

Report on the outcome

of the accreditation procedure for:

- PhD in Comparative History
- PhD in Late Antique, Medieval and Early Modern Studies
- MA in Comparative History (two-year)
- MA in Comparative History (one-year)
- MA in Nationalism Studies (two-year)
- MA in Nationalism Studies (one-year)
- MA in Late Antique, Medieval and Early Modern Studies

to be offered in Vienna by the Central European University
Private University

1 Subject of the application

The Agency for Quality Assurance and Accreditation Austria (AQ Austria) conducted an accreditation procedure for the accreditation of PhD in Comparative History, PhD in Late Antique, Medieval and Early Modern Studies, MA in Comparative History (two-year), MA in Comparative History (one-year), MA in Nationalism Studies (two-year), MA in Nationalism Studies (one-year), MA in Late Antique, Medieval and Early Modern Studies to be offered in Vienna by the Central European University Private University (CEU PU) in accordance with § 24 Act on Quality Assurance in Higher Education (HS-QSG) BGBl I Nr. 74/2011 as amended in conjunction with § 2 Private Universities Act (PUG) BGBl. I Nr. 74/2011 as amended and § 17 and § 18 Decree on Accreditation of Private Universities 2019 (PU-AkkVO) as amended. In accordance with § 21 HS-QSG, AQ Austria publishes the following report on the outcome of the accreditation procedure:

2 Procedural steps

The accreditation procedure comprised the following procedural steps:

Procedural step	date
Accreditation application of the programmes received	19/12/2019
Request for modification of the application materials	03/04/2020
Decision on the expert panel taken by the Board of AQ Austria	03/04/2020
Information on expert panel submitted to CEU PU	03/04/2020
Amended application for the programmes received	15/04/2020
Video material of the applicant institution received before site visit	20/04/2020
1 st preparatory virtual conference with expert panel	21/04/2020
Complete and formally correct applications confirmed	22/04/2020
Additional application materials received before site visit	12/05/2020 & 15/05/2020
2 nd preparatory virtual conference with expert panel	19/05/2020
Virtual site visit	19/05/2020
Expert panel's report finalised	26/06/2020
Expert report submitted to CEU PU for comment	26/06/2020
Statement of costs submitted to CEU PU	06/07/2020
CEU PU's statement on statement of costs received	07/07/2020
CEU PU's comment on the expert report received	09/07/2020
Expert panel's response to the CEU PU's comment and modified/final expert report received	12/07/2020
Modified/final expert report submitted to applicant institution	13/07/2020

3 Accreditation decision

On July 23rd 2020 the Board of AQ Austria decided to grant accreditation to the above mentioned degree programmes to be offered in Vienna by Central European University Private University, according to § 24 section 4 Act on Quality Assurance in Higher Education (HS-QSG) in conjunction with § 2 Private Universities Act (PUG) in conjunction with § 9 section 1 Decree on Accreditation of Private Universities 2019 (PU-AkkVO), due to fulfilment of the criteria according to § 17 and § 18 PU-AkkVO.

The Federal Minister of Education, Science and Research approved the decision on July 27th 2020.

4 Annexes

- Comment on the expert report by Central European University Private University from 09/07/2020
- Modified/final expert report from 12/07/2020

July 9, 2020

The Board of AQ Austria
AQ Austria
Franz-Klein-Gasse 5
1190 Vienna

Dear Madam President, dear Members of the Board,

I hereby confirm that we have received and fully accept the Expert Panel Review Report regarding the following programs: PhD Comparative History, MA in Comparative History (One-Year), MA in Comparative History (Two-Year), MA in Nationalism Studies (One-Year), MA in Nationalism Studies (Two-Year), PhD in Late Antique Medieval and Early Modern Studies, and MA in Late Antique, Medieval and Early Modern Studies. We are pleased to learn that the Report confirms the academic excellence of the programs and that they fulfill all the criteria for accreditation.

We fully accept all the recommendations made in the Report. The administration of CEU PU will work closely with the three departments to address the recommendations made in the Report, particularly as a number of the recommendations relate to university-wide policies or are otherwise relevant to CEU PU's strategic priorities. For specific responses to the recommendations of the AQ Austria Expert Panel, please refer to the departments' detailed reply in the appendix of this letter.

We would like to thank the Expert Panel members for their expertise and insights, as well as for the productive and collegial discussions during the site visit. We are grateful to the Expert Panel members for their hard work, dedication, and enthusiasm with which they approached the task.

We await the decision of the Board with anticipation and looking forward to the opportunity of starting our programs in Vienna in the coming academic year.

Sincerely,



President and Rector
Central European University Private University

CEU PU Departmental Responses to AQ Austria Expert Panel Report

July 8, 2020

I. Department of History

PhD in Comparative History

p. 13

There should be a path for students who do not feel they have been getting adequate support from their supervisor to seek assistance from the Director of the programme. There should also be a process, if the supervisor does not feel the supervisory relationship is a good fit, to withdraw from supervision without the dismissal from the programme of a student making adequate progress. The CEU PU Doctoral Regulations address a process for change of supervisor and the departmental regulations state that they do not duplicate items covered there, but in fact there is some duplication of important items and this is an important enough one to state there. The responses to queries state that students can and do change supervisors by agreement with the Director and committee, and that this has not caused problems. This is very good news but it would be still better if the procedure were set out. The students with whom the panel spoke felt that they knew whom to go to in this sort of situation but the situation of conflict had not arisen. There should be an ombudsperson to whom students can go in the case of conflict with the supervisor and other department staff. There does not seem to have been a problem to date, but the time to establish a procedure is before a problem exists.

CEU PU Response: As pointed out in our accreditation application, and acknowledged in the recommendation for p. 15 below, the History Department does have an ombudsperson to whom students can turn, and problems of the nature described do belong to her/his province. As recommended, this opportunity and the mechanism for changing the supervisor shall be explicitly included in the departmental Doctoral Regulations.

p. 15

Although the criterion is fulfilled, it is noted that all the programme-specific counselling is provided either by the doctoral supervisor or by two other officers of the PhD programme. It is entirely appreciated that the culture and the ethos of the CEU PU and the department revolve around close intellectual and personal interaction between students and staff, and this will be sufficient in most cases to provide programme-specific counselling. However, it might be worth considering nominating a member of the department not directly involved in the PhD programme to offer academic-related counselling, to provide a degree of distance that might be helpful to students worried about their position / progress within the programme. It is recognised that the Department of History does have an Ombudsperson system in the case of actual complaints, which is an excellent provision and might be extended to other types of informal academic counselling.

CEU PU Response: Within the constraints – given the size of the department, there is hardly a member “not directly involved in the PhD programme” - we shall consider how we might further enhance our academic counselling support for PhD students.

p. 21

In future, it would be desirable to have some more formal induction or training in the role of the doctoral supervisor for new staff in the department. The Department is not large enough to have its own faculty development programme around doctoral supervision, but the University should have one in which experienced supervisors can share best practices.

CEU PU Response: The department has recently decided to appoint a small committee of senior faculty for the induction of recently appointed junior faculty members.

MA in Comparative History (One-Year)

p. 26

The private university should address the issue of comparative history as an independent subject in its future presentations of the programme, for example during students' recruitment.

CEU PU Response: We acknowledge that the framing of the degree programs as degrees in "comparative history" may be a source of confusion for some applicants and students. It would make sense for the Department to begin discussions about how it might wish to revise the ways in which it advertises the program beyond the student handbook and its website so that maximum clarity is provided for potential applicants and incoming students.

p. 30

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

CEU PU Response: Response: The Department takes this recommendation into account and will implement the dual control principle in coming years to ensure a fair and transparent process. Admission currently consists of a multiple-stage assessment process supervised by the Admissions Committee. The Committee will consider how the dual control principle can be incorporated into the process.

p. 31

The geographical focus of study programmes on Central, Eastern and South-Eastern Europe and on the wider context of Eurasia is undoubtedly a unique feature within Europe and can be expected to support its attractiveness for the candidates: the common regional definition of Eastern European and Eurasian studies is much less common in Europe than in North American academic culture. Given this articulated definition and the seat of the CEU PU, however, the question arises as to what extent Central Europe does function really as an

integral part of this area profile. In the future, it would be necessary to address the fact that Central Europe, apart from Hungarian and partly German history, is represented quite marginally (in a quantitative sense), both at the level of topical courses and at the level of academic staffing.

CEU PU Response: This suggestion makes sense and we plan to have discussions about the role and meaning of “Central Europe” in our course offerings and overall research and teaching profile in order to reflect both the university’ legacy and the implications of its new location.

MA in Comparative History (Two-Year)

p. 39

The private university should address the issue of comparative history as an independent subject in its future presentations of the programme, for example during students’ recruitment.

CEU PU Response: We acknowledge that the framing of the degree programs as degrees in “comparative history” may be a source of confusion for some applicants and students. It would make sense for the Department to begin discussions about how it might wish to revise the ways in which it advertises the program beyond the student handbook and its website so that maximum clarity is provided for potential applicants and incoming students.

p. 43

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

CEU PU Response: The Department takes this recommendation into account and will implement the dual control principle in coming years to ensure a fair and transparent process. Admission currently consists of a multiple-stage assessment process supervised by the Admissions Committee. The Committee will consider how the dual control principle can be incorporated into the process.

p. 44

The geographical focus of study programmes on Central, Eastern and South-Eastern Europe and on the wider context of Eurasia is undoubtedly a unique feature within Europe and can be expected to support its attractiveness for the candidates: the common regional definition of Eastern European and Eurasian studies is much less common in Europe than in North American academic culture. Given this articulated definition and the location of the CEU PU, however, the question arises as to what extent Central Europe does function really as an integral part of this area profile. In the future, it would be necessary to address the fact that Central Europe, apart from Hungarian and partly German history, is represented quite marginally (in a quantitative sense), both at the level of topical courses and at the level of academic staffing.

CEU PU Response: This suggestion makes sense and we plan to have discussions about the role and meaning of “Central Europe” in our course offerings and overall research and teaching profile in order to reflect both the university’ legacy and the implications of its new location.

II. Department of Medieval Studies

PhD in Late Antique, Medieval and Early Modern Studies

p. 51

The Department should ensure that feedback from student evaluations can be returned to faculty promptly so that changes can be made for the following course offering. Students have found that in the past this has not been the case, although they have found instructors responsive to feedback delivered personally and informally.

Response: The Department receives student evaluations from central administration after the end of each semester. It is not in the power of the department to speed up this part of the process. However, not every student returns the evaluation. Perhaps each instructor should place special emphasis on the return of these evaluations which are important for improving instruction.

p. 55

The draft regulations do not have explicit provisions for dealing with conflicts between student and supervisor. There should be a path for students who do not feel they have been getting adequate support from their supervisor to seek assistance from the Director of the programme. There should also be a process, if the supervisor does not feel the supervisory relationship is a good fit, to withdraw from supervision without the dismissal from the programme of a student making adequate progress. The CEU PU Doctoral Regulations address a process for change of supervisor and the departmental regulations state that they do not duplicate items covered there, but in fact there is some duplication of important items and this is an important enough one to state there. The responses to queries state that students can and do change supervisors by agreement with the Director and committee, and that this has not caused problems. This is very good news but it would be still better if the procedure were set out. The students with whom the panel spoke felt that they knew who to go to in this sort of situation but the situation of conflict had not arisen. There should be an ombudsperson to whom students can go in the case of conflict with the supervisor and other department staff. There does not seem to have been a problem to date, but the time to establish a procedure is before a problem exists.

Response: In general, the PhD director acts as an ombudsperson between the doctoral student and the faculty member with whom there is conflict. To date such conflicts have been handled more informally but it would indeed be useful to set out a step by step procedure for students in the PhD regulations depending on the nature of the complaint. In a case where the student desires to change supervisors the procedure should be as follows:

- 1. The student should first discuss their desire to change supervisor with the supervisor OR if they feel too uncomfortable doing so then they should approach the Director of the PhD program.**

- 2. The director of the PhD program should contact the supervisor and advise them of the problem. The PhD director should also consult with the proposed new supervisor and make sure they consent to the change.**
- 3. If the issue cannot be resolved, then the PhD director should go to the doctoral committee and formally present the problem. The PhD director, together with the doctoral committee should then formally agree to the doctoral student's change of supervisor or recommend the student take a second supervisor.**
- 4. In cases where the problem is non-academic (harassment issues) then the PhD director and doctoral committee IN AGREEMENT WITH THE STUDENT should raise the issue with appropriate bodies within the central administration.**

The aim should always be to support the student and resolve issue to the benefit of both the student and supervisor where possible. In the very few instances in the last 25 years where intervention between student and supervisor has been necessary, constructive resolution has always been the goal of the department. We will now formalize the steps to be taken in the department's PhD regulations before the start of the next semester.

p. 56

The department should make someone available for counselling for PhD students other than the supervisor. Supervisors may be expected to maintain a close professional relationship with the student, but not all are comfortable with providing advice on a personal level, nor do all students feel comfortable enough with the supervisor to seek it.

Response: We would feel uncomfortable naming one individual to give personal advice to doctoral students. Female students are likely to feel more comfortable with women and, conversely, male students more comfortable with men on the faculty. The door of the PhD director should always be open in this regard but in the end whom the students turn to must be a personal decision.

p. 58

The programme is stronger in medieval than in late antique and early modern, and in history, art history, and archaeology than in literature and musicology among other disciplines. All programmes must have some specialisations, no one can cover all fields especially with a staff this size, but as the programme plans for the future they will want to evaluate whether these are the areas in which they wish to maintain strength or whether they wish to build in other areas.

Response: It will be necessary sooner rather than later to find new specialists in material culture theory relevant to the late antique, medieval and early modern periods. Whether we can, hopefully, add another specialist in literature is not completely in the hands of the department. We should point out, nevertheless, that we have been flexible and efficient to add expert external co-supervisors to the PhD track of students where internal expertise was not sufficient.

The multiplicity of requirements and ways of earning ECTS particularly after the first year means that the supervisor's role becomes very important in ensuring that students know what is required of them. Even if it is clearly set out in the written material, the supervisor must still be aware of it and revisit it with the students. It is very important that all doctoral supervisors be kept current with what is required, and that students are kept informed through other channels as well.

Response: Information on such issues is regularly disseminated to the students at the weekly PhD colloquium, but the supervisors should, indeed receive regular updating to their changing duties by a circular letter from the departmental doctoral committee.

There is a danger that the publication requirement will pull students' focus from the dissertation, or encourage them to publish too early in relatively obscure venues. The panel understands that publishing three papers was a requirement of Hungarian accreditation, but the department indicated its wish to keep the requirement. (It should be noted that the current students the experts spoke to did not find this to be a problem.) It is quite unusual for a medieval studies programme anywhere but Hungary. Other departments at CEU PU, even under Hungarian accreditation, allowed two of the papers to be book reviews, and/or are reducing the requirement now that the university has left Hungary. Medieval Studies should also consider this. It is possible to strongly encourage students to publish without prescribing a specific amount. Students feel under pressure to finish in four years even if they could take longer, for funding reasons, and this requirement may create additional obstacles.

Response: The department would consider reducing the requirement to publish three papers since this is no longer necessary within the Austrian system. Some of the students moving from our Master's program into the PhD program write articles based on their Master's work for the Department Annual. Otherwise, we would continue to strongly encourage students to publish since production of academic articles is an important part of academic life but drop the requirement. Peer-reviewed articles written and published during the PhD years could be given one credit point.

Students are guaranteed three years of funding (subject to satisfactory progress), and most also receive research travel funds and write-up funds in the fourth year. Both academic staff and students who spoke to the panel told us that because of these other funds the university ends up funding most students for at least 3.75 years and more. The system is overly complicated and puts the onus on the student to apply for each separate pot of funding. Department leadership indicated to us that they would prefer to see students be given four years of funding upon entrance rather than have to apply separately to different internal funds. The panel heartily endorses this recommendation.

Response: The department would also be extremely happy to be able to offer four years of funding to PhD students from the beginning. This issue is not in the hands of the department but we would certainly support such an initiative.

p. 63

As CEU-PU develops undergraduate programmes, the size of the academic staff may have to be reconsidered. The same number of staff cannot offer new undergraduate courses without cutting the number of graduate classes or increasing staff workload. Effective use of teaching assistants may help mitigate this issue as well as provide useful training for PhD students, for whom teaching undergraduates provides better experience than teaching MA students in more specialised courses.

Response: There is a new, university-wide policy on how to recruit and reimburse TA work of PhD students, elaborated in response to the new needs of Covid-19 crisis. These regulations offer ample possibilities for PhD students.

p. 63

In future, it would be desirable to have some more formal induction or training in the role of the doctoral supervisor for new staff in the department. The Department is not large enough to have its own faculty development programme around doctoral supervision, but the University should have one in which experienced supervisors can share best practices.

Response: We have normally handled such introduction informally with new faculty learning on the job and asking questions. The department has always been friendly toward newcomers. Perhaps the Central Administration could provide more formal training for the one of the program directors for advising new faculty about teaching and the formal and informal rules connected to teaching and supervision within the Medieval Studies department. We will consult with new faculty about what they would have liked to have had by way of formal introduction to the department.

MA in Late Antique, Medieval and Early Modern Studies (One-Year)

p. 68

Being the focal point of education in the programme, the M.A. thesis might be valued at more than 10 ECTS points. Generally, a reattribution of ECTS points to the elements of the curriculum in general might be considered. At the moment, the teaching elements weigh somewhat heavily, whereas the thesis, being the focal point of all teaching and preparation for independent research, is underrated.

Response: Besides the credits given directly for the thesis, further credits are accorded to thesis-related courses such as

- **MA thesis seminar, Fall term, 2 credits**
- **MA thesis seminar, Winter term, 2 credits**
- **Independent study (optional, Fall or winter term, 4 credits)**

Term papers submitted for other courses can also be incorporated into the text of the thesis, strengthening the coherence between the taught and research-based elements of the program.

p. 71

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

Response: See the answer to the same question above under the 2YMA program.

p. 72

When B.A. programmes are introduced, CEU PU will have to hire more staff.

Response: Some of the existing faculty resources/teaching credits can be directed towards teaching the BA program, but indeed we expect the CEU's Senior Leadership to follow up this recommendation of the Expert Panel. This will be particularly important when all cohorts of the BA program will be already in place.

p. 73

It seems reasonable to acquire more expertise in early modern studies.

Response: Early Modern Studies is jointly covered by the History Department and Medieval Studies. There is a special cross-departmental platform to coordinate teaching and supervision, including also the Philosophy Department, and much of the teaching in Ottoman Studies also extends to this period. Depending on the research topics of the student cohorts, course offers can be dynamically adjusted. Nevertheless, we agree that we would need more expertise in this field, especially after the retirement of some senior resident faculty members.

p. 75

It seems reasonable to the expert that CEU PU will be aware of upcoming retirements, especially in the case of senior staff in positions of responsibility.

Response: Yes, we fully agree (see also the response above). Replacement of senior faculty will be of key importance in the coming years. Besides hiring new faculty members, the continuous involvement of the retiring faculty members in advisory roles, and eventually also teaching and supervision is desirable. This will contribute to maintaining the existing reputation of the programs and to provide smooth transition to the next generations.

III. Nationalism Studies Program

MA in Nationalism Studies (One-Year)

p. 79

After the discussions with the students on 19 May 2020, the experts received the impression that the anonymous semester evaluations of courses should be communicated faster to the faculty members and a general feedback should be discussed with the students that they receive the feeling that evaluations matter - maybe in the departmental meetings.

CEU PU Response: We will call a departmental meeting after every semester to discuss student feedback and other business with student representatives.

p. 80

The experts recommend that CEU PU conducts an intensive external review of the one year master programme with intensive participation of students after 2 to 3 years in Vienna.

CEU PU Response: The one-year program has been running in Budapest for 20 years, and the workload there has been even higher than in the Austrian accredited one-year program (80 ECTS, as opposed to the new Austrian one-year degree program's 60 ECTS). Despite the even more demanding program, we have had a negligible attrition rate, and the ratio of the dropouts has not been any higher than in the two-year program. But we have no objections to have another review of the one-year program if the Austrian accreditation authority deems it necessary.

p. 84

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

CEU PU Response: We have already been following the recommended dual control principle in our admission process. All applications have been reviewed separately by at least two faculty members.

p. 87

Based on results of previous evaluations discussed with faculty members on 19 May 2020 the experts would suggest increasing the number of permanent faculty members in this programme due to additional teaching of future students who could become experts for NGOs in the field of migration and asylum studies as part of the new strategy of the CEU 2025.

CEU PU Response: As part of our CEU 2025 proposal to launch the migration and asylum studies program, we have indicated the need for additional permanent faculty. Therefore, this recommendation is fully in-line with our plans.

p. 87

The new academic environment in Vienna and the new partners like Institut für die Wissenschaften vom Menschen (IWM) provide the opportunity to undertake new initiatives to increase the role of faculty members as "public intellectuals" in fields "of high relevancy" and "controversial" topics like migration and asylum policies with direct CEU PU support, thereby commemorating the role of the founder of the Nationalism studies programme, Ernest Gellner.

CEU PU Response: Once we launch the proposed migration and asylum studies program, we will announce an annual Ernest Gellner lecture series. We will seek cooperation with the IWM and other Viennese institutions to invite scholars with ground breaking research as well as major public intellectuals and experts in the topic of migration and asylum.

p. 87

Development of a plan B if the European and global financial situation gets worse after the Coronavirus.

CEU PU Response: Ensuring the financial sustainability of CEU is a priority for the University. The CEU2025 strategic plan aims to diversify CEU's income and create a budget structure more resistant to such external factors.

MA in Nationalism Studies (Two-Year)

p. 92

After the discussions with the students on 19 May 2020, the experts received the impression that the anonymous semester evaluations of courses should be communicated faster to the faculty members and a general feedback should be discussed with the students so that they receive the feeling that evaluations matter - maybe in the departmental meetings.

CEU PU Response: We will call a departmental meeting after every semester to discuss student feedback and other business with student representatives.

p. 93

With regard to the course the experts would suggest enlarging and deepening the Historical Contexts of Nationalism, which is right now concentrated on antisemitism and prejudices against Jews and Roma.

CEU PU Response: We will crosslist more nationalism related courses offered by the History Department.

p. 99

The new academic environment in Vienna and the new partners like Institut für die Wissenschaften vom Menschen (IWM) provide the opportunity to undertake new initiatives to increase the role of faculty members as "public intellectuals" in fields "of high relevancy" and "controversial" topics like migration and asylum policies with direct CEU PU support, thereby commemorating the role of the founder of the Nationalism studies programme, Ernest Gellner.

CEU PU Response: Once we launch the proposed migration and asylum studies program, we will announce an annual Ernest Gellner lecture series. We will seek cooperation with the IWM and other Viennese institutions to invite scholars with ground breaking research as well as major public intellectuals and experts in the topic of migration and asylum.

Expert reports on the accreditation procedure for the Accreditation of the degree programmes

- PhD in Comparative History
- MA in Comparative History (One-Year)
- MA in Comparative History (Two-Year)
- PhD in Late Antique, Medieval and Early Modern Studies
- MA in Late Antique, Medieval and Early Modern Studies
- MA in Nationalism Studies (One-Year)
- MA in Nationalism Studies (Two-Year)

Central European University PU (Vienna)

pursuant to § 7 of the Accreditation Regulation for Private Universities 2019 (PU-AkkVO)

Vienna, 12.07.2020

Inhalt

1 Basic principles for the procedure.....	4
2 Short information on the accreditation procedure.....	5
3 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History” doctoral programme	7
3.1 Assessment criterion § 18 (1) 1 to 2: Development and quality assurance of the doctoral programme	7
3.2 Assessment criterion § 18 (2) 1 to 6: Research environment	8
3.3 Assessment criterion § 18 (3) 1 to 3: Supervision and counselling services	12
3.4 Assessment criterion § 18 (4) 1 to 8: Degree programme and degree programme management	14
3.5 Assessment criterion § 18 (5) 1 to 5: Staff	18
3.6 Assessment criterion § 18 (6): Funding	20
3.7 Summary and final evaluation.....	21
4 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History (One-Year)” master programme.....	23
4.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme	23
4.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management	24
4.3 Assessment criterion § 17 (3) 1 to 5: Staff	29
4.4 Assessment criterion § 17 (4): Funding	31
4.5 Assessment criterion § 17 (5): Infrastructure.....	32
4.6 Assessment criterion § 17 (6) 1 to 2: Research and development	32
4.7 Assessment criterion § 17 (7): Co-operation	33
4.8 Summary and final evaluation.....	33
5 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History (Two-Year)” master programme	36
5.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme	36
5.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management	37
5.3 Assessment criterion § 17 (3) 1 to 5: Staff	42
5.4 Assessment criterion § 17 (4): Funding	44
5.5 Assessment criterion § 17 (5): Infrastructure.....	45
5.6 Assessment criterion § 17 (6) 1 to 2: Research and development	45
5.7 Assessment criterion § 17 (7): Co-operation	46
5.8 Summary and final evaluation.....	46
6 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Late Antique, Medieval and Early Modern Studies” doctoral programme. 49	49
6.1 Assessment criterion § 18 (1) 1 to 2: Development and quality assurance of the doctoral programme	49
6.2 Assessment criterion § 18 (2) 1 to 6: Research environment	50

6.3	Assessment criterion § 18 (3) 1 to 3: Supervision and counselling services	54
6.4	Assessment criterion § 18 (4) 1 to 8: Degree programme and degree programme management	55
6.5	Assessment criterion § 18 (5) 1 to 5: Staff	60
6.6	Assessment criterion § 18 (6): Funding	62
6.7	Summary and final evaluation.....	62
7	Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Late Antique, Medieval and Early Modern Studies” master programme ..	64
7.1	Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme	64
7.2	Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management	65
7.3	Assessment criterion § 17 (3) 1 to 5: Staff	70
7.4	Assessment criterion § 17 (4): Funding	72
7.5	Assessment criterion § 17 (5): Infrastructure.....	72
7.6	Assessment criterion § 17 (6) 1 to 2: Research and development	73
7.7	Assessment criterion § 17 (7): Co-operation	74
7.8	Summary and final evaluation.....	74
8	Review and assessment based on the assessment criteria stipulated in the PU-AkkVO –“Nationalism Studies (One-Year)” master programme	76
8.1	Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme	76
8.2	Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management	77
8.3	Assessment criterion § 17 (3) 1 to 5: Staff	82
8.4	Assessment criterion § 17 (4): Funding	84
8.5	Assessment criterion § 17 (5): Infrastructure.....	85
8.6	Assessment criterion § 17 (6) 1 to 2: Research and development	85
8.7	Assessment criterion § 17 (7): Co-operation	86
8.8	Summary and final evaluation.....	86
9	Review and assessment based on the assessment criteria stipulated in the PU-AkkVO –“Nationalism Studies (Two-Year)” master programme	88
10	Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme.....	88
10.1	Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management	89
10.2	Assessment criterion § 17 (3) 1 to 5: Staff	94
10.3	Assessment criterion § 17 (4): Funding	96
10.4	Assessment criterion § 17 (5): Infrastructure.....	96
10.5	Assessment criterion § 17 (6) 1 to 2: Research and development	97
10.6	Assessment criterion § 17 (7): Co-operation	97
10.7	Summary and final evaluation.....	98
11	Documents reviewed	99

1 Basic principles for the procedure

The Austrian higher education system

To date, the Austrian higher education system comprises:

- 22 public universities, including the Danube University Krems, an university for postgraduate education;
- 16 private universities, run by nationally accredited private entities;
- 21 universities of applied sciences, run by state-subsidised entities organised under private law or by nationally accredited public entities;
- the university colleges of teacher education, run by nationally accredited public or private entities;
- the philosophical-theological higher education institutions, run by the Catholic Church;
- the Institute of Science and Technology – Austria, which focusses its tasks on the advancement and appreciation of new fields of research and a post-graduate training in the form of PhD and postdoc programmes.

In the winter semester of 2018/2019, 293,644 students were enrolled at public universities (incl. the Danube University Krems). Furthermore, 53,401 students were enrolled at universities of applied sciences and 14,446 students at private universities.¹

External quality assurance

Pursuant to the Act on Quality Assurance in Higher Education (HS-QSG), public universities shall perform an audit procedure for the certification of their internal quality management system every seven years. There are no legal or financial consequences linked to the decision on certification.

Private universities require institutional accreditation conducted by AQ Austria every six years. After twelve years of uninterrupted accreditation, the accreditation may also be awarded for twelve years. Interim degree programmes and certificate university programmes for further education leading to a degree programme also require accreditation.

Following the six-year period of institutional initial accreditation, universities of applied sciences must be re-accredited. After that, they pass on to the audit system. However, the accreditation is linked to a positive decision on certification in the audit procedure. Before degree programmes may be offered, they must be accredited once.

Accreditation of private universities and their degree programmes

In order to be active as a higher education institution in Austria, private universities require institutional accreditation which must be renewed on a regular basis. In addition to institutional accreditation, newly established degree programmes must be accredited once before they may be offered by the private university. The Agency of Quality Assurance and Accreditation Austria (AQ Austria) is responsible for carrying out accreditation procedures.

The accreditation procedures are carried out in accordance with AQ Austria's Accreditation Regulation for Private Universities 2019 (PU-AkkVO). Furthermore, the agency has based its

¹As at May 2019, data source: Statistics Austria/unidata. Contrary to the data of the public universities, the student numbers of the universities of applied sciences do not include non-degree seeking students. 278,039 degree students were enrolled at the public universities in the winter semester 2018/19.

procedures on the Standards and Guidelines for Quality Assurance in the European Higher Education Area.²

The AQ Austria appoints experts for reviewing accreditation applications. On the basis of the application documents and a site visit at the applicant institution, the experts draw up a joint written expert report. The Board of the AQ Austria then makes a decision on accreditation which is based on the expert report and takes into consideration the higher education institution's comment on the expert report. If the statutory prerequisites for accreditation are met and the required qualitative requirements are fulfilled, the degree programmes shall be accredited by official notification.

Before its entry into force, the official notification of the Board shall be subject to approval by the competent Federal Minister. After the procedure has been completed, a report on the outcome of the accreditation procedure as well as the expert report shall be published on the websites of AQ Austria and the applicant institution. Personal data and those parts of the report that disclose funding sources as well as business and operational secrets shall be exempt from publication.

The Act on Quality Assurance in Higher Education (HS-QSG) and the Private Universities Act (PUG) form the legal basis for the accreditation of degree programmes at private universities.

2 Short information on the accreditation procedure

Information on the applicant institution	
Applicant institution	Central European University Private University (CEU PU)
Legal nature	GmbH
Initial accreditation	16.07.2019
Last extension of accreditation	-
Site	Vienna
Number of students	ca. 1800 planned

The Central European University Private University submitted the applications for accreditation on 19 Dec 2019. By resolution of 3 April 2020, the Board of AQ Austria appointed the following experts for the review of the accreditation applications:

Name	Institution	Role of the expert
Prof. Annabel Brett	University of Cambridge	Expert from academia
Prof. Ruth Karras	Trinity College Dublin	Expert from academia; Chair of expert panel
Univ.-Prof. Mag. DDr. Oliver Rathkolb	University of Vienna	Expert from academia
Prof. Dr. Frank Rexroth	University of Göttingen	Expert from academia

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)



Prof. Dr. Miloš Řezník	Deutsches Historisches Institut Warschau	Expert from academia with professional practice
Poppy Tushingham , MA	LMU Munich	Doctoral Student

On 19 May 2020 the expert panel and representatives of the AQ Austria conducted a virtual site visit for the seven above-mentioned study programmes of the Central European University Private University.

“Comparative History” – PhD

3 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History” doctoral programme

Information on the accreditation application	
Name of the degree programme	Comparative History
Type of the degree programme	Doctoral programme
ECTS credits	240
Normal period of studies	4 academic year, 12 terms
Number of study places	7-8 PhD students enrolled each year 5-6 (fully-funded by CEU PU) + 1-2 (externally funded)
Academic degree	Doctor of Philosophy (PhD)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	None, scholarships

3.1 Assessment criterion § 18 (1) 1 to 2: Development and quality assurance of the doctoral programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The development of this programme cannot be meaningfully assessed in terms of the criterion of following a predefined procedure, since its history goes back to 1996 in the Budapest campus of CEU. It was accredited in the US in 1997, demonstrating that it conformed to international standards at the time, and in Hungary in 2005. Its content has been successively refined over the intervening decades, but it remains essentially the same programme. The standard of both its original conception and its continuing development may be measured in terms of the success of its doctoral students in finding posts at other leading international universities, which demonstrates their confidence in the standard to which those students have been trained and the international recognition of the programme. According to the Program Proposal provided by the CEU PU, a recent Doctoral Career Destination survey focused on graduates from 2014-2018 found that among the 11 respondents (out of 27 History doctoral graduates), 9 had secured positions in education or research institutions by the time of graduation. The standard can also be measured in terms of the international partnerships for doctoral students, which the CEU PU has created with some of the leading academic institutions of Europe (see below under Research

Environment, 4). In developing its programme, therefore, the CEU PU has fruitfully adopted an approach that draws on best practice all over Europe and in the US.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. *Following its accreditation, the degree programme is incorporated into the private university's quality management system. The quality assurance measures also comprise adequate structures and procedures to ensure that the rules of good scientific practice are adhered to.*

The application documents demonstrate that the PhD programme in Comparative History will be subject to the CEU PU's stringent system of quality assurance at all levels. Staff are self-reviewed for academic performance, including teaching, annually, and the reports go to the Provost's Office i.e. to the top of the PU's management structure. Staff are also regularly evaluated by students.

The immediate body responsible for the quality control of the programme is the History Department Doctoral Program Committee (HDDPC). Student input is ensured via a student representative member of the HDDPC. It regularly reviews the curriculum and receives the progress reports submitted annually by students and their supervisors. That body also approves examination committees (including at least one external member) and PhD defence committees (at least two external members), but HDDPC approval is also subject to further approval from the University Doctoral Committee which oversees all PhD programmes. The CEU PU Doctoral Regulations require the HDDPC to submit an annual report to the University Doctoral Committee (UDC).

More generally, quality assurance at all levels is subject to scrutiny by the Senate Curriculum and Academic Quality Assurance Committee, which provides feedback on all programmes and formally requires responses to criticisms and suggestions. In addition, the Department of History undergoes comprehensive strategic review every five years, as regulated by the University's Institutional Assessment and Quality Assurance Policy. This involves one professor from another CEU PU department and an external distinguished academic evaluator.

The experts consider the criterion to **be fulfilled**.

3.2 Assessment criterion § 18 (2) 1 to 6: Research environment

Research environment

1. *The private university has developed a research concept which incorporates the doctoral degree programme and a development plan which comprises enhancement measures for the degree programme.*

The Department of History has outlined a clear and distinctive research concept. It is distinctive in two ways. First, it is essentially comparative in nature, that is, it approaches history in the first instance from a comparative angle. In most History departments, and for most individual historians, comparison between regions, nations or other historical phenomena is considered only as a second move. An essentially comparative approach, in which comparison is the first move, puts into question the identity of those regions, nations and other historical phenomena from the outset. It is a distinctive optic that fundamentally challenges some of the core assumptions of traditional ways of doing history, and hence the identity of the historian as well

as of the phenomena s/he studies. Second, the research concept is distinctive because it focuses on four areas: Central Europe, Eastern Europe, Southeastern Europe and the Eastern Mediterranean. There is no other History Department in the world that has this geographical complex as its primary field of research. The benefits are twofold. First, it promotes research into histories that are too often overlooked in contemporary historical scholarship, which tends to be heavily orientated towards the West. This includes a conception of the global that is focused on Western activity. The Department of History's focus on Central Europe, Eastern Europe, Southeastern Europe and the Eastern Mediterranean has the power to challenge those narratives on the part of Western scholars. Second, to take this particular geographical focus in combination with the essentially comparative approach allows for a doubling of critical perspective. The geographical focus impacts the way in which comparative history is understood, just as the conception of comparative history impacts the way in which this geographical complex of regions is understood. This creates a unique research concept of genuinely global scope and significance.

Within this broad approach, the Department draws on the scholarly expertise of its staff to develop more specific research foci. Given the way in which this geographical complex has historically been involved in imperial formations of different kinds, one major focus is the history of empire and state-formation, including twentieth-century regimes and ideologies. The comparative, trans-regional approach leads directly a focus on political pluralism, borderlands, migration and movement more generally, involving different social levels and also the question of gender. This dimension of the department's research involves an interface with sociology, anthropology and other disciplines. The history of this area does not stop at political, social and economic history, however, and the department has clear strengths in intellectual history (history of political thought and history of science) and also in the history of religion which is so marked an aspect of the history of this region. Again here the governing concept of the department allows it to tackle in an innovative way some of the key questions that scholars are grappling with internationally, over how to relate intellectual history to broader social and political history without reductivism, and how to write the history of religion while respecting the internal narratives and self-histories of different faiths. The success of department staff in publishing their work with leading international academic presses and in the award of major international fellowships and research grants bears witness to the strengths of this supple and innovative research agenda.

The PhD programme in Comparative History is incorporated in the department's overall research strategy and development in several ways. The student documentation (course prospectus, programme outline, handbook etc.) consistently draws attention to the place of the programme in the Department's research agenda. PhD research and studentships are at the centre of departmental involvement in the CEU PU's interdisciplinary research and training initiatives, and PhD students are also centrally involved in the Department of History's own research centre, the Centre of Historical Studies (Pasts Inc). Here they can meet and engage with external fellows and projects related to the central fields of the department and the PhD programme. The academic journal *East-Central Europe*, published by Brill in co-operation with Pasts Inc, provides one route to the publication of the resulting research, and *The European Review of History* also provides such an outlet. These journals also provide internship-style positions available to students in which they can learn the more practical aspects of academic publishing.

The experts consider the criterion to **be fulfilled**.

Research environment

2. The private university has defined a research focus for the degree programme which covers the broadness of the respective discipline as regards content and methods. The focus of the research performance corresponds to the university's approach as well as to the respective subject culture and guarantees international visibility.

The documentation from both the Department of History and CEU PU as an institution show that the Department has clearly defined the research focus for the PhD in Comparative History in line with the overall research focus of the department, as outlined above, and also in line with the research ethos of the entire institution of CEU PU. CEU PU is committed to critical enquiry, to knowledge as a public good and to constructive engagement with open society subjects such as emerging democracies, transitional economies, media freedom, nationalism, human rights and the rule of law. The Department of History, with its comparative approach, trains students to look critically at political, social, cultural and religious phenomena as a function of a complex and contested history that resonates into the present. PhD students on the Comparative History programme are obligated to take a comparative approach by choosing two out of the four main regions on which to focus their attention, and they are introduced to the methodological challenges and opportunities of comparative history in mandatory first-year courses. In line with the sophisticated approach to comparative history detailed above, the programme does not require its students to formulate a thesis topic that directly compares two regions in some respect; a comparative approach can equally well be taken to an aspect of one single region. Students are introduced to further methodological and historiographical issues in a series of elective modules, and may also choose from the wide variety of modules offered by the MA programme in Comparative History. They therefore receive a thorough induction into the research culture of the department and, at the same time, into issues that are live at universities across the world which are pursuing this kind of research angle. A graduate from the CEU PU Comparative History PhD programme therefore has both a distinctive intellectual formation and a profile that is internationally recognisable and attractive.

The experts consider the criterion to **be fulfilled**.

Research environment

3. The private university has employed professors qualified in primary occupation in the discipline relevant for the degree programme who cover the broad range of the discipline's content and methods. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

The department employs 17 full-time professors and one part-time professor in the delivery of the PhD programme. These professors are all qualified to high international standard in the fields of study relevant to the degree programme. The department expects five or six PhD students each year fully-funded by the CEU PU, plus one or two others externally funded, yielding a total of seven or eight per year i.e. 28-32 across the four years. This gives a very favourable student-staff ratio for the programme, in line with the CEU PU's overall ethos of an intensive interaction between student and staff with a consistent focus on research.

The experts consider the criterion to **be fulfilled**.

Research environment

4. The private university maintains institutionally anchored co-operation projects in research and development or the development and appreciation of the arts which are relevant for the degree programme and adequate for the respective subject culture.

The department has excellent links with other universities and colleges worldwide, both in terms of general research collaboration and in terms of partnerships directly related to doctoral studies. Institutional links at the general level include both regional links to other Central European universities and global collaborations such as a new partnership with Tokyo University of Foreign Studies, the University of Florence and NOVA University Lisbon in an Erasmus Mundus consortium in 'History in the Public Sphere'. In terms of doctoral programme links, the department is a founding partner in GRACEH, the Graduate Conference in European History, which is a collaboration between the CEU PU's Department of History, the Department of History and Civilisation at the EUI, the University of Vienna and the University of Oxford. Graduate conferences are now a recognised feature of the graduate training landscape, allowing not only for presentation of research but for crucial networking opportunities, and GRACEH is a very high-profile and prestigious example of the format. The CEU PU is also a member of the Early Modern Workshop, together with the universities of Oxford, Princeton, Münster and Sabanci, which is an international collaborative network holding regular conference events involving both faculty and PhD students. It has a partnership with the Asien-Orient-Institut at Zurich and with the GENIUS (Gender in University and Society) platform, and it also has a range of bilateral arrangements for collaboration and exchange with European universities, especially in Eastern, Central and Southeastern Europe, which it will actively strive to maintain.

The experts consider the criterion to **be fulfilled**.

Research environment

5. The private university promotes research and development activities by providing for appropriate organisational or structural framework conditions.

The CEU PU is a research-oriented university that in its entire structure is geared towards the provision of an organisation framework favourable to high-quality research on the part of both professors and students. The university also provides research grant opportunities for both faculty members and students, to support their work and provide seed money for applying for external funding.

The experts consider the criterion to **be fulfilled**.

Research environment

6. The private university's research infrastructure as well as its facilities and equipment are adequate on a quantitative and a qualitative basis for operating the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

CEU PU documentation in the form of written descriptions, floor plan and virtual tour demonstrate that the new facility at Quellenstraße is adequate on both a quantitative and a qualitative basis for operating the PhD in History. Key infrastructure resources for PhD students in History anywhere are: excellent library resources in terms of content (books, journals, online resources); on-campus workstations, whether in the Library or elsewhere, with excellent WiFi connections; classrooms and seminar rooms adequate for the effective learning of taught

components; access to printers and to scanners/copiers; café spaces to relax, socialise and discuss work informally with other students and members of staff other than their supervisors. According to these demands, the educational facility that CEU PU has been intensively developing in Vienna will be adequate to the needs of the PhD programme in Comparative History.

Library (a): intellectual resources. The CEU PU library at the Vienna campus will build on the already extensive library of both print and electronic material acquired at the Budapest campus. There will be immediate on-site access to 45 000 predominantly English-language print volumes and swift access to CEU PU's further collection of over 140 000 print volumes which will continue to be stored in the CEU library at Budapest. In addition to the physical collections the library has an extensive collection of electronic material in terms of books and databases tailored to the CEU PU's programmes (206,237 e-books, 55,691e-journals,106 databases). The CEU PU will also negotiate licenses for a wide range of electronic journals supporting research in its key fields. Most importantly, the policy documentation shows that CEU PU is committed as an institution, at the highest level, to the development of the library's resources as a priority infrastructure demand. The library budget is a key concern of the CEU PU administration and there are established procedures allowing flexibility in requesting new resources. All book requests by CEU PU faculty are ordered in some format if available for purchase. Students can also request books through their Department.

Library (b): material conditions. By the completion of the second phase in September 2020 the CEU PU facility in Quellenstraße will have a 1.300m² Library and Reading Hall for 300 workstation positions with IT/AV connections and 50 desks equipped with computers.

On-campus workstations: In addition to the library workstations, there will be 250 seats in the Quellenstraße facility in student co-working and hub areas with WiFi coverage.

Teaching rooms: The Quellenstraße facility will have a 200-seat auditorium, 37 classrooms, further rooms for consultation and seminars and a media lab.

On-campus space to relax and socialise with both peers and professors: The Quellenstraße facility has a large cafe area on the ground floor plus a kitchenette for heating up hot meals on the second floor. There are large, brightly-furnished and well-lit student lounges in which they can both socialise and work if they choose to.

The experts consider the criterion to **be fulfilled**.

3.3 Assessment criterion § 18 (3) 1 to 3: Supervision and counselling services

Supervision and counselling services

1. The private university shall conclude agreements with the doctoral students which govern the respective rights and duties of the private university, the doctoral students and their supervisors.

CEU PU Doctoral Regulations state that all students shall be required to sign a Doctoral Supervision Agreement between the student and the supervisor that includes the basic details of the dissertation, the name of the supervisor(s), the deadlines and the responsibilities of the doctoral student and the supervisor(s). The supervision agreement can be concluded either at the point of enrolment, or when a student passes a comprehensive exam and becomes a doctoral candidate. The agreement sets out in detail the responsibilities of the supervisor

towards the student, including the regular giving of academic guidance, detailed practical advice and constructive feedback on written work; clear guidance on overall progress and regular progress reports to the relevant Doctoral Programme Committee (here the HDDPC); more generally, constructive mentoring, induction into and encouragement to participate in the broader academic life of the department and university; assisting students to find host institutions for elements of their study where necessary. In return the student agrees to abide by the course timetable for the submission of the relevant degree modules; abide by the doctoral regulations of the department and the CEU PU more generally, including the CEU PU ethics code; keep in touch with the supervisor and inform them of any difficulties or delays. The Doctoral Agreement also stipulates the frequency of consultations between the student and the supervisor and (where applicable) associate supervisor. As this would be inflexible over an entire four years the agreement is reviewed / renewed every year (this will also take account of change in research focus / title of dissertation).

The experts consider the criterion to **be fulfilled**.

Supervision and counselling services

2. The private university shall enable the doctoral students to engage in an intensive dialogue with scientists or artists, respectively, by collaborating with higher education institutions and, if applicable, partners outside the higher education area in Austria and abroad and promote the participation of doctoral students in national and international symposia.

As detailed above under 'Research Environment', the Department of History has excellent institutional co-operative links with academic partners outside the CEU PU, including collaborations specifically aimed at promoting the research activity and international profile of its PhD students. This includes high-profile graduate workshops at which they can present their research. The draft Doctoral Regulations for the PhD Programme in Comparative History encourages students on the course to spend a term at another university and they may apply for a CEU PU Doctoral Research Support Grant for funding. The CEU PU is plugged into a range of EU programmes for academic exchange and provides information about these to students on its website. It also has special scholarship agreements with some universities in Europe and North America.

It is also important here that the many visiting research fellowships held individually by CEU PU staff in other research institutions create informal connections both institutional and personal. These can be invaluable to the graduate students of those staff, in terms of research contacts, notification of upcoming events and symposia, and opportunities for future career progression. The example set by staff of being outward-looking, dynamic and invested in the benefits of intellectual exchange is of huge importance in fostering the same attitude among doctoral students.

The experts consider the criterion to **be fulfilled**.

Supervision and counselling services

3. The private university shall provide the doctoral students with adequate counselling services which are tailored to the specific degree programme.

Documentation at both institutional and departmental level shows that CEU PU provides two types of counselling to support students on the PhD Programme in Comparative History.

(a) CEU PU has professional on-site student counselling services providing medically-trained professional help and support for students' personal concerns. Staff include one lead psychological counsellor and two junior psychologists, as well as peer advising by trained student advisors.

(b) The Department of History is a close-knit community in which students have regular contact both with their supervisor and with other members of the Department. The role of supervisor is set out in exemplary detail in the CEU PU Doctoral Agreement and in the Draft Department of History Doctoral Regulations, and it explicitly includes a broader conception of mentoring and personal support than simply academic guidance. If a student needs counselling in respect of their academic life from someone other than their supervisor, they can approach the PhD coordinator, available on a daily basis, and the director of the PhD programme, who meets the first two years of the PhD cohort at the weekly PhD colloquium. In addition, elected student representatives channel issues to the above and other CEU PU bodies that are competent to help in a given situation.

The experts consider the criterion to **be fulfilled**.

Recommendation:

Although the criterion is fulfilled, it is noted that all the programme-specific counselling is provided either by the doctoral supervisor or by two other officers of the PhD programme. It is entirely appreciated that the culture and the ethos of the CEU PU and the department revolve around close intellectual and personal interaction between students and staff, and this will be sufficient in most cases to provide programme-specific counselling. However, it might be worth considering nominating a member of the department not directly involved in the PhD programme to offer academic-related counselling, to provide a degree of distance that might be helpful to students worried about their position / progress within the programme. It is recognised that the Department of History does have an Ombudsperson system in the case of actual complaints, which is an excellent provision and might be extended to other types of informal academic counselling.

3.4 Assessment criterion § 18 (4) 1 to 8: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of doctoral programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements in doctoral programmes may include, for example, distance-learning degree programmes or joint degree programmes.

Degree programme and degree programme management

1. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic competences, personal skills, and social competences and are in accordance with level 8 of the National Qualification Framework

The profile and intended learning outcomes of the degree have been clearly defined in the submitted documentation. As stated above under 'Research environment', the CEU PU Department of History has a unique intellectual identity grounded in its comparative approach and its geographical focus. The profile of the doctoral programme is clearly defined in line with the broader research parameters and approach of the department, and the essentials of the programme are clearly and succinctly set out in the brief description of the programme as it will

appear on the CEU PU website and related documents, including the programme handbook. The same is true of the intended learning outcomes. Outcomes in terms of specific scientific expertise are: a solid knowledge of history; a solid understanding of the state of scholarship in the field of history; a comprehensive knowledge of the geographical complex of Central, Eastern and Southeastern Europe, and the Eastern Mediterranean; knowledge of primary source languages as and where relevant. The department provides rigorous source-language training especially in Latin, German, Russian, Ottoman Turkish and Arabic. Outcomes in terms of more general academic transferable skills include critical thinking, oral presentation, methodological awareness and competence, use of qualitative and quantitative methods, ability to design research projects. Outcomes in terms of personal skills and social competencies include the ability to work both individually and in teams, teaching and lecturing competence, socialisation into the standards and ethical norms of professional academia. These outcomes are in line with level 8 of the National Qualifications Framework.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

2. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The name of the programme and of the degree correspond to the degree programme's profile.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The minimum duration of studies stipulated in the curriculum is three years. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

The doctoral programme in Comparative History is a four-year course of 240 ECTS credits, thus clearly meeting the minimum requirement of three years. The curriculum is clearly designed and structured to achieve the stated learning outcomes, formally divided into 'modules' which constitute the essential elements of a doctoral programme. In the first year, students take a range of taught courses both mandatory and elective, which introduce them to topical areas of historical study and to the comparative methodology, while at the same time setting this against a broader induction into historical methodologies and approaches. Simultaneously with the taught element, the student works with the supervisor on refining a dissertation topic and preparing for the oral Comprehensive Examination, which takes place in the final term of the first year and covers two at least two of the four regions with which the programme is concerned. This gives students a sound basis of historical knowledge in which to anchor their more specific research. In subsequent years, the taught component gives way to more advanced elements of research training. The second year is the year in which, depending on subject, the student may be working away for much of the time at regional archives and libraries, learning the fundamental skills of archival research and establishing their source base. Absences of more than a week require the permission of the History Department Doctoral Program Committee (HDDPC). At the same time they must also be engaging in further aspects of professional development such as conference presentation, academic internship, teacher training, publication. In the third and fourth years, students are back on campus and begin to work closely with their supervisor on writing their thesis. They are obligated to present their research at the mandatory PhD research seminar, and they are also required to undertake

teaching duties in the form of assisting a professor other than the supervisor in the delivery of a taught course. In their final year they write up and defend the dissertation.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The workload related to the individual modules ensures that the intended learning outcomes, especially writing the doctoral thesis, can be achieved within the stipulated duration of studies. The ECTS is applied correctly; in any case to the curricular parts (courses) of the degree programme.

The workload for individual modules is carefully calculated so as to balance the overall workload across the academic year. As stated above, in the first year a substantial proportion of the overall ECTS is made up of taught modules, whereas that element disappears in subsequent years to make way for other types of professional development. This is comparable to PhD programmes elsewhere in Europe, which allow students to focus primarily on research, and secondarily on research presentation, publication, and acquiring teaching experience, after the first year of their studies. The way the course is structured thus allows students adequate time to work on the main element of their programme, which is the writing and defence of a doctoral dissertation.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. Regulations for doctoral programmes have been established. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

A comprehensive draft of doctoral regulations for the Department of History has been drawn up. It covers in detail all the regulations covering the different modules of the course, making it clear what is required of students. However, it is not simply a series of rules for what students must do, it is an informative and practical guide to the requirements and the procedures, explaining the rationale of each element within the course as a whole. In that sense, it combines some of the functions of a handbook. In short it is a very good, clear, student-friendly document.

The doctoral regulations specify two principal examinations, the Comprehensive Examination at the end of the first year and the doctoral defence at the end of the course. The Comprehensive Examination is an oral examination of two hours and involves three elements: an exam essay, a bibliography of readings, and a Dissertation Proposal. This examination has been carefully thought out both to test the candidate's broader knowledge of the comparative history of the regions, and to enable the candidate to place their specific dissertation topic within that framework. Each candidate must choose two out of the four regions, and in addition must define in advance the major topics or themes to be discussed. They must demonstrate that they understand what it is to take a comparative perspective both at a macro level (large-scale historical phenomena) and at the more micro level of particular institutions or agents, which are the subject of their proposed dissertations. The demand to submit a bibliography tests their ability to formulate a concrete rather than a merely abstract research agenda. As said above in relation to quality control, the examination committee for the Comprehensive Examination must include at least one external member.

In the case of the doctoral defence in the final year, the Defence Committee consists of five members, of whom two are external. The reports of the external members are independent of

each other and must be received in writing before the defence can proceed (if the reports are positive; if one is negative, a further external examiner must be appointed). The actual defence is a two-hour procedure involving questions from the Committee, the supervisor and finally the public. The procedure is entirely suitable to determine whether the learning outcome has been achieved, and is comparable to the procedure at other European universities.

Finally, although this is not formal examination, there is also provision for ongoing evaluation through the annual reports that the student submits to the HDDPC, which are evaluated by the supervisor. This is an excellent feature which provides semi-formal indices of progress towards the stated learning outcomes, which can be invaluable to both student and supervisor. They also provide an opportunity for a third party, the HDDPC, to be involved in the student-supervisor relationship and to act in a timely fashion if there are any difficulties.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.

This document has been drawn up correctly and is compliant with the requirements of the criterion.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

The admissions requirements have been clearly defined by the department. The formal requirements are (a) a Master's degree (or equivalent) in History or a related field from a recognised university or institution of higher education, and (b) a minimum level of proficiency in English according to standardised international test scores (certain categories of applicant are excused from having to complete a test). The scores are clearly laid out and are comparable to the English-language requirements of other universities for a PhD in History taught in English. The applicant must also submit a research proposal, a motivation letter and letters of recommendation from three academic referees. Again, these requirements are comparable to those of other European universities.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

The admissions procedure to the PhD in Comparative History is governed by the general CEU PU regulations for admission, as set out in the Draft CEU PU Admissions Policy and the CEU PU Doctoral Regulations. The procedures set out here are transparent and fair. There is a clear and comprehensible checklist for applicants to use to ensure they submit all the necessary documentation for their chosen programme. Once they have been checked for completeness by the Admissions Office, applications are passed to the relevant Department which has an

Admissions Committee appointed by the University Doctoral Committee on the recommendation of the departmental DPC. The Admissions Committee will assess these applications on a range of criteria, such as the student's grade point average, class rank, Master's thesis quality, the quality of his/her statement of purpose/preliminary dissertation proposal, and the letters of recommendation. The Admissions Committee will produce a ranking based on the application materials using a grading or points system, and the entire admissions process as well as the ranking and the final decisions must be formally recorded (e.g. by minutes). This process is clearly laid out in the CEU PU Admissions Policy document and thus transparent to prospective applicants.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The recognition procedures for higher education competences in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

CEU PU has a Transfer of Credit Policy in which the recognition procedures are defined with due consideration of the Lisbon Recognition Convention.

The experts consider the criterion to **be fulfilled**.

3.5 Assessment criterion § 18 (5) 1 to 5: Staff

Staff

1. The private university has sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

The CEU PU has sufficient staff, both academic and non-academic, to deliver the PhD programme in Comparative History.

Academic (see also above under I, 'Research environment'): The department employs 17 full-time professors and one part-time professor in the delivery of the PhD programme. The department expects five or six PhD students each year fully-funded by the CEU PU, plus one or two others externally funded, yielding a total of seven or eight per year i.e. 28-32 across the four years. This gives a very favourable student-staff ratio for the programme, in line with the CEU PU's overall ethos of an intensive interaction between student and staff with a consistent focus on research. It also provides sufficient academic staff to cover teaching and supervision even given absences for research sabbaticals. Non-academic: The CEU PU document on non-academic support staff lists 5 (FTE 4.88) administrators for the Department of History.

Other administrative tasks such as student affairs, enrolment management, career services, and alumni relations, research funding, personnel management are carried out by staff members of other units that are located at CEU PU.

The experts consider the criterion to **be fulfilled**.

Staff

2. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme. The scientific and/or artistic staff envisaged for the supervision of thesis projects is authorised to teach (venia docendi) or has an equivalent qualification for the scientific or artistic subject, respectively. It is involved in the research and development or the advancement and appreciation of the arts of the respective subject and performs research and development activities which are in accordance with the university's approach and the respective subject culture. The majority of the scientific and/or artistic staff assigned to the supervision of theses has experience in this field.

These professors are all qualified to high international standard in the fields of study relevant to the degree programme. Each of the professors listed in the proposal for accreditation for this course has at least a PhD from a leading academic research institution, and several members have higher degrees and other academic honours of various kinds. The international diversity of the academic staff both in terms of nationality and in terms of academic training is striking and a major asset to the programme. The CVs provided for the academic staff indicate that all of them are research-active to a high degree and the majority have experience in doctoral supervision.

The experts consider the criterion to **be fulfilled**.

Staff

3. The benchmark for an adequate tutoring ratio for the supervision of doctoral theses is eight doctoral students per supervisor (full-time equivalent).

The student-staff ratio for the programme is very favourable (see above). The CEU PU doctoral regulations provide that faculty members should normally supervise not more than five PhD students. The department of history draft doctoral regulations specify that full-time faculty members may supervise a maximum of six students simultaneously, while part-time faculty may supervise a maximum pro-rated to their teaching load. Co-supervision counts as a full supervision in the maximum load for each supervisor.

The experts consider the criterion to **be fulfilled**.

Staff

4. The prioritisation of the teaching, research, and administrative activities of the scientific and/or artistic staff in primary occupation at the private university ensures that there is sufficient time for research and development or the advancement and appreciation of the arts as well as the supervision of doctoral students.

The balance between research, teaching and administration is clearly laid out in the CEU PU Academic Staff Handbook, as follows: The normal full-time workload of resident faculty members is 40 hours per week. All resident faculty members are expected to engage in teaching, research, and administration. The workload is normally divided according to the following approximate percentages: teaching (including supervision) 30-50%; research (including research management) 30-50%; other administration 20-40%. Percentages can be defined differently in individual job descriptions. For faculty with joint appointments, heads of respective units should agree on which administrative responsibilities the faculty member will perform in each unit, with a view of avoiding administrative overload. In general, the CEU PU is a research-intensive institution which places a high value on the research activity of its staff. While doctoral supervision is listed as a teaching responsibility, academic staff retain their obligation to supervise doctoral students even while they are on leave (this is comparable to

other universities), showing that doctoral supervision is integrated into research activity as much as into teaching.

The experts consider the criterion to **be fulfilled**.

Staff

5. The private university provides for personnel development measures aimed at the supervision of doctoral students

The Department of History has a staff mentoring system to provide informal advice on all aspects of their academic role, including doctoral supervision. Co-supervision is frequent within the department, allowing supervisors to learn from their co-supervisors' practice. Finally, the department allows monitors the performance of its doctoral supervisors through the annual reports that students submit to the HDDPC. Any issues with supervision are picked up by the Committee and taken up with the supervisor in a constructive way.

The experts consider the criterion to **be fulfilled**.

Recommendation:

In future, it would be desirable to have some more formal induction or training in the role of the doctoral supervisor for new staff in the department. The Department is not large enough to have its own faculty development programme around doctoral supervision, but the University should have one in which experienced supervisors can share best practices.

3.6 Assessment criterion § 18 (6): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

CEU PU has guaranteed funding of all its programmes for the entirety of the initial accreditation period (2020-2025) according to a clear Institutional Financial Plan. According to the plan, recurring revenues come from three sources: 1) CEU Endowment Fund (), 2) Open Society Foundation (OSF) Grant (), 3) fundraising, tuition, and other revenues ().

Within the institutional budget for CEU PU as a whole, the projected expenditure for the Department of History for the academic year 2020-21 has been clearly costed in the PhD in Comparative History Programme Proposal (), and matched against revenue from Tuition Fees () and the CEU Endowment Fund ().

Programme funding includes the funding of PhD students, the majority of whom are fully-funded with CEU PU stipends (although one or two may be externally funded). These stipends are also guaranteed (). CEU PU also provides several other funding opportunities for doctoral students, as well as the possibility of a 6-month write-up grant. Both from the staffing and student point of view, therefore, funding is secured, as it also for the research infrastructure and non-academic staff necessary for delivering the programme.

The experts consider the criterion to **be fulfilled**.

3.7 Summary and final evaluation

Development and quality assurance of the doctoral programme:

The doctoral programme has been developed over many years in accordance with international accreditation standards, being already approved in the US and Hungary. It is subject to stringent internal CEU PU quality assurance procedures which include student evaluation, annual staff self-review overseen by the Provost, scrutiny by the University Doctoral Committee and the Senate Curriculum and Academic Quality Assurance Committee, and periodic departmental review including an external assessor.

Research environment:

The Department of History has a strong and unique research concept resulting from the intersection of two central foci, regional specialisation (Central Europe and the Eastern Mediterranean) and comparative method (including transnational and global perspectives). The Doctoral Programme in Comparative History is firmly anchored in the Department's overall research agenda, and itself contributes to the furtherance of that agenda as PhD students are integrated into the research activity of the Department. The Department has excellent links with other institutions of higher education both in Europe and world-wide, and is an active participant in international initiatives for doctoral student training and development. Faculty in the Department have a strong international research profile and there is high-quality research infrastructure in the form of an excellent library (both physical and e-resources) and modern on-campus facilities for study. Library acquisitions are a University priority and both students and staff are able to recommend new acquisitions.

Supervision and counselling services:

The Department of History sets out the responsibilities of supervisors in a comprehensive manner in the Doctoral Student Agreement. The Department takes an expansive view of the role of the supervisor, which includes academic supervision in a strict sense, including regular feedback, and also more general progress advice, academic mentoring, induction into the practices and culture of academic life and introduction to international research contacts and initiatives. CEU PU provides on-campus, professional mental health support services for personal counselling. Programme-specific counselling is provided either by the supervisor or by the Director of the Doctoral Programme. The Department of History also has an Ombudsperson whom students can approach if they have any issues with their supervisor.

Degree programme and degree programme management:

The structure of the doctoral programme is well-designed to achieve the learning outcomes that are set out in the student Handbook and the Doctoral Regulations. There is clear course progression from the first year, which includes a range of taught elements including methodological training, to the final submission of the thesis. Students are subject to a Comprehensive Examination in the third term of their first year which tests their grasp of regional history and the comparative approach, as well as their ability to formulate their specific doctoral research agenda and bibliography. Having passed the examination, students are then encouraged and facilitated to work away in external archives before returning to a full on-campus period of writing up. The regulations for final thesis submission and doctoral defence



are clearly laid out, and both the Comprehensive Examination and the final Defence include external evaluation. All aspects of the programme, from the admissions process to the final award of the PhD, are overseen by the History Department Doctoral Programme Committee, which is in turn subject to review by the University Doctoral Committee.

Staff:

The Department of History has a very good staff-student ratio on its PhD programme allowing for intensive interaction between staff and students on the programme. Members of the doctoral teaching staff hold their PhDs from leading international universities and have strong records of publication, international research grant awards and fellowships. They are also internationally diverse, which contributes both to the comparative (transnational and global) approach and to facilitating international contacts for doctoral students. The CEU PU has regulations concerning the balance of teaching and research for its academic staff to allow sufficient time for both. The Department also has adequate administrative support staff.

Funding:

CEU PU has guaranteed funding for all its programmes, including the PhD in Comparative History, for the entirety of the initial accreditation period. This extends to funding of doctoral students, almost all of whom are internally fully-funded by CEU PU for three years, with the possibility of a six-month writing-up grant and with a series of further grants available.

The experts **recommend the Board of the AQ Austria to accredit** the doctoral programme "Comparative History".

MA Comparative History (One-Year)

4 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History (One-Year)” master programme

Information on the accreditation application	
Name of the degree programme	Comparative History (One-Year)
Type of the degree programme	Master programme
ECTS credits	60
Normal period of studies	1 academic year, 3 terms
Number of study places	15-25 per academic year
Academic degree	Master of Arts (MA)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	€ 12.000/year

4.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The programme was first launched at CEU in 1992. It has been incorporated into the quality management system of CEU PU ever since. It is registered by the Board of Regents of the University of the State of New York (US) for and on behalf of the New York State Education Department, and was also accredited as "further specialist training" by the Hungarian Accreditation Committee. The Institutional Assessment and Quality Assurance Policy (Annex 1.2.4) and the Policy on Degree Programmes (Annex 1.2.5) include regulations on the establishment of new study programmes and the revision of existing programmes. According to these documents, all programmes should be reviewed strategically every five years. This process involves the relevant stakeholder groups by making use of self-assessment techniques involving staff, students and alumni, and an external evaluation by scholars. The quality assurance policy was already applied while CEU was still located in Hungary. It has therefore been developed in accordance with international standards and procedures for such programmes.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

According to the application documents, the programme is accompanied by a number of self-assessment strategies in order to meet CEU PU's quality assurance:

- The programme director submits an annual report that is evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee (SeCur). They, in turn, communicate their findings and potential recommendations back to the Department.
- Each Faculty member submits an annual report on her/his activities.
- Routine student evaluations (online) with regard to courses, teachers and thesis supervision are held by use of an online system that vouches for anonymity.
- Plenary meetings ("town hall") serve as a forum for general issues.
- Implementation of the ethical code of academic honesty as a tool against plagiarism and other forms of academic misconduct.

Apart from the review of the annual report, extraordinary reviews, whether internal or external, can be held at the discretion of the President and Rector and the Provost.

The experts consider the criterion to **be fulfilled**.

4.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

CEU PU, in the words of its official mission statement, 'seeks to produce research that transforms our understanding of the world and to produce scholars and professionals, citizens and public leaders who will serve the cause of knowledge-based economic and social development, justice, freedom and tolerance, the values upon which open societies depend.' Its Strategic Goals include being a globally-competitive institution of advanced research and higher learning; being known as an institution that successfully pursues social relevance; having a distinct research profile that is known, valued and recognized for its quality and relevance in Europe and internationally; being a diverse but tightly-knit community of scholars, staff and students coming from different parts of the world and cultural backgrounds. The MA in Comparative History (One-Year) is a programme in general history, but one that is shaped by two distinct features. First, in terms of geographical coverage, the connexion of regional focuses on Central and Eastern Europe and Eurasia is unique in the European academic context. Second, the historical approach emphasises interdisciplinarity, regionality, transnationality and global

interconnectedness. The two features together allow students to develop a critical perspective on some of the difficult issues of our time, including questions of ethnic, national and political identity, gender, religion, science and technology and economics. Being designed for a particularly diverse student body, the degree programme attracts applications from all over the world, which, in turn, meets the general policies of CEU PU.

The broad historical approach outlined in the Programme Proposal could be seen to raise a question over the meaning of the term 'Comparative History': it is not completely visible if (and to what extent) "comparative history" means a general perspective on history ("general history in comparative perspective") or a special subject of study as such (comparative methodology, problems of comparative historiography, comparative studies and their often completely different understanding in different fields, methods of comparison). The former seems to apply, as the proposal does not mention comparative studies as an independent subject of study at any point, but it would be desirable for this to be clarified.

The experts consider the criterion to **be fulfilled**.

Recommendation

The private university should address the issue of comparative history as an independent subject in its future presentations of the programme, for example during students' recruitment.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

With regard to its desired learning outcomes, the programme is driven by a strategy that is clearly defined. While it is its main goal to develop research skills, it also aims at

- a critical and self-reflective evaluation of the 'state of the art' of a given research field,
- a good understanding of research traditions as a prerequisite for the ability to identify new approaches, methods and research strategies;
- a good understanding of theoretical approaches relevant for research in modern societies;
- a good understanding of the multidisciplinary of historical studies.

In particular, the programme aims at the linguistic requirements of graduates that are the prerequisite for an academic career:

- Apart from being the language of instruction, students are constantly trained in speaking and writing in English, especially with regard to academic writing.
- The training of source languages up to an advanced level of text understanding is mandatory.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The degree "Master of Arts" (M.A.) corresponds with the profile of the Comparative History programme. In comparison with other international M.A. programmes in the similar fields (general history), the CEU PU programme is very much oriented towards research competencies, while at the same time securing the gain of advanced knowledge about modern societies on a multi-cultural scale. The programme proposal gives a differentiated idea of the later employment of the graduates. Due attention is paid here to future active researchers, but also to actors in the fields of cultural institutions, cross-border agencies, foundations, media, public administration, education and politics.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

The curriculum combines research and teaching in the entire structure of the study. Taking the list of requirements and sample schedule as the base, a continual interplay between courses in theory and methodology, courses in scientific writing, thesis components and elective topical courses is elaborated systematically; to some degree, it depends on the students how far they will combine teaching parts with the research component of the study, but the programme design gives almost ideal opportunities to establish connections between research and teaching elements. As the programme places comparatively high emphasis on research (and the education of future researchers), the combination of research and teaching elements is developed on an extraordinary high level - at least in comparison with the most historical programs at the universities in the region.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

Since all courses are designed as seminars with small groups of students and since the international faculty is trained in intensive and qualified support of students, the didactic concept has been successful so far. An interaction is a key principle in teaching and writing the master thesis. In the discussion with students on 19 May 2020 the important role of the thesis supervisors was mentioned and discussed and in general the students agreed that despite the heavy work load the didactic conception works - provided that there exists enough support from the supervisor of the thesis.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

ECTS is applied correctly insofar as 60 credits are generally considered to correspond to a full-time workload of one academic year, one credit being held to correspond to 25 to 30 hours of work. This means that the programme is manageable under the condition that students work continuously hard. On the basis of 40 hours of work per week, 60 ECTS credits, each of them measured for 30 hours of learning activities, add up to 45 weeks of work. A sample scheme in the application clarifies the achievability of this result convincingly.

During the live interviews on 19 May 2020 this issue was raised and discussed. Experts were informed that prior education of applicants must be sufficient in order to be accepted to this one-year programme. Students with insufficient pre-education and students who change their main subjects (e.g. first degree in cultural anthropology) are advised to enter a two-year programme instead of this one. According to the interviews held with students, the feasibility of the programme is enhanced by the high degree of constant feedback students are receiving during their year.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

According to the material prepared by the applicant, the examination rules are very well and clearly designed and certainly assist to fulfil the intended learning outcome. The criteria for successful passing examinations are being communicated in a transparent way. In the discussions with the students on 19 May 2020 the examination rules have not been negatively discussed.

All information on the writing and reading assignments, final papers etc., and even dates of examinations are published in the syllabus and relate to the type of course and are completely transparent. This makes a secure, reliable planning for the students possible and is compatible with the programme structure as well as with the ambitious workload (see above). The examinations methods follow the general rules of the CEU PU.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.
3

The Diploma Supplement (Annex 2.7) has been already formally reviewed and complies with the formal requirements. It follows the model developed by the European Commission, Council

³ In der PU-Akkreditierungsverordnung 2019 wird noch auf die Anlage 2 das UniStEV 2004 verwiesen. Diese Verordnung wurde geändert und deshalb wurde der Text des Beurteilungskriteriums im Gutachten entsprechend angepasst.

of Europe and UNESCO/CEPES. It provides the necessary information on transparency and fairness of the recognition of qualifications. It also provides information about the resulting qualification and its level, specifies admission requirements, itemizes core modules, and outlines the grading scheme. It also includes, at the end, space for individual course grades. The Diploma Supplement is an important tool for the recognition of CEU PU degrees in an international setting.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

Programme admission requirements are set out in point 15 of the program proposal and in the general CEU PU Admissions Policy annexed to the application (1.2.2.). Additionally, applicants have to provide a 500-word research proposal for the MA thesis which weighs heavily in the admission process. Further, a brief statement of purpose is required, making the interest in the Departments clear. The application defines clearly how the Application Committee evaluates the applications: core criteria being past academic performance, strength of academic recommendations, work experience and the applicant's expectations as well as his/her future plans. In this way, the main aspects taken into account during the decision-making process are communicated very transparently.

During the interviews on 19 May 2020, students confirmed that the qualification of incoming students is thoroughly assessed and that students who have not been sufficiently educated before arrival are strongly advised to enter a two-year M.A. programme. If students hold a B.A. or previous M.A. degree from a place where the teaching language is not exclusively English, accepted standard tests of English and their respective levels are clearly defined. A research proposal for the MA thesis is required, as are CV and publication list and two reference letters.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

See also above under 9. Applications are entered into an online system. The process is described in the § 15 of the application, the recruitment strategy in § 19. The application defines clearly how the Application Committee evaluates the applications: core criteria being past academic performances, strength of academic recommendations, work experience and the applicant's expectations as well as his/her future plans. In this way, the main aspects taken into account during the decision are communicated very transparently.

In their answers to written questions during the accreditation procedure, CEU PU representatives confirmed that all applications are assessed in the form of a written report and that a numerical score by minimum three faculty members are used. They also announced that in the future the interviews will no longer be done by a single faculty member. Instead (and starting from next year), interviews will be held by "more than one faculty member", and there will be a written report on interviews. The experts considered this innovation to be very important. It is their opinion that a two-pairs-of-eyes principle (at least two!) should be strictly observed during the whole admissions procedure.

The experts consider the criterion to **be fulfilled**.

Recommendations:

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

Degree programme and degree programme management

11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

On the basis of the available information and the documents provided by CEU PU and due to the positive accreditation in Hungary previously the recognition procedures are clearly defined and concur with the Lisbon Recognition Convention. Due to the international background of the students of CEU PU, the CEU administration already has obtained a considerable amount of experience in this field.

The experts consider the criterion to **be fulfilled**.

4.3 Assessment criterion § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

The staff is excellent both in teaching and research. According to the application there are 6 Professors and 8 Associate/Assistant Professors as full-time staff involved in the programme. Another 6 Professors, Visiting Professors and Assistant/Associate Professors are involved as part-time faculty. This appears completely sufficient in both qualitative and quantitative terms.

Regarding administrative staff, the CEU PU document on non-academic support staff lists 5 (FTE 4.88) administrators for the Department of History. Other administrative tasks such as student affairs, enrolment management, career services, and alumni relations, research funding, personnel management are carried out by staff members of other units that are located at CEU PU.

The experts consider the criterion to **be fulfilled**.

Staff

2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

Given the numbers of scientific staff as described under §17 (3) 1 and taking the supposed number of annually enrolled students as indicated in the application (15-25) as base, there are no doubts on proper, fully sufficient staff-student ratios.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university

According to the application, especially the list of mandatory and elective courses, all the core competences and thematic fields are covered sufficiently and at an excellent academic level. Small recommendations for the future (see below) do not rise any substantial doubts on this finding.

The experts consider the criterion to **be fulfilled**.

Recommendation

The geographical focus of study programmes on Central, Eastern and South-Eastern Europe and on the wider context of Eurasia is undoubtedly a unique feature within Europe and can be expected to support its attractiveness for the candidates: the common regional definition of Eastern European and Eurasian studies is much less common in Europe than in North American academic culture. Given this articulated definition and the seat of the CEU PU, however, the question arises as to what extent Central Europe does function really as an integral part of this area profile. In the future, it would be necessary to address the fact that Central Europe, apart from Hungarian and partly German history, is represented quite marginally (in a quantitative sense), both at the level of topical courses and at the level of academic staffing.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

The thematic fields, didactic structures and activities provided in the application are completely and well covered by the scientific staff. The professors are all qualified to high international standard in the fields of study relevant to the degree programme. Each of the professors listed in the proposal for accreditation for this course has at least a PhD from a leading academic research institution, and some have higher qualifications and honours of different kinds. The international diversity of the academic staff both in terms of nationality and in terms of academic training is striking and a major asset to the programme. The CVs provided for the academic staff indicate that all of them are research-active to a high degree.

The experts consider the criterion to **be fulfilled**.

Staff

5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

Comparing the list of the full-time staff with that of courses and the structure of the programme, adequate participation in teaching in the programme is ensured. CEU PU has regulations concerning the balance between research, teaching and administration, which are clearly laid out in the CEU PU Academic Staff Handbook, as follows: The normal full-time workload of resident faculty members is 40 hours per week. All resident faculty members are expected to engage in teaching, research, and administration. The workload is normally divided according to the following approximate percentages: teaching (including supervision) 30-50%; research (including research management) 30-50%; other administration 20-40%. Percentages can be defined differently in individual job descriptions. For faculty with joint appointments, heads of respective units should agree on which administrative responsibilities the faculty member will perform in each unit, with a view of avoiding administrative overload. In general, the CEU PU is a research-intensive institution which places a high value on the research activity of its staff.

The experts consider the criterion to **be fulfilled**.

4.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

CEU PU has guaranteed funding of all its programmes for the entirety of the initial accreditation period (2020-2025) according to a clear Institutional Financial Plan. According to the plan, recurring revenues come from three sources: 1) CEU Endowment Fund (), 2) Open Society Foundation (OSF) Grant (), 3) fundraising, tuition, and other revenues ().

Within the institutional budget for CEU PU as a whole, the projected expenditure for the Department of History for the academic year 2020-21 has been clearly costed in the MA (1-year) in Comparative History Programme Proposal (), and matched against revenue from Tuition Fees () and the CEU Endowment Fund ().

Programme funding includes the funding of MA students () ().

The experts consider the criterion to **be fulfilled**.

4.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

According to the information made available to experts on paper and via video, the CEU PU campus at Quellenstraße, Vienna provides adequate and sufficient conditions and equipment for successfully running the programme. CEU PU is authorized to use these facilities via a sub-lease contract. During live interviews, students confirmed that the quality of seminar rooms, common and recreational areas is good. The facilities appear functional and satisfying. The validity of a sub-lease contract as the legal basis could be confirmed during the videoconference on 19 May 2020.

The experts consider the criterion to **be fulfilled**.

4.6 Assessment criterion § 17 (6) 1 to 2: Research and development

Research and development

1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities.

On the basis of the CVs and other material provided by CEU PU, the permanent academic staff is excellent and most of them have both a very good teaching record and an outstanding record in research in their fields of expertise. The professors are well integrated into the international academic community of their fields of teaching and research and they very well fit into the relevant research and development activities of CEU PU. The professors of the Department belong to the internationally recognized top in research in their specializations. These are characterized by an emphasis on comparative and transnational approaches, which fully corresponds to the profile of the programme. On the one hand, the research specializations of the members of the department are very diverse. However, it is on this basis that the thematic diversity of topical courses can be ensured, as well as the interconnection between teaching and research.

The experts consider the criterion to **be fulfilled**.

Research and development

2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

The CEU PU mission statement declares its commitment to critical enquiry, to knowledge as a public good and to constructive engagement with open society subjects such as emerging democracies, transitional economies, media freedom, nationalism, human rights and the rule of law. The research agendas of the academic staff assigned to the MA programme in Comparative History are in line with the stated goals and values of CEU PU, falling under a series of broad headings as outlined in the Department of History Research Concept document:

processes of imperial transformation, state- and nation-building; twentieth-century authoritarian regimes and their legacy (fascism, communism, nationalism, populism); conflicts and entanglement between pluralistic states and empires, including their malleable borderlands; history of social groups, mobility, labour, gender; history of political thought, of religious traditions (especially Christianity, Islam and Judaism) and of science and technology.

The experts consider the criterion to **be fulfilled**.

4.7 Assessment criterion § 17 (7): Co-operation

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

Especially after the discussion with faculty members and based on the CVs of the permanent academic staff the experts agree that the Department has already established regular contacts with higher education partners as well as think tanks outside the higher education area in Vienna. Intense cooperation with the Vienna University, the Institut für die Wissenschaften vom Menschen (IWM), the Austrian Academy of Science and Ludwig Boltzmann Institutes in Austria are considered as part of the strategy. The cooperation with other institutions has been developed continuously since the 1990s, and the transfer to Vienna brought only small changes in this area - most of the cooperation can be continued. The permanent faculty members receive regularly appointments as research fellows outside the CEU PU. The engagement of visiting professors ensures lively cooperation in both teaching and research. The students assured us in the discussion of 19 May 2020 that the mobility of students is working well, too.

The experts consider the criterion to **be fulfilled**.

4.8 Summary and final evaluation

Development and quality assurance of the degree programme:

The programme was initially accredited with the New York State Education Department for the Budapest campus in 1992, in accordance with international standards of recognition. Subsequent development and quality assurance have been subject annually to the stringent internal requirements of CEU PU, which include student evaluation, as well as to external scrutiny in the periodic departmental review.

Degree programme and degree programme management:

The degree programme has a clear course profile, organised around two elements under the heading of 'Comparative History' broadly understood: first, a distinctive regional focus, centring on the geographical complex of Central and Eastern Europe and the Eastern Mediterranean; second, a historical approach centring on interdisciplinarity, regionality, transnationality and global interconnectivity. These two features together allow students to connect the complex history of the region with global trajectories and to gain a critical perspective on questions of society, economics, politics and culture from both a historical and a contemporary point of view, in line with the broader strategic aims of CEU PU. The structure of the programme, with a mix of mandatory and elective modules, offers students firm methodological and historical

grounding but also allows them to pursue their more specialised interests with a wide range of elective courses and sufficient time for independent study within an intensive curriculum. The selection process and methods of assessment are appropriate to the course and in line with international postgraduate norms. The programme is managed by a dedicated Course Director and overseen within the Department of History by the History Department Degree Programme Committee, and at higher institutional level according to CEU PU quality assessment procedures.

Staff:

Teaching staff on the programme are well-qualified, with at a minimum a PhD from a leading international academic institution. Staff are of diverse nationalities and from diverse educational backgrounds, supporting the pluralistic academic approach of the department and furthering the strategic aims of CEU PU to create a genuinely international institution. There is a good staff-student ratio and adequate administrative support staff.

Funding:

The programme is fully-funded within the Department of History's overall funding, which is provided partly by tuition fees but mainly by the CEU PU Endowment Fund. Funding for both the Department and the programme is guaranteed within the CEU PU Institutional Financial Plan.

Infrastructure:

The facility at Quellenstraße provides adequate infrastructure in terms of spaces for work (lecture rooms and teaching rooms of varying sizes, individual workstations with WiFi) and for relaxation (student common rooms and refreshment areas). It also houses a research library that is amply sufficient for students taking the course in terms both of its physical collection and its e-resources (databases, online journals and other online publications).

Research and development:

The MA in Comparative History (One-Year) is fully integrated within the broader research agenda pursued by the Department of History at departmental and individual level. The teaching staff for the programme are all highly research-active with strong international profiles in their chosen fields and a good track-record of publication, funding awards, visiting fellowships and other international initiatives. The department's Research Concept dovetails with the themes of the MA in its focus on plural political formations (empires, states, nations in a transnational perspective), socio-economic movement (migration, labour, gender), and intellectual and cultural exchange (religion, political thought, science and technology). There is a strong emphasis on diversity both in the research agenda of the department and its constituent members.

Co-operation:

The Department of History has extensive research links with institutions of higher education both regionally and internationally, including initiatives specifically aimed at graduate students. Following the move to Vienna, it is involved in intensive discussions about potential teaching collaboration with other academic institutions in the city.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Comparative History (One-Year)".

AQ Austria, 1190 Wien, Franz-Klein-Gasse 5



Agentur für
Qualitätssicherung
und Akkreditierung
Austria

MA Comparative History (Two-Year)

5 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Comparative History (Two-Year)” master programme

Information on the accreditation application	
Name of the degree programme	Comparative History (Two-Year)
Type of the degree programme	Master programme
ECTS credits	120
Normal period of studies	2 academic year, 6 terms
Number of study places	40 per academic year
Academic degree	Master of Arts (MA)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	€ 12.000/year

5.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The two-year MA degree in Comparative History was introduced at CEU in 2008 as a common initiative of the Department of Medieval Studies and the History Department. In November 2007, this programme was registered by the Board of Regents of the University of the State of New York (US) for and on behalf of the New York State Education Department, and in July 2008 by the Hungarian Accreditation Committee. Thus, the programme was accredited in accordance with international standards and procedures both in the United States and in Hungary. All students receive the American degree.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

According to the proposal, the programme is accompanied by a number of self-assessment strategies in order to meet CEU PU's quality assurance:

- The programme director and the Head of Department of Medieval Studies jointly submit an annual report that is evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee (SeCur). They, in turn, communicate their findings and potential recommendations back to the Department.
- Each Faculty member submits an annual report on her/his activities.
- Routine student evaluations (online) with regard to courses, teachers and thesis supervision are held by use of an online system that vouches for anonymity.
- Plenary meetings ("town hall") serve as a forum for general issues.
- Implementation of the ethical code of academic honesty as a tool against plagiarizing and other forms of academic misconduct.

The experts consider the criterion to **be fulfilled**.

5.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

CEU PU, in the words of its official mission statement, 'seeks to produce research that transforms our understanding of the world and to produce scholars and professionals, citizens and public leaders who will serve the cause of knowledge-based economic and social development, justice, freedom and tolerance, the values upon which open societies depend.' Its Strategic Goals include being a globally-competitive institution of advanced research and higher learning; being known as an institution that successfully pursues social relevance; having a distinct research profile that is known, valued and recognized for its quality and relevance in Europe and internationally; being a diverse but tightly-knit community of scholars, staff and students coming from different parts of the world and cultural backgrounds. The MA in Comparative History (Two-Year) is a programme in general history, but one that is shaped by two distinct features. First, in terms of geographical coverage, the connexion of regional focuses on Central and Eastern Europe and Eurasia is unique in the European academic context. Second, the historical approach emphasises interdisciplinarity, regionality, transnationality and global interconnectedness. The two features together allow students to develop a critical perspective on some of the difficult issues of our time, including questions of ethnic, national and political

identity, gender, religion, science and technology and economics. Being designed for a particularly diverse student body, the degree programme attracts applications from all over the world, which, in turn, meets the general policies of CEU PU.

The broad historical approach outlined in the Programme Proposal could be seen to raise a question over the meaning of the term 'Comparative History': it is not completely visible if (and to what extent) "comparative history" means a general perspective on history ("general history in comparative perspective") or a special subject of study as such (comparative methodology, problems of comparative historiography, comparative studies and their often completely different understanding in different fields, methods of comparison). The former seems to apply, as the proposal does not mention comparative studies as an independent subject of study at any point, but it would be desirable for this to be clarified.

The experts consider the criterion to be **fulfilled**.

Recommendations

The private university should address the issue of comparative history as an independent subject in its future presentations of the programme, for example during students' recruitment.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

With regard to its desired learning outcomes, the programme is driven by a strategy that is clearly defined. While it is its main goal to develop research skills, it also aims at

- a critical and self-reflective evaluation of the 'state of the art' of a given research field,
- a good understanding of research traditions as a prerequisite for the ability to identify new approaches, methods and research strategies;
- a good understanding of theoretical approaches relevant for research in modern societies;
- a good understanding of the multidisciplinary of historical studies.

In particular, the programme aims at the linguistic requirements of graduates that are the prerequisite for an academic career:

- Apart from being the language of instruction, students are constantly trained in speaking and writing in English, especially with regard to academic writing.
- The training of source languages up to an advanced level of text understanding is mandatory.

The experts consider the criterion to be **fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The degree "Master of Arts" (M.A.) corresponds with the profile of the Comparative History programme. In comparison with other international M.A. programmes in the similar fields (general history), the CEU PU programme is very much oriented towards research competencies, while at the same time securing the gain of advanced knowledge about modern societies on a multi-cultural scale. The programme proposal gives a differentiated idea of the later employment of the graduates. Due attention is paid here to future active researchers, but also to actors in the fields of cultural institutions, cross-border agencies, foundations, media, public administration, education and politics.

The experts consider the criterion to be **fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

The curriculum combines research and teaching in the entire structure of the study. Taking the list of requirements and sample schedule as the base, a continual interplay between courses in theory and methodology, courses in scientific writing, thesis components and elective topical courses is elaborated systematically; to some degree, it depends on the students how far they will combine teaching parts with the research component of the study, but the programme design gives almost ideal opportunities to establish connections between research and teaching elements. As the programme places comparatively high emphasis on research (and the education of future researchers), the combination of research and teaching elements is developed on an extraordinary high level - at least in comparison with the most historical programmes at the universities in the region.

The experts consider the criterion to be **fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

Since all courses are designed as seminars with small groups of students and since the international faculty is trained in intensive and qualified support of students, the didactic concept has been successful so far. An interaction is a key principle in teaching and writing the master thesis. In the discussion with students on 19 May 2020 the important role of the thesis supervisors was mentioned and discussed and in general the students agreed that despite the heavy work load the didactic conception works - provided that there exists enough support from the supervisor of the thesis.

The experts consider the criterion to be **fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

ECTS is applied correctly insofar as 120 credits are generally considered correspondent of a full-time workload of one academic year, one credit being held to correspond to 25 to 30 hours of work. This means that the programme is manageable under the condition that students work continuously hard. On the basis of 40 hours of work per week, 120 ECTS credits, each of them measured for 30 hours of learning activities, add up to 45 weeks of work. A sample scheme in the application clarifies the achievability of this results convincingly.

During the live interviews on 19 May 2020 the relationship between the one-year and the two-year MA was discussed. Experts were informed that prior education of applicants must be sufficient in order to be accepted to the one-year programme. The two-year MA is more suitable for students with insufficient pre-education and students who change their main subjects (e.g. first degree in cultural anthropology). According to the interviews held with students, the feasibility of the programme is enhanced by the high degree of constant feedback students are receiving during their year.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

According to the material prepared by the applicant, the examination rules are very well and clearly designed and certainly assist to fulfil the intended learning outcome. The criteria for successful passing examinations are being communicated in a transparent way. In the discussions with the students on 19 May 2020 the examination rules have not been negatively discussed.

All information on the writing and reading assignments, final papers etc., and even dates of examinations are published in the syllabus and relate to the type of course and are completely transparent. This makes a secure, reliable planning for the students possible and is compatible with the programme structure as well as with the ambitious workload (see above). The examinations methods follow the general rules of the CEU PU.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.
4

The Diploma Supplement (Annex 2.8) has been already formally reviewed and complies with the formal requirements. It follows the model developed by the European Commission, Council

⁴ In der PU-Akkreditierungsverordnung 2019 wird noch auf die Anlage 2 das UniStEV 2004 verwiesen. Diese Verordnung wurde geändert und deshalb wurde der Text des Beurteilungskriteriums im Gutachten entsprechend angepasst.

of Europe and UNESCO/CEPES. It provides the necessary information on transparency and fairness of the recognition of qualifications. It also provides information about the resulting qualification and its level, specifies admission requirements, itemizes core modules, and outlines the grading scheme. It also includes, at the end, space for individual course grades. The Diploma Supplement is an important tool for the recognition of CEU PU degrees in an international setting.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

Programme admission requirements are set out in point 15 of the program proposal and in the general CEU PU Admissions Policy annexed to the application (1.2.2.). Additionally, applicants have to provide a 500-word research proposal for the MA thesis which weighs heavily in the admission process. Further, a brief statement of purpose is required, making the interest in the Departments clear. The application defines clearly, how the Application Committee evaluates the applications: core criteria being past academic performance, strength of academic recommendations, work experience and the applicant's expectations as well as his/her future plans. In this way, the main aspects taken into account during the decision-making process are communicated very transparently.

During the interviews on 19 May 2020, students confirmed that the qualification of incoming students is thoroughly assessed and that students who do have not been sufficiently educated before arrival are strongly advised to enter a two-year M.A. programme. If students hold a B.A. or previous M.A. degree from a place where the teaching language is not exclusively English, accepted standard tests of English and their respective levels are clearly defined. A research proposal for the MA thesis is required, so are CV and publication list and two reference letters.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

See also above under 9. Applications are entered into an online system. The process is described in the § 15 of the application, the recruitment strategy in § 19. The application defines clearly how the Application Committee evaluates the applications: core criteria being past academic performance, strength of academic recommendations, work experience and the applicant's expectations as well as his/her future plans. In this way, the main aspects taken into account during the decision-making process are communicated very transparently.

In their answers to written questions during the accreditation procedure, CEU PU representatives confirmed that all applications are assessed in the form of a written report and that a numerical score by minimum three faculty members are used. They also announced that in the future the interviews will no longer be done by a single faculty member. Instead (and starting from next year), interviews will be held by "more than one faculty member", and there will be a written report on interviews. The experts considered this innovation to be very important. It is their opinion that a two-pairs-of-eyes principle (at least two!) should be strictly observed during the whole admissions procedure.

The experts consider the criterion to **be fulfilled**.

Recommendations:

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

Degree programme and degree programme management

11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

On the basis of the available information and the documents provided by CEU PU and due to the positive accreditation in Hungary previously the recognition procedures are clearly defined and concur with the Lisbon Recognition Convention. Due to the international background of the students of CEU PU, the CEU PU administration already has obtained a considerable amount of experience in this field.

The experts consider the criterion to **be fulfilled**.

5.3 Assessment criterion § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

The staff is excellent both in teaching and research. According to the application there are 5 Professors, 7 Associate/Assistant Professors, 1 Instructor and 1 Lecturer in the Department of Medieval Studies and 7 Professors and 9 Associated Professors at the Department of History as full-time staff involved in the programme. Another 23 Professors, Visiting Professors, Assistant/Associate Professors as well as Instructors and Lecturers involved as part-time faculty. This appears completely sufficient in both qualitative and quantitative way.

As for administration staff, there are no exact figures in the application. Only a reference is made to common information of the CEU PU infrastructure. On this base, and taking the structure of expenditures of both departments into account (part 24, p. 14), the operating of the degree programme is obviously well ensured.

The experts consider the criterion to **be fulfilled**.

Staff

2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

Given the numbers of scientific staff as described under §17 (3) 1 and taking the supposed number of annually enrolled students as indicated in the application (15-25) as base, there are no doubts on proper, fully sufficient staff-student ratios.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university

According to the application, especially the list of mandatory and elective courses, all the core competences and thematic fields are covered sufficiently and at an excellent academic level. Small recommendations for the future (see below) do not rise any substantial doubts on this finding.

The experts consider the criterion to **be fulfilled**.

Recommendation

The geographical focus of study programmes on Central, Eastern and South-Eastern Europe and on the wider context of Eurasia is undoubtedly a unique feature within Europe and can be expected to support its attractiveness for the candidates: the common regional definition of Eastern European and Eurasian studies is much less common in Europe than in North American academic culture.

Given this articulated definition and the location of the CEU PU, however, the question arises as to what extent Central Europe does function really as an integral part of this area profile. In the future, it would be necessary to address the fact that Central Europe, apart from Hungarian and partly German history, is represented quite marginally (in a quantitative sense), both at the level of topical courses and at the level of academic staffing.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

The thematic fields, didactic structures and activities provided in the application are completely and well covered by the scientific staff. The professors are all qualified to high international standard in the fields of study relevant to the degree programme. Each of the professors listed in the proposal for accreditation for this course has at least a PhD from a leading academic research institution, and some have higher qualifications and honours of different kinds. The international diversity of the academic staff both in terms of nationality and in terms of academic training is striking and a major asset to the programme. The CVs provided for the academic staff indicate that all of them are research-active to a high degree.

The experts consider the criterion to **be fulfilled**.

Staff

5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

Comparing the list of the full-time staff with that of courses and the structure of the programme, adequate participation in teaching in the programme is ensured. CEU PU has regulations concerning the balance between research, teaching and administration, which are clearly laid out in the CEU PU Academic Staff Handbook, as follows: The normal full-time workload of resident faculty members is 40 hours per week. All resident faculty members are expected to engage in teaching, research, and administration. The workload is normally divided according to the following approximate percentages: teaching (including supervision) 30-50%; research (including research management) 30-50%; other administration 20-40%. Percentages can be defined differently in individual job descriptions. For faculty with joint appointments, heads of respective units should agree on which administrative responsibilities the faculty member will perform in each unit, with a view of avoiding administrative overload. In general, the CEU PU is a research-intensive institution, which places a high value on the research activity of its staff.

The experts consider the criterion to **be fulfilled**.

5.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

CEU PU has guaranteed funding of all its programmes for the entirety of the initial accreditation period (2020-2025) according to a clear Institutional Financial Plan. According to the plan, recurring revenues come from three sources: 1) CEU Endowment Fund [REDACTED], 2) Open Society Foundation (OSF) Grant [REDACTED], 3) fundraising, tuition, and other revenues [REDACTED]).

Within the institutional budget for CEU PU as a whole, the projected expenditure for the Department of History for the academic year 2020-21 has been clearly costed in the MA (1-year) in Comparative History Programme Proposal [REDACTED], and matched against revenue from Tuition Fees [REDACTED] and the CEU Endowment Fund [REDACTED].

Programme funding includes the funding of MA students [REDACTED].

The experts consider the criterion to **be fulfilled**.

5.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

According to the information made available to experts on paper and via video, the CEU PU campus at Quellenstraße, Vienna provides adequate and sufficient conditions and equipment for successfully running the programme. CEU PU is authorized to use these facilities via a sub-lease contract. During live interviews, students confirmed that the quality of seminar rooms, common and recreational areas is good. The facilities appear functional and satisfying. The validity of a sub-lease contract as the legal basis could be confirmed during the videoconference on 19 May 2020.

The experts consider the criterion to **be fulfilled**.

5.6 Assessment criterion § 17 (6) 1 to 2: Research and development

Research and development

1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..

On the basis of the CVs and other material provided by CEU PU, the permanent academic staff is excellent and most of them have both a very good teaching record and an outstanding record in research in their fields of expertise. The professors are well integrated into the international academic community of their fields of teaching and research and they very well fit into the relevant research and development activities of CEU PU. The professors of the Department belong to the internationally recognized top in research in their specializations. These are characterized by an emphasis on comparative and transnational approaches, which fully corresponds to the profile of the programme. On the one hand, the research specializations of the members of the department are very diverse. However, it is on this basis that the thematic diversity of topical courses can be ensured, as well as the interconnection between teaching and research.

The experts consider the criterion to **be fulfilled**.

Research and development

2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

The CEU PU mission statement declares its commitment to critical enquiry, to knowledge as a public good and to constructive engagement with open society subjects such as emerging democracies, transitional economies, media freedom, nationalism, human rights and the rule of law. The research agendas of the academic staff assigned to the MA Programme in Comparative History are in line with the stated goals and values of CEU PU, falling under a series of broad headings as outlined in the Department of History Research Concept document:

processes of imperial transformation, state- and nation-building; twentieth-century authoritarian regimes and their legacy (fascism, communism, nationalism, populism); conflicts and entanglement between pluralistic states and empires, including their malleable borderlands; history of social groups, mobility, labour, gender; history of political thought, of religious traditions (especially Christianity, Islam and Judaism) and of science and technology.

The experts consider the criterion to **be fulfilled**.

5.7 Assessment criterion § 17 (7): Co-operation

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

Especially after the discussion with faculty members and based on the CVs of the permanent academic staff the experts agree that the Department has already established regular contacts with higher education partners as well as think tanks outside the higher education area in Vienna. Intense cooperations with the Vienna University, the Institut für die Wissenschaften vom Menschen (IWM), the Austrian Academy of Science and Ludwig Boltzmann Institutes in Austria are considered as part of the strategy. The cooperations with other institutions have been developed continuously since the 1990s, and the transfer to Vienna brought only small changes in this area - most of the cooperations can be continued. The permanent faculty members receive regularly appointments as research fellows outside the CEU PU. The engagement of visiting professors ensures vivid cooperations in both teaching and research. The students assured us in the discussion of 19 May 2020 that the mobility of students is working well, too.

The experts consider the criterion to **be fulfilled**.

5.8 Summary and final evaluation

Development and quality assurance of the degree programme:

The programme was initially accredited with the New York State Education Department for the Budapest campus in 1992, in accordance with international standards of recognition. Subsequent development and quality assurance have been subject annually to the stringent internal requirements of CEU PU, which include student evaluation, as well as to external scrutiny in the periodic departmental review.

Degree programme and degree programme management:

The degree programme has a clear course profile, organised around two elements under the heading of 'Comparative History' broadly understood: first, a distinctive regional focus, centring on the geographical complex of Central and Eastern Europe and the Eastern Mediterranean; second, a historical approach centring on interdisciplinarity, regionality, transnationality and global interconnectivity. These two features together allow students to connect the complex history of the region with global trajectories and to gain a critical perspective on questions of society, economics, politics and culture from both a historical and a contemporary point of view, in line with the broader strategic aims of CEU PU. The structure of the programme, with a mix



of mandatory and elective modules, offers students firm methodological and historical grounding but also allows them to pursue their more specialised interests with a wide range of elective courses and sufficient time for independent study within an intensive curriculum. The selection process and methods of assessment are appropriate to the course and in line with international postgraduate norms. The programme is managed by a dedicated Course Director and overseen within the Department of History and the Department of Medieval Studies by the Degree Programme Committee, and at higher institutional level according to CEU PU quality assessment procedures.

Staff:

Teaching staff on the programme are well-qualified, with at a minimum a PhD from a leading international academic institution. Staff are of diverse nationalities and from diverse educational backgrounds, supporting the pluralistic academic approach of the department and furthering the strategic aims of CEU PU to create a genuinely international institution. There is a good staff-student ratio and adequate administrative support staff.

Funding:

The programme is fully-funded within the Departments' (Department of History, Department of Medieval Studies) overall funding, which is provided partly by tuition fees but mainly by the CEU PU Endowment Fund. Funding for both the Departments and the programme is guaranteed within the CEU PU Institutional Financial Plan.

Infrastructure:

The facility at Quellenstraße provides adequate infrastructure in terms of spaces for work (lecture rooms and teaching rooms of varying sizes, individual workstations with WiFi) and for relaxation (student common rooms and refreshment areas). It also houses a research library that is amply sufficient for students taking the course in terms both of its physical collection and its e-resources (databases, online journals and other online publications).

Research and development

The MA in Comparative History (Two-Year) is fully integrated within the broader research agenda pursued by the Department of Medieval Studies and the Department of History at departmental and individual level. The teaching staff for the programme are all highly research-active with strong international profiles in their chosen fields and a good track-record of publication, funding awards, visiting fellowships and other international initiatives. The departments' Research Concept dovetails with the themes of the MA in its focus on plural political formations (empires, states, nations in a transnational perspective), socio-economic movement (migration, labour, gender), and intellectual and cultural exchange (religion, political thought, science and technology). There is a strong emphasis on diversity both in the research agenda of the department and its constituent members.

Co-operation:

Both Departments have extensive research links with institutions of higher education both regionally and internationally, including initiatives specifically aimed at graduate students. Following the move to Vienna, it is involved in intensive discussions about potential teaching collaboration with other academic institutions in the city.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Comparative History (Two-Year)".

AQ Austria, 1190 Wien, Franz-Klein-Gasse 5



Agentur für
Qualitätssicherung
und Akkreditierung
Austria

“Late Antique, Medieval and Early Modern Studies” – PhD

6 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Late Antique, Medieval and Early Modern Studies” doctoral programme

Information on the accreditation application	
Name of the degree programme	Late Antique, Medieval and Early Modern Studies
Type of the degree programme	Doctoral programme
ECTS credits	240
Normal period of studies	4 academic year, 12 terms
Number of study places	6-7 PhD students enrolled each year 5-6 (fully-funded by CEU PU) + 1-2 (externally funded)
Academic degree	Doctor of Philosophy (PhD)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	None, scholarships

6.1 Assessment criterion § 18 (1) 1 to 2: Development and quality assurance of the doctoral programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

According to application documents the doctoral programme has already been in operation for some time, having been accredited by the State of New York, USA, in 1995 and by Hungary in 2005. According to the information provided by video interview by CEU PU, the structure and rules and regulations of the programme have remained largely unchanged. Thus, the stakeholders, in this case staff and students, have been living and working with the programme already.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system. The quality assurance measures also comprise adequate structures and procedures to ensure that the rules of good scientific practice are adhered to.

The application materials set out procedures for continued quality assurance. The Department compiles an annual report, to be evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee, which makes recommendations back to the department. Individual faculty members also provide annual reports. Student input into quality assurance comes from anonymous student evaluation of courses and dissertation supervision, as well as via elected representatives of the PhD cohort who take part in faculty meetings and transmit suggestions and complaints to the faculty and director of the doctoral programme. The doctoral programme also undergoes a comprehensive review every five years conducted by one internal and one external reviewer. These reviews cover research concept and strategy, curriculum teaching quality, recruitment and placement of graduates.

The University's Senate Curriculum and Academic Quality Assurance Committee has responsibility for oversight and feedback.

The experts consider the criterion to be **fulfilled**.

Recommendation:

The Department should ensure that feedback from student evaluations can be returned to faculty promptly so that changes can be made for the following course offering. Students have found that in the past this has not been the case, although they have found instructors responsive to feedback delivered personally and informally.

6.2 Assessment criterion § 18 (2) 1 to 6: Research environment

Research environment

1. The private university has developed a research concept, which incorporates the doctoral degree programme and a development plan, which comprises enhancement measures for the degree programme.

As is typical in the humanities, the research profile of the department changes depending on who currently holds the various posts. Members of the faculty who hold internal or external grants can involve students in research activities for which they are PIs, but students can also choose independent problems for their dissertations as long as they involve areas where the faculty have expertise. The fact that the university funds all PhD students for at least three years (regardless of funding from a PI) makes such work possible.

The PhD in Late Antique, Medieval, and Early Modern Studies has developed significant and unique strengths as set out in the programme proposal and Annex 4.2. The degree itself is interdisciplinary. The existence of a department of Medieval Studies with the power to make faculty appointments and to award the PhD is itself unusual.

Late Antiquity and the Byzantine Oikumene (essentially, the period of transition between classical antiquity and the medieval world, Latin, Greek, and Arabic-speaking) is a relatively recent field of study and one that CUE has placed at the center. The Center for Eastern

Mediterranean Studies is a key part of this program. Not only Byzantine Studies but the comparative study of Byzantine and Western traditions is an important research focus. The 'Byzantine oikumene' also includes Caucasian studies, an area in which CEU PU has been a leader.

Central Europe is an area in which CEU PU has positioned itself as a research leader, as is logical for a university located in the heart of Central Europe that draws students internationally. There are scholars in Western Europe and North America who focus on this region but the concentration at CEU PU is unparalleled.

Medieval archaeology, focusing especially on central Europe, is an multidisciplinary field of study involving excavation, settlement reconstruction, GIS, textual analysis, and image analysis. The recent burgeoning of interest in the study of material culture makes this a vibrant field at the moment. The study of archaeology also helps prepare students for careers in heritage. The history of medieval daily life and material culture, another area of strength identified in the proposal, is related and important for much the same reasons.

Hagiography is a fertile field of study for the medieval Christian world generally, as this body of material provides a good deal of the known source base, and there are a variety of potential approaches including manuscript and textual history, social history, and religious history. CEU PU has had some very important collaborations with other institutions around this topic.

Ottoman studies constitutes another logical area for CEU PU to expand into given its geographical location; many of the areas that were part of the 'Byzantine Oekumene' became part of the Ottoman Empire, and much of Central Europe during the late medieval and early modern period lived in constant productive tension with the Ottoman world.

The experts consider the criterion to **be fulfilled**.

Research environment

2. The private university has defined a research focus for the degree programme, which covers the broadness of the respective discipline as regards content and methods. The focus of the research performance corresponds to the university's approach as well as to the respective subject culture and guarantees international visibility.

The application documents indicate that the PhD programme has a strong research focus and trains the students in content and methods. Students in the first and to some extent the second year of the PhD programme do coursework in seminars, which stress methodology and research sources; one mandatory course specifically focuses on research methodology. As part of the ECTS they are required to earn in the advanced years of the programme they must present papers at international conferences and publish articles. Courses in palaeography and codicology, essential parts of medieval studies research, are available.

As explained in Annex 4.2, internal research grants to faculty members, sabbaticals, and support for external grant applications allow faculty to obtain funding for the work of PhD students. Students often publish in volumes edited by faculty members.

The experts consider the criterion to **be fulfilled**.

Research environment

3. The private university has employed professors qualified in primary occupation in the discipline relevant for the degree programme who cover the broad range of the discipline's content and methods. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

The programme proposal lists twelve full-time faculty and sixteen part-time faculty. The experts judge this to be sufficient full-time faculty to provide leadership in the program, while part-time faculty provide teaching in specialised areas. The programme is especially strong in history and the relevant languages for the geographic area of focus.

The experts consider the criterion to **be fulfilled**.

Research environment

4. The private university maintains institutionally anchored co-operation projects in research and development or the development and appreciation of the arts which are relevant for the degree programme and adequate for the respective subject culture.

The Department of Medieval Studies participates in a number of networks and exchanges as detailed in the Program Proposal. It also has an active relationship in research and scholarly exchange with the Institut für Mittelalterforschung at the Austrian Academy of Sciences, the Institut für Österreichische Geschichtsforschung, the Institut für Österreichische Geschichte, and the Institut für Osteuropäische Geschichte, all at the University of Vienna, the Wiener Stadt- und Landesarchiv and Stadtarchäologie Wien. Cooperation in other European countries includes DAAD funding with the University of Heidelberg, the University of Göttingen and the Forschungsstelle für Vergleichende Ordensgeschichte (FOVOG) at the University of Dresden; Charles University, Prague; Palacký University, Olomouc, the University of Zagreb and the Babeş-Bolyai University in Cluj-Napoca.

The experts consider the criterion to **be fulfilled**.

Research environment

5. The private university promotes research and development activities by providing for appropriate organisational or structural framework conditions.

The CEU PU is a research-oriented university that in its entire structure is geared towards the provision of an organisation framework favourable to high-quality research on the part of both professors and students. The university also provides research grant opportunities for both faculty members and students, to support their work and provide seed money for applying for external funding.

The experts consider the criterion to **be fulfilled**.

Research environment

6. The private university's research infrastructure as well as its facilities and equipment are adequate on a quantitative and a qualitative basis for operating the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

The research infrastructure most necessary to humanities research is a library. Located in Vienna, research students and faculty have access not only to the University's holdings but also one of the great research libraries of the world in the Austrian National Library, to which researchers have access not on an institutional/contractual basis, as stated on the library's website: 'The Austrian National Library places its holdings and its infrastructure at the disposal of researchers with no limitations'. The other needs include office space and administrative staff, provided by the university, and lab and computer equipment particularly in the field of archaeology.

The Quellenstraße building, when the upper floors are complete, will include not only the CEU PU's library but also the offices for staff, computer workstations, and meeting areas for staff and students as well as teaching space, all together in one building. A long-term lease secures this space.

Library (a): intellectual resources. The CEU PU library at the Vienna campus will build on the already extensive library of both print and electronic material acquired at the Budapest campus. There will be immediate on-site access to 45 000 predominantly English-language print volumes and swift access to CEU PU's further collection of over 140 000 print volumes which will continue to be stored in the CEU PU library at Budapest. In addition to the physical collections the library has an extensive collection of electronic material in terms of books and databases tailored to the CEU PU's programmes (206,237 e-books, 55,691e-journals,106 databases). The CEU PU will also negotiate licenses for a wide range of electronic journals supporting research in its key fields. Most importantly, the policy documentation shows that CEU PU is committed as an institution, at the highest level, to the development of the library's resources as a priority infrastructure demand. The library budget is a key concern of the CEU PU administration and there are established procedures allowing flexibility in requesting new resources. All book requests by CEU PU faculty are ordered in some format if available for purchase. Students can also request books through their Department.

Library (b): material conditions. By the completion of the second phase in September 2020 the CEU PU facility in Quellenstraße will have a 1.300m² Library and Reading Hall for 300 workstation positions with IT/AV connections and 50 desks equipped with computers.

On-campus workstations: In addition to the library workstations, there will be 250 seats in the Quellenstraße facility in student co-working and hub areas with WiFi coverage.

Teaching rooms: The Quellenstraße facility will have a 200-seat auditorium, 37 classrooms, further rooms for consultation and seminars and a media lab.

On-campus space to relax and socialise with both peers and professors: The Quellenstraße facility has a large cafe area on the ground floor plus a kitchenette for heating up hot meals on the second floor. There are large, brightly-furnished and well-lit student lounges in which they can both socialise and work if they choose to.

The experts consider the criterion to **be fulfilled**.

6.3 Assessment criterion § 18 (3) 1 to 3: Supervision and counselling services

Supervision and counselling services

1. The private university shall conclude agreements with the doctoral students which govern the respective rights and duties of the private university, the doctoral students and their supervisors.

The draft of the doctoral regulations (Annexe 4.1) is based on the programme as previously offered on the Budapest campus, updated, but the final regulations are to include information on the rights and obligations of CEU PU students under Austrian law (Students' Union Act 2014–HSG 2014) following consultation with the Austrian Students' Union.

The draft regulations clearly set out the obligations of the students in terms of coursework, the comprehensive examination, prospectus defense, complex examination, practica, and dissertation. It sets out the duties of the supervisor before and after admission to candidacy and after (as well as the role of the associate supervisor if there is to be one).

The experts consider the criterion to **be fulfilled**.

Recommendations

The draft regulations do not have explicit provisions for dealing with conflicts between student and supervisor. There should be a path for students who do not feel they have been getting adequate support from their supervisor to seek assistance from the Director of the programme. There should also be a process, if the supervisor does not feel the supervisory relationship is a good fit, to withdraw from supervision without the dismissal from the programme of a student making adequate progress. The CEU PU Doctoral Regulations address a process for change of supervisor and the departmental regulations state that they do not duplicate items covered there, but in fact there is some duplication of important items and this is an important enough one to state there. The responses to queries state that students can and do change supervisors by agreement with the Director and committee, and that this has not caused problems. This is very good news but it would be still better if the procedure were set out. The students with whom the panel spoke felt that they knew who to go to in this sort of situation but the situation of conflict had not arisen. There should be an ombudsperson to whom students can go in the case of conflict with the supervisor and other department staff. There does not seem to have been a problem to date, but the time to establish a procedure is before a problem exists.

Supervision and counselling services

2. The private university shall enable the doctoral students to engage in an intensive dialogue with scientists or artists, respectively, by collaborating with higher education institutions and, if applicable, partners outside the higher education area in Austria and abroad and promote the participation of doctoral students in national and international symposia.

According to the application documents, the department has a research seminar in which both students and external scholars present their research. It encourages, indeed requires, the participation of students in symposia. It makes opportunities available for cotutelle as appropriate. The university encourages students to spend a term at another university and the Doctoral Program Committee helps to identify a contact scholar who can serve as a temporary external supervisor. Lecture series regularly bring senior scholars from various parts of the

world, whom students get a chance to meet. Based on the experience of experts on this panel with doctoral students from CEU PU, the department has been doing a good job of encouraging its students to find collaborations outside CEU PU. Students with whom the panel spoke were pleased with the opportunities they have had to invite and meet with visiting scholars.

The experts consider the criterion to **be fulfilled**.

Supervision and counselling services

3. The private university shall provide the doctoral students with adequate counselling services which are tailored to the specific degree programme.

According to the CEU PU responses to questions submitted by the experts, CEU PU has a counselling programme with three clinical psychologists for students generally who are dealing with psychological problems or stressful experiences. Students are also welcome to seek advice and help on an informal basis from the PhD Coordinator and Director of the PhD programme.

It has not been specified whether one or more of these psychologists specialises in the needs of PhD students. They are less likely to be afflicted by some issues (for example, homesickness, as it is not likely they are away from home for the first time) and more likely others (for example, anxiety around employability at the end of years spent on the degree; struggling with motivation when so much of the work is carried out in isolation (an individual sitting in an archive or library). Their needs are different from those of undergraduates and it should be specified how these will be met.

The experts consider the criterion to **be fulfilled**.

Recommendation

The department should make someone available for counselling for PhD students other than the supervisor. Supervisors may be expected to maintain a close professional relationship with the student, but not all are comfortable with providing advice on a personal level, nor do all students feel comfortable enough with the supervisor to seek it.

6.4 Assessment criterion § 18 (4) 1 to 8: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of doctoral programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements in doctoral programmes may include, for example, distance-learning degree programmes or joint degree programmes.

Degree programme and degree programme management

1. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic competences, personal skills, and social competences and are in accordance with level 8 of the National Qualification Framework

The proposal shows the programme as providing all the skills necessary to produce an independent piece of research in the dissertation. These include language skills in Latin and any other necessary research languages as well as palaeography and other technical skills; familiarity with different types of medieval sources and the issues in using them; the ability to

define research questions and methodologies with which to answer them (all contributing to EQF level 8: Skills, 'the most advanced and specialised skills and techniques, including synthesis and evaluation'. The proposal also indicates that students will acquire a broad context of medieval studies into which to fit original research, including key debates in the field; ability to communicate one's work in fluent written and spoken English and other languages.

The formal learning objectives are:

- Ability to independently design and write a doctoral research project. This must be an original piece of work and corresponds to EQF Level 8: Knowledge, as the student produces new knowledge at the 'most advanced frontier of a field of work or study and at the interface between fields'
- Ability to approach a historical issue or problem in its broader theoretical, political, economic, social and religious context(s), from a comparative, and inter-/multi-disciplinary perspective(s);
- Ability to summarize, present and discuss ideas and arguments orally before and audience of educated peers in a clear, effective and engaging way;
- Ability to independently teach, publish and perform other academic activities (database construction, networking, conference organization, publishing, grading etc.). Along with the thesis this fulfils EQF Level 8: Autonomy, demonstrating 'substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas'.
- Ability to learn and work in a multi-cultural and multi-disciplinary intellectual environment.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

2. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The standard internationally understood requirement of a PhD programme is the production of a major original contribution to knowledge. This programme is appropriate as a PhD programme. The name of 'Late Antique, Medieval, and Early Modern Studies' corresponds to the three chronological periods covered by the programme and the interdisciplinarity of the programme.

The experts consider the criterion to **be fulfilled**.

Recommendation

The programme is stronger in medieval than in late antique and early modern, and in history, art history, and archaeology than in literature and musicology among other disciplines. All programmes must have some specialisations, no one can cover all fields especially with a staff this size, but as the programme plans for the future they will want to evaluate whether these are the areas in which they wish to maintain strength or whether they wish to build in other areas.

Degree programme and degree programme management

3. The minimum duration of studies stipulated in the curriculum is three years. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

According to the application material and annexes, the programme is envisioned to be completed in four years although students may take up to six years if necessary. It includes one year of intensive coursework to create the learning outcomes required as a basis for completing research, one year with some coursework and practica as well as research, and two years of research combined with teaching.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The workload related to the individual modules ensures that the intended learning outcomes, especially writing the doctoral thesis, can be achieved within the stipulated duration of studies. The ECTS is applied correctly; in any case to the curricular parts (courses) of the degree programme.

The workload for this programme is heavy. Students take 40 ECTS credits of coursework in the first year while at the same time preparing for their prospectus defense and comprehensive exam. In the second year, they prepare for the Complex Exam and also continue with coursework (16 ECTS credits including doctoral colloquium and practica). ECTS credits are awarded for all these items, such as preparation for the exams, and dissertation research.

The programme requires that students publish three papers, at least one of them in a major journal, in order to receive the degree. This is something that PhD students at all institutions aim at, but it is generally not a requirement.

The experts consider the criterion to **be fulfilled**.

Recommendations

The multiplicity of requirements and ways of earning ECTS particularly after the first year means that the supervisor's role becomes very important in ensuring that students know what is required of them. Even if it is clearly set out in the written material, the supervisor must still be aware of it and revisit it with the students. It is very important that all doctoral supervisors be kept current with what is required, and that students are kept informed through other channels as well.

There is a danger that the publication requirement will pull students' focus from the dissertation, or encourage them to publish too early in relatively obscure venues. The panel understands that publishing three papers was a requirement of Hungarian accreditation, but the department indicated its wish to keep the requirement. (It should be noted that the current students the experts spoke to did not find this to be a problem.) It is quite unusual for a medieval studies programme anywhere but Hungary. Other departments at CEU PU, even under Hungarian accreditation, allowed two of the papers to be book reviews, and/or are reducing the requirement now that the university has left Hungary. Medieval Studies should also consider this. It is possible to strongly encourage students to publish without prescribing a specific amount. Students feel under pressure to finish in four years even if they could take longer, for funding reasons, and this requirement may create additional obstacles.

Students are guaranteed three years of funding (subject to satisfactory progress), and most also receive research travel funds and write-up funds in the fourth year. Both academic staff and students who spoke to the panel told us that because of these other funds the university ends up funding most students for at least 3.75 years and more. The system is overly complicated and puts the onus on the student to apply for each separate pot of funding. Department leadership indicated to us that they would prefer to see students be given four years of funding upon entrance rather than have to apply separately to different internal funds. The panel heartily endorses this recommendation.

Degree programme and degree programme management

5. Regulations for doctoral programmes have been established. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

A comprehensive draft of doctoral regulations has been drawn up making clear what is required at all stages of the course. The Comprehensive Examination, the Prospectus Defense, and the Complex Examination assess the learning outcomes, measuring both the student's preparation to write the dissertation and general knowledge in the field to teach topics not directly related to the dissertation.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.

This document has been drawn up correctly and is compliant with the requirements of the criterion.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

The admission requirements are clearly defined in the application materials and include:

- The holding of a Master's degree. A summary of no more than 1000 words must be submitted, evidencing, if possible and/or necessary, the interdisciplinary character of the candidate's previous study of the late antique, medieval or early modern periods
- knowledge of academic English and at least one ancient, medieval, or early modern source language (e.g., Arabic, Greek, Hebrew, Latin, Old Church Slavonic, Ottoman Turkish, Persian, etc.) by the time of application (or equivalent skills for an art or archaeology dissertation project)
- A detailed dissertation proposal of no more than 3000 words (excluding bibliography, and a dissertation outline and timeline of no more than 1000 words, and a detailed dissertation proposal.

The Medieval Studies Doctoral Programme also requires a minimum knowledge of Latin as well as working knowledge of one modern language besides English and the applicants' native

tongue/s. Such knowledge can also be obtained during the course of the doctoral studies up to the time of the pre-defense, based on the decision of the admission committee.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

The admissions procedure to the PhD in Late Antique, Medieval and Early Modern Studies is governed by the general CEU PU regulations for admission, as set out in the Draft CEU PU Admissions Policy and the CEU PU Doctoral Regulations. The procedures set out here are transparent and fair. There is a clear and comprehensible checklist for applicants to use to ensure they submit all the necessary documentation for their chosen programme. Once they have been checked for completeness by the Admissions Office, applications are passed to the relevant Department which has an Admissions Committee appointed by the University Doctoral Committee on the recommendation of the departmental DPC. The Admissions Committee will assess these applications on a range of criteria, such as the student's grade point average, class rank, Master's thesis quality, the quality of his/her statement of purpose/preliminary dissertation proposal, and the letters of recommendation. The Admissions Committee will produce a ranking based on the application materials using a grading or points system, and the entire admissions process as well as the ranking and the final decisions must be formally recorded (e.g. by minutes). This process is clearly laid out in the CEU PU Admissions Policy document and in Annex 4.1 and thus transparent to prospective applicants. Comments on all applications are invited from all faculty members.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The recognition procedures for higher education competences in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

According to the application, documents there are twelve full-time staff and sixteen part-time. This provides sufficient staff to cover teaching and supervision even given absences for research sabbaticals. As the university develops undergraduate programmes, it will have to give consideration to expanding staff.

According to Annex 1.2.10 there are 5.5 FTE of non-academic staff. This is a sufficient, indeed rather large, number to support an academic staff and student body of the size here.

The experts consider the criterion to **be fulfilled**.

6.5 Assessment criterion § 18 (5) 1 to 5: Staff

Staff

1. The private university has sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

The CEU PU has sufficient staff, both academic and non-academic, to deliver the PhD programme in Late Antique, Medieval and Early Modern Studies.

The department employs 12 full-time professors and 16 part-time professor in the delivery of the PhD programme. This provides sufficient staff to cover teaching and supervision even given absences for research sabbaticals. As the university develops undergraduate programmes, it will have to give consideration to expanding staff.

The CEU PU document on non-academic support staff lists 7 (FTE 5.5) administrators for the Department of Medieval Studies. Other administrative tasks such as student affairs, enrolment management, career services, and alumni relations, research funding, personnel management are carried out by staff members of other units that are located at CEU PU.

The experts consider the criterion to **be fulfilled**.

Staff

2. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme. The scientific and/or artistic staff envisaged for the supervision of thesis projects is authorised to teach (venia docendi) or has an equivalent qualification for the scientific or artistic subject, respectively. It is involved in the research and development or the advancement and appreciation of the arts of the respective subject and performs research and development activities which are in accordance with the university's approach and the respective subject culture. The majority of the scientific and/or artistic staff assigned to the supervision of theses has experience in this field.

The CVs provided for the academic staff indicate sufficient qualification and research activity. All of the faculty members, both full-time and part-time, hold a PhD or equivalent, with one exception, who is a specialised teacher of Ottoman language and has completed additional study beyond the MA. All of the full-time staff are research active (publications and presentations in 2018 and later; because the CVs were presented with the proposal some of them list 2019 publications as 'forthcoming' but the experts have assumed they have appeared by now). Part-time staff are for the most part research active, as determined either by their CVs or an internet search, with the exception of those providing exclusively language instruction, some of whom conduct research in an area outside late antique, medieval, and early modern studies.

The experts consider the criterion to **be fulfilled**.

Staff

3. The benchmark for an adequate tutoring ratio for the supervision of doctoral theses is eight doctoral students per supervisor (full-time equivalent).

The CEU PU doctoral regulations provide that faculty members should normally supervise not more than five PhD students. This ratio is comparable or more favourable than what is found at many major universities, and clearly meets the benchmark as set out.

The experts consider the criterion to be fulfilled.

Staff

4. The prioritisation of the teaching, research, and administrative activities of the scientific and/or artistic staff in primary occupation at the private university ensures that there is sufficient time for research and development or the advancement and appreciation of the arts as well as the supervision of doctoral students.

The balance between research, teaching and administration is clearly laid out in the CEU PU Academic Staff Handbook, as follows: The normal full-time workload of resident faculty members is 40 hours per week. All resident faculty members are expected to engage in teaching, research, and administration. The workload is normally divided according to the following approximate percentages: teaching (including supervision) 30-50%; research (including research management) 30-50%; other administration 20-40%. Percentages can be defined differently in individual job descriptions. For faculty with joint appointments, heads of respective units should agree on which administrative responsibilities the faculty member will perform in each unit, with a view of avoiding administrative overload. In general, the CEU PU is a research-intensive institution, which places a high value on the research activity of its staff. While doctoral supervision is listed as a teaching responsibility, academic staff retain their obligation to supervise doctoral students even while they are on leave (this is comparable to other universities), showing that doctoral supervision is integrated into research activity as much as into teaching. The teaching and administrative responsibilities of the academic staff as set out in the programme proposal are in the range of what one would expect at a research university and should allow time for research as well as teaching and administration.

The experts consider the criterion to **be fulfilled**.

Recommendation

As CEU-PU develops undergraduate programmes, the size of the academic staff may have to be reconsidered. The same number of staff cannot offer new undergraduate courses without cutting the number of graduate classes or increasing staff workload. Effective use of teaching assistants may help mitigate this issue as well as provide useful training for PhD students, for whom teaching undergraduates provides better experience than teaching MA students in more specialised courses.

Staff

5. The private university provides for personnel development measures aimed at the supervision of doctoral students

There is no training as such for supervisors of doctoral students, but many academic staff members arrive with experience doing so, and co-supervision allows them to learn from more experienced colleagues.

The experts consider the criterion to **be fulfilled**.

Recommendation:

In future, it would be desirable to have some more formal induction or training in the role of the doctoral supervisor for new staff in the department. The Department is not large enough to have its own faculty development programme around doctoral supervision, but the University should have one in which experienced supervisors can share best practices.

6.6 Assessment criterion § 18 (6): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

According to the proposal, the degree programme's funding is provided through the endowment fund. Such a fund is of course subject to the vagaries of the market as is the case with all private universities. The university has guaranteed the funding to the program through 2025 from the endowment and the Open Society Foundation grant. Economic problems may be ahead for all universities due to problems in the wider economy, but CEU and this degree program are better positioned to weather them than most.

Funding also includes the funding of PhD students, the majority of whom are fully-funded with CEU PU stipends, although one or two may be externally funded. These stipends are also guaranteed. CEU PU also provides several other funding opportunities for doctoral students, as well as the possibility of a 6-month write-up grant. Both from the staffing and student point of view, therefore, funding is secured, as it also for the research infrastructure and non-academic staff necessary for delivering the programme.

The experts consider the criterion to **be fulfilled**.

6.7 Summary and final evaluation

Development and quality assurance of the doctoral programme:

The procedures established by CEU-PU and applicable to this programme are clear and sufficient.

Research environment:

The programme has identified a set of foci for research and involve PhD students in active research projects. The infrastructure is suitable.

Supervision and counselling services:

The programme has clear rules for supervision of students, which are what one would expect of a PhD programme.

Degree programme and degree programme management:

The requirements for the programme are clearly set out for students

Staff:

The academic staff is of sufficient size and qualification. The non-academic staff is of sufficient size.

Funding:

Current funding levels are sufficient and secured by endowment.

AQ Austria, 1190 Wien, Franz-Klein-Gasse 5



Agentur für
Qualitätssicherung
und Akkreditierung
Austria

The experts **recommend the Board of the AQ Austria to accredit** the doctoral programme
"Late Antique, Medieval and Early Modern Studies".

MA in Late Antique, Medieval and Early Modern Studies

7 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Late Antique, Medieval and Early Modern Studies” master programme

Information on the accreditation application	
Name of the degree programme	Late Antique, Medieval and Early Modern Studies
Type of the degree programme	Master programme
ECTS credits	60
Normal period of studies	1 academic year, 3 terms
Number of study places	10-12 per academic year
Academic degree	Master of Arts (MA)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	€ 12.000/year

7.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The one-year M.A. programme in Late Antique, Medieval and Early Modern Studies (LAMEMS) has been in operation since 1993. It has been incorporated into the quality management system of CEU PU ever since. It was first accredited by the New York State Education Department (NYSED) as a programme in Medieval Studies. As such, it has successfully undergone two external reviews in 2012 and 2015. It was adapted to a wider chronological scale in 2017 with regard to Late Antiquity and the Early Modern period (again, approved by NYSED).

The experts consider the criterion to **be fulfilled**

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

According to the proposal, the programme is accompanied by a number of self-assessment strategies in order to meet CEU PU's quality assurance:

- The programme director and the Head of Department of Medieval Studies jointly submit an annual report that is evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee (SeCur). They, in turn, communicate their findings and potential recommendations back to the Department.
- Each Faculty member submits an annual report on her/his activities.
- Routine student evaluations with regard to courses, teachers and thesis supervision are held by use of an online system that vouches for anonymity.
- Plenary meetings ("town hall") serve as a forum for general issues.

Apart from the review of the annual report, (at least) every five years the quality of the programme is reviewed by SeCur with a focus on the research concept and strategy of the Department of Medieval Studies as well as its curriculum, teaching quality, recruitment and placement of graduates. Moreover, Extraordinary reviews, whether internal or external, can be held at the discretion of the President and Rector and the Provost.

The experts consider the criterion to be **fulfilled**.

7.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. *The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.*

Being designed for a particularly diverse student body, the degree programme attracts applications from all over the world, which, in turn, meets the general policies of CEU PU. The distinctive features of the former ('Budapest') programme have been preserved: in terms of geographical coverage, its shift from 'Latin Europe' towards a core area further east, enhancing the trans-cultural scope of teaching and research; its treatment of the period from Late Antiquity to the Early Modern Period as a historical entity; emphasis on interdisciplinarity, global interconnectedness and, in terms of methodology, comparative approaches.

The changes that have been made recently do not concern the said principles but rather quantitative re-allocations within the curriculum.

The experts consider the criterion to be **fulfilled**.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

With regard to its desired learning outcomes, the programme is driven by a strategy that is clearly defined. While it is its main goal to develop research skills, it also aims at

- a critical and self-reflective evaluation of the 'state of the art' of a given research field,
- a good understanding of research traditions as a prerequisite for the ability to identify new approaches, methods and research strategies;
- a good understanding of theoretical approaches relevant for research in pre-modern societies;
- a good understanding of the multidisciplinary of Medieval Studies in general.
- In particular, the programme aims at the linguistic requirements of graduates that are the prerequisite for an academic career:
- In addition to its being the language of instruction, students are constantly trained in speaking and writing in English, especially with regard to academic writing.
- The training of source languages (above all Latin) up to an advanced level of text understanding is mandatory.

Judging from the most recent Students' Handbook, there is a strong notion that social competences are considered essential. This is reflected by the clear guidelines for the interaction with supervisors and faculty, including the obligation to keep to timelines and agreements, but also by the social interaction between students (e.g. joint activities such as field trips, sharing of information, parties and other student events). These goals meet the requirements for level VII as defined by the National Qualifications Framework.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The name of the programme "Late Antique, Medieval and Early Modern Studies" indicates a deliberate and programmatic deviation from canonized periodizations that will appeal not just to experts in the field but also to international B.A. laureates. Its message is that traditional assumptions about continuities and discontinuities, which are underlying the traditional tripartite schematism of historical research (antique, medieval, modern) will be questioned in the course of study.

The degree "Master of Arts" (M.A.) corresponds with the programme under discussion. According to application documents and in comparison with other international M.A. programmes in the same field, the CEU PU programme is very much oriented towards research competencies, while at the same time securing the gain of advanced knowledge about pre-modern societies on a multi-cultural scale.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

According to the proposal for accreditation, the curriculum combines research and teaching in a way that

- places emphasis on teaching in the beginning (Fall term), while gradually encouraging students to identify their research area (mandatory Thesis Seminar I). During this phase, training in academic writing, mastery of source languages and knowledge about either 'core areas' or 'topics' of LAMEMS are in the foreground;
- budgets the Winter term as an intermediary phase during which most of the Fall programme is continued while giving more attention to the practice of thesis writing, especially to the presentation and discussion of exemplary chapters;
- gives opportunity to place emphasis on thesis writing during Spring term.

The interdependence of these three elements gives students the opportunity to refine their basic skills early during the year and then move on to applying these skills to their own limited field of research. Judging by the "program learning outcomes" as listed in the proposal, the students are gradually enabled to achieve all these outcomes by learning in classes and then applying what they learned in a guided work on their theses.

The experts consider the criterion to **be fulfilled**.

Recommendation

Being the focal point of education in the programme, the M.A. thesis might be valued at more than 10 ECTS points. Generally, a reattribution of ECTS points to the elements of the curriculum in general might be considered. At the moment, the teaching elements weigh somewhat heavily, whereas the thesis, being the focal point of all teaching and preparation for independent research, is underrated.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

The didactic conception behind the programme combines an attitude towards students as 'younger colleagues' (i.e. flat hierarchies). According to the Proposal, according to the 2019/20 Student Handbook and, above all, according to the answers on experts' questions provided during interviews there are sufficient guidelines for professor-student interaction: Under which circumstances is it possible to change the research project or the main supervisor? What happens if timelines are missed? Which absences from class or from CEU PU are acceptable and which are not? Which aspects of interaction have to be agreed upon individually between a teacher and students (e.g. use of personal electronic devices in the classroom)? These are necessary prerequisites for the challenge of a 60-ECTS one-year programme. According to answers given during the interviews, the amount of help provided to students is high. Both

student rights and rules are defined by CEU PU Student Rights Policy. Detailed advice that can be standardised is outsourced into tools like 'The Little Gray Book' and the Students Handbook, leaving the better part of student-teacher interaction for individual support and scholarly discussion.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

ECTS is applied correctly insofar as 60 credits are generally considered to correspond to a full-time workload of one academic year, one credit being held to correspond to 25 to 30 hours of work (ECTS User's Guide 2015 as distributed by the EU Publications Office, p. 10). This means that the programme is manageable under the condition that students work extremely hard. However, workload of the programme is very demanding. On the basis of 40 hours of work per week, 60 ECTS credits, each of them measured for 30 hours of learning activities, add up to 45 weeks of work. This means that students will be very busy during the whole period of their stay and probably for more than 40 hours weekly (average).

During the live interviews on 19 May 2020 this issue was raised and discussed. Experts were informed that prior education of applicants must be sufficient in order to be accepted to this one-year programme. Students with insufficient pre-education and students who change their main subjects (e.g. first degree in cultural anthropology) are advised to enter a two-year programme instead of this one. According to the interviews held with students, the feasibility of the programme is enhanced by the high degree of constant feedback students are receiving during their year.

The experts consider the criterion to **be fulfilled**.

Recommendation

During the next years, CEU PU might consider reattributing ECTS points rigorously on the basis of the actual workload required.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

Examination dates and timelines are made public already in the syllabus or are communicated during class. According to the proposal and information given during the interviews, examination rules are unambiguous with regard to grading and the possibilities of failure and retake. It seems that different teachers and courses use different assessment methods, which is common practice and acceptable. In most seminars, final papers are expected. In order to graduate from the one-year MA programme, students must accumulate a total of 60 ECTS credits (see above) and complete a thesis (according to the proposal: of appr. 18.000 words) which is graded C+ or better. According to the Diploma Supplement, a C+ at CEU PU means a "minimum pass", corresponding to a score of "2.33" or ECTS Grade "E".

The examination methods are typical of MA programmes in the humanities and are well able to assess to what extent the intended learning outcomes have been achieved.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

*8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.
5*

The Diploma Supplement (Annex 4.5) has been already formally reviewed and complies with the formal requirements. It follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. It provides the necessary information on transparency and fairness of the recognition of qualifications. It also provides information about the resulting qualification and its level, specifies admission requirements, itemizes core modules, and outlines the grading scheme. It also includes, at the end, space for individual course grades. The Diploma Supplement is an important tool for the recognition of CEU PU degrees in an international setting.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

Programme admission requirements are set out in § 15 of the proposal. A minimum of 4 years of study in pertinent disciplines is required. Language requirements are taken seriously, especially for proficiency in English. During the interviews on 19 May 2020, students confirmed that the qualification of incoming students is thoroughly assessed and that students who have not been sufficiently educated before arrival are strongly advised to enter a two-year M.A. programme. If students hold a B.A. or previous M.A. degree from a place where the teaching language is not exclusively English, accepted standard tests of English and their respective levels are clearly defined. A research proposal for the MA thesis is required, as are CV and publication list and two reference letters.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

Applications are entered into an online system. From there they are processed through a review in three defined steps (Proposal § 15,6). In their answers to written questions during the accreditation procedure (p. 4s.), CEU PU representatives confirmed that all applications are assessed in the form of a written report and that a numerical score by minimum three faculty members are used. They also announced that in the future the interviews will no longer be done

⁵ In der PU-Akkreditierungsverordnung 2019 wird noch auf die Anlage 2 das UniStEV 2004 verwiesen. Diese Verordnung wurde geändert und deshalb wurde der Text des Beurteilungskriteriums im Gutachten entsprechend angepasst.

by a single faculty member. Instead (and starting from next year), interviews will be held by "more than one faculty member", and there will be a written report on interviews. The experts considered this innovation to be very important. It is their opinion that a two-pairs-of-eyes principle (at least two!) should be strictly observed during the whole admissions procedure.

The experts consider the criterion to **be fulfilled**.

Recommendation

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

Degree programme and degree programme management

11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

On the basis of the available information and the documents provided by CEU PU and due to the positive accreditation in Hungary, the recognition procedures are clearly defined and concur with the Lisbon Recognition Convention. Due to the international background of the students of CEU PU the CEU PU administration already has obtained a considerable amount of experience in this field.

The experts consider the criterion to **be fulfilled**.

7.3 Assessment criterion § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

Teaching is provided by sixteen full-time and fifteen part-time faculty members. Two of the full-time and ten of the part-time professors are Visiting Faculty (one part-time being 'Recurrent Visiting Professor'). An asset is Faculty's diversity with regard to competences, academic and cultural background. This is in line with the general CEU PU policy. According to the 'List of Non-Academic Positions at CEU PU' there is sufficient permanent staff to manage extra-curricular issues.

The experts consider the criterion to **be fulfilled**

Staff

2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

According to the List and CVs of faculty members and according to the information given in the application (p. 7: 10-12 students per year) and during the interviews on 19 May 2020, the ratio of students and teachers is more than adequate. However, the staff-student ratio is only good as long as Faculty is expected to teach and supervise M.A. and Ph.D. programmes only. According to the information given to the experts in the accreditation procedure, CEU PU is planning to begin B.A. programmes by which teaching and supervision obligations will rise.

The experts consider the criterion to **be fulfilled**.

Recommendation

When B.A. programmes are introduced, CEU PU will have to hire more staff.

Staff

3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university

Among the fourteen full-time permanent professors there are one Cultural Anthropologist; one Latinist; one Hellenist; one historian of philosophy; one social historian, specializing in material culture; six medievalist historians with different specializations; one ancient historian; one historian of the early Christian church; one early modernist, specializing in the history of science. If sorted according to their epochal specializations, Late Antiquity and Medieval Culture are covered well.

The experts consider the criterion to **be fulfilled**.

Recommendation

It seems reasonable to acquire more expertise in early modern studies.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

According to their CVs and publication lists, Faculty members are sufficiently qualified throughout to maintain the programme on a high level of teaching. In general, they have an international background, providing CEU PU with a lot of experience. The publication rate of some (but not of all) of them is very impressive; some are leading figures in central fields of research and have a strong international standing. Judging from the perspective of the curriculum structure, the staff combines all competencies necessary for the degree programme. Its members are experienced enough to supervise thesis projects on all fields mentioned on pp. 1-2 of the proposal (Byzanto-Slavic, Ottoman, Eastern Christian and Latin Christian). According to their CVs, teachers are in command of all relevant kinds of sources and research paradigms.

The experts consider the criterion to **be fulfilled**.

Staff

5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

Mandatory, mandatory elective and elective classes are attributed to members of the academic staff according to their competences and research preferences. This should leave enough time and energy for each staff member to pursue their research and publication projects. The same impression is conveyed by the publication outcome of many staff members.

The experts consider the criterion to **be fulfilled**.

7.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

According to the proposal and additional material received, CEU PU has guaranteed funding of all its programmes for the entirety of the initial accreditation period according to a clear financial plan. The overall expenditure for the Department of Late Antique, Medieval and Early Modern Studies for the forthcoming academic year has been clearly costed and transparently laid out. The funding is provided by a) tuition revenue and b) the central budget of CEU PU, which in turn, is funded by the CEU Endowment fund. The OSF Grant is guaranteed until 2032. On the base of the application, there are no visible changes to hitherto situation.

The experts consider the criterion to **be fulfilled**.

7.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

According to the information made available to the experts on paper and via video, the Quellenstraße facilities are adequate and sufficient for successfully running the programme. CEU PU is authorised to use these facilities via a sub-lease contract. During live interviews, students confirmed that the quality of seminar rooms, common and recreational areas is good. The facilities seem not to have the grandeur of the former situation in Budapest, but they are functional and satisfactory. Doubts about the validity of a sub-lease contract as the legal basis were dispelled during the live meeting on 19 May 2020.

The experts consider the criterion to **be fulfilled**.

7.6 Assessment criterion § 17 (6) 1 to 2: Research and development

Research and development

1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..

The CVs show that staff of the LAMEMS Department has been selected according to the overarching plan of CEU PU to shift the focus of research (and teaching) from its classical place in 'Latin' Christianity to a more multicultural and globalized ensemble of societies, including the Byzantino-Slavic world, the Ottoman Empire and Eastern Christianity. Each member of staff is an expert in one of these fields, and this often in an interdisciplinary way. During the interviews on 19 May 2020, it was made clear that only at first sight is there a strong predominance of history as a discipline, but that professors are often qualified in more than one discipline. Just as the number of students come from a variety of national/cultural backgrounds, so do the teachers. They were educated in different academic traditions, which is noticeable from the perspective of students.

The experts consider the criterion to **be fulfilled**.

Recommendation

It seems reasonable to the expert that CEU PU will be aware of upcoming retirements, especially in the case of senior staff in positions of responsibility.

Research and development

2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

As discussed in the 'Staff' section the faculty are sufficiently research active, as is shown by the CVs provided (publications and presentations in 2018 and later; because the CVs were presented with the proposal some of them list 2019 publications as 'forthcoming' but the experts have assumed they have appeared by now). All of the faculty members, both full-time and part-time, hold a PhD or equivalent, with one exception, who is a specialised teacher of Ottoman language and has completed additional study beyond the MA. Part-time staff are for the most part research active, as determined either by their CVs or by an internet search, with the exception of those providing exclusively language instruction, some of whom conduct research in an area outside late antique, medieval, and early modern studies.

Staff is not only research active on an individual basis but participates in larger, institutionalized research endeavours as described in the Research Concept. See their activities with regard to the information exchange with the Dresden "Forschungsstelle für vergleichende Ordensgeschichte" (FOVOG), supported by the German Academic Exchange Service. It also refers to the long-standing cooperation with the "Institut für Realienkunde des Mittelalters und der Frühen Neuzeit" at the University of Salzburg (here especially the MAD = "Medieval Animal Data-Networks"), and OTTOCONFESSION ("The Fashioning of a Sunni Orthodoxy and the Entangled Histories of Confession-Building in the Ottoman Empire"), an ERC Consolidator Grant.

The experts consider the criterion to **be fulfilled**.

7.7 Assessment criterion § 17 (7): Co-operation

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

According to the Research Concept the programme benefits from a number of cooperations with prestigious European research institutions such as the University of Heidelberg where the project "Regions and Regional Exchanges in Medieval Central Europe" is congenial to the research profile of the Department of Medieval Studies. Other places, as mentioned in the Program Proposal, are the University of Göttingen, The "Forschungsstelle für Vergleichende Ordensgeschichte (FOVOG) at the University of Dresden, the Charles University, Prague, the Palacký University, Olomouc, the University of Zagreb and the Babeş-Bolyai Univeristy in Cluj-Napoca. According to the application, "these cooperations involve inviting faculty members as guest lecturers and evaluators of MA theses, and sending CEU students for consultations there".

In Vienna, staff has the opportunity to intensify their exchange with other leading research institutions such as the University of Vienna and the Austrian Academy of Sciences. Not just the libraries but also the colleagues at these institutions are excellent. During the interviews held on 19 May 2020, members of the Department of LAMEMS have a positive attitude to this opportunity and benefit from long-standing contacts with Austrian / Viennese researchers. They will be a source of inspiration for the CEU PU professors - and vice versa. This, however, does not mean that CEU PU should be reassigned a different research focus as described above. Its transcultural quality will remain the special feature of the Department of LAMEMS at CEU EU. The international upbringing of most staff members as documented in the CVs guarantees that members of staff are prepared to opening up to new challenges.

The experts consider the criterion to **be fulfilled**.

7.8 Summary and final evaluation

Development and quality assurance of the degree programme:

The procedures established by CEU-PU and applicable to this programme are clear and sufficient.

Degree programme and degree programme management:

The degree programme and its management, as established by CEU-PU and applicable to this programme, are clear and sufficient.

Staff:

The academic staff is of sufficient size and of good qualification. The non-academic staff is of sufficient size.

Funding:

Current funding levels are sufficient and secured by endowment.



AQ Austria, 1190 Wien, Franz-Klein-Gasse 5

Infrastructure:

The infrastructure at the Quellenstraße campus is good. During the next years, its usage is guaranteed by contract

Research and development:

The research focus of the LAMEMS Department is highly original and has a high international reputation. It enables staff to identify a set of foci for research that is highly attractive for M.A. students.

Co-operation:

Its new home in Vienna offers to the LAMEMS Department plenty of opportunity to collaborate with staff from other research institutions. This will have a positive effect on teaching and students.

The experts **recommend the Board of the AQ Austria to accredit** the master programme in Late Antique, Medieval and Early Modern Studies.

MA in Nationalism Studies (One-Year)

8 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO –“Nationalism Studies (One-Year)” master programme

Information on the accreditation application	
Name of the degree programme	Nationalism Studies (One-Year)
Type of the degree programme	Master programme
ECTS credits	60
Normal period of studies	1 academic year, 3 terms
Number of study places	14-18 per academic year
Academic degree	Master of Arts (MA)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	€ 12.000/year

8.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The Nationalism Studies program, based on previous degree programme designed by the British-Czech well-known philosopher and social anthropologist Ernest Gellner in the early days of CEU in Prague and was transferred to Budapest in 1997. This programme in Hungary was reviewed two times by external reviewers (last time in 2015/2016 by [redacted] from EUI Florence) and is reviewed year by year by internal committees. Based on the material submitted by CEU PU the experts can confirm that it is indeed one of the very few programmes world wide which offer a comprehensive MA-programme focusing on the study of the origins and development of nationalism and it offers detailed studies on migration, populism, minority rights as well as citizen and citizenship rights. The faculty teaches on the basis of cross-disciplinary methodological and theoretical approaches being strong in political science, history, sociology, international relations, anthropology, social theory and legal studies. In the video conference with faculty members on 19 May 2020 the positive reviews were discussed with minor changes in the programme. The programme will be enlarged offering two more courses and aims at a one-year programme to teach and train future professionals for positions with NGOs in the field of migration and refugee issues. In the discussions on 19 May 2020 [redacted] referred to the new cooperation with the IWM (The Institute for Human

Sciences), an independent private institute for advanced study in the humanities and social science in Vienna, which will strengthen the global perspective of the programme.

The experts consider the criterion to **be fulfilled**

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

According to the material presented by CEU PU the quality management system is well developed and functioning well for the Nationalism Studies programme like in all other departments and programmes. The programme is evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee based on annual reports. Faculty members are obliged to submit annual reports covering all their activities for the CEU PU. The students provide anonymous online evaluations of courses, teachers and supervisors. Curriculum, teaching, personnel recruitment policies and placements of students are reviewed every five years by the CEU PU Senate Curriculum and Academic Quality Assurance Committee. The President can decide over extraordinary reviews.

The experts consider the criterion to **be fulfilled**.

Recommendation

After the discussions with the students on 19 May 2020, the experts received the impression that the anonymous semester evaluations of courses should be communicated faster to the faculty members and a general feedback should be discussed with the students that they receive the feeling that evaluations matter - maybe in the departmental meetings.

8.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

After studying the material (proposal, syllabi etc.) submitted by CEU PU the experts thought that the workload for this one-year master programme is extremely high (including the necessity to publish three articles in peer reviewed journals before graduation). The experts thought that even if the students accepted are already very experienced and that they will be able to gain excellent special theoretical and methodological expertise as outlined in the

programme, little time is left for concrete research based on empirical training. As the student handbook indicates the theoretical part of the courses is very time consuming in the beginning.

After intensive discussions with CEU PU faculty members on 19 May 2020 it turned out that already in the admission process only well prepared and advanced students with a clear view and preparatory work on their MA thesis are accepted in this one-year master programme, all others are only considered for a two-year master. Despite the heavy workload the students confirmed in the video conference on 19 May 2020 the impression that the one-year master is manageable with special support by faculty and supervisors, but it can be difficult if extensive empirical research is needed. The published three peer reviewed articles can be used in the Master thesis which certainly is an advantage and increases the quality of the thesis.

The experts consider the criterion to **be fulfilled**.

Recommendation

The experts recommend that CEU PU conducts an intensive external review of the one year master programme with intensive participation of students after 2 to 3 years in Vienna.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

The material presented by CEU PU provides enough evidence that the scope of the MA of Arts in the one-year master programme in Nationalism Studies is clearly defined despite the multi-disciplinary composition of the courses.

The students should obtain the following qualifications:

- undertake interdisciplinary research in nationalism studies,
- design multi-methods comparative research in nationalism studies,
- apply theoretical knowledge in empirical research,
- critically analyze nationalist politics in light of current scholarship.

Since teaching is provided in English and the written essays as well as the thesis are in English the students receive an important tool for successful job applications on the international academic market and within NGOs and national and international administrations.

Based on the material received by CEU PU and after the discussions with students on 19 May 2020 the experts are convinced that these learning outcomes are reached.

The success rates of CEU PU students on the job market prove that the MA programme in Nationalism Studies is well-designed to indeed increase the chances to obtain a job in an international environment. The programme coordinator hints in the discussion of 19 May 2020 that CEU PU will strengthen the training for students in migration and refugee studies to work for NGOs in these fields.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The Master of Arts degree in Nationalism Studies is registered by the Board of Regents of the University of the State of New York (US) and is accredited under the name Közép-európai Egyetem in Hungary. The name of the degree programme reflects the interdisciplinary composition of disciplines offered and is a very good choice for a unique programme. The name of the programme and the degree correspond very well.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

The curriculum consists of four parts: An orientation phase, two semesters and a Spring Session. The orientation phase includes a computer course, and in semesters I and II core courses are offered and one class can be chosen from another department during the academic year. Most of the courses are designed for small groups and have seminar format which guarantee active participation. During the spring semester the students write their MA thesis. The international faculty with high standards in research and teaching provides a highly qualified theoretical basis concerning the studies of nationalism as well as advanced training in the methodology of applied science and empirical research as well as academic writing.

The curriculum combines research and teaching in the entire structure of the degree programme. Taking the list of requirements and sample schedule as the base, a continual interplay between courses in theory and methodology, courses in scientific writing, theses components and elective topical courses is elaborated systematically; to some degree, it depends on the students how far they will combine teaching parts with the research component of the study, but the programme design gives almost ideal opportunities to establish connections between research and teaching elements. As the programme places comparatively high emphasis on research (and the education of future researchers), the combination of research and teaching elements is developed on an extraordinary high level - at least in comparison with most of the history at the universities in the region.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

Since most of the courses are designed as seminars with small groups of students and since the international faculty is trained in intensive and qualified support of students the didactic concept has been successful so far. In the discussion with students on 19 May 2020 the important role of the thesis supervisors was mentioned and discussed several times, and in general the students agreed that despite the heavy work load the didactic conception works - provided that there exists enough support from the supervisor of the thesis!

The Student Handbook is an important tool to provide the framework for an interactive and innovative student-teacher interaction, which must be very intense due to the one year master framework and the existing workload.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

The experts critically analyzed the material provided by CEU PU and discussed intensively the question of the workload for the one year master programme with faculty members and students on 19 May 2020. In the end the experts agreed that despite the heavy workload and the relatively small number of ECTS points provided for the MA thesis the programme can be finished successfully in time, provided that - as has been outlined by faculty members - only very advanced students are accepted in this one-year Master programme. The second precondition is intensive support by highly qualified and accessible supervisors.

At CEU PU, 1 ECTS credit equals 30 hours. Of the total of 30 hours 5 are spent on classroom activity and the remaining 25 on self study activities.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

As the experts can see from the material prepared by CEU PU the examination rules are very well designed and certainly assist to fulfill the intended learning outcome. In the discussions with the students on 19 May 2020 the examination rules have not been negatively discussed. The examination methods are not described in detail in the proposal as they comply with the general CEU PU rules. For successful graduation, students have to earn 60 ECTS credits, maintain a GPA of at least 2,66, submit a MA thesis of 18,000 up to 22,000 words and pass the final examination. This structure of requirements corresponds completely to the programme structure and combines diverse forms of performance. The examination methods correspond with the course structure (e.g. oral presentations of books, preparation of hand-outs, written seminar papers (4,000-6,000 words)). The oral presentations help to design the theoretical framework of the written papers and are a standard procedure with all seminars including the active participation in discussions.

All information on the writing and reading assignments, final papers etc, are published in the syllabus and relate to the type of course and are completely transparent. This makes a secure, reliable planning for the students possible and is compatible with the programme structure as well as with the ambitious workload (see above). The examinations methods follow the general rules of the CEU PU.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.
6

The CEU provides the "Diploma Supplement" as shown in the material provided by CEU. Therefore the Austrian legal requirements of Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019 are fulfilled.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

The experts compared the admission requirements of the students with the legal provisions of the Austrian University Law (UG) and they indeed correspond.

Applicants to the one-year Nationalism Studies MA programme must have completed at least four years of undergraduate studies in social science or humanities and be able to demonstrate English proficiency. Applicants need to submit proofs of their undergraduate studies, English language proficiency, two academic references, a research proposal and a writing sample in English.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

The experts checked the admission procedures available on the WWW and compared them with the documentation the experts have received from CEU PU and completely agree with the existing admission procedures and the transparency of the admission process. Applications are entered into an online system. The process is described in the § 15 of the application, recruitment strategy in § 19. The application defines clearly, how the Application Committee evaluates the applications: core criteria being past academic performances, strength of academic recommendations, work experience and the applicant's expectations as well as his/her future plans. In this way, the main aspects taken into account during the decision are communicated very transparently.

In their answers to written questions during the accreditation procedure, CEU PU representatives confirmed that all applications are assessed in the form of a written report and that a numerical score by minimum three faculty members are used. They also announced that in the future the interviews will no longer be done by a single faculty member. Instead (and

⁶ In der PU-Akkreditierungsverordnung 2019 wird noch auf die Anlage 2 das UniStEV 2004 verwiesen. Diese Verordnung wurde geändert und deshalb wurde der Text des Beurteilungskriteriums im Gutachten entsprechend angepasst.

starting from next year), interviews will be held by "more than one faculty member", and there will be a written report on interviews. The experts considered this innovation to be very important. It is their opinion that a two-pairs-of-eyes principle (at least two!) should be strictly observed during the whole admissions procedure.

The experts consider the criterion to **be fulfilled**.

Recommendation

CEU PU should make a dual control principle mandatory for all matters concerning the admission procedure.

Degree programme and degree programme management

11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

On the basis of the available information and the documents provided by CEU PU and due to the positive accreditation in Hungary, the recognition procedures are clearly defined and concur with the Lisbon Recognition Convention. Due to the international background of the students of CEU PU the CEU PU administration already has obtained a considerable amount of experience in this field.

The experts consider the criterion to **be fulfilled**.

8.3 Assessment criterion § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

Based on the academic CVs provided by CEU PU, the academic staff is excellent and the teaching faculty covers all fields of expertise needed for the courses in the Nationalism studies programme and supervision of the MAs. Most of the academic staff members show a brilliant record in research, too. The faculty is able to provide the expertise in all fields of this interdisciplinary programme and is very well connected in international academia.

Nine teachers are occupied full-time for this programme by CEU PU, and ten teach part-time.

The experts received additional information on the non-academic staff and their duties during the review process. From our judgement, the amount of administrative support is very good and guarantees the effective administrative procedures of the programme for teaching, examinations and research as well as the time consuming coordination of the international faculty and student body.

The material provided by CEU PU documents the requested relation between scientific and/or artistic staff in primary occupation at the private university (more than 50% of one's total

working hours in salaried employment with CEU PU) and students is in accordance with the profiles of the respective degree programme.

The experts consider the criterion to **be fulfilled**.

Staff

2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

The application material provided by CEU PU documents the requested relation between scientific and/or artistic staff in primary occupation at the private university (more than 50% of one's total working hours in salaried employment with CEU PU) and students is in accordance with the profiles of the respective degree programme.

The Nationalism Studies programme is built around a series of interdisciplinary fields covering studies of ethnicity and ethnohistory, race and racism, migration and asylum topics as well as the construction of nations and the origins and effects of nationalism. It is indeed a unique programme with high potential of comparative studies between sociology, anthropology, political science, history, psychology, linguistics and legal studies.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university

The key competences taught in Nationalism Studies programme are in the fields of history, social theory, economics, legal studies, sociology, anthropology, international relations and political science. The CEU PU provided documentation in the Program Proposal and the Syllabi show that the core competences are taught by professors with primary occupation at CEU PU.

The experts consider the criterion to **be fulfilled**.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

The experts compared the CVs provided by CEU PU with the courses and other activities in the degree programme for the one-year Master programme in Nationalism Studies. The faculty members show excellent qualifications both in teaching and research and have already quite a large degree of international experience and are well connected within international academia. The level of teaching is increased by visiting professors and lecturers who contribute additional expertise in the various disciplines of the Nationalism Studies programme. The programme indeed benefits from visiting professor who contribute to the already high quality level of the permanent scientific staff and deepen the strong interdisciplinary component of the programme.

The experts consider the criterion to **be fulfilled**.

Recommendation

Based on results of previous evaluations discussed with faculty members on 19 May 2020 the experts would suggest increasing the number of permanent faculty members in this programme due to additional teaching of future students who could become experts for NGOs in the field of migration and asylum studies as part of the new strategy of the CEU 2025.

Staff

5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

The experts analyzed intensively the documentation on teaching requirements and the administrative duties of the scientific staff in primary occupation at CEU PU. Based on this material and after the discussion with faculty members on 19 May 2020 the experts are convinced that still there does exist enough time for the faculty to do research and work on peer reviewed publications as well as for writing books, as the CVs of faculty members document.

The experts consider the criterion to **be fulfilled**.

Recommendation

The new academic environment in Vienna and the new partners like Institut für die Wissenschaften vom Menschen (IWM) provide the opportunity to undertake new initiatives to increase the role of faculty members as "public intellectuals" in fields "of high relevancy" and "controversial" topics like migration and asylum policies with direct CEU PU support, thereby commemorating the role of the founder of the Nationalism studies programme, Ernest Gellner.

8.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

Based on the documentation provided and additional information material received during the evaluation process the degree Programme's funding as part of the CEU PU is secured due to the guaranteed OSF Grant until 2032 and the experience in fundraising the financial situation until 2025 seems to be stable.

The experts consider the criterion to **be fulfilled**.

Recommendation

Development of a plan B if the European and global financial situation gets worse after the Coronavirus.

8.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

The experts found a sub-lease contract of the buildings used by CEU PU at the moment plus general information on teaching areas and office space for CEU PU in general in the material provided by CEU PU. The experts have been able to check the floor plans in detail and the library already looks very impressive. During the accreditation procedure the experts received detailed descriptions and rich documentation on the facilities used by staff and students in the new provisional building in Vienna. The experts were assured that the sub-lease contract for the buildings has been previously checked and is a strong legal title.

The experts consider the criterion to **be fulfilled**.

8.6 Assessment criterion § 17 (6) 1 to 2: Research and development

Research and development

1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..

As has been mentioned already and on the basis of the CVs and other material provided by CEU PU, the experts confirm that the permanent academic staff is excellent and most of them have both a very good teaching record and an excellent record in research in their fields of expertise. All of them are well integrated into the international academic community of their fields of teaching and research and they very well fit into the relevant research and development activities of CEU PU. The Nationalism Studies programme is one of the very few world-wide and therefore represents an important special role for the CEU PU's image in the academic arena.

The experts consider the criterion to **be fulfilled**.

Research and development

2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

After studying the CVs and other material provided by the CEU PU, it is obvious to the experts that the scientific staff occupied by CEU PU and being assigned to the Nationalism studies programme completely correspond with the overall CEU PU's approach in research and development of the arts.

The experts consider the criterion to **be fulfilled**.

8.7 Assessment criterion § 17 (7): Co-operation

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

Especially after the discussion with faculty members and based on the CVs of the permanent academic staff the experts agree that the Nationalism studies programme has already established regular contacts with higher education partners as well as think tanks outside the higher education area (eg the IWM, Institut für die Wissenschaften vom Menschen in Vienna) and faculty members are teaching outside the CEU PU, too (e.g. in Israel, the US, Italy etc.). The permanent faculty members receive regularly appointments as research fellows outside the CEU. The students assured us in the discussion of 19 May 2020 that the mobility of students is working well, too. All students - including those from outside the EU - are encouraged to participate in the European Union-sponsored Erasmus+ student exchange programmes.

The experts consider the criterion to **be fulfilled**.

8.8 Summary and final evaluation

Development and quality assurance of the degree programme:

The quality management system of CEU PU is well developed and functioning well for the Nationalism studies programme like in all other departments and programmes based on a diversified reporting and controlling system from the Department level to the President.

Degree programme and degree programme management:

The MA of Arts in the one-year master programme in Nationalism Studies is clearly defined despite the multi-disciplinary composition of the courses. The students receive intensive training in interdisciplinary research in nationalism studies, obtain theoretical knowledge in empirical research, and are then able to design multi-methods comparative research in nationalism studies and are able to critically analyze nationalist politics in light of current scholarship.

Staff:

The academic staff is excellent - both in teaching and in research - within a functioning administration and is assisted by well-known and experienced visiting professors.

Funding:

The funding of this programme is guaranteed within the general structure of CEU PU, which is financed mainly on the basis of a large long term and guaranteed grant and student fees plus fundraising.

Infrastructure:

The building leased in Vienna very well suits the necessary office space, teaching facilities, the library plus working stations for students and communication facilities.

Research and development:



The permanent academic staff is excellent and most of them have both a very good teaching record and an excellent record in research. All of them are well integrated into the international academic community and they very well fit into the relevant research and development activities of CEU PU. The Nationalism Studies programme is one of the very few world wide and therefore represents an important special role for the CEU PU's image in the academic arena.

Co-operation:

The Nationalism studies programme has already established regular contacts with higher education partners as well as think tanks outside the higher education area and faculty members are teaching outside the CEU PU, too. The permanent faculty members receive regularly appointments as research fellows outside the CEU PU.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Nationalism Studies (One-Year)".

MA in Nationalism Studies (Two-Year)

9 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO –“Nationalism Studies (Two-Year)” master programme

Information on the accreditation application	
Name of the degree programme	Nationalism Studies (Two-Year)
Type of the degree programme	Master programme
ECTS credits	120
Normal period of studies	2 academic year, 6 terms
Number of study places	12-16 per academic year
Academic degree	Master of Arts (MA)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Vienna
Tuition fees	€ 12.000/year

10 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The Nationalism Studies Programme, based on previous programmes started by the British-Czech well-known philosopher and social anthropologist Ernest Gellner in the early days of CEU in Prague was established in Budapest in 1997 as a one-year master programme.

This two-year MA degree programme was launched in Budapest in 2009 and accredited in Hungary. The US accreditation followed in 2015. More than 100 students have graduated in this two-year programme since then. The programme has been reviewed two times by external reviewers (last time in 2015/2016 by Prof. Pieter Judson from EUI Florence) and is reviewed year by year by the CEU PU Senate Curriculum and Academic Quality Assurance Committee, matters of quality assurance are discussed in the departmental meetings, too.

Based on the material submitted by CEU PU the experts can confirm that it is indeed one of the very few programmes world wide which offer a comprehensive MA-programme focusing on the study of the origins and development of nationalism and provide detailed studies on migration, populism, minority rights as well as citizen and citizenship rights. The faculty teaches on the

basis of cross-disciplinary methodological and theoretical approaches being strong in political science, history, sociology, international relations, anthropology, social theory and legal studies. In the video conference with faculty members on 19 May 2020 the positive reviews were discussed with minor changes in the programme. The programme will be enlarged offering two more courses and aims at a one-year programme to teach and train future professionals for positions with NGOs in the field of migration and refugees. In the discussions on 19 May 2020 Prof. Szabolcs Pogonyi referred to the new cooperation with the Institut für die Wissenschaften vom Menschen (IWM), an independent private institute for advanced study in the humanities and social science in Vienna, which will strengthen the global perspective of the programme.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

According to the material presented by CEU PU the quality management system is well developed and functioning well like in all other departments and programmes. The programme is evaluated by the CEU PU Senate Curriculum and Academic Quality Assurance Committee based on annual reports. Faculty members are obliged to submit annual reports covering all their activities for the CEU PU. The students provide anonymous online evaluations of courses, teachers and supervisors. Curriculum, teaching, personnel recruitment policies and placements of students are reviewed every five years by the by the CEU PU Senate Curriculum and Academic Quality Assurance Committee. The President can decide over extraordinary reviews. The experts consider the criterion to **be fulfilled**.

Recommendation

After the discussions with the students on 19 May 2020, the experts received the impression that the anonymous semester evaluations of courses should be communicated faster to the faculty members and a general feedback should be discussed with the students so that they receive the feeling that evaluations matter - maybe in the departmental meetings.

10.1 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

After studying the material (proposal, CVs, syllabi etc.) submitted by CEU PU the experts can confirm that the students gain excellent special theoretical and methodological expertise as

outlined in the programme, and still have enough time for concrete research based on empirical training. As the student handbook indicates the theoretical part of the courses is very strong in the beginning.

The two-year master programme offers enough time for gaining deep inside experience in the variety of interdisciplinary research in the study of the origins of nationalism by combining a mix of approaches from political science, social science and legal studies in combination with history and philosophy and then later specialize on a concrete MA topic and mix of methods. The background and research profile of the faculty and the international network guarantees a unique interdisciplinary programme on a very high academic level.

The experts consider the criterion to **be fulfilled**.

Recommendation

With regard to the course the experts would suggest enlarging and deepening the Historical Contexts of Nationalism, which is right now concentrated on antisemitism and prejudices against Jews and Roma.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

After intensive discussions with CEU PU faculty members on 19 May 2020 it turned out that this master programme offers the following learning outcome for the students: The students should obtain the following qualifications:

- undertake interdisciplinary research in nationalism studies,
- design multi-methods comparative research in nationalism studies,
- apply theoretical knowledge in empirical research,
- critically analyze nationalist politics in light of current scholarship.

The success rates of CEU PU students on the job market proves that the MA programme in Nationalism Studies is well designed to increase the chances to obtain a job in an international academic environment or within expert administrations of NGO or of national governments or within international organizations. The programme coordinator highlights in the discussion of 19 May 2020 that CEU PU will strengthen the training for students in migration and refugee studies to for NGOs in these fields.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The two-year MA degree programme was accredited in Hungary in 2009 (as "Kisebbségpolitika Mesterszak" in Hungarian) based on the experience with the one-year MA programme in Nationalism studies which started in 1997.

The name of the degree programme reflects the interdisciplinary composition of disciplines offered and is a very good choice for a unique programme. The name and degree correspond very well, and the demand for teaching and research in this very field is rapidly growing. CEU PU, however offers an internationally comparative programme and draws on historical experiences of this region in Europe (e.g. Jewish minorities in Europe, Roma). The students will be engaged in broad and comparative studies of nationalism and minority protection, drawing from political science, philosophy as well as history, sociology, legal studies and anthropology.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

Based on the material provided by the CEU PU and documentation in the WWW, the curriculum is very clear and well structured and is organized around two (3) mandatory modules :

- Research Skills, Methods and Key Concepts
- Foundations of Nationalism Studies
- Thesis

And four thematic modules

- Sociological and Anthropological Approaches to the Study of Nationalism
- International Relations and Political Science Approaches to the Study of Nationalism
- Historical Contexts of Nationalism
- Legal Approaches to the Study of Nationalism

Students are trained to analyse nationalistic discourses and ideologies. As outlined in the CEU PU's mission, students should be able to understand that nationalistic politics challenges the values of liberal democratic parliamentary societies. In addition to the training of excellent scholars, the programme is dedicated to socially and morally responsible intellectuals who respect the values of democratic societies and human rights.

Both the courses offered and the excellent track record of the faculty members guarantee that the study aims within this interdisciplinary methodological environment are reached.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

Since all courses are designed as seminars with small groups of students and since the international faculty is trained in intensive and qualified support of students the didactic concept has been successful so far. Students are very active in the courses, and interaction is a key principle in teaching and writing the master thesis. In the discussion with students on 19 May 2020 the important role of the thesis supervisors was mentioned and discussed and in general the students agreed that despite the heavy workload the didactic conception works - provided that there exists enough support from the supervisor of the thesis. Due to the scientific quality

of the permanent faculty and the visiting faculty, the experts are convinced the fulfillment of this criterion is guaranteed.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

The following graduation requirements are defined:

"To graduate students must successfully complete all mandatory courses (32 ECTS), earn minimum 16 ECTS through mandatory elective classes in the Foundations of Nationalism Studies module, and the minimum of 60 ECTS through elective coursework that should include at least 8 ECTS from each of the programme's four thematic modules.

Students must maintain a GPA of at least 2.66 to graduate.

Students must complete a master's thesis to graduate from the programme. The text of the thesis (not including charts, diagrams, footnotes and bibliography) should be no shorter than 50 pages (12,500 words). It should be no longer than 80 pages (20,000 words), unless otherwise negotiated with your supervisor."

Based on the documentation provided by CEU PU on this programme and consulting the Student handbook, the intended outcome is manageable. All students receive both a broad methodological overview on Nationalism studies and finish with special expertise in their field of the master thesis. The intensive support by highly qualified and accessible supervisors guarantees the success of the MA studies. This view was confirmed during the discussions with students on 19 May 2020. Since the programme already has been accredited in Hungary within EU standards the ECTS points are applied correctly.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

As the experts can see from the material provided by CEU PU, the examination rules are very well designed and certainly assist to fulfill the intended learning outcome. In our discussions with the students on 19 May 2020 the examination rules have not been negatively discussed. All information on the writing and reading assignments, final papers etc, are published in the syllabus and relate to the type of course.

The examination methods correspond with the course structure (e.g. oral presentations of books, preparation of hand-outs, written seminar papers (4,000-6,000 words). The oral presentations help to design the theoretical framework of the written papers and are a standard procedure with all seminars including the active participation in discussions.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

*8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.
7*

The CEU PU provides the "Diploma Supplement" as shown in the material provided by CEU PU. Therefore the Austrian legal requirements of Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019 are fulfilled.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).

According to the application, "applicants to the two-year Nationalism Studies MA programme must have completed at least three years of undergraduate studies in social science or humanities and be able to demonstrate English proficiency. Applicants need to submit proofs of their undergraduate studies, English language proficiency, two academic references, a research proposal and a writing sample in English".

The experts compared the admission requirements of the students with the legal provisions of the Austrian University Law (UG) and they indeed correspond. The admission requirements are formulated transparently and clearly.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.

The experts checked the admission procedures available on the WWW and compared them with the documentation the experts have received by CEU PU and completely agree with the existing admission procedures and the transparency of the admission process. The main criteria for, and the procedure of decision making are indicated transparently.

The experts consider the criterion to **be fulfilled**.

⁷ In der PU-Akkreditierungsverordnung 2019 wird noch auf die Anlage 2 das UniStEV 2004 verwiesen. Diese Verordnung wurde geändert und deshalb wurde der Text des Beurteilungskriteriums im Gutachten entsprechend angepasst.

Degree programme and degree programme management

11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

On the basis of the available information and the documents received from CEU PU and due to the accreditation in Hungary previously the recognition procedures are clearly defined and concur with the Lisbon Recognition Convention. Due to the international background of the students of CEU PU the CEU PU administration already has obtained a considerable amount of experience in this field.

The experts consider the criterion to **be fulfilled**.

10.2 Assessment criterion § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

Based on the academic CVs provided by CEU PU the academic staff is excellent and covers all fields of expertise needed for teaching the courses in the Nationalism studies programme and supervision of the MAs, most of the academic staff members show a brilliant record in research, too. The faculty is able to provide the expertise in all fields of this inter-disciplinary programme and is very well connected in international academia.

Ten teachers are occupied full-time for this programme, and ten teach part-time.

The experts received additional information on the non-academic staff and their duties during the review process. From our judgement seen the amount of administrative support is very good and guarantees the effective administrative procedures for teaching, examinations and research as well as coordination of the international faculty and student body.

The experts consider the criterion to **be fulfilled**

Staff

2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.

The material provided by CEU PU documents the requested relation between scientific and/or artistic staff in primary occupation at the private university (more than 50% of one's total working hours in salaried employment with CEU PU) and students, which is in accordance with the profiles of the respective degree programme.

The Nationalism Studies programme is built around a series of interdisciplinary fields covering studies of ethnicity and ethnopoltics, race and racism, migration and asylum topics as well as

the construction of nations and the origins and effects of nationalism. It is indeed a unique programme with high potential of comparative studies between sociology, anthropology, political science, history, psychology, linguistics and legal studies.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university

A comparison between the course materials, the curriculum and the CVs of the faculty clearly shows that the core competences in the field of nationalism studies (political science, sociology, history, anthropology and legal studies) are taught by permanent faculty members.

The experts consider the criterion to **be fulfilled**.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

The experts compared the CVs provided by CEU PU with the courses and other activities in the degree programme for the two-year master in Nationalism Studies. The faculty members show excellent qualifications both in teaching and research and have already quite a large degree of international experience. The level of teaching increased by visiting professors and lecturers who contribute additional expertise in the various disciplines of the Nationalism Studies programme.

The programme indeed benefits from visiting professors who contribute to the already high quality level of the permanent scientific staff and deepen the strong interdisciplinary component of the programme.

The experts consider the criterion to **be fulfilled**.

Recommendations

Based on results of previous evaluations discussed with faculty members on 19 May 2020 we would suggest increasing the number of permanent faculty members in this programme due to additional teaching of future students who could become experts for NGOs in the field of migration and asylum studies as part of the new strategy of the CEU 2025.

Staff

5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

The experts analyzed intensively the documentation on teaching requirements and the administrative duties of the scientific staff in primary occupation at CEU PU. Based on this material and after the discussion with faculty members on 19 May 2020 the experts are convinced that still there does exist enough time for the faculty to do research and work on peer reviewed publications as well as for writing books, as the CVs of faculty members document.

The experts consider the criterion to **be fulfilled**.

Recommendations

The new academic environment in Vienna and the new partners like Institut für die Wissenschaften vom Menschen (IWM) provide the opportunity to undertake new initiatives to increase the role of faculty members as "public intellectuals" in fields "of high relevancy" and "controversial" topics like migration and asylum policies with direct CEU PU support, thereby commemorating the role of the founder of the Nationalism studies programme, Ernest Gellner.

10.3 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

CEU PU has guaranteed funding of all its programmes for the entirety of the initial accreditation period according to a clear financial plan. The overall expenditure for the Department of History for the forthcoming academic year has been clearly costed and transparently laid out. Based on the documentation provided and additional information material received during the evaluation process the degree programme's funding as part of the CEU PU is secured due to the guaranteed OSF Grant until 2032 and the experience in fundraising the financial situation until 2025 seems to be stable. The scope and structure of financial cost is specified in the proposal. Part of the funding is provided by income from fees.

The experts consider the criterion to **be fulfilled**.

10.4 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

The experts found a sub-lease contract of the buildings used by CEU PU at the moment plus general information on teaching areas and office space for CEU PU in general in the material provided by CEU PU. The experts have been able to check the floor plans in detail and the library already looks very impressive. During the evaluation the experts received additional detailed descriptions and rich documentation on the facilities used by staff and students in the new provisional building in Vienna. The experts were assured that the sub-lease contract for the buildings has been previously checked and is a strong legal title. The experts consider the criterion to **be fulfilled**.

10.5 Assessment criterion § 17 (6) 1 to 2: Research and development

Research and development

1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..

As has been mentioned already and on the basis of the CVs and other material provided by CEU PU, the permanent academic staff is excellent and most of them have both a very good teaching record and an excellent record in research in their fields of expertise. All of them are well integrated into the international academic community of their fields of teaching and research

The experts consider the criterion to **be fulfilled**.

Research and development

2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

As has been mentioned already and on the basis of the CVs and other material provided by CEU PU the permanent academic staff is excellent and most of them have both a very good teaching record and an excellent record in research in their fields of expertise. All of them are well integrated into the international academic community of their fields of teaching and research and they very well fit into the relevant research and development activities of CEU PU. The Nationalism Studies programme is one of the very few world-wide and therefore represents an important special role for the CEU PU's image in the academic arena. As outlined in the CEU PU's mission, such critical inquiry helps students to understand how resurgent nationalist politics challenges the values of open society.

The experts consider the criterion to **be fulfilled**.

10.6 Assessment criterion § 17 (7): Co-operation

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

Especially after the discussion with faculty members and based on the CVs of the permanent academic staff the experts agree that the Nationalism studies programme has already established regular contacts with higher education partners as well as think tanks outside the higher education area (e.g. the IWM, Institut für die Wissenschaften vom Menschen in Vienna) and faculty members are teaching outside the CEU PU, too (e.g. in Israel, the US, Italy etc.). The permanent faculty members receive regularly appointments as research fellows outside the CEU PU. The students assured us in the discussion of 19 May 2020 that the mobility of students is working well, too. All students - including those from outside the EU - are encouraged to participate in the European Union-sponsored Erasmus+ student exchange programmes.

The experts consider the criterion to **be fulfilled**.

10.7 Summary and final evaluation

Development and quality assurance of the degree programme:

The quality management system of CEU PU is well developed and functioning well for the Nationalism studies programme like in all other departments and programmes based on a diversified reporting and controlling system from the Department level to the President.

Degree programme and degree programme management:

The MA of Arts in the two-year master programme in Nationalism Studies is clearly defined within the multi-disciplinary composition of the courses. The students receive intensive training in interdisciplinary research in nationalism studies, obtain theoretical knowledge in empirical research, and are then able to design multi-methods comparative research in nationalism studies and are able to critically analyse nationalist politics in light of current scholarship.

Staff:

The academic staff is excellent - both in teaching and in research - within a functioning administration and is assisted by well-known and experienced visiting professors.

Funding:

The funding of this programme is guaranteed within the general structure of CEU PU which is financed mainly on the basis of a large long term and guaranteed grant and student fees plus fundraising.

Infrastructure:

The building leased in Vienna very well suits the necessary office space, teaching facilities, the library plus working stations for students and communication facilities.

Research and development:

The permanent academic staff is excellent and most of them have both a very good teaching record and an excellent record in research. All of them are well integrated into the international academic community and they very well fit into the relevant research and development activities of CEU PU. The Nationalism Studies programme is one of the very few world-wide and therefore represents an important special role for the CEU's image in the academic arena.

Co-operation:

The Nationalism studies programme has already established regular contacts with higher education partners as well as think tanks outside the higher education area and faculty members are teaching outside the CEU PU, too. The permanent faculty members receive regularly appointments as research fellows outside the CEU PU.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Nationalism Studies (Two-Year)".

11 Documents reviewed

- Application of the Central European University Private University in the version of 15. April 2020 for the accreditation of the study programmes to be offered in Vienna:
 - PhD in Late Antique, Medieval and Early Modern Studies
 - MA in Late Antique, Medieval and Early Modern Studies
 - PhD in Comparative History
 - MA in Comparative History (One-Year)
 - MA in Comparative History (Two-Year)
 - MA in Nationalism Studies (One-Year)
 - MA in Nationalism Studies (Two-Year).
- Video messages on general issues/institutional level CEU PU
- Further information prior to the online meeting (12. and 15. May 2020): responses to the expert panel's questions incl. Annexes