

Doc. 300.1.2

Date: 03.07.2019

Higher Education Institution's response

- Higher education institution:
UNIVERSITY OF CYPRUS
- Town: **NICOSIA**
- Program of study (Name, ECTS, duration, cycle)

In Greek:
**ΔΙΔΑΚΤΟΡΙΚΟ ΣΤΙΣ ΓΑΛΛΙΚΕΣ ΣΠΟΥΔΕΣ
(240 ECTS)**

In English:
**PhD IN FRENCH STUDIES
(240 ECTS)**
- Language of instruction: **French and Greek**
- Program's status
New program:
- Currently operating: ✓

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Guidelines on content and structure of the report

- *The Higher Education Institution based on the External Evaluation Committee’s evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the program of study in each assessment area.*

Evaluation Committee Remark/Recommendation

This programme is a highly successful and wide-ranging PhD in French Studies that corresponds very well to international standards and norms. It attracts a high number of appropriately-qualified entrants from Cyprus and elsewhere and, although only relatively recently instituted and having just graduated its first students, is manifestly on track to furnish a steady stream of timely completions. It is too early to evaluate the employability of its graduates. Students have the opportunity to acquire teaching experience and other relevant professional experience over the course of their programme. A high proportion of the student

1. Study program and study program's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Evaluation Committee Remark/Recommendation

1.3.5: We saw no evidence at either Departmental or institutional level of staff-student consultative committees where student representatives can meet with representatives of the teaching staff. This is particularly important at PhD level because of the one-to-one nature of the teacher-student relationship. It is important that students have a forum in which any general or structural issues relating to either the design or the conditions of delivery of the programme can be raised.

Response of the Department of French and European Studies

Although there is no provision for Student consultative committees in the University of Cyprus, the matter is quite extensively covered by the institution of the Postgraduate Academic Counsellor, who coordinates with the Students Representatives on the Departmental Council, the organ where all student matters are also discussed and decisions taken. The Department will also create a Forum for this purpose.

Evaluation Committee Remark/Recommendation

1.5.3, 1.5.8 and 1.12: The rigid structure imposed by the University is unsuitable in the context of a PhD in French Studies. We are of the opinion that both the timing and the content of the field exam ('examen de synthèse') and the 'projet de thèse' need to be revised. At present, the field exam is a desk exam set by the thesis committee, a structure more appropriate in a taught postgraduate programme of study than a research one. If such an exercise needs to be retained, it should be revised to give priority to the students' autonomous research activity. For example, students could be required to identify a number of questions specific to the project and demonstrate that they have the skills necessary to address them. If retained, it seems strange that no ECTS credits are given to the accomplishment of this task. Given that this kind of exercise is a preliminary piece of work, we also consider that it would be better placed at the end of the second semester ('Phase de recherche II'). The timing of the 'projet de thèse' is also inappropriate, as colleagues themselves recognise. It would be more suitable, and in line with usual practice elsewhere, that students develop a substantial research plan during the course of the second year (semesters 3 and 4). For comments on the 'journée doctorale', see 2.5 and 2.7 below.

Response of the Department of French and European Studies

Since this an issue falling under the prerogatives of the Graduate School, the Department has sent a message to its Dean requesting these matters be discussed in one future Graduate School Board.



Thu 03/07/2019 14:55

May Chehab

Agenda item

» Graduate School Dean

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41

Dear Professor Tsoukas,

In the frame of DIPAE's Evaluation campaigns, the Evaluation Committee Report on our Department's PhD in French Studies has suggested some changes that relate to the Graduate School's Regulations, as follows:

Evaluation Committee Remark/Recommendation

1.5.3, 1.5.8 and 1.12: The rigid structure imposed by the University is unsuitable in the context of a PhD in French Studies. We are of the opinion that both the timing and the content of the field exam ('examen de synthèse') and the 'projet de thèse' need to be revised. At present, the field exam is a desk exam set by the thesis committee, a structure more appropriate in a taught postgraduate programme of study than a research one. If such an exercise needs to be retained, it should be revised to give priority to the students' autonomous research activity. For example, students could be required to identify a number of questions specific to the project and demonstrate that they have the skills necessary to address them. If retained, it seems strange that no ECTS credits are given to the accomplishment of this task. Given that this kind of exercise is a preliminary piece of work, we also consider that it would be better placed at the end of the second semester ('Phase de recherche II'). The timing of the 'projet de thèse' is also inappropriate, as colleagues themselves recognise. It would be more suitable, and in line with usual practice elsewhere, that students develop a substantial research plan during the course of the second year (semesters 3 and 4).

We would be grateful if you could add this issue as an Agenda item for one of the next School Boards Meetings.

Best regards,
May Chehab

Evaluation Committee Remark/Recommendation

1.18: While students benefit directly from the presence of Visiting Professors in the Department and indirectly from colleagues' extensive networks, they appear to have rather few structural opportunities to engage or interact with doctoral students in related fields, including in other departments. A common problem raised by research students is a feeling of isolation, often both personal and academic. Providing a forum in which they can exchange on a regular basis is an extremely useful way to alleviate these problems. (Please see section 2 below for suggestions about possible modes of interaction.)

Response of the Department of French and European Studies

The Department will create a Forum for this purpose.

2. Teaching, learning and student assessment (ESG 1.3)

Evaluation Committee Remark/Recommendation

2.3, 2.5: While individual relations between supervisors and students seem excellent, there should be a more explicit policy about the steps open to students in those cases where the relationship is not functioning satisfactorily. Students should be informed at the beginning of their study about the procedures that are in place to resolve difficulties that arise. For example, a charter setting out the obligations and rights of both supervisor and student could be introduced at the beginning of the course of study.

Response of the Department of French and European Studies

The Department takes good note of this suggestion and will see to its implementation, in collaboration with the Graduate School.

Evaluation Committee Remark/Recommendation

2.7, 2.11 and 2.12: At present the only opportunity students have to present their work in public appears to be the 'journée doctorale' one day once a year in the form of a three-minute summary. This is completely insufficient for a doctoral programme. The students should be encouraged to participate in a mini-conference where each of them has 15-20 minutes (plus questions) to present an aspect of their research to each other and to teaching staff. This would enable them to obtain detailed feedback from an audience other than their research director, and would provide professional training for an academic career (presenting their work in public at conferences, giving peer feedback to others, etc.).

Response of the Department of French and European Studies

The above-mentioned "Journée doctorale" is the only public postgraduate event organized by the Department, by not the only opportunity offered to our graduate students to present their work and prepare for an academic career. On the one hand, for example, our graduate students have all recently been encouraged to participate in the 4th UCY-LC International Forum of Early Researchers (June 6, 2019) organized by the LC of our School of Humanities. Also, 3 doctoral training seminars were previously organized in addition to the seminar 'thesis in 3 minutes', one in collaboration with the University of Nancy (2012) and two in collaboration with the University Paris 3 Sorbonne Nouvelle (2013, 2014). Moreover, a training for PhD students will be held on the weekend of November 23, 2019 in collaboration with the University of Strasbourg. In addition, Erasmus guests have been invited to intervene during the courses (Sorbonne University - Nouvelle, Vilnius University and Bar-Ilan University in 2018 and 2019).

The above-mentioned “Journée doctorale” is the only public postgraduate event organized by the Department, but by far not the only opportunity offered to our graduate students to present their work and prepare for an academic career. On the one hand, for example, our graduate students have all recently been encouraged to participate in the 3rd and 4th UCY-LC International Forum of Early Researchers (June 2018 and 2019) organized by the LC of our School of Humanities. Also, three doctoral training seminars were previously organized in addition to the seminar 'thesis in 3 minutes', one in collaboration with the University of Nancy (2012) and two in collaboration with the University Paris 3 Sorbonne Nouvelle (2013, 2014). Moreover, a training for PhD students will be held on the weekend of November 23, 2019 in collaboration with the University of Strasbourg. In addition, Erasmus guests have been invited to intervene during the courses (Sorbonne University - Nouvelle, Vilnius University and Bar-Ilan University in 2018 and 2019).

On the other hand, our graduate students are strongly encouraged to attend or participate in International Conferences. As a result, they are already being provided with professional training for an academic career, presenting their work in public at conferences, giving peer feedback to others, and publishing (see below, Graduate Conferences and publications during the last five years).

GRADUATE CONFERENCES AND PUBLICATIONS DURING THE LAST 5 YEARS	
DATE	CONFERENCES
2019	Melina Fella: Language Learning: Myths and Realities -, 4th UCY-LC International Forum of Early Researchers: Languages: Culture, Critical thinking and Communication, Centre de Langues, Université de Chypre, 6 juin 2019, Nicosie, Chypre.
2019	Marine Meunier: "Translation as a Mapping Tool in Stephanos Stephanides' Memory Fiction," paper under review for the Proceedings of the Conference "How to Chart for a Thin Place: Borders and Bridges in World Literature and Art," University of Cyprus, Cyprus, 30 November-1 December 2018.
2019	Chatzithanasiou Argyro-Marina: - The French language on the horizon 2050 -, 4th UCY-LC International Forum of Early Researchers: Languages: Culture, Critical thinking and Communication, Language Centre, University of Cyprus, 6 June 2019, Nicosia, Cyprus.
2019	Efsevia Kountouratzoglou: - FAD: Méthode utile pour les écoles publiques grecques? -, 4th UCY-LC International Forum of Early Researchers, Language Centre, University of Cyprus, 6 June 2019, Nicosia, Cyprus.
2019	Efsevia Kountouratzoglou: - Les approches contemporaines sont-elles appliquées par les enseignants grecs? Le cas des instituts privés des langues étrangères en Grèce. -, 3 ^e Congrès européen de la FIFF: français, passion pour demain, Regards croisés sur la place du français dans les sociétés en mutation, Lycée Léonin de Nea Smyrni, 4-8 septembre 2019, Athènes, Grèce.
2019	Christina Stylianidou: - Fonctionnement et statut catégoriel de Pendant N ^{om} en contexte helléno-phonie -, 4th UCY-LC International Forum of Early Researchers: Languages: Culture, Critical thinking and Communication, Language Centre, University of Cyprus, 6 June 2019, Nicosia, Cyprus.
2019	Christina Stylianidou: - Fonctionnement et statut catégoriel de Pendant N ^{om} en contexte helléno-phonie -, La syntaxe des adverbes du français: Aspects catégoriel et fonctionnel -, Colloque International de Sciences du Langage, Université Palacky, 18 et 19 avril, Olomouc, République Tchèque.
2019	Christina Stylianidou: - Fonctionnement et statut catégoriel de Pendant N ^{om} en contexte helléno-phonie -, 4th UCY-LC International Forum of Early Researchers: Languages: Culture, Critical thinking and Communication, Language Centre, University of Cyprus, 6 June 2019, Nicosia, Cyprus.
2019	Christina Stylianidou: - Fonctionnement et statut catégoriel de Pendant N ^{om} en contexte helléno-phonie -, La syntaxe des adverbes du français: Aspects catégoriel et fonctionnel -, Colloque International de Sciences du Langage, Université Palacky, 18 et 19 avril, Olomouc, République Tchèque.
2019	Fostira Iasonidou: - Δημοιογραφική Γραφή και Νέες Τεχνολογίες: Μια σχέση σύγκρουσης ή αρμονίας? -, 4ο Πανελλήνιο Συνέδριο - Εκπαίδευση στον 21 ^ο αιώνα: Σχολείο και Πολιτισμός - του ΕΚΕΔΙΕΥ, 10-12 Μαΐου 2019: Κολλέγιο Αθηνών - Κολλέγιο Ψυχικού, Ψυχικό, Αθήνα.
2019	Fostira Iasonidou: - Ecriture créative et TICE: Une relation harmonieuse ou conflictuelle? -, 4th UCY-LC Forum for Early Researchers, 6 mai 2017, University of Cyprus, Nicosia, Chypre.
2019	Fostira Iasonidou: - Comment enseigner la production écrite -, 3 ^e Congrès européen des professeurs de français, 4-8 septembre 2019, Lycée Léonin de Nea Smyrni, Athènes, Grèce.
2018	Fostira Iasonidou: - Les Pratiques d'écriture créative en FLE. État des Lieux et Perspectives -, 2 ^e Congrès International Méthodologie de l'apprentissage des langues, 2-5 septembre 2018, Thessalonique, Grèce.
2018	Melina Fella: - Early Language Acquisition in Primary Schools: The case of Cyprus -, 5th Patras International Conference of Graduate Students In Linguistics (PICGL5), Université de Patras, 27-29 mai 2018, Patras, Grèce.
2018	Melina Fella: - Theories d'apprentissage et implication sur l'enseignement du FLE à Chypre -, 2 ^e Congrès International, Méthodologie de l'apprentissage des langues (METHODAL 2018): vers l'excellence pédagogique, didactique et linguistique, Laboratoire ouvert, interuniversitaire et interdisciplinaire METHODAL, Département de langue et de littérature française de l'Université de Chypre, 2-5 septembre 2018, Thessalonique, Grèce.
2018	Christina Stylianidou: - Participation au colloque International - Discours et représentations grammaticales du français langue étrangère dans les pratiques pédagogiques et les ouvrages didactiques -, Hilton Cyprus, 13 et 14 juin 2018, Nicosie, Chypre.
2018	Marine Meunier: "Translation as a Mapping Tool in Stephanos Stephanides' Memory Fiction," paper read at the Conference in honor of Stephanos Stephanides, "How to Chart for a Thin Place: Borders and Bridges in World Literature and Art," University of Cyprus, Cyprus, 30 November-1 December 2018.
2017	Melina Fella, Fyni Nakoyianni-Doa: - Διγλωσσία, Πολυγλωσσία και Διαπολιτισμική Εκπαίδευση στην Κύπρο -, 2 nd International Conference: Literacy and Contemporary Society: Spaces, Discourses, Practices, Institut Pédagogique de Chypre, Université de Chypre, 28-29 novembre 2017, Nicosie, Chypre.
2017	Maria Kounouni: Exploitation de textes réflexifs? Colloque Emotissage. Les émotions dans l'apprentissage des langues. Juillet 2017.
2016	Maria Kounouni: Innovating in teaching adult learners? Working on the foreign language learners' emotional journey, Methodol 1, http://methodol.net/
2016	Marine Meunier: "The Life of Others in the Work of Niki Marangou: a Paradigm of Translation," paper read at the Tenth IABA World Conference, "Excavating Lives," International AutoBiography Association, University of Cyprus, Cyprus, 26-29 May 2016.
2015	Marine Meunier: Participation to the seminar "De l'image du texte. Du texte à l'image," and attendance to the workshop "Roland Barthes: vision plurielle d'un parcours pluriel," Holy Spirit University of Kaslik, Lebanon, 27-29 October 2015.
2014	Marine Meunier: Participation to the master class "Méthodologie de la recherche et culture numérique," and attendance to the seminar "Numérique et sciences humaines: un changement d'époque pour les humanités? ", French Institute in Lebanon, Saint Joseph University of Beirut, Lebanon, 18-20 June 2014.
2014	Maria Kounouni: Autobiographies langagières, textes réflexifs, démarche méthodologique, Louvain-La-Neuve, Colloque Interdisciplinaire Emotion et créativité, Juillet 2014.

PUBLICATIONS	
2018	Fostira Iasonidou: « DIDACTIQUE : L'approche EMILE en primaire : planification d'une séance didactique de géographie » Cahiers d'Études Interculturelles N°7 – Juin-Juillet 2018, διαθέσιμο στο: https://revueceatic.com/ .
2018	María Kounouni: Exploitation de textes réflexifs. La linguistique de corpus à la source d'inspiration de pédagogies différenciées ? Emotissage. Les émotions dans l'apprentissage des langues (Berdal-Masuy, F. ed.), Louvain-la-Neuve: Presses Universitaires de Louvain, 35-55.
2018	Fostira Iasonidou: « Εκπαιδευτική έρευνα: Δημιουργική γραφή και νέες τεχνολογίες στο δημοτικό », Πρακτικά 3ου Διεθνούς Συνεδρίου «Δημιουργική Γραφή», 6-8 Οκτωβρίου 2017, Ιόνιο Πανεπιστήμιο, Κέρκυρα, διαθέσιμο στο http://owconferece.web.uowm.gr/archives/ard_cw_conference_2017.pdf .
2018	Marine Meunier: "Littérature & écologie. Lire le XIXe siècle pour repenser le monde contemporain," [book review], Acta fabula, vol. 19, n° 4, "Notes de lecture," April 2018, http://www.fabula.org/revue/document/0875.php
2017	María Kounouni: Innovating in teaching adult learners? Working on the foreign language learners' emotional journey, Methodol 4, http://methodol.net/
2017	Fostira Iasonidou: « S'approcher de la diversité à travers les héros de BD. Conception d'un scénario pédagogique pour la 6 ^e du primaire: J'apprends à décrire mon héros de BD préféré et je crée mon héros numérique à l'aide de Toondoo », article à la revue de l'A.P.L.F. D.U., Communication, No 5, Mai 2017, ISSN 2529-0754, σελ. 15-19, διαθέσιμο και στο: https://www.aplf.gr/periodiko-ws-95668.html .
2017	Melina Fella, Fryni Kakoyianni-Doa: « Διγλωσσία, Πολυγλωσσία και Διαπολιτισμική Εκπαίδευση στην Κύπρο », In Proceedings, 2nd International Conference: Literacy and Contemporary Society: Spaces, Discourses, Practices, 419-430, Nicosie: Institut Pédagogique de Chypre.
2017	Melina Fella: « Ξένες Γλώσσες στα Δημοτικά Σχολεία της Κύπρου », In. <i>flèche</i> 23, 56, Limassol: Association Panchypriote des Professeurs de Français.
2017	Marine Meunier: "Pour une anti-polémologie du savoir. Les structures discursives de l'Occident," [book review], Acta fabula, vol. 18, n° 4, "Essais critiques," April 2017, http://www.fabula.org/revue/document/0870.php
2017	Marine Meunier: "Translating and Mapping the Many Voices in the Work of Niki Marangou," Transtext(e)s Transcultures 跨文本跨文化, <i>Journal of Global Cultural Studies</i> 12/2017, https://journals.openedition.org/transtexts/863
2016	Fostira Iasonidou: «Επικοινωνιακή Προσέγγιση και Παιδαγωγική της Δράσης, Συγκλίσεις και Αποκλίσεις», Τα πρακτικά του 3 ^{ου} Συνεδρίου: Νέος Παιδαγωγός/ Αθήνα, 16-17 Απριλίου 2016, (e-Book/pdf), ISBN: 978-618-82301-0-1, (Η Ηλεκτρονική εισήγηση είναι διαθέσιμη και στο κανάλι του Συνεδρίου στο: https://www.youtube.com/watch?v=21oF5qLWcSU).
2016	Fostira Iasonidou: «Δημιουργική γραφή και ξένη γλώσσα στο δημοτικό», Συνέδριο: Η εκπαίδευση στην εποχή των Τ.Π.Ε. και της Καινοτομίας 2016, Η εκπαίδευση στην εποχή των Τ.Π.Ε. Τα πρακτικά του συνεδρίου, Αθήνα, 5-6 Νοεμβρίου 2016, ISBN 978-618-82301-1-8 (e-Book/pdf).
2016	Melina Fella: « Πολυγλωσσία και Γαλλική γλώσσα στην Κύπρο », In. <i>flèche</i> 22, 42-43, Nicosie: Association Panchypriote des Professeurs de Français.
2016	Marine Meunier: "L'immigration, des portes de l'Europe au coeur de la littérature," [book review], Acta fabula, vol. 17, n° 3, "Notes de lecture," April-May 2016, http://www.fabula.org/revue/document/0793.php
2015	María Kounouni: Autobiographies langagières, textes réflexifs, démarche méthodologique <i>Langage et l'homme</i> 2 : 59-80.

Evaluation Committee Remark/Recommendation

Students should also be encouraged to develop research networks at a local level, for example a graduate seminar or a reading group. While the overall number of research students is extremely high for a small department, their research subjects are very diverse and encompass very disparate fields of the discipline (literature, linguistics, didactics, etc.). If there is not a sufficient critical mass of students in any one area, they should be encouraged to develop links with students in cognate disciplines. For example, students in literature could usefully benefit from a reading group in literary theory that could be shared with students from English, Greek, Turkish, etc. Similarly, more contacts between students of linguistics of different languages should be encouraged.

Response of the Department of French and European Studies

The Department takes good note of this recommendation and will promote it at the School of Humanities level.

3. Teaching Staff (ESG 1.5)

Evaluation Committee Remark/Recommendation

3.11: *We recommend the introduction at institutional level of a training course for supervisors, in line with best practice elsewhere, especially since staff are eligible to supervise doctoral students from the first day of their appointment as Lecturer.*

Response of the Department of French and European Studies

The [Centre for Teaching and Learning](#) regularly invites new and existing to participate in Induction or specialized Programmes. The seminars fall under the [University of Cyprus Policy for Quality Assurance in Teaching](#).

4. Students (ESG 1.4, 1.6, 1.7)

Evaluation Committee Remark/Recommendation

4.3 *See 1.3.5 above for comments about a staff-student consultative committee.*

Response of the Department of French and European Studies

See above for the Department's answer about a staff-student consultative committee.

5. Resources (ESG 1.6)

Evaluation Committee Remark/Recommendation

5.2, 5.7: *As mentioned earlier, the new library building is a wonderful resource. However, more resources could be devoted to enhancing its collections by extending the holdings of journals that are key reference-points in the discipline.*

Response of the Department of French and European Studies

After the financial crisis that hit Cyprus and had dear consequences on the development of the Library printed collections, there is an increased Library budget line, although the budgetary discipline remains strict. However, a vast collection of e-journals (with open-access or through subscriptions) compensates the restrictions in printed material ordering.

6. Additional for distance learning programs (ALL ESG)

N/A

7. Additional for doctoral programs (ALL ESG)

Evaluation Committee Remark/Recommendation

7.11 and 7.13: We have not observed any guidelines in respect to these topics in the University's handbook of Postgraduate Studies Rules. If no such institutional guidelines exist, we recommend that they be introduced.

Response of the Department of French and European Studies

There are rules in various sets of Rules and Regulations that cover ethical and deontological issues. Very recently (February 2019), the Rectoral Council (7/2019/ΠΡΥΤ) has appointed an *ad hoc* Committee entrusted with the task to review and update all Charts, Policies and Codes of Ethics, and publish comprehensive Deontological Guidelines (ΑΡΙΘΜΟΣ ΑΝΑΦΟΡΑΣ ΘΕΜΑΤΟΣ: 0862/2019).

8. Additional for joint programs (ALL ESG)

N/A

B. Conclusions and final remarks

Evaluation Committee Remark/Recommendation

This is clearly a viable and diverse programme of study that is producing PhD students: the imminent completion of its first two theses is evidence of its success in fulfilling its objectives. It encompasses different fields of French studies; all colleagues are heavily involved in its delivery. The programme remains overly reliant on the individual relationship between the supervisor and the student. While students are encouraged to network abroad, opportunities for broader exchanges and training for research activities on an ongoing level within the institution are relatively limited.

Evaluation Committee Remark/Recommendation

Academic staff on the programme have the necessary expertise to supervise PhD theses in their area of specialisation. All of them supervise a high number of students, while managing to maintain an impressive level of research activity. The reduction in numbers of staff has not to date damaged the quality of the programme, although current numbers are not sustainable in the long term.

Procedures for admitting students to the programme and supporting them in difficulties they may face are well established and appear to function satisfactorily. The flexible structure of the programme, that enables students to complete their course of study in up to eight years, is a very positive aspect of the programme that allows students to research their thesis at their own rhythm and moreover protects students against the increasing stresses of academic study.

The Department is benefiting directly from the University of Cyprus's recent investment in the new campus with its library and faculty buildings. Colleagues would welcome similar investment in central administrative services, such as IT provision and research support services.

As is clear from our preceding comments, the programme offers a coherent and diverse opportunity to research in different areas of French Studies and corresponds to international standards.

Evaluation Committee Remark/Recommendation

In recapitulation, the programme offers an ambitious, wide-ranging and successful PhD in French Studies whose quality and viability seem assured for the years to come. Students have the opportunity to work with research-staff whose specialisations are close to their area of interest and who are recognised internationally as experts in their field. The provision of generous financial support to enable students to travel abroad means that they are exceptionally well-networked internationally and are supported to have acquired experience of external collaboration and to have already published by the time of graduation. As noted above, the main areas in which there is some room for improvement include the introduction, at institutional level, of staff-student consultative committees. Especially, the introduction of ongoing opportunities to practice presenting their work and to promote the exchange of ideas in the context of a seminar or reading group would enhance the students' acquisition of research skills.

Response of the Department of French and European Studies

The Department of French and European Studies highly values the Evaluation Committee's appreciation. It has taken all necessary measures and decisions to meet its recommendations and reaffirms its commitment to ensure high academic quality in the current international requirements of a PhD in French Studies program.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Fabienne BAIDER	Vice-Chair	
May CHEHAB	Internal Quality Committee	
Yiannis E. IOANNOU	Program Coordinator	

Date: ... 3.7.2019