



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 Foreign Languages, Translation and Interpreting**

UNIVERSITY: **Ionian University (Corfu)**



**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 Foreign Languages, Translation and Interpreting of Ionian University (Corfu)** consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005 :

1. Professor Nicolas Froeliger (Coordinator)  
(Title) (Name and Surname)

Université Paris Diderot  
(Institution of origin)

2. Professor Caterina Carpinato  
(Title) (Name and Surname)

Université Ca' Foscari (Venice, Italy)  
(Institution of origin)

3. Professor Arnt Lykke Jakobsen  
(Title) (Name and Surname)

Copenhagen Business School (Denmark)  
(Institution of origin)

*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

- After a briefing at HQA in Athens on December 17<sup>th</sup> 2013, the committee (also EEC) was in Corfu from December 17<sup>th</sup> to December 22<sup>nd</sup>. It met the various stakeholders of the department under review (later also called DLFTI) on the 18<sup>th</sup> and 19<sup>th</sup> for an exchange of questions, then again on the 21<sup>st</sup> in the evening for a summary of its conclusions, before finalizing this draft report on Sunday December 22<sup>nd</sup>.
- On the university side, the committee had exchanges with the administrative staff (both at the department and at university level), with assembled members of the teaching team on three occasions (in the office of the head of department, with 13 members of the teaching staff; then on the subject of mobility abroad, with 8 people involved; and also at the end of the visit with another 8 people). It also had discussions with the heads of two of the three laboratories that are attached to the department, namely Geolab, and ENOPOTEM (members of the third laboratory were present during other discussions). The committee visited various university buildings, including various teaching premises, computer rooms, interpreting rooms, administrative offices, set at various locations in Corfu city, as well as the University library. It attended two courses, respectively on French history and on English to Greek translation, and met with two groups of students: undergraduate (about 50 students, representing the three specialties involved: translation, interpreting and Hispanic studies) and postgraduate (7 students, 4 of whom had completed their courses the previous year, and 3 of whom had started in September). It was also invited to the Corfu Reading Society for a visit and discussions, among others.
- The general impression was one of eagerness to cooperate and frankness, from the students, the teaching and research staff, and the administrative staff. Each constituency seems to be well aware of the other one’s problems, and internal communication, altogether, seems very good.
- The committee examined the internal evaluation report, was given a number of relevant research publications, plus a general presentation of the department (which it would be advisable to also put on-line, under the English banner), the detailed timetables for the translation and interpreting students (all semesters), and for Hispanic studies (a shorter document), as well as some course material (photocopies). It also had access to some completed PhD theses. It was handed a wide array of statistics regarding students’ enrolment, administrative and teaching staff, etc. This document was later completed by a list of the students enrolled in the three main fields of study, namely Translation, Interpreting and Hispanics, and by an official report of the students on their mobility.

### II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence reviewed and provided

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

The Internal Report, written in Greek, is immediately accessible only to one of the members of the EEC. In spite of that the Report is very useful, well prepared by a Committee of the Department and it presents in a satisfactory way the status of the department on research, teaching, opportunities for students, infrastructure, etc. The authors of the document were very honest in the presentation of their good practices (international partnerships, good placement for job for their graduated students, cooperative atmosphere with students, with colleagues of the department and of other departments, good relations with the social and intellectual environment of the town...). They also highlight the main problems that the department faces (basically the buildings, the absence of enough PCs and wireless connection, their admission into CIUTI, the weakness of the Hispanic option, the fact that they have no permanent staff for interpreters, etc.). We have all the necessary documentation, and we were able to confront the written information with the contacts that we have had with people who work or study in the department.

We also noted that almost all the academic staff present themselves in detail, so we can appreciate the quantity and in many cases the high quality of their academic results. One of the CVs which is not in the documentation was sent later by mail to the EEC, and focuses only on research, with no information on teaching.

## A. Curriculum

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

### APPROACH AND IMPLEMENTATION

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

The curriculum is well integrated from first year to postgraduate level, which enables us to write a single commentary for both cycles. The stated objective is “*To be a Translation and Interpreting department*”, which it clearly has been for a quarter of a century. At this very moment, the department appears to be approaching a turning point, a new starting period, so it is crucially important that they organize their strategic plan for the next five or more years very carefully.

It should be noted that this department is the only one of its kind in Greece, with an appreciable international recognition. The basis of the curriculum is a mix of specialized (i.e. translation and interpreting) courses, and broader subjects, the latter aimed at giving the students a more general cultural background. Differentiation between translation and interpreting happens in the third year of study. A Spanish language and culture specialization was merged into the department recently, with mixed results and low rates of achievement.

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

The objectives are decided democratically, through suggestions to a programme committee involving all members of the staff, as well as stakeholders from outside the department (the local bar association and judicial court, regarding community interpreting, for instance). Existing contacts with CIUTI and DGT (the Directorate general for translation at EU) confirm that the department is aware of the current norms in translation and interpreting competences, and intends to comply with them. Consultation with the students is also quite important, though mainly informal.

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

Yes, to a very large extent. Some elements that are lacking or insufficient at the moment have been taken into account for the next review (see below). The good employability results are a testimony to the quality of the programme, as is its attractiveness: a large number of students come to Corfu specifically to study in this department. The department clearly has an opportunity to take advantage of its location and the historical frame of Corfu island to improve its international visibility, once the necessary investments have been made (see the *Other services* section).

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

Yes (see above).

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

Yes (see above).

### RESULTS

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

The department, at the moment, seems to be in a state of transition, on account, in particular, of the fact that a new generation of staff will soon begin to replace the founding generation of the department, of the present economic situation and of the incomplete integration of the Hispanics specialty. Our impression is that it is making the best of a difficult situation. It will need assistance, however, in terms of means and resources (see the *teaching* and *other services* parts of this document). After a difficult period, the interpreting section now has the necessary infrastructure to function. However, it is clearly understaffed, and suffers from other logistical problems regarding the regular

provision of training, due notably to the non-permanent nature of their employment in the department.

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

This apparently is the first external evaluation the department is taking part in. However, it is well aware of the shortcomings it faces. Those are not so much a matter of curriculum than one of logistics (premises, available computers and software, teaching and administrative staff, see below).

#### IMPROVEMENT

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

Yes. The department, as a group of persons, is well aware of the present shortcomings, and has set definite plans to improve on them, at least for the parts it can act on.

- Which improvements does the Department plan to introduce?

The aims of the department for the next review, starting in the Spring of 2014 are the following:

- Adding courses on the modern-day practice of translation (audiovisual translation, revision, copyediting, community interpreting, postedition, notably), through streamlining and merger of other, less strategic, courses;
- Reengineering the Hispanic studies option into a functioning part of the Translation and Interpreting specialties;
- Strengthening international ties through recognition from CIUTI (*Conférence internationale permanente des instituts universitaires de traducteurs et interprètes*), the EMT (European Master's in Translation), both pending, and (we suggest) the EMCI (European Master's in Conference Interpreting);
- Finding solutions to make students mobility abroad (an essential aspect) more viable financially (see *teaching* section and *concluding remarks*);
- Regarding doctoral students, efforts are already underway to streamline the number of registered students by deleting those that seem to have stopped working on their dissertations. This, apparently, is required by the recent law on the university system, and will also render the ratio of Ph-D students per supervisor more realistic (7.7 at the moment). We think more can be done in order to lessen the failure rate in that regard (see below).
- Improving the local interdepartmental studies and promoting mutualisation with other departments so as to make better use of human resources.

#### COMMENTS AND SUGGESTIONS FROM THE EVALUATION COMMITTEE

The curriculum, with the improvements envisioned for the next review process, appears well balanced and sound. The department makes considerable efforts in that regard, and the students are well aware of those efforts and of this dedication, which is worthy of note. We see two possible sets of improvements, however:

- Follow-up of doctoral students' work is quite limited (candidates, who rarely live on Corfu, only get to meet their supervisor once a year). This could (and should) be improved through courses on research methodology (see the *mobility* section in the *teaching* part of this document, as well as the *concluding remarks*), making attendance to a given number of conferences compulsory (if necessary with reciprocity arrangements to make it costless for students, a lot of whom already attend such conferences on a more informal basis), and organizing yearly presentations of their work in progress by the Ph-D candidates in front of students and supervisors, on a set occasion. There will be more on those aspects in the *teaching* and *research* sections.

- As far as we have been able to understand, corpus-linguistics has a small or non-existent part in the curriculum, which also has to do with the lack of computers and software. It would be advisable to insist on this aspects in the next review, since those tools are more and more present in the translator profession.

We also think the quality of the curriculum could be considerably improved through two measures that are outside the realm of the department's intervention:

- Enabling the department to organize its own entry examinations, as was the case in the past. This would make classrooms less crowded (see the *other services* part), guarantee a better rate of success and ensure a better orientation of the students;
- Greece, apparently, has not implemented the entirety of the Bologna system. We are of the opinion that adopting this framework (3 + 2 years) would be useful, and would also simplify relationships with foreign universities. This would make it possible to have a common basis at bachelor's level, and then specializing in either translation or interpreting at master's level, with one semester abroad under ERASMUS during the 3<sup>rd</sup> bachelor year, and another under the Study abroad scheme remaining at 7<sup>th</sup> semester (M1), as is already the case. On a more down-to-earth but not unimportant basis, it would also simplify the management of the teaching classes.

## ***B. Teaching***

### APPROACH AND IMPLEMENTATION:

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

A variety of teaching methods are employed, all of them strongly focused on supporting students' individual learning processes. Methods include teacher-led classes with or without student presentations, group work, and seminar-like discussion sessions. Translation students have weekly written homework assignments. The feedback they get from teachers serves to reinforce their individual learning processes. It also keeps students informed about their performance relative to study goals and fellow students. Interpreting students can practice simultaneous (conference) interpreting in interpreting booths, where their performance can be recorded for subsequent analysis. There is a lively exchange of e-mail assignments and feedback comments between students and staff, but no e-learning system is yet in place.

According to the figures given to the EEC, there was a total of 20 full-time permanent staff, including 5 lecturers, and 869 full-time students in March 2013, giving a ratio of 1/43. By comparison, the staff/student ratio in FTI (Geneva) is 1/6. Though we are aware of the structural differences between those two Translation and Interpreting programmes, the difference remains striking. The permanent staff was supplemented by 2 EEDIP/EDP and 11 part-time contracted teachers, which somewhat alleviates the situation. However, for a programme which offers four foreign languages (English, French, German, Spanish) and teaches other languages (Italian, and Turkish, and previously Albanian and Dutch) as optional courses if the opportunity arises, the ratio is very low, showing high efficiency on low economy. It is our impression that the low staff/student ratio is stretching performance to an extreme, which is perhaps not long-term sustainable. The situation is particularly critical for interpreting, which currently depends entirely on contracted assistance. As this programme is the only one in Greece which trains professional interpreters, there is an urgent need for recruitment of permanent staff to ensure the continuity and quality of this part of the programme.

Though the majority of classrooms are physically arranged for lecturing, we observed very lively interaction between teachers and students, which was also confirmed by our encounters with the students alone (undergraduate and postgraduate). The vast majority of teachers are extraordinarily highly qualified and are obviously passionate about their subjects, a passion they easily convey to students who seem equally dedicated and enthusiastic about their studies. The EEC was impressed by the activity level and responsiveness of students, who were very forthcoming and unafraid of speaking up in classes.

- Adequacy of means and resources

We have already commented on the potential shortage of staff, especially in the field of interpreting. Classrooms are few in number for the number of students, making it necessary to have classes from 9 am until 9 p.m. Classrooms are also minimally equipped, though they all have a computer and a projector. Classrooms are located in three different buildings, one a fantastically located historical building which is in acute need of renovation. In another building, rented from the municipality (in the psychiatric hospital, which has not yet been completely vacated, so that students share the facilities with patients), one big classroom is very costly to heat because windows have been constructed with large open spaces to the outside. Besides the unreasonable cost entailed, this very uneconomic,

unecological and unhealthy situation should be immediately remedied by the owner.

- Use of information technologies

The use of IT is limited by the non-availability of a WIFI system. A WIFI system would give an enormous boost to teaching activities. It would give students better learning opportunities, and it would reduce the need for permanent computer installations as students would be able to use their own laptops when on campus. Flat screens and new PCs seem recently to have replaced old equipment, which was still in the computer rooms, but out of order. An internal library with a collection of specialized dictionaries was finely equipped with computers connected online to complement and complete the functionality of this resource to support specialized translation.

- Examination system

Except for exams in interpreting, most exams are written. At the undergraduate level, a dissertation of at least 40 pages must be prepared in the 4<sup>th</sup> year. The department would like to implement an e-class platform solution, which could also handle some examinations. The postgraduate program is more strongly research oriented for all three specializations: translation of specialized texts, literary translation, and interpreting. Translators are examined on the basis of compulsory written exams, including the master's thesis. Interpreters sit oral exams and also have to write a thesis. At all levels, the exam system appears to be well received. At the doctoral level the defense of the Ph-D dissertation, which is submitted to a 7-member committee after a minimum of 3-4 years of work, is the final examination. Along the way, progress reports have to be submitted to the main supervisor and two co-supervisors.

- Quality of teaching procedures, teaching materials and resources

The way teaching procedures are implemented is permeated by strong ethical concern both for the subjects taught and for the well-being and learning of students. This very much helps offset deficiencies in the physical infrastructure, and in the sheer number of teachers. At the moment, a lot of them have to teach five or six different subjects, whereas they were appointed to teach only one.

- Quality of course material. Is it brought up to date?

The system of teaching materials being free of charge limits access to optimal materials, text books, handbooks, journals, etc. as well as relevant software. For the same reason, course materials are not always ideal.

- Linking of research with teaching

Staff members are in general very active researchers and are very successful at generating student interest in their academic field. The fact that a large proportion of efforts in the department are focused clearly on T&I research creates an unusually fine link between teaching and research.

- Mobility of academic staff and students

The majority of staff members are exceptionally well-connected internationally. Many have been educated abroad or have spent time abroad for longer periods as visiting researchers, guest professors or lecturers and/or have spent many shorter periods abroad participating in international conferences or guest lecturing. Many have succeeded in building strong international research contacts, which have resulted in joint activities, such as joint publications, joint supervision (*cotutelle*) of doctoral theses, joint organization of seminars, workshops, conferences, research project cooperation and cooperation on research project applications.

Student mobility is also very high and at present constitutes a crucial, obligatory part of the curriculum. The department has more than 50% of the university's Erasmus exchange agreements, primarily with universities in France, Germany, Austria, Spain, Italy and Ireland, but also e.g. in Finland, Slovakia, Latvia and Turkey. In addition to the Erasmus exchange option, the department has 46 agreements with foreign universities, which have agreed to accept students from the DFLTI department for six months against a fee. Under this the so-called Study Abroad system, students

receive subsistence support from the state. Currently, 147 students (about one third of the active student population) are abroad under one of these highly successful arrangements. The experience abroad for a full semester is (we think rightly) regarded as crucially important for achieving the high level aimed for with the programme. The academic experience of sitting foreign exams to obtain the required 30 ECTS points is an important element in itself, but the experience of being immersed for six months in the language and culture which, as T&I professionals, they will be mediating for employers or as a service to their country is invaluable. The official students' report on their mobility (number 1530, dated November 14<sup>th</sup>, 2013) in this academic year lists a number of difficulties pertaining to the Study Abroad programme, including late payment of very scarce scholarships, and questions the decision by the university to use 48,000 € for subsidizing cemeteries, among other considerable expenditures. If this information can be confirmed, it is our opinion that the money spent should be more forward looking. More generally, there has to be a better balance between protecting the heritage (4 million € for the library) and investing in the future of the university and its students.

- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

The close interaction between students and teachers functions as instant informal evaluation in that any upcoming point of discussion can be dealt with immediately. We observed that written evaluation of teaching was not everywhere strictly implemented, but our impression was that informal oral exchanges are perhaps in this environment fully as efficient. When asked by the EEC, students expressed general satisfaction with teaching as well as course content and study materials, showing very generous understanding of the difficulties faced by academic staff and the department. Also the majority indicated that they were being heard through their student representatives. A few expressed an interest in having more regular evaluation measures implemented to handle rare but precarious individual inadequacies.

## RESULTS

Please comment on:

- Efficacy of teaching.
- Discrepancies in the success/failure percentage between courses and how they are justified.

Overall, teaching is conducted very efficiently and at a high academic level. Even though selection is strict to enter the department, the pass rate at exams in some courses can be low, indicating strict insistence on high academic quality. Generally, pass rates are high (above 80%) in core disciplines like translation from English, German, French into Greek, with lower pass rates for translation in the more difficult opposite direction, i.e. into the non-mother language. Translation into a foreign language is notoriously difficult, which explains the lower pass rate here. For reasons we have not been able to establish, more than half the students failed to pass a more descriptive course. Likewise, there appears to be a problem with the level of the Hispanic language and culture students.

- Differences between students in (a) the time to graduation, and (b) final degree grades.

For the academic year 2012/13, 131 new students were admitted, somewhat more than in previous years, and more than recommended by the academic staff. The number of graduates finishing every year indicates that between 50 and 60% complete their studies. Some students do not complete their studies in time for a variety of reasons. One contributing factor currently may be the challenging job situation. Of a total of 869 student enrolled in 2013, 373 students are on time according to the study programme, whereas 496 are behind schedule.

- Differences between students in final degree grades

Looking at the figures for students' final grades since 2007, they illustrate a normal, slightly left-skewed Gaussean distribution, with 15-20% in the 7.0-7.9 bracket, 75-80% in the 8.0-8.4 bracket, and 3-9% in the 8.5-10 bracket. The (small) number of top performing students in a given year displays

the greatest variance. However, the overall average per year is remarkably stable, between 7.48 and 7.92.

- Does the Department understand the reasons of such positive or negative results?

The department is fully aware of the delay situation and tries as best it can to motivate students to finish in time, but some factors are beyond the control of the department. Student behaviour is affected by the job outlook situation. Another contributing factor is to do with the success of the student abroad scheme. Sometimes students succeed in extending their stay abroad which is generally very fruitful for their studies and proficiency development, but necessarily involves a delay.

#### IMPROVEMENT

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

It is difficult to say how much improvement is required, desirable or possible in the field of teaching. Results, if measured by the quality of candidates and their employability, are good. If measured by conformity with the expected time from immatriculation to graduation, perhaps some improvement might be possible, but those might come automatically with an improvement in the general economic outlook. In the field of mobility, the department has succeeded in creating an impressive range of international agreements with universities all over Europe, making the very popular Student Abroad arrangement possible.

## C. Research

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

NB: the evaluation committee dealt with the question of doctoral students and Ph-D theses in the *curriculum* section of this document, so this will not be repeated here.

### APPROACH

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

The department comprises three laboratories. The first (Translation of Greek literature) covers the humanities side of the department. The second (Economic, legal, political and technical translation) is more oriented toward pragmatic translation and cognitive translation studies. The more recent (2002) third one (Geocultural analysis) is more interdisciplinary and harder to pin down, with activities ranging from food to corruption to interpreters and diplomacy... Research in the department is obviously highly active, but seems not to be the outcome of joint laboratory-oriented efforts to any great extent. Research is organized more on an individual and voluntary basis than on a collective, concerted basis. Altogether, the department does not seem to believe strongly in the value of managing research, although the mentality may be changing in this respect in that the younger generation seems to recognize the advantages of a stronger departmental organisation of research.

- Has the Department set internal standards for assessing research?

Not formally and explicitly. As regards the quantitative aspects, it does not have to: the vast majority of researchers are very productive, and with respect to quality the fact that a considerable portion of the department's research is refereed before publication is testimony to the quality standard.

### IMPLEMENTATION, RESULTS AND IMPROVEMENTS

- How does the Department promote and support research?

A research committee is in place, which helps researchers with budgetary matters, for instance. The internal report does not delve to a very large extent on the activities of its laboratories (on pages 9 and 10, in a 300 pages document), which gives an impression that they have not yet been developed into autonomous/integrated research units, and are rather a way of leveraging individual research. This is also apparent on the university website, where the links to the laboratories either do not function (Geolab) or link to overlaps with the department at large (Greek literature and translation). If the idea was to organize research in labs staffed by teams of researchers, including doctoral students, that vision does not seem to have materialized over a period of many years. The strategic place and focus of those laboratories must thus be reassessed in a collective manner. As noted above, there are indications that the mentality is changing in this regard in the department. An essential point for that is for the department to ensure that talented young staff is retained and, if possible, offered permanent employment, or alternatively that equally qualified staff be hired.

- Quality and adequacy of research infrastructure and support.

Our general impression is that this is, at the time, in the making. Researchers seem to be, to a large, extent, left to depend on their individual initiative (see above).

- Scientific publications.

The department publishes its own magazines, which are of good quality, and attract prominent signatures. There are remarkable achievements in that regard, both in terms of quality and quantity. Given the subject (translation and interpreting), the balance between publication in Greek and in foreign languages, and between national and international dissemination is sound.

- Research projects.

The department is able to participate in research projects that are financed outside the university. It could be possible to attract more important sums from, for instance, the European Union by initiating and potentially leading some projects, under *Horizon 2020* (with which contacts already exist) for

instance. There is no shortage of ideas for individual research projects in the department, which is worthy of praise, but those could be more coordinated.

- Research collaborations.

On a general basis, research from the department members is well acknowledged internationally. A very large number of major figures in translation studies have been invited to Corfu in the past, and the DFLTI is well known in Europe, and one of its members received a French academic distinction. The overall impression, again, is that most members of the department collaborate with foreign universities more than they collaborate among themselves, though that seems to be changing in the right direction. One of the magazines (MTM) seems to have produced occasions for internal collaborations, which is to be encouraged. On an international level, however, collaborations are very active and varied, both geographically and thematically. The merger of the DFLTI with the History department is an opportunity to develop common research projects, considering the fact that the history of the Ionian island is one of lively intercultural and multilingual exchanges, with a prominent place for translation. The department is conscious of the opportunity offered by its immediate surroundings, and of the necessity to attract more outside funding. One more general improvement to be encouraged is to combine the ongoing efforts to attract more foreign funding.

## ***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).

The department is acutely aware of the present financial strain for itself, its teaching, research and administrative staff, its university at large, and last but not least its students. As we mentioned in the *teaching* section, the buildings are clearly inadequate, and classrooms as well as computers are lacking in numbers.

- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?

We appreciated the efficiency of the administrative staff in Kapodistrian building. Administrative procedures have already been considerably simplified, and most of them are indeed processed electronically. The relationship with the central university administration seems to be very good, whereas access to the university presidency is reported to be virtually impossible. This is all the more striking as the vice-rector of the university is also a member of the department.

- Does the Department have a policy to increase student presence on Campus?

Attendance to courses is quite impressive already, and we have the feeling that the department attracts very dedicated students. The contacts with and feedback from them, though mostly informal, is also very good.

### **IMPLEMENTATION**

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

Good, though clearly understaffed. It has to be mentioned that most of the teaching and research staff also have to take care of administrative tasks in order to keep the department in working order.

- 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 university library is quite modern, with good access to computerized resources (on-line magazines, in particular), and a comprehensive collection of books on translation and interpreting studies. However, book consultation is not directly possible since the books are stored in closed spaces. We think they should be made more easily accessible, at least to the teaching and research staff. If security is believed to be an issue, this could be achieved, for instance, via an RFID (chip) identification system.

Student counselling is apparently efficient, even though the number of students is very high. A sore point, however, is access to computers and WIFI, as already mentioned in the *teaching* section. This must be remedied.

### **RESULTS**

- Are administrative and other services adequate and functional?

Our impression is that they are functioning as well as is possible under the current situation, but with a lot of strain on personnel and also on research.

- How does the Department view the particular results?

The department is obviously acutely conscious of the situation and its members are putting in a lot of effort into dealing with the problems.

#### IMPROVEMENTS

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

Much has been done to rethink the balance of functions between department and central university administration, with economies of scale involved. The rest, of course, is beyond the department's realm of intervention. It should be noted that the variety of buildings occupied by the department also puts a strain on administrative staff, since it multiplies the number of wardens.

The department's website must be made more functional and updated. It has to contain more bibliographical information, recommended reading. It could also contain some material regarding the exams (examples of previous examinations, for instance).

#### Collaboration with social, cultural and production organizations

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

The department is very present and deeply embedded in the fabric of local society. It has good contacts with the Corfu Reading Society, and with the local press. A lot of its members have contributed work to the local tourist infrastructure or to make local culture better known to the foreign world. This has also made it possible to sponsor the publication of a lot of translation and other research work by members of the department. On the whole, we are under the impression, that the department and its members are an active part of the society in Corfu. And they contribute a lot in order to highlight the island's cultural and natural heritage, and can help considerably in making it a more sustainable territory, through mediating quality information about its exceptional quality (more on that in the *concluding* section).

On the professional level, there is an alumni (former students) association, which helps facilitate links with the professional life, another good point.

#### ***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.

The number of students is too high for the teaching staff. As stated above, the department should be allowed to use its own selection system. Alternatively, the number of teaching staff should be increased proportionally to ensure the quality of the program.

Lack of computers in sufficient number and of WIFI is clearly a major hindrance, as is the state of some of the premises. Although the situation appears to have improved recently in that respect, it remains far from optimal. The department is aware that it needs to strengthen its courses on the modern-day workings of the translation profession, which is highly computerized, and has a wide

array of tools. It has to be noted that prices can be negotiated, that a lot of free software exists on the market, and that some of it can also be used on a free-trial, temporary, basis. But the bottom-line is having computers and Internet access.

Our program did not include a meeting with the university rector to discuss his/her vision of the department's state or future, and we are under the impression that the relationship with that instance is rather distant. We did meet one of the vice-rectors of the university, but only in his capacity as a laboratory director. In hindsight, it would have been of great interest to have learned something about the rectorate's short, medium and long term strategy regarding the department. Several members of the team complained about this problematic aspect. On the other hand, we feel that communication between the department and central administration is very good.

Both students and teaching staff complain about the financial difficulties encountered with the ERASMUS and Study abroad programs (see for instance the students' official report on mobility, number 1530, dated December 14<sup>th</sup>, 2014). For such a department, this mobility is indeed crucial. The department is reflecting intensely on this subject. Four options are considered: scrapping mobility altogether, getting more funding from the university, shortening the duration, finding alternate financial resources, or moving the semester abroad to Corfu. The first option would be destructive, the second looks unpromising (at least for the moment). Moving the semester abroad to Corfu defeats the purpose of this mobility: a translator or interpreter has to be proficient in foreign languages and cultures, and that entails staying abroad for some months. That leaves shortening the duration, to adapt it to the actual semester-length at the receiving universities (which involves extra administrative work), and finding alternate financial resources, for instance through summer-courses in Corfu (with the logistical difficulties involved). If present arrangements are not sustainable, this is clearly the best option, with a limited reduction of the duration added as a complementary action. It could also be possible to differentiate the scholarship according to family income. In any case, the utmost effort must be made to ensure the continuation of what appears to be a crucial element in the program.

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

Such summer courses would certainly be very attractive. The department would have no difficulty in attracting famous names in translation studies for a low budget (though sponsoring by institutions such as the British council, *Agence universitaire de la francophonie*, or the DCU, for instance). This was done in the past, so the department has experience in this regard. Those courses could also include methodology of research courses for doctoral students, which is another necessity. Perhaps courses could also be arranged as winter courses, e.g. in January, when accommodation might be easier and prices lower.

The department has an explicit goal towards reengineering the Hispanic option under the umbrella of Translation and Interpreting, which appears sound, since those are the big strengths of the department.

Regarding the doctoral program, efforts are underway under the new legislation to discontinue registration of students that have stopped working on their Ph-D's. More has to be done by way of regular contacts with their supervisors. Research-oriented courses should also be included (for instance through the summer courses mentioned above). Doctoral students should also be invited to present their work in progress in front of their peers and supervisors in the form of PH-D seminars. An alternative solution would be to increase the use of forums and portals on research, at least for doctoral students not living in Corfu: one example among others:

<http://www.translationstudiesportal.org/home>. In the longer term, e-learning could be a solution, for instance through the *European Program on e-learning*: [http://ec.europa.eu/education/archive/elearning/programme\\_en.html](http://ec.europa.eu/education/archive/elearning/programme_en.html) or through ENEDU (*e-learning in Greece*): <http://elearn.elke.uoa.gr/elearn/nsemail.php>.

A lot has been done to strengthen the situation regarding interpreting. The danger now, as already indicated, has to do with the teaching staff being employed on a short-term contract basis. The low number of students should not be a reason to think that interpreting is expendable: it is in line with the

figures found in comparable institutions (ESIT in France, ISTI in Belgium, FTI in Geneva, for instance, all three with good ties to the department), and interpreting is a strategic activity for any country.

For many problems, the department's strategy has been to seek solutions abroad, through mobility, common research projects, joint-supervision of PhD's, and the like. This is a sound solution, but it also has to be supported at state and university level regarding the logistical aspects. This will help the department gain recognition from CIUTI (*Conférence internationale permanente des instituts universitaires de traducteurs et interprètes*), EMT (European Master's in Translation), both pending, and also the EMCI (European Master's in Conference Interpreting).

- Plan and actions for improvement by the Department/Academic Unit
- Long-term actions proposed by the Department.

More generally, at national level, adopting the Bologna system (3 + 2 years, for bachelor's and master's degree, respectively) would be useful, and would also simplify relationships with foreign universities. This would make it possible to have a common basis at bachelor's level, and then specializing in either translation or interpreting at master's level, with one semester abroad under ERASMUS during the 3<sup>rd</sup> bachelor year, and another under the Study Abroad remaining at 7<sup>th</sup> semester (M1). This common frame of studies would be a step toward a better European integration and the formation of genuine European citizens.

## ***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 Department's readiness and capability to change/improve
- the Department's quality assurance.

We have remarks first on the last two items, before we can present a larger vision of what could be done in a more strategic sense. From the internal report and contacts that we have had with the team, readiness for change is definitely there, and the obstacles to change are outside of the department's reach. Quality assurance, as evidenced through the internal evaluation report and by the continuing feedback from students, is very efficient, though maybe not expressed under that particular name.

We see great opportunities for this department once it has overcome the structural problems mentioned in the preceding parts of this document (number of students, premises, teaching and administrative staff, reengineering of the Hispanics option and so forth). We have tried, so far, to remain quite matter of fact in our appreciations, so our readers will forgive us, we hope, for thinking in more strategic terms in this conclusion. First, one has to bear in mind that the DFLTI is the only one of its kind in Greece and that the island of Corfu, besides being very well endowed by nature and with culture, is ideally located to form a bridge between various parts of Europe and the Mediterranean world, as is also attested by its history. Translation and interpreting can also be considered as bridges between cultures. Those common points could be used, as the department

already plans, to organize and promote summer (and/or winter) courses intended for students (both at the masters and doctoral levels), but also active professional translators. That would certainly ease part of the funding problems faced as regards student mobility (both ERASMUS and Study Abroad), but also benefit doctoral formation and the visibility of the programme. Corfu is ideally situated and the department is ideally qualified to be a leading player in attracting local, national and international cultural institutions. This could really offer the island a very important contribution to its economy, both material and immaterial. However, those endeavours require investments, both from the university and the state — and possibly from the European Regional Development Fund. We are aware of the financial stress currently experienced by the country, but it is the opinion of the external evaluation committee that such investment would benefit not only the department and the local society but also the presence of Greece overall in the new economy of knowledge.

PS: Advice to HQA: In the statistics that were given to us, it would have been useful to be able to compare figures for the department under review with comparable national figures.

The Members of the Committee

Name and Surname	Signature
1. Nicolas Froeliger (coordinator)	
2. Caterina Carpinato	
3. Arnt Lykke Jakobsen	