

Doc. 300.3.1

Date: 4 December 2020

# External Evaluation Report (Departmental)

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

## Programme 1

**In Greek:**

Πρόγραμμα Ιστορίας και Αρχαιολογίας

**In English:**

(BA) History and Archaeology

## Programme 2

**In Greek:**

(Μάστερ) Αρχαιολογία του Μεσογειακού χώρου από την Προϊστορία έως τη Βυζαντινή περίοδο

**In English:**

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

## Programme 3

**In Greek:**

(Διδακτορικό) Αρχαιολογία του Μεσογειακού χώρου από την Προϊστορία έως τη Βυζαντινή περίοδο

**In English:**

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

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

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

## A. Introduction

Due to the Covid-crisis, the visit had to take place remotely via Zoom.

On November 30<sup>th</sup> 2020, the visit started at 10 am with a meeting of the EEC and the Vice-Rector for Academic Affairs, Prof. I.-A. Diakidou, and the university officer in charge of the University's Internal QA Committee, Ms D. Demetri. The Head of the Department of History and Archaeology, Prof. A. Nicolaou-Konnari, and the Vice-Chairperson, Prof. O. Kouka, also attended the meeting. The Vice-Rector presented the University and we discussed the vision of the University and challenges of the last decade. From 10.40 to 11.20 am the Head of the Department presented and discussed with us the structure of the Department and its study programmes. From 11.30 to 12.30 the coordinator of the Archaeology programme, Prof. O. Kouka, and the coordinator of the History programme, Dr. D. Kontogeorgis, introduced us to the structure of the BA programme in History and Archaeology and we discussed the programme's standards, admission criteria and learning outcomes.

After a lunch break a discussion with the permanent teaching staff of the BA programme took place from 1.30 to 2.30 pm. Subjects were the discussion of the CVs and career prospects, the scope of the programme and the courses and implementation, grading, and assessments. The session was followed by a meeting with a group of undergraduate students (2.40 to 3.10 pm) in which we discussed challenges of their study and mentoring of the students. A meeting with administrative staff was held from 3.10 to 3.30 pm. We met the departmental secretary, Ms E. Hadjistylianou, and the ARU secretary, Ms C. Gregoriou, as well as Mr S. Stavridis from the University Library. We discussed workflow in the Department and acquisition processes of the library. From 3.30 to 4 pm Prof. Kouka took us on a virtual tour of the premises of the Department and we discussed the facilities of the Department. After that we attended a live streaming of the Introduction to Ancient History course by Prof. Mavroyiannis until 4.30; this was followed by a meeting with the Head of Department for clarifications. The first day ended at 5 pm.

The second day, December 1<sup>st</sup> 2020, started from 10 to 11 am with a meeting with Prof. G. Papasavvas, the coordinator of the Master's programme in Mediterranean Archaeology and with the Head of Department. We were introduced to the study programme and the challenges of the currently suspended programme. We discussed the aim of the programme and possible improvements. From 11.10 am to 12.10 pm Prof. Papasavvas presented the PhD programme and we discussed admission criteria and job and career prospects in detail. From 12.10 to 1 pm we met the teaching staff of the Archaeology programmes and gathered information about teaching assessments as well as the quality of the research-based teaching. This session was followed by a meeting with PhD students from 2 to 2.30 pm in which we discussed the mentoring and supervision in the PhD programme, the reasons for enrolling at the University of Cyprus and recommendations for improving the programme including support through scholarships. After that we had a final discussion with the Head of Department and Prof. Papasavvas to clarify remaining questions.

The members of the ECC were impressed by the enthusiasm of all members of the Department as well as by the detailed application documents which provided us with clear information. Also the presentations were clear and informative, and the Zoom sessions worked fine and gave us the necessary information to conduct the evaluation.

However, overall and not least in view of the MA and PhD programme under review in this evaluation, the EEC gained deeper insights into the workings of the Archaeology side of the Department than the History side and in consequence feels more confident in making recommendations regarding the former. The EEC recommends that on the occasion of future departmental evaluations, both parts be represented in a more balanced way – e.g. by adding an ancient or modern historian to the committee and including an evaluation of one of the MA and PhD programmes in History alongside the degree programmes in Mediterranean Archaeology – for the EEC to be able to make more substantial comments on the Department as a whole.

The EEC continued its work December 2<sup>nd</sup> to 4<sup>th</sup> 2020 with Zoom meetings in order to complete the reports.

## B. External Evaluation Committee (EEC)

| <i>Name</i>                            | <i>Position</i>                                  | <i>University</i>         |
|--|--|---------------------------|
| <b>Achim Lichtenberger<br/>(Chair)</b> | Professor of Classical<br>Archaeology            | University of Münster     |
| <b>Nena Galanidou</b>                  | Professor of Prehistoric<br>Archaeology          | University of Crete       |
| <b>Niels Gaul</b>                      | A. G. Leventis Professor of<br>Byzantine Studies | University of Edinburgh   |
| <b>Giorgos Christodoulou</b>           | Student  | Open University of Cyprus |
| <b>Name</b>                            | Position   | University                |
| <b>Name</b>                            | Position   | University                |

## C. Guidelines on content and structure of the report

- *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: | <i>Non-compliant</i>       |
| 3:      | <i>Partially compliant</i> |
| 4 or 5: | <i>Compliant</i>           |

- *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 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
- 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  |  |              |
|--|--|--------------|
| <b>1. Department's academic profile and orientation</b>  |  |              |
| <b>1.1 Mission and strategic planning</b>  |  | <b>1 - 5</b> |
| 1.1.1  | The Department has formally adopted a mission statement, which is available to the public and easily accessible.   | 4            |
| 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.              | 3            |
| 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.                                  | 4            |
| 1.1.6  | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 4            |
| 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. |  |              |

The EEC is convinced that many of the above indicators are fully compliant; however, we comment

Re 1.1.1: There is much room to improve the departmental web page to showcase the mission, research and human resources of the Department.

Re 1.1.2: The Department ought to sharpen its strategic planning with a view to fulfilling its mission to become a center of excellence in the studies of History and Archaeology in the East Mediterranean and further improve its rating in these above fields at a European and international level. The current mission could be enriched by new areas of research related to the rich cultural heritage and history of Cyprus and the southeastern Mediterranean. The mission could be further boosted by collaborations between historians and archaeologists, and further initiatives to meet current economic needs and the general public's fascination with the past. The two pillars of the Department could be more actively engaged in shared research and outreach endeavors.

Re 1.1.3 Although the Department's strategic planning includes short, medium- and long-term goals and objectives, the relevant documentation on the web page stops in 2018. No evidence has been provided that these goals and objectives are indeed revised periodically and adapted to meet the new educational goals.

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).

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

Provide suggestions for changes in case of incompatibility.

None detected.

## 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.                 | 5 |

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

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

## 1. Department's academic profile and orientation

|                                  |  |              |
|----------------------------------|--|--------------|
| <b>1.3 Development processes</b> |  | <b>1 - 5</b> |
| 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.   | 3            |
| 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.

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

Additionally, write:

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

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

### Findings

See above.

### Strengths

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

### Areas of improvement and recommendations

In order to meet the challenge of sharpening the department's focus and raising its profile, members of staff must discuss and adopt a shared vision for the future. Such a vision could in turn lead to a well-thought-out strategy that (a) capitalizes on the existing human/academic resources and the research/education infrastructure, and (b) enriches these resources and infrastructure with new subjects and research initiatives that serve the educational mission of UCY.

The introduction of an English-language undergraduate program by the Department itself or in collaboration with other departments of the same faculty or other UCY faculties could potentially also attract more students from the Near East and certainly from northern Cyprus. Meeting the challenge of becoming a centre of high-quality high education (offered by a public institution), especially in the fields of History and Archaeology, should feature highly in both the UCY's and the Cypriot agenda for education in the 21st century.

**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 | Partially Compliant                                    |
| 1.2 Connecting with society        | Compliant  |
| 1.3 Development processes          | Partially 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  |   |              |
|--|---|--------------|
| <b>2. Quality Assurance</b>  |   |              |
| <b>2.1 System and quality assurance strategy</b>   |   | <b>1 - 5</b> |
| 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   | 4            |
| 2.1.5  | The quality assurance system promotes a culture of quality.   | 5            |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. |   |              |

The EEC is convinced that robust QA mechanisms are in place at departmental, faculty and university levels, and that these processes are fully observed by members of staff in the Department of History and Archaeology.

## 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.   | 3     |
| 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.  | 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   | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.   | 5     |
| 2.2.9   | The Department flexibly uses a variety of pedagogical methods.  | 3     |
| 2.2.10  | 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     |
| 2.2.11  | The Department analyses and publishes graduate employment information.  | 4     |
| 2.2.12  | 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 | 5 |
|        | 2.2.12.4   | Technological infrastructure                            | 5 |
|        | 2.2.12.5   | Academic support  | 5 |
| 2.2.13 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties.   |   | 5 |
| 2.2.14 | 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 |
| 2.2.15 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.   |   | 5 |
| 2.2.16 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.   |   | 5 |
| 2.2.17 | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards. |   | 4 |
| 2.2.18 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.   |   | 3 |
| 2.2.19 | 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.

The EC is convinced that most of the above indicators are fully compliant; however we comment

Re 2.2.1: In view of the dense web of legal and university regulations, the Department's autonomy in implementing its degree programmes is limited. Some of these regulations seem to hinder rather than help the Department in delivering a first-class education in line with its full potential, e.g., by insisting on a very high quorum for a class to count toward the workload of academic staff (both at UG and MA levels) – far higher than in comparable European institutions, and certainly in international top 200 institutions that UCY rightly aspires to join. Equally, the stipulation that only courses approved by an international EEC can be taught in the Department undermines the latter's ability to adjust the curriculum to the pedagogical needs of its students at short notice: this seems a very serious limitation of departmental autonomy, that we have not encountered in this form elsewhere, and poses unnecessary and unwarranted obstacles to achieving excellence.

Re 2.2.9: Academic staff might consider to introduce to some courses at least alternative teaching methods (such as flipped classrooms or simulations) as well as assessment

methods beyond written essays and oral presentations (such as posters, short films, or quizzes in order to allow for a wider range of student talents).

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

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

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

### Findings

Departmental and degree programme evaluations in five-year cycles guarantee one of the most thorough quality assurance processes the EEC is aware of.

On this matter, the EEC is very happy to approve course ARC 800 that was submitted in addition to the courses submitted with the review materials.

### Strengths

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

### Areas of improvement and recommendations

The Department should receive the power to introduce new courses in line with its own robust QA procedures without requiring EEC approval of each and every one of these courses. We appreciate the intention behind it but in case of an excellent institution such as UCY that is on its way to join the world's top universities, such a regulation and the distrust of internal QA procedures it seems to convey, is misplaced.

Doctoral regulations should stipulate a minimum number of required meetings between doctoral supervisor and supervisee. The university-imposed cap of €1,000 per doctoral student in terms of research expenses for the whole duration of studies is significantly too low in international comparison and insufficient to allow students to build the international networks required for a successful academic career.

**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 |
|---|

|                     |
|---------------------|
| Partially 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 |  |              |
|-----------------------------|--|--------------|
| <b>3. Administration</b>    |  | <b>1 - 5</b> |
| 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.  | 3            |
| 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            |



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

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

### Findings

The Department is governed by robust and transparent democratic procedures but is understaffed when it comes to administrative support.

### Strengths

Administrative staff in the Department and ARU is extremely dedicated. The new UCY Library is well functioning with efficient ILL and acquisition policies in place.

### Areas of improvement and recommendations

Administrative arrangements between the Department and ARU should be fully clarified.

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

| <b>Assessment area</b> | <b><i>Non-compliant /<br/>Partially Compliant / Compliant</i></b> |
|------------------------|---|
| 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   |  |              |
|---|--|--------------|
| <b>4. Learning and Teaching</b>   |  |              |
| <b>4.1 Planning the programmes of study</b>   |  | <b>1 - 5</b> |
| 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.   | 4            |
| 4.1.3   | 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.   | 4            |
| <b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b> |  |              |
| <a href="#">Click or tap here to enter text.</a>  |  |              |
| <b>4. Learning and Teaching</b>   |  |              |
| <b>4.2 Organisation of teaching</b>   |  | <b>1 - 5</b> |
| 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.  | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.   | 4 |

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

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

### Findings

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

### Strengths

The variety of topics in the teaching is very high and of excellent quality, always according to up-to-date pedagogical and scientific standards.

Student recognition of credits from previous studies is done by a departmental committee allowing flexible and individual recognition.

Communication between students and teachers is facilitated by technical solutions in addition to personal meetings.

### Areas of improvement and recommendations

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

Providing more laboratory lessons and laboratory space would enhance practical learning. For more areas of improvement and recommendations cf. our assessment report 300.3.1.1.

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

| Sub-area                             | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|--------------------------------------|--|
| 4.1 Planning the programmes of study | 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 |   | 1 - 5        |
|-----------------------------|---|--------------|
| <b>5. Teaching Staff</b>    |   | <b>1 - 5</b> |
| 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.   | 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.  | 3            |
| 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. | 3            |
| 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.**

Re 5.1: The hiring freeze has a negative impact on the overall course choice available in the Department's degree programmes.

Re 5.3: Not applicable.

Re 5.5 and 5.6: More permanent staff should be employed and vacant positions filled; the number of special scientists on leave services, i.e. junior colleagues in often precarious employment conditions and with little or no job security, is too high.

### **Also, write the following:**

- Number of teaching staff working full-time and having exclusive work: 17
- Number of special teaching staff working full-time and having exclusive work: 9
- Number of visiting Professors: 0
- Number of special scientists on lease services: 22

### Findings

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

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

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

### Strengths

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

### Areas of improvement and recommendations

The hiring freeze in several subjects has a harmful effect on the range of subjects taught in the programmes and on the choice students can make during their studies. The Department tries to cover the full range of topics by hiring special teaching staff and scientists on lease services. In Archaeology, the central and western Mediterranean are hardly covered by the teaching staff. These positions urgently must be filled and the Department also needs options to develop its research profile with further positions such as Near Eastern Archaeology, Egyptology, Stone Age Archaeology and Cultural Heritage Studies (with regard to the latter, already existing foci should be emphasised more prominently in the UG curriculum). Such positions would sharpen the academic profile and contribute to the departments' strengths in Cypriot studies. In History, large chronological swathes of History tend to be covered by one colleague only and while colleagues are excellent, this contradicts UCY's aspiration of international excellence. Contrary to the recommended focus on Cyprus in Archaeology, most universities the EEC is aware of have moved away from covering local/regional history only in favour of offering a more global approach, as might partially already be in place through cooperation with colleagues in the Department of Ottoman and Turkish Studies: UCY might wish to give some thought to such an approach in coming years.

It might be a good idea to offer visiting professorships to distinguished scholars from abroad, either on a honorary or token-salary basis, in order to bring additional voices, cover currently underrepresented subjects, foster additional international networks, and counteract the apparent

feeling of geographical isolation prevailing in the Department. This, of course, would also require the Department to be able to introduce new courses to its curriculum at shorter notice than the current five-year evaluation intervals.

Please  what is appropriate for the following assessment area:

| Assessment area   | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|-------------------|--|
| 5. Teaching Staff | 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  |   |              |
|--|---|--------------|
| <b>6. Research</b>   |   | <b>1 - 5</b> |
| 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.   | 3            |
| 6.4  | The Department has the appropriate mechanisms for the development of students' research skills.   | 3            |
| 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. | 4            |
| 6.6  | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.  | 5            |
| 6.7  | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.  | 5            |
| 6.8  | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.  | 3            |
| 6.9  | 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. |   |              |



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

Re 6.4, see our comments on 4.2.5 above.

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

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

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

Several PhD students informed the EEC that they have to travel abroad in order to have access to the labs and analyses required to complete their work: such equipment should either be available at UCY or PhD students' research travel should be adequately funded.

The generous internal funding available should not discourage permanent members of the academic staff to capitalize on their excellence and UCY's impressive support mechanisms, and participate in open international calls in order to bring large research grants, such as ERCs, to the Department. This would be of mutual benefit both to members of the academic staff and the university as a whole. Conversely, the EEC was very surprised to learn that the highly successful alumna who is now

bringing an ERC project to the University has not yet been offered a permanent position, or at least a very realistic and serious prospect of a permanent position, at UCY: this does not seem to set the right incentive for young researchers to bring any large grants to the University. The Department could re-orient itself towards a dynamic adoption of open-access policies for publishing research outputs in both subjects of History and Archaeology.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|-----------------|--|
| 6. Research     | Partially 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.           | 3     |
| 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.  | 4     |
| 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.  | 5     |
| 7.7                         | The fitness-for-purpose of support facilities and services is periodically reviewed.   | 5     |

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

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

Re 7.2: The EEC did not receive sufficient insights into this process.

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

### Findings

The Department makes good use of the resources currently available.

### Strengths

The Department has its own library budget for the ARU which provides excellent library resources.

### Areas of improvement and recommendations

A major problem for students is the lack of scholarships. The University should provide more scholarships to allow students to study and progress in a more focused way. The SWOT and strategic planning analyses have not been updated since 2018 and the EEC was not introduced to current thinking on these matters.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant /<br/>Partially Compliant / Compliant</i> |
|-----------------|--|
| 7. Resources    | Partially Compliant  |

## D. Conclusions and final remarks

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

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

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

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

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

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

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

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



**E. Signatures of the EEC**

| <i>Name</i>                        | <i>Signature</i> |  |
|------------------------------------|------------------|--|
| <b>Achim Lichtenberger (Chair)</b> |                  |  |
| <b>Nena Galanidou</b>              |                  |  |
| <b>Niels Gaul</b>                  |                  |  |
| <b>Giorgos Christodoulou</b>       |                  |  |
| FullName                           |                  |  |
| FullName                           |                  |  |

**Date:** 4 December 2020





