



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Undergraduate Study Programme of:

Mediterranean Studies
Institution: University of the Aegean
Date: 17 April 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Mediterranean Studies** of the **University of the Aegean** 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 **Mediterranean Studies** of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Christy Constantakopoulou (Chair)**
Birkbeck College, United Kingdom

- 2. Prof. Elisabeth Kirtsolgo**
Durham University, United Kingdom

- 3. Assoc. Prof. Evangelos Kyriakidis**
University of Kent, Canterbury, United Kingdom,
and Heritage Management Organisation

- 4. Prof. Victor Roudometof**
University of Cyprus, Cyprus

- 5. Prof. Yannis Stivachtis**
Virginia Tech, United States of America

II. Review Procedure and Documentation

We received the relevant documentation submitted by the Department in good time before the meetings and the virtual site visit were scheduled. The Department submitted a clear, comprehensive and informative proposal for accreditation. We noted that the Department responded to criticisms and feedback provided during the previous accreditation process which took place in 2014. In addition to the proposal for accreditation, the Department and the University's Quality Assurance Unit (ΜΟΔΙΠ) submitted additional relevant documentation. The Department submitted promptly additional information, such as a comprehensive list of publications by members of staff, after the accreditation Panel's request.

The members of the External Evaluation & Accreditation Panel (EEAP) met for an initial distribution of workloads on the first day of our visit, which was Monday the 12th of April 2021.

Our site visit took place on Tuesday the 13th of April and Wednesday the 14th of April 2021. As a result of the COVID pandemic, all meetings were held virtually via Zoom. An outline of the timetable of meetings during these two days is as follows:

Tuesday, 13th April 2021: During the first day of our visit, we held a number of meetings with the Vice Rector of the University, the Internal Evaluation Group (OMEA) of the Department and members of the MODIP staff, and some staff members of the Department. The members of the EEAP met at the end of the day for a short meeting of reflection and organisation of priorities for the following day.

Wednesday, 14th April 2021: During the second day of our visit, we had meetings with current students of the Department, and with members involved in the teaching and support of students (administrative staff members, members involved in the running of the library of the University, members of the IT support staff team etc). We were sent a video with a virtual tour of the campus, including classrooms, lecture halls, libraries etc. We also held meetings with programme graduates and with external partners of the Department. The site visit ended with a closure meeting with the Department's Internal Evaluation Group (OMEA) and representatives of the University's Quality Assurance Unit (MODIP).

III. Study Programme Profile

The Department of Mediterranean Studies was founded in 1997 and began recruiting students in 1999. It is one of three Departments that currently form the School of Humanities of the University of the Aegean. The Department does not have officially recognized Sections (τομείς). The programme of study aims to provide a comprehensive education to its graduates in all three fields of expertise (Archaeology, Linguistics of South-eastern Mediterranean, and International Relations and Institutions). It also provides opportunities for further specialisation through the optional modules included in the syllabus. The duration of studies is 4 years for a BA in Mediterranean Studies.

The Department reformed its syllabus during the period under consideration. The new programme of study was introduced for the first time in 2019/20. The Department currently caters for students who are under both programmes of study, the old one, and the new one with first- and second-year students only.

Students need to pass a total of 240 ECTS in order to graduate. Each module has a 5 ECTS value, with the exception of the optional thesis, which is worth 15 ECTS and can be taken instead of three optional modules. According to the new programme of study, students need to take 16 Compulsory Introductory modules (μαθήματα κορμού), 6 Optional Introductory modules (Κατ' Επιλογήν Υποχρεωτικά μαθήματα Κορμού), 13 Compulsory modules (Υποχρεωτικά μαθήματα Κατεύθυνσης) for the discipline route they choose (Archaeology, Linguistics of South-eastern Mediterranean, or International Relations and Institutions), 6 Optional modules according to the discipline they choose (Κατ' Επιλογήν Υποχρεωτικά μαθήματα), 5 Optional modules from other disciplines (Ελεύθερης επιλογής), and 8 compulsory modules in one of the three offered foreign languages (Arabic, Hebrew, or Turkish). In order to graduate they need to have passed 54 modules, or 51 if they opt to do the thesis instead of three Optional modules.

The structure of the new programme of study is similar to the previous structure, with one important difference: students need to have passed 8 language modules in their chosen language instead of 6, which was the previous requirement. Similarly, students registering since 2019, need to take 54 modules in order to graduate, instead of 52.

Students take the Compulsory and Optional Introductory modules in the first four semesters of their study. They then choose the disciplinary route they want in the beginning of year 3 from the 3 existing disciplines in the Department (Archaeology, Linguistics of South-eastern Mediterranean, and International Relations and Institutions). In years 3 and 4, students take more specialised modules. They are also expected to progress with their chosen language. The Programme of Studies includes clear elements of progression between different level modules (from Introductory to more specialised Disciplinary and optional modules).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY 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

Although there is no independent strategic plan of the Department as yet, the strategic plan of the entire University has been clearly adopted and the curriculum has been designed following that strategy.

All quality assurance regulations are closely monitored by the Department in close collaboration with the University's Quality Assurance Unit (MODIP). The Department has been consistent in the application of the University's quality assurance regulations and has integrated them into their processes and structures to a significant extent.

Specifically, it is worth noting the following:

- The Department has designed a comprehensive curriculum with a very adequate interdisciplinary structure and has good procedures to annually review it.
- The learning outcomes are regularly and adequately reviewed.
- Teaching quality is regularly appraised and improved in consultation with multiple academic and non-academic stakeholders.
- Faculty are in most circumstances teaching on their own areas of expertise.
- Despite the difficulty of assessing staff research in such a diverse Department, the research output of staff is monitored.
- The undergraduate qualification that this Department offers is particularly specialized and has demonstrably led to a wide array of successful careers.
- The quality of support services is particularly high, especially given the wide array of labs (from Archaeometry to Linguistics and the University Excavation), the good administrative support and the good quality equipment and online services available. The occasional lack of fully developed structures is overcome by personal effort of the members of the Department.
- An annual meeting discussing the finds of the various data collection mechanisms for module quality and student feedback is taking place.

Panel Judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

We suggest that the Department makes a particular effort to monitor and incentivize all members of staff to produce high quality research.

Noting the tremendous effort that the members of the Department invest to student-centered education, we recommend that certain procedures become formalized (e.g., student complaints procedures) and publicly available to all stakeholders on the departmental website.

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 APPROVAL 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

Following the study of the submitted documentation and the discussions held with the Department's administration, faculty and students, the Panel has concluded that the three main goals of the Department of Mediterranean Studies are:

First, the combination of knowledge about the region of the Mediterranean;

Second, the specialization in three distinctive scientific disciplines -- archaeology, linguistics, and international relations & organizations – as applied to the South and South-eastern Mediterranean;

and Third, the specialization in the three linguistic and cultural areas of the South and South-eastern Mediterranean region (Arabic, Hebrew, and Turkish, and of course, Greek). These specific goals reflect larger overarching goals of achieving both interdisciplinarity and an area studies focus.

The design of the Programme of Study has been based on appropriate international standards and reflects the departmental goals noted above. The curriculum is responsive to the needs of the students as well as the requirements of the various constituents that make up the local communities. The Programme of Study has also been developed in accordance with the University's strategic plan and priorities. Finally, the curriculum has been designed after careful review of similar programmes existing in European and American universities and courses offered at those institutions.

The curriculum is revisited regularly and there is a procedure in place for its periodic revisions, which is based on the operation of the Department's general assembly (board of studies/γενική συνέλευση) requiring the participation of the departmental administration, faculty and students. The revision procedure also involves consultation of stakeholders and external experts.

The Department's goals are effectively served through the existing curriculum. The structure of the Programme of Study is rationally developed and clearly articulated in the Student Guide, which is complete, concise, and appropriate. The structure includes Compulsory Introductory modules followed by specific disciplinary modules. The Introductory modules intrinsically incorporate all areas of the Department's mission statement and serve the departmental goals of achieving interdisciplinarity and fostering area studies, so that it is truly a Department of Mediterranean Studies. The disciplinary-specific modules provide a solid formation in the respective field of study. The curriculum is complemented by language classes in regional languages (Turkish, Hebrew and Arabic), by the option of pursuing an undergraduate thesis, and by the option of pursuing an internship.

The connection among the three disciplinary fields of study is achieved in three main ways:

- 1) a set of Introductory modules provide the basis for an interdisciplinary approach to Mediterranean Studies;
- 2) through co-teaching of the Introductory modules; and,
- 3) students are given the opportunity to choose optional modules from any of the three disciplinary areas.

In addition, the enrichment of the Programme of Study and its interdisciplinarity has been achieved through the increase of elective modules and the introduction of modules which are offered by other Departments in the fields of sociology (i.e., Sociology of Religion, Sociology of Education, etc.), literature (i.e., Modern Greek Literature, Popular Literature, etc.), religion and economics.

The curriculum not only has been designed according to universally accepted standards for the specific area of study but is also unique and very competitive in relation with other similar programmes in Europe and the United States. The curriculum also ensures that the students who graduate are comparable in their individual disciplines to those who graduate elsewhere, but with the advantage of their studies having been enriched by an area focus, including study of one or more languages of the region. This last point highlights the uniqueness of the Department of Mediterranean Studies as its programme stands alone in its foci and goals. Specifically, there is no other programme of study – in Greece, Europe, or North America – that blends archaeology, linguistics, and international relations in the way that the Department of

Mediterranean Studies does and the way in which it focuses on the South and South-eastern Mediterranean and associated cultures, histories, nations, and languages. The uniqueness of the Department of Mediterranean Studies' programme is a strength, and its carefully planned out mixing sub-disciplines and core-versus-specialized modules, thus making a compelling degree. The recent revision to the curriculum gives a greater balance to a student's individual course of study.

The high quality of the Programme of Study has been confirmed during the Panel's discussions with current students, recent graduates, employers, and the various constituents that make up the local communities as they all testified to the skills and competencies that the students acquired as the result of their studies.

The Department of Mediterranean Studies is able to achieve successful training of its students, but the programme suffers from the effects of various governmental decisions and local circumstances, so that not all of the necessary resources are available. This is especially evident in the area of language instruction. Moreover, along with the nationally mandated restrictions on the hiring of new faculty and of contract instructors in the last decade, there are gaps in instructional coverage due to retirements and resignations.

Panel Judgement

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

Panel Recommendations

We urge the University to fund permanent academic positions in Hebrew, Turkish and Arabic studies and we encourage the potential hiring of a second instructor (ΕΔΥΠ or other) for each of the three languages taught.

We encourage the University to make an effort to replace all retired academic staff that has not been replaced.

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 APPROACH.

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's approach to teaching is very well designed and unmistakably student oriented. A variety of pedagogical methods and modes of delivery are being used, including standard lectures, lab-based instruction, and hands-on field experience, while students are systematically encouraged to reach their potential. A great portion of the student body is working to support their studies. In the absence of institutionalised part-time programmes, the instructors work hard and manage to support those students remarkably well. Handbooks are clear and inclusive, and members of staff ensure that all relevant reading is accessible to students. Indeed, teaching and learning material is so clear and organised that working students

are able to successfully sit their exams or write their summative assessments even if they have missed significant share of the lectures. E-classes (in the form of podcasts) have also helped towards this direction in the past, and have proved valuable good practice during the pandemic, when the Department managed to continue its operation remotely, without delay. The Department's use of new technologies in teaching is commendable. It adds pedagogical value to the programme, but also endows students with significant transferable skills, like ECDL-equivalent certification.

Students are encouraged to develop their individual skills and pursue their interests and inclinations in different ways.

First, in its inception, the programme allows students to choose between three different streams (archaeology, linguistics, and international relations respectively). Prior to reaching that point, students are given a solid basis in all core modules, thus acquiring synthetic abilities that follow them in their professional lives, as we were able to attest in our meetings with representatives of the student body and graduates. Both current and past students have acquired a multitude of skills and –most importantly- the tools to use them synthetically, while their studies also enable them to build their individual knowledge, interests, and career profiles. The programme is designed in such a way that it covers all major theoretical and conceptual issues related to Mediterranean studies as 'area studies', but also credits students with specific professional rights (and the actual knowledge that supports such rights), thus maintaining a near-perfect balance between academic depth and high-end career prospects.

Second, members of staff are reported to maintain an extremely conscientious attitude vis-à-vis the student body. Great pastoral care and support is provided via four different avenues:

- a) the role of the academic tutor (one for each stream) who remains available for all the students;
- b) through office hours;
- c) through email communication that students appear to use frequently and freely;
- d) through face-to-face communication as required.

All students (current and past) attested that the Department maintains an open-door policy and reported that their instructors were very supportive and responsive. Significantly, we found that members of staff instil a passion for learning and further personal development to their students who have good knowledge of opportunities for further study and how these can be pursued. This knowledge is publicly available on the website of the Department, but particular plans and opportunities are also discussed on a more personal basis. Members of staff have also been reported to mobilise their own international academic connections to facilitate their students' further studies and career opportunities. Overall, an excellent balance is maintained between publicly available further studies/career information for all and a personalised approach that caters the needs of students as individuals.

Curriculum decisions are being taken at the general assembly/board of studies (γενική συνέλευση). Student participation in learning was evidenced during our visit. Student needs and desires for particular fields of knowledge are taken very seriously into account by the board of

studies. Sometimes instructors go over and above their standard workload to offer modules to that purpose, and this must be commended.

Student satisfaction surveys are being regularly conducted in the form of electronic Module Evaluation Questionnaires (MEQs). Members of staff reported a drop-in return rate when MEQs became centralised and started being administered electronically. This drop-in response rates (as a result of central and e-administration) follows and maps onto the experience of other Departments and universities across Europe and relates exclusively to the mode of administration. We received a carefully constructed report and analysis of evaluation surveys that demonstrated:

- a) the strength and quality of teaching; and
- b) that evaluation conclusions feed-back to the teaching strategy as expected.

There is a clear mechanism of using student feedback to improve teaching at the level of individual instructors, streams, and the board of studies as a whole.

Students reported that they receive appropriate feedback on written essays, in time to implement this feedback before the deadlines, and there was a good balance between different modes of learning and assessment. Of particular significance and effectiveness is the annual student-led conference *Mare Nostrum*, which not only provides students with the opportunity of organising an international event and presenting work in it, but also of interacting with past graduates and other academics from the Department and beyond. This is an outstanding forum for students, and the Department must be commended for initiating it and sustaining its function through the years.

Other examples of good practice are:

- 1) The extensive use of the Erasmus+ programme and the manner in which the Department makes sure that Erasmus student needs are met in a satisfactory manner;
- 2) Induction activities (in the first year) that seemed effective according to what current students reported;
- 3) The fact that the teaching team reported examining and analysing summative results, and adjusting examination procedures accordingly when student failure reaches level of tolerance;
- 4) The fact that if a student fails a module more than 4 times, they can alert the administration office and their case is examined on an individual basis to ensure that marking has been fair;
- 5) That marking criteria are listed in handbooks clearly;
- 6) The existence of a specific 'reading and writing' module (συγγραφή επιστημονικής εργασίας) that ensures students learn in depth the intricacies of academic writing, they are informed of plagiarism and learn how to use and cite secondary sources;
- 7) That staff at all levels of seniority teach across the different years with particular emphasis to first year students who strategically benefit from senior members of staff with extensive educational experience;

8) That all teaching appears to be appropriately research-led and follows up-to date international curricula; and

9) That the Department maintains a 'Repository' (αποθετήριο-Hellanicus) with examples of past dissertations and student papers – this is a very useful resource.

Overall, teaching and learning follows a clear student-oriented approach and happens in an intellectually stimulating environment of mutual respect.

Panel Judgement

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

Panel Recommendations

We encourage the Department to develop a policy towards a clear and comprehensive 'mitigating circumstances' process with a provision for extensions to coursework.

We recommend that the Department makes a clear and comprehensive process of appeals and complaints and publish a comprehensive guide with information and procedures concerning its policies on discrimination, harassment, violence, inclusion, equality and diversity on the Department's website.

We recommend that further thought is given to standardizing feedback on summative essays via feedback forms that invite examiners to comment on the specific marking criteria provided in the handbook.

We recommend that the Department develops an official Departmental teaching and research strategy, which should be available on the website.

The Panel urges the University to ensure that equipment is delivered and made operational at a sensible pace.

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY 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

The Department offers a successful Induction Programme over the course of a week at the beginning of the first semester of study, which introduces students to University life, presents and explains the Programme of Study, and offers all relevant information about student choice, the curriculum, University services and Departmental procedures. Members of staff in the Department also announce their office hours so that students can approach them for more information.

The Department discusses issues related to student progression at the departmental meeting. Statistics about pass/fail rates in modules is also addressed.

The Programme of Study has a clear structure which guarantees smooth progression between different levels of study (from general introductory modules to more specialized modules, chosen in one of the three main disciplinary fields covered by the Programme of Study). The ECTS system is applied consistently across the board. All graduates are issued with a Diploma Supplement.

The Department supports a successful Erasmus Programme with a number of European Universities. A member of staff is responsible for student mobility under the Erasmus Programme.

The Department has produced a thesis handbook, which is available on the departmental website. We highly commend the fact that the Department has made available previous years' undergraduate theses for all students to see through the Departmental Repository (Hellanicus), also accessible through the website.

Students are actively encouraged to do an internship as part of their programme of study (πρακτική άσκηση). We were really impressed by the range of opportunities offered to the

Department's undergraduate students. Student internships were highly commended by the external partners of the Department, which included prestigious local organisations, such as the office of the Bishop of Rhodes, the local Chamber of Commerce, the local Tourist organisation (EOT), and the municipality of Rhodes. The external partners commented that the students were very well equipped to deal with the work challenges in their internships, and that they had the necessary skills to perform their duties well. We applaud this close relationship between the Department and the external partners, which results in a successful relationship between the University and the local community. It is clear that the Department's efforts in producing a successful and competitive programme of study are highly appreciated by the Rhodian community. Considering the cosmopolitan character of the island and the job opportunities that arise from this context, students in this programme of study, with its international and Mediterranean focus, are very well equipped to enter the workforce.

We note that the Department has good completion rates. It is clear that the Department is working very hard to ensure that students progress smoothly between different levels of study and that they are offered the appropriate support in order to graduate within a reasonable timeframe.

Panel Judgement

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

Panel Recommendations

No recommendations.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY 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

Teaching staff as a whole need to be warmly congratulated for their overall approach to the delivery of the programme and the academic standards of the Department in more general. It was evident that members of staff go above and beyond the call of duty to deliver a rich programme, to engage in appropriate pastoral care, to address different systemic weakness (e.g., the absence of part-time programmes that would suit working students), and to enhance the future opportunities and career paths of their students.

Staff members reported that they manage their workload and that their load allows them to engage in research activities. The teaching delivered at all levels is evidently research-led and members of staff have some mobility opportunities through Erasmus+. Staff members are frequently evaluated through student surveys.

Although the profiles of research staff are uneven, overall, they meet national and international research standards.

The Department operates on the basis of collegiality and this is evident in different practices – e.g., more senior members of staff allow less senior members to take advantage of mobility opportunities, acknowledging their more intense promotion and research profile-building needs.

We note that the previous evaluation report of 2014 suggested the inclusion of sociology and anthropology courses into the curriculum. This has been formally accomplished. The nature of the programme demands the inclusion of at least an additional faculty member in these areas in order to cover the social relations among cultures and societies of the Mediterranean in

sufficient depth. While the efforts of related disciplines to address these lacunae are noble and the problem is not acutely urgent at the current conjuncture, the Department should not harbour the illusion that it has substantively addressed this problem.

We note the acute gap that the absence of permanent members of staff engaged in the teaching of the languages creates for the Programme of study. Furthermore, we support the Department’s intention to invest in new academic posts (e.g., in 19th and early 20th history of the east Med, on the national movement in the east Mediterranean, sociology / sociocultural anthropology of the area, economic geography of the region, in heritage management and in language provision) as well as some ΕΔΥΠ positions (especially in archaeometry and languages).

We believe that the research culture of the Department can be further enhanced by the creation of various initiatives. These may include the establishment of research groups (such as archaeology, linguistics, international relations). These can comprise members of staff, doctoral and post-doctoral researchers as well as postgraduate students. Research groups can become fora for the exchange of ideas, work-in-progress, mutual academic feedback and organised applications for external funding. Furthermore, the establishment of a research seminar series that reflect the areas of interests of the Department (both virtual and physical) may further enhance the research culture of the Department. Selected events can be open to the public to enhance the already excellent relationship between the Department and the local community.

We also find that setting individual research development goals is a helpful way to increase research activities. Furthermore, a transparent equitable procedure in order to ensure that individual academics have the time, space and energy to pursue their goals in the space of reasonable working hours would be welcome. The establishment of teaching-free research days (one per staff per week) would also be a good practice. Similarly, non-teaching weeks (e.g., Christmas, Easter, Summer Holidays) can be kept email free in order for members of staff to be able to pursue their research activities more intensively.

Panel Judgement

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

Panel Recommendations

The Panel stresses the need for appointing adequate technical staff.

We stress the need for covering the current gap in language instruction, preferably through the appointment of full-time permanent members of staff. While not an acute priority (such as

hiring an instructor for Hebrew), the Department should consider hiring a permanent sociology or anthropology faculty member to cover the societies and cultures of the Mediterranean (instead of relying for this critically important component of its programme upon another Department).

We suggest that the Department considers developing a clear, feasible and comprehensive research strategy with specific and measurable goals.

We recommend that a clear and comprehensive workload model is established in the Department.

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

The Department has more than 1700 students registered on its undergraduate Programme with a high yet better staff/student ratio than peer institutions and an above average completion rate within a reasonable number of years.

The Department has sufficient resources and equipment, library resources (access to online library resources), labs and lab equipment (most prominently the archaeometry lab), sufficient online learning resources -that were further strengthened during the COVID-19 crisis. Some of this equipment, however, does not appear to be fully operational.

Moreover, the internship programme is deemed highly successful by all partners who benefit from it and gives working experience to students. The summer school that took students to Turkey has been sadly temporarily halted due to a multitude of justified reasons. We note that the current students and graduates in the Programme of Study thought that such trips were an excellent learning experience.

The overall lack of subscription to some specialized online journal collections is notable for all universities but the Department is one of the best we have seen when it comes to student literacy of computer skills and online resource access.

Panel Judgement

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

Panel Recommendations

We recommend that the Department engages with other stakeholders in order to fundraise for language provision.

We encourage the Department to think of alternative annual trip opportunities for their students.

We recommend that the Department develops a scheme of Visiting professorships.

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 analysing information and planning follow-up activities.

Study Programme Compliance

The Department collects data of all students and several metrics related to their gender, performance in individual modules and so on.

The University has developed an efficient system for gathering all relevant data and the Department fully conforms to these protocols.

The Department has analysed the departmental data and has drawn conclusions that help it to take decisions regarding module adjustments, grading and so on as discussed annually in the board of studies/general assembly meeting.

Panel Judgement

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

Panel Recommendations

No recommendations.

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 Department of Mediterranean Studies provides information on its academic and educational activities in a direct and accessible way. The main avenue of communication is the website at <https://dms.aegean.gr/en/undergraduate-studies/>.

For evaluation purposes both the English and the Greek version of the website were consulted. Obviously, more detailed information is available in the Greek version, but both are more than adequate. Additional course-specific information is provided by the University's digital platform (e-class). Both faculty and members of the Secretariat provide information via e-mail on issues pertaining to the curriculum & other departmental issues.

The University's digital platforms play an important role in terms of the resource availability for the operation of the undergraduate programme. These directly support the educational process by providing course content, teaching and learning material as well as related bibliography, useful links and valid digital open access manuals. The digital platforms record registered students and their performance, providing students with personalized information about their education (grades, grading history, course statements, etc.).

Panel Judgement

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

Panel Recommendations

We recommend that the Department dedicates a section of its website to career opportunities, including those that are beyond the civil sector so as to highlight the strength of the degree to both prospective students and future graduates.

We recommend that the Department develops its alumni relations to help showcase the breadth of possible career pathways of departmental graduates and broaden internship opportunities.

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 of Mediterranean Studies has specific mechanisms through which on-going monitoring and periodic internal review of programmes takes place.

The curriculum is discussed on an annual basis by the faculty at large and is adjusted according to the needs of the Department. Curriculum revision requires the collaboration between the OMEA and MODIP. In this process, particular attention is paid to the existing Student Guide and Programme of Study, the number and skills of the existing teaching faculty, student evaluation of courses, the opinion of international students, and, of course, the opinion of the faculty.

Curriculum revision also takes into account the scientific developments in the various disciplinary areas, the needs to address evolving/current issues that require scientific analysis, the opinion and needs of social partners, market and social needs, and the recommendation of external review committees. We note, in particular, that several significant changes took place since 2014 to take account of the recommendation of the 2014 External Evaluation Committee.

The Panel has found that the outcomes of the self-assessment of the Programme of Study are properly recorded and submitted to the QAU/MODIP of the University of the Aegean and are properly documented. The findings are also shared within the Department of Mediterranean Studies and the School of Humanities to which the Department belongs. In addition, submitted evidence has demonstrated that the outcomes of the self-assessment are communicated through various action plans, which are effectively implemented and in a timely fashion.

Panel Judgement

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

Panel Recommendations

No recommendations.

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 has devoted time and resources to facilitate the EEAP's work. All requested data were promptly delivered, and OMEA members in particular have been more than willing to accommodate EEAP requests for further clarifications. Faculty members and administrative personnel have been courteous and cooperative throughout the process. The Department is fully aware of the salience and potential contribution of the evaluation & accreditation process to the setup of its own goals and the improvement of its overall operations. The EEAP appreciates the Department's actions in facilitating its work under conditions of mutual respect amidst the adverse circumstances generated by the COVID-19 pandemic and the subsequent need to conduct the accreditation process exclusively through digital means. The Department has a fully institutionalized process of quality assurance activity and a feedback mechanism for transferring such feedback onto the process of continuous improvement.

We are pleased to report that the Department has implemented the majority of the recommendations made during the 2014 evaluation.

The Department's 2014 External Evaluation Report has noted the unique nature of the overall programme, its inter-disciplinary focus, attractive geographic setting, suitable material resources & its strong connections with the local and wider communities. The report pointed out weaknesses as well. Some of those, such as funding issues and unsatisfactory size and functioning of the library, pertain to broader issues common among many peripheral Greek universities. According to the 2014 recommendations, the Department should enrich the curriculum, develop a strategic plan and enhance research output. Specific suggested actions were: increase student and staff Erasmus mobility; increase the number of international students & develop English-language classes; develop graduate programmes in Linguistics and

Archaeology; include foreign members on doctoral committees; making provisions for writing English-language dissertations; develop e-teaching methods and address the library's access issues; remedy the lack of faculty members for language instruction; integrate International Relations and Archaeology in joint examinations of cultural heritage; implement a plan for rigorous internal research assessment; offer technical support and address related technological issues and classroom availability; expand the international range of publication venues with particular attention to refereed, peer reviewed journals; identify and explore potential funding sources; & expand on national and international collaborations.

Based on the material provided to the EEAP as well as the on-line site visit details, the EEAP concludes that significant progress has been done in many of the aforementioned issues. The EEAP complements the Department for its willingness to creatively engage with the 2014 suggestions and recommendations. Most of the 2014 recommendations have been implemented – to the extent possible. Some of these matters – especially those that pertain to the funding scarcity that affects the entire University –cannot possibly be solved exclusively through actions undertaken at the departmental level.

Of particular importance for the current evaluation is that the Department has undertaken an undergraduate curriculum revision. The revised curriculum was implemented in 2019 and implements nearly all the 2014 recommendations that pertained to the undergraduate programme.

We note that the Department does not currently have a strategic plan of its own but follows the University's strategic plan.

Panel Judgement

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

Panel Recommendations

We urge the Department to develop a strategic plan of its own right, in accordance yet independently of that of the entire University. This is in line with the 2014 EER recommendations. This strategic plan should establish measurable goals on research, teaching, and development for the department.

PART C: CONCLUSIONS

I. Features of Good Practice

- The department has designed a comprehensive curriculum with a very adequate interdisciplinary structure and has good procedures to annually review it.
- The learning outcomes are regularly and adequately reviewed.
- Teaching quality is regularly appraised and improved in consultation with multiple academic and non-academic stakeholders.
- The undergraduate qualification that this department offers is particularly specialized and has demonstrably led to a wide array of successful careers.
- The quality of support services is particularly high, especially given the wide array of labs (from Archaeometry to Linguistics and the University Excavation), the good administrative support and the good quality equipment and online services available. The occasional lack of fully developed structures is overcome by personal effort of the members of the department.
- The design of the Programme of Study has been based on appropriate international standards and reflects the departmental goals noted above. The curriculum is responsive to the needs of the students as well as the requirements of the various constituents that make up the local communities.
- The Department's goals are effectively served through the existing curriculum. The structure of the Programme of Study is rationally developed and clearly articulated in the Student Guide, which is complete, concise and appropriate.
- The curriculum not only has been designed according to universally accepted standards for the specific area of study but is also unique and very competitive in relation with other similar programmes in Europe and the United States.
- The Department of Mediterranean Studies is able to achieve successful training of its students.
- The Department's approach to teaching is very well designed and unmistakably student oriented. A variety of pedagogical methods and modes of delivery are being used.
- Handbooks are clear and inclusive, and members of staff ensure that all relevant reading is accessible to students. Teaching and learning material is clear and well organised.
- The Department's use of new technologies in teaching is commendable.
- The programme is designed in such a way that it covers all major theoretical and conceptual issues related to Mediterranean studies as 'area studies', but also credits students with specific professional rights (and the actual knowledge that supports such rights), thus maintaining a near-perfect balance between academic depth and high-end career prospects.
- There is a clear mechanism of using student feedback to improve teaching at the level of individual instructors, streams and the board of studies as a whole.
- The existence of a specific 'reading and writing' module (συγγραφή επιστημονικής εργασίας) ensures students learn in depth the intricacies of academic writing, they are informed of plagiarism and learn how to use and cite secondary sources.

- All teaching appears to be appropriately research-led and follows up-to date international curricula.
- The Department maintains a 'Repository' (αποθετήριο-Hellanicus) with examples of past dissertations and student papers – this is a very useful resource.
- The Department offers a successful Induction Programme.
- The Programme of Study has a clear structure which guarantees smooth progression between different levels of study.
- The Department supports a successful Erasmus Programme with a number of European Universities.
- We were really impressed by the range of opportunities offered to the Department's undergraduate students.
- We applaud the close relationship between the Department and the external partners, which results in a successful relationship between the University and the local community.
- The Department has good completion rates.
- Teaching staff need to be warmly congratulated for their overall approach to the delivery of the programme and the academic standards of the Department in more general. It was evident that members of staff go above and beyond the call of duty to deliver a rich programme, to engage in appropriate pastoral care, to address different systemic weakness (e.g., the absence of part-time programmes that would suit working students), and to enhance the future opportunities and career paths of their students.
- The teaching delivered at all levels is evidently research-led and members of staff have some mobility opportunities through Erasmus+.
- The Department operates on the basis of collegiality and this is evident in different practices.
- The internship programme is deemed highly successful by all partners who benefit from it and gives working experience to students.
- The University has developed an efficient system for gathering all relevant data and the Department fully conforms to these protocols.
- The Department has analysed the departmental data and has drawn conclusions that help it to take decisions regarding module adjustments, grading and so on as discussed annually in the board of studies/general assembly meeting.
- The Department of Mediterranean Studies provides information on its academic and educational activities in a direct and accessible way.
- The curriculum is discussed on an annual basis by the faculty at large and is adjusted according to the needs of the Department.
- Curriculum revision also takes into account the scientific developments in the various disciplinary areas, the needs to address evolving/current issues that require scientific analysis, the opinion and needs of social partners, market and social needs, and the recommendation of external review committees.
- The EEAP appreciates the Department's actions in facilitating its work under conditions of mutual respect amidst the adverse circumstances generated by the COVID-19 pandemic and the subsequent need to conduct the accreditation process exclusively through digital means.
- The Department has a fully institutionalized process of quality assurance activity and a feedback mechanism for transferring such feedback onto the process of continuous improvement.

- We are pleased to report that the Department has implemented the majority of the recommendations made during the 2014 evaluation.

II. Areas of Weakness

- We note that there are significant gaps in the staffing of the Department, especially in the area of the language teaching and learning. There is an urgent need for the appointment of full-time, permanent members of staff engaged in the teaching of the three languages taught in the Department (Arabic, Hebrew, and Turkish).
- Procedures, such as appeals and complaints procedures, need to be streamlined and published in a central location, easily accessible to all stakeholders, such as the Departmental website.
- While it is clear that the Department has thought carefully about its future and strategy both in relation to research planning and in relation to the development of the curriculum of the Programme of Studies, we noted that the Department has not developed an independent Strategic Plan but depends instead on the University's strategic plan.

III. Recommendations for Follow-up Actions

- We suggest that the department makes a particular effort to monitor and incentivize all members of staff to produce high quality research.
- Noting the tremendous effort that the members of the department invest to student-centered education, we recommend that certain procedures become formalized (e.g., student complaints procedures) and publicly available to all stakeholders on the departmental website.
- We urge the University to fund permanent academic positions in Hebrew, Turkish and Arabic studies and we encourage the potential hiring of a second instructor (ΕΔΥΠ or other) for each of the three languages taught.
- We encourage the University to make an effort to replace all retired academic staff that has not been replaced.
- We encourage the Department to develop a policy towards a clear and comprehensive 'mitigating circumstances' process with a provision for extensions to coursework.
- We recommend that the Department makes a clear and comprehensive process of appeals and complaints and publish a comprehensive guide with information and procedures concerning its policies on discrimination, harassment, violence, inclusion, equality and diversity on the Department's website.
- We recommend that further thought is given to standardizing feedback on summative essays via feedback forms that invite examiners to comment on the specific marking criteria provided in the handbook.
- We recommend that the Department develops an official Departmental teaching and research strategy, which should be available on the website.
- The Panel urges the University to ensure that equipment is delivered and made operational at a sensible pace.

- The Panel stresses the need for appointing adequate technical staff.
- We stress the need for covering the current gap in language instruction, preferably through the appointment of full-time permanent members of staff. While not an acute priority (such as hiring an instructor for Hebrew), the Department should consider hiring a permanent sociology or anthropology faculty member to cover the societies and cultures of the Mediterranean (instead of relying for this critically important component of its programme upon another Department).
- We suggest that the Department considers developing a clear, feasible and comprehensive research strategy with specific and measurable goals.
- We recommend that a clear and comprehensive workload model is established in the Department.
- We recommend that the Department engages with other stakeholders in order to fundraise for language provision.
- We encourage the Department to think of alternative annual trip opportunities for their students.
- We recommend that the Department develops a scheme of Visiting professorships.
- We recommend that the Department dedicates a section of its website to career opportunities, including those that are beyond the civil sector so as to highlight the strength of the degree to both prospective students and future graduates.
- We recommend that the Department develops its alumni relations to help showcase the breadth of possible career pathways of departmental graduates and broaden internship opportunities.
- We urge the Department to develop a strategic plan of its own right, in accordance yet independently of that of the entire University. This is in line with the 2014 EER recommendations. This strategic plan should establish measurable goals on research, teaching and development for the department.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **5.**

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. Christy Constantakopoulou (Chair)**
Birkbeck College, United Kingdom
- 2. Prof. Elisabeth Kirtsolgo**
Durham University, United Kingdom
- 3. Assoc. Prof. Evangelos Kyriakidis**
University of Kent, Canterbury, United Kingdom
and Heritage Management Organisation
- 4. Prof. Victor Roudometof**
University of Cyprus, Cyprus
- 5. Prof. Yannis Stivachtis**
Virginia Tech, United States of America