

**V. ΕΞΩΤΕΡΙΚΗ ΑΞΙΟΛΟΓΗΣΗ ΤΜΗΜΑΤΟΣ /  
DEPARTMENTAL EXTERNAL EVALUATION**

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## REPLY TO THE DEPARTMENTAL EXTERNAL EVALUATION REPORT

Dear Head of Department,

Thank you for your e-mail dated 14.1.2014 where a copy of the “External Evaluation Report” of our Department is attached. Please, allow me, after taking my turn in thanking the members of the Committee who composed this report, to note the following (Bill 3374/2005, article 9, section 2):

1. The Report’s cover should be corrected to: “Department of Philosophy, Education, and Psychology” (as well as in pp. 4, 5, 7, *passim*).
2. Since the actively enrolled undergraduate students are over 1000, it should be pointed out that the Committee has sufficed in meeting only ... fifteen of them or the 1, 5‰ (p. 5); students of unknown semester and without stating how long this evening meeting lasted.
3. The meetings with Faculty members (DEP) (p. 5) were not conducted according to Sectors (Tomeis), but in groups according to ranks. Nevertheless, this distinction between ‘junior faculty’ and ‘senior faculty’ does not adequately reflect the reality, at least in our Sector.
4. The CVs as well as a series of documents pertaining to the identity of our Sector, regarding its data and perspectives, were also available in an “English version” (p. 6).
5. The presentation of the Undergraduate Programme of our Department, made by the Evaluation Committee (p. 7), is vague, resulting in concealments (courses from the Department of History & Archaeology, or from other Departments, ‘internal structure’, etc). Obviously, the main intention is neither ‘course-centered’ nor a starting point of ‘learning by heart’ methods. In particular, out of the five (5) compulsory philosophy courses of the first circle, one is not mentioned at all (‘Introduction to Philosophy’), while another is not mentioned by its full title (‘Modern & Contemporary Philosophy’) but only as ‘Modern Philosophy’; a third course, entitled ‘History of Scientific Ideas’, is falsely reported as ‘History of Ideas’.
6. Regarding the number of my colleagues, without justifying the focus of attention at this point in particular, who could take over the teaching of Ancient Philosophy (pp. 8, 13), I should point out that the number of those with a research interest

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- in Ancient Philosophy, who could also be teaching the subject, is still relatively half the department's overall number (5 out of 11).
7. Greek Secondary Education (p. 8) is not only in need of teachers of Philology subjects or 'pan-philologists', but also of teachers of History, Philosophy, Logic, Psychology, Sociology, Political Theory, etc. therefore, the graduates of our Department are able to teach at least the aforementioned courses. Many of our texts (Conference Proceedings, papers) clarify all the contemporary aspects of this issue (institutional, psycho-pedagogical, professional, sociological).
  8. The formally required practicum (Praktiki Askisi) (p. 8) is anticipated in the Programme of Studies of our Sector in combination with the prerequisites of the Teaching Certificate (pedagogiki eparkeia) [See Booklet of Programme of Studies (Odegos Spoudon)].
  9. The number of the "selective compulsory courses" (p. 9) is foreseen by the laws in force (Bill 2083/92, article 9, section 1) in regard to the V of the total of the courses, and is also determined by the relations amongst them, according to circle and course (the course titles are always accompanied by a specific 'topic' taught each time which is different every year in almost all cases).
  10. The "interviews" (p. 9) conducted with the very small number of students, and in an unspecified way, fail to accurately represent the existing situation in the level of the actual realization of the Programme of Studies. Therefore, in the Report, only some rare cases of courses having "two or fewer students" enrolled are revealed, without respectively to seek the reasons correlated with the subject of the course, its position in the Programme of Studies (A or mostly B Circle), the semester and the special research interests of those attending it.
  11. It should be noted that "compulsory" courses, represented as "limited" (p. 9), are not only those of the A Circle, which are obviously of an introductory level, but also that many "compulsory" courses exist in the B Circle of Studies.
  12. Our Postgraduate Programme (p. 10) also has as its partner the Department of Primary Education of the University of Ioannina, with many co-operations with foreign Universities.
  13. The criteria of entrance (pp. 9, 10) in our Postgraduate Programme are bypassed, without taking into consideration the role of one percent in the total of 100 units of 'Excellent' (having also neglected the overall grade of the Ptychion and the average in the undergraduate courses relevant to the Programme). This point also stands for the method of selection of PhD candidates.
  14. Our Postgraduate Philosophy Programme (p. 9/10) was already established since 1998; it is the first to be financed by the relevant EU Programme.
  15. Its aims are not adequately represented (p. 10).
  16. The difference between "compulsive" and "optional compulsive courses" (See §§ 9, 11) is related only to the obligation on the part of the students of repeating these in case of failure or replacing them with another close to the subject matter.
  17. The change of "supervisor in cursu" (p. 10) is anticipated and is often implemented and the legislation also anticipates (p. 14) the change of grade, a procedure known to both teachers and students. This is why, indeed, the students often make use

of this opportunity.

18. The “General Assembly” of the Department (p. 11) has no authority over the Philosophy Postgraduate Programme; this competence is with the Special Inter-Departmental Committee (Eidiki Diatmematiki Epitropi) of the Philosophy Sector.
19. The special mention on “Byzantine Philosophy” (p. 11) could not exclusively be associated with the “financial crisis”, but with the limited produced research work in that field. As far as Ancient Greek Philosophy and Neohellenic Philosophy are concerned, the produced research work has never been interrupted and this is also apparent in our teaching.
20. The graduates of our Postgraduate Philosophy Programme do not merely aim at acquiring a teaching position in Secondary Education (p. 11) - many of our alumni have already secured academic jobs at Universities both at home and abroad.
21. The possibilities (p. 11) of financial aid and scholarships, via the intervention of the scapegoat “private sector”, have always been, and still are, many:
  - (a) From EPEAEK (over the years 1998 up to 2008, with dozen of scholarships),
  - (b) From the Epitropi Ereunon of the University of Ioannina (until the present),
  - (c) From the ‘Panayotis & Effie Michelis Foundation’ (until the present),
  - (d) From the Greek Foundation of State Scholarships (IKY) (until the present),
  - (e) Scholarships established by benefactors (eg. M. Papathomopoulos, until 2007).
 In addition, all Laboratories have acquired their research material mostly via private donations. Last, funded research projects are still available from inside the University but also from elsewhere. As far as ‘Erasmus-plus’ is concerned, there is still a period of six years remaining. Also, many Faculty members (DEP) of the Philosophy Sector have also been awarded research programmes of international status over the past two decades.
22. The “Doctoral Program” (p. 11) of the Philosophy Sector is also administrated by the Special Inter-Departmental Committee (Eidiki Diatmematiki Epitropi).
23. The subject area of the Philosophy Doctoral Programme is surpassed by the Report in a general manner.
24. The description of the content of the doctoral theses that have been carried out in the Philosophy Doctoral Programme in only three “topics” (p. 12) does not adequately represent the relevant research (for example, the research in the area of the ‘Philosophy of Science’ is not mentioned at all).
25. The Philosophy Sector is not solely devoted to the research and the teaching of “Ancient Philosophy” (p. 13) - “a keystone of their identity and mission”. Equal in rank are at least four other research fields, as it could have easily been observed by any member of the Evaluation Committee who would have been a member in a Philosophy Department or a Philosophy Sector - even one...
26. The postgraduate exam scripts (initially with the names of the candidates concealed), as well as their subsequent essays according to course, are kept in the Philosophy Postgraduate Programme Secretariat Office and in the offices of the Faculty Members (DEP), available to any evaluator who would have sought them (p. 13).
27. As far as the constant briefing of students on the realization of the Programme

of Studies: the members of the Committee of Student Issues (Epitropi Foititikon Zitimatou) and the Head of the Philosophy Sector stand as Advisors of Study (Symbouloi Spoudon) throughout the academic year (p. 14/15). In addition, it is mentioned in the Report that “Although faculty welcome students who visit their offices, the initiative for such contact lies with the students” (p. 14); we would like to point out that all Faculty members maintain regular contact hours for student consultation (ores synergasias) announced each semester at their notice boards.

28. It is only in exceptional cases (early retirement, illness, study leave) that the Odegos Spoudon is not followed by the letter; in such cases the General Assembly is alert to determine the necessary correspondences (antistoixeses) between courses (p. 14), a point apparently not made by the “one student” mentioned in the Report.
29. Regarding “plagiarism” and “academic ethics” (p. 15): the students are fairly early acquainted with these ‘rules’ (established welcoming ceremony of first-year students (Ypodoche Protoeton), progress and evaluation of essays, public presentation of essays, course books distributed: Guide of Research Methodology, For the History of Ideas, etc).
30. The Philosophy Sector, in its Postgraduate Programme, has a compulsory course entitled ‘Research Methodology’ (for both directions) and correlatively, in its Undergraduate Programme, one entitled ‘Philosophy Didactics’ (in both Course Units). All the Faculty members (DEP), both at the start of the semester as well as over its duration, deal in their lectures and seminars with relevant issues. In particular, in our Undergraduate Philosophy Programme the following courses are also offered: ‘Essay Writing Methodology’ and ‘Research Methodology’.
31. The teaching evaluation (p. 15/16) is processed according to the relevant legislation; in fact, regarding the amelioration of its implementation, we have already presented the Evaluation Committee with a substantiated proposal for the improvement of the relevant questionnaire.
32. Regarding the suggestion made (p. 16) that our Sector should collaborate with the Department of Philology: we would like to inform you that our Sector has a long and lasting collaboration with the Philology Department (conferences, joint publications, DEP from both departments act as members of doctoral theses and postgraduate dissertations, etc); this is also apparent by the research work of our Faculty Members that penetrates into the philological discipline.
33. In the “Laboratories” of our Sector, the ‘Museum and Library of M. & S. Malafouri’ could also be added for the same reasons stated above.
34. The point made by the Evaluation Committee, according to which “a significant number” (p. 17) of our Faculty members’ research is published in Dodoni is not at all accurate, since this involves only a very small number of papers (See § 39).
35. Old manuscripts and papers are also kept (p. 17) in the ‘Malafouti Library’ (See § 33). In addition, it should be pointed out that the ‘Research Laboratory of Neohellenic Philosophy’ has been awarded with two Excellency Awards (Brabeia Aristeias) and that the visitors of both its web page and digital library have

- exceeded 365.000.
36. Regarding the exclusive mention of the English language (p. 18): many of our publications (books, papers, conference presentations) have been published in French, German, Italian, Spanish, Slovenian, as well as in non-European languages (Turkish, Chinese, Japanese, etc).
  37. Our international presence (p. 18) is, therefore, wide: publications, conferences, research programmes, exchanges, invitations, research leaves, etc (from Paris to Berlin up to Princeton and Los Angeles...). A careful and thorough visit to our Departmental website would be most useful.
  38. Regarding the encouragement (p. 18/19) that should be offered to Junior Faculty members of the two “lower” grades so as to further their international presence: as far as our Sector is concerned, the CVs of both lecturers and assistant professors demonstrate that this is already remarkably apparent. Nevertheless, it should be pointed out that Junior Faculty Members are not allowed by law to undertake independent “administrative work”.
  39. Regarding Dodoni (p. 19) the remarks made by the External Evaluation Committee are not accurate (See § 34) for the following reasons:
    - (a) Every year, and recently every two years, about fifteen papers are accommodated in Dodoni,
    - (b) Almost 30% of these papers are written in a foreign language,
    - (c) The rest of the papers which are written in Greek are all accompanied by an abstract in a foreign language,
    - (d) The journal is exchanged with dozens of other foreign journals,
    - (e) It is accompanied by multi-paged independent ‘appendixes’ (over eighty until the present), most of which are written in a foreign language,
    - (f) All English papers appear in the Philosopher’s Index,
    - (g) It follows the academic tradition of the *Annuaire Scientifique* (Epeterida) of European Universities and of the Schools of Philosophy of our country (Athens, Thessalonica), collaborating with the members of our departments, eminent invited speakers, young researchers (after peer- review), and also includes an extensive report of the proceedings of our Department. A series of book-reviews is also hosted. That is, it is a small but at the same time representative mirror of a department’s dynamics, provided that it is adequately studied, which could easily soon be also available online, with all the ‘pros and cons’ that such an online distribution entails..
  40. None whatsoever critical evaluation was made (p. 19) - welcomed even by non-philosophers - on the content of Dodoni, for example regarding the content of the papers included in the last issue. Earlier (p. 17), merely numerical “data” have been presented regarding our publications, but not qualitative ones.
  41. Despite the reductions in funding (p. 20), we are striving so as not to partake from our research credibility and our teaching adequacy. Besides, we have presented you with a relevant ‘memorandum’.
  42. The “Department’s commitment to community education and culture” (p. 20/21) is presented in a general phrasing, reproducing a succinct paragraph of the Internal

Evaluation Report and, as far as the Philosophy Sector is concerned, is limited to merely mentioning the hosting of the conference 'Philosophy and Crisis', which is in fact presented as a "topical issue". It should also be pointed out that the Sector of Philosophy has organized many dozens of scientific conferences, many of which included international participations. In these, should also be included the many dozens of invited speakers by the Philosophy Sector from all over the world (Japan, U.S.A., European countries).

43. It should be pointed out that, in the Philosophy Sector at least, in what we are concerned with, we are not in favour of "silence" regarding the answer to the question "Where do you see yourselves as a Department in the next ten years?" (p. 21). Obviously, we are not in favour of silence. On the contrary, we participate in the current political and educational debate with many papers and newspaper articles that critically assess the implemented governmental policy.
44. Regarding the "Final Conclusions" (p. 22/23), stands the total of our remarks made so far. Nevertheless, several of our texts pose from the beginning the issue of the 'criteria' of an 'external evaluation'.
45. Some of our remarks also stand for the other two Sectors.
46. I suffice myself in these comments with the hope that the three days will not replace the thirty at least years of active academic presence and educational dedication.

Please, pass on this text, via A.D.I.P., to the External Evaluation Committee.

Yours sincerely,  
Professor Panagiotis Noutsos,



Head of Philosophy,  
Director of Postgraduate Studies

P.S. (1) It is obvious that it could be attached to it any and whichever comments made by the other members of our Sector.

(2) In the final version of this text all the final comments made by my colleagues in the Philosophy Sector have been incorporated.