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**ΘΕΜΑ: Αναβολή λήψης απόφασης για την αξιολόγηση του προγράμματος
«Ψυχολογία» (3 ακαδημαϊκά έτη, 180 ECTS, Διδακτορικό**

Αξιότιμη κα Πρόεδρε,

Παρακαλώ, δείτε κατωτέρω απάντηση του Ιδρύματος στην επιστολή σας της 22.06.2023, όσον αφορά στα πιο κάτω:

«Συγκεκριμένα, καλείστε όπως, εντός τριών μηνών από την ημερομηνία της παρούσας επιστολής, υποβάλετε στον Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης τα ακόλουθα:»

1. To further boost research activity of the staff, research activities of doctoral students need to be embedded in the research programs of the staff. Please, provide a table showing each faculty's research area of expertise with their corresponding doctoral students' research topics.

Response of NUP

Doctoral students' research activities have always been embedded in the research programs of the staff. As seen from the table below, all doctoral students are supervised by a staff member whose research interests are identical to the topic of the student. Additionally, students attend "PSYC902 Faculty Research Involvement", a course in which they are exposed to the research interests of all faculty members and research centres of the Department of Psychology.

Existing Students	Main Supervisor and Internal Faculty Members	Common Interests between Faculty Members and Students
Charis Ioannou	<ul style="list-style-type: none"> • Marios Argyrides (eating disorders and body image) • Glykeria Reppa (sports psychology) • Marilena Mousoulidou (developmental psychology and nutrition) 	Eating disorders and body image in professional and amateur athletes
Maria Aggeli	<ul style="list-style-type: none"> • Marios Argyrides (eating disorders and body image) • Andri Christodoulou (developmental psychopathology) • Lina Efthyvoulou (qualitative research and counselling psychology) 	Eating disorders and body image in children; family and generational influences
<u>Ariadni Tsarouchi</u>	<ul style="list-style-type: none"> • Marios Argyrides (eating disorders and body image) • Konstantina Zamba (counselling psychology and career development teaching) • Lina Efthyvoulou (qualitative research and counselling psychology) 	Vocational interests and professional course direction of young teenagers

2. To further facilitate research allocation time for all faculty, you are asked to hire more teaching and/or administrative staff to take over some of the teaching and administrative workload of existing faculty. Please, provide a table showing each faculty's current teaching and research allocation time, as well as a plan for new hires.

Response of NUP

In order to address this issue, an immediate call for applications was announced upon receiving the initial evaluation report from the EEC. Since then, interviews have occurred, and two more faculty members have been hired with a start date of 01/09/2023. Dr. Kostas Papageorgiou has been hired at the Associate Professor position and Dr. Kalliopi Triantafyllou at the Lecturer position (**Annex 2**). Additionally, you can find in the **Annex 1** the teaching schedule of each faculty member.

3. Your research methodology courses have more weight on quantitative approaches. Please, provide a revised version of your research methodology coursework and/or other areas in the program to evidence an increased input of qualitative research approaches

Response of NUP

Based on the table sent in the past (see below as well), our proposed PhD has two quantitative courses (Basic and Advanced; A/A 1 and 4) as well as two qualitative courses (Basic and Advanced; A/A 2 and 5) in the first year of study with equivalent ECTS values. Therefore, we consider our proposal adequate to cover the requirement set by CYQAA, stating a requirement for basic and advanced quantitative and qualitative courses.

A/A	Course Type	Course Name	Course Code	ECTS Credits
YEAR 1, SEMESTER 1				
1	Core	Quantitative Research Methodology and Statistics	PSY900	7.5
2	Core	Qualitative Research	PSY901	7.5
3	Core	Faculty Research Involvement	PSY902	15
		TOTAL		30
YEAR 1, SEMESTER 2				
4	Core	Advanced Quantitative Research Methods and Statistics	PSY903	7.5
5	Core	Advanced Qualitative Research	PSY904	7.5
6	Core	Research Stage I	PSY905	7.5
7	Core	First Year Progress Report	PSY906	7.5
		TOTAL		30
YEAR 2, SEMESTER 1				
8	Core	Research Day Seminar	PSY910	7.5
9	Core	Data Science and Big Data	CSE05	7.5
10	Core	Research Stage II	PSY911	7.5
11	Elective	Elective course	See List	7.5
		TOTAL		30
YEAR 2, SEMESTER 2				
12	Core	Second Year Progress Report - Presentation	PSY912	15
13	Core	Research Stage III	PSY913	15
		TOTAL		30
YEAR 3, SEMESTER 1				

14	Core	Write-up I	PSY920	30
		TOTAL		30
YEAR 3, SEMESTER 2				
15	Core	Write-up II	PSY921	30
		TOTAL		30
		GRAND TOTAL ECTS credits		180

4. The terminology “development of supervisors” referring to senior faculty mentoring junior faculty is illegitimate. Please, provide a different terminology to reflect the mentoring aspect of the task, as well as a plan for how the above mentoring will be in effect.

Response of NUP

We incorporated the terminology suggested by the EEC (i.e. "development of supervisors"). We will, however, change the proposed name.

Proposed Name: Faculty Guidance and Advancement Program

Description of Faculty Guidance and Advancement Program:

1. Program Structure and Scope:

- The Faculty Mentorship Program will pair senior faculty members with junior faculty members to provide guidance, support, and professional development.
- The program will encompass a range of activities, including one-on-one mentoring, workshops, and seminars.

2. Matching Process:

- Senior faculty mentors and junior faculty mentees will be carefully matched based on research interests, teaching styles, and career goals.
- Each mentor-mentee pair will have a clear understanding of their roles and expectations.

3. Goal Setting:

- Mentors and mentees will work together to set specific, measurable, and achievable goals for professional growth.
- Goals may include research projects, grant applications, teaching development, and career advancement.

4. Regular Meetings:

- Mentors and mentees will meet regularly (e.g., monthly or quarterly) to discuss progress, challenges, and opportunities.
- These meetings can take place in person, virtually, or through a combination of both.

5. Professional Development Workshops:

- The program will offer workshops and seminars on topics such as grant writing, publication strategies, effective teaching methods, and work-life balance.
- These workshops will be open to all faculty members, fostering a sense of community.

6. Peer Support:

- In addition to one-on-one mentorship, mentees can connect with other junior faculty members for peer support and networking.
- Peer support groups can provide valuable insights and a sense of camaraderie.

7. Evaluation and Feedback:

- Both mentors and mentees will be able to provide feedback on the program's effectiveness.
- Regular evaluations will help identify areas for improvement and ensure the program continues to meet the needs of faculty members.

8. Recognition and Rewards:

- The institution can recognize and reward senior faculty members for their mentorship contributions through awards, acknowledgements, or professional development opportunities.

Πάφος 22.09.2023

Με τιμή

Καθηγητής Παντελής Σκλιάς

Πρύτανης

