Accreditation Report
for the Undergraduate Study Programme of:

History
Institution: Ionian University
Date: 5 June 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **History** of the **Ionian University** for the purposes of granting accreditation

TABLE OF CONTENTS

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 **History** of the **Ionian University** comprised the following five (5) members, drawn from theHAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr. Evangelos Kyriakidis (Chair)**
   The Heritage Management Organization, USA

2. **Dr. Maria Antoniou**
   Pace University, USA

3. **Dr. Alex Beihammer**
   University of Notre Dame, USA

4. **Dr. Georgios Deligiannakis**
   Open University of Cyprus, Cyprus

5. **Dr. Björn Forsén**
   University of Helsinki, Finland

II.   Review Procedure and Documentation

The committee received the relevant documentation submitted by the Department in good time before the meetings and the virtual site visits were scheduled. The department had prepared a full PowerPoint presentation taking us through the program of studies as well as a very informative film taking us through the premises and the infrastructure available to the department.

The Department submitted a fully informative and comprehensive proposal for accreditation. The committee notes with satisfaction that the Department responded to criticisms and feedback provided during the previous assessment of 2014, most prominently through the design of a new program of study that pays attention to a lighter (still very substantial) load to students, a greater number of optional modules that give students the power to design their own degree and an optional final-year dissertation for those more ambitious for research as well as other changes.

Beyond the proposal for accreditation, the University's Quality Assurance Unit (ΜΟΔΙΠ) and the department submitted additional relevant documentation, such as the new Undergraduate Study Guide for 2018-19 (before the pandemic), the description of the modules for the same year, and statistical data for several past years. We would like to note that the statistical data is of a wide range, high quality and overall very helpful, though some can be often misleading (e.g. the percentage of students that graduate is rather misleading and cannot be comparable to other universities given that it reflects the percentage of the entire student body – the older the department the smaller the percentage that graduates in n+2 years- that is statistically questionable). Moreover, we were provided with a list of all collaborating organizations for the paid internship program and the relevant minutes for the preparation of the department for this accreditation procedure as well as the Quality Assurance Policy of the department.

Our virtual visits were very well organised with a remarkable array of stakeholders present in a very tight schedule to be interviewed by us. Both the Department and the MODIP team provided promptly all additional documentation requested, in a collaborative and collegial spirit.

The members of the External Evaluation & Accreditation Panel (EEAP) met for an initial distribution of workloads on the morning of the first day of our visit, which was Monday the 31st of May 2021. The meetings with the various stakeholders of the department took place on that day and the following two days (1st-2nd June), meeting twice with the MODIP, the vice rector and head of department, once with members of the department, once with a cross section of the current students, another with representatives of the alumni, and one with partners of the university in the local community. Moreover, there was a special meeting on the infrastructure (electronic, equipment and real estate) that is available to the students of the department. As a result of the COVID-19 pandemic, all meetings were held virtually via Zoom.A special meeting was held between two members of the committee and a member of staff toreview the online e-class platform.

The committee members (EEAP) met briefly at the end of each day for a brief commentary and planning each next day of meetings.

III.   Study Programme Profile

This program was the first of the Ionian university as History was its first department. This is the only independent history department in Greece (all others are history and archaeology or Mediterranean studies or other). Moreover, due to the lack of several other contiguous departments in the university, the department has developed a strong interdisciplinary faculty that offers a unique opportunity to students to design their own degree. The new program of studies, which was developed as feedback of the previous assessment of the department, gives indeed more liberties to students to design their specialism and curriculum with a greater number of optional modules available.

As mentioned above, the modules are divided into core (obligatory) and optional. The former are ensuring that basic learning outcomes are achieved for all students including research skills in history as well as introductions to a number of fields such as history of different periods, classics, archaeology, Latin literature, ancient and modern Greek literature, prehistoric and classical archaeology, historical demographics and principles of education. The latter include specialism modules, seminar (smaller classes) modules, from a seriously wide array of topics. Finally, the undergraduate program aims to familiarize students to relevant computer software to enable them to work with relevant texts as well as databases. For this there are two non-credit bearing IT core modules.

In collaboration with the learning and teaching lab, the department has made an effort for inclusive teaching as well as assessment. Examinations are the case with core modules, whereas the seminar modules and other smaller-class modules have achieved a variable assessment strategy that develops and assesses a variety of skills (including research skills). The optional dissertation is equal to two modules. The duration of the studies is 4 years.

There is a clear progression between the years with a good spread of optional and core modules through the years. Students of the department have the opportunity to take a paid internship, which is a unique opportunity for students to gain some working experience.

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

The quality assurance policy of the Department of History at the Ionian University generally in line with the principles that are recommended for an undergraduate programme. All stakeholders (students, faculty, administrators and managers) have been informed about the quality assurance policy and have integrated them into the processes and specifications of the Department. The policy includes a commitment to satisfy applicable requirements and to continuous improvement. More specifically, it can be noted that:

- The Department offers a comprehensive curriculum with a clear structure.
- The learning outcomes of the programme as well as of the single study modules are clearly formulated following the Bologna convention. The Department also revises and adjusts the learning outcomes on a regular basis.

- The quality of teaching is ensured through student feedback and an annual update and discussion of the curriculum.
- The faculty of the Department (including 16 professors and lectors, 3 laboratory teaching persons, 3 adjunct teachers and 2 special educational persons) is most qualified to teach the very broad curriculum offered (covering diachronically all periods from prehistory until modern times and geographically/culturally such different units as the Ancient, Ottoman, European and American).
- The research output is monitored and also encouraged. Especially worth emphasizing is the efforts that have been put on organising international conferences and to publish their proceedings.
- Teaching is linked to research of the faculty especially in the more advanced courses and courses offered by the laboratories. The faculty members contribute to courses in their own areas of specialization (this partly being necessitated by the very broad curriculum).
- The Department is offering a wide internship programme that helps students to find employment. Interviews with some of the internship-partners and graduate students emphasized not only the impact of the internship programme for the partners but also its significant importance for the employability of the students.
- The administrative staff of the Department consists of one departmental secretary and two assistants. The Department also has one person specialised in technical support, also helping with the organisation of conferences. The number of the administrative staff seems rather small, yet their quality is good.

The university library which is located next to the Department was identified by the external evaluation report of 2014 as a considerable weakness, even to the point of posing difficulties to the completion of the studies of the students. The Department has since then tried to rectify this problem buying more books through the budgets of its MA programs but also taking advantage of developments in the Greek university sector, e.g. by subscribing to online journal hosts such as JSTOR and EBSCO host. The faculty also make use of the e-class platform readings available for course use. However, it is not easy to keep up a good library, nor to repair the deficiencies resulting from years of budget cuts. Hardly surprisingly the library services also belong to one of the parts of the Department that receives less positive feedback from the students. Keeping up good libraries becomes ever more difficult, especially for small institutions. Collaboration with other smaller libraries as well as more efforts to expand the current publications exchange programmes will probably be of ever larger importance in the future.

Not only the faculty, but also the students praised the good quality of equipment, infrastructure and online platforms available to them, thanks to which the transition to online teaching in the wake of the COVID-19-19 lockdown seems to have taken place seamlessly.

All quality assurance regulations are annually reviewed by an internal audit conducted in collaboration between the Internal Evaluation Group of the Department (OMEA) and the Quality Assurance Unit of the Ionian University (ΜΟΔΙΠ). The Internal Evaluation Group also collaborates with the learning and teaching committee of the Department with the aim of annually reassessing and readjusting the curriculum offered.

On the basis of the information available to us, it is clear that the Department has taken the accreditation process very seriously. The Department has also clearly focused on trying to improve all aspects of the curriculum that received comments by the previous evaluation report.

The aim of the Department is the education of young scholars with a broad perspective on all matters dealing with history. Special emphasis is laid on acquainting the students with up- to-date methodological approaches, teaching them to think for themselves and improving their skills in foreign languages. This is followed up with carefully designed KPIs in relevant areas. We were told that the Department in the close future also intends to begin to offer courses on Sino-Japanese history, a decision which is in line with the growing importance of China and Japan in world politics, but also makes sense when taking into regard the existence of the Museum of Asian Art in Kerkira. Providing too many optional courses may on the other hand also hinder the Department to concentrate their efforts on a few natural key areas.

The future for smaller universities probably lies in collaboration with other universities. The Ionian University finds its most logical partners in the University of Ioannina and the University of Patras (with its department of archaeology and history located at Agrinion) as well as in southern Italy.

Panel Judgement

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

Panel Recommendations

▪ We encourage the department to continue its significant efforts to strengthen the library collection as well as to take advantage of private libraries and other small libraries in the region to build an extensive publications exchange program.

▪ We would like to suggest that a project to create a unified library catalogue combining all the holdings of all member libraries island/region-wide would improve the provision greatly. The shared catalogue would list books, e-books and e-journals available across the consortium and other materials available on publishers' websites.

▪ We would encourage the department to explore avenues to strengthen their provision in the Venetian dialect as a source language (for the benefit of relevant archival studies).

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 ASWELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENTGUIDE.

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

Focusing on history as a distinct academic discipline, being open to the international scholarly community and adjacent disciplines in the humanities, and fostering close ties with the local community of the island of Corfu are the strategic key aspects of the History Department's undergraduate program. As the undergraduate programs of peer institutions in Greece usually offer programs combining history with a related discipline, such as archaeology or ethnology, the Ionian University's program may legitimately claim a unique position among Greek undergraduate programs in history. The committee considers that the program in its current structure and with the range of historical topics, areas, periods, and research methods it is ableto cover is especially multi-layered and exhibits a good balance between history courses proper,training of language skills in ancient Greek, Latin, and foreign languages (English, French, German), and interdisciplinary approaches (e.g., archaeology, sociology, informatics).

The discussions with representatives of local cultural institutions also demonstrated that both faculty and students of the History Department are well integrated into the cultural life of the island of Corfu and have a strong presence in matters related to the promotion of the island's cultural and historical heritage, the preservation of archival material, local and international publications, and research programs related to the Ionian Islands and their position in the Adriatic Sea. The committee observes that there is a constant reciprocal exchange between theHistory Department and the local community and that both sides highly benefit from each other.Through these collaborations students of the history program have the opportunity to develop additional skills and to get exposure to research activities, such as participation in excavations, archaeological surveys, historical field work,

voluntary workshops, and internships during the summer period. The committee considers that this is an excellent way for the students to gain professional experience and to forge links with stakeholders in the labour market. A number of recent graduates of the department expressed interest in a future career in the culture & tourism sector, and the department and its links with one of the most renowned tourism hotspots in the Mediterranean apparently provides multiple support for these options. Beyond that, the history department can look back on a successful record of students who were able to proceed to master and PhD programs in Greece and abroad and to make careers as professional researchers and academic teachers.

After the program's most recent reform in 2016, it consists of a core curriculum of 28 compulsory introductory courses and a cycle of 17/15 elective compulsory courses providing opportunities of specialization in specific areas or periods of history. For purposes of further specialization, students also have the option to replace two electives with the writing of a thesis. Each course is credited with 5 ECTS (241 ECTS in total). The high number of courses is in line with most humanities programs taught at Greek institutions of higher education. The committee noted that there is a relatively large number of stagnant students who do not proceed towards graduation. This is a perennial problem persisting at many peer institutions in Greece and cannot be resolved at the department's level alone. However, the department board expressed its awareness of this issue and assured the committee that it had already taken measures in the framework of the latest revision of the program by increasing the program's flexibility and offering more electives instead of compulsory introductory courses. Also, a decrease in the overall number of courses allowed a reduction of the students' workload.

The committee deems it important that the department maintains the great breadth, variety, and quality of its program. During the years of the economic crisis the department had lost a significant number of faculty positions while it was only recently that some new positions could be filled. The committee considers that this positive trend should be continued and, if possible, further enhanced. This is especially significant with respect to the maintenance of close links between teaching and each faculty member's research activities, which is indeed a basic criterium for the program's academic quality. Both students and faculty stressed the importance of being able to have courses in European and American history, the latter being a quite rare phenomenon at Greek universities. It would be a great advantage for the program to be able to build on the existing thematic breadth and to expand it towards additional areas. The committee considers it especially encouraging that the department has new positions forthcoming and that discussions about a new position in Islamic history are well underway.

The committee recognizes the broad range of historical, methodological, philological, and pedagogical learning outcomes the program is able to provide. Moreover, the department board makes constant efforts to regularly update and improve the content and methods of all courses offered in the program by taking into account the feedback of students and local institutions where students did their internships and practical training, new trends in a changing international environment, and the scholarly bibliography in the various subfields represented in the department. With respect to this process, the committee deems it especially important that the faculty members of the department further strengthen their links with the international scholarly community and institutions of higher education outside Greece. The department currently has collaborations with universities in Italy, France, and the US (Montpellier, Paris IV, Georgia State University) and the Erasmus Plus program gives incentives to teach at collaborating host institutions.

We find the lack of a strategic document quite important for the full compliance of the department. We do recognize that the department may not be responsible for not arranging for a strategic plan,

as it is possible that the university did not request this from the departments (this is only a conjecture). However, this would be an area that the department could focus on, on the one hand taking into consideration the greater strategic plan of the university, on the other hand considering its unique position and its competition in Greece, the western Balkans and the Adriatic.

Panel Judgement

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

Panel Recommendations

The committee encourages the department to continue its efforts to further strengthen and expand the key principles of its undergraduate program in history by making requests for new faculty and by adding new subfields and methods of history to the already formidable range of areas and periods represented in the department. As happens in many programs of Greek institutions of higher education, there seems to be a special demand for opening new areas outside the traditional strengths of the Greek educational system (ancient world, Byzantium, modern Hellenism). So, the department is encouraged to not only follow its own 5-year plan for expansion but to also think more broadly as a regional leader in the field.

The committee also wants to encourage the department to continue its efforts to reach out to peer institutions abroad and the international scholarly community. While the department has made great strides towards integrating faculty and students in the local community, there seems to be more room for strengthening its links with history departments and research institutions in Europe. Students who participated in the Erasmus program expressed overall enthusiasm about their experience and more students should be encouraged to participate in these programs with the end of the COVID-19 pandemic.

We suggest to the department that they develop their own strategic plan for the future of the department, involving various departmental stakeholders and taking into consideration the overall university strategic plan.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVEREDIN 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 learningpaths;*
- *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 has given much emphasis on offering a variety of different learning pathways and pedagogical methods, a feature that constitutes one of the Department's greatest assets. In addition to the traditional modes of delivery (lecturing to large audiences, written exams, short written assignments, public presentation of small projects by groups or individuals), the program also offers Practical Training in collaboration with a wide range of external institutions, study trips and autopsies, optional BA thesis, and liaisons with departmental labs. Moreover, the wide range of optional modules reinforces the student's sense of autonomy. Students are strongly encouraged to engage in the ongoing research carried out by the Faculty members and/or in the framework of internal or external programs; in a few cases students, when the relevant project allows, are paid for their work.

The BA program is structured in a consistent manner and in logical sequence, so that concepts that operate as preconditions precede the learning of other, more complex and more demanding ones. Also, courses of general knowledge precede those that provide more specific and specialized knowledge that also promotes a closer connection of teaching to research and the job market. The great number of specialised seminar-type modules offered by the curriculum perfectly serves this objective. Assessment criteria and methods for each course aregenerally described in the Module Descriptions (Περιγράμματα Μαθημάτων). By using their accounts, the students have full access to the e-class material of most courses already before their enrolment on them.

The Department has recently amended the BA thesis assessment procedure so that the defencebe presented publicly and before a Committee instead of the thesis supervisor only. Regarding student appeals and support, the Department has recently allocated the services of a student ombudsman, academic advisors (two for each study year) and psychologists (central administration). There is also a Curriculum Committee in place to which the student evaluation and other relevant issues are addressed with a view to dealing with shortcomings.

Panel Judgement

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

Panel Recommendations

- The publication of a booklet that (a) explains the categories of issues each body of student counselling service deals with; (b) gives guidelines of appeals procedures, and; (c) describes rules of conduct. This booklet should be available and easily accessible online.

- The procedure for student appeals on marking (i.e. only after three consecutive fails) should perhaps be revised by offering more easy access to such rights and widely publicised on the website.

- In the Study Guide and Module Descriptions there is usually a long list of recommended bibliography. The study in most cases yet heavily relies on Greek titles distributed as subsidised free textbooks and a variety of tailored-made teaching material given by the instructors. One could here suggest the re-ordering and homogenizing of the bibliography section, on account of offering more clarity and orientation to the students, comprising a list of 'Compulsory Bibliography' where the distributed textbooks among which the students have to choose are given and a second one with all the 'Additional Bibliography'.

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 number of students enrolled per year at the Department amounts to around 140. Application and admission procedures are largely controlled by the state. The Department arranges an induction event for new students, in which the students are informed about the academic regulations and expectations for the undergraduate study programme. The Department also offers easily available, annually updated information on courses available each year as well as on course structures. Furthermore, the students can receive personal guidance on questions related to their academic progress etc from the Academic Studies Advisers.

The undergraduate programme is clearly structured. During the first year of study the students are expected to take part to a broad range of compulsory core courses, mainly on different subjects of history and archaeology (prehistory, ancient, medieval, early modern and modern), but also in Ancient Greek and Latin as well as modern languages. These courses help the students to adapt to the transition from school to university. Beginning from the second and continuing to the fourth year, the students can mostly (there are also some compulsory courses) decide themselves which courses they choose from a large number of specialised optional courses focusing more on specific research and pedagogical skills. Towards the end of their studies the students participate in the activities of the research laboratories and gain practical experience from a wide range of possible internships, the last one of importance for developing job-specific skills. The ECTS system is applied across the curriculum and the students receive an appropriately completed Diploma Supplement upon graduation.

The Department collects data on progression and graduation rates. During the last four years ca. 70 students have graduated annually, which means that only ca. 38% of the students entering the programme finally graduates. The problem of students not finishing their studies on time was raised already in the evaluation report of the Department in 2014, after which the Department has tried to improve the situation by e.g. diminishing the number of obligatory courses. The percentage of students that completed their studies within the recommended four years has risen from 6.25% in 2015/2016 to 11.86% in 2018/2019 at the same time as the percentage of students needing more than six years for finishing their studies has fallen from 38.75 to 23.73%. However, the number of registered students in 2018/2019 indicates how common it is for students to continue their studies even after their sixth year: of the registered students at the Department 638 had been inscribed for less

than six years as compared to a totalof 435 students that had been inscribed for more than six years.

The problem of slow progress and low graduation rates is common across the Greek Higher Education sector and is largely due to factors beyond the influence of the Department, such as admission policies at national level and economic necessity for many students to take on paid work while studying (although over 60% of the students report of not having worked parallel to their studies). Another reason may be found in the rather heavy workload (6 coursesand 18 hours of teaching per week for those who finish their studies within the recommended four years). One also notes the hard requirements for the BA thesis (40-60 pages) which only gives the students 10 ECTS. A too heavy load of lectures tends to discourage the students from developing as independent learners but also hampers the progress of the students.

The Department participates in and promotes the Erasmus programme (on which information is given at the website of the Department) and has a large number of exchanges with other European universities, although the number of incoming and outgoing students is rather small.Teaching is in Greek, but Erasmus students are offered courses on a tutorial base in English or French, occasionally also in German.

Panel Judgement

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

Panel Recommendations

▪ We encourage the department to think about further reducing the number of obligatory modules and, by extension, the amount of teaching hours, which would make it possible for students to develop their research skills and go deeper in their learning of individual modules.

▪ Moreover, we would encourage the department to consider offering some modules (perhaps in rotation) and their exams online, continuing the good practices that were followed during the COVID-19-19 pandemic, in order to give the opportunity to older students to graduate.

▪ Offering some of the compulsory modules only in English would improve the language skills of the Greek students and at the same time probably also make the Department more attractive to foreign Erasmus students. Some of these English language modules could form the backboneof future programs in the English language.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OFTHE 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 theirscientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualifiedstaff and offer them conditions of employment that recognize the importance of teaching andresearch;*
- *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 academicunit;*
- *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

The Department of History consists of a group of high quality, committed faculty members andspecial educational and laboratory personnel. They maintain high standards in their teaching and research duties. The academic staff comprises according to the information obtained by theDepartment's website of 6 Professors, 3 Associate Professors, 4 Assistant Professors (tenured),4 Assistant Professors (with no tenure), 1 Lecturer, 2 Special Educational Personnel (ΕΕΠ), 3 Special Laboratory Teaching Personnel (ΕΔΙΠ), 1 Special Technical Personnel (ΕΤΕΠ), 3 Adjunct Teachers and 2 Academic Scholars.

The faculty are all active in research publishing and presenting their work in appropriate venues. Additionally, the faculty are participating in significant research programmes and networks. Thefaculty have been appointed and promoted through the ranks following the established Greek framework (N.4009/2011, N.4386/2016, N.4405/2016, N.4452/2017, N.4485/2017, N.4521/2018 as well as Φ.122.1/6/14241/Z2/27.01.2017 Υ.Α. (ΦΕΚ Β' 225) which takes place onthe information system found at www.apella.minedu.gov.gr. There is a tenure and promotion committee that includes members from other universities and follows a rigorous evaluation of the research and teaching credentials of the faculty under consideration. These rather complexrules are common to all Greek universities. The department has set up and follows transparentprocesses for the recruitment of qualified faculty. Special emphasis is given in highlighting the importance of teaching and research.

The faculty have the opportunity for a sabbatical, or a leave to teach at other institutions via ERASMUS+. Such activities promote faculty mobility and could be used to introduce improvements in the course delivery. Currently, Erasmus and sabbatical leaves are the only means for teaching staff mobility.

The research activity of the academic staff is clearly one of the strengths of the department, as evident by the number of publications in high-quality journals and reputable conferences. Overall, the faculty in the department are productive scholars, committed teachers, with a record of continuous professional development supported by the department and the university, and engaged public intellectuals through their service to the profession, the region of Corfu, Greece in general, and international institutions and organizations. Some of the research programmes include "Thales", Heraclitus II, "Fish and Chips", and the students' internships. The Department also maintains a strong publication record, including journals (Ionios Logos, the Mediterranean Chronicle), conference proceedings and publications by the postgraduates and the academic staff.

We did observe a significant effort of the teaching faculty to bring quality research into the undergraduate classrooms. Students are getting involved and participating in research projects.The link between teaching and research is also documented and strengthened by the operationof the four Laboratories of the Department, which contribute significantly to educational and research activities, cooperate with research centres, institutes and universities both in Greece and abroad and last but not least, undertake initiatives that facilitate the integration of the University in the local community.

The four Laboratories are: 1) Laboratory of History Documentation and Mediterranean World Research, 2) Laboratory of Modern History Documentation, 3) Laboratory for the Study of the Ancient World, and 4) Laboratory for Educational Innovation/EDI Lab.

Contact and credit hours are determined by the Ministry of Education and the department teaching loads reflect that. The average teaching load on an undergraduate level is at least 6 hours per week (delivering lectures). To these we should add additional workload for the preparation of course materials and meeting with students depending on the nature of the course being taught. In addition to that, faculty supervise undergraduate, Master's, and Doctoral theses, either as the chair or a committee member, both within the department and the University as well as in other institutions, national and international. As part of their serviceto the profession, faculty are members of university boards, editorial boards, and research groups, and contribute expert advice to various community and scholarly organizations both locally and internationally.

Faculty are evaluated in all areas of their work using the process determined by the institution'sQuality Assurance Committee (ΜΟΔΙΠ) through its internal quality assurance system and though the process determined by the Committee on Internal Evaluation (OMEA). This process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service. The data collected are communicated in the Department's General Assembly (with the participation of a students' elected representative) and are used for the implementation of the necessary improvement actions.

Panel Judgement

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

Panel Recommendations

- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year to the departmental head. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.

- The Department or the University might also consider rewarding teaching and/or research excellence, after establishing clear and transparent relevant criteria. This could be in the form of an 'Excellence in Teaching/Research/Service award'.

- The department is encouraged to think of ways to ensure that strong research indicators and scholarly visibility are taken into stronger consideration when making appointments.

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 ANDSERVICES 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 oflearning 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 tothem.*
> *In delivering support services the role of support and administrative staff is crucial and therefore theyneed to be qualified and have opportunities to develop their competences.*

Study Programme Compliance

Despite serious budget shortages, the Department offers sufficient facilities that are maintainedin very good condition and are made available to all categories of students (including students with disabilities). Both students and faculty members remain concerned about the limited funding for buying books and maintaining digital resources. The Department puts constant effort in re-channelling small funds of other activities into supporting this key sector.

During the pandemic, the Department displayed an admirable resilience taking their teaching online. This challenge had a very positive result; it prompted the academic community to use the asynchronous e-class platform more systematically and take advantage of its endlesspossibilities. We had the opportunity to inspect the e-class pages of a couple of courses and wewere impressed by the recent job done here.

Regarding incoming international students, the whole university community (administrative personnel, teaching staff, and students) are trying their best to help international students to cope with the various challenges of their settling down in Greece (e.g. Aliens Office, welfare services registration, accommodation etc.). The Department continues to offer a small number oftutorial modules in English, French and German for students participating in the Erasmus+ program, but faculty members are also willing to promptly adapt their teaching in any other course they teach to ensure that the incoming students can sufficiently attend.

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 should use the good momentum regarding the use of thee-class in order to ensure that all faculty members have fully integrated it in their teaching in a homogeneous manner.

- We encourage the Department to stay updated about new developments in this field by meansof organizing training seminars and workshops and putting pressure on the centraladministration to ensure a seamless package of software updates and undisrupted technical support.

- We recommend that the Department expands its non-credit-bearing core IT classes to include an optional extension on the use of fieldwork equipment that has been recently acquired.

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 Department maintains the overall accountability for overseeing the continuous improvement of its academic provision, research outputs, and the performance standards of its students. The University and the Department have a well-established management information system for the management and monitoring of data concerning students, teaching staff, course structure and organization, and teaching and learning. The departmental information resides on the centralized information system network of the university and its secretariat records using both digital databases ("Gramweb") and printed traditional archives of students' data.

The ΜΟΔΙΠ of the Ionian University is responsible for overseeing the continuous improvement of its academic provision and research outputs, as well as the efficient operation of its academic services, in accordance with international practices and the guidelines required by HAHE. The EEAP has been given access to various data visualizations (graphs, tables, etc.).

The EEAP confirms that the current system of collecting, analysing, and using information relating to an efficient management of the Undergraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the Department adheres to the institutional principles which govern the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates. As it is demonstrated in the yearly knowledge-performance-indicators (KPIs) documents a list of KPIs has been established. The Panel examined the data for the KPIs of the years 2015-2019 and recommended that KPIs should have Specific, Measurable, Achievable, Realistic and, Timely-time bound (S.M.A.R.T.) goals that are monitored, adjusted, and re-defined at regular intervals (e.g.

annually). The Department aligns with this good practice.

The dissemination of information as well as its management are obtained through various digital software, for instance the open e-class (teaching materials), webmail (email), gramweb (registration and grades), "Εύδοξος" (ebooks), and zoom (teleconferencing).

The department also conducts several surveys targeting a variety of student bodies: students in their first 3 years of study and graduating students. The questions of these surveys are adequate and assist in extracting useful conclusions about several areas of interest like teaching methods, textbooks, library use, the connectivity between various courses and the use of transparent grading methods.

Student evaluations are obtained with the completion of questionnaires (with quantitative and quality questions, 29 in total) towards the end of the semester (during the $8^{th} - 10^{th}$ week) and for each course they attended, but this is not mandatory. The questionnaires are given in printed form except for the year 2021 that were submitted electronically. The digital form resulted in a higher response rate which should be noted. Indicative of the situation is the fact that in the year 2018-2019, 1.117 questionnaires were collected, in the year 2019-20, 573 and in the year 2020-2021, there is an estimate of 2097 questionnaires. The panel agrees with the Department's aim for an average response rate of approximately 1200 questionnaires. To address this issue the Department might consider practical measures (for instance a delay in the release of grades).

Information pertaining to the graduates' unemployment rate does not appear to be publicly (or even privately) available. Similarly, information about the graduates' employment opportunities does not appear to be available. The EEAP met with alumni who offered a partial glimpse into the various career paths pursued by individuals – albeit there is no way to ascertain whether this group is representative of the majority of alumni. The alumni appear particularly enthusiastic about their experience at the Department. However, very little tangible information about specific institutionalized connections between their degree and their career path was mentioned– in most cases, such connections were discovered & developed overtime through personal initiatives.

The alumni surveys are being conducted periodically and not on an annual basis by the Alumni/Careers office (Γραφείο Διασύνδεσης) of the Ionian University. Although this data allows us to draw conclusions regarding the academic and career paths of its graduates, the department should develop a set of long-term procedures for analysing these data and reflecting on the outcomes with an approach that monitors the implementation of long-term strategies and goals.

During the accreditation process it has been brought to our attention that the Department recognizes this need and is already working towards this direction.

Panel Judgement

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

Panel Recommendations

We encourage the department to think about:

- Setting up online procedures for the monitoring of the employability and career path of the graduates/alumni.
- Establishing procedures for strengthening the ties with the alumni (Alumni events, invitations to campus, etc.).
- Encouraging the establishment of staff surveys on a regular basis and ensure that they are properly analysed.
- Taking actions to improve the response rate of student evaluation questionnaires, as suggested above.
- Ensuring that part of the wealth of information provided to us for the accreditation, is also accessible to other stakeholders (students, colleagues, collaborating institutions) through the Department's website.

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

Through its website, the Department provides pertinent information about its academic and educational activities in a direct and accessible way. Guides are regularly published and are available online. Additional course-specific information is provided by the e-class platform. By email the faculty and the Secretariat can offer information on issues pertaining to the curriculum,student queries and related activities. The website is regularly maintained and updated. The EEAP explored the publicly available information at the website as well as sample material from coursework made available by the Department to the panel members. The EEAP expresses its satisfaction and gratitude for the Department's willingness to offer such a detailed presentation.

Intended learning outcomes and professional qualifications are well-publicized at the department's website. The faculty's professional qualifications are based upon national legislation and are uniform for all Greek higher education institutions. The website provides information for the following aspects: The Department's profile, shortbiographies and contact information of the teaching staff, contact information of the Secretariat, Registries of Electors, The Quality Policy (available in Greek only), recent external and internal evaluation reports.

The teaching, learning and assessment procedures used in the Department are all explicitly presented at the website; and the information is accurate and appears to beregularly updated. Specifically, the website contains information about the curriculum,the Study Courses Outlines, the Exams, the Thesis (content only in Greek) and the Courses and Exams Schedules. Past and on-going research activities, Laboratories, Research Programs, Publications and information about the Historical Studies Institute are also publicly available. Students can also find useful resources about the Erasmus and Internships programmes, their Academic Studies Advisors, and Career Office.

In its online meeting with the teaching staff, the EEAP further requested and was kindlyoffered an online tour of the e-class & classweb platforms, which are partly encrypted and therefore not publicly available. The EEAP appreciates the OMEA's willingness to accommodate our request. Our special thanks also to Prof. Baroutsos for giving us thispresentation. The Open e-class and Class-web websites perform important roles in terms of the digital resources used for the operation of the Department of History. Thee-class platform directly supports the educational process by providing detailed course content, teaching and learning material and related bibliography, useful links and validdigital open access manuals. The classweb platform records registered students and their performance, providing students with personalized information about their education (grades, grading history, course

statements, etc.) while reducing bureaucratic procedures.

Also, other media aid teaching and foster social networking (i.e., Facebook). Faculty engagement & departmental outreach includes a range of various activities & media, including conferences; articles in electronic media and newspapers; panel participation, etc.

Panel Judgement

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

Panel Recommendations

- We recommend that the department completes its website in the English language.

- We suggest that the department makes an effort to keep the website up-to-date and with more homogeneous information for all staff member profiles and modules.

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

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THEAUDIT 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. Theinformation 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 committee recognizes that the department of history has set up a well-functioning procedure for the undergraduate program's internal evaluation, in the course of which the department board gathers relevant data, provides advice and guidance in legal matters and administrative procedures, introduces improvements, and discusses the proposals for the courses of the following academic year.

As has already been noted, in section 2 of this report, in 2016 the department thoroughly revisedthe program in light of the challenges posed by the stagnating progression of a number of students, reduced its workload, and introduced other mechanisms supporting the students' smooth progression. In accordance with the aforementioned procedure, the department regularly monitors the program's implementation both with regard to its broader structures andindividual courses and discusses further improvements and modifications if need arises.

In the discussions with the committee the department demonstrated awareness of the students'needs and expectations and presented ideas regarding further improvements of the infrastructures supporting the undergraduate program. For instance, a number of individual initiatives, such as the acquisition of private collections, contributed to an enrichment of the holdings of the library, and internal revenues accruing from the fees of the graduate program areused to fund the acquisitions of new publications. The department members also make significant attempts to improve the availability and use of digital resources, something that became especially important during the COVID-19 pandemic and the new challenges posed by the needs of distance learning over an extended time period. Another recent change that was madepossible by a new legislative framework and brought about greater flexibility and variety in the department's teaching practices is the implementation of tutorials offered by graduate students.In this way, the department responded to a long-standing request of the student body.

Panel Judgement

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

Panel Recommendations

The committee considers that the department has implemented successful procedures of monitoring its program and encourages the department to further pursue the initiatives of improvement it has begun so far, especially with respect to the variation of teaching practices, the range of courses offered in the program, and the new possibilities provided by the digital resources and the new technologies of distance learning.

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 grantsaccreditation 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 openingnew 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 theexternal feedback, or report or its follow-up process within the Institution. Therefore, Institutions andtheir 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 took the recommendations of the last external evaluation that took place in 2014 into close consideration, so much so that shortly thereafter it carried out a comprehensive restructuring of the curriculum and implemented a good number of the Evaluation Committee's recommendations (i.e. reduction of compulsory modules, Language Courses for Historians, liaisons with other libraries and IU Departments, new guidelines for MA and BA theses, GDPR, awarding ECDL accreditation of IT courses, rotating committees of Postgraduate Studies).

Another suggestion had been the re-calibration of ECTS units allocated to each course depending on the workload (esp. in seminars). Although the department recalibrated the ECTSand decreased the number of modules needed to be awarded a degree by approximately 7%, we note that the overall student work-load continues to be heavy (in line with peer institutions).

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I.   Features of Good Practice

Although in general there are various areas of good practice, the mere repetition of these wouldbe redundant. We here note the areas of good practice that the department could become an example for the tertiary education sector in Greece.

- Online provision: The work of several members of the department to adapt to the needs of online education for the purposes of the pandemic has been exemplary. When the departmentmanages to homogenise its online (distance learning) provision, it can function as an example to other departments in its field. The previous interest of the department on distance learning software and online platforms (e-class) has provided a strong basis for success.

- The breadth of the curriculum and the interdisciplinary research environment in areas beyond Hellenic studies is a great example for Greece and a step before creating humanities departments with specialisms in other geographic areas. This environment has been very important for the remarkable improvement of student quality through their years of study.

- The department members do not shy away from work despite the challenges (lack of personnel replacements, no university funds for research, a heavy workload, poor library provision, a lot of n+2+ students).

II.   Areas of Weakness

- There is a particularly strong need to receive funds in order to improve the library provision. Members of the department have successfully tried to fundraise through their MA budgets, but serious investment is needed.

- There is an urgent need to replace members of staff that have left the department (another 6 positions needed) during the economic crisis years.

III.   Recommendations for Follow-up Actions

- We encourage the department to continue its significant efforts to strengthen the library collection as well as to take advantage of private libraries and other small libraries in the regionto build an extensive publications exchange program.

- We would like to suggest that a project to create a unified library catalogue combining all the holdings of all member libraries island/region-wide would improve the provision greatly. The shared catalogue would list books, e-books and e-journals available across the consortium and other materials available on publishers' websites.

- We would encourage the department to explore avenues to strengthen their provision in the Venetian dialect as a source language (for the benefit of relevant archival studies).

- The committee encourages the department to continue its efforts to further strengthen and expand the key principles of its undergraduate program in history by making requests for new faculty and by adding new subfields and methods of history to the already formidable range of areas and periods represented in the department. As happens in many programs of Greek institutions of higher education, there seems to be a special demand for opening new areas outside the traditional strengths of the Greek educational system (ancient world, Byzantium, modern Hellenism). So, the department is encouraged to not only follow its own 5-year plan for expansion but to also think more broadly as a regional leader in the field.

- The committee also wants to encourage the department to continue its efforts to reach out to peer institutions abroad and the international scholarly community. While the department has made great strides towards integrating faculty and students in the local community, there seems to be more room for strengthening its links with history departments and research institutions in Europe. Students who participated in the Erasmus program expressed overall enthusiasm about their experience and more students should be encouraged to participate in these programs with the end of the COVID-19 pandemic.

- We suggest to the department that they develop their own strategic plan for the future of the department, involving various departmental stakeholders and taking into consideration the overall university strategic plan.

- The publication of a booklet that (a) explains the categories of issues each body of student counselling service deals with; (b) gives guidelines of appeals procedures, and; (c) describes rules of conduct. This booklet should be available and easily accessible online.

- The procedure for student appeals on marking (i.e. only after three consecutive fails) should perhaps be revised by offering more easy access to such rights and widely publicised on the website.

- In the Study Guide and Module Descriptions there is usually a long list of recommended bibliography. The study in most cases yet heavily relies on Greek titles distributed as subsidised free textbooks and a variety of tailored-made teaching material given by the instructors. One could here suggest the re-ordering and homogenizing of the bibliography section, on account of offering more clarity and orientation to the students, comprising a list of 'Compulsory Bibliography' where the distributed textbooks among which the students have to choose are given and a second one with all the 'Additional Bibliography'.

- We encourage the department to think about further reducing the number of obligatory modules and, by extension, the amount of teaching hours, which would make it possible for students to develop their research skills and go deeper in their learning of individual modules.

- Moreover, we would encourage the department to consider offering some modules (perhaps in rotation) and their exams online, continuing the good practices that were followed during the COVID-19-19 pandemic, in order to give the opportunity to older students to graduate.

- Offering some of the compulsory modules only in English would improve the language skills of the Greek students and at the same time probably also make the Department more attractive to foreign Erasmus students. Some of these English language modules could form the backbone of future programs in the English language.

- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year to the departmental head. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.

- The Department or the University might also consider rewarding teaching and/or research excellence, after establishing clear and transparent relevant criteria. This could be in the form of an 'Excellence in Teaching/Research/Service award'.

- The department is encouraged to think of ways to ensure that strong research indicators and scholarly visibility are taken into stronger consideration when making appointments.

- We recommend that the Department should use the good momentum regarding the use of thee-class in order to ensure that all faculty members have fully integrated it in their teaching in a homogeneous manner.

- We encourage the Department to stay updated about new developments in the field of distance learning by means of organizing training seminars and workshops and putting pressure on the central administration to ensure a seamless package of software updates and undisrupted technical support.

- We recommend that the Department expands its non-credit-bearing core IT classes to include an optional extension on the use of fieldwork equipment that has been recently acquired.

We encourage the department to think about:

- Setting up online procedures for the monitoring of the employability and career path of the graduates/alumni.

- Establishing procedures for strengthening the ties with the alumni (Alumni events, invitations to campus, etc.).

- Encouraging the establishment of staff surveys on a regular basis and ensure that they are properly analysed.

- Taking actions to improve the response rate of student evaluation questionnaires, as suggested above.
- Ensuring that part of the wealth of information provided to us for the accreditation, is also accessible to other stakeholders (students, colleagues, collaborating institutions) through the Department's website.

- We recommend that the department completes its website in the English language.

- We suggest that the department makes an effort to keep the website up-to-date and with more homogeneous information for all staff member profiles and modules.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 5, 6, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **2 and 7.**

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. **Dr. Evangelos Kyriakidis (Chair)**
   The Heritage Management Organization, USA

2. **Dr. Maria Antoniou**
   Pace University, USA

3. **Dr. Alex Beihammer**
   University of Notre Dame, USA

4. **Dr. Georgios Deligiannakis**
   Open University of Cyprus, Cyprus

5. **Dr. Björn Forsén**
   University of Helsinki, Finland