

Doc. 300.3.2

Date: 8 November 2023

# Higher Education Institution's Response (Departmental)

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Humanities
- **Department:** Turkish and Middle Eastern Studies
- **Programme(s) of study under evaluation**  
Name (Duration, ECTS, Cycle)

## Programme 1

### **In Greek:**

Πτυχίο στις Τουρκικές Σπουδές

### **In English:**

BA in Turkish Studies (4 academic years, 240 ECTS)

## Programme 2

### **In Greek:**

Μάστερ στις Τουρκικές Σπουδές

### **In English:**

MA in Turkish Studies (2 academic years, 120 ECTS)

## Programme 3

### **In Greek:**

Διδακτορικό στις Τουρκικές Σπουδές

### **In English:**

PhD in Turkish Studies (3 academic years, 240 ECTS)

- **Department's Status:** Currently Operating



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 2021 [\[L.136\(I\)/2015 – L.132\(I\)/2021\]](#).

## 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 Mission and strategic planning

1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible. 5

1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission. 5

1.1.3 The Department's strategic planning includes short, medium-term and longterm goals and objectives, which are periodically revised and adapted. 5

1.1.4 The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. 5

1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. 5

1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. 5

1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. 4

*1.1.7 As we already noticed in the programmatic report, the committee requires more statistical data to evaluate the Department's current status and academic development such as pass rates, student progression. Additionally, analysis of alumni is not readily undertaken to answer this question.*

*1.1.7. In its Meeting on the 8<sup>th</sup> of November 2023, the Department Board appointed two of its academic members as Alumni Liaisons, to collect data on current and former students. In this task, they may be assisted by the University's already existing Alumni Association.*

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

1. The program of study offered by the Department are coherent to the teaching staff and the students. However, while undergraduates are able to choose their path of study, MA students are not able to. Masters students must take all three concentrations.

2. The program is compatible with the three Departments within the School (English, French, and Turkish).

## 1.2 Connecting with society

1.2.1 The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. 5

1.2.2 The Department provides sufficient information to the public about its activities and offered programmes of study. 5

1.2.3 The Department ensures that its operation and activities have a positive impact on society. 5

1.2.4 The Department has an effective communication mechanism with its graduates. 5

## 1.3 Development processes

1.3.1 Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. 5

*1.3.1 It makes sense in the local context to require new hires to be fluent in Greek, however such a policy may limit the potential pool of teaching staff.*

*1.3.1. This is a valid observation. However, in the University of Cyprus, academics have an overwhelming amount of administrative workload, which is conducted in Greek. As we have a limited number of academics, especially in senior positions, we need Greek speakers also for the administrative load. As is pointed out by the Committee elsewhere, the heavy administrative load hinders the development of Associate Professors. Hiring more non-Greek speakers will only aggravate the problem. As soon as we have a minimum number of Greek-speaking faculty to ensure its proper administrative functioning, the Department will continue with announcements without the requirement of the knowledge of Greek.*

1.3.2 Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. 5

1.3.3 The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. 4

*1.3.3 Staff complain of a high drop out rate and that many students begin their study of Turkology as their second choice and are thus unmotivated to do well or complete the program. External factors hinder Greek Cypriot students from pursuing this degree.*

*1.3.3. The Department Board is already aware of the problem of attrition, it is currently discussing its causes and trying to apply the appropriate remedies. Already all members of the staff have met with first-year students, as well as with more advanced students to inform them about the program of study and employment prospects. Furthermore, the Department Board is actively advertising the program to various social groups that may be interested. It is also in touch with the Ministry of Education and school authorities to promote the Department's program to prospective students on the high school level.*

1.3.4 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.

5

Additionally, write:

- Expected number of Cypriot and international students  
20-25 undergraduate per year and 10 MA students every 2 years and 2-5 PhD students per year
- Countries of origin of international students and number from each country  
Country of origin chiefly includes students from Cyprus and Greece along with a few international students from Turkey and other countries

### **Findings**

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The head of the EEC took part in the 2019 evaluation of the same Department. He noticed that many of the previous recommendations had been enacted. Today the staff in the Department are more collegial, the curriculum is coherent, the students recognize the value of the degree. Staff has expanded to include new members who fulfill the Department's aims and work together to expand the remit of the education offered. One of the newest members, for example, is in charge of creating a new online MA program.

### **Strengths**

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Among the Department's strengths is the fact they are the only Department of Turkish Studies in Cyprus. Contributes greatly to Cypriot society by training students in Turkish language and history. It is able to offer two profiles (History and Politics and Language and Literature) which is rare outside the Turkish-speaking world. The online MA in development is an innovative solution to attracting students from abroad.

### **Areas of improvement and recommendations**

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*1) Since it is a small Department with few members, teaching staff are overburdened with administrative duties and teaching which hinders their career advancement and personal development. We would recommend expanding the staff numbers from 8 to 12.*

*1) Unfortunately, with only three members of the Department being permanent staff currently, nothing can be done at this moment, as at least two of the three are bound to serve as Chairperson and Vice Chairperson at any given time. With the promotion of current junior faculty, the situation will hopefully improve in the future. The expansion of the staff numbers is also a permanent demand of the Department, but it depends solely on the University.*

*2) The Department has been named by a name which does not reflect the profile of the teaching staff (i.e. and Middle Eastern Studies). The name can be changed to Department of Turkish Studies alone. The other option would be to hire Middle Eastern Studies staff and develop appropriate curricula.*

*2) The Department plans to formulate a program of Middle Eastern Studies and will put forward to the University the necessity for more positions to materialize it. However, the allocation of more staff positions to the Department depends on decisions of the University.*

*3) A move from the old campus located at Kallipoleos Avenue to the new campus would attract more students and offer a better teaching and learning environment for staff and students.*

*3) Moving the Department's classes to the new campus is one of the Department's permanent demands, but it is an issue that lies entirely within the responsibility of the University. Recently, the Department has been informed that after the completion of a new building in the new campus (February 2024) all classes of the Department will be transferred to the new campus.*

## 2. Quality Assurance

### Sub-areas

#### 2.1 System and quality assurance strategy

#### 2.2 Quality assurance for the programmes of study

### 2.1 System and quality assurance strategy

2.1.1 The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. 4

*It would be helpful in future to have more concrete statistical data about the above categories, including student evaluations of teaching.*

*2.1.1 There is deficiency in the methodology of teaching Turkish as a foreign language.*

*2.1.1. The Department has already established an ad hoc Committee that provided concrete recommendations for the improvement of the method of the teaching of Turkish, especially in the first years. There has been a preliminary discussion of these recommendations on the Department Board Meeting of 8 November 2023. According to the recommendations of the ad hoc Committee, the Department will modify the Curriculum, introducing courses designed to improve the students' skills of understanding and speaking Turkish and to develop their communicative skills, thus establishing a better balance between the teaching of fundamental (grammar/theory) and practical (understanding/speaking/communicating/writing) courses.*

2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. 5

2.1.3 The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. 5

2.1.4 The quality assurance system adequately covers all the functions and sectors of the Department's activities:

2.1.4.1 Teaching and learning 5

2.1.4.2 Research 5

2.1.4.3 The connection with society 5

2.1.4.4 Management and support services 5

2.1.5 The quality assurance system promotes a culture of quality. 5

2.1.6 Students' evaluation and feedback 5

### 2.2 Quality assurance for the programmes of study

2.2.1 The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. 5

2.2.2 The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. N/A



2.2.2 We were not provided with enough student evaluations to draw statistically reliable conclusions.

2.2.3 The quality control system refers to specific indicators and is effective, which have been presented and discussed. N/A

2.2.4 The results from student assessments are used to improve the programmes of study. 4

*2.2.4. On the basis of the student evaluations that we were shown it is apparent that some problems recur year to year and are not improved*

*2.2.4. The Department is aware of several of its problems, most of which are indicated by the SWOT analysis filed in the application. The Department will establish a special yearly meeting with student representatives so that they may present student concerns about their progress, satisfaction, and career paths. The Department expects to organize the first such meeting in April 2024, and aims to establish such meetings as a permanent fixture to be held at the end of Spring Semester, to review the past academic year and update its SWOT analysis based on student feedback.*

2.2.5 The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. 5

2.2.6 The established procedures for examining students' objections/disagreements on issues of student evaluation or academic ethics are effective. 5

2.2.7 The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. 5

2.2.8 Names and position of the teaching staff of each programme are published and easily accessible. 5

2.2.9 The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. 5

2.2.10 The Department flexibly uses a variety of teaching methods. 5

2.2.11 The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. 4

*2.2.11 We were not able to see the published data.*

*2.2.11. These data are provided by the University's Academic Affairs and Student Welfare Service. The Department studies these data and discusses them thoroughly during the Spring semester of the academic year, in order to identify trends and problems and find ways of improvement.*

2.2.12 The Department analyses and publishes graduate employment information. 3

*2.2.12 The Department does not systematically collate and publish data regarding the employment of its graduates. The Department could make an effort to contact alumnus to collect this information. The School can help by providing resources and staff to enable the Department to collect this information.*

***2.2.12. The Alumni Liaisons, mentioned above in point 1.1.7, will collect such data from the University of Cyprus Alumni Association and will provide them to the Department for further actions.***

2.2.13 The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:

2.2.13.1 Building facilities	3
2.2.13.2 Library	5
2.2.13.3 Rooms for theoretical, practical and laboratory lessons	3
2.2.13.4 Technological infrastructure	5
2.2.13.5 Academic support	5

***2.2.13.1 and 2.2.13.3 The Department would be best served by relocating to the new campus.***

***2.2.13.1 and 2.2.13.3. Moving the Department's classes to the new campus is one of the Department's permanent demands, but it is an issue that lies entirely within the responsibility of the University. Recently, the Department has been informed that after the completion of a new building in the new campus (February 2024) all classes of the Department will be transferred to the new campus.***

2.2.14 There is a student welfare service that supports students in regard to academic, personal problems and difficulties. 5

2.2.15 The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. 5

2.2.16 Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. 5

2.2.17 The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. 5

2.2.18 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. 5

2.2.19 The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. 5

2.2.20 There is a clear policy on authorship and intellectual property. 5

## Findings

***A short description of the situation in the Department based on evidence from the Department's application and the site - visit.***

Based on our visit to the Department and study of the documentation, the EEC considers the quality assurance procedures to be suitable. However, we found that the physical facilities hinder the Department's growth and integration in the School.

## Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The adoption of the two specialisations in Turkish Studies is innovative and unique. The library is one of the best Turkish Studies libraries at any university and is constantly improving.

#### **Areas of improvement and recommendations**

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*The Department staff and students would be best served were the offices and teaching rooms moved to the spacious and modern new campus*

*Moving the Department's classes to the new campus is one of the Department's permanent demands, but it is an issue that lies entirely within the responsibility of the University. Recently, the Department has been informed that after the completion of a new building in the new campus (February 2024) all classes of the Department will be transferred to the new campus.*

### 3. Administration

- 3.1 The administrative structure is in line with the legislation and the Department's mission. 5
- 3.2 The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department. 5
- 3.3  
The administrative staff adequately supports the operation of the Department. 5
- 3.4 Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. 5
- 3.5 The Department applies effective procedures to ensure transparency in the decision-making process. 5
- 3.6 Statutory sessions of the Department are held and minutes are kept. 5
- 3.7 The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. 5
- 3.8 The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. 5
- 3.9 The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. 5
- 3.10 The Department has appropriate procedures for dealing with students' complaints. 5
- 3.11 Internationalization of the Department and external collaborations. 5

#### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

In our onsite visit, we determined that the Department administration functions very well with no discernible inadequacies.

#### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Staff members fully participate in the effective running of the Department. The secretary proactively and comprehensively supports the staff and students.

#### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

*It is a potential issue to have only one secretary, although she performs her duties at a very high level.*

*The teaching staff perform admirably in their administrative functions. However, such roles, including an associate professor serving as dean, hinders staff from their timely professional development.*

*Mrs. Andreou's performance of her duties is top quality and completely covers the Department's needs for the moment. In the future, with the increase of the needs of the Department with the hiring of new staff and the introduction of new programs, the employment of a second secretary may be necessary.*

*Unfortunately, with only three members of the Department being permanent staff currently, nothing can be done at this moment, as at least two of the three are bound to serve as Chairperson and Vice Chairperson at any given time. With the promotion of current junior faculty, the situation will hopefully improve in the future. Towards the end of 2023, the University allocated a new position to the Department, which has just opened it on the subject of "Turkish Historical Linguistics". The Department also needs the appointment of a new member as Special Teaching Staff. Meanwhile, the Curriculum is carried out to a certain extent, with the help of Visiting Professors or Special Scientists.*

## 4. Learning and Teaching

### Sub-areas

#### 4.1 Planning the programmes of study

#### 4.2 Organisation of teaching

### 4.1 Planning the programmes of study

4.1.1 The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. 5

4.1.2 Students and other stakeholders, including employers, are actively involved on the programmes' review and development. 5

4.1.3 Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). 4

*4.1.3 and 4.1.5 Students complain of some of the traditional pedagogical approach in teaching Turkish grammar.*

*4.1.3 and 4.1.5. The Department has already established an ad hoc Committee that provided concrete recommendations for the improvement of the method of the teaching of Turkish, especially in the first years. There has been a preliminary discussion of these recommendations on the Department Board Meeting of 8 November 2023. According to the recommendations of the ad hoc Committee, the Department will modify the Curriculum, introducing courses designed to improve the students' skills of understanding and speaking Turkish and to develop their communicative skills, thus establishing a better balance between the teaching of fundamental (grammar/theory) and practical (understanding/speaking/communicating/writing) courses.*

4.1.4 The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. 5

4.1.5 The Department ensures that its programmes of study integrate effectively theory and practice. 4

### 4.2 Organisation of teaching

4.2.1 The Department establishes student admission criteria for each programme, which are adhered to consistently. 5

4.2.2 Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. 5

4.2.3 The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. 5

4.2.4 The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. 5

4.2.5 Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. 4

#### 4.2.5 Students complain of the pedagogy of Turkish grammar lessons.

*4.2.5. The Department has already established an ad hoc Committee that provided concrete recommendations for the improvement of the method of the teaching of Turkish, especially in the first years. There has been a preliminary discussion of these recommendations on the Department Board Meeting of 8 November 2023. According to the recommendations of the ad hoc Committee, the Department will modify the Curriculum, introducing courses designed to improve the students' skills of understanding and speaking Turkish and to develop their communicative skills, thus establishing a better balance between the teaching of fundamental (grammar/theory) and practical (understanding/speaking/communicating/writing) courses.*

4.2.6 The teaching staff of the Department provides timely and effective feedback to their students. 5

4.2.7 The criteria and the method of assessment as well as the criteria for marking are published in advance. N/A

4.2.8 The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. N/A

### Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We find that the organization of teaching can be improved regarding the dialectic methodology in teaching Turkish grammar

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Staff members are diligent in offering the highest quality teaching. It is reflected in the fact that after graduating many BA students go on to earn Mas and even PhDs in the same program.

### Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*As the Department has already recognized, it would be advisable to allow MA students to select either History/Politics or Literature/Linguistics rather than compelling them to study both areas. Whereas it would be advisable to compel BA students to study both directions rather than allowing them to choose. A better description of marking can be made available to students.*

*The Department understands the reasoning of this recommendation. It deems, however, that local conditions and the interests of the students necessitate the presence of directions in the Undergraduate Program. Retaining directions gives focus to a program that is characterized by the study of different disciplines and gives students of diverse interests and backgrounds the opportunity to pursue an early form of specialization according to their inclinations.*

*Regarding the Department's Master's Program, we must point out that it does not attract enough students to sustain specializations, as students in classes would probably be less than 5, which is the*



*minimum number allowed by the University. It is expected that, with the introduction of the new Master's Program on Eastern Mediterranean Studies, currently prepared by the Department, we will direct History/Politics there, so that we may be able to offer the current program as a Language/Literature Program.*



## 5. Teaching Staff

- 5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. 5
- 5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. 5
- 5.3 The visiting Professors' subject areas adequately support the Department's programmes of study. 5
- 5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. 5
- 5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory. 5
- 5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. 5
- 5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. 5
- 5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. 5

### Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The number of teaching staff is adequate for the teaching needs that are currently offered, but not for future expansion.

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

One noticeable strength of the teaching staff is the equal balance of those teaching History/Politics and those teaching Turkish Linguistics/Literature.

### Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*Transparency of teaching evaluations should be made available to students. For the further development and improvement of the curricula, new staff hires are necessary. The university could better support the Department by expediting the process of recruiting new staff and advancing the careers of mid-career staff members.*

*The expansion of the staff numbers is also a permanent demand of the Department, but it depends solely on the allocation of new positions by the University. Towards the end of 2023, the University allocated a new position to the Department, which has just opened it on the subject of "Turkish Historical Linguistics". The Department also needs the appointment of a new member as Special Teaching Staff.*



*Meanwhile, the Curriculum is carried out to a certain extent, with the help of Visiting Professors or Special Scientists.*

## 6. Research

6.1 The Department has a research policy formulated in line with its mission. 4

*6.1 The research policy is not available on the Department web page, it is found on the application file and requires further details.*

*6.1. The Department follows the University's research policy, which may be found in the following link: [https://applications.ucy.ac.cy/pub\\_cyqaa/document\\_api.download?file=Annex%2011%20Research%20Regulations.pdf](https://applications.ucy.ac.cy/pub_cyqaa/document_api.download?file=Annex%2011%20Research%20Regulations.pdf)*

6.2 The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. 5

6.3 The Department provides adequate facilities and equipment to cover the staff and students' research activities. 5

6.4 The Department has the appropriate mechanisms for the development of students' research skills. 5

6.5 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. 5

*6.5 Open access journals are not standard in the field of Turkish Studies. Accordingly, the Department is hindered from using an open access policy for publications.*

6.6 The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. 5

6.7 The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. 5

6.8 The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. 3

*6.8 In fact, of funded staff projects, as far as we can tell, all were awarded by Cypriot bodies.*

*6.8. The Department encourages all staff members to apply for external funding. However, as the Department is understaffed and most available funding sources are not allocated to the Humanities, funding opportunities for our staff are limited.*

6.9 The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. 5

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

All staff members publish regularly for research and scientific purposes in their particular specialisations. As an outcome individual staff members obtain internal funding from Cyprus based organisations.

### **Strengths**

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Staff members regular produce monographs and journal articles. Individual staff members have a very generous individual research budget which allows them to carry out their research projects.

### **Areas of improvement and recommendations**

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*Strengthening international research ties would offer the Department a better success rate in receiving external, international funding.*

*All members of the Department participate in international conferences and maintain ties with colleagues in foreign universities. The Department will encourage its members to form even more such ties.*

## 7. Resources

- 7.1 The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. 4
- 7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. 5
- 7.3 The Department's profits and donations are used for its development and for the benefit of the university community. N/A
- 7.4 The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. 5
- 7.5 The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. N/A
- 7.6 The Department's external audit and the transparent management of its finances are ensured. N/A
- 7.7 The fitness-for-purpose of support facilities and services is periodically reviewed. N/A

### Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

7.1 In our conversations with staff members it would appear that the Department has adequate resources to carry out their mission at present but will be inadequate as the Department expands.

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Staff informed us that individuals can obtain up to 5000 Euros for research for themselves and their students per annum.

### Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

*We encourage the School to assist the staff in obtaining external funding. In future, as the Department expands from 8 staff members to 12 we expect the University to provide additional research funding for all individuals.*

*The University provides sufficient research funding to the staff; however, it is desirable that the Department's staff may also strive to obtain further external funding.*

## B. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The Department of Turkish and Middle Eastern Studies offers degrees in Language/Literature and History/Politics that are unique in the world.

The Department is closely linked to Cypriot society, Greece, and to a lesser extent, Turkey. It fulfills its educational and professional needs. The Department's graduates find positions in the Cypriot Greek parliament, police, military and translation bureaus.

Although the staff currently meets its needs, with an equal number of staff members in each of three areas: History/Politics, Language, and Literature, we foresee the Department expanding in the near future. *The Department could better meet student needs by allowing them to graduate with a Master Degree in one of two branches: History/Politics or Language/Literature.*

*This is certainly the Department's long-term intention. However, under current circumstances, the Department's Master's Program does not attract enough students to sustain a program with specializations, as students in classes would probably be less than 5, which is the minimum number allowed by the University. It is expected that, with the introduction of the new Masters Program on Eastern Mediterranean Studies, currently prepared by the Department, we will direct History/Politics there, so that we may be able to offer the current program as a Language/Literature Program.*

*One important change that will improve the quality of the Department is to expand the staff to meet future needs. Currently there are eight staff members. We envision the need to expand to twelve staff members. These staff members should be specialists in Middle Eastern Studies so as to fulfil the expectations of the Department's aims and program.*

*The expansion of the staff numbers is also a permanent demand of the Department, but the allocation of new staff positions depends solely on the University. The Department expects will formulate a program of Middle Eastern Studies and will ask the University for the necessary staff numbers.*

*Another important aspect of the future success of the Department depends on the Department moving to the new campus to meet student and staff and teaching needs. It would also be helpful for future recruiting*

*Moving the Department's classes to the new campus is another one of the Department's permanent demands, but it is an issue that lies entirely within the responsibility of the University. Recently, the Department has been informed that after the completion of a new building in the new campus (February 2024) all classes of the Department will be transferred to the new campus.*





### C.Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Theocharis Stavrides</b>	Associate Professor, Department Chair	
<b>Börte Sagaster</b>	Associate Professor, Department Vice-Chair, Graduate Program Co- Ordinator	
<b>Michalis N. Michael</b>	Associate Professor, Dean of the School of Humanities, Undergraduate Program Co- Ordinator	
<b>Gulshen Sakhatova</b>	Assistant Professor	
<b>Nikos Moudouros</b>	Assistant Professor	
<b>Ahmet Yıkık</b>	Lecturer	
<b>Zenonas Tziarras</b>	Lecturer	

Date: 18 December 2023

