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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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**Doc. 300.3.1**

**Date:** Date

# External Evaluation Report
## (Departmental)

- **Higher Education Institution:**
  **University of Nicosia**
- **Town: Nicosia**
- **School/Faculty: School of Law**
- **Department: Department of Politics and Governance**
- **Programme(s) of study under evaluation
  Name (Duration, ECTS, Cycle)**

**Programme 1**
**In Greek:**
Διεθνείς Σχέσεις και Ευρωπαϊκές Σπουδές (BA, 4 Έτη, 240 ECTS)
**In English:**
Ιnternational Relations and European Studies (BA, 4 Years, 240 ECTS)

**Programme 2**
**In Greek:**
Διεθνείς Σχέσεις και Σπουδές Ανατολικής Μεσογείου (MA, 3 Εξάμηνα, 90 ECTS)
 **In English:**
International Relations and Eastern Mediterranean Studies (MA, 3 Semesters, 90 ECTS)

**Programme 3**
**In Greek:**
Διεθνείς Σχέσεις και Ευρωπαϊκές Σπουδές (PhD, 3 Years, 180 ECTS)
**In English:**
 International Relations and European Studies (PhD, 3 Years, 180 ECTS)
- **Department's Status:** Choose status

## A. Introduction
*This part includes basic information regarding the onsite visit.*

The online evaluation took place on Thursday 7 and Friday 8 January 2021. The departmental management team presented all three programs: The BA program in International Relations and European Studies, the MA program in International Relations and Eastern Mediterranean Studies, and the PhD grogram in International Relations and European Studies. The evaluation committee had informative and fruitful discussions in an open and constructive atmosphere with the senior management team of University of Nicosia, the Internal Evaluation Committee, the senior management team of the department, the program managers, teaching staff, students, and administrative/technical staff. Following the site visit, the evaluation committee mailed some follow up questions to a couple of staff members. The committee received very quick and informative answers. Prior to the site visit, the evaluation committee had access to a rich material, inclusive of the applications for accreditation.

The University and the Department is clearly committed to supporting students and their studies. There is a good team spirit. The three programs are populated with engaged staff and students, and there is a strong commitment to deliver a high level of quality in teaching. The university's infrastructure is impressive and clearly lives up to what can be demanded from a modern university.

## B. External Evaluation Committee (EEC)

| Name | Position | University |
|------|----------|------------|
| **Peter Munk Christiansen** | Professor, Committee chair | University of Aarhus |
| **Neophytos Loizides** | Professor, Committee member | University of Kent |
| **András Bozóki** | Professor, Committee member | Central European University |
| **Annita Tsolaki** | Student committee member | University of Cyprus |
| Name | Position | University |
| Name | Position | University |

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

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  | | |
  |---|---|
  | *1 or 2:* | *Non-compliant* |
  | *3:* | *Partially compliant* |
  | *4 or 5:* | *Compliant* |

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

*Findings*

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- *The report may also address other issues which the EEC finds relevant.*

## 1. Department's academic profile and orientation
*(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)*

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**Sub-areas**

1.1 **Mission and strategic planning**
1.2 **Connecting with society**
1.3 **Development processes**

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

*1 or 2: Non-compliant*
*3: Partially compliant*
*4 or 5: Compliant*

| Quality indicators/criteria | |
|---|---|
| **1. Department's academic profile and orientation** | |
| **1.1 Mission and strategic planning** | **1 - 5** |
| 1.1.1 | The Department has formally adopted a mission statement, which is available to the public and easily accessible. | 5 |
| 1.1.2 | The Department has developed its strategic planning aiming at fulfilling its mission. | 5 |
| 1.1.3 | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 4 |
| 1.1.4 | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. | 5 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. | 4 |
| 1.1.6 | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 4 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | 3 |

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

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The department is very committed to its different programs and as a private university, it is well aware that it must protect its core activities if it want to stay on the market. The department is small which makes it possible to handle challenges and issues in informal and yet efficient ways. "We talk with people" as the Head of Department expressed it.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

There is strong compatibility between the three programs and also between these three and the program in Public Administration

Provide suggestions for changes in case of incompatibility.

Click to enter text.

## 1. Department's academic profile and orientation

| 1.2 Connecting with society | | 1 - 5 |
|---|---|---|
| 1.2.1 | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 4 |
| 1.2.2 | The Department provides sufficient information to the public about its activities and offered programmes of study. | 4 |
| 1.2.3 | The Department ensures that its operation and activities have a positive impact on society. | 5 |
| 1.2.4 | The Department has an effective communication mechanism with its graduates. | 3 |

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

The department exploits the smallness of Cyprus to establish close contacts to ministers, MPs, diplomats, the military, the civil service, interest groups, and NGOs. The possibility of part time studies makes it possible for senior-students to keep their jobs part time and for the department in this way to impact society.

## 1. Department's academic profile and orientation

| 1.3 Development processes | | 1 - 5 |
|---|---|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 4 |

| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 4 |
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | 4 |
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | N/A |

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

The staff group is small which makes it possible to widely share knowledge on teaching and make running adjustment possibly. High teaching loads for junior staff makes it less possible to do research and to secure professional development. Periodic relief of junior staff's teaching load could be a way to increase academic and professional development.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Click to enter text.

*Findings*
*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The department is very committed to its educational programs. It is a small department with the capacity to formal as well as informal handling of challenges and issues. The smallness of the department also makes it possible for the different teaching groups to get a close sense of what is going on in the whole program and adjust individual elements accordingly.

The department has a well-trained faculty.

The department has managed to develop programs that are compatible with the international "market" for students as well as the Cypriote society. The part time studies increases the compatibility of the programs with the demands from the surrounding society and the department's stakeholders. The programs positively affects the Cypriote society with the supply of all three programs.

A high teaching load for junior staff affects their professional development.

There is little systematic work in order to keep contact with alumni.

*Strengths*
*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*
- Strong commitment of the department and staff and a comprehensive set of programs.

- Good societal impact and good connections to societal stakeholders
- The possibility of part-time studies makes the programs attractive.

*Areas of improvement and recommendations*
*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The teaching load of the junior staff is high. It would help the professional development of the junior staff to have some regular possibilities to immerse themselves in whatever their area of study is.

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

| Sub-area | *Non-compliant / Partially Compliant / Compliant* |
|---|---|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Compliant |
| 1.3 Development processes | Compliant |

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## 2. Quality Assurance
*(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)*

| Sub-areas |
|---|
| **2.1 System and quality assurance strategy** <br> **2.2 Quality assurance for the programmes of study** |

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

*1 or 2: Non-compliant*
*3:        Partially compliant*
*4 or 5: Compliant*

| Quality indicators/criteria | |
|---|---|
| **2. Quality Assurance** | |
| **2.1 System and quality assurance strategy** | **1 - 5** |
| 2.1.1 | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. | 4 |
| 2.1.2 | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 4 |
| 2.1.3 | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. | N/A |
| 2.1.4 | The quality assurance system adequately covers all the functions and sectors of the Department's activities: | |

| | 2.1.4.1 | Teaching and learning | 4 |
|---|---|---|---|
| | 2.1.4.2 | Research | 4 |
| | 2.1.4.3 | The connection with society | 4 |
| | 2.1.4.4 | Management and support services | 5 |

| 2.1.5 | The quality assurance system promotes a culture of quality. | 4 |
|---|---|---|

| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. |
|---|
| The Quality Assurance system complies with the rules set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education. |

The faculty are committed to their teaching tasks and the size of the department makes it easy to support the formal Quality Assurance system with the informal social system. The EEC got the impression that the department's senior management team has a good sense of how teaching is performed.

| 2. Quality Assurance | | |
|---|---|---|
| **2.2 Quality assurance for the programmes of study** | | **1 - 5** |
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. | 5 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. | 5 |
| 2.2.3 | The quality control system refers to specific indicators and is effective. | 4 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | 4 |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 4 |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | 4 |
| 2.2.7 | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5 |
| 2.2.8 | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 5 |
| 2.2.9 | The Department flexibly uses a variety of pedagogical methods. | 4 |
| 2.2.10 | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | 3 |
| 2.2.11 | The Department analyses and publishes graduate employment information. | 3 |
| 2.2.12 | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: | |

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| | | | |
|---|---|---|---|
| | 2.2.12.1 | Building facilities | 5 |
| | 2.2.12.2 | Library | 5 |
| | 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 5 |
| | 2.2.12.4 | Technological infrastructure | 5 |
| | 2.2.12.5 | Academic support | 4 |
| 2.2.13 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | | 4 |
| 2.2.14 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | | 4 |
| 2.2.15 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | | 4 |
| 2.2.16 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | | 5 |
| 2.2.17 | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards. | | 5 |
| 2.2.18 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | | 3 |
| 2.2.19 | There is a clear policy on authorship and intellectual property. | | N/A |

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

- The department is – as highlighted before – very committed to its teaching program, and the teaching staff is highly engaged in their teaching. There is close connection between teaching staff and the students and the students interviewed highly praised the department and its teaching. The EEC also got the impression of a supportive and responsive teaching environment. The department is selective in its enrollment of students, particularly regarding doctoral students.

- The possibility of part time studies invites a number of students that would probably not have had the chance to study. Part time studies makes it possible for students to earn an income besides the studies.
- The department's and the university's infrastructure in terms of buildings, libraries, IT, and space for studies is impressive.
- The department could systematize and improve its relations to alumni, as well as improve outplacement information for all three programmes.

- It is possible for PhD students to apply for money for conference attendance. However, the granting committee is at the university level.

*Findings*

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

- Teaching quality is assured during the formal Quality Assurance system as well as through the formal and informal social relations in the department. Shared commitment to quality teaching also plays a role.
- Clear enrollment criteria.
- Happy and satisfied students at all levels.
- Close relations between teaching staff and students. Also enhanced through different teaching and research assistance jobs.

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Shared commitment to quality teaching.
- Good teaching environment and happy students.
- Good mix of national and international students.
- Very good infrastructure and facilities.
- Good opportunities for part time studies.

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- The department could systematize and improve its relations to alumni, as well as improve outplacement information for all three programmes.
- The department could improve its relations to alumni.
- Increase availability of grants for doctoral students' conference attendance.

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

| Sub-area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 2.1 System and quality assurance strategy | Compliant |
| 2.2 Quality assurance for the programmes of study | Compliant |

## 3. Administration
*(ESG 1.1, 1.3, 1.6)*

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

*1 or 2:   Non-compliant*
*3:        Partially compliant*
*4 or 5:   Compliant*

| Quality indicators/criteria | |
|---|---|
| **3. Administration** | **1 - 5** |
| 3.1 | The administrative structure is in line with the legislation and the Department's mission. | 5 |
| 3.2 | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department. | 4 |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 5 |
| 3.4 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. | 5 |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | 4 |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | N/A |
| 3.7 | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | 5 |
| 3.8 | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 4 |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | 4 |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | 3 |

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

- The department appear to be well administered. Necessary committees and boards appear to work according to rules and standards.
- The atmosphere appears open and frank.
- One deficiency is that there is no involvement of external examiners in case of students complaints of e.g. grades.

*Findings*
*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

- The department appeared well administered.
- Different boards and committees seems to work according to rules and standards.
- Open and frank atmosphere.
- In case of students' complaints over e.g. grades, a new internal examiner takes over.
- In case of disagreement between the internal and the external examiners of doctoral dissertation an new external examiner is appointed, so that there are tow external and one internal examiner.

*Strengths*
*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Well administered department
- Open atmosphere

*Areas of improvement and recommendations*
*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- In case of students complaints of e.g. grades there is only a (new) internal but no external check on the grade. This may not be to the advantage of the student complaining. That said, the committee got the impression that there were only few annual complaints.

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

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 3. Administration | Compliant |

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## 4. Learning and Teaching
*(ESG 1.2, 1.3, 1.4, 1.9)*

| Sub-areas |
| --- |
| **4.1 Planning the programmes of study**<br>**4.2 Organisation of teaching** |

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

*1 or 2: Non-compliant*
*3:        Partially compliant*
*4 or 5:  Compliant*

| Quality indicators/criteria | |
| --- | --- |
| **4. Learning and Teaching** | |
| **4.1 Planning the programmes of study** | **1 - 5** |
| 4.1.1 | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. | 5 |
| 4.1.2 | Students and other stakeholders, including employers, are actively involved on the programmes' review and development. | 4 |
| 4.1.3 | The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 5 |
| 4.1.4 | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | 5 |
| 4.1.5 | The Department ensures that its programmes of study integrate effectively theory and practice. | 4 |

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

- The department takes much pride in delivering quality teaching. This is obtained by complying with the different rules and regulations, among them the European Qualifications Framework (EQF) and by professional and personal commitment by the individual teachers.
- The department took the initiative to check the syllabi across all courses – and subsequently made some adjustments of courses and syllabi.
- The department have some active interference with external stakeholders.

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| 4. Learning and Teaching | | |
|---|---|---|
| **4.2 Organisation of teaching** | | **1 - 5** |
| 4.2.1 | The Department establishes student admission criteria for each programme, which are adhered to consistently. | 5 |
| 4.2.2 | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 5 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | 5 |
| 4.2.4 | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. | 5 |
| 4.2.5 | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. | 4 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | 5 |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | 4 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. <br><br> • The high scores reflect the fact that the committee found a very high degree of commitment to the teaching programs. <br> • The students' comments were all positive in relation to quality and teacher responsiveness. | | |

### *Findings*

- The department takes much pride in delivering quality teaching.
- Compliance with the European Qualifications Framework (EQF)
- Professional and personal commitment by the individual teachers.
- Some active interference with external stakeholders.

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

Click to enter text.

### *Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Strong commitment from department as well as individual teachers to quality teaching.
Close involvement with students, satisfied students.

*Areas of improvement and recommendations*
*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

Positive stakeholder feedback of the development of the various program is beneficial, however it should not sacrifice academic interests

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

| Sub-area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 4.1 Planning the programmes of study | Compliant |
| 4.2 Organisation of teaching | Compliant |

## 5. Teaching Staff *(ESG 1.5)*

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

*1 or 2:   Non-compliant*
*3:          Partially compliant*
*4 or 5:   Compliant*

| Quality indicators/criteria | |
|---|---|
| **5.  Teaching Staff** | **1 - 5** |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 4 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 4 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | 4 |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | 3 |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 4 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 4 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | 5 |

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

- The scores reflect the fact that the teaching staff is well qualified. It comes with degrees from many good universities, which also brings lots of experience to the department.
- Periodical sabbaticals leave opportunities for professional development abroad
- Part time teachers and junior staff have a heavy teaching burden, and thus fewer opportunities to engage in professional development.
- Feedback is sufficient according to the students.

Also, write the following:

> - Number of teaching staff working full-time and having exclusive work
> - Number of special teaching staff working full-time and having exclusive work
> - Number of visiting Professors
> - Number of special scientists on lease services
>
> Click to enter text.

*Findings*

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

- Teaching staff have a broad and varied educational and scientific background.
- Committed teaching staff.
- Periodical sabbaticals leave opportunities for professional development abroad
- Part time teachers and junior staff have a heavy teaching burden, and thus fewer opportunities to engage in professional development.
- Feedback is sufficient according to the students.

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Committed teaching staff.
- Well educated teaching staff
- Close relations with students

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Encourage further internationalization by better possibilities for sabbaticals.
- Encourage participation in international conferences with paper presentation.
- Give junior faculty better chancer for professional development.

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

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 5. Teaching Staff | Compliant |

## 6. Research
*(ESG 1.1, 1.3, 1.5, 1.6)*

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

*1 or 2:  Non-compliant*
*3:      Partially compliant*
*4 or 5:  Compliant*

| Quality indicators/criteria | | |
|---|---|---|
| **6. Research** | | **1 - 5** |
| 6.1 | The Department has a research policy formulated in line with its mission. | 4 |
| 6.2 | The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. | 3 |
| 6.3 | The Department provides adequate facilities and equipment to cover the staff and students' research activities. | 4 |
| 6.4 | The Department has the appropriate mechanisms for the development of students' research skills. | 4 |
| 6.5 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 4 |
| 6.6 | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. | 4 |
| 6.7 | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | N/A |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | N/A |
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 4 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

> The relatively high scores are motivated by the diverse scientific background of the staff which brings many types of research experiences to the department

*Findings*

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

- A diverse scientific background of research staff.
- Some possibilities of research funding, e.g. conference attendance, data collection, research assistance, field-work etc.
- Few other departments with specialization in Eastern Mediterranean Studies

*Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- A diverse scientific background of research staff.
- Specialization in Eastern Mediterranean Studies.

*Areas of improvement and recommendations*

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

Increase internationalization:
- Better opportunities for sabbaticals
- Encourage participation in international conferences with paper presentation, also for doctoral students
- Increase publications in peer reviewed journals

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

| Assessment area | Non-compliant / Partially Compliant / Compliant |
|---|---|
| 6. Research | Compliant |

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

## 7. Resources *(ESG 1.6)*

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

*1 or 2: Non-compliant*
*3: Partially compliant*
*4 or 5: Compliant*

| Quality indicators/criteria | | |
|---|---|---|
| **7. Resources** | | **1 - 5** |
| 7.1 | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. | 4 |
| 7.2 | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 4 |
| 7.3 | The Department's profits and donations are used for its development and for the benefit of the university community. | 4 |
| 7.4 | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. | 5 |
| 7.5 | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 4 |
| 7.6 | The Department's external audit and the transparent management of its finances are ensured. | N/A |
| 7.7 | The fitness-for-purpose of support facilities and services is periodically reviewed. | N/A |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.<br><br>• The high scores are justified because the university and the department has access to good resources for teaching and research. Physical resources are even very good.<br>• Funding for individual research projects, conference attendance is placed at university level<br>• Rules for sabbaticals is placed at university level | | |

*Findings*
*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

• Very good physical resources in terms of buildings, libraries, IT, etc.

- Funding for individual research projects, conference attendance is placed at university level
- Rules for sabbaticals is placed at university level

*Strengths*
*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Physical resources.
*Areas of improvement and recommendations*
*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Increase funding for individual research projects, conference attendance.
- Locate such resources at the departmental level.

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

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

## D. Conclusions and final remarks

The committee was impressed by the programs provided by the department of Politics and Governance, University of Nicosia, and the dedication shown by staff to supporting the student learning experience. For all three programs there is a clear sense of focus and commitment. The department utilizes its small size to create tight relations between teaching staff and students at all levels. As seen from the committee the department "walk the talk" when it comes to committing itself to quality teaching and the creation of a secure, and yet challenging learning environment.

The committee is of the overall opinion that the programs come with good design and a commitment to secure quality by standard operating procedures as well as personal engagement in teaching and students. Teaching programs are moving targets in dialogue with the surrounding society and should always be open to discussions and realignments. It is from this philosophy that the committee above has noted aspects of the program to be considered in order to develop and improve the existing already well-functioning programs.

## Signatures of the EEC

| Name | Signature |
|---|---|
| Peter Munk Christiansen | |
| Neophytos Loizides | |
| András Bozóki | |
| Annita Solaki | |
| FullName | |
| FullName | |

**Date:** January 15, 2021.