



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

HELLENIC REPUBLIC

Α.ΔΙ.Π.

H.Q.A.

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Philosophy, Pedagogy and Psychology (PPP) of the National and Kapodistrian University of Athens (NKUA) consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005:

1. Associate Professor Anna Papafragou (Co-Ordinator)
University of Delaware, Newark, Delaware, USA

2. Professor Richard McKirahan
Pomona College, Claremont, California, USA

3. Dr. Helene Papadoudi-Ros, Maitre de Conferences
Universite de Lorraine, Nancy, France

4. Professor Voula Tsouna
University of California, Santa Barbara, California, USA

Introduction

I. The External Evaluation Procedure

The External Evaluation Committee (EEC) visited the Department of Philosophy, Pedagogy and Psychology (PPP) on 17-19 December 2013. The meetings took place in the Kostis Palamas building because the building of the School of Philosophy in Athens was inaccessible. The Department is organized into three sections (Philosophy, Pedagogy and Psychology) and some meetings reflected this structure. We met with the following individuals and groups:

1. Chair of the Department of PPP, Chair and members of the OMEA
2. Vice-Rector of the University of Athens, chair of MODIP of the University of Athens
3. Faculty of each of the three sections of the Department
4. Administrative and technical staff of the Department and of the sections
5. Undergraduate, post-graduate and doctoral students of the Department, as well as recent graduates of the post-graduate programs

The EEC considered several documents and presentations provided by the Department including:

1. The Internal Evaluation Report of the PPP for the academic year 2010-2011, and additional updated information
2. The Internal Evaluation Report of the Program in Psychology for the academic year 2010-2011, and additional updated information
3. The programs of undergraduate and post-graduate studies
4. The Guide for teaching practicum (including the observation and evaluation instruments) and additional material
5. A document on the employment of graduates of the University of Athens
6. Supplementary biographical and self-assessment materials for the faculty of the Department
7. Faculty presentations on the undergraduate, post-graduate and doctoral programs, as well as the research and development strategies of the Department and/or its sections, and other documents
8. Samples of undergraduate theses, MA theses and doctoral dissertations
9. Samples of teaching evaluations
10. Official state documents (*Ephemeris tis Kuvverniseos*) concerning the Department

With regard to (2), at the time of the Internal Evaluation, this program was administered by the faculty of the Psychology section as an independent track within the PPP Department. At the time of the present report, the Program in Psychology is expected to form the core of the undergraduate program in a new Department of Psychology at the University of Athens that will host the majority of the Psychology faculty of the PPP Department. The Department of Psychology was legally instituted in 2012-3 and scheduled to begin in 2013-4 but at the time of the EEC visit this schedule had been delayed. The present report includes separate sections for the evaluation of the Psychology Program within the PPP Department where

appropriate.

The atmosphere during the EEC visit and meetings was collegial and professional. All supplementary information that we requested was promptly provided. The EEC felt well equipped to address the tasks assigned by the H.Q.A.A. and was able to complete the review effectively. The EEC members unanimously express their appreciation to the Department's Chair and faculty and the H.Q.A.A. for the arrangements of the visit.

II. The Internal Evaluation Procedure

The PPP Internal Evaluation Report was prepared by a group consisting of the Chair of the Department and 9 faculty members that represented all sections of the Department. Input from other members of the faculty and students was sought through questionnaires. Interviews with members of the academic community and various other data from the administrative services of the Department were included.

The Internal Evaluation Report for the Program in Psychology was prepared by a group consisting of 14 Psychology faculty and one member of the scientific/technical personnel. Students in the program were invited to participate but chose not to. The report was based on individual questionnaires prepared by all Psychology faculty according to the specifications of the H.Q.A.A. Additional data were collected from the administrative services of the section.

A. Curriculum

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

UNDERGRADUATE PROGRAMS

1. Undergraduate Degree in Philosophy, Pedagogy, and Psychology

The undergraduate PPP degree is comprised of 8 semesters of theoretical and practical study. The Department accepts approximately 450 students into its undergraduate program each year. Currently, there are approximately 3900 enrolled undergraduates in total (since graduation times can be prolonged considerably in Greek Universities). The objective of the degree is to prepare teachers of philology in secondary education who are adequately prepared in order to (a) teach philology courses (b) address issues as they arise in the classroom and create an appropriate educational environment (c) staff counselling centers and administrative positions in education and Special Education. Graduates of the program are certified (*eparkeia*) as eligible to participate in the ASEP competition for secondary education teachers. The degree also aims to prepare students for post-graduate study in the field in which they concentrate. After a first year of core courses, students follow a specialization in one of the three sections of the program (Philosophy, Pedagogy or Psychology).

In general, the structure of the curriculum appears rational and clearly articulated in order to train future teachers of Philology in secondary education. We applaud the Department's initiative to create an original, wide-ranging, teaching practicum experience for all its students (duration: 2 months). Additional courses that would strengthen the curriculum include Research Methods in Education, more Greek and Latin courses, Philosophy of Education, more courses in Epistemology, and courses in Philosophy of Action. Some of these courses exist already but are offered to students of individual sections. A more

integrated, interdisciplinary approach (e.g., by consolidating core Research Methods courses and offering them to all students) might serve the department well.

Regarding the stated goal of preparing students for admission to competitive post-graduate programs, the curriculum of the Philosophy section must be significantly restructured and enriched. In particular, much more emphasis should be given to core areas of contemporary analytic philosophy.

Finally, it should be noted that this degree (even for students who have taken the Psychology specialization) does not lead to a 'Psychology' professional title (unlike degrees from Departments of Psychology). It appears that this fact is not clear to all students when they choose that specialization. The fact that the specialization in Psychology is not equivalent to a Psychology degree also limits the options for post-graduate education in Psychology, especially for institutions abroad.

2. Undergraduate Program in Psychology

This is a separate track that admits about 150 undergraduates each year through nationwide entrance exams and is administered by the Psychology faculty. At the time of the Internal Evaluation of the program (2010-11), there were 1090 enrolled undergraduates. The program lasts 8 semesters and incorporates a wide-ranging practicum (160 hours) that prepares students for their professional careers. The objective of the program is to educate psychologists capable of engaging in research, teaching, and practical applications of psychology. The program attracts extremely talented students: incoming undergraduates had the fifth highest score within the University of Athens in nationwide entrance exams (with medical fields scoring the first two places).

The curriculum is well thought out and achieves its goals. By offering a degree that qualifies students to practice as professional psychologists, this program plays an important educational and social role. The program also adequately prepares students for post-graduate studies in various fields of Psychology. The teaching needs, activities and interventions in the Program are very strongly supported by faculty.

It would be advantageous for the program to add a greater variety of courses. One possibility would be to develop more courses that are geared towards basic science, for instance in Cognitive Psychology, Cognitive Science, Computational Modeling and, if possible, Neuroscience. An additional attractive possibility would be to add smaller lab classes and seminars, allowing undergraduates to have hands-on experience with research. This need is pointed out by students and the faculty are eager to address it, if material circumstances allow it. In increasing the number of seminars and experimental courses, the Program may consider consolidating or dropping other courses to increase flexibility. As mentioned already, this program will transition into the new Department of Psychology.

POST-GRADUATE PROGRAMS

The PPP Department offers six post-graduate programs. In general, the choice of these programs and their overall structure appear well-motivated and strategic, given the Department's priorities and strengths.

1. Ethics

This program is run by the Philosophy section of PPP. At the time of the Internal Evaluation Report, there were three tracks of post-graduate studies, namely Systematic Philosophy, History of Philosophy, and Ethics. Currently, only the third is in operation. It is open to graduates with no philosophy background. Its stated purpose is the study of theoretical and

applied ethics, and also 'the study of life problems related to the development of technology and science'. The stated goal of this program is 'to promote approaches that link theory with empirical research and practice in order to create models for personal and group development.' The minimum time to degree is two years. The curriculum of the program is well thought through and clearly presented in the "Study Guide." However, the stated goal of the program is vague and should be reformulated.

2. Applied Ethics

This program is run by the Philosophy section of PPP in cooperation with the Department of Philology of the University of the Peloponnese. Its principal goal is to 'cover market needs for specialized scientists trained in theory, research, and practical application of ethics'. It normally lasts two years. In our view, the focus of the program on applied ethics is legitimate and its social dimensions defensible. However, we were given little information about the rationale and structure of the program, the precise content of the courses, the academic status of some of the instructors, or the special merits of the partnership between PPP and the Department of Philology of the University of Peloponnese. Moreover, we did not meet with graduates of the program nor were we given information about the employment of those graduates. We advise that the program should be revisited and new partnerships with strong Philosophy and Technology programs should be explored, notably with the National Technical University of Athens, M.I.Th.E., the Philosophy Department of the University of Patras and the School of Philosophy and Social Studies of the University of Crete, which has a very successful program in Bioethics.

3. Theory, Practice, and Evaluation of Education

This program is run by the Pedagogy section of the PPP. It is organized around 7 main academic areas: Educational Design and Teaching, Educational Evaluation, Environmental Education and Sustainability, Intercultural Education, Digital Technology and Education, Special Education, Educational Policy and Administration.

The goal of the program is to provide graduates of undergraduate programs and teachers in secondary education with up to date knowledge of important current trends in the areas mentioned above. Since 2010 the program has produced 315 graduates, most of whom have assumed positions of leadership in primary and secondary education and in the public and private sectors. Graduates of this program are extremely satisfied with the training that they have received in the program. We are very impressed by the large number and variety of outreach activities and synergies effected by the program.

4. Counselling and Professional Orientation

This program is run by the Psychology section of the PPP. It is the only program in Greece with this specialization. The goal of the program is to train counsellors and specialists in professional orientation. It includes 400 hours of practical training and it successfully meets its goals. Students in the program are active in terms of scholarly activity, successfully connect theoretical and more applied aspects of their training and have a strong outreach role. This program is currently approved until 2014 and there is a developed proposal for its continuation. We recommend that it be reapproved.

5. Clinical Psychology

This program is run by the Psychology section of the PPP. This is the only postgraduate degree in Greece exclusively dedicated to Clinical Psychology and aims to prepare its

graduates for Clinical Psychology careers in mental health professions. The program is based on the scientist-practitioner model and is modelled after internationally recognized best practices in the field. The program is the only PPP post-graduate program that has a three year duration and includes two types of intensive practical training totaling an impressive 2500 hours in various health care units. In our view, the program is of high academic quality measured by international standards.

6. School Psychology

This program is run by the Psychology section of the PPP. This is the only post-graduate program in Greece exclusively devoted to School Psychology that aims to prepare specialists in the fields of developmental/learning disabilities and school-based or school-linked psychological services that can link theory, practice and research in developing interventions that promote learning and mental health in the school community. The program includes 100 hours of school practicum and 700 hours of internship – an extremely high level of training designed in accordance with international best practices. Also, the program is active both nationally and internationally. It has established connections to other programs in Greece and abroad, and performs several outreach activities.

Most of these post-graduate series have budget difficulties (only Theory, Practice and Evaluation has fees). The Department should seek ways of securing funds for those programs that are particularly successful. Faculty are aware of these issues and are considering the possibility of adding fees to programs for meeting the steady student demand (e.g., such a plan has already been developed for the Counselling and Professional Orientation program). The Department should continue its efforts to ensure that the specialized training it offers to some of the above programs should be a prerequisite for obtaining the title of specialized psychologists (e.g., school or clinical psychologists or counselors) by the Greek State, as is the case internationally.

DOCTORAL PROGRAMS

The Department has three doctoral programs, one offered by each of the three sections. During the period 2003-2013 364 students were enrolled in the doctoral programs: 158 in Philosophy (of whom 50-60 are active), 106 in Pedagogy (of whom 60-65 are active) and 100 in Psychology (of whom 56 are active). The number of enrolled but inactive students is very high, as the Department recognizes. With the new law, there will be steps to remove long-inactive students from the program. Moreover, by international standards, the number of active doctoral students is also too high, especially in Philosophy. Steps should be taken to be more selective in doctoral admissions both in terms of quantity and in terms of quality.

Admittance into the PhD program requires a post-graduate degree. Philosophy and Pedagogy accept degrees from other disciplines; Psychology does not. Two issues need to be addressed. First, it appears that the requirement concerning a post-graduate degree is not enforced in some cases. Second, not all prior post-graduate studies prepare students for their doctoral research in terms of academic background. Both issues can be addressed by stricter monitoring of admittance into the PhD program on the departmental level.

All three sections of the Department are strongly encouraged to add a proseminar for first year doctoral students if they have not already adopted that practice, or to strengthen existing proseminars. Even though each section has instituted two required seminars for doctoral students (capped at 30 participants), these seminars do not appear to be intended specifically for doctoral students. It would be advantageous to add structure and more specialized coursework to the PhD track. Also, each section is encouraged to put in place a

colloquium series, making sure that the students receive advance notice so they can attend these events. In general, the Department should strengthen the opportunities for doctoral students to meet with fellow graduate students and other professors.

We recommend that some procedure for tracking doctoral students' progress be implemented. Student progress monitoring typically includes the student's grades in graduate coursework, a self-generated progress report, and whatever else may be relevant to a student's progress. Progress letters should be sent to students every year. If legally possible, it would be very good for the Department to institute procedures to remove from its doctoral programs students whose progress remains unsatisfactory over a considerable period of time.

Program in Psychology

Some of the general points made above about doctoral training within the PPP Department apply to the doctoral track in the Program in Psychology as well (relatively high number of PhD candidates, enrolled but 'lingering' PhD students). The Program pointed out the need to tighten PhD admissions in its presentation of its Strategic Planning to the EEC.

The Program already offers a proseminar to its first-year doctoral students and has worked to strengthen and streamline the training offered to doctoral candidates. It is recommended that it add more specialized courses targeted to PhD level students, including lab courses, training on new/advanced research methods, and/or more quantitative offerings, as well as professional development opportunities geared to psychologists (e.g., seminars on grant writing). Furthermore, existing opportunities to meet with faculty and other graduate students through colloquia, reading groups and other forums should be strengthened.

B. Teaching

The EEC has the following comments regarding undergraduate teaching (separate comments are made for the PPP degree and the Program in Psychology, where appropriate):

1. Various methods of teaching are used in theoretical and applied courses, including class lectures, in-class discussions, group work, interactions and seminars. Where appropriate, students are also expected to collect some data, analyse and interpret them. Within the PPP degree, there is a teaching practicum conducive to the practice certificate (*eparkeia*) and other applied training totalling between 160 and 400 hours. Within the Program of Psychology, there is a practicum in various settings (clinics, counseling centers, etc.). Undergraduates are also expected to complete a thesis.
2. Absenteeism is a well-known problem, which however is particularly acute in some cases. Measures should be devised to diminish it, such as taking attendance in smaller classes and seminars and/or making sure that the students are told that class books (*sygrammata*) are no substitute for class lectures. However, the EEC is aware of the fact that faculty have limited means to combat absenteeism since undergraduate class attendance is generally not mandatory. Structural reforms by the State are required to truly address this issue. (The same point applies to issues 3 and 4.)
3. The EEC observed that a very large number of students (more than 100) are enrolled in certain courses. This is due to the fact that there is no systematic control of student registration in the courses offered each semester. A maximum number of students per-course ought to be established. Also, students who register (and choose to remain registered) for a course should have to take the exam for that course. If there is no procedure for dropping a course, it is necessary, in our view, to institute such a procedure.

4. Even though the courses are laid out in a structured manner, there are no official prerequisites. The EEC recommends that prerequisites be introduced for certain courses and that they be enforced in a consistent manner.

5. Teaching is evaluated by asking students to complete teaching evaluations. We were told that such evaluations became mandatory in 2011-12. Our committee had access to the evaluation materials and we find the questionnaires of very high quality. For the PPP degree, in that first year, participation in this process by section was as follows: Philosophy 25%; Pedagogy 100%; Psychology 69%. We do not have the exact data for Psychology and Pedagogy in 2012-3, but we note that Philosophy greatly improved its participation to 71%. (For the Program in Psychology, faculty participation is similar to the Psychology figure given above.) We are hopeful that faculty participation will continue and increase so that more representative data about teaching effectiveness become available for future use.

6. In general, students find faculty approachable and helpful. Most faculty are dedicated teachers despite the huge numbers of students, the limited resources, and the occasionally adverse physical conditions of the classrooms. The evaluation comments show that the students are appreciative of these efforts.

7. Students have access to the E-CLASS platforms and to teaching materials of various courses. Other materials and resources, including the multitude of relevant readings, videos and resources both online and off-line, could be identified and used in teaching. Student feedback on the instruction process, materials and outcomes should be sought. One issue that needs to be addressed is the lack of necessary infrastructure (e.g. adequate computing facilities for small projects), which can severely impact active learning, creativity, and autonomy in the learning process. Not all teaching rooms have projectors and faculty have to bring such equipment to class.

8. The main evaluation tool for undergraduate courses is end-of-the-semester exams. This is standard practice in the Greek Higher Education system. In the Internal Evaluation Reports of both the PPP Department and the Program in Psychology, students appear dissatisfied by the way in which they are evaluated (as shown by student ratings). Available student comments suggest that it would be a good idea to introduce, when possible, alternative ways of evaluating student performance (e.g., different kinds of graded exercises, midterm examinations, essays, etc.). Some faculty already use such methods with success.

9. The PPP values European exchange programs such as ERASMUS which provide important opportunities for both staff and student exchanges. PPP collaborates with 17 universities, exporting approximately 20 students per year and accepting approximately 5 European students per year. The Program in Psychology also participates in the ERASMUS program through student exchanges. We have no evidence concerning the mobility of faculty. Students should be encouraged to participate in the ERASMUS program, because it enriches them in various academic ways and aids their intellectual and experiential development. Courses in foreign languages should be added to accommodate higher numbers of foreign students.

Some of the above comments (e.g., lack of infrastructure, opportunities for interactive learning) also apply to post-graduate teaching as well. In general, however, post-graduate teaching seems to function very well. Student evaluation of post-graduate courses is high and our conversations with some students confirm that there is a high level of student satisfaction.

C. Research

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

The PPP faculty consists of 46 members (14 in the Philosophy section, 16 in the Pedagogy section and 17 in the Psychology section (12 of whom are moving to the Department of Psychology)). There is no common research policy at the Departmental level, even though there are collaborations between individual faculty members across sections. There are 7 Laboratories that have a stated research purpose (among other purposes). Additional research activities are conducted within 7 Centers.

Our committee was impressed by the dedication of faculty, staff and post-graduate and doctoral students under difficult infrastructure conditions. Some faculty members and their groups, especially in the sections of Psychology and Pedagogy, are very productive, compete successfully for external funding and have quality publications in international journals. They have also established networks of collaborations at the national and international level.

Nevertheless, there is considerable variability in research productivity between sections and within each section. Discussions with individual faculty reveal that several faculty members are aware of the need to strengthen the research profile of the Department but this goal is not stated explicitly in the Internal Evaluation of the PPP Department. In general, in assessing the research productivity and visibility of sections and individuals, PPP should take the following factors into serious consideration for its next self-assessment:

- a. Some faculty list large numbers of non-refereed publications, many of them in local and regional outlets. Relatedly, large proportions of publications of some faculty members are only in Greek. To increase the visibility and reputation of the Department, we strongly recommend that faculty and their students strive to publish in high-quality, peer-reviewed international journals.
- b. We noticed that many of the books listed are textbooks, translations, and edited volumes. By international standards, these carry different weights from original research publications and should be treated differently. It is not clear from faculty CVs and other information whether the Department implements in research self-assessments and promotions internationally recognized distinctions between, e.g., works of original research and other types of publications. In a few cases, we noticed that foreign-language vanity presses were not clearly distinguished from academic presses. Publication in vanity presses should be discouraged and works so published should not be given any weight in hiring and promotions.
- c. The PPP Department and individual faculty should take steps to increase competitiveness in attracting external funding. Staff help in attracting and managing grants is also necessary. As mentioned already, we have not visited PPP facilities (including laboratories and centers). However, faculty reports and presentations reveal severe limitations in infrastructure (space, IT tools and dedicated resources for research). We applaud the faculty, especially those whose work relies heavily on experimental or advanced computational tools, for conducting their research despite these technical difficulties and we urge them to take steps to contribute to the solution (e.g., by developing partnerships across sections and even departments, and by seeking to attract external funding).

The PPP Department has a number of research labs and centers. Some of these units are very successful on multiple levels, attract external funding, and host post-graduate, doctoral and post-doctoral researchers. Their identity should be protected and their visibility should be promoted. For other labs and centers, their mission needs to be clarified or rethought. In view of the severe lack of space, any lab or other research space should be clearly justified by measurable metrics of visibility and productivity. We also encourage multi-unit collaboration

and synergy both within and across sections/units.

Program in Psychology

We include specific comments about the research profile of the Program in Psychology here. As mentioned already, there are 17 faculty members in the Psychology section (12 of whom are moving to the Department of Psychology; the remaining 5 are staying in the Department of PPP). We noted considerable strengths in the overall research profile of the faculty and their students in terms of productivity and visibility, publications record, ability to attract extramural (national) and intramural (University) funding, and recognition in terms of professional leadership roles (journal boards, societies, etc.). There is a significant level of research activity generated by the vibrant post-graduate programs organized by the Program. We were impressed by their Program faculty's collaborative spirit and dedication to the goal of research excellence.

Having said that, there are ways in which the research profile of the Program can be strengthened further. First, the Program should take steps to improve its presence in peer-reviewed international journals, following the example of some of its strongest faculty. Young faculty and their students should be mentored and encouraged to target selective international outlets for their work. Second, the Program should take steps to develop a broad research plan and identify and nurture areas of research strength. This plan could serve as the basis for developing synergies with other academic units nationally and internationally, especially during and after the transition to the new Department of Psychology (obviously, this research vision would have to be revisited to cover new developments). The Program contains clear foci of strength (some, but not all, involve the successful post-graduate degrees administered by the Program), and more could be developed. Third, the Program and individual faculty could be even more aggressive in seeking and obtaining large-scale extramural funds (staff help in preparing and administering grants would be critical). All of these recommendations are consistent with the goals that the Program has set for itself in its Internal Evaluation report (pp.91-3).

A persistent issue faced by the Program in Psychology is the severe lack of infrastructure (office and lab space, dedicated research equipment, statistical and other psychological research software, and related tools). This issue is strongly emphasized in the Internal Evaluation of the Program and seems to affect even the oldest and most established research units within the Program. Faculty and their students/postdocs should be strongly commended for making the best of current facilities and resources but they clearly need to receive stronger institutional support for the Program to rise further in prominence. Members of the Program will also have to be proactive by pooling resources across units and even departments, and by seeking to attract external funding.

D. All Other Services

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

In the present circumstances, where it appears that the number of administrative personnel will be reduced significantly in the immediate future in consequence of which administrative responsibilities will need to be radically redistributed, we are unable to provide a meaningful report on how this important sector of the PPP Department's work is being done or what improvements need to be effected.

However, it appears that the staff are hard-working and eager to do their work and that this fact is noted and appreciated by students and faculty. The staff themselves presented a very positive picture of mutual respect, cooperation and eagerness to serve. It also appears that there are no job descriptions or other signs of a well thought-out work plan. The staff think that a rational reorganization of responsibilities will significantly increase their efficiency. Even so, it is our view that with 3500 students enrolled in the Department, the workload will far exceed the ability of the small number of administrative staff that are slated to remain and we urge that this fact be taken into very serious consideration. Most student services are handled electronically but even so, there remains a great deal of work (much of it deriving from bureaucratic procedures imposed by the State) that must be done in person and by hand.

The tripartite nature of the PPP Department is reflected in the organization of the staff. There is a central secretariat for the Department and a separate secretariat for each section. This appears appropriate to us, given the substantial differences among the particular needs of the different sections. Each section has its own library/study (*spoudasterio*) with its own librarians. The impending move of all the books of the libraries to a single library (which has already been constructed but which, for reasons opaque to us, has not been yet opened) will require a redefinition and redistribution of responsibilities among the staff, which we support and strongly encourage to take place in consultation with the existing librarians.

We were pleased to learn that wireless internet access has recently been made available throughout the university campus. On the other hand, there are several IT issues that need to be addressed, such as access to computing facilities for large groups of students, maintenance of hardware, and update and availability of specialized software for teaching and research. We were also distressed to learn that, for lack of available funds, subscription to vital online access to journals and other academic materials have been cancelled for the past year. We strongly call for a renewal of access to this material which is supremely important to the teaching and even more to the research mission of the university.

The physical environment of the School of Philosophy, we have learned, is very problematic. The absence of heating and air conditioning makes the conditions of teaching and learning unproductive. The inadequate number of cleaning staff leaves the building unclean and, in parts, unsanitary. The lack of exterior lighting makes the locality positively dangerous at night. The absence of university security personnel leaves the building an open target for theft and vandalism. We were informed of incidents of physical danger and violence that have occurred. Further, the building has inadequate access for the disabled. Finally, the absence of normal maintenance and repair has reached the point where nothing has been done to remove the danger of dangerous substances (*amiantos*) that is known to exist in some of the floors. We realize that the Department, the School and the University have tried to address these issues but a lack of resources leaves many of these issues unresolved.

Collaboration with social, cultural and production organizations

PPP Department

The PPP Department supports a variety of outreach activities and partnerships with secondary-education schools (especially Innovation – *Peiramatika* - Schools), social organizations, and the community. We note the involvement of teachers-mentors in the teaching practicum of all undergraduates in the PPP Department and the development of tools (including IT tools) that are now available for classroom teaching. These activities and partnerships are important for student placement and knowledge dissemination. We applaud all these initiatives and wish to see them grow.

Program in Psychology

The Program in Psychology supports a wealth of outreach activities involving, among others, healthcare and employment centers, schools, social organizations and the community. The mentoring arrangements in healthcare and other centers are particularly noteworthy and critical for student training and later professional placement. These partnerships are also important for transmitting knowledge from within the University to practitioners in health and school settings. We are very appreciative of these activities and we strongly support their expansion, since they are a necessary complement of successful Psychology programs internationally.

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.

The Department of PPP has a long and distinguished history and plays an important role in the intellectual life of the university and the country. This tradition calls for the Department to maintain high standards of outstanding intellectual leadership, innovation and professional conduct.

However, there are inhibiting factors.

1. The budget has been severely reduced and it is neither stable nor predictable.
2. The students are too many and the facilities and infrastructure inadequate for the Division to provide adequate full-scale academic services. More importantly, the work situation of most of the members of academic staff is far from satisfactory. Their salaries, which were low compared to salaries of academic personnel in most universities abroad to begin with, have decreased significantly and it seems certain they will decrease more. At the same time, they are also often called on to do additional work such as teaching in postgraduate programs and offering instruction for which they are not paid. The Greek State and the University clearly ought to expect that the academic personnel aspires to and is able to achieve high standards. At the same time the State and University should provide a working environment in which this goal can be achieved. A major goal for the future ought to be that the State, the University and the Department work together constructively to reach a decision on the number of undergraduate students for which the Department is able to provide an adequate education, given the resources available to it, and then act according to that decision.
3. In general the heavy dependence of the University on the State causes major problems for its functioning. As things stand, any change in the curriculum, no matter how small, requires approval by the central University administration or even the Ministry of Education. Also, all expenditures, even small requests for office supplies such as A4 paper, require going through a complex bureaucratic procedure. These practices are obstacles to efficient work and discourage initiative.
4. There is severe shortage in the funding for active experimental laboratories, travel grants and support for post-graduate and doctoral students.
5. Reduced teaching loads at full pay are not available even for the Rector of the University, let alone for other faculty members with heavy administrative responsibilities.
6. There is no stable framework securing external partnerships with schools, healthcare

centers etc. that are necessary for student training and outreach.

PPP Department Strategic Planning

The transitions that the PPP Department is undergoing as a result of the foundation of the new Department of Psychology have caused uncertainty about what development strategy is appropriate. In these conditions, despite the difficulties, it is important for the PPP Department as a whole and each of its sections to discuss strategies for adapting the Department's curriculum to the new status quo. In general, the fact that the Psychology section within the PPP in the near future will consist of 5 faculty creates an imbalance that is not viable in the long run. Fully assessing this situation lies beyond the scope of this committee's work. However, we note that, whatever the eventual representation of Psychology within PPP, its role may be difficult to fit within the traditional section-based structure of the PPP Department (so this structure may need to be reconsidered). In any case, a Psychology constituency can meaningfully enrich PPP if it includes faculty whose research and teaching are relevant to the educational focus of PPP and who are interested in supporting the PPP mission.

Beyond these issues, the following goals are clearly defined and well-defended in the PPP Department's strategic plan:

1. The PPP Department offers a strong combination of theory and practical instructional training. Its students can be hired as teachers of philology in secondary education. The teaching certification (*eparkeia*) is an indicator of academic excellence, of the capacity to mentor students, and a criterion for promotion. This certification is an important recent development. The Department now intends to offer this certification (*eparkeia*) to a broader range of students, with a target group of 35.000. While the details of this initiative are not fully fleshed out, we consider this to be a potential indication of leadership in the field of education. The Department would need to increase its network of participating secondary-education schools and mentors that serve the practicum trainings.
2. The Department aims to offer life-long education for teachers and other secondary education staff.
3. The newly reorganized Museum of Education and the Archive of the Modern Greek History of Education have potential for outreach activities.
4. The Department aspires to establish postgraduate programs with instruction in foreign languages to attract foreign students. We concur that such programs should be developed and that they will benefit the Greek students as well.
5. An important gap in the Strategic Plan is the absence of a coherent and visible research plan across all sections. Although there are many clusters of research excellence in PPP, the Department should try, where possible, to develop a strategy for coordinating these clusters and harmonizing its strengths and expertise.
6. Another topic not covered in the Strategic Plan is a plan for future faculty recruitment. We note that certain sections of the Department have been inward-looking in previous faculty hiring. Since excellence requires variety and fresh ideas, the Department should adopt a policy of openness and transparency in order to ensure that the searches are truly international and that candidates external to the Department are not disadvantaged.
7. The Strategic Plan appears to contain very little input from the Philosophy section. In consequence we are unable to evaluate its development plan, and it is possible that such a plan has not been constructed. We believe that the future of any academic unit depends much on the ability and energy of its younger members. Conversations with the junior faculty of the Philosophy section lead us to believe that some of them aspire to maintain the

section's strength in the history of philosophy and extend its range to include analytic philosophy as well. We applaud this aspiration and we strongly suggest that, assuming that the Department will move in this direction, they should make the relevant appointments in close consultation with internationally known philosophers working both in Greece and abroad whose expertise falls in the areas of analytic philosophy and analytic history of philosophy.

Program in Psychology Strategic Planning

The Program in Psychology has a strong twenty-year presence in academia with a variety of educational, research and outreach activities. It should be noted that the obstacles and structural impediments mentioned in (1)-(6) above for the PPP Department affect the Program as well. As already mentioned, the Program in Psychology in the future will be run by a new Department of Psychology. Currently, important features of the transition have yet to be determined (e.g., the Department in which the post-graduate programs now administered by Psychology faculty will be located once the new Department begins functioning, space allocations, etc.). In our opinion, this issue needs to be given the highest priority by both Departments and also by the University.

The Program in Psychology has formulated a Strategic Plan that includes a refreshingly honest assessment of the Program's structure and needs. The EEC concurs with many of the proposals made by the Program to increase its visibility and serve its research and training goals (curriculum reform, links between the Program and the community, etc.). The Program has strong potential and includes some exceptionally strong faculty. Additional recommendations to be considered as the Program transitions into its new form include the following:

1. The Strategic Plan lacks a specific research vision. There are different possibilities in developing such a vision. One possibility is to introduce new research foci, for instance, adding emphasis on Cognitive Science, Neuroscience and other directions that are not currently heavily represented. Another possibility is to build on great existing strengths in several areas, including clinical and school psychology, by adding experts in Social and Counseling Psychology, Language Development, Learning Disabilities, or to add quantitative/statistical expertise. There are other possibilities. We encourage the faculty to begin a conversation about the research priorities of the Program and the ways it seeks to be unique compared to other units.
2. The vision should include strategic hiring. The Program has an excellent tradition of hiring faculty with strong training in Europe and the U.S. and should continue trying to attract the best candidates it can.
3. The Program in Psychology should maintain its strong ties with the PPP Department and develop further connections with other departments, health care professionals and centers, etc.
4. The Program in Psychology should continue and strengthen its efforts to protect the professional rights of its graduates, especially on the post-graduate level (e.g., by securing that special qualifications are needed to be a clinical psychologist, school psychologist or counselor).

F. Final Conclusions and recommendations of the EEC

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

We conclude the following:

1. The PPP Department sets for its faculty two goals: first and foremost to provide students with an interdisciplinary education that will make them effective teachers of philology in secondary education, and second to promote and produce high quality research. These goals can sometimes conflict (perhaps less so in Pedagogy than in Psychology and Philosophy). In many cases faculty members meet this challenge successfully. Nevertheless the Department needs to clarify its mission and priorities and convey them clearly to its faculty.
2. One of the best features of the Department lies in those of its post-graduate programs that have proven successful. Those programs create a lively intellectual environment with important social roles and outreach.
3. We are very impressed by the hard work, dedication and ability of the greatest part of the faculty. Every effort should be made to improve their working conditions and to expand their opportunities for research productivity. We applaud the many achievements of some faculty who are highly productive, visible, funded, nationally and internationally recognized and engage in important and well-regarded projects of high social significance.
4. We advocate that the Department address the following issues:
 - a. The structural, curricular, material and budgetary issues arising from the creation of the new Department of Psychology (and the fact that there are few remaining Psychology faculty members in the PPP Department).
 - b. Weaknesses in post-graduate and doctoral programs, so that appropriate adjustments can be made.
 - c. Funding for successful post-graduate programs.
 - d. Rationalizing the distribution of resources (funding and space) to existing, active Laboratories and Centers.
 - e. The grave problems of infrastructure and space. (This latter is particularly urgent for Psychology.)
 - f. Enhancement of research quality and productivity.

The Members of the Committee

Name and Surname	Signature (electronic)
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2. Helene Papadoudi-Ros	<i>Helene Papadoudi-Ros</i>
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