

Doc. 300.3.2

Date: 2 March 2021

Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:** University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Letters
- **Department:** Department of History and Archaeology
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Πρόγραμμα Ιστορίας και Αρχαιολογίας

In English:

(BA) History and Archaeology

Programme 2

In Greek:

(Μάστερ) Αρχαιολογία του μεσογειακού χώρου από την προϊστορία έως τη βυζαντινή περίοδο

In English:

(MA) Archaeology of the Mediterranean from Prehistory to the Byzantine Era

Programme 3

In Greek:

(Διδακτορικό) Αρχαιολογία του μεσογειακού χώρου από την προϊστορία έως τη βυζαντινή περίοδο

In English:

(PhD) Archaeology of the Mediterranean from Prehistory to the Byzantine Era

- **Department's Status:** Choose status



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

1.1.1. **EEC's RECOMMENDATION:** There is much room to improve the departmental webpage to showcase the mission, research and human resources of the Department.

HEI's RESPONSE: The Department fully agrees with the Committee. The improvement and updating of the Department's webpage has already started within the framework of a UCY project for the upgrading and standardization of the webpages of all departments.

1.1.2. **EEC's RECOMMENDATION:** The Department has developed its strategic planning aiming at fulfilling its mission.

HEI's RESPONSE: The Department shares the Committee's view that it should become a centre of excellence for the study of History and Archaeology of the Eastern Mediterranean; however, the full realisation of such a goal requires a number of policy decisions, taken in quarters well beyond the control of the Department (not only by the UCY but also by the State). To this end, the Department has signed bilateral agreements of cooperation with several universities and participates in the various networks and organizations to which the University of Cyprus is a member (Erasmus Mundus, Ersamus+, YUFE). The seminar "Political Relations Between Cyprus, Israel, and Greece (1946-1994)" is offered jointly by the Department and the Ben Gurion University of the Negev during spring semester 2021 and both institutions are very interested in establishing a closer collaboration in the domains of research, teaching, and student exchanges. In collaboration with the UCY's International Relations Sector, all three Departments of the Faculty of Letters envisage a promotion of their programmes of study through the Confucius and Cervantes Institutes and the organisation of a summer school in Greek Studies. The Department of History and Archaeology is also cooperating with EU universities/departments to offer joint doctoral degrees (co-tutelle). Finally, the Department capitalizes on its members' research output for educational purposes in class with the students, for collaborations with academic staff from other departments and faculties of the UCY (common research programmes, participation in examination committees of doctoral theses, courses offered to students outside our Department, etc.), as well as for the purpose of informing the lay public.

1.1.3. **EEC's RECOMMENDATION:** The Department's strategic planning includes short, medium-term and longterm goals and objectives, which are periodically revised and adapted.

HEI's RESPONSE: The Department's updated version of its strategic plan will be uploaded to its new webpage.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs)

EEC's RECOMMENDATION: The two study programs offered by the Department are coherent and compatible. More effort could be invested in teaching the interdisciplinary nature of modern research in the humanities by means of joint educational initiatives on campus and in class. This aim could be more broadly supported by research projects bringing together colleagues from the two departmental programs and others from the same faculty and from faculties that share common research goals with historians and archaeologists.

HEI's RESPONSE: see below 1. Areas of improvements and recommendations.

1.2. Connecting with society

EEC's RECOMMENDATION: The EEC is convinced that the Department has a high academic profile and a clear orientation. There is, of course, space for improvement to meet the demands of modern society for sustainable development founded upon high-quality education, identity building, and heritage protection and management. To this end, the inclusion of new undergraduate subjects is proposed, taught by members of staff or adjunct staff whose expertise will invigorate the existing teaching and research program.

HEI's RESPONSE: The Department participates very actively in events addressed to the wider public and often takes a public stance on social and cultural issues through releases to the press and international fora. The current 55th series of weekly online lectures at the ARU attracts an audience of c. 250 persons while the historians are actively involved in the celebrations for the bicentennial of the 1821 Greek war of independence in Cyprus and Greece. For new courses, see below 1. Areas of improvements and recommendations.

1.3 Development processes

EEC's RECOMMENDATION: The EEC is convinced that most of the above indicators are fully compliant; however, we comment re 1.3.3: noting that undergraduate courses are only taught in Greek, the Department has failed to attract international students from the East Mediterranean and thereby become a reference point for History and Archaeology Higher Education in the wider region. This is a timely goal, as the situation in countries that might potentially offer similar courses in English or French is currently unstable, in contrast to Cyprus, which is the only European destination in the region.

Undergraduate students originate mainly from Cyprus and Greece while only a single Turkish-Cypriot student has been reported. The situation is different in the PhD program which has a less local and more international demography.

Findings

See above.

Strengths

One of the main strengths of the academic profile and orientation of the Department is its readiness to meet the current challenges of enriching its existing study programmes with new,

cutting-edge fields of expertise that are at the forefront of the study of the Human Past. One such example is the establishment of a Digital Humanities chair and the recruitment of a high-profile scholar for the post. This strategic action is also strongly symbolic. Digital Humanities combined with Environmental Archaeology, Archaeometry and Underwater Archaeology (fields in which UCY excels) offer added value to the depth and breadth of the high-quality archaeological education already on offer. They help the Archaeology Research Unit/Archaeology section make a new name for itself as a center for Scientific Archaeology, differentiating it from similar programmes taught in Greek. Similar initiatives (in the fields of both History and Archaeology) should be given priority in the departmental and university agendas.

Areas of improvement and recommendations

In order to meet the challenge of sharpening the department's focus and raising its profile, members of staff must discuss and adopt a shared vision for the future. Such a vision could in turn lead to a well-thought-out strategy that (a) capitalizes on the existing human/academic resources and the research/education infrastructure, and (b) enriches these resources and infrastructure with new subjects and research initiatives that serve the educational mission of UCY. The introduction of an English-language undergraduate program by the Department itself or in collaboration with other departments of the same faculty or other UCY faculties could potentially also attract more students from the Near East and certainly from northern Cyprus. Meeting the challenge of becoming a centre of high-quality high education (offered by a public institution), especially in the fields of History and Archaeology, should feature highly in both the UCY's and the Cypriot agenda for education in the 21st century.

1.3.3. EEC's RECOMMENDATION: The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.

HEI's RESPONSE: Even though Greek is the language of teaching at the UCY and one of our main goals is its promotion, the Department acknowledges the need to attract non-Greek speaking, international students. To this end, the Department has introduced an undergraduate history course in English every spring semester and an archaeology one every semester for Erasmus and YUFE students. Undergraduate Erasmus students are also allowed to choose seminars (3 per semester) from the English-taught Master's Programme 'Field Archaeology on Land and under the Sea'. Moreover, all three Departments of the Faculty of Letters envisage the organisation of a summer school in Greek Studies in English.

1.3.4. EEC's RECOMMENDATION: The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.

HEI's RESPONSE: The Department mostly agrees with the Committee. One future goal the Department is considering is the introduction of a third Major (in addition to History and Archaeology), addressed to candidates who are **not** interested in a teaching position in secondary education. Such an addition will necessitate the introduction of new interdisciplinary courses that will enrich traditional History and Archaeology teaching with new domains of expertise and will allow joint educational initiatives with the other two Departments of the Faculty of Letters (the Department already offers two interdepartmental postgraduate programmes) and a broader approach towards society. The main handicap for the realisation of this goal is that vacant and new positions are subject to hiring freeze.



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2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

2.2.1. **EEC's RECOMMENDATION:** The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.

HEI's RESPONSE: The Department fully agrees with the Committee.

2.2.9. **EEC's RECOMMENDATION:** The Department flexibly uses a variety of pedagogical methods.

HEI's RESPONSE: The Department has been implementing alternative teaching methods with the introduction of tutorial classes for the study of sources, taught by postgraduate students, for certain courses. Because of the Covid-19 situation, various forms of flipped or hybrid teaching have been developed very quickly by members of the Department. Different assessment methods for the mid-term exams will be taken into consideration by the Department.

2.2.12.1., 2.2.17, 2.2.18, Areas of improvement and recommendations.

EEC's RECOMMENDATION: The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: Building facilities.

Re 2.2.12.1: Relocation of the Department to the new main campus is urgent; moving the historians to a new temporary building should not be seen as a satisfactory solution.

2.2.17. The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.

Re 2.2.17: The distribution of doctoral students across members of the Department seems slightly uneven with a few members of the academic staff supervising significantly more PhD students than others: as far as we could see, no workload allowances are made by the university in such cases, such as reducing the teaching load of those members of academic staff who excel as supervisors.

2.2.18. The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.

Re 2.2.18: Equally, the financial support available to doctoral candidates of €1,000 across the duration of their studies is detrimental in terms of UCY's goal to achieve international recognition and excellence. We emphasize that none of these points can be solved by members of the department, who are doing their very best; solutions must be found at faculty or, rather, university level.

Findings

Departmental and degree programme evaluations in five-year cycles guarantee one of the most thorough quality assurance processes the EEC is aware of. On this matter, the EEC is very happy to approve course ARC 800 that was submitted in addition to the courses submitted with the review materials.

Strengths

There is a strong system in place to support students with special needs.

Areas of improvement and recommendations

The Department should receive the power to introduce new courses in line with its own robust QA procedures without requiring EEC approval of each and every one of these courses. We appreciate the intention behind it but in case of an excellent institution such as UCY that is on its way to join the world's top universities, such a regulation and the distrust of internal QA procedures it seems to convey, is misplaced. Doctoral regulations should stipulate a minimum number of required meetings between doctoral supervisor and supervisee. The university-imposed cap of €1,000 per doctoral student in terms of research expenses for the whole duration of studies is significantly too low in international comparison and insufficient to allow students to build the international networks required for a successful academic career.

HEI's RESPONSE: The Department fully agrees with the Committee.

3. Administration

3.3. EEC's RECOMMENDATION: The administrative staff adequately supports the operation of the Department.

Re 3.3: The workload of the departmental secretary, Ms Hadjistylianou, seems manageable only with the support from the ARU secretary, Ms Gregoriou – this, however, appears to be a grace-and-favour arrangement without any official agreements or guidelines in place.

HEI's RESPONSE: The Department fully agrees with the Committee that our administrative staff is extremely dedicated and hardworking and that Ms Hadjistylianou's heavy workload can be managed with the appointment of another person and with a new, official division of labour between Ms Hadjistylianou and Ms Gregoriou (ARU). The Department and the ARU are also discussing with the administration authorities of the UCY the employment of 'Special Scientists', who will provide support to our administrative staff for research-related duties.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

4.2.5. EEC's RECOMMENDATION: Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.

Re 4.2.5: Students need to be encouraged to undertake their own independent and research-oriented learning; fieldwork experience and practical training in museum and heritage management organizations should become a compulsory part of the curriculum in Archaeology; archival work and internships of the curriculum in History.

Findings

The study programmes are described and evaluated in detail in our assessment in form 300.3.1.1.

Strengths

The variety of topics in the teaching is very high and of excellent quality, always according to up-to-date pedagogical and scientific standards. Student recognition of credits from previous studies is done by a departmental committee allowing flexible and individual recognition. Communication between students and teachers is facilitated by technical solutions in addition to personal meetings.

Areas of improvement and recommendations

It is recommended to offer the Department the option to introduce new courses more flexibly so they can react to current debates and developments in archaeology and history as well as to topics and issues of current societal relevance.

HEI's RESPONSE: Students are strongly encouraged to participate in fieldwork/excavations and work as interns in cultural institutions while visits to museums, galleries, libraries and archives are regularly organised by members of the academic staff. However, although the Department is not in theory opposed to the introduction of a compulsory fieldwork course in the programme of studies, a number of issues should be considered beforehand (financing students' expenses, participation of students with mobility or other health problems, availability of archives, museums and other institutions, availability of students in summer, etc.).

HEI's RESPONSE: HEI's RESPONSE: The Department mostly agrees with the Committee. One future goal the Department is considering is the introduction of a third Major (in addition to History and Archaeology), addressed to candidates who are **not** interested in a teaching position in secondary education. Such an addition will necessitate the introduction of new interdisciplinary courses that will enrich traditional History and Archaeology teaching with new domains of expertise and will allow joint educational initiatives with the other two Departments of the Faculty of Letters (the Department already offers two interdepartmental postgraduate programmes) and a broader approach towards society. The main handicap for the realisation of this goal is that vacant and new positions are subject to hiring freeze.

Meanwhile, the existing infrastructure of the ARU (i.e. study collections of archaeological artefacts and research and teaching laboratories related to different fields, from geophysical prospection to



landscape archaeology and materials analyses) provide the means, through which students are trained and kept up-to-date with contemporary methods and approaches in the domain of Archaeology. Getting acquainted with a broad spectrum of methodologies (from the traditional/typological study of artefacts, to field methods and techniques, theoretical trends and cultural heritage management) allows students to develop flexibly their own interests.

HEI's RESPONSE: The Department agrees with the EEC that the current procedure for the introduction of new courses is extremely time-consuming and prevents the Department from quickly responding to current social developments or demands for cooperation from other institutions.

5. Teaching Staff

EEC's RECOMMENDATION:

Findings

The Department has very strong academic staff, teaching and researching a variety of subjects. The teaching profile is especially strong in Cypriot studies.

However, three core positions are presently not filled and subject to a hiring freeze which has a harmful effect on the curriculum and the range of available study choices.

In History, the EEC has the suspicion that in some cases staff may be more thinly stretched in terms of coverage than one would expect in a world-leading university – with e.g. only one colleague covering all of Byzantine history – but we did not have a chance to observe how this plays out in the practice of PG teaching and supervision. Also in History, most positions are presently dedicated to covering Cypriot/Greek history through the times and whilst colleagues bring an admirable range of skills and methods to their task, a few posts investing into innovative fields, often again connected to the Digital Humanities, would certainly pay off in the long run.

Strengths

The teaching staff is world leading in Cypriot studies as well as in many other respects. The ratio of teaching staff to students is very good and ensures excellent mentoring of students.

Areas of improvement and recommendations

The hiring freeze in several subjects has a harmful effect on the range of subjects taught in the programmes and on the choice students can make during their studies. The Department tries to cover the full range of topics by hiring special teaching staff and scientists on lease services. In Archaeology, the central and western Mediterranean are hardly covered by the teaching staff. These positions urgently must be filled and the Department also needs options to develop its research profile with further positions such as Near Eastern Archaeology, Egyptology, Stone Age Archaeology and Cultural Heritage Studies (with regard to the latter, already existing foci should be emphasised more prominently in the UG curriculum). Such positions would sharpen the academic profile and contribute to the departments' strengths in Cypriot studies. In History, large chronological swathes of History tend to be covered by one colleague only and while colleagues are excellent, this contradicts UCY's aspiration of international excellence. Contrary to the recommended focus on Cyprus in Archaeology, most universities the EEC is aware of have moved away from covering local/regional history only in favour of offering a more global approach, as might partially already be in place through cooperation with colleagues in the Department of Ottoman and Turkish Studies: UCY might wish to give some thought to such an approach in coming years. It might be a good idea to offer visiting professorships to distinguished scholars from abroad, either on a honorary or token-salary basis, in order to bring additional voices, cover currently underrepresented subjects, foster additional international networks, and counteract the apparent 22 feeling of geographical isolation prevailing in the Department. This, of course, would also require the Department to be able to introduce new courses to its curriculum at shorter notice than the current five-year evaluation intervals.

HEI's RESPONSE: The Department fully supports all EEC's recommendations and comments. The Department should broaden the range of the subjects taught by the creation of new positions in innovative domains or domains covering the history and archaeology of regions other than Cyprus and the Mediterranean. At the same time, vacant positions should be filled and the UCY should take



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urgent measures to improve the status (work conditions, payment, career prospects) of the adjunct professors (special scientists).

6. Research

6.3. EEC's RECOMMENDATION: The Department provides adequate facilities and equipment to cover the staff and students' research activities.

Re 6.3: While the research activities of academic staff are very well supported, several PhD students lacked lab equipment to carry out their work at UCY.

HEI's RESPONSE: see 4 above for laboratories.

6.4. EEC's RECOMMENDATION: The Department has the appropriate mechanisms for the development of students' research skills.

HEI's RESPONSE: see 4.2.5. above.

6.5. EEC's RECOMMENDATION: The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.

Re 6.5, while the quality of research is excellent, additional measures ought to be taken to ensure that staff publications are available in open access. Stronger emphasis should also be placed on publishing in international refereed journals.

HEI's RESPONSE: Research outputs and staff publications are available in open access wherever the publisher's licence is provided. The Department's academic staff is actively publishing in international refereed journals and it also involved in publications for the lay public.

6.8. EEC's RECOMMENDATION: The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.

Re 6.8, the annual average per staff member could be higher in international comparison.

HEI's RESPONSE: The Department's agrees with the EEC's recommendation.

EEC's RECOMMENDATION:

Findings

The Department has a research policy formulated in line with its mission and applies internal regulations and procedures of research activity, which promote the research policy and ensure compliance with the regulations of research projects financing programmes. Moreover, it ensures that research results are integrated into teaching and promotes and implements a policy of transferring know-how to society and bodies and institutions serving cultural heritage and education. Although the Department provides adequate and impressive facilities and equipment to cover the teaching staff research activities, it is not as successful in meeting the respective PhD students' needs. The mechanisms for the development of students' research skills need further enhancement. The results of the teaching staff research activity are published to a satisfactory extent in international conferences, conference proceedings which work with critics, and monographs. Publication in international journals that require a strict peer reviewing procedure in the publishing protocol is unevenly distributed amongst the members of the teaching staff and this influences the bibliometrics of staff members.

Strengths

An excellent internal research funding procedure for academic staff is annually in place. The return of the graduate conference on Cypriot Archaeology POCA to the Department in 2020 is another noteworthy achievement of its graduate community. POCA has become an excellent venue where young researchers present their work before their peers without the stress of competing with more mature scientists and will be held in Switzerland next year.

Areas of improvement and recommendations

Several PhD students informed the EEC that they have to travel abroad in order to have access to the labs and analyses required to complete their work: such equipment should either be available at UCY or PhD students' research travel should be adequately funded. The generous internal funding available should not discourage permanent members of the academic staff to capitalize on their excellence and UCY's impressive support mechanisms, and participate in open international calls in order to bring large research grants, such as ERCs, to the Department. This would be of mutual benefit both to members of the academic staff and the university as a whole. Conversely, the EEC was very surprised to learn that the highly successful alumna who is now 25 bringing an ERC project to the University has not yet been offered a permanent position, or at least a very realistic and serious prospect of a permanent position, at UCY: this does not seem to set the right incentive for young researchers to bring any large grants to the University. The Department could re-orient itself towards a dynamic adoption of open-access policies for publishing research outputs in both subjects of History and Archaeology

HEI's RESPONSE: The Department participates in the network NETMAR, which provides doctoral students with the acquisition of professional skills through a number of actions. The Department agrees that the UCY should offer the post-doctoral alumna, who brought an ERC project to the university, and other post-doctoral associates a permanent position. However, although, sadly, this not the practice at other academic institutions in Europe, the UCY has recently re-adjusted its policy in order to attract young, smart, research-active and promising researchers. The UCY Senate (20/01/2021, meeting 3/2020) has approved the Research Committees' proposal for the opening of permanent research positions at those Departments and Research Units, where a new ERC is hosted (along with other facilities and benefits to ERC holders who are not members of the academic staff). This has been the result of a long process that started in February 2020, the fruitful collaboration between different bodies, including the UCY Research Support Office, the Research Committee and the current director of the ARU. The decision obviously allows our young alumna to apply for a new, permanent research post, to be allotted to the ARU, after the successful completion of her 5-year EU-funded project.

For the rest of the points, see comments above.

7. Resources

7.1 and 7.4. EEC's RECOMMENDATION:

7.1. The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.

7.4. The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.

Re 7.1 and 7.4: The annual budget has constantly decreased and now leaves too little room for expanding student scholarships, which should be urgently expanded.

HEI's RESPONSE: The Department agrees with the EEC's recommendation.

7.5. EEC's RECOMMENDATION: The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.

Re 7.5: It is not clear how much risk assessment and attempts to salvage the MA programme in Mediterranean Archaeology by means of innovative solutions were carried out before the regrettable decision was taken to suspend the programme.

HEI's RESPONSE: see the HEI's response to the EEC's report for the evaluation of the MA programme.

B. Conclusions and final remarks

The EEC was very impressed with the overall performance of the Department.

Without doubt, this is the world's leading research and teaching institution on Cypriot Studies covering prehistoric to modern times.

Staff members and students are very enthusiastic and discussed with us in a very collegial and open way challenges of the institution.

Given the exceptional quality of its teaching staff, the EEC got the impression that in some areas the Department could achieve yet more and aim yet higher to make its research excellence more visible: for example, the Department as a whole would be perfectly positioned to submit bids to the ERC SH6 panel that studies the human past from both an historical and archaeological perspective. It should also consider sharing its exciting research increasingly via open access.

The Department should develop a clear and coherent vision of how it wants to develop over the next years and display it prominently on its website.

With reference to the undergraduate programme, the main challenge is to attract more students and better qualified from more diverse backgrounds and nationalities, and, ideally, offer career prospects beyond high-school teaching (thus also allowing for a more flexible combination of courses).

With reference to **Archaeology** specifically, the EEC makes the following concluding recommendations: **the too many small and fragmented laboratories should be merged into a smaller number of robust laboratories that operate under the umbrella of a more coherent institutional research strategy and capitalize on obvious strengths such as archaeological sciences**, Cypriot studies and Cultural Heritage studies. Such a re-organization could facilitate the acquisition of large grants to increase external funding and international visibility. Regarding teaching, the Department must revive its Master's programme in Mediterranean Archaeology. The EEC suggests that this programme should have a strong English language component to attract international students and that it should be built on the obvious strength of the Department in Eastern Mediterranean studies in general and in Cypriot studies in particular. The programme must be recognizable as a 'brand' of the Department and thus attract international students. The University must act and fill the vacant positions to ensure that the full range of teaching topics is covered and the vibrant research synergy the University aims at is generated. Special effort should be made, and resources should be allocated so that the website of the Department is constantly kept up to date and becomes even more attractive. After all this is one window of the digital world to the Department, its member, life and achievements.

With reference to History, the EEC assumes that the subsequent EECs evaluating the MA and PhD programmes in Ancient and Modern History will be better placed to develop a concluding perspective on the History section (see our comment in the opening remarks above about the weighting of our on-site visit). We strongly recommend that colleagues in the History section use the meantime to update the departmental website accordingly (e.g., the 'Research' tab does not presently offer any information whatsoever on History and a conference listed as 'forthcoming' actually happened in 2018). The EEC is aware that the website will be overhauled shortly but assumes that content can be transferred smoothly, so nothing should stand in the way of making seminal information accessible as soon as possible.



HEI's RESPONSE: The Department agrees with the EEC that it must formulate a coherent vision for its future development. Its role as the leading research and teaching institution in Cypriot Studies and the Eastern Mediterranean should be enhanced with the inclusion of innovative domains or domains covering the history and archaeology of regions other than Cyprus and the Mediterranean. The Department's is also currently considering ways for the modification of the programme of studies in order to dissociate it from the preparation of candidates for a teaching position in secondary education. Such a modification would allow the reduction of compulsory courses and the introduction of new elective courses or seminars, which will enrich traditional History and Archaeology teaching with new domains of expertise.

At the same time, the Department is trying to implement an effective strategy for the attraction of more and better qualified students. Besides the organisation of open days and other publicity activities in Cyprus, the Department is considering the organisation of such activities in Greece. Moreover, all three Departments of the Faculty of Letters envisage the organisation of a summer school in Greek Studies in English.

Regarding the five laboratories hosted at the ARU, it should be noted that they are all now functioning under the umbrella of the ARU, having been recognized officially as 'research and teaching laboratories' of the ARU by the Senate (20/01/2021, meeting 3/2020), following an application submitted by its current director in November 2019. Consequently, not only do these laboratories support the ongoing and future research activities of members of the academic staff, but they also serve teaching (both undergraduate and postgraduate study programmes). Moreover, they are intended to support forthcoming research proposals for internal, national and EU funding in different fields (geophysics, landscape archaeology, archaeological sciences etc.), submitted by the academic staff and research associates.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Angel Nicolaou-Konnari	Head	
Ourania Kouka	Vice-Head	
FullName	Position	
FullName	Position	
FullName	Position	

Date: 06.03.2021

