

Doc. 300.3.1

Date: 3 November 2024

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Philosophy
- **Department:** Byzantine and Modern Greek Studies
- **Department's Status:** Currently Operating

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

Programme 1

In Greek:

Προπτυχιακό Πρόγραμμα Βυζαντινών και Νεοελληνικών Σπουδών

In English:

Bachelor in Byzantine and Modern Greek Studies (4 years, 242 ECTS)

Programme 2

In Greek:

Μάστερ στη Νεοελληνική Φιλολογία

In English:

Master's in Modern Greek Studies (2 years, 120 ECTS)

Programme 3

In Greek:

Διδακτορικό στις Νεοελληνικές Σπουδές

In English:

PhD in Modern Greek Studies (3-8 years, 240 ECTS)



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].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
	Bachelor in Byzantine and Modern Greek Studies
	Master in Modern Greek Studies
	PhD in Modern Greek Studies

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation committee members received ample detailed information before and during the visit. Christiana Maki's communication with and preparation of the committee members was impeccable. The documentation on the department and, more specifically, of the three programmes under consideration, as prepared in advance by the department members and as explained during the one-day-long on-site visit, was very complete. We observed the meeting agenda of the on-site visits on 31 October and 1 November 2024 very closely. We received answers to all our questions and enjoyed impeccable hospitality. We especially appreciated the high turnout of students to share their confidential impressions of the departmental programmes and also the afternoon meeting with the external stakeholders (Dr Leonidas Galazis and Dr Popi Theophanous, both affiliated with the Ministry of Education). Some of the findings, strengths, and weaknesses described in the following report will necessarily overlap with the same categories in the evaluation report of the departmental programmes, which we also prepared and which was based on a different set of materials, a related agenda.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Gonda Van Steen	Chair and Professor	King's College London
Alexandros Alexakis	Member and Professor	University of Ioannina
Maria Boletsi	Member and Professor	University of Amsterdam
Stella C. Charalambous	Student Member	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.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term 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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

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).

There is no unnecessary overlap among the Programmes of Study. This is proven by the fact that students have transitioned smoothly from the BA to the MA and PhD. Besides the same teaching staff coordinates all three programmes which results in a clear view as to the various components of their mission.

Provide suggestions for changes in case of incompatibility.

N/A

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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
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.

1.2.2 and 1.2.4: The University's Marketing and Alumni Offices can do more to help promote the important work of the Department and to highlight its societal and communal impact. The Alumni Office can assist with keeping track of the placement of graduates in the job market.

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

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

1.3.2: The Department is becoming increasingly understaffed and needs to be enlarged with new staff members through new hires: this is necessary to compensate for staff members who retired recently or will retire very soon. In light of impending retirements of 1/3 of the department staff, this problem needs to be alleviated before it takes on larger dimensions. 1.3.3: The University's Marketing Office needs to be mobilised to help more actively with student recruitment and to make available professional resources (e.g. professional photographers and videographers) needed for promotion tactics. 1.3.4: Funding for the operation of the Department's Programmes has been reduced in recent years and should be restored to its previous respectable levels.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The Department is making effort to attract more international students. The PhD Programme is the most qualified for attracting students from Greece as well as from other countries.

Findings

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

This is an outward-facing department with a clear sense of mission and sustained by collegiality. It takes its duties of teaching, research, and service very seriously and often goes beyond the call of duty to make students feel welcome and supported. It also delivers a remarkable amount of education and service to the broader community, whether to the interested lay public or to educational/cultural or governmental stakeholders.

The stakeholders highly appreciate the department's willingness to abide by all standards they expect them to fulfil and they frequent collaborate with the department's faculty members, who provides constant recommendations and professional expertise in state educational matters.

Strengths

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

The dedication that marks the current teaching staff is impressive and even contagious. Teaching staff members, who are aware of diminishing numbers of colleagues, still fulfill all necessary administrative duties. See also above in the Findings.

Areas of improvement and recommendations

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

See our recommendations in the justification of numerical scores.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	5
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

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

[Click to enter text.](#)

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.	5
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.	5
2.2.12	The Department analyses and publishes graduate employment information.	4

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	1
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	1
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.	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.	3
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.

2.2.12.1 and 3: The current condition of the teaching and office spaces being insufficient AND dispersed all over Nicosia is a huge drawback, and the students have taken note. Besides, the previous EEC pointed out this unacceptable infrastructural problem in its evaluation of 2020 and the situation has not improved. The university needs to take action urgently to address the problem and to liberate the teaching and the administrative staff of the department from the excessive logistical concerns that these deficiencies pose.
2.2.19: Students' funding and Scholarship opportunities on the Doctoral level have been substantially reduced in recent years.

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

The teaching staff has made every effort to maintain compliance with quality assurance standards.

Strengths

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

The teaching staff has implemented solutions and recommendations made in the last evaluation report (2020), to the extent that this was in their power.

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 pointed out some areas for improvement in the more detailed report related to the various departmental programmes. The most urgent challenge remains the infrastructure problem.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	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

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.

The current administrative staff zealously supports the mission and the practical needs of the teaching staff and students. The EEC appreciated the fact the administrative staff took time out of their busy schedule to make themselves available for interviews with the EEC.

Strengths

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

The administrative staff provides a stable reference point for students and faculty regarding the regular function of the department and, additionally, a lot of institutional memory invaluable for the continuation of administration (Συνέχεια τῆς Διοίκησης).

Areas of improvement and recommendations

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

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

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

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. 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.

The teaching staff displays a positive and collaborative spirit while being keenly aware of the students' needs. Their enthusiasm is palpable, and their openness to changes and challenges is admirable. They have also implemented the suggestions that the previous evaluation committee made and reported back on the results with appreciation. For more detailed findings and recommendations see the Programmes' Evaluation.

Strengths

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

The teaching staff members are open to new ideas and constructive guidance. Many of their activities are outward-facing and intended to involve students at all levels and thus secure not only the education but also the professionalization of students.

Areas of improvement and recommendations

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

For more detailed recommendations see the Programmes’ evaluation.

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

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

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.	N/A
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.	N/A
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.

5.5: The EEC does not have standards to judge if this particular ratio is satisfactory.

5.6: There has not been any part-time teaching staff over the past years.

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

Currently there are 13 full-time teaching staff members. There are no visiting professors at present but one PhD student is involved in teaching as well.

Findings

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

The teaching staff of the department is very committed, but is also keenly aware of their diminishing numbers (currently at 13), due to some departures of the past and some pending retirements. It is a cause of great concern to them to see critical teaching positions remain unfilled, which jeopardises the flexibility and the diversity of the programme offerings in the short as well as in the longer term. The same holds true for the administrative roles that any department needs to undertake, no matter its size.

The upper administration bestows research funding on the teaching staff and makes allowances for regular sabbatical leaves. It also provides guidance on the promotion track of junior colleagues. Promotion is subject to an elaborate system of evaluations that reaches up to the highest levels of the university (Senate and Board of Directors), but that is in line with evaluation criteria used internationally (i.e. with the active participation of external evaluators)

Strengths

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

The research outputs of the teaching staff have been impressive, as has recent grant capture, e.g. Stavroula Konstantinou's large external grant to support research and PhD hires in a project called Storytelling as Pharmakon. The teaching staff delivers noteworthy, peer-reviewed publications, participates in international conferences and colloquia, organizes its own colloquium series, and shows consistent willingness to build bridges with other universities and programmes. The spirit of this eagerness to contribute to the field, beyond contributions to the department and the university, sets an inspiring example for the students at all levels, including the students from other countries, whose numbers the teaching staff hopes to increase in the near future.

Areas of improvement and recommendations

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

The dwindling numbers of the teaching staff are a matter of true concern and should be noted by the upper administration. The current number of the teaching staff stands at 13. Imminent retirements will further reduce this number. Replacements and new hires should be made strategically and as soon as possible, so as to not jeopardise the stability of the department's programmes.

Sometimes the path to promotion is clearer for colleagues in the positive sciences and STEM disciplines than it is for colleagues in the Humanities. Some work that dedicated colleagues in the department deliver, such as close supervision of MA and PhD students, does not always receive the credit it deserves in this structure. Neither does the work of intensely recruiting students or handling the challenging venue-related logistics of the department.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	3
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
6.6	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.	5
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.		

6.3: The EEC gives this area a 3 because, on the one hand, library resources are excellent, but, on the other hand, the Department's building infrastructure is substandard.

Findings

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

The teaching staff delivers noteworthy, peer-reviewed publications, participates in international conferences and colloquia, organises its own colloquium series, and issues its own periodical called Eventum. Faculty members realise the importance of publishing in modern languages other than Greek, so as to internationalise the field of Byzantine and Modern Greek Studies.

Strengths

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

The research outputs of the teaching staff have been impressive, as has recent grant capture, e.g. Stavroula Konstantinou's large external grant to support research and PhD hires in a project called Storytelling as Pharmakon. To this day this is the largest Humanities-related grant ever given to a Greek-Cypriot Department of Study.

Areas of improvement and recommendations

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

See justification of 6.3 above.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	5
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.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 7.1 and 7.4: The current operating budget has been drastically reduced when compared with the data presented to the EEC in 2020. 7.7: Support services for students (e.g. psychological support) are adequate, but if “facilities” also includes building infrastructure then the EEC reiterates the blatant deficiencies noted above.		

Findings

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

See the EEC's Programmatic Evaluation.

Strengths

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

Although the department receives less funding annually in recent years, it is commendable that a considerable part of this funding is used to support MA and PhD students' participation in conferences as speakers, to enhance their learning process and get them better acquainted with academic research and networks.

Areas of improvement and recommendations

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

Funding for the operation of the Department's Programmes has been reduced in recent years and should be restored to its previous respectable levels

Please ✓ what is appropriate for the following assessment area:

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

-The dwindling numbers of the teaching staff are a matter of true concern and should be noted by the upper administration. Replacements and new hires should be made strategically and as soon as possible, so as to not jeopardise the stability of the department's programmes.

-The infrastructural support of the department is, at present, at an unacceptable level. The dispersal of the department over various venues does not make the department appealing. Students lack a gravity point as there is no physical gathering place. Improvements had been suggested at the time of the last evaluation (2020), but they have yet to be implemented. The responsibility for this unacceptable scattered topography of a department rests with the upper administration. For the current teaching staff, it is a very time-consuming matter to coordinate the logistics of finding venues, avoiding back-to-back classes in distant locations, taking students' transportation needs into account, etc. All the time spent on these logistical matters, which remain beyond the teaching staff's control, would be better spent on letting the colleagues do what they do best: teach, conduct research, and deliver essential administrative service. The university should also press the municipality on providing better transportation options for the students.

-The EEC recommends that the teaching staff make its achievements better known, both in the university community and in the Cypriot community. It does not come easily to hardworking and student-centred colleagues to boast about their accomplishments, but it is necessary to show impact and to grow student numbers both within Cyprus and from abroad. The EEC recommends that the Department seeks out the University's communications and marketing team to make sure news features and interviews appear that document every major Departmental achievement and that explain the value that this sector of the Humanities delivers. Again, the university can and should assist in this effort with the means it has at its disposal (news blurbs, short interviews, podcasts, short videos, etc.). For example, the teaching staff spends a lot of time recruiting students by visiting secondary schools. Typically, such efforts go unnoticed, but it might be worthwhile to feature such a visit and include some testimonials and pictures. Again, professional assistance should be made available by the university, so that the burden of recording is not an additional one. If building infrastructure is improved the Department will be able to host an Open-House-day to attract prospective students and to welcome them in an inviting physical environment.

E. Signatures of the EEC

Name	Signature
Gonda Van Steen	
Alexandros Alexakis	
Maria Boletsi	
Mrs Stella C. Charalambous	
FullName	

Date: 3 November 2024

