Accreditation Report
for the Undergraduate Study Programme of:

Philology
Institution: Aristotle University of Thessaloniki
Date: 12 June 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Philology** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Philology** of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Pavlos Sfyroeras** (Chair)
   Middlebury College, Middlebury, Vermont, United States of America

2. **Dr. Maria Aretoulaki**
   DialogCONNECTION Limited, Manchester, United Kingdom

3. **Prof. David Konstan**
   New York University (NYU), New York, United States of America

4. **Prof. Alicia Morales Ortiz**
   Universidad de Murcia, Murcia, Spain

5. **Dr. Jenny Wallensten**
   Swedish Institute at Athens, Athens, Greece

II.   Review Procedure and Documentation

Before starting the online visit, the members of the External Evaluation and Accreditation Panel (EEAP) studied a wide variety of documents provided in advance by HAHE, including the Department's Proposal for Accreditation, the Handbook of Studies (*Οδηγός σπουδών*) and the description of courses (*Περιγράμματα μαθημάτων*), the HAHE Guidelines and other relevant information about the Department (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Department's Webpage and the 2014 External Evaluation Report.

During the online visit, the EEAP received further presentations and material by the Department and the MODIP (University Quality Assurance Unit).

Previously, some members of the EEAP also participated in the orientation meeting with HAHE's Director General, Dr Christina Besta, which was held on Monday, 31 May 2021 at 18:00 via Zoom and consisted in the presentation of general standards and guidelines for the accreditation process.

The online visit took place from 7 to 9 June and started with a private meeting of the EEAP on Monday, 7 June at 16:00. After that, the EEAP had the following online meetings:

a) 18:00-18:30: Welcome online meeting with Prof. D. Koveos, the Vice Rector and President of MODIP, and with Prof. Ch. Tsagalis, the Head of the Department of Philology. Prof. Koveos gave a short overview of the current situation of the University and provided the EEAP with information about its Quality Assurance Procedures. Prof. Tsagalis made a brief presentation of the history of the Department and current status and explained various aspects concerning the Department's strategic goals, academic profile, study programme structure, teaching staff etc.

b) 18:45-20:45: Meeting with MODIP representatives and members of OMEA (Internal Evaluation Committee of Department). They explained the Department's evaluation processes and answered all questions addressed by the EEAP.

Finally, the EEAP had a private meeting to share their impressions and to prepare for the second day's work.

On Tuesday, 8 June 2021 the EEAP had the following online meetings:

a) 15:00-15:45: The EEAP met teaching staff members of the three sections of the Department (Classics, Medieval and Modern Greek Studies, Linguistics). In this meeting the EEAP discussed topics related to teaching methodologies, link between teaching and research, Study Programme revision processes, learning outcomes, mobility, workload, etc.

b) 16:00-16:45: Meeting with undergraduate students of different semesters and the three specializations. The EEAP asked the students about their experience with the Programme and their degree of satisfaction with the Department.

c) 17:00-18:00: The EEAP had seen in advance two videos with a presentation of the University and the Department, and in this meeting with administrative and teaching staff members it had the opportunity to ask and discuss about the Department's Library, facilities, learning resources and University services.

d) 19:00-19:45: Meeting with Programme Graduates. The EEAP had a discussion with Programme graduates, who referred to their experience of studying at the Department and their career path.

e) 20:00-20:45: Meeting with social partners and employers. The EEAP met with Mr. I. Kazazis, Director of the Centre for the Greek Language, Mr. K. Leon, Vice Director of the Vocational Senior High School Chalkidas and Mr. Ch. VandenBorre, Editorial-Publishing Manager in Brepols Publishers.

In a subsequent private meeting the EEAP prepared for the next day's work.

On Wednesday, 9 June 2021, the EEAP had the following online meetings:

a) 15:00-15:30: Meeting with OMEA and MODIP representatives, where several points which needed further clarification were discussed.

b) 15:30-15:45: Closure meeting with the Vice-Rector, Prof. D. Koveos, the Head of Department, Prof. Ch. Tsagalis, and OMEA and MODIP representatives. In this final meeting the EEAP provided a general view of some of the conclusions reached.

All meetings were conducted in a very constructive atmosphere, with interesting discussions and reflections. All members of the Department met by the EEAP showed a readiness to collaborate with the accreditation process and to answer all questions.

III.   Study Programme Profile

The Department of Philology (Τμήμα Φιλολογίας) belongs to the School of Philosophy (Φιλοσοφική Σχολή) of the Aristotle University of Thessaloniki, which includes a total of eight Departments in the Humanities. It is located in the west end of campus in downtown Thessaloniki and, at the time of the external review, it numbers 53 faculty members (ΔΕΠ), 15 teaching assistants and library staff (ΕΔΙΠ), and 7 administrative staff. In the academic year 2020-21 the Department had 2,297 enrolled undergraduate students, 1,385 of whom were considered active. It admitted 295 students in the first year, the majority (235) through state exams at the national level.

When it was constituted in 1984-85 as an autonomous Department within the School of Philosophy, the Department of Philology was divided in the current three Sections or Divisions: a) Classical Studies, b) Medieval and Modern Greek Studies, and c) Linguistics. Its current prestige, reflected in its consistently high world ranking among Classics Departments, continues its tradition as the flagship of AUTH since the University's foundation in 1926.

The Department runs seven laboratories that focus on the following fields of research: a) Epigraphy and Papyrology; b) Translation and Commentary on Latin Literature; c) Palaeography and Codicology; d) Philology and New Technologies; e) Linguistics; f) General and Comparative Grammatology; and g) Bibliology and Modern Greek Philology. It also maintains two archives: a) the Archive of Modern Greek Literature; and b) the Archive of Microfilms and Photographs.

The Undergraduate Study Programme awards a Bachelor's degree (Πτυχίο Φιλολογίας) in three specializations, corresponding to the Department's three Divisions. It is a four-year degree that comprises 8 semesters (Winter-Spring) and requires successful completion of a minimum total of 240 ECTS. These are divided equally between the "Core" (Κορμός) and the Specialization (Ειδίκευση) and correspond to 43-49 courses, the number varying depending on the specialization. All courses in the first two years (Core) are mandatory, while the two years of specialization consist in a combination of mandatory and elective courses. Students choose their specialization ("major") before they begin their fifth semester, and in all instances, they are also required to take courses that count towards the Certificate of Pedagogical and Teaching Competence.

According to its mission statement, the primary objective of the Programme is to train its students in the fields of Greek (Ancient, Medieval, and Modern) Language and Literature, Latin Language and Literature, Theory of Literature and Comparative Literature, and Linguistics (Theoretical, Applied, and Historical). This broad training in philological, linguistic, and literary studies enables the Department's graduates to be employed in education, engage in research, and pursue a variety of careers in publishing, editing, translation, or other cultural areas.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD EEAPPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) *the suitability of the structure and organization of the curriculum;*
b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
c) *the promotion of the quality and effectiveness of teaching;*
d) *the appropriateness of the qualifications of the teaching staff;*
e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
f) *ways for linking teaching and research;*
g) *the level of demand for qualifications acquired by graduates, in the labour market;*
h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*
i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

The Quality Policy of the Undergraduate Program of the Department of Philology is in accord with the Quality Policy of Aristotle University of Thessaloniki as a whole. It is designed in such a way as to involve the active participation of all members of the Department (students, academic and administrative staff), in order to achieve continuous quality assurance in line with international standards. The three-member Internal Evaluation Team (OMEA) consists of

representatives of all three Divisions of the Department. It makes use of evaluation questionnaires by students and monitors the indicators of the Department at the national and international level. The goals include full implementation of Quality Assurance Manual; continuous improvement of the information system and monitoring the progress of graduates; issuance of certificates and attestations of studies in English; and more. The Department maintains a thorough statistical record of students' progress, including years to complete the degree, percentage of students who leave the program, international exchanges, and more. In all these respects it is in full compliance with the Principle.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

On the Policy for Quality Assurance in particular, it might be advisable to track the careers of graduates of the program more systematically. We did interview several graduates, who were very positive about their experience, but more systematic contact with alumni would give a clearer picture of the future of students in the program. This answers as well to the question of the level of demand for qualifications acquired by graduates in the labour market. A second issue concerns feedback from students in the program. The student-teacher ratio in the undergraduate area is very high, even as advanced seminars have few students and much closer contact. A more systematic collection of student evaluations would help identify areas of concern there.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE EEAPPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

The Department of Philology of the University of Thessaloniki has a prestigious tradition and an excellent academic and research level, which places it at the top of the rankings of the Universities in the world in this field of Study. Its undergraduate Study Programme offers a very solid philological training to the students, and it is suitable to the Department's strategic goals and mission. Its academic profile, objectives, structure, description of courses, expected learning outcomes and professional qualifications are clearly defined by the Department and published in the Handbook of Studies and in the Department's website.

The current Study Programme is the result of the reform carried out in 2015, which came into effect in the 2015-16 academic year. The reform took into account the standards for the field both among Greek Universities and internationally, the extensive international experience of the teaching staff, and the recommendations of the External Evaluation that took place in 2013-14. External stakeholders did not participate in that process.

The Programme lasts eight semesters and is structured in two cycles. The first cycle, lasting two years, includes compulsory courses in all three areas of study. The second cycle, also lasting two

years, leads to the acquisition of one of the three specializations offered by the Department (which correspond to its three Sections): Classics, Medieval and Modern Greek Philology, and Linguistics.

According to the European Credit Transfer and Accumulation System, to obtain the degree, students must take a total of 240 ECTS (120 each cycle). Student workload is well distributed and smooth progression is ensured, from the more general and introductory courses common to all to the specialized courses (course credits vary between 4 and 12 ECTS, with a greater workload for specialized courses and seminars). The second cycle includes compulsory courses of pedagogical content for the Certificate of Pedagogical and Teaching Proficiency (30 ECTS in total). The students have also the possibility to choose courses offered by other Departments.

The law allows the Study Programme to be changed only every four years, but every year minor revisions can be introduced in course syllabi, if necessary. These revisions are proposed and discussed in each Section and the decisions are approved at the General Assembly of the Department.

The Study Programme does not include the option for students to do a BA Thesis (πτυχιακή εργασία), but some specialization courses in smaller groups offer them the possibility to go deeper into some research topics. On the other hand, the activity of the seven laboratories operating in the Department also allows them to have closer contact with research. In any case, it would be desirable to introduce a larger number of seminars or even to offer the option of a BA Thesis as an alternative to certain courses.

Although in some cases students engage in informal practice in schools or in institutions such as the Greek Language Centre, the Study Programme does not offer the option of internships in external institutions (πρακτική άσκηση) that would provide work experience to students and improve their professional training. The Department is well aware of this lack and it is working to introduce this practical training in a formal framework.

Finally, courses are taught once a week, in three-hour slots. The Department should consider introducing a timetable that would be more appropriate for some courses, for instance each course twice a week, to the extent allowed by the availability of lecture halls.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It would be helpful to find ways to overcome the limitations imposed by the rather rigid schedule of courses.
- It might be worth trying to increase the number of seminars or even considering whether the option of a BA Thesis might be offered as an alternative to a course in the fourth year.
- A more systematic effort should be made to develop broader networks of internships and practical training.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS EEAPPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

    In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

The Department of Philology caters for students from several different backgrounds, including students with little to no exposure to Latin or Linguistics. The study programme dedicates the first 2 years to helping everyone familiarize themselves with all the different core subjects (Ancient Greek and Latin, Medieval and Modern Greek Language, Literature and Culture, as well as Linguistics) and the final 2 years to several specialisations to cater for each student's individual academic interests and research and professional goals. There are different modes of delivery, including "passive" one-way lectures in large halls (αμφιθέατρα) and more interactive seminars and workshops, where small groups of students can take initiatives and, for instance, present their research or otherwise exercise their academic and teaching skills. The students

also have the opportunity to otherwise hone their academic and research skills through the use of digital tools, software and media, for both their learning and assessment, tracking their progress, and evaluating their courses and teachers.

The students are offered several different optional courses and specialisations that cater for specific academic and research interests and career goals. For instance, they can get exposed to the most current Digital Humanities, Computational Linguistics and Natural Language Processing methods, which will equip them for an ever changing and disrupted labour market. However, given the unfortunate imbalance in the student to faculty ratio, it is not possible for every student to practise their own teaching skills at a Secondary School, for instance. This is a recurring issue that was also identified in the last evaluation report from 2013-14 and something that can only be adequately addressed through structural changes initiated by the Greek Ministry for Education, rather than the Department of Philology, the School of Philosophy, or the University of Thessaloniki itself. Attempts to alleviate the problem through class presentations have always been made and need to be further supported as much as possible.

Although it is difficult for students to take an active part in the course of the first 2 years of study, there is plenty of scope to demonstrate more involvement in the last 2 years through the choice of electives, the active participation in interactive labs, national and international conferences and publications, student exchange programmes and even apprenticeships with the Greek Language Centre, Secondary Schools and even Publishing Houses. The students also have the opportunity in certain cases to carry out research towards a final essay in place of the standard written or oral examination, something that seems to have attracted a large number of students to the Linguistics specialisation.

Detailed assessment methods and criteria are published on the Department website and can also be found in the Study programme and even the student study app (*myAUTH*) that is available. Although there is no ambiguity regarding either the methods or the criteria, there is still room for flexibility in the student assessment, as exemplified by the possibility to earn ECTS through attending specific seminars or submitting certain types of work.

Since 2011-12, there have been regular student satisfaction surveys carried out electronically and anonymously after the end of a course and, crucially, before the exams. Participation has always been very low, something attributed to lack of sufficient exposure to the corresponding class by several students (esp. 'stagnating' ones), which is itself due to the fact that there is no required attendance or tracking thereof at this or any other State University in Greece.

There is a Student Ombudsman office that, as pointed out in the Department's accreditation proposal, can be accessed by any student in case of issues or complaints not resolved at the departmental level. However, the exact process is not well defined. In particular, there is no mention of this service either in the Study Programme or in the Study Regulations.

The expertise, calibre, and academic excellence of the teaching staff ensure the inspiration of respect among the students. The dedication and active participation of individual students, in turn, ensures the teacher's appreciation and recognition of their efforts, contribution and performance. However, the large numbers of students involved, particularly in the first 2 years of core study, make it impossible for the teaching staff to know, let alone interact with, every student individually, especially if the student does not attend classes regularly or contribute in

some way to the class. This can make some students feel remote from the learning process, which is not always due to their own fault.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

▪ **Improve the Student-Faculty ratio:** this is admittedly beyond the control of the Department, which should continue its appeals to the Ministry of Education and to the central administration of AUTH, so that retiring teaching staff can be promptly replaced and/or more lecture halls become available to make smaller classes more feasible.

▪ **Further encourage greater participation of the students in the regular or at least annual online evaluation of individual courses and teaching staff** (currently 40%) by making it an organic part of the class (e.g. last 5 minutes of class) or even rewarding completion of the survey.

▪ **Make the writing of a research paper instead of final exams more widely available** as an option in all Divisions / Sections.

▪ **Provide more students the opportunity to practise their teaching skills,** by forging more and closer links to local schools, Colleges and even private organisations and encouraging oral presentations in lectures and seminars.

▪ **Make greater and more frequent use of the long-standing Alumni Association ("Φιλόλογος"),** to collect career progress data (dating from 1960), gather evaluations from recent graduates, make connections to Schools, companies and Organisations that will provide current students with mentorship, placement or job opportunities.

▪ **Increase the number, visibility and range of Study Advisors** (rotate DEP members, advertise and keep their contact details up-to-date, recruit upper-level students for support).

▪ **Clarify and increase the visibility of the role of the Student Ombudsman** (Συνήγορος του Φοιτητή), so that students in the Department of Philology become fully aware of this important resource.

- **Involve alumni, postgraduate and mature students, as well as professional organisations in the shaping of the Undergraduate Study Programme** in order to further render it more representative of both the student academic needs and the actual needs and realities of the Labour Market. One particular aspect that needs to be taken into consideration is the current explosion of interest and commercial development in the area of Speech Recognition and Voice Assistants, which has precipitated the establishment of "Voice User Interface Designer" and "Conversational Designer" courses that aim to equip outsiders in precisely the Science of Linguistics, Discourse Analysis, Semantics and Pragmatics. Although the Department currently already offers introductory courses in Computational Linguistics and Natural Language Processing (NLP), it should aim to take advantage of the huge rise in demand both for courses and appropriately equipped graduates for hire and offer more related courses and even a specialised degree in its own right.

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND EEAPPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

> *Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*
>
> *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*
>
> *Graduation represents the culmination of the students΄ study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

Study Programme Compliance

Incoming students are largely supported in their transition from High School to Higher Education through a number of means: the provision of introductory courses in the first 2 years of "core" study (e.g. the intensive teaching of Latin for those students who were adversely affected by the earlier Government decision to exclude Latin as an obligatory subject at school or the introduction to the various Linguistics fields for everyone); the introduction of mandatory IT and Digital Media Labs (which introduce students to Digital Library Search tools and the processing of Digital Corpora in the Humanities). At the same time, there is also the Office of the Study Advisor, which aims to support all students in each of the different Sections / Divisions of the Department (Ancient Greek Philology, Modern Greek and Medieval Studies, and Linguistics, respectively).

Student progress is monitored in a number of different ways both by the Department, the Teaching Staff and the students themselves: through the provision of offline records and online tools (e.g., student records, the e-learning platform, the digital Secretariat and the University student app) for tracking student performance at the Winter and Spring Semester examinations each year and the associated accumulated ECTS, as well as the student progress through the 4-year degree requirements as a whole. In the case of the 2 years of specialisation, progress tracking is more detailed, as it involves monitoring individual Workshop and Lab attendance and ECTS completion, which is more organic as the student numbers involved are much lower (20-30 rather than 200-300 in each case).

Student mobility is encouraged again through a variety of means: e.g., the provision of support services for applying, arranging and completing semesters abroad at other European Universities through the ERASMUS student exchange programme and getting awarded the

corresponding ECTS units and gaining relevant accreditations and academic equivalence (several students visit foreign Universities and a few foreign students visit the AUTH in turn to do part of their course in Thessaloniki); the organisation of academic conferences at the University and the active participation of the Department's students at international conferences abroad. In addition, there are special provisions for students who want to change courses or specialisations and join or leave the Department (e.g., through the publication of detailed rules and regulations on the calculation of academic and ECTS equivalence).

The Study Guide and the Regulation Guide contain detailed instructions on how the European-wide ECTS unit system is applied across the curriculum and for each specific Specialisation, Section, course, subject and student contribution, which facilitates both the tracking of student progress and the accreditation of student performance and achievement at the end of the studies. ECTS units are applied both to the attendance of passive lectures, interactive labs and research papers or other more active modes of learning.

Degrees and Diploma Supplements are automatically issued to all graduates without a specific request and copies, or additional details can also be requested on an individual basis.

The Study Programme lists, where applicable per academic Specialisation, Section or Subject, the requirement for the writing of a research paper and the corresponding ECTS units awarded for it, however it does not define in detail a set of quality requirements for it, neither is there a Thesis Handbook available other than for the Post-graduate Courses and Degrees.

The Department recognises the essential nature and requirement for practical training, especially as most graduates take up teaching positions in Secondary or Tertiary Education. Thus, Pedagogics is considered a valuable part of the Study programme in terms of developing job-specific skills. The Department has also long established a network of research, cultural, social, and commercial organisations that regularly support the provision of practical training with annual placements at the Centre for Greek Language, a Belgian Publisher and local Technical and Occupational Schools. However, very few students can take advantage of those networks, both because the number of available placements is very low and because of the sheer numbers of active students at any one time. There is a Career Office with strong internet presence and a multitude of available resources, but the Office of the Student Mentor seems to have been temporarily abandoned.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- **The Department should consider appointing more Study Advisors per sub-field**, especially in Linguistics (e.g. 1 for Theoretical Linguistics, 1 for Applied Linguistics, and even individual course subjects, such as 1 for Computational Linguistics, 1 for NLP). That would result in a lower number of students per Advisor and would provide the opportunity for more Teaching Staff to interact closely and regularly with their students, thereby helping their academic development and course progress. This would, in turn, also help address the two long-standing issues at the School, the University and the Greek Higher Education System as a whole: a) low class attendance and b) the high ratio of "stagnating" students.

- **The Career Office should take a much more active role in helping students identify and arrange practical placements in both teaching, research and industry**. For instance, the Office should maintain an up-to-date list of both State and Private Schools that the students can visit for short periods of time to watch and offer classes. Moreover, it should use the Alumni Association to cultivate links to other potential employers and institutions where the students can get placements and hone their teaching, research and business skills.

- At any rate, **the Office of the Student Mentor should be reinstated** to strengthen student motivation in both their studies and the post-graduation career progression. Candidates for the position could be Alumni members and other recent graduates, current post-graduate students and mature students and even some of the "stagnating" students. By providing advisory services to the current students, all the Mentors can, in turn, benefit by shaping their own social skills and in the case of the stagnated students even improve their motivation to finish their studies earlier.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD EEAPPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

> *The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*
>
> - *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
> - *offer opportunities and promote the professional development of the teaching staff;*
> - *encourage scholarly activity to strengthen the link between education and research;*
> - *encourage innovation in teaching methods and the use of new technologies;*
> - *promote the increase of the volume and quality of the research output within the academic unit;*
> - *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
> - *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

At the time of the external review, the Department of Philology numbers 53 teaching faculty (ΔΕΠ), 15 teaching assistants and library and laboratory staff (ΕΔΙΠ), and 7 administrative staff. Given its prestige and prominence, the Department has no difficulty attracting highly qualified staff, and the disciplinary areas for approved positions are decided by the departmental assembly following recommendations by each of the Divisions on the basis of their respective teaching needs. The criteria and procedures for recruitment and promotion are transparent and in strict accordance with the current legal framework. The Department is unfortunately not unique in seeing the number of its faculty reduced from 62 to 53 in the last decade, and typically has to wait at least two years, often longer, for new or replacement positions to be approved by the Ministry of Education and filled.

As a result, faculty workload is hefty, especially given the necessity to address the needs of incoming students, most recently in the area of Latin. It did not help matters that the Department's reasonable request for the temporary appointment of qualified secondary-school teachers was granted too late in the academic year, so the burden fell on the current staff. In general, expectations for teaching, office hours, advising, administrative duties etc., are clearly set out for all faculty.

In light of that workload, the research output of the faculty is impressive and is only in part facilitated by the schedule of research sabbaticals whose parameters are defined by the current legal framework. Moreover, there are leaves intended to support teaching at foreign universities, and that can no doubt be inscribed within the Department's extensive network of collaborations with foreign institutions, partly though not exclusively in the frame of Erasmus. The Department also encourages and offers assistance to its faculty to design and participate in research programs, organize conferences, symposia, and colloquia (most notably the renowned series "Trends in Classics").

The Department makes an intentional effort to link research and teaching in a two-way process. While it is to be expected that research informs and enriches teaching, primarily in upper-level seminars, it is gratifying to note that the reverse is also true: the need to cover curricular needs offers opportunities for teaching outside one's expertise, thus opening up new areas to be explored for potential research.

Individual courses and instructors are evaluated by students through questionnaires towards the end of each semester. For all the improvement in the last few years, partly due to the use of electronic means, the completion rate could be higher. The information from student responses is supplemented by the faculty's self-evaluation of their own teaching, research, and administrative work.

The Department is also to be commended for employing innovative technologies in teaching, which, among other things, allowed for a smooth and efficient transition to the conditions created by the pandemic.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Although this is beyond the purview of the Department, it cannot be stressed enough that the number of teaching staff should be restored to the levels of a decade ago, so as to improve the faculty/student ratio.
- The Department should make a more systematic effort both to ensure a higher completion rate of student evaluations of courses and, just as crucially, to use the resulting information so as to determine general trends in the student body's perceptions and shape curricular revisions accordingly.
- More upper-level seminars in all three divisions would enhance even further the link between teaching and research.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND– PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND –ON THE OTHER HAND– FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

> *Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*
>
> *When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
>
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme Compliance

In general, the Academic unit has the necessary facilities to ensure an appropriate teaching and learning environment.

The Department of Philology shares classrooms with other Departments of the School of Philosophy, so the organization of spaces does not depend exclusively on the Department but is a matter for the School as a whole and it is done in collaboration with the Dean's Office. In the meetings with the EEAP, both students and teaching staff complained about the inadequate maintenance and renovation of classroom spaces and noted that some of them are not sufficiently equipped with IT infrastructure. There are also complaints about the inadequacy of large classrooms (αμφιθέατρα), for example, regarding their lack of ventilation.

The Department has three Departmental Libraries (Σπουδαστήρια), one for each Division, which are used as study rooms and also for seminars. They have an excellent and up-to-date bibliographic collection, enriched by important archives and donations. Students have wide access to all these bibliographical resources, journals and databases. There are certain timetable problems, especially in the case of the Linguistics Library, which closes early (at 15:00) because of lack of staff. All these problems could be solved by creating one unified Library for the Department or for the School, which is planned but not yet implemented.

The University offers its students a wide range of support services (University Student Club, Accommodation, Student Health Services, Students with Special Needs, Sports Facilities...). All information is available on the Department's website (both in Greek and in English) and in the *Handbook of Studies*. In addition, at the beginning of the academic year the Department organizes an information day for first year students where they are informed about the Department's activities, the services available and the use of Libraries.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- More funding would be required for improvement of infrastructures, equipment, lecture rooms and for their adequate maintenance and up-to-date.
- More technical support for the teaching staff would be helpful.
- The libraries would be better used with more flexible hours. Some of the problems would be solved through the merging of the libraries into one central library for the Department or even for the School.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

> *Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.*
>
> *Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.*
>
> *The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:*
>
> - *key performance indicators*
> - *student population profile*
> - *student progression, success and drop-out rates*
> - *student satisfaction with their programme(s)*
> - *availability of learning resources and student support*
> - *career paths of graduates*
>
> *A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

Study Programme Compliance

The Aristotle University of Thessaloniki collects relevant data concerning staff, students and university operation in order to monitor the functioning of the University. The handling of the data is managed by means of an information system created by the ΜΟΔΙΠ team of the AUTH, which in turn is connected to several databases within the university administration and constantly updated by the teaching and administrative staff. Through the extraction and analysis of the gathered information, strengths and weaknesses are identified and decisions made against a background of reliable information. The Accreditation Panel found the available analyses relevant and highly valuable for the strategic development of the Department, which makes good use of them accordingly. A useful example would be the analyses of the profile of the student body and its study record, which clearly show student progression from admission to graduation, making clear that most students graduate on time or possibly within five instead of four years, but also indicating a difficult situation with "stagnating" students. The analyses furthermore highlight the low numbers of teaching staff in relation to the high number of students during the two first years of the Undergraduate program. This results in large classes that do not facilitate the learning process, especially for new students, and in an increased workload for the professors (in terms of grading exams, etc). The obvious conclusion of the Panel is that more faculty is needed to amend this situation.

Unfortunately, the available data do not include information about the career development of the graduates of the Department of Philology. Given the difficult labour market that awaits the students at the School after graduation, this would be a desirable addition to the information system, as it could help students identify career paths, see new possibilities and understand the flexibility of their degree. It is however the understanding of the Panel that this information is in the process of being collected and included in the information gathering system.

A seminal contribution to the information is provided by the course evaluations filled in electronically by the students at the end of each semester. This is clearly an effective tool to identify, and then swiftly address, for example, possible problems with teaching material and/or pedagogical methods. From our interviews, we understand that it is still a problem to get the majority of the students to fill out the questionnaires, since many believe that their opinions are not taken into account. The Panel however notes that at the same time there is a positive trend towards higher student participation and a strong wish from both teaching staff and students to improve the situation. It may also be the case that statistics are somewhat off the mark, since the active students do fill in their forms and express their concerns, whereas the non-participants tend to be students who do not go to class.

Panel Judgement

Principle 7: Information Management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Further efforts to increase participation in the course evaluations, already initiated, should continue. It is desirable that the evaluation becomes a routine part of every course module.
- It would be useful to follow up on the career paths of graduates, in order to give current students a clearer idea about work possibilities. This could for example be done in cooperation with the impressive alumni organization *Philologos*.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

The main channel for information about the Department of Philology, its teaching, research and staff etc, is the website of the Department (https://www.lit.auth.gr). The site provides all necessary general information about the Department and its three Divisions, libraries and laboratories and Erasmus programs as well as specified information for active students about current courses and events, staff CVs, useful bibliography and links, the Policy for Quality Assurance as well as the important Study Guide (Οδηγός Σπουδών). The Panel notes that the information available is very rich and certainly a fundamental tool for students and staff alike, as well as of interest to the general public. The Accreditation Panel however believes that the portal pages could be made somewhat more user-friendly, especially with prospective and first-year students in mind. Students and staff who already know what they are looking for will have no difficulty in finding the information they seek, but this may not be the case for a first and second-time site visitor. Fully aware of the work-load involved, and the insufficient funds for full IT/administrative support, the EEAP also wishes to underline the importance of keeping all information (in Greek and English) up-to-date. The Panel furthermore very much appreciates the link for the Careers' office of the University on the home page and would advise that a similar clearly visible link to the Study Advisors of the Department and the Student Ombudsman was placed next to it. During the interview session with students of the Department, the Panel understood that the Study Advisors were not well-known and that the contact details posted on the web page were not valid.

Certain information channels were not available to the Panel as non-students or members of the University, but the EEAP was impressed by the range of digital tools that are available to students and staff alike, such as a student app (https://it.auth.gr/el/myAuth) that keeps information about each student's current courses, grades, classrooms etc. readily at hand in personal smartphones, an electronic registering site (https://register.auth.gr), a specific e-learning platform (https://elearning.auth.gr, installed pre-Covid!) and an excellent portal for international student exchange information (https://eurep.auth.gr).

Panel Judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department website could be made more user-friendly with prospective and first-year students in mind.
- Every effort should be made to keep the website fully updated in both Greek and English. It is recommended that more resources be allocated to this end.
- The Study Advisors of the Department and Student Ombudsman could be more visibly advertised on the website, in the manner of the Careers' office icon.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme Compliance

The Department adheres consistently and vigorously to the guidelines that mandate the regular self-assessment of its study programme and its overall operation. Its internal assessment team (OMEA) is constituted annually with representatives from all three Divisions and collects all relevant data in collaboration with the quality assurance unit (MODIP) of the University. The three Divisions are all involved in processing the data and discussing it with the Department as a whole, so as to consider steps aimed at improving its teaching, research, and administrative operations. The collaboration between the OMEA and the MODIP seems to be harmonious and productive.

The Department is especially to be commended for drafting and proposing an efficient plan to respond proactively to the emergency of incoming students with no prior knowledge of Latin. Although the reasonable request for the temporary appointment of qualified secondary-school teachers was not granted until almost the end of the academic year 2020-21, the faculty did everything in their power to address the issue by creating a greater number of smaller sections in Beginning Latin and by increasing contact hours.

Additional measures that have been formulated as a result of internal self-review include: (a) enhancing the involvement of several laboratories in academic instruction and outreach; (b) increasing the number of courses that offer alternative modes of student-assessment; (c) following other AUTH Departments to implement a more rigorous system of Practical Training.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

In addition to the questionnaires for the evaluation of courses, it would be helpful to solicit feedback from recent alumni for the purposes of the internal evaluation. By the same token, external stakeholders (e.g. employers of alumni) could be consulted more systematically.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

The Department as a whole was reviewed in December 2013, including the graduate program along with the undergraduate program. At that time, several recommendations were made by the external committee. These included (among other things):

- that both the University and the School further develop and a strategic plan for the longer term;
- that the balance of required courses offered by the School's three constituent departments be revisited;
- that the School establish ways to address the needs of students who enter the program without the presupposed (in fact, required) background knowledge, through remedial courses or other arrangements;
- that the School or the University establish mechanisms, formal or informal, to support the formulation of external grant applications that would fund visiting faculty and/or research projects;
- and that the School explore ways to increase awareness, among the public and by other institutions, of its outstanding scholarly and cultural contributions.

The Department is well aware of the importance of evaluations, and has taken steps, within its power, to improve in all the relevant areas.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Some areas that are still in need of attention are:

- dedicated support for grant applications for research;
- dedicated counselling to students on internship possibilities, a matter of concern to the students we interviewed;
- further attention to providing elementary language training to students who have not studied classical Latin or Greek before arriving at the university;
- improvement of the rate of completion of the degree;
- more systematic collection of student evaluations of courses;
- scheduling of some courses to meet twice or three times a week, instead of once a week in three-hour sessions, which is not ideal for all types of courses;
- encourage better attendance at lecture courses (within reason), which in turn will increase the rate of graduation.

Not all of these desiderata are, of course, within the power of the Department, or even the University as a whole, to realize. In particular, with cutbacks in staffing due to the economic crisis of 2008 and more recently to the ravages of the COVID virus, staff has remained the same size or decreased slightly, and implementation of new courses is hampered. Also, rules and practices that are beyond the department to control contribute to a slow rate of completion of the program. In some areas, too, progress has been made since the earlier study, as the self-study by the Department makes clear. We believe that a streamlined version of the student guide (which now comes to a whopping 300 pages) might help new students to orient themselves more efficiently to the requirements and expectations.

PART C: CONCLUSIONS

I.   Features of Good Practice

▪ The Department of Philology maintains an excellent academic and research record, recognized in its consistently high position in world rankings of Departments in this field of study. A corollary is the international visibility of the Department, evident in the number of publications, in the network of collaborations with foreign institutions, in the organization of significant conferences, in the international mobility of faculty, to mention but a few aspects.

▪ The undergraduate Study Programme offers a very solid philological training to the students, which prepares them adequately to become secondary-school teachers but also to pursue advanced research.

▪ A strength of the undergraduate programme is the existence of seminars, where the enrolment cap ensures that students become active participants in the learning process and receive individualized attention, so as to become acquainted with methods of research and develop their writing and oral presentation skills.

▪ Rich bibliographic resources and technologically advanced laboratories facilitate research and enhance teaching.

▪ Modern digital tools and applications allow each student to be informed (e.g. on the study programme details, the academic and administrative offices and personnel, the IT and Library infrastructure and availability at any one time) and to track their own course timelines, obligations, deadlines, progress and grades.

▪ Overall, the Department has demonstrated great willingness for continuous improvement and problem-solving amidst challenging circumstances.

II.   Areas of Weakness

▪ A serious impediment that is of course beyond the control of the Department to fix is the less than adequate student/faculty ratio. While the number of incoming students has remained stable, the number of faculty is severely reduced, compared to a decade ago.

▪ The pressure that the faculty/student ratio places on faculty is compounded by the insufficient preparation of incoming students, especially in the areas of Latin language and literature but also, to a lesser extent, in Ancient Greek.

▪ For a host of reasons, student attendance is not as robust as it could be, and that predictably affects the completion rate of evaluation questionnaires. More generally, student participation in decision-making processes is discouraged by the presence of a vocal minority that imposes its will on the majority, so that involved students feel threatened and "gagged" if they dare express their opinion.

▪ Facilities, especially lecture halls, are not as well maintained or adequately renovated as they should be. Insufficient technical equipment and support for faculty can often inhibit effectiveness in teaching. Similarly, lack of space is among the factors that prevent the

merging of the three Division libraries into one, a move that would help solve a number of problems.

III.   Recommendations for Follow-up Actions

- It would be helpful to increase the number of upper-level seminars and to offer more opportunities for research papers and/or oral presentations in lieu of or in addition to traditional exams. It might even be worth considering whether an optional BA thesis, subject to well-defined preconditions, could be implemented.

- The Department should continue its efforts to raise the completion rate of the questionnaires for student evaluations of courses and instructors. Along similar lines, it would be important to encourage and track student attendance.

- The institution of Study Advisors was an important step and should be reinforced. The appointment of more Study Advisors would spread the responsibility more widely among the faculty, lower the student/advisor ratio, and increase the opportunities for meaningful conversations between students and faculty. In addition, current information about both the Department's Study Advisors and the Student Ombudsman should be more visible on the website, in the manner of the Careers' office icon.

- Allowing for limitations of space and time, the Department should explore ways to create a more flexible course schedule that would add variety to the rigid three-hour teaching unit, according to what would be pedagogically appropriate for different courses.

- In addition to course-specific questionnaires, the Department should continue its efforts to gather more information from surveys of graduating students or even recent alumni who might have a more holistic view of the undergraduate programme.

- Alumni are also a valuable resource regarding different career paths. The Department should consider establishing a network of volunteer mentors; contacting them would be facilitated with the help of the impressive alumni organization *Philologos*.

- The Department should intensify its efforts to offer more opportunities for internships and to expand practical training, especially in the context of the Certificate of Pedagogical and Teaching Competence.

- The impressive Libraries of the three Divisions would be utilized more efficiently, if they could be merged into one centralized Library for the entire Department.

- The Department should continue its efforts to secure more funding for improvement of infrastructures, up-to-date equipment, lecture rooms and for their adequate maintenance.

- Although this cannot be accomplished without student cooperation, it would be helpful to establish e-voting procedures so that all students should have the freedom to express their opinion in important matters that affect their studies.

- The Linguistics Division, in particular, should address the current huge worldwide demand in Computational Linguistics, Natural Language Processing and Spoken Language processing by offering additional courses, seminars and workshops in those fields.

- The Department website could be made more user-friendly with prospective and first-year students in mind. It also needs to be fully updated in both Greek and English on a very frequent basis, and more resources should be allocated to this end.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 5, 7, 8, 9, and 10**.

The Principles where substantial compliance has been achieved are: **3, 4, and 6**.

The Principles where partial compliance has been achieved are: **None**.

The Principles where failure of compliance was identified are: **None**.

Overall Judgement	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Pavlos Sfyroeras** (Chair)
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2. **Dr. Maria Aretoulaki**
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