**Doc. 300.3.1**

**Date: 6 October 2023**

# External Evaluation Report
## (Departmental)

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

- **Town: Nicosia**

- **School/Faculty: Faculty of Humanities**

- **Department: Turkish and Middle Eastern Studies**

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


- **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 programmes (to be filled by the CYQAA officer and verified by the EEC):**

| DEPARTMENT | PROGRAMMES OF STUDY |
|---|---|
| **Turkish and Middle Eastern Studies** | **BA in Turkish Studies** (4 academic years, 240 ECTS) |
| | **MA in Turkish Studies** (2 academic years, 120 ECTS) |
| | **PhD in Turkish Studies** (3 academic years, 240 ECTS) |

A.  **Introduction**

*This part includes basic information regarding the onsite visit.*

The onsite visit took place on 3 and 4 October 2023. The committee was provided with a thousand-page document about the Department of Turkish Studies at the University of Cyprus. The onsite visit consisted of an introduction by the Vice Rector for Academic Affairs at the University of Cyprus and the Dean of School of Humanities who gave the committee an overview over the overall structure of the university, its vision, strategies, and current development. Basic information was given about study programs and the budget. The vice rector presented the research areas and centers, the procedures for quality assurance. After the vice rector's presentation the committee had a chance to ask questions about the structure of the faculty, and the budgeting, and the internal organisation, and relation between different administrative units.The head of the Turkish and Middle Eastern Studies Department made an introduction presenting the history of the department, the study programs, the staff (academic staff and special teaching staff), the premises, library, and student body before detailing the study program. A discussion followed the presentation and allowed the committee to ask specific questions ranging from the structures of the program to procedures about academic promotion. A librarian gave a tour of the library and showed the committee the facilities and Turkish collections. The session was concluded with a lengthy conversation with the head of the department. On the second day we met with the dean, head of department, and the vice-chairperson to discuss financial conditions, budgeting, research environment, and future hires.

B. **External Evaluation Committee (EEC)**

| Name | Position | University |
|---|---|---|
| László Károly | Professor of Turkic Languages | Uppsala University |
| Elleni Sella | Professor of Linguistics | National and Kapodistrian University of Athens |
| Marc David Baer | Professor of International History | London School of Economics and Political Science |
| Alexandros Evgeniou | Student | Open University Cyprus |

## 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)*

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**Sub-areas**

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

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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. | 4 |

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

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.

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).

Provide suggestions for changes in case of incompatibility.

| 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. | 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 |

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

| 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 |
| 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 |
| 1.3.4 | 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 |

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

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.

1.3.3 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.

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. 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. 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.

**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**<br>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. | 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.

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 deficieny in the methodology of teaching Turkish as a foreign language.

| 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. | N/A |
| 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 |
| 2.2.5 | 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 |
| 2.2.12 | 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 | 3 |
| | 2.2.12.2 Library | 5 |
| | 2.2.12.3 Rooms for theoretical, practical and laboratory lessons | 3 |
| | 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. | 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.

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

2.2.11 We were not able to see the published data

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.

2.2.12.1 and 2.2.12.3 The Department would be best served by relocating to the new campus.

*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

**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)*

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

> *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. | | |

*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 pro-actively 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.

**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
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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## 4. Learning and Teaching

*(ESG 1.2, 1.3, 1.4, 1.9)*

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**Sub-areas**

**4.1 Planning the programmes of study**
**4.2 Organisation of teaching**

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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). | 4 |
| 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 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.<br><br>4.1.3 and 4.1.5 Students complain of some of the traditional pedagogical approach in teaching Turkish grammar. | |

|  | 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. | 4 |
| 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 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 4.2.5 Students complain of the pedagogy of Turkish grammar lessons. | | |

*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.

**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 | Partially Compliant |
| 4.2 Organisation of teaching | Partially 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. | 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 |

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

**Click to enter text.**

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

Seven academic staff, one advertised and expected, and two special teaching staff .

*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.

**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 | Non 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. | 4 |
| 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 |
| 6.6 | 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 |

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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| 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.

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

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.

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

*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.

**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 | Partially Compliant |
| Motives for research | Compliant |
| Publications | Compliant |

7. **Resources** *(ESG 1.6)*

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

*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. | 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 |
| 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.*

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 invididuals.

**Please √ what is appropriate for the following assessment area:**

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

## 1) 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 forsee 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.

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 fulfill the expectations of the Department's aims and program.

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 needs if the Department website were available in a Turkish-language version as well.

## 2)   **Signatures of the EEC**

| Name | Signature |
|------|-----------|
| Professor László Károly | |
| Professor Eleni Sella | |
| Professor Marc David Baer | |
| Alexandros Evgeniou | |

**Date:** 6 October 2023