Doc. 300.3.1
Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
  University of Cyprus

- **Town:** Nicosia

- **School/Faculty:** School of Social Sciences and Education

- **Department: Social and Political Sciences**

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

- **Programme(s) of study under evaluation:**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
ΠΤΥΧΙΟ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
Political Science (Bachelor, 240 ECTS, 4 Years, Conventional)

Programme 2
In Greek:
ΜΑΣΤΕΡ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
Political Sciences with concentration in International Relations
Or
Political Sciences with concentration in Comparative Politics (Master, 1.5 years, 90 ECTS, Conventional)

Programme 3
In Greek:
ΔΙΔΑΚΤΟΡΙΚΟ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ
In English:
PhD in Political Science (3-8 years, 240 ECTS, Conventional)

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Social and Political Sciences	Political Science (Bachelor, 240 ECTS, 4 Years, Conventional)
	Political Sciences with concentration in International Relations Or Political Sciences with concentration in Comparative Politics (Master, 1.5 years, 90 ECTS, Conventional)
	PhD in Political Science (3-8 years, 240 ECTS, Conventional)

A. Introduction

This part includes basic information regarding the onsite visit.

Our committee visited the Department of Social and Political Science from Monday 3rd until Tuesday 4th 2024, meeting first the Vice-Rector for Academic Affairs Professor Synodinou who presented the basic numbers of the university and the department. On the first day, we were also introduced into the goals and missions of the department by the Dean/Head of Department Professor Ellinas, followed by a presentation of the Chair Professor Bantimaroudis. Furthermore, we saw a presentation of the BA program in Political Science, met the teaching staff, the administrative staff, students and graduates, and finally the stakeholders. On the second day, we continued with a presentation of the MA program and the PhD program in Political Science. Afterwards, we met the teaching staff of these programs as well as students and graduates. At the very end, we had a final discussion with the Dean and his colleagues. Our visit was very well and professionally organized. The meetings were not too long and left enough time for questions and discussions. We also received all the necessary documents on time, and the organizers provided us with additional material. The colleagues were very responsive to our questions and arguments. They also reflected the recommendations of the previous report and showed us their responses to it.

B. External Evaluation Committee (EEC)

Name	Position	University
Daphne Halikiopoulou	Professor	University of York
Vincence Bove	Professor	University Warwick
Thomas König	Professor	University Mannheim
Katja Demetriou	Student	Open University Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

    Findings

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

    Strengths

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

    Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant),* **which must be in agreement with everything stated in the report.**

- ***The report may also address other issues which the EEC finds relevant.***

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

   1.1   Mission and strategic planning (including SWOT analysis)
   1.2   Connecting with society
   1.3   Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

      1 or 2: Non-compliant
      3:   Partially compliant
      4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
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.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

Compared to the issues raised in the previous evaluation, we found that the department has undertaken important steps to improve its strategic planning with short- and medium goals. They also addressed the issue of collecting and analyzing data with regard to incoming and outgoing students, their evaluations, and the staff.

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).

We believe that the coherence and compatibility with other programs is high. The programs cover the important subfields in political science. We do not have information with regards to other programs.

Provide suggestions for changes in case of incompatibility.

Not applicable

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
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.	4
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.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department has continuous and well appreciated formal and informal partnerships with several different stakeholders, i.e., parliament, ministries and NGOs. The department also carries out interesting social science research for the public/society, runs conferences and workshops. It also tracks the activities of alumni who have a high employment rate in- and outside academia.

1. Department's academic profile and orientation

1.3 Development processes	1 - 5

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.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
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.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department runs ambitious programs and attempts to offer a large number of modules reflecting the teaching staff's strength in research. To consolidate their ambitions, we have two recommendations: first, the department would benefit greatly from more funding to improve the quality of the programs their offer. There appears to exist an over-reliance on non-permanent teaching staff. Second, while we found recruitment processes to be robust, the department could benefit from greater inclusion and diversity in its recruitment strategy.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The department is well positioned in the Greek student market. They attract a very high number of Greek applicants. Furthermore, the department is improving its attractiveness by offering courses in English as recommended in the previous evaluation. Currently, they have more incoming than outgoing students.

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

This is a leading political and social sciences department with international ambitions and a solid reputation according to various international rankings. They offer a variety of modules covering main subfields of political science, and the staff is well suited to teach. They were also responsive to the recommendations of the previous report by outlining a clear-cut strategy for their planning.

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

The quality in research and teaching is high and up to international standards. They are well connected with external stakeholders, they have embedded employability skills into their curriculum and are sensitive to the demands of the students.

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 faces a number of challenges, some outside of their control. They are aware of a lack of resources for covering the full teaching program. Greater funding could enhance their ability to offer all the modules of their curriculum, which would provide students with more options to select modules. We encourage the department to embed procedures to increase EDI and balance the gender gap in the department.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	compliant
1.2 Connecting with society	compliant
1.3 Development processes	compliant

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
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
2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3 The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
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	4
2.1.4.2 Research	4
2.1.4.3 The connection with society	4
2.1.4.4 Management and support services	4
2.1.5 The quality assurance system promotes a culture of quality.	4
2.1.6 Students' evaluation and feedback	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department has an organizational structure to assess the quality of teaching, research etc. Student satisfaction appears to be high, as indicated in both student evaluations and the meetings we had with the students. We recommend considering more formal procedures for student assessment.

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		**1 - 5**
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.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
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.	3
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.		5
2.2.12	The Department analyses and publishes graduate employment information.		3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	5
	2.2.12.2	Library	5
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		4
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.		4
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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

In general, there is an effective quality assurance process in place to foster a culture of continuous improvement of the quality of education. To further improve the quality assurance system, we encourage the department to consider implementing a formal mechanism for student dispute settlement. It would also be helpful to have systematic information about graduates' employment.

Findings

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

The department's environment is very conducive for high quality of research and teaching with impressing technological infrastructure, library, rooms etc. We believe that the quality of the assurance processes could be further improved, even though the department already addressed some of the issued from the previous evaluation. In particular, we recommend to think about a greater formalization of assessment procedures.

Strengths

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

We observed a high level of satisfaction of the students and the graduates, and we were also impressed by the engagement of the staff.

Areas of improvement and recommendations

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

Please see our specific recommendations above with regard to more formalization.

Please √ what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	compliant
2.2 Quality assurance for the programmes of study	compliant

3. Administration

(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3: Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	N/A
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.	N/A
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	N/A
3.6	Statutory sessions of the Department are held and minutes are kept.	N/A
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.	N/A
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.	3

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3.11	Internationalization of the Department and external collaborations.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Except for the outlined issue of formalization of assessment procedures, we have to believe that the administration is in compliance with the standards. Please note, however, that we have only commented on the basis of information that was provided to us.

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

The procedures and administrative organization were presented and discussed in our meetings with staff and students reporting high satisfaction.

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

There seems to be a high consensus about the appropriateness of the administrative structure.

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

As already mentioned, we recommend to think about a formalization of procedures for student assessment.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
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).	5
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.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

We observed that the department made many efforts to address the recommendation of the previous evaluation to provide for more options, while the effectiveness of their measures also depends on the amount of teaching resources.

4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.	5
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.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department is excellently organized regarding the admission criteria, the credit transfers, the facilities, and communication channels. The department could benefit from a more coordinated effort toward teaching procedures, i.e., type of course and learning methods.

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

During our visit we were impressed by the high quality of teaching in the department, and we noted a high level of student satisfaction. We also saw that the department addressed teaching issues raised in the previous evaluation as we met students in separate session where we discussed in lengths the pros and cons of their experiences.

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

The department is dedicated to excellent teaching and open for further innovation and improvement.

Areas of improvement and recommendations

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

While the department is keen in offering a variety of substantive modules and different programs, they could certainly benefit from a broadening methodological training, i.e., methodological modules, courses, summer schools etc.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	compliant
4.2 Organisation of teaching	compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
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.	3
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.	N/A
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.	4
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.	4
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

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Overall, we found that the teaching staff is very qualified to cover the curriculum. However, as already mentioned in the previous evaluation, the number of permanent teaching staff remains insufficient in adequately supporting the program. From our visit we understand that the department is among the most understaffed in the University. This hinders the implementation of the department's strategic goals.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work

> - Number of special teaching staff working full-time and having exclusive work
> - Number of visiting Professors
> - Number of special scientists on lease services
>
> Click to enter text.

Findings

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

There is a tension between quality and quantity in teaching: on the one hand, the teaching staff is highly qualified and willing to cover a wider range of substantive courses; on the other, the department's understaffed situation constrains the range of the offer.

Strengths

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

High quality of the permanent staff, excellent conditions for teaching.

Areas of improvement and recommendations

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

In order to cope with the existing understaffed challenged it might be helpful to develop a long-term hiring strategy in alignment with the department's research/teaching and EDI needs.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	compliant
Teaching staff recruitment and development	compliant
Synergies of teaching and research	compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3:   Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
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.	4
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
6.6	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.	N/A
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

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

The department has a clear-cut research orientation and applies international standards. We were impressed by the fundings, such as ERC, which shows that the issue addressed by the previous evaluation has been addressed.

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

The department has an impressive international research profile and the members are engaged in publishing their findings in international outlets. They successfully made attempts for funding.

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 can increase likelihood of collective research funding by addressing the EDI issue in upcoming hiring.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	compliant
External and internal funding	compliant
Motives for research	compliant
Publications	compliant

7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
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.	3
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.	4
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

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

As mentioned in the previous section, we observed a resource deficit issue for having enough permanent staff. This constrains the functions of the department and the implementation of its mission.

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

This is the most critical section, which is not under control of the department.

Areas of improvement and recommendations

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

Since the resource problem is not under control of the department, this is an area out of our scope.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Partially compliant

D. 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.

Compared to the issues raised in the previous evaluation, we found that the department has undertaken important steps to improve its strategic planning with short- and medium term goals. The department's environment is very conducive for high quality of research and teaching with impressive technological infrastructure, library, rooms etc. We believe that the quality of the assurance processes could be further improved, even though the department already addressed some of the issued from the previous evaluation. The department is well positioned in the Greek student market. They attract a very high number of Greek applicants. Furthermore, the department is improving its attractiveness by offering courses in English as recommended in the previous evaluation. We believe that the coherence and compatibility with other programs is high. The programs cover the important subfields in political science. They are aware of a lack of resources for covering the full teaching program. Greater funding could enhance their ability to offer all the modules of their curriculum, which would provide students with more options to select modules. We recommend thinking about establishing more formal procedures for student assessment. To further improve the quality assurance system, we encourage the department to consider implementing a formal mechanism for student dispute settlement.

The department has continuous and well appreciated formal and informal partnerships with a number of different stakeholders, i.e., parliament, ministries, NGOs. The department also carries out interesting social science research for the public/society, runs conferences and workshops. The department has a clear-cut research orientation and applies international standards. We were impressed by the funding, such as ERC, which shows that the issue addressed by the previous evaluation has been addressed. To consolidate their ambitions, we have two recommendations: First, the department would benefit greatly from more funding to improve the quality of the programs respectively their offer. There appears to exist an over-reliance on non-permanent teaching staff. We found that the teaching staff is very qualified to cover the curriculum. However, as already mentioned in the previous evaluation, the number of permanent teaching staff remains insufficient in adequately supporting the program. Second, while we found recruitment processes as robust, the department could benefit from greater inclusion and diversity in its recruitment strategy. After requesting additional information, we noted an obvious gender imbalance among staff especially at the senior level (5 male and 0 female professors), which does not reflect the gender distribution of the student body, i.e., 284 female vs 131 male undergraduate students.

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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E.   Signatures of the EEC

Name	Signature
Daphne Halikiopoulou	
Vincence Bove	
Thomas König	
Katja Demetriou	
FullName	
FullName	

Date: 6.5.2024