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HELLENIC REPUBLIC  
H.Q.A.  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## EXTERNAL EVALUATION REPORT

DEPARTMENT .....Social Anthropology and History.....

UNIVERSITY/TEI.....University of the Aegean, Mytilene.....



**European Union**  
European Social Fund



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

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### External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Social Anthropology and History of the University/Technical Institution of the University of the Aegean consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Anastasia Karakasidou \_\_\_\_\_ (President)  
(Title) (Name and Surname)

Wellesley College, USA \_\_\_\_\_  
(Institution of origin)

2. Professor Jane Cowan \_\_\_\_\_  
(Title) (Name and Surname)

University of Sussex, UK \_\_\_\_\_  
(Institution of origin)

3. Dr. Roland Moore \_\_\_\_\_  
(Title) (Name and Surname)

Pacific Institute for Research and Evaluation, USA \_\_\_\_\_  
(Institution of origin)

4. Dr. Dimitrios Theodossopoulos \_\_\_\_\_  
(Title) (Name and Surname)

University of Kent, UK \_\_\_\_\_  
(Institution of origin)

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N.B. The structure of the “Template” proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction
<p><b>I. The External Evaluation Procedure</b></p> <p><b>Dates and brief account of the site visit.</b> The External Evaluation Committee visited the Department 26-28 November 2013. Following a briefing at the HQAA in Athens, the team travelled to Mytilene.</p> <p><b>Whom did the Committee meet?</b></p> <ol style="list-style-type: none"> <li>1. Initially, we met the Vice Rector of Economic Affairs, the Dean of the School of Social Sciences, and the Head of the Department.</li> <li>2. We then met with the committee responsible for the development of the undergraduate curriculum.</li> <li>3. We met with current undergraduate students and graduates of the undergraduate programme.</li> <li>4. We then met the committee responsible for the delivery of Graduate Studies.</li> <li>5. We met with a group of current students taking the MA in Social and Historical Anthropology plus several graduates of that programme.</li> <li>6. We met with the committee responsible for delivering the MA programme in Women and Gender: Anthropological and Historical Approaches.</li> <li>7. We met with a representative group of students currently in the MA programme in Women and Gender: Anthropological and Historical Approaches, as well as with several graduates of that programme.</li> <li>8. We met with members of all ranks of the teaching staff, with each rank separately, starting with the rank of assistant, then associate, then full professor. We also met with a lecturer.</li> <li>9. We visited each of the three laboratories run by the Department in turn; the director of each individual laboratory explained the organization and activities of their respective laboratories.</li> <li>10. We met with a large representative group of doctoral students and several graduates of the Ph.D. programme.</li> <li>11. We then met with the academic staff who acted as coordinators of the summer practical exercise programme, who explained the scope and procedures for the students who take part in this programme.</li> <li>12. We met with the Head of the Department and the OMEA (Internal Examination</li> </ol>

Committee).

On Thursday, the Committee met with the following groups:

13. Administrative team responsible for the Department and graduate programmes, as well as the technical support staff.
14. We met with the Librarian and other members of the library staff and inspected the library.
15. We inspected the spaces for instruction, including classrooms and lecture theatres.
16. We met with the directors of the summer programmes in “Cultures, Migrations, Borders” and “Language, Gender and Sexuality: Discourses of precarious citizenship in precarious times – the Balkan experience.”
17. We learned about the activities of the Spoudasteria (Σπουδαστήρια) and reviewed the workshops which take place within them, including the programme of distance learning [Studies in History and Historiography] which is offered by the Department for the second consecutive year.
18. We visited the Vice Rector for Academic Affairs whose office was located at the central administration on the Λόφος (hill campus).
19. Finally, we had a debriefing meeting with the Head of Department, the leadership of the Department and the Dean.

- **List of reports, documents, and other data examined by the Committee.**

1. We were provided with a private website carefully created by the Department that included the teaching staff biographies and staff publications, detailed accounts of the undergraduate programme (with tables and statistics) and the Erasmus programme and the two postgraduate programmes and the programme of doctoral studies, the summer schools and practical exercise programmes, the research activities of the Department, and the research centres and laboratories, and a detailed list of the infrastructural facilities and teaching resources. The Committee wishes to commend the technical support staff, Ms. Θεοφανώ Μουχτή, for her excellent work on this resource.
2. We were also given two versions of the internal evaluation reports: one from 2008-2009 and one from 2010-2011, supplemented by statistical tables from three separate years. We also were provided with electronic and paper copies of the οδηγούς σπουδών (Study Guides/Catalogues) from recent years.
3. During the onsite visit, we were provided with additional descriptive information and statistics, such as the full list of anthropological and historical work translated by members of the Department, and a number of other documents.

- **Groups of teaching and administrative staff and students interviewed:**

see above.

- **Facilities visited by the External Evaluation Committee:**

see above.

## **II. The Internal Evaluation Procedure**

**Please comment on:**

- **Appropriateness of sources and documentation used.**

The material provided to us was exceptionally well organized and was supported by additional information (both statistical tables and descriptive data). It was entirely appropriate, and highlighted the Department's activities and initiatives. In addition, the coordinators and heads of programmes provided us with well-prepared PowerPoint presentations highlighting particular details of the curriculum and research activities. The amount of information we received prior to and during our visit demonstrated careful thought and intense preparation for the evaluation.

- **Quality and completeness of evidence reviewed and provided.**

The Committee felt that the material was clear, detailed and comprehensive, covering all domains that we were required to assess. The material included qualitative and quantitative details and visual aids.

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

The internal evaluation process, as reflected by the internal evaluation report, included a thorough self-assessment of processes, performance, and structural limitations. For example, it included a great deal of reflection on student attendance, periphery issues, and decreasing resources. It also included comparisons on performance based upon quantifiable data such as time to complete each stage of study, reflecting student progress, completion rate and statistics. The Committee felt that the internal evaluation process encouraged the Department to scrutinize its practices and think about providing solutions to existing problems. In this respect, we feel that the internal evaluation process was a positive and constructive exercise.

#### A. Curriculum

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

##### APPROACH

- **What are the goals and objectives of the Curriculum?**

The overarching goal of the Department is to provide comprehensive studies in Social Anthropology and History, which correspond with and contribute to international developments in these disciplines. The particular goals of the Department are to educate students about Greek ethnography and history, but not limited to this area, extending to Europe and beyond. Another particular goal is to familiarize the undergraduate students with these two disciplines and to encourage them to think about these disciplines in an integrated way. The Department also provides the undergraduate students with opportunities to take courses in other related social science disciplines such as anthropological linguistics, political philosophy, and development economics.

- **What is the plan for achieving them?**

The students follow a curriculum that incorporates a broad range of international scholarship. Since anthropology in Greece developed as an academic subject over the past 30 years, the academic staff of the Department rightly identified the complete dearth of key foreign texts and monographs in the Greek language as a major problem. They therefore undertook the hard and painstaking initiative to translate into Greek and publish many classic and contemporary anthropological books, totaling over 50. It would not be an exaggeration to state that the Department's substantial translation efforts provide a tremendous service to the discipline of social anthropology and intellectual dialogue in wider Greek society. However, the undergraduate and graduate students also benefit from this valuable resource.

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

The foregoing objectives were decided with extensive consultation within the Department and fully meet or exceed national and international standards.

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

The Committee had the opportunity to meet with undergraduates, graduate students and alumni, who enthusiastically explained that their studies have equipped them with valuable skills to contribute to and respond in a productive and critical way to the challenges posed by living in Greek society.

- **How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted? Has the unit set a procedure for the revision of the curriculum?**

Department staff employs a process of continuous review of the curriculum and change content and readings as necessary. It should be noted that the Department is constrained by the legal and bureaucratic framework for altering the curriculum at the postgraduate programme level. The Committee feels that the existing legislation at the national level, with which it must conform, inhibits the Department's ability to take charge of its own procedures. For example, the existing legislation prohibits the changing of the name of a postgraduate course without the signature of the Minister of Education, which is inhibiting and time-consuming.

## **IMPLEMENTATION**

- **How effectively is the Department's goal implemented by the curriculum?**

The Department's successful implementation of the curriculum is facilitated both by their translation of key anthropological texts as mentioned above as well as their own publications in anthropology and history. Its success is supported also by the reports of the current students and Department alumni with whom the Committee met.

- **How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?**

Both the undergraduate and Masters curricula are particularly rich and



comprehensive, providing knowledge at a high international standard. The standards for both Master's programmes in fact exceed international expectations for MA degrees. In their emphasis on producing a comprehensive thesis based upon original research, they more closely resemble a standard of an MPhil programme (a degree higher than an MA).

- **Is the structure of the curriculum rational and clearly articulated?**

The structure of the curriculum is innovative and clearly justified.

- **Is the curriculum coherent and functional?**

The rich and diverse curriculum has a logic and coherence that the Committee believes meets the pedagogical standards of the Department. It is carefully and rationally framed so it is both innovative and coherent: it exposes students to old and new trends in the two disciplines and gives them the intellectual tools necessary to become well versed in social anthropology and history.

- **Is the material for each course appropriate and the time offered sufficient?**

The undergraduate degree, a 4 year programme of studies, is perfectly balanced within the period of four years of studies, and is consistent with international standards. The two MA programmes of studies offer a more intensified approach to teaching, as is appropriate, while the intellectual content is excellent. The Committee judged that the combination of coursework followed by original research is commendable. However, the Department should specify that the current standard scope of the original MA dissertation could be limited in terms of a minimum and maximum number of pages in order to be realistic and achievable within the 2-year Master's degree. Whereas the average time of completion of the Ph.D. tended to be too long in the early years of the programme, this has been reduced in recent years. Future statistics are likely to reflect this success in reducing the time needed for completion as more doctoral theses are completed. It should be noted that completion rates are also affected by several other factors, including the constraints created by limited funding, the need to work outside the programme and various individual family circumstances. The Committee strongly believes that increased funding for doctoral students throughout their study (coursework, research and writing) would be desirable.

- **Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?**

Currently, the Department is able to implement the curriculum based on their very energetic participation in teaching. They are fully qualified and trained to fulfill these teaching needs in line with international standards. It should be noted that two members of the Department have retired but have not yet been replaced; other colleagues have assumed their duties. The Committee recommends that when a teaching staff member leaves, the relevant funding be made available to the Department to cover the costs of continuing to teach that individual's courses.

## **RESULTS**

- **How well is the implementation achieving the Department’s predefined goals and objectives? If not, why is it so? How is this problem dealt with?**

The Committee judges that the Department’s predefined goals have been met, even though this was achieved through the overloading of teaching by particular members of the staff. The Department’s faculty is aware of the systemic limitations (e.g., the crisis) that may further affect the delivery of the teaching curricula in the future. They have demonstrated remarkable adaptability in responding to the challenges presented by the crisis.

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

The Department has a clear understanding of the relationship between the goals and curriculum, and they work to reflect upon and continuously improve them.

Under normal financial conditions, the Committee would have urged the Department to think about ways of creating a more ‘global’ curriculum. Members of the Department also expressed their wish, and constant struggle, to avoid an overly narrow focus on Eastern Mediterranean culture and society. If new hiring is permitted, the Committee would recommend adding a few new faculty who are experts in other geographic areas.

#### **IMPROVEMENT**

- **Does the Department know how the Curriculum should be improved?**  
(see discussion below)
- **Which improvements does the Department plan to introduce?**  
(see discussion below)

#### **B. Teaching**

##### **APPROACH:**

The Department has a well-defined pedagogic policy: Teaching staff maintain a policy of preparing systematic course guides (οδηγούς σπουδών) that encourage students to study by using diverse resources and engage in critical thinking. In this respect, the overall direction of teaching in the Department is less mechanical and less prescriptive than the customary practice of relying on confined and narrow sets of reading material. This emphasis on critical thinking encapsulates the approach of the overwhelming majority of teaching staff, and is explicitly articulated and presented by them as their ‘teaching perspective’. In addition, the Department maintains an overall positive attitude towards the diversification of teaching methods and innovation in teaching.

More importantly, and as the students clarified, teaching at the Department of Social Anthropology and History is research-led and research inspired. This research-led orientation probably explains why teaching is undertaken ‘enthusiastically’—as the students repeatedly described.

- **Teaching methods**

**UNDERGRADUATE DEGREE.** The teaching methods used comprise a fine balance between standard and innovative approaches to higher-level education. In their great majority, lectures are supported by audiovisual information, primarily PowerPoint presentations, and when appropriate, short films and sound recordings (the latter, as ethnomusicological examples). Particular lectures are supported by extracurricular support in the form of informal ‘tutorials’ (φροντιστήρια), a commendable practice that reflects the dedication of the teaching staff. Due to the large number of registered students, assessment relies, in the most part, on final examination. Although this is customary practice in most universities of Europe, certain undergraduate courses provide opportunities for original written assignments and research-oriented ‘practical exercises’ that encourage a more critical and nuanced perspective to learning. In this respect, the initiative of the staff is commendable.

- **POSTGRADUATE DEGREES.** As with the undergraduate degree, teaching methods include lectures supported by audiovisual information, yet these are combined with a much wider variety of teaching and assessment methods. The relatively small number of registered students allows for such a diverse and innovative perspective. Conventional lectures are followed by seminar discussions, where students have the opportunity to discuss and analyze the themes under discussion and develop their debating skills and critical capacity. The teaching staff encourages a close and personal relationship with postgraduate students, which adds value to the teaching experience and provides knowledge that expands beyond the constraints of prescribed curricula.

- **Teaching staff/ student ratio**

**UNDERGRADUATE.** Due to the high rate of student transfers, and/or due to the fact that not all registered students reside in Mytilene, the actual student-staff ratio is low (the rate of registered undergraduate students to staff was 31.5 in 2013 following the temporary restriction on undergraduate transfers, vs. 20.3 in 2008). Obviously, this is an advantage for the students who regularly attend lectures, as they have a closer and more personalised relationship with the teaching staff. Lecture inattendance is a systemic problem in Greek higher education, and can only be improved by effecting legislative change.

**POSTGRADUATE.** Postgraduate classes usually contain between 12 and 15 students, which is an ideal size, and enables, as stated above, the provision of diverse teaching methods.

- **Teacher/student collaboration**

**POSTGRADUATE.** This is obviously higher between postgraduate students and staff, and realised in the context of the research laboratories maintained by the Department, but also during original research projects and summer schools.

**UNDERGRADUATE.** The Committee noticed examples of student-staff collaboration at the undergraduate level, such as for example the summer-practice (καλοκαιρινή πρακτική) programme, during which students and staff participate (and collaborate) during practices of community engagement. This represents highly innovative and commendable practice! With respect to this innovation, the Department has demonstrated groundbreaking leadership.

- **Adequacy of means and resources**

The Department is well equipped with up-to-date electronic resources that support lecturing (e.g., projectors, computers, presentation-related software) and electronic platforms that facilitate the provision (and accessibility) of educational material. An example of the latter is a platform known as ‘e-class’, an electronic environment similar to Moodle, that makes available reading lists, reading material, information and comments.

- **Use of information technologies**

As mentioned above, the use of ‘e-class’ has revolutionized the provision and accessibility of teaching guides and reading material. The Department maintains a limited number of computers available to student use, utilized primarily by postgraduate students, including students participating in the exercises of research laboratories. The university offers a lab with computer facilities for the undergraduates on the main campus. They can also use the smaller lab for graduate students in the Binio building.

- **Examination system**

The Department encourages the use of diverse methods of assessment. These include credit derived through the examination of essays, practical exercises and degree dissertations. Although the diversification of assessment is more evident in postgraduate taught courses, even undergraduate students have some limited opportunities to complete coursework, or participate in original practices. Feedback for practical exercises of that type provides evidence of ‘formative’—in support of ‘summative’—assessment that provides qualitative feedback. The Department practices such formative feedback not merely at the doctoral and MA levels, but also at the undergraduate level, and for this effort deserves to be commended! Conventional ‘written’ examinations (at the undergraduate level) and the monitoring of student progress at the undergraduate and postgraduate levels are well organised and closely managed by teaching and administrative staff.

The Department's high standard of teaching is further reflected in their strict marking policy. Although it is commendable to maintain such high standards, the Committee would like to encourage the Department to consider if the particular marking standards are too harsh. Some students expressed the view that they try very hard, yet they receive, in comparison to their efforts, very low marks. Therefore we propose that the Department organises a special meeting to discuss how to maintain their high standard of teaching without compromising the need to provide undergraduate students with some sense of reinforcement.

## IMPLEMENTATION

- **Quality of teaching procedures**

As mentioned above, the quality of teaching, in its delivery and assessment, is of the highest level, and comprises many examples of ‘good practice’. It is research-led, delivered enthusiastically, includes formative and summative assessment, and evades the narrow constraints of a prescribed [textbook oriented] educational approach.

- **Quality and adequacy of teaching materials and resources.**

The availability and enthusiastic adoption of ‘e-class’ has contributed greatly in the provision of reading material and reading guides. The technical resources that aid the delivery of teaching are of an international standard. All electronic resources are well

maintained by the 'technical staff' (τεχνικό προσωπικό).

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

The introduction of course guides (οδηγοί σπουδών) has facilitated the systematic provision of a flexible, rather than prescribed, approach to learning. Reading lists are constantly updated and enriched with up-to-date material.

- **Linking of research with teaching**

As stressed above, the orientation of the Department is primarily research led. Teaching staff engages with topics that represent their research specialization, often, but not exclusively, in areas supported by their own publications. Students are aware of—and proud of—their teachers, who were described to us as 'international scholars'—and are particularly happy with this research-led dynamic.

- **Mobility of academic staff and students**

Undergraduate students benefit from the Erasmus programme, and have attended courses in various European Universities. The students who have participated in such programmes reported to us their satisfaction with the 'student-exchange' experience. We also interviewed PhD students who visited European universities under the Erasmus scheme. They were equally satisfied.

The summer schools organized by the Department invite a significant number of academic teachers from other universities and encourage the cooperation of local and non-local staff (at the national and international level). Staff of the Department until recently were able to visit foreign institutions frequently—for example, during study leave or to attend conferences and workshops—while internationally renowned academics visited the Department regularly to participate in the 'Wednesday Seminars' or in numerous conferences and workshops hosted by the Department.

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

The Committee interviewed, discussed with, and collected enthusiastic reports from undergraduate, MA and doctoral students, and alumni of the current programmes. All the above categories of students expressed their unreserved satisfaction with the quality of teaching and knowledge attained during the course of their studies. They described the teaching performance of their teachers in flattering terms, praising their commitment and enthusiasm. As several undergraduate and postgraduate students clarified, their studies at the Department have equipped them with a unique critical and analytical perspective that has changed the way they engage with the world. It is in this respect, they emphasised, that their studies in anthropology and history have 'opened new windows to see the world' 'from a different/more interesting perspective' (τώρα βλέπουμε τον κόσμο από άλλη οπτική σκοπιά!).

1. In addition to the excellent positions (including five professorships) held by the Department's 27+ Ph.D. graduates, there are an additional four prior doctoral students who were trained by the Department in the master's level courses and then transferred to and completed their Ph.D.s at other universities. These four individuals have academic posts in Greek universities and offer further evidence of the Department's teaching excellence. At the undergraduate level, a small, but mandatory 'study skills' course can be easily introduced during the first year (and ideally first term) of studies. This will facilitate the transition of undergraduate

students from the rote-learning (parrot-learning, ‘παπαγαλία’) [to which they are exposed at the high school] to the more critical perspective expected (and maintained) by the teaching staff of the Department. Some first-year undergraduate students reported that they had difficulty matching the high level of critical thinking expected by their teachers.

2. Although research methods are meticulously taught during the course of the MA studies, this training is often dispersed between a number of different courses. We recommend that research-methods teaching is reorganised under one independent course (to become part of both MA curricula). This will not only enhance the systematisation of methodology teaching—which is already very high—but also make visible (as a component of degree transcripts) the research methods qualification of future graduates.
3. The Committee also recommends that the MA in Social and Historical Anthropology should be completed in no longer than three years. In certain cases, MA students appeared to embark upon very ambitious thesis projects—inspired by the high quality of teaching provided in the context of this degree. Although the Committee applauds the encouragement and detailed supervision offered to these students, we feel that a more definite deadline and more appropriate guidance for minimum and maximum word length for the thesis should be implemented.
4. The length of time needed for PhD completion in the past was high, although this problem has been improved in recent years. Statistically, the average completion length remains high (9 years), but is expected to drop as more and more PhD theses are nowadays submitted on time. We encourage the Department to continue the good practice of improving (reducing) their average length of time required for PhD completion.
5. The Department maintains reciprocal relationships with 19 other European universities, including several in Turkey. The Committee recommends that these agreements on paper be leveraged in grant applications to ensure greater flows of students between the Department and these other universities.

## RESULTS

**Please comment on the - Efficacy of teaching - Discrepancies in the success/failure percentage between courses and how they are justified - Differences between students in (a) the time to graduation, and (b) final degree grades - Whether the Department understands the reasons of such positive or negative results?**

As explained above, the overall quality of teaching is exceptional; it is research-led, innovative, and oriented towards critical thinking. There are no particular discrepancies or inconsistencies that need elaboration. Nevertheless, the Committee will use this section to highlight some areas that may benefit from further improvement. Suggestions for solutions to these issues will be discussed further down in the report.

## IMPROVEMENT

- **Does the Department propose methods and ways for improvement?**

The members of the teaching staff meet regularly, evaluate and scrutinise their practices, sharing successful ideas regarding 'good teaching practice' and innovative teaching tools. They have also encouraged the students to provide evaluation forms, and have provided a systematic electronic platform for this purpose. Up until now, the majority of the students refuse to participate in the evaluation of their own courses, for the most part resisting this for ideological reasons. However, future generations of students may embrace the idea of course evaluation, which is likely to provide staff with additional feedback on the reception of their teaching performance.

- **What initiatives does it take in this direction?**

The teaching staff members revise existing courses continuously and enrich the syllabi with new reading material, including publications completed by the teachers themselves. In this respect, the research-led orientation of the Department can be seen as a guarantee that the teaching performance will remain up-to-date, and be of an international standard.

At the level of doctoral studies, and as highlighted above, PhD supervisors have engaged in a systematic attempt to lead their supervisees towards timely completion. This effort has brought good results, and needs to be continued.

Finally, and in many respects, teaching performances in the context of summer school courses and 'summer practices' organised by the Department complement good teaching practice during term time.

## ***C. Research***

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

### **APPROACH**

- **What is the Department's policy and main objective in research?**
- **Has the Department set internal standards for assessing research?**

The Department aims to pursue original research that is excellent and innovative according to international standards. In a manner innovative for its time, the Department was founded in recognition of the interdependence between Social Anthropology and History as two approaches to human sociality and with the intention of exploring and developing the many conversations between them. Particularly notable is the Department's view that history is best approached in a non-linear, non-ethnocentric way, which in contrast to some other local institutions is more exciting and more in line with competitive and high profile institutions globally. Although each faculty member is encouraged to research and publish according to his or her areas of interest, there are numerous collaborations. The Department thus pursues its research goals through individual, collaborative and Department-wide collective activities.

### **IMPLEMENTATION**

- **How does the Department promote and support research?**
- **Quality and adequacy of research infrastructure and support.**
- **Scientific publications.**
- **Research projects.**
- **Research collaborations.**

The Department promotes and supports research, first, through fostering an identity of the Department and its members as active scholars responsible to contribute excellent, internationally recognised research, and second, by creating a dynamic and supportive intellectual environment where dialogue between faculty thrives. Colleagues work in a collegial and friendly way: in addition to continuous ongoing discussions, they share draft research proposals and draft articles and offer each other constructive feedback.

The Department has created a solid research infrastructure within available resources. That structure includes a long-established weekly Wednesday Seminar where both Mytilene-based faculty and externally-based guest speakers offer presentations which generate rich discussion and sociability (although as of recently, this has now been reduced due to reduction/withdrawal of funding for travel). Until recently, it has been able to support some research activities through its own revenues, including the 2007 conference on “Rethinking Politics” that commemorated the Department’s 20<sup>th</sup> anniversary. The Department has organised a large number of smaller symposia and workshops. They also run an annual summer research workshop, supplemented by regular smaller workshops, where doctoral students present and discuss their ongoing research projects with faculty and fellow students.

A key Department initiative has been the decision to organise its research facilities and resources into three research laboratories: an Ethnography Laboratory, a History Laboratory and a Family and Kinship Studies Laboratory. These laboratories provide a context where numerous research projects, as well as doctoral and postdoctoral researches, are undertaken. The small number of research centres with respect to numbers of permanent staff has been a conscious and carefully considered research strategy to provide a broadly defined identity which provides a shared base around which researchers with varying research interests can come together, and which can encourage collaboration between different categories of research staff with different levels of experience.

The Department has been particularly resourceful in seizing research opportunities as they arise, by applying for funding from national and European programmes such as ESPA and (IN)FERCIT with a high level of success. Funding from such programmes as Pythagoras and Herakleitos II has financially supported some postgraduate study as well. Before further elaborating this, the Committee wishes to acknowledge that the recent shift by the Greek government and Europe more generally in prioritising applied research does impact upon (and in the future, may potentially limit) the Department’s capacity to conduct theoretically rich research.

In the face of limits to fieldwork funds, faculty members have been exceptionally creative in their reliance on a wide variety of data resources. The Department has produced an output and range of high-quality scientific publications that are exemplary: faculty are research active, and have developed a productive momentum in publishing monographs, edited volumes, edited special issues of journals, chapters and articles in journals, including peer-reviewed academic journals.



The Department's substantive research projects and collaborations have often centered around conferences and symposia, some attracting international attention and others being important nationally or regionally. A number of these scholarly meetings have resulted in edited volumes or journal special issues. The Committee commends the Department for its strategic skill in leveraging initial funding for these symposia and conferences into such productive relationships, which have yielded so many valuable publications for the fields of anthropology and history.

## RESULTS

- **How successfully were the Department's research objectives implemented?**
- **Scientific publications.**
- **Research projects.**
- **Research collaborations.**
- **Efficacy of research work. Applied results. Patents etc.**
- **Is the Department's research acknowledged and visible outside the Department? Rewards and awards.**

The Department's research objectives were very successfully implemented, as measured by diverse research projects (both funded and unfunded), conferences and their consequent publications. The Committee would like to acknowledge the great extent to which the Department has assertively pursued grant opportunities, by responding to calls with well-written and well-conceptualised research applications; accordingly, these applications have met with a high rate of success. For example, the Department received the highest number of research postgraduate fellowships in the social sciences under the Herakleitos II programme (7 of a total 8 applications were awarded, funded at the level of over 300,000 Euros in total). The Department's scholarly production is visible outside the Department in Greece. However, some of the major work in Greek could also be translated into English in order to reach wider audiences. In particular, the remarkable breadth and insightfulness of the 27+ PhD. theses that have been produced to date in the Department are not well known outside of Greece. Therefore, the Committee recommends that henceforth, the doctoral students should be encouraged to produce at least one article in English or French that should appear around the time of Ph.D. completion in order to gain wider exposure in the international scholarly community.

## IMPROVEMENT

- **Improvements in research proposed by the Department, if necessary.**
- **Initiatives in this direction undertaken by the Department.**

Logistical problems faced by the Department are growing with the current economic crisis: There are no more funds for faculty to travel to conferences, meetings, or to invite colleagues already visiting Greece (e.g., paying for flights from Athens-Mytilene or Thessaloniki-Mytilene, and for hotel and hospitality, as the Department was able to do in the past); this isolation is a serious difficulty which will have grave repercussions.

Creative responses such as the use of Skype for meetings and even for seminar presentations over the Internet can be explored, but if research is to remain dynamic and cutting edge, these cannot be a substitute for regular face-to-face contact with colleagues from abroad, nor can they replace the wide benefits of faculty being able to travel abroad themselves on a regular basis.

The Committee encourages greater use of Erasmus exchanges by academic staff, research students and researchers for short visits to other institutions; and also encourages involvement in research projects that bring together scholars from different countries and fund travel for meetings.

For collaborations with non-EU scholars, the Committee recommends leveraging the US Fulbright programme to bring relevant visiting scholars to teach and research in Mytilene. The international Wenner-Gren anthropological research grant programme may also serve as a source for funding scholarly partnerships that would benefit the Department's members.

While recognising the importance of enriching the bibliography of research in Greek (for students and for academic debate within Greece), the Committee also encourages the faculty to continue to publish work in English and French (as they already do) so that it is accessible to international scholarly audiences.

#### D. All Other Services

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

##### APPROACH

- **How does the Department view the various services provided to the members of the academic community (teaching staff, students).**
- **Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?**
- **Does the Department have a policy to increase student presence on Campus?**

The Department provides basic services for its teachers, students and administrative staff. The Committee visited various classrooms and seminar rooms and they all appeared to be well equipped for audio-visual presentations, as well as with blackboards and comfortable seats. The graduate students also have access to the Σπουδαστήρια and Εργαστήρια (Study and Laboratory workshops), areas that provide computers, printers, and scanners, as well as basic books and periodicals for student use. Although no Wi-Fi network is provided for students and visitors, they can use one of the Laboratory spaces to log into the internet.

A service that seemed to be in the Department's list of concerns was the library and how to maintain its importance in the students' lives. The Committee visited the library, which is housed in a rented building, far away from the University's main campus. The Committee found the library to be well stocked in anthropological and historical monographs and periodicals. The library staff were helpful and knowledgeable. The University plans to move the library to the main campus (Λόφος) in a properly designed building of an international standard. The Committee commends the fruitful collaboration between library staff, faculty and members of the administration in planning for the new library.

A great deal of the Department's members' effort and time, however, is utilized in understanding and delivering the various Ministry of Education directives. Teachers, students, and staff are frustrated with the constantly changing laws, rules and regulations. The Department and the administrative staff do their best to navigate through these changes,

but this ministerial ‘heavy-hand’ does not grant them enough liberty to implement changes that would simplify administrative procedures. The Committee noticed, however, that on the individual and personal level, Professors and administrative staff do their best to help students. Yet their efforts occur outside the formal bureaucratic system that constrains their liberties.

With the exception of φοιτητολόγιο (a registry where all student records would be consolidated), it appears that most procedures are processed electronically, although this did not decrease the workload of the administrative staff. They had expressed, however, their wish to have a φοιτητολόγιο, so they can access and process student records faster and more efficiently.

Undergraduate students voiced their disappointment and concern about the dormitories (Εορίες) that the University provides for needy students: these dormitories are, in fact, rented rooms located in a village 12km from the town. The students who live in these rooms are, some students told us, at the mercy of the landlords, who arbitrarily enter their rooms and interfere with their lives. The students are also dependent on poor public transport between their rooms and the university. Some students reported that the University’s restaurant (Λέσχη) food was not particularly good in terms of quality. Although they offer a friendly ear and listen to student concerns, there is little that the Department can do to rectify these situations.

It is not the responsibility of the Department to have a formal policy to increase student presence on Campus. Whereas the Department’s administrative staff and classrooms are located in the University’s new campus (Λόφος), the professors’ offices and labs are housed in two buildings located downtown. During the Committee’s visit, students and professors actively used the corridors and spaces of these two buildings. But, as the Vice-Rector of Academic Affairs informed the Committee, the Department will ultimately be housed in a new building on campus dedicated to the social sciences which will be constructed in the next few years. In the meantime, an ‘intermediate’ plan is being discussed, involving moving the Department to a temporary location on the new campus (Λόφος), until the new social sciences building is completed. The Committee notes that members of the Department were worried that such a temporary solution—which, in fact, involves moving twice—would disrupt unnecessarily the normal functioning of the Department. Based on their own experiences with moving offices, members of the committee shared the concern regarding disruption that moving twice could cause, and ask that ways be explored to avoid or minimize this disruption.

An additional event that draws students and increases their presence on Campus is the Department’s Wednesday evening seminar, where local scholars and scholars from other Universities are invited to give a lecture on their research. The Committee members observed such an event and appreciated the level of student participation and engagement.

In sum, the Committee observed a student body (both graduate and undergraduate) that is enthusiastically engaged and engaging in the Department.

#### **IMPLEMENTATION**

- **Organization and infrastructure of the Department’s administration (e.g. secretariat of the Department).**
- **Form and function of academic services and infrastructure for students**

**(e.g. library, PCs and free internet access, student counseling, athletic-cultural activity etc.).**

The Department's Academic and Administrative Secretariat consist of three personnel that support the pedagogical and secretarial needs of the Department. This academic year, they service 662 undergraduate students, 69 enrolled in the two Masters programmes, 29 Ph.D. students, and 18 Professors. The Head of the Secretariat (Προϊσταμένη) manages the office and all the Department's administrative procedures. She has the important responsibility of making sure that all procedures follow legal regulations. The second secretary supports the undergraduates, while the third supports the two Masters programmes and the doctoral students. In addition, a specialist in information technology and member of the technical personnel (τεχνικό προσωπικό) works closely with the Secretariat group; her responsibility is to provide technical support to students and professors. The staff mentioned that they are very pleased with their interactions with the faculty and chair of the Department. They told the Committee that they are treated with respect and enjoy interacting with one another. However, despite the fact that most procedures are done now electronically, their workload is heavy and, at times, they cannot even take their vacation. Four years ago, they had a very well functioning office of five secretaries working harmoniously to meet the Department's needs. Now, most of their time is dedicated in processing εκλεκτορικά (promotion and hiring procedures), and with constantly changing rules and regulations from the Ministry of Education, they feel overburdened with the task. They acknowledged that their working environment is so pleasant that they eventually overcome the stress and tension that the above conditions can create. But they expressed their need for additional office help that would solve the problems they face. In addition, once a φοιτητολόγιο (Student Registry) will be established, their workload will be more clearly and rationally handled. The Secretariat is housed in the University's Administration building located in the main campus. For this reason, they often cannot enter their offices when students take over the building as part of their activist activities. The administrative staff often takes work home--sometimes as a result of student protest and sometimes because of work overload; they feel enormous pressure to finish all tasks. They all work full-time.

As we mentioned above, the infrastructure available for students appears to be adequate, although a few important changes are in demand: free internet access at all times and a more centrally located library space. The University does not formally offer student counseling services. The Committee, however, noticed that the Department's professors offered admirable informal/personal nurturing and mentoring of students. Unlike American educational institutions where athletic activities are provided, Greek educational institutions, by and large, do not formally provide athletic opportunities for students. In addition, student cultural activities tend to be either organized around political parties, or they are located outside the pedagogical functions of the University.

## **RESULTS**

- **Are administrative and other services adequate and functional?**
- **How does the Department view the particular results?**

The Committee observed and heard a sense of helplessness on the part of the Department and the Administrative staff to independently implement changes that would improve the services provided. On the one hand, they know the problems and reflected upon innovative ways of dealing with them, but there is always a bureaucratic STOP sign that hinders their liberty to proceed.

### IMPROVEMENTS

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

See section 1 above.

### Collaboration with social, cultural and production organizations

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

The Committee found the Department's summer 'practical training' (Πρακτική άσκηση) programme to be significant in the ways it connects undergraduate students with local and other national, social and cultural organizations (a commendable example of community engagement). This helps students immerse themselves into historical archives or spaces where they learn how to conduct historical and ethnographic fieldwork. But it also helps the Department connect with various social, cultural and production organizations in the island of Mytilene, and in Greece at-large.

### E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

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

**Please, comment on the Department's:**

- **Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.**

Although the Department is currently strong in every significant aspect as a highly functioning, internationally well-regarded university department, it faces potential factors inhibiting the maintenance and growth of its excellence. The primary factors identified in the course of discussion with the members of the Department were:

(1) lack of stable funding in a time when education budgets are continually slashed nationwide (a State-level factor);

(2) the inability to redirect funds from the salary of academic staff who retire or otherwise leave the Department in order to bring in someone else who can teach the classes the retirees formerly taught (a State-level factor);

(3) the issue of staff overload: i.e. the need for Department staff to take on ever increasing tasks and responsibilities without additional remuneration and requiring

work during evenings, weekends and holidays, given loss and non-replacement of staff, increased bureaucracy for formerly straightforward tasks and constant need to exploit external funding opportunities. While the extent to which staff make personal sacrifices in order to maintain and improve the quality of teaching, research and administration within the Department is admirable, it is patently unfair over the long term and unsustainable (a State-level and Institutional-level factor);

(4) a cumbersome bureaucratic structure within the Ministry of Education limiting the ability of the Department to create new postgraduate courses, to amend the titles of existing courses as their content evolves, and to make other appropriate changes enabling the postgraduate programme curriculum to be more responsive to changing intellectual developments, is frustrating for staff and inhibits academic excellence. These intellectual issues are properly the remit of academics, not civil servants at the Ministry of Education, and should be discussed and decided by academics through the appropriate structures at departmental and/or school levels (a State-level factor).

(5) Prior to coming to the Department as a result of their Pan-Hellenic Exam scores, undergraduate students are rarely aware of anthropology or the kind of critical, non-linear history taught at the Department. In fact, these disciplinary approaches are not well-known in Greece generally.

The Department also identified (6) their peripheral location as a perennial problem, particularly in Greece's Athens-dominated academic culture.

(7) Department members expressed concern over the legislation enabling undergraduate students to transfer in large numbers from peripheral universities to Athens, their home regions or places of work, which resulted in greatly reduced student population. (a State-level factor)

(8) Although the library has an extensive collection of relevant books for the programme, it only provides a limited amount of online journal access. Department faculty members identified the lack of access to online databases of journal articles, particularly those published prior to 2000, as a major problem (a State-level and Institutional-level factor).

**Some of these barriers are potentially easier to overcome than others:**

(1) Budget cuts are taking place within the context of Greece's debt crisis and obviously long-term economic stability of the country is required. In the meantime, the Department's, School's and University's creative search for funding programmes from the wider European Union and foundations (e.g., Onassis or Niarchos) will be required to ensure even the most basic funding levels.

(2) To address the current inability to reserve the funds from retired academic staff to cover the costs of hiring academic staff replacements, the Committee recommends that long-term planning and procedural changes in the Ministry of Education be enacted in order to protect those funds for the sustainability of the programme.

(3) To address the issue of staff overload: A long-term solution needs to be found through more stable foundational funding, more autonomy and less bureaucracy. This would allow the Department to work more efficiently (e.g., to anticipate and plan for the consequences of staff departures arising from retirements or ending of temporary

contract work, and adapt to them in rational and sustainable ways). It would also help to alleviate a situation where staff, chronically, are obliged--an attitude arising from their own sense of ethical commitment to the Department--to cover and/or complete departmental tasks on their own personal time (i.e., evenings, weekends, holidays) and in some cases, to cover various incidental costs from their own pockets.

Similarly, to address the constraint (4) of bureaucratic hurdles to the approval of new postgraduate programme course titles, the Committee recommends that the Education Ministry grant greater autonomy to the highly skilled local academic staff to enable flexibility so that they can improve and adapt elements of the curriculum to fit contemporary academic needs.

(5) To address the Greek public's relative lack of awareness about anthropology and about alternative (non-ethnocentric, non-linear) approaches to modern history and their contributions to the creation of an informed, active and critical citizenry, the Committee encourages members of the Department to continue and indeed, to expand if possible, their engagement as public intellectuals. Their ambitious long-term project of translating and publishing anthropological texts, involvement in journals such as *Synchrone Themata*, participation in round tables and lectures during the summer schools, academic exchanges with secondary school pupils, and other public engagements are commendable. Accordingly, we recommend that they continue and consider expanding this engagement: for instance, through writing for newspapers and other print and online forums, further engagement in news forums, documentaries and other forms of public outreach. These activities will increase the public's familiarity with and appreciation for what these disciplines offer, and will also smooth the path of entering undergraduates as they attempt to learn the new approaches and perspectives of the two disciplines in an academic context.

(6) As a way of overcoming the sense of marginality in terms of location, the Department's exemplary interdisciplinary summer programmes on cultures, migration, borders and language and sexuality stand out as noteworthy ways to bring in international experts to collaborate on intellectual projects and collective volumes which the Department has a long tradition of producing. Moreover, as explicated below in the section on long-term actions, the Department hopes to leverage these programmes more fully.

(7) Department faculty members expressed frustration with the high numbers of undergraduate student transfers, and with the constantly changing legislation regarding those transfers, from peripheral universities to Athens and other places. This situation of uncertainty creates severe difficulties for planning of teaching and other university activities.

(8) As noted in Section D on infrastructure and other services, the expansion in access to online databases of journal articles both further back in time and with broader holdings would greatly enhance both teaching and scholarship at the Department and increased funding should be sought for this purpose from the EU or foundations.

- **Short-, medium- and long-term goals.**
- **Plan and actions for improvement by the Department/Academic Unit**

The ambitious research and educational frameworks that the Department staff members have constructed for the summer institutes regarding migration, borders, language, sexuality, and other contemporary issues serve as templates and pilot tests for future directions in departmental cross-disciplinary research and teaching. The

tremendous amount of preparation that was documented for each of these schools will serve as thoughtful preparation for continued development of lines of research, teaching, and collaboration with other educational institutions.

- **Long-term actions proposed by the Department.**

In a context where it is likely that resource allocations will be limited and new hiring is not foreseen in the medium-term future, members of the teaching staff identified several strategies, with which the Committee concurs:

(1) encouraging existing staff to embark on new areas of specialization to maintain intellectual growth and coverage of emerging issues for students in their classes; in a related way,

(2) creating additional interdisciplinary collaborations with colleagues in other departments and schools within the University of the Aegean, especially those with relevant expertise including geographers, information technologists, and even marine researchers, in order to create new epistemonic synergies within the university's intellectual life;

(3) looking eastward to collaboration with colleagues in neighbouring countries such as Turkey to examine similar issues in history and anthropology in a broader regional perspective that incorporates long-term shared traditions in a comparative framework; and

(4) leveraging the collaborations fostered in the innovative multidisciplinary summer programmes to build steadily additional productive lines of research to further develop teams of researchers based in Mytilene but with high-quality colleagues from other universities, within but also beyond Europe, cooperating via the Internet and in person when possible to extend their initial involvement with the relevant summer programmes.

## F. Final Conclusions and recommendations of the EEC

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

### **Conclusions and recommendations of the EEC on:**

- **the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement**

Since its foundation, the Department has played an important role in establishing the discipline of social anthropology in Greece, translating the discipline into a Greek academic context and articulating an appropriate academic language for thinking anthropologically in Greek. In this respect, its contribution to anthropology and the social sciences has been enormous.

A second stage of the Department's development involved the development of a



distinctive orientation towards Historical Anthropology, the inclusion of History as a sister discipline and equal partner, and the renaming of the Department as a 'Department of Social Anthropology and History'. This transformation was intellectually inspiring for most local staff, encouraged the collaboration of historians and anthropologists (in both teaching and research), and provided the Department with its distinctive current identity.

Since its foundation, the Department became an important centre for the production of anthropological knowledge in Greece, and established itself as a centre for doctoral training in Social Anthropology. These achievements were later matched by developing synergies with history, and by developing two competitive—according to international standards—taught post-graduate degrees (MAs). To date, the Department remains an important centre of post-graduate studies, and it is this advanced 'postgraduate' orientation—which is rare in Greek academia-- that has provided the Department with a unique identity and has also inspired student satisfaction at the undergraduate level. Undergraduate and postgraduate students are aware of the Department's active research orientation and feel pride in studying in (or graduating from) it.

The Committee was pleased to see that the Department has such a unique identity and established reputation. It also identified several practices that deserve to be commended. These include: (a) an impressive commitment in delivering 'summer schools' and 'summer practices', which involves considerable work during the summer months, and contributes, apart from the knowledge provided to the students, in cultivating links with local institutions; (b) two exceptionally well designed and well delivered taught postgraduate courses, which are unique in their thematic orientation, and are the only available ones (on the particular topics) in Greece; (c) a significant body of doctoral students, who have produced (and continue to do so) theses on diverse aspects of the cultural and historical experience in Greece ; (d) a continuous engagement with research at the post-doctoral level, encapsulated by the numerous edited volumes published by members of the current and previous staff and doctoral graduates; (e) and probably most impressive of all, an enormous contribution in translating and facilitating the publishing of classic and contemporary works of international Anthropology into Greek (which includes soliciting and arranging for translations, translating, editing and writing introductions to translated works).

The Committee identified very few weaknesses, many of which relate to systemic problems that are endemic in Greek higher education (see point 'a' below, for example). These include: (a) problems arising from the Department's peripheral position in geographical terms, such as the increased loss of students transferring to more centrally positioned universities, or the lack of appropriate structures to enforce undergraduate student lecture attendance (note, however, that MA students attend regularly); (b) lack of specialised staff who have conducted research in diverse geographical settings (and have expertise, for example, in the anthropology of Melanesia, India, Latin America). Such specialisation, which is limited in the Department, may add to the comparative perspective of the discipline and is, therefore, desirable; (c) the emphasis of the teaching staff on critical thinking and learning, which is commendable and comprises a strength of the Department, creates difficulties for first year undergraduates, who struggle to move away from the mechanical learning encouraged by secondary education.

In response to the identified weaknesses, the Committee would like to make the following recommendations. With respect to point (a) the Department has benefited from the recent introduction of legislation that discourages student transfers; we recommend that these recent legislative changes are enforced and strengthened in the future. Similarly, the issue of lack of attendance at undergraduate lectures can be

resolved with the introduction of legislation that allows individual universities to introduce rules on course attendance (in accordance with international standards). The issue of obtaining new staff with diverse geographical specialisation (point b above) is more difficult to solve in the current financial climate, where staff numbers are not expected to expand. However, the Committee suggests that a cost-efficient solution to this problem involves a decision at the Departmental level to encourage existing staff to diversify their profile so as to conduct research in new geographical areas/periods/or among social groups from other cultural backgrounds that have migrated locally. In regard to point (c) above, we have recommended (see section B, in this report) the introduction of a compulsory study skills module as part of the undergraduate curriculum (to be delivered ideally during the first term of studies).

• **The Department's readiness and capability to change/improve**

The Committee was impressed by the Department's self-critical and self-evaluative attitude and willingness to further improve already successful practices and adapt to new circumstances (for example, a new academic environment with limited resources that has ensued from the financial crisis).

The Department's staff embraced the process of evaluation and, despite initial reservations with what was for them an unknown procedure, cooperated enthusiastically with the Committee. Their overall attitude towards evaluation was constructive, honest, and self-critical. During the presentations of their programmes and activities, all local staff reflected upon problems and imperfections, considered solutions, and appeared willing to revise practices in an attempt to adapt to a new climate of diminished resources.

In conclusion, the Committee felt that the Department's teaching performance has been, and remains, exceptional, while the Department has made an immense contribution in founding, translating and developing new disciplinary and sub-disciplinary areas of academic endeavour. We congratulate the efforts of the Department to shape the production of anthropological knowledge in Greece and its contribution in the synergistic collaboration of anthropology with social and cultural history.

• **The Department's quality assurance.**

As stated in previous sections, the Department regularly assesses academic practices and cultivates a congenial academic atmosphere that encourages dialogue between junior and senior staff and between the two disciplines (social anthropology and history). This has resulted in the frequent bibliographical updating of existing courses to meet international developments and in a strong ethos of informal peer reviewing (between staff, and between staff and doctoral students). At the research level, a major context for eponymous peer reviewing is the Department's Wednesday seminar, which, apart from inviting external scholars, also encourages local staff to present unpublished work, and subject this work to critical commentary.

It is also important to note that the current evaluation exercise has triggered a strong self-evaluative response among the members of the Department. They have started preparing for this evaluation since 2009, and had the opportunity to revise their internal evaluation report three times since then. By the time we completed this evaluation (November 2013), the Department had already benefited from the evaluation process by scrutinizing each individual aspect of their activities and, in several respects, they had already embarked in a process of revision, reconsideration and improvement.