



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α.ΔΙ.Π.

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ
ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H.Q.A.

HELLENIC QUALITY
ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

DEPARTMENT OF THEATRE STUDIES

UNIVERSITY OF PATRAS



European Union
European Social Fund



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

Co-financed by Greece and the European Union



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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of **Theatre Studies** of the University of **Patras** consisted of the following **four (4)** expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005 :

1. Dr Costas Panayotakis (Coordinator)
University of Glasgow, Scotland, UK

2. Professor Gonda Van Steen
University of Florida, Gainesville, USA

3. Professor Michalis Pieris
University of Cyprus, Nicosia, Cyprus

4. Professor Peter Riemer
Universität des Saarlandes, Saarbrücken, Germany

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

I. The External Evaluation Procedure

- Dates and brief account of the site visit.

The site visit took place 10-12 December 2013. The members of the External Evaluation Committee (henceforth referred to as EEC) were taken to their hotel at Patras in a comfortable mini-bus, and shortly after their arrival at the hotel were met by Martin Kreeb, the contact person in the hosting institution and main organiser of the External Evaluation Procedure. Dr Kreeb had also overseen the co-ordination of the Internal Evaluation Procedure. There followed a series of formal meetings, informal conversations, visits to Campus facilities, and a final session of exchanging feedback with the Faculty. Alongside the formal proceedings of the External Evaluation both the Rector and the Department of Theatre Studies offered the members of the EEC generous and warm hospitality.

- Whom did the Committee meet?

The formal proceedings began with a meeting with the Rector (Professor George Panayotakis), the Vice-Rectors for Financial Matters (Professor Joan Daouli) and for Academic Matters (Professor Pantelis Kiprianos), the members of ΜΟ.ΔΙ.Π., the Vice-Dean, the Head of the Department of Theatre Studies (Professor Stavros Tsitsiridis), and the members of the ΟΜ.Ε.Α. (Dr Martin Kreeb and Professors Diana Haas and Theodoros Stefanopoulos). During the period of their visit at the University of Patras, the members of the EEC met nearly all the Research & Teaching Faculty (17 colleagues) except for two, who were on leave, Workshop Teaching Staff (ΕΕΔΙΠ), Workshop Technical Staff (ΕΤΕΠ), and a large group of high-school pupils and undergraduate students. At separate meetings the members of the EEC also met 62 undergraduates from all years, 58 postgraduates from both the Master’s and the PhD programmes, and administrative members of staff (Main Departmental Office, University Library, and Departmental Library, including Mr Dimitrios

Foteinos, whose job has been suspended [σε διαθεσιμότητα] until further notice).

- List of Reports, documents, other data examined by the Committee.

The members of the EEC were provided with the following documentation:

- Information on the aims, methods, and strategy of the Quality Assurance Office (ΜΟ.ΔΙ.Π.) at the University of Patras
- The ΜΟ.ΔΙ.Π. Handbook of Collected Data of Internal Annual Reports (University of Patras) (April, 2012)
- Two booklets (one in Greek in the form of PowerPoint presentation, the other in English) on the University of Patras, giving information about the physical location of the Campus, the structure of the University administration, Research & Teaching Faculty, Students, Administrative Staff, the financial structure and budgeting arrangements, Research and Research Support Infrastructure at the University of Patras, the Internationalization Statement of the University, the QA Procedures, and the Mission Statement of the University.
- Statistics on the number of new students at the University of Patras during academic year 2013-2014 (breakdown by School and by Department)
- A copy of the official decrees (Εφημερίς της Κυβερνήσεως 1999 and 2011), documenting the legal framework within which Universities are expected to operate, including Quality Assurance and Accreditation Procedures (Articles 71 and 72 of Decree No. 4009 [see Εφημερίς της Κυβερνήσεως, First Issue, 6 September 2011])
- A printed version of the various PowerPoint presentations on the Department of Theatre Studies: its background and origins, mission and identity; its programme of undergraduate studies; its programme of postgraduate studies; its mobility and exchange programme; its internal QA procedures; its research activities and achievements on ancient theatre, Modern Greek theatre, World theatre, Cinema, and Dance; its outreach and its contributions to the community; the Workshops (Εργαστήρια) it offers; abridged CVs of each member of the Research and Teaching Faculty
- The Annual Internal Report of the Department covering Academic Year 2011-2012 (131 pages); the Handbook of Studies covering Academic Year 2013-2014 (37 pages); and the Handbook of Postgraduate Studies 2012-2013 (18 pages); a

complete list of the research publications of the Research & Teaching Faculty from 2006-2012

- Samples from recent research publications of members of staff (I. Papageorgiou, *The European Theatre from the 17th to the 19th centuries: from Classicism to Romanticism*, Patras 2012; Th. K. Stefanopoulos, *Euripides, Medea*, Kichli 2012; D. Tsatsoulis, *From Attic drama to Modern Theatre*, Aigokeros 2008; S. Tsitsiridis, *Beiträge zu den Fragmenten des Klearchos von Soloi*, Berlin 2013)
- Three PhD Dissertations (K. Fanouraki, “The teaching of classical literature courses in secondary education through theatre education”, 2011, pp. 381; E. Prousalis, “The ideological and the aesthetic functions of the motif of death in the plays of Vasilis Ziogas”, 2012; E. Kostara, “Cavafy and Ancient Theatre”, 2013, pp. 516) and seven samples of MA Theses (available both in hard copy and via url): G. Gkotsis, “*The Adulteress* (POxy III.413 verso): Introduction, Translation, Commentary”; E. Kali, “Epic and Other Traditional Elements in Sophocles’ *Trachiniae*”; E. Kalogeropoulou, “The Myth of Philoctetes and the Tragic Poets of the fifth and fourth centuries BC”; D. Mai, “Euripides’ *Alkmene*”; A. Mbiliani, “Giannis Ritsos’ knowledge of the ancient world through the perspective of the Atreid cycle in the ‘Fourth Dimension’: similarities with and deviations from ancient models”; M. Panagiotonakou, “Ancient myth and contemporary war in Seamus Heaney’s work”; M. Renieri, “Stage directions and staging problems in Euripides’ *Bacchai*”
- Booklet on the Library and the IT Facilities of the University of Patras
- The timetable of the winter semester of the Department of Theatre Studies in 2013-2014
- Samples of examination questions pertaining to undergraduate courses
- The Department’s statement on the assessment practices of undergraduate lectures and seminars
- Information on the Aims and Contents of the Workshops; a DVD containing visual documentation of the workshops in the Department of Theatre Studies; a DVD containing students’ performances

- Groups of teaching and administrative staff and students interviewed

See above, under “Whom the committee met?”.

- Facilities visited by the External Evaluation Committee.

The Departmental Library; the University Library; the Campus Theatre (instead of the scheduled visit to the athletic facilities at the request of the members of the EEC); Departmental teaching and seminar rooms; offices of Faculty. The schedule included a visit to the Conference and Cultural Centre, but owing to time constraints, the members of the EEC who were already familiar with this Centre pursued other priorities.

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence reviewed and provided
- To what extent have the objectives of the internal evaluation process been met by the Department?

The documentation provided was comprehensive and highly appropriate in all areas covering QA purposes. The members of the EEC appreciated that a large part of the documentation was provided well in advance, including the results of the Internal Evaluation Process, which facilitated dialogue and exchange of views. The evidence was made available both in a high-quality, hard copy version and in PowerPoint presentations. The aforementioned provisions ensured the completeness and the effectiveness with which the objectives of the internal evaluation process were met.

A. Curriculum

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

APPROACH

- What are the goals and objectives of the Curriculum? What is the plan for achieving them?
- How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?
- Is the curriculum consistent with the objectives of the Curriculum and the requirements of the 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?

IMPLEMENTATION

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

How does the curriculum compare with appropriate, universally

<p>accepted standards for the specific area of study?</p> <p>Is the structure of the curriculum rational and clearly articulated?</p> <p>Is the curriculum coherent and functional?</p> <p>Is the material for each course appropriate and the time offered sufficient?</p> <p>Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?</p>
<p>RESULTS</p> <ul style="list-style-type: none"> • 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? • Does the Department understand why and how it achieved or failed to achieve these results?
<p>IMPROVEMENT</p> <ul style="list-style-type: none"> • Does the Department know how the Curriculum should be improved? • Which improvements does the Department plan to introduce?
<p>The members of the EEC have chosen to reply to the above questions with narrative-based answers, which cover both the undergraduate and the postgraduate programmes, because they are intrinsically linked. These answers are intended to address the various issues raised by the questions in sections A of the evaluation report.</p> <p>The curriculum of both the undergraduate and the postgraduate programmes confirms the clearly defined academic identity of the department and its unique emphasis on ancient theatre (mainly Greek) in all its richness, which covers in-depth textual analysis, literary interpretation, visual and material culture, the discipline of translation, and reception studies. In recent years, the Department of Theatre Studies has enhanced the undergraduate curriculum with innovative course offerings and appealing new perspectives, which pave the way for the introduction of cross-disciplinary research topics at both the Master's and the PhD levels (cinema, dance, the semiotics of theatre). These trends bode well for further curricular development and expansion into diverse research topics.</p> <p>Both the undergraduate and the postgraduate students spoke very highly of the department's diversified but cohesive course offerings, which stress attention to detail, close readings of both the textual and the visual/material evidence, and pathways into the history of the reception of ancient theatre. The students confirmed that they had identified the strengths of the department prior to applying to the programme based on the department's reputation, its presence on the web, their knowledge of its faculty's publications and research expertise, and on the department's outreach activities of the past several years. The backgrounds of the postgraduate students are very diverse: many come with an undergraduate degree in philology; others come from theatre studies, fine arts, musicology, or</p>

education. Some are, understandably, confined by geographical and financial restrictions, but they gratefully acknowledge the advantage of being offered a high-quality graduate education for nearly free because they are from the area of Patras.

Students from all levels are very satisfied with the availability of their Faculty (of all ranks) and with the level and quality of the close teaching/mentoring offered by the Faculty members, with whom they have chosen to work on papers and other written assignments for courses, MA theses, or PhD dissertations. The level of satisfaction was clearly evidenced both by the students' statements during their interview with the members of the EEC and by the results of the course evaluations provided as part of the QA documentation. The topics of the larger writing assignments chosen by the students vary widely (from Greek tragedy to Irish poetry and drama), but many students benefit from the long-standing departmental expertise in ancient Greek drama and its reception in various literary, theatrical, and other artistic forms (with the strongest emphasis on literary or theatrical receptions). A 2013 dissertation (see above, page 7) on the topic of Cavafy and ancient theatre exemplifies the student's capitalizing on the scholarly strengths of the Department. This Department can also offer expert supervision in research topics such as reception in film, dance, and music, which will gain an increasing presence in future years. The author of this dissertation was able to participate in other events celebrating Cavafy with an international profile in the year 2013. This is a fine example of how the department's research productively extends into other academic venues and professional activities nation-wide and beyond.

The students showed a keen awareness of the fact that an undergraduate or even a postgraduate degree in Theatre Studies does not necessarily lead to a profession in either the teaching or the practice of Theatre Studies, and they emphasized the personal benefits of acquiring knowledge and of exploring the topics in which they were interested. The members of the EEC were most impressed by the students' level of maturity, their commitment to their field of studies, and by the highly articulate level in which they freely expressed themselves. Many of the students credited the department's Faculty with cultivating precisely this kind of social interaction.

B. Teaching

APPROACH:

Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?

Please comment on:

- Teaching methods used
- Teaching staff/student ratio

- Teacher/student collaboration
- Adequacy of means and resources
- Use of information technologies
- Examination system

IMPLEMENTATION

Please comment on:

- Quality of teaching procedures
- Quality and adequacy of teaching materials and resources.
- Quality of course material. Is it brought up to date?
- Linking of research with teaching
- Mobility of academic staff and students
- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

RESULTS

Please comment on:

- 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?

IMPROVEMENT

- Does the Department propose methods and ways for improvement?
- What initiatives does it take in this direction?

The Department uses a wide range of effective teaching methods, namely lectures, seminars, and workshops, as well as research colloquia. On the topic of the adequacy of means and resources and on IT facilities, see the comments in section D. Many of the courses offered in the curriculum at both undergraduate and postgraduate levels are closely connected to the research interests of the Faculty, and this produces excellent results and elevates the quality of both teaching and research. During its Campus visit, members of the EEC attended part of an undergraduate lecture; its course material was appropriate to the aims and objectives of the lesson and was up-to-date. Normally, the assessment pattern consists of summatively assessed coursework and an end-of-course examination. This is a common pattern in at least UK and other European Universities. The students evaluate each course separately by answering a centrally designed and distributed questionnaire. The members of the EEC recommend that the University of Patras QA Office consider modifying the questionnaire in length and content, so as to give students the opportunity to deliver concise written comments. The Department receives consistently high scores in the Student Survey in

areas of its teaching and mentoring. In some areas over which the Department has no control the scores are only slightly lower. The Department takes the students' formal and informal feedback seriously and acts on it. Both students and Faculty seek and exploit opportunities to go abroad and they also receive academic visitors through the Erasmus Programme and the Fulbright Foundation. The members of the EEC encourage them to continue to take advantage of these and other opportunities. The EEC admires the Faculty's willingness to invest the extra time to teach foreign students, who do not have adequate Modern Greek language skills. Although the EEC did not seek to acquire detailed statistics about success and failure percentages in various courses, they were given informal feedback by the students stating that their Faculty set high standards and grade fairly. This gives them reassurance that their academic performance is being evaluated on its merit and inspires self-confidence. There is no evidence of grade inflation in this Department, especially since the Grade Point Average of undergraduates in academic year 2011-2012 is 7.33/10. As soon as funds become available, the Department would like to hire an expert in the field of History of Art. Meanwhile, given more flexibility at University level, they want to reinstate the practice of bringing theatre practitioners as short-term instructors.

C. Research

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

APPROACH

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

IMPLEMENTATION

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

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.

IMPROVEMENT

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

The main objective of the Department is to produce research outputs of international caliber and to become a focal point of research in Theatre Studies in Greece. The Department's research profile covers the following fields:

- Ancient Greek theatre and Greek literature (especially Greek tragedy and mime, Aristotle and Plato)
- Modern Greek theatre (including the study of Shadow theatre, which has received external funding)
- Modern Greek literature and Cavafy studies
- European, Russian, and American theatre
- Archaeology of ancient theatre and stagecraft
- Theory of literature and semiotics
- History of cinematography
- The philosophy and practice of dance
- History of Art

The Department has established very high internal standards for assessing research through formal and informal mechanisms. Formal mechanisms include promotion procedures, during which research is evaluated externally, the feedback given at research seminars and colloquia, when a research-active member of staff presents his or her research views at the University, elsewhere in Greece and/or internationally, and the submission of publications to peer-reviewed periodicals. It is important to add here that high scholarly standards are maintained also by the practice of consulting among colleagues working in the Department and outside the Department and by dialogue among colleagues working within the same discipline and across different disciplines. Faculty members encourage each other to publish in languages other than Modern Greek. The publications consulted by the members of the EEC are of high quality and demonstrate the intellectual rigour and capabilities of the Faculty.

The main research objective of the Department as outlined above is successfully implemented and consistently maintained; Faculty members do not rest on their laurels but keep pushing themselves towards higher scholarly achievements. The members of the EEC counted 16 monographs and more than 100 articles published during the last 7 years. This is tangible evidence that the publication activity in all research fields cultivated by the Department is ongoing and aspires to reach an international readership. The research outputs are first-rate and range from original studies on Greek and Roman drama (especially tragedy and mime) to its imaginative *Nachleben* in different visual and textual platforms through the centuries. Special mention needs to be made of the Department's research on Greek tragedy, especially in the post-classical period; the Greek mime of the Hellenistic and Imperial

periods; the reception of Greek drama in nineteenth century Greek theatre, with a focus on the interwar era; the research in the Cavafy Archives, the aim of which is the publication of the first complete critical edition of the poet's own comments on his poetry; cinematic representations and Greek theatre; Greek cinema and gender; Russian theatre; and Modern Greek translation of ancient drama (for instance, Aristophanes, *Birds* and Euripides, *Medea*), which shows how the difficult and sophisticated skill of translation is eminently and deservedly explored in its own right as a scholarly discipline.

The quality of the achievements of the Faculty is evident also with regard to performance and practice-based theatre activities. The research profile of the department is internationally recognised; books and articles are published in several languages: Modern Greek, English, Italian, French, German and Chinese (!). The members of the EEC have also been greatly impressed by the department's national and international collaborations, especially because of the Faculty's participation, in recent years, in national conferences (Athens, Delphi, Komotini, Preveza, Thessaloniki, Rethymnon) and international colloquia (Nicosia/Cyprus, Marburg/Germany, Berlin/Germany, Copenhagen/Denmark, Viterbo/Italy, Harvard/USA). Furthermore, the Department itself has several times hosted international conferences at the University of Patras (2006, 2011, 2013), thus contributing to the intellectual, cultural, and economic capital of Greece.

The elegantly produced and rigorously refereed periodical ΛΟΓΕΙΟΝ takes special place in the research culture of the Department. Although only two issues of this periodical have been published, nonetheless this publication is already making its presence strongly felt in citation indexes and the field of drama and drama-related reception studies. ΛΟΓΕΙΟΝ publishes original and scholarly articles and book reviews in Modern Greek, English, French, German, and Italian on all aspects of ancient Greek and Roman theatre and drama, including its reception in the contemporary theatre repertory, literature, cinema, and other art forms or media, as well as its relation to the theatre of other periods and geographical regions. All types of methodological approaches and theoretical perspectives are welcome and encouraged. Emphasis is placed on interdisciplinary approaches. For a clear description of the mission of the journal, which is an impressive achievement in the Department's research profile and firmly places both the Department of Theatre Studies and the University of Patras in the international research arena, see the following website: <http://www.logeion.upatras.gr>

D. All Other Services

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

APPROACH

- How does the Department view the various services provided to the

<p>members of the academic community (teaching staff, students).</p> <ul style="list-style-type: none"> • 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?
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • 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.).
<p>RESULTS</p> <ul style="list-style-type: none"> • Are administrative and other services adequate and functional? • How does the Department view the particular results?
<p>IMPROVEMENTS</p> <ul style="list-style-type: none"> • Has the Department identified ways and methods to improve the services provided? • Initiatives undertaken in this direction.
<p>The members of the academic community at the University of Patras are very well aware of the financial constraints under which their University operates. Nonetheless, they appreciate the secretarial and library support they still enjoy, but which has been cut down severely. For instance, the Department has lost two members of its five-member secretarial and technical staff, and a third person has been suspended until further notice.</p> <p>The Department's specialized library covers many aspects of theatre studies but also includes a satisfactory number of reference volumes, such as dictionaries and encyclopedias. Its physical infrastructure is most welcoming and helps to cultivate a mentality of scholarship among the students from an early stage in their undergraduate career. The Library's holdings and also the collections of the Central Library are well organized and are sufficient for the needs of the students, but could use more financial support for future expansion. Inter-Library Loan services and access to electronic databases (JStor) have been interrupted too many times in recent months owing to strikes and financial emergencies.</p> <p>Too many administrative procedures are still not handled electronically. The promised and as yet unfulfilled computerization of the University's examination grading and of other electronic systems may well be further delayed by the current economic crisis. Services that secure an international standing, such as the use of shared servers and electronic learning platforms, and even the provision of wireless internet, are lacking or are inadequately delivered. These issues need to be addressed at University level.</p> <p>The presence of students at Greek Universities is determined by centralized procedures. Nonetheless, the Department has an excellent record</p>

of student retention. In the current financial climate the Department has its hands tied, but it remains hopeful that the situation will stabilize, especially for the sake of the students.

Collaboration with social, cultural and production organizations

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

The Department provided ample documentation of its diverse record of significant outreach activities in at least the last decade. Members of the Department rightly emphasized the multiple benefits derived from such important activities, both for the local and regional community and for the Faculty members and students participating in these activities. Examples include:

- the organization of short and longer conferences, such as the Panhellenic Conference in honour of Iakovos Kambanellis, 22-24 October 2004, which the playwright himself attended, and which attracted broad media attention
- the organization of an all-day event devoted to "Dance and Narrativity" (27 May 2009)
- hosting the Fourth Panhellenic Conference in Theatre Studies with focus on ancient Greek theatre and its reception from ancient times through the present and across literary and theatrical cultures (26-29 May 2011)
- the celebration of "Cavafy and Art" in the Cavafy year 2013 (15 May 2013)
- collaborations with the Municipal Regional Theatre of Patras (ΔΗΠΕΘΕ)

Faculty members such as Martin Kreeb have given many lectures on the ancient Greek theatre and ancient Greek art at various venues in Patras and its surroundings (for instance, at the Archaeological Museum of Patras). Other topics by other members of the Department have covered: the aesthetics of the ancient Greek theatre, folk theatre and carnival, Karaghiozis and the Greek shadow theatre, worldwide and modern Greek theatre, the art of dance, the art of AIDS in Greece, and lecture series on the topic of ancient drama to high school teachers. All the above demonstrate wide dissemination of Departmental expertise. Students in the Department have done communal outreach via the student-led Omada Theatrou (founded 2002), which has made national and also international appearances. Similarly, the Department has invited professional experts from the community (for instance, medical experts) to address the academic audience about psychotherapy and theatre.

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

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

Please, comment on the Department's:

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.
- Short-, medium- and long-term goals.
- Plan and actions for improvement by the Department/Academic Unit
- Long-term actions proposed by the Department.

The Department faces many challenges, most of which result from the heightened financial crisis that is afflicting the entire country and especially its Higher Education Institutions. Hopefully, the State's allocation of its financial resources will not have a further negative impact on the country's Universities, which are its intellectual centres and can help alleviate the effects of the crisis. The difficulties are exacerbated by the legal framework, within which the Department of Theatre Studies is expected to function and the bureaucratic burden that slows down its operations. Furthermore, it is imperative that appointments and promotions at the University level be freed from the control of the Ministry of Education. At the institutional level the Faculty wishes to see an increase in the subsidies sponsoring international conference attendance and a greater freedom to allocate monies where they are most needed: as a result of current financial arrangements, teaching staff on short-term contracts (actors and directors) are no longer able to come to the Department and undertake the teaching of courses that have to do with the practice of theatre. At the departmental level the Faculty can boast of excellent achievements in research, teaching, and service to the local community; however, the boundary lines between Departments, which are not uncommon in Greek Universities, somewhat inhibit further co-operation with related Departments.

The Department is willing to commit to realising its short-term and long-term goals. These include the promotion of Greek culture through ancient and modern theatre; the further exploitation of the Department's strategic geographical position close to Olympia, Epidauros, and Delphi; workshops on Greek shadow theatre; enhancement of the Department's relations with other research centres in terms of shared teaching, research seminars, and the common use of Library resources; and low-cost educational trips to visit theatrical venues.

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
- the Department's readiness and capability to change/improve
- the Department's quality assurance.

Founded in 1989, the Department of Theatre Studies was one of the first departments to appear in the richly populated School of Humanities and Social Sciences at the University of Patras. It welcomed its first cohort of undergraduates in 1992/1993, and its first group of postgraduates in 2004. Its mission (to train students not as actors and theatre practitioners but as high-quality scholars, especially at the postgraduate level, with an expertise in ancient theatre, in modern drama and art forms such as dance, music, and cinema, and in the reception of the ancient theatrical tradition in all its manifestations) is clear and unique among departments of Theatre Studies in Greece. The Department's teaching and research are of very high quality (as may be evidenced by the CVs and the publications of the Faculty), its internationalisation strategy is effective, and its identity at the undergraduate and postgraduate levels is distinct, diverse, and appealing. With Greek drama at the core of its existence as a research and teaching unit, the activity of the Faculty extends into all forms and eras of theatrical culture, textual and non-textual, ancient and modern, concrete and abstract. The common denominator is an aspiration to aim highly and to create synergies not only with colleagues at the University of Patras and at other Universities, nationally and internationally, but also with the community in the broadest sense. Students graduating from this Department pursue original research, become actively engaged with theatre and exploit the experience they obtain in their undergraduate career through practical theatre-related workshops, contribute dynamically to society, and have a clearly defined set of graduate attributes, which boost their confidence, enrich their all-around education, and prepare them for responsibilities in civic society. The Department's teaching and research Quality Assurance mechanisms are robust and refreshingly continue to develop. Having achieved a remarkable number of goals during its short period of existence, including the publication of an international periodical and the acquisition of external funding, the Department of Theatre Studies shows that it is able to respond to the changing economic and cultural climate, and that it bridges in an exemplary fashion (metaphorically and literally) Theatre Studies and the rest of the Peloponnese and mainland Greece.

The strengths of the Department lie in its clearly defined identity and high aspirations, its research excellence, its outstanding levels of effective learning

and research-led teaching, its visible contribution to the Patras and regional community, and the special bond of affectionate commitment that exists between the Faculty and the students, who are devoted to their field of study, supportive of their teachers, and optimistic about the future despite the difficult economic circumstances under which they pursue their education. Faculty is, in turn, sympathetic to student calls for support and responds quickly to issues arising from student satisfaction surveys. The range of academic disciplines and the variety of the teaching practices and approaches that exist in the Department add to its dynamism, with the result that there is strength and unity in diversity. It is precisely this diversity that gives the Department the flexibility to change and the potential for further improvement.

Areas in which the Faculty could successfully explore opportunities for further development include the creation of an alumni network, using former students to speak as ambassadors on behalf of the Department and the University; the enhancement of the Department's website by means of videos and other visual materials documenting the wide variety of the students' theatrical activities; the creation of an informal forum in which postgraduates mentor each other, exchange views, and present work-in-progress to each other; enriched co-operation in teaching and research both within and outside of the subject area; the strengthening of scholarly fields such as History of Art, Music, Dance, Cinema, and theories of Performance Art in the long-term development of the Department; the reinstating of low-cost academic trips to theatrical venues, ancient and modern, to watch and discuss performances, and to consider how the landscape and the architecture contribute to the overall effect of the theatrical experience.

The Members of the Committee

Name and Surname	Signature
1. Dr Costas Panayotakis	
2. Professor Gonda Van Steen	
3. Professor Michalis Pieris	
4. Professor Peter Riemer	