Ίδρυμα Ερευνών as a model.

To encourage a continuous publication record across the faculty, the Committee recommends that the Department, with consensus, develop some sort of post-tenure review, within the frame of the Ministry of Education's law on this matter.

D. All Other Services

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

APPROACH

The Committee visited many classrooms, museums, libraries, laboratories, and other facilities which are well maintained. All members of the community have full access to classrooms and seminar rooms, which are well equipped for teaching and other activities. Free Wi-Fi access is provided throughout the campus and there are terminals at the Laboratory workshops and the Library. However, the Internal Evaluation report mentions the lack of space for some of the teaching.

Each Departmental Section/Track takes full advantage of its resources that enable the professional and pedagogical development of students. There are six Laboratories (Εργαστήρια) and 2 Museums. The Laboratory of the Department of Archaeology, for example, presents a unique collection of archaeological casts of ceramic and lithic samples that offer students a hands-on experience with archaeological materials. The University's Laboratory for the Visually Impaired is also unique in the Balkans and, though currently closed, it will open should new students apply. The Museum of Typography and Technology is one of the largest in the world and members of staff are fostering the collaboration with other Typography Museums. The Folklore Museum presents a unique collection of mainly regional ethnographic materials, which is available for study upon request. All displayed objects are accessible via the Museum's excellent website.

It is worth mentioning that, due to the shortage of staff, all museums are currently closed. They receive requests from researchers and the public, which, thanks to the individual initiative of members of the faculty, are met. There are other collections, such as the numismatic one, which has more than 10,000 casts and it is housed at the Archaeology Laboratory.

Accommodation is exemplary with new student Halls. Approximately 10% of the student population is provided with a room (there are 942 beds). This contrasts sharply with other universities in Greece where the rate is usually under 5%. Free meals are provided to all students, something which stands out among other Greek Universities.

Due to a shortage of administrative staff, there is a heavy workload for the secretaries of the Faculty (there are only 2) who have to deal with almost 2,000 students. It is expected that the ever-increasing use of electronic resources will further improve administrative tasks.

The University Library is the largest in the Balkans covering an area of 17.427m². It is exemplary not only for its vast collection of books, e-journals, databases, videos, a Braille collection, and archives but also for the adequate reading spaces (over 500). Responding to the demand of faculty and students, it is now open daily. The Department's rich collection of archives has only recently moved to the Library and the Committee recommended the uploading of the corpus of archives on the University's web page. The Committee commends the initiative of the Library Director to continuously improve Library Services in a highly

challenging environment.

IMPLEMENTATION

There is one secretary at the Department that has to manage the office and facilitate students and all professors. The secretary's work is aided by an expert in Information Technology and both were present in most oral presentations and other activities of the site visit. Despite staff redundancies, which took place last year, they have been able to make things work thanks to an outstanding collegial spirit.

The Secretariat, the Department's Administrative Office, which the Committee visited during the last day of the site visit, is housed in the Principal Administrative Building. They expressed their justified concerns about their workload for they have to attend both students and faculty needs.

The Committee congratulates the creation of an electronic Students Web that facilitates the communication and selection of courses for students. Another electronic portal Eudoxus (Εὐδοξος) includes all monographs and other academic resources in electronic format. It is noteworthy that it is updated on a regular basis. The Committee attended an exemplary presentation on the e-courses (τηλεκπαίδευση), most of which are open to the public, demonstrating once more the strong ethical commitment of the Department with society.

Some of the students suggested minor changes in the loan services as inter-library loans are very expensive. Despite the fact that there has been a profound reduction in the budget at 90% rich collections, e-journals and archives offer students sufficient resources to complete their studies.

As regards student counselling there is no Committee to address student issues in a timely manner. In contrast to the Internal Evaluation Report there is no student representative who may participate in formal meetings to address student concerns. As in other Universities in Greece political parties are very active on campus and they often interfere with academic activities such as meetings and award ceremonies, among others.

RESULTS

Administrative and other services are adequate and functional, thanks to the collegial spirit of administrative staff and faculty, but there is a manifest need to hire more administrative staff since many laboratories and museums are closed.

IMPROVEMENTS

The current financial situation has had a major impact on academic and related affairs. As stated above, the graduation rate has increased. The Committee commends the initiatives undertaken by most members of faculty in order to face major challenges such as reading materials, student training, international collaborations and job placements.

The Committee wonders if, in the spirit of community support and as a symbolic act, students might contribute one euro when at the Food Hall. It might then be used for the needs of student facilities and student aid during this difficult time.

Collaboration with social, cultural and production organizations

The Department has shown strong initiatives in establishing relations with other organisations. There is a wealth of departmental cultural events for the general public, and faculty members have a strong presence in the cultural life of the town of Ioannina, and beyond, with radio programs, exhibitions, and public lectures.

Activities such as the Πρακτική Άσκηση enable students to obtain professional skills at specific times of the year, during their short periods of training at museums, cultural institutions, etc. The Department has a strong relationship with the regional Archaeological Ephorate. This connection allows for a continuous interaction between the Department (faculty and students) as is evident in the academic and cultural events, publications, and so forth.

A number of activities are also organized by various student Clubs, such as Photography, Theatrical, Chess, Dance, with the “Culture Week” event taking place in May.

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 educational goals of the Department are the following:

- To provide scientific knowledge in history, archaeology, and folklore (λαογραφία)
- To provide its students with professional development through this scientific knowledge and help in their workforce placement
- To provide a high quality curriculum with research from local, national and international collaborations for the further academic development of its students (postgraduate work)

The Department’s strategic goals for its improvement are the following:

- Sufficient teaching staff
- Sufficient administrative staff for the smooth functioning of the Department’s

Administration Office, with improved provision of services towards the faculty and the students

- The timely revision of the undergraduate programs to meet job market needs through the introduction of new seminars
- The continuous revision of the postgraduate programs
- The continuous offering of seminars with required written projects
- The continuous development of scientific research through the organization and functioning of old and new laboratories that would be staffed with specialized technical personnel
- The continuous improvement of student digital database access
- Strengthening of the language skills of its student body
- The continuous and expanded communication and cooperation with various local, city of Ioannina, social, cultural, and administrative organizations, as well as regional and international ones

The Department's current efforts towards achieving these goals include:

- A newly formed (as of 2014) alumni association to help in its graduating students career networking
- The strong internship programs that are currently administered
- The recent revision of the undergraduate and postgraduate curriculum. Plans for implementing a general Postgraduate Education Program across the school are set for 2015
- The e-learning initiative

The Committee recognizes and commends the Department's efforts listed above. The Committee is aware of the conditional nature of the Department's strategic goals and their implementation due to its dependence on university-wide strategic planning and Ministry policy decisions. The Committee recommends the following with knowledge of the above stated limitations:

- Prioritizing the strengthening and continuous functioning of its unique Laboratory for the Visually Impaired. It is an asset for the Department and a service to the university, the city, and the region. With the ongoing functioning of this laboratory the Department can attract undergraduate and graduate students not only nationally but also internationally, as it has in the past
- Finding means to facilitate fieldwork for all students
- Building on the strong regional profile and initiatives of some of its tracks, the Folklore (Λαογραφία) one and its Balkan Studies outreach, for example, by adding more regional studies course offerings and workshops, such as Balkan language classes, Turkish language classes, internships, summer schools, and fieldwork
- Broaden the e-learning initiative by including, apart from course materials and multi media, rich lists of student excursions, scholarship opportunities, excavation work possibilities, and other such co-curricular events in the appropriate course web syllabus or in the Department's website itself

- Prioritize the revision of the website and offer a completely bilingual version that would showcase the Department's strong teaching and research profile, world-class academic projects, particular to the Department's archival material, and strong international visiting lecture series

F. Final Conclusions and recommendations of the EEC

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

The Committee's aim, integral to the External Evaluation process, is to evaluate the current operation of the Department, assess its strategic plans, and through its recommendations offer strategies for future research plans, teaching opportunities, and program development. The Committee also hopes that its report will help strengthen the Department's efforts in disseminating their profile nationally and internationally.

The University of Ioannina, according to the Rector's presentation to the Committee, is one of three Greek universities to complete External Evaluations of all of its departments. The Committee observed a willing readiness by the Department to maintain its high quality curriculum and programs and to continue the process of improvement.

The Department of History and Archaeology is the oldest school of the University of Ioannina, which became an independent university in 1970. Originally founded as an annex of Aristotle University of Thessaloniki in 1964, the Department of History and Archaeology, the founding school, was established after local community efforts to bring tertiary education to a region known as a rich, and traditional, intellectual and cultural centre. The Department honors this history through its continuous and ongoing collaborations with local social, cultural, and administrative authorities. It has further expanded the hopes of the original visionaries by establishing itself as a strong trans-regional centre.

The Committee takes note of the large number of national and international publications, invited lectures, collaborations, fellowships, grants and awards, and acknowledges that the Department's research is visible outside national boundaries. It also notes the exemplary and innovative curricular and teaching initiatives in the Department, which combine student and faculty collaborations, and have an emphasis on practical training (workshops, laboratories, internships, and fieldwork), and on regional linguistic acquisition. The Committee also notes with interest the design and adoption of e-classes as part of the curriculum, which makes the Department at the forefront both nationally and internationally in its use of information literacy as a core element of its educational goal delivery. In addition, its strong internship program and its community, local, national, and international links, further deliver the predefined goals of the Department. The Department has a clear vision of its limitations (finances, staffing, overcrowded student population, lack of teaching spaces, lack of scholarships). The Department also has a clear vision on how to address them: its current programmatic design is a reflection of this, as is its flexibility and its desire to address these limitations in the future.

The Committee is aware of the conditional nature of the Department's strategic goals and their implementation due to its dependence on university wide strategic planning and Ministry policy decisions. The Committee recommends the following with knowledge of the above stated limitations:

- Prioritizing the strengthening and continuous functioning of its unique Laboratory for the Visually Impaired. It is an asset for the Department and a service to the university, the city, and the region. With the continuous functioning of this laboratory the Department can attract undergraduate and graduate students not only nationally but also internationally as it has in the past
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- Broadening the e-learning initiative by including, apart from course materials and multi media, rich lists of student excursions, scholarship opportunities, excavation work possibilities, and other such co-curricular events in the appropriate course web syllabus or in the Department's website itself
- Prioritizing the revision of the website and offer a completely bilingual version that would showcase the Department's strong teaching and research profile, world-class academic projects, particular to the Department's archival material, and strong international visiting lecture series

The Department has a strong and comprehensive administrative structure (for example, Department meetings, area committees, exams of student work, student evaluations of teaching), which provides quality assurance in its operational strategies. The Internal Reviews provide quality assurance at the strategic mission level, while the External Reviews provide quality assurance for its future potential through the evaluation of current practices and recommendations of new prospects.

The Members of the Committee

Name and Surname	Signature
1. Professor Maria Koundoura	
2. Professor Andreas Kuelzer	
3. Dozent Dr Andreas Rhoby	
4. Professor Agapi Filini	