

AUCY

Psychology Program

Answers to EEC comments*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- The processes for proposing, amending, and approving individual modules on the program remained unclear. During the visit it became apparent that most modules had been proposed in a top-down fashion (course descriptions produced by a small committee and then assigned to staff to edit and teach). This is understandable given that the programme is brand new, but we recommend that teaching staff, and students, be more fully involved in programme and module design as the department matures.

The Department of Psychology has tried to apply effective processes for the design and development of the program and courses. The initial program and course design started by a benchmarking and the analysis and identification of the desired and measurable Intended Learning Outcomes that support the purpose of the program. A Program Development Committee was set up to take the program forward. At that stage keys issues were addressed regarding the content, modes of delivery, structure, and components of the program. The strategic context targeted the involvement of Faculty members in the next stage regarding development, approval and revision. The instructional design could be revised as the Faculty members would measure the learning outcomes. To achieve the optimal learning experience for students, their involvement through feedback and measurement strategies would be the final stage of the initial design.

- The EEC had five major concerns about the design of the program, detailed below;
 1. *Overall program profile.* The overall program focus is not clearly articulated. Does the department have in mind a program focused on applied psychology? How much importance is given to the research focus? Also, it is not obvious how the overall program is in line with what is presented as a program mission (e.g., in

what respect is the program 'interdisciplinary'?) or as program objectives (e.g., in what sense are the graduates of this program 'scientist-practitioners'?)

AUCY's Psychology Program is particularly adapted to students who want a certain area of Psychology studies. The student will be able to choose from four trending Concentrations and explore this field of psychology with professors experts in this field. This focus will pave their way to graduate studies. While selecting an undergraduate psychology degree, the student may be faced with two bachelor-level program choices: a Bachelor of Arts (B.A.) in Psychology or a Bachelor of Science (B.S.) in Psychology. AUCY opted for the B.A. in Psychology meant to prepare students for professional careers related to psychology. The B.A. often involves more elective requirements than the typical B.S., allowing students to focus on areas of study beyond general psychology. Students seeking a B.A. in Psychology can take elective classes in a variety of fields, mostly centered on Humanities and the Social Sciences. This allows for a greater breadth of knowledge in topics related to the Psychology field and more freedom to pursue areas outside of Psychology post-graduation. That said, the rigor of curriculum is largely the same between B.A. and B.S. programs. What sets it apart, however, is that the B.S. program usually includes additional statistical analytics courses and research methods. Despite that, AUCY undergraduate research opportunities, whether in term of the latter courses and the senior project at the end of program, will look promising on the graduate school application. In line with the American Psychological Association's (APA) strategic plan which includes both expanding psychology's role in advancing health and increasing psychology's recognition as a science, one of the pillars of the AUCY's Psychology Program discusses 'interdisciplinary'. To successfully address this goal, psychology must become a bigger player in interdisciplinary science. Interdisciplinary may be seem as a mode of study that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a

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single discipline or area of practice. Psychology is becoming more interdisciplinary because many major challenges facing society, are so complex that they cannot be answered by a single discipline. As stated in the program's objectives, the underlying model of the 'scientist-practitioner' pursues a research-based practice agenda. At the broadest, we believe that the program must devote explicit attention to integrating science with practice both theoretically and operationally. To translate such strategic objectives into practical delivery will require us to identify and promote in our training a number of core competencies of the scientist-practitioner into our courses, as found in third and four year's courses. The reason behind this objective is to form a sound basis for the professional identity of psychologists, in each of our four concentrations.

2. *Number of courses offered.* The program as presented includes 54 new 6-credit courses, across four years, to be developed and taught initially by 14 staff. Whereas this has the benefit of offering choice to students, it spreads staff – and resources – very thinly. 13 of the proposed courses, for example, include practical elements which will necessitate interview rooms, video recorders, experimental equipment such as eye trackers and EEG, etc. There is no need to offer this degree of choice in the program. As AUCY teaches on the “American model” it may be instructive to take the syllabus of UMASS Dartmouth, with whom a partnership agreement has been made, as an example. UMASS Dartmouth offers 26 courses, taught by 23 academics, serving an estimated 600 students.

AUCY BA programs are developed to meet a minimum of 240 European credits of University level curricula. This is the ideal structure of courses across four years to assure the timely completion of the Psychology major, as stipulated by Cyprus Law. The structure of the degree programs is fairly consistent with national trend in Cyprus. The four-year BA degree program in Psychology aims to integrate academic, research and practical aspects of training. Since the external reviewers mentioned the partnership of AUCY with UMASS Dartmouth, the program presents a variety of topics, from the highly theoretical, to highly applied research. Faculty members are involved in the application of the scientific knowledge to mental health and are leaders in the mental health

community, bringing that expertise to the classroom. The practical elements in the courses that include additional credits (+2) is unique to the AUCY Psychology BA degree program and provides students with hands-on experience in the professional world. As such, these additional hours will give students the opportunity to build awareness, make observations on how to put their theoretical knowledge into practice in the different fields of psychology. As for the suggested installations such as interview rooms, video recorders, experimental equipment such as eye trackers and EEG, etc., the Department considers that they are used at the graduate and post-graduate levels, since students of these levels are equipped with the necessary theoretical knowledge. Moreover, hands-on experience is not limited to clinically-oriented practice, because psychology majors are involved in many different fields. Looking into the Psychology major at UMASS Dartmouth, the requirements for a BA degree in Psychology are 90 credits (following the American credit system) for students entering the department at the Sophomore Level, including 39 credits in the major. In addition to the requirements in the major, students will be required to complete the University Studies' requirements, founded on the importance of a liberal education that goes beyond the major requirements. As agreed by 29 European countries in Bologna Declaration in June 1999 among them Cyprus, a common structure of easily recognizable and comparable degrees in framework of qualifications for the EHEA is established at AUCY. The Bachelor's Degree, which is named as a typical "first cycle" would consist of 180 credits for 3 years and 240 credits for 4 years undergraduate programs.

3. *Coverage of core psychological disciplines.* There was general agreement in the committee that the core areas of psychology (biological, cognitive, developmental, personality, and social psychology, as well as quantitative and qualitative methods) should be covered early, and in approximately equal proportions, in a modern psychology syllabus. The syllabus as presented gave very uneven treatment to these areas, and some were introduced into the syllabus surprisingly late (e.g.,

PSY306 Social Psychology is introduced in year 3, and has content which is primarily applied).

In accordance with the External Evaluation Committee observation on the structure of program, it is necessary to conduct an evaluation of the course sequencing and their placement in the Program. Course sequencing is a vital issue to the Psychology Program. The first 2-year planning for course offerings will be developed and will be implemented in the near future. When a 2-year schedule is made available to students, students will know which classes are offered which semester and can schedule accordingly. The curriculum contract sheet will be developed and placed on the Student SIS to lay out all the requirements for the BA Psychology, in a format that makes it easy for students to track their progress towards degree completion.

Semester 1: *Introduction to Psychology; History and Philosophy of Psychology; The Physiological and Biological Bases of Behavior; Statistics and Research Methods for Psychology I; Introduction to Ethics;*

Semester 2: *Development Psychology I: Infancy and Childhood; Statistics and Research Methods for Psychology II; Learning and Behavior; Sensation and Perception; Motivation and Emotions*

Semester 3: *Developmental Psychology II: Adolescence; Abnormal Psychology; Social Psychology; Applied Research Methods I; Cognitive Psychology.*

Semester 4: *Developmental Psychopathology; Psychological Assessment; Individual Differences and Personality; Counseling Psychology; Health Psychology*

Having structured the core courses in the above list, our understanding of the curriculum of the Psychology Program is sequential, cumulative, graded in

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complexity, and designed to prepare students for a future, disseminating knowledge in a generalizable way, and the application of psychological principles in the different work settings. Accordingly, AUCY curriculum encompasses (a) major requirements; (b) requirements specific to the concentration program, including core courses, internship, and breadth requirements; (c) elective general courses. The above outline includes indicators of progression through the program– for example, certain courses should be taken in specified years, as prerequisites for other courses.

4. *Progression.* Introducing Social Psychology late presents the issue that applied courses for which it provides a foundation (e.g., PSY210 Psychology of Art, PSY302 Health Psychology) will be taught without a proper context. A similar issue arises where PSY110 Developmental Psychopathology precedes PSY208 Developmental Psychology II.

An understanding to this valid concern is related to the “Breath and Balance” in curriculum design. Developing curriculum frameworks based on progressions will support all learning environments, including online learning scenarios. There is need to arrange the curriculum content into subject schemes. By looking into the Program of Study (see above, point 3), careful choices will be made about what will be taught, when and why. A pedagogical decision will determine which concepts and subject aspects of the curriculum will be covered and how they interconnect with other subjects. The course learning outcomes will provide building blocks for learning. These should be carefully sequenced, revisited and built upon throughout the curriculum. These decisions will eventually form the program’s long-term curriculum plan. Having said that, a Curriculum Development Team will be formed at the University. The team will make systematic decisions about the course Intended Learning Outcomes, the course content, teaching methods, and the assessment modalities. With input from the curriculum development team, draft curriculum will be developed. When the final product is produced, it will address the committee’s feedback.

This model will indicate a circular process where assessment will provide feedback for new materials or revisions to the existing curriculum. Two types of assessment are included, already mentioned in the application and presentation: (1) Formative: provides feedback during the process of developing the curriculum, and (2) Summative: answers questions about changes (impact) that have occurred in learners because of their learning experiences. Summative evaluation provides evidence for what works, what does not work, and what needs to be improved.

5. *Mapping of courses to staff.* Teaching from active research ensures that teaching is current, and (as a stated aim of AUCY) that staff can remain research active. The present mapping of courses to staff requires many staff to teach in quite disparate areas (PSY202 Learning and Behaviour vs ELE419 Psychological Perspectives on Leadership; PSY308 Counselling Psychology vs PSY402 Psychopharmacology etc.). Moreover, some expertise is not being used (there is no Psychology of Language course despite the hire of a psycholinguist, forexample).

The unwritten rule that University faculty members should be active researchers places unreasonable demands on faculty members which includes; weakening departmental teaching programs; keeping potentially outstanding teachers from devoting enough time and energy to teaching to realize their potential; depriving students of some inspirational instructors, mentors, and role models; As it happens, most arguments for requiring all faculty members to be active researchers is to relate in how research can enhance teaching, demonstrates that the potential enhancements are not generally found in research at the undergraduate education. AUCY prides itself when it stated in its application that faculty members who were hired as the teaching body for the psychology program were active researchers too. While teaching matters, another main determinant of a faculty member's value to AUCY is also scholarly achievement. Course allocation involves the scheduling of a certain number of academic staff to teach course(s) over a definite period of time. Faculty members were assigned to teach required courses, based on experience, and preferences. They also were proposed elective courses that were not in their

area of expertise and found that they are able to do the job and these faculty members approved the allocation. This is a key question concerning the extent to which faculty members appreciate the opportunity to be content novices and whether they accept to appear as such in front of their students. Everyone in academia knows it and no one likes to admit it: faculty often have to teach courses in areas that they are not specialists; and this is a richness in Academia.

The EEC **recommends** that the department consider a revision of the syllabus, building on fewer courses (for potentially higher ECTS), which map to core areas of psychology and staff expertise in a more transparent way, and free up staff time to remain research active.

It will be the immediate practice of the Department of Psychology to undertake a revision of the curriculum and syllabi based on duration of program as per the recommendation of the EEC. Major revisions of all the elective courses in the concentrations, reducing the number of electives, by having at least 2 courses (12 ECTS) common elective courses among the four concentrations. Minor revisions will be carried out to map core areas of psychology with staff expertise, without jeopardizing the importance of research in the academic fields. AUCY is committed in its research activities to address the different ways, in which integration is made between research accomplished by a faculty member and his teaching methods, which are developed progressively over the length of a single module or cumulatively across different modules in a student's Program of Study.

We additionally **note** that the class-hours per credit (45-75 hours for 6 ECTS) are high, by European standards.

The length of a semester will consist of 13 calendar weeks of instructional time excluding final examination periods and vacations. 1 class hour is defined as 50 minutes of lecture per week along with two hours of out of class activities. Each calendar week will consist of 3 class hours (39 hours in total).

- The EEC **recommends** that the website be developed to include full details of the psychology program and syllabus.

Potential students' first impressions are influenced electronically via the website. A university's web presence is extremely important because visiting the website first is found to be a precursor to visiting the campus. Where are prospective students going for information about universities? They are examining university websites. As such, a full-funnel strategy is the best way to nurture students through their journey from awareness to decision-making. Awareness starts with the University Website. AUCY understands the concern of the External Evaluation Committee regarding the placement of the Psychology Dept. program on its website. It is a standard and internal decision by the University to place the Psychology program on its engaging website. Based on government regulation, once accreditation is achieved, the program will be directly communicated to prospective students and the public to keep AUCY on their short list.

1.2. Design, Approval, On-going Monitoring and Review **(Non-Compliant)**

... In order to obtain the Bachelor in Psychology degree, students need to acquire 240 ECTS credits, of which 198 ECTS in compulsory courses, 30 ECTS in elective courses of specialization and 12 ECTS in free electives.

During the site visit, it became clear that the elective courses were organised into four concentrations (Clinical, Educational, Health, and Organisational Psychology). These were not specified in the submitted documentation. In order to realize these concentrations, a very large set of electives is planned (n=21), as a consequence of which no fewer than 54 new courses in total will have to be developed and taught.

During the site visit, it was clarified that the statement- provided in the application - that graduates of this psychology program will be eligible to register to the national registration system is not accurate.

AUCY BA programs are developed to meet a minimum of 240 European credits of University level curricula. The structure of the degree programs is fairly consistent with national higher education requirements in Cyprus. The four-

year BA degree program in Psychology are sufficiently robust to maintain the defined standards of the University's degree awards, to satisfy Internal Quality Management and enhancement objectives, to comply with the mandatory requirements of the Cyprus Quality Code for Higher Education, and to satisfy the expectations of external statutory or regulatory bodies.

Foundation courses of the first two years represent progress that students should make upon completing several introductory, sophomore and junior level courses in the major. As a strategic objective, AUCY chose to create concentration as a way of enhancing the BA Psychology degree by selecting a group of courses that are thematically related during the third and fourth year. Our Program Committee found that the above recommendation "a very large set of electives is planned (n=21), as a consequence of which no fewer than 54 new courses in total will have to be developed and taught" quite pertinent. Work will be done to provide the appropriate documentation of the advantages of reducing the number of electives, by having at least 2 courses (12 ECTS) common elective courses among the four concentrations. If the proposed new goals determine program-review activity, then such opportunity will give shape to department accountability plans, including the Faculty and Departmental mission, characteristics of the students, and resources in order to document curricular achievement.

As it stands, registration in the Register of Licensed Psychologists is required by the Council of Registered Professional Psychologists under the law on the registration of professional psychologists of 1995 (68(I)(1995), as amended. Psychology degrees that are not equivalent to a degree recognized by the National Council which is responsible for the recognition of higher qualifications (KY.S.A.T.S.), may lead to student's exclusion from practice. Moreover, in case that the student's undergraduate psychology degree is not equivalent to a recognized psychology degree by the National Council, (AUCY is seeking to get the equivalence of its BA Degree) despite completion of Master's studies

inn Clinical/Counselling Psychology, may result in exclusion from the Bachelor Graduates Registry maintained by the Registration Council of Psychologists and this may lead to an inability to register in the Registry of Licensed Psychologists. To that, AUCY mentioned the following statement in its application “graduates of this psychology program will be eligible to register to the National Registration System”

2. Student – centred learning, teaching and assessment (ESG 1.3)

COMPLIANT

3. Teaching Staff (ESG 1.5)

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The EEC **recommends** that the department produce a five-year strategic plan, outlining priority areas for recruitment, plans for staff development and research support, key external funding targets, etc.

The Department produce a five-year strategic plan, outlining priority areas for recruitment, plans for staff development and research support, key external funding targets, etc. The President of AUCY will appoint a Department Strategic Plan Steering Committee (DSPSC) in March 2022 to organize the work by dividing the tasks between different subcommittees and finalize its report by the beginning of fall 2022.

The Psychology Department Strategic Plan 2022-2027 will intend to serve as a roadmap for the future development of AUCY Psychology program, over the upcoming five years, aligned with the University Strategic Plan. The plan will be the culmination of an effort made by the Faculty and the Department, in preparation of the next visit. This would address the concern of the initial accreditation visit of January 2022. The plan will revolve around different pillars that will be identified following a data collection process and a mapping process to link the pillars to a detailed SWOT and stakeholders analyses.

In line with the External Evaluation Committee comments, the goals and objectives for the next five years center around different themes, among them those highlighted: recruitment and enrollment, plans for staff development and research support, and key external funding targets.

3.3. Synergies of Teaching and Research - Non Compliant

It is evident, without teaching there is no research, but nevertheless for that same reason there will not be not much to teach without research. A continuous debate is maintained to where the emphasis should be laid, either from an a priori or an a posteriori perspective, may be an interesting subject for a more constructive or practical understanding of the advancement of knowledge as reached and passed through either horizontal to collaborators and colleagues in the field and elsewhere in the academic community.

A common fallacy we hear around the University is that teaching and research are not compatible, that is, one couldn't possibly carry out high quality research and be a dedicated, enthusiastic teacher. The grasp of this has also lead to the initiative in the agenda of university-enterprise cooperation by establishing an ERASMUS thematic network in the autumn of 2004 called EUI-Net. It was all about exploring the synergy between research and teaching and especially within the practice of cooperation between universities and enterprises.

AUCY is committed in taking all necessary measures to ensure that research is promoted within the University and that teaching, and learning should be enhanced by research activities. Its target is to provide academic excellence, active participation in multi-disciplinary research, internationalization and promotion high-value research- oriented results.

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1.	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant

This Policy describes the process and procedures for the recruitment, selection, hiring and development of the Dean and the faculty members of the Faculty of Business Administration and Economics (FBAE) at AUCY.

Recruitment process

The recruitment process is initiated through promotion and advertising in prominent academic publications, printed and online media, as well as on the University's web site which enables candidates to apply for faculty positions. In addition, proposed candidates can come from solicitation and/or referrals made from other academics.

For the recruitment and selection process, the Search and Screening Committee (SSC) within the Department of Psychology is established which consists of the Head of the Department, three internal faculty members, one external faculty member and the Dean as an ex-officio member. The SSC plays an important role in the hiring process at AUCY, as it is responsible to actively search for qualified candidates and to evaluate the applicants according to the stated job requirements and criteria. The Committee provides a variety of values and perspectives, thereby enriching the decision-making process. More importantly, the use of this committee is significant since it provides a check against biased decision-making and increases the hiring ability to pursue all the objectives of the department in terms of recruiting and hiring the best candidates.

Once the SSC receives the candidates' CVs, the SSC members start the screening process, and prepares a short list of the most qualified candidates. A phone interview is conducted with the short-listed candidates and finally the top three candidates chosen are invited for an on-campus visit and interview. During the visit, the candidates are responsible to present a topic within their discipline for about 20 minutes and discuss their personal and professional aspirations and plans. Furthermore, their research interests and research agenda are discussed in depth. The entire interview lasts for 60 minutes or more.

The selected candidates are recommended to the Dean who then recommends the selected candidate to the President who in turn together with the legal advisor conduct a final interview of the candidate and extend an offer. Once the offer through is signed by both

parties, the faculty member is officially hired and starts working with the rest of the team on the preparation of the program applications and the various course curricula.

The faculty members hired, initially form the founding team of their respective departments and they cover a variety of disciplines at least for the first two years of AUCY's operation, ranging from marketing, management, economics, computer science, to social sciences, English and math.

New academic positions open as per the various departmental demands and in line with the University's Strategic Plan. In particular, new academic positions open in order to:

- *Fulfill current teaching demands (i.e., number of staff and expertise required for undergraduate curricula).*
- *Meet further demands which may arise from the improvement and development established postgraduate programmes.*
- *Address the potential of new curricula development (at undergraduate and postgraduate level).*

An American system of education will be in effect, a competitive remuneration package will be offered to the selected faculty members based on their experience and academic background, research support and funding will be provided by the University within a very friendly and professional environment.

Qualifications

The qualifications (e.g., area of expertise, certifications, etc.) of new recruits are currently based on the teaching needs of the Department, whereas in the future (i.e., when the Department will have the required academic staff to fulfill its fundamental teaching needs) other factors will be also considered during the recruitment process of new teaching staff (e.g., new, and innovative research areas; research areas of significant importance, etc.).

- Lecturer

For the appointment to the rank of Lecturer, the appointee must have a Doctorate Degree from a recognized University and the evidence of potential for excellence in teaching and research.

For Lecturers in the Psychology Department, a bachelor's degree from a recognized University and member of a recognized Audit Body (e.g., ACCA/ACA) and the evidence of potential for excellence in teaching or an indication of a university teaching and research ability can be acceptable.

The time in the rank of Lecturer before promotion is 3-4 years.

- Assistant Professor

For the appointment to rank of Assistant Professor, the appointee must possess the Lecturer rank requirements stated above and demonstrate qualities that indicate a high level of teaching ability in his/her relevant academic field. In addition, he/she should demonstrate ability for potential superior research, scholarship, and professional innovation in his/her academic field.

The time in the rank of Assistant Professor before promotion is 4 years.

- Associate Professor

For the appointment to the rank Associate Professor, the appointee must possess the Assistant Professor rank requirements stated above and demonstrate qualities that indicate a superior teaching and advising ability in his/her academic field. In addition, he/she should have shown substantial research of significant importance, continuous efficiency and ability to supervise and promote research.

The time in the rank of Associate Professor before promotion is 4 years.

- Professor

For the appointment to the rank of Professor, the appointee must possess the Associate Professor rank requirements stated above and must have created an international designated reputation for research, scholarship, and a recognized history of excellence in teaching. He/she must also have demonstrated commitment of progressing professional and community service.

Promotions

For promotion purposes, the AUCY will implement the Rules and Regulations with regards to Evaluation, Promotion and Termination of Employment of Academic staff, through the appointment of a Promotion Committee.

The Promotion Committee will be appointed by the Academic Council and shall consist of three external counsellors, being university professors of the same/related field of study and coming from

universities of at least two foreign countries and of two internal counsellors, one of whom shall be nominated by the Academic Council as Chairman of the Committee.

Eligibility and procedure for promotion

As per the AUCY's Policy, all permanent teaching staff are eligible to apply for promotion to the next higher rank upon meeting all requirements needed for the next higher rank they apply for and upon completing the minimum years of service for the rank they initially applied for, as indicated in the hiring process section above.

Faculty members may be considered for "early" promotion before completing the minimum years of service identified above when strong justification is provided in support of such a recommendation by both departmental and college administrators.

In addition to the above, the criteria for promotion will also take into account overall accomplishments towards teaching, research, scholarship, administration, and overall contribution towards the University and external community.

As regards to Research, the Faculty members shall be involved in scholarly activities through their own individual research work and/or through interdepartmental and/or interuniversity research collaborations. Initially, funding will be allocated through AUCY's Faculty Development Centre (FDC).

Candidates applying for promotion shall submit to the Chairman of the Committee their portfolio work for appraisal containing the following information:

- i. Curriculum vitae
- ii. List of publications, such as:
 - Books (including articles in books, book reviews, editing of books, special volumes of periodicals)
 - Articles in journals with an evaluation system
 - Working Papers or Technical Report Series
 - Technical reports or/and relevant works in research programs
 - Projects under evaluation or in progress
- iii. Summary (up to three pages) of the candidate's research work, his/her current research activities and his/her future objectives.
- iv. Summary (up to one page) of the candidate's teaching work and developments in his/her teaching.
- v. Summary (up to one page) of the candidate's administrative work and overall contribution to AUCY.
- vi. References from two professors.

The portfolio shall be communicated by the Chairman of the Promotion Committee to the rest of the members within two weeks of submission. The members of the Committee, based on the candidate's field of study, shall select three independent evaluators who are University Professors and considered as specialists in that field of study. The independent evaluators are responsible to present an evaluation report based on the candidate's work and submit it to the Chairman of the Promotion Committee within three months from the receiving of the candidate's portfolio.

After thorough examination by the Promotion Committee of the candidate's portfolio, the independent evaluators' evaluation report and the candidates' reference letters, the Committee decides if the candidate is suitable for promotion. Subsequently, the candidate will be invited for an interview as well as presenting a topic chosen by himself/herself, to be evaluated for promotion.

Upon completion of the above procedure, the Promotion Committee shall draft a report for the Academic Council. The report shall mention the candidate's works, research activities, teaching, administrative and other work. The report shall also include the Committee's recommendation for the candidate's promotion or not.

If for justified reasons, the candidate's application for promotion is rejected by the Promotion Committee and the Academic Council, then the candidate will be eligible to re-apply for the same rank after the lapse of one year from the date of the University Promotion Committee's decision, provided that the candidate has produced within this period new scholarly, creative or scientific work.

Finally, in the case that the recommendation of the Academic Council is not the same as the Promotion Committee's recommendation, the Academic Council must submit its recommendation to the President and VP of Academic Affairs with fully justifiable reasons of such recommendation.

Development of faculty members

All faculty members will be part of an ongoing and systematic development and training process that ensures the faculty members are competent and possess all necessary skills and knowledge for the performance of their duties. The development of faculty members lies within the responsibility of the Faculty Development Center (FDC) of the AUCY. The Faculty Development Center will be responsible for the development of all faculty members through the offering of workshops, seminars and trainings that are provided from within and/or from outside the University and relate to both research and teaching activities.

4. Student admission, progression, recognition and certification (ESG 1.4)

COMPLIANT

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It wasn't clear to the panel what the consultation process was for purchases (e.g., software, journal subscriptions, test banks). Of note, no software to run experiments has yet been purchased (E-Prime or similar). However we note that Psychology as a worldwide discipline is moving quickly towards open-source software (R instead of SPSS; PsychoPy, OpenSesame, or jsPsych instead of E-Prime) and AUCY may also wish to choose this route (resourcing support rather than software licences).

As mentioned previously in this document, proper research support necessitates equipment and space, and we would expect AUCY to consult with Psychology about this as the department develops. In discussions, it wasn't clear what the policies or strategies for big-ticket items were; these could be clarified.

E-Prime – Popular general-purpose experiment generator package. Notes: Allows for precisely timed stimulus presentation of text, BMP image files, and sound files with precision response recording; strong on specifying various experimental parameters.

OpenSesame is a program to create experiments for psychology, neuroscience, and experimental economics.

Endnote is a desktop bibliographic referencing application most commonly used to help with referencing, citations and bibliographies

SPSS is a statistical software package which allows you to organise and analyse data-sets. SPSS includes functions allowing you to perform descriptive and inferential statistical tests.

R is a programming language for statistical computing and graphics supported by the R Core Team and the R Foundation for Statistical Computing.

PsyToolkit is the only free website offering running programmable online psychological experiments and surveys.

PsychoPy is an open-source application to allow the presentation of stimuli and collection of data for a wide range of neuroscience, psychology and psychophysics experiments. It's a free, powerful alternative to Presentation™ or e-Prime™, written in Python (a free alternative to Matlab™).

MediaLab is powerful psychology software which allows its users to create questionnaires and multi-media experiments.

The panel **recommends** that a research development strategy (and policy) be produced. Note that this directly impacts teaching, since high-quality teaching depends on high-quality research.

Because few of the student support systems have yet been implemented, the panel recommends that a progress report be produced in 24 months' time, detailing the implementation of the many planned resources and systems in the submission.

In accordance with the overall goals and plans of the University, and as stated in the Department application, the University Research Development Service will be developed to support scientific research. To carry out this endeavor, a research unit may be established within the university. This unit is guided by its statute, and the Department will conduct relevant research topics, in coordination with the university's mission objectives (see the Application).

In order to develop and encourage university's research activities, during the financial planning, AUCY will take into account the budget set for funding research projects and establishes rules, procedures and authorities for funding, co-financing and refusing on funding the research (also mentioned in the Application).

5.2	Physical resources	Partially compliant
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1. Department's Building Facilities * (L. Specific Guidelines – C.1)

52 AMMOCHOSTOU AVENUE, 6019 LARNACA

2. Library (L. Specific Guidelines – C.2)

AUCY Libraries strive to provide quality services by acquiring, organizing, preserving, and providing access to a variety of information resources. The libraries, thereby, support the University's mission to foster excellence in scholarship and lifelong learning and to educate students to be future leaders who can exercise reason based upon knowledge.

Recognizing that the Library is central to fulfilling the mission of the University, AUCY Libraries keep up-to date with the latest publications relevant to the major programs of study through purchases and an active local and international gifts and exchange program. The Libraries welcome and encourage donations and institutional exchanges that support the University's academic programs and the scholarly, teaching, and research interests of AUCY community.

The Library will provide access to an expanding collection of core reference and circulating materials in print, manuscript, electronic, audio, visual, cartographic, and other appropriate formats. It also provides individual and group study space for more than 100 simultaneous users, an Information Commons with appropriate support and access to information and technology resources and a classroom for Library instruction and for quiet, individual study.

AUCY Library will also provide access to excellent financial databases including Thomson Reuters Refinitiv Eikon, Datastream, WRDS (Compustat and CRSP), supporting the research activity of students and staff of the Department of Psychology. AUCY Libraries are open to the public, however, only AUCY faculty, students, staff, and alumni are currently granted borrow privileges. AUCY Libraries guests and visitors are allowed to access and use the library's resources within the confines of the library only.

We will be hosting an E-library connected to all E-Libraries in the world. Hence, articles from all over the world will be accessible by our students and guests. Researches from all can be accessed immediately.

The libraries will be connected to all servers through the PC's on a daily basis and we have a plan to open them for 24 hours, 7 days a week.

3. Computers available for use by the students (L. Specific Guidelines – C.3)

We will be establishing Computer Labs for the need of each Major. All PCs will be Microsoft Certified with all necessary licences for required programs as well as all the necessary statistical software and programming languages (e.g. STATA, R, Python, SAS, MATLAB,) required to support the research activity of the Department of Psychology.

<p>4. Technological Support (L. Specific Guidelines – C.4)</p> <p><i>An IT department will be fully dedicated to help students with their researches, SIS, applications, and all software needed.</i></p>
<p>5. Technical Support (L. Specific Guidelines – C.5)</p> <p><i>An IT department will be fully dedicated to help students with their researches, SIS, applications, and all software needed.</i></p>
<p>6. Number of Classrooms</p> <p><i>Twelve classrooms are available</i></p>
<p>7. Number of Academic Personnel's offices</p> <p><i>Ten office spaces are available for faculty members</i></p>
<p>8. Number of Offices for Administrative Services</p> <p><i>Six offices are available for Administrative Services</i></p>
<p>9. Number of Laboratories and Description (TABLE 7)</p> <p><i>3 Computer Labs will be dedicated for this department</i></p>
<p>10. Number of Conference Rooms</p> <p><i>2 Conference rooms are available for seminars and workshops.</i></p>
<p>11. Other Infrastructure (L. Specific Guidelines – C.11)</p> <p style="text-align: center;">N/A</p>

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC is thankful to the AUCY staff for the hospitality and interesting discussions throughout the visit. We recognize and appreciate the huge amount of work the foundation of a new university and the development of new programmes of study requires. We are impressed by the high degree of dedication displayed by the founders of the university and faculty as well as the future teaching staff of the department and bachelor's programme. We believe that AUCY has recruited a number of promising young scholars who are well qualified to develop a high-quality programme of study.

Unfortunately, evaluation of the program was made harder for three reasons. First, in our understanding, the department doesn't quite exist yet (most, if not all, staff have signed MoUs dependent on successful recruitment of students to the degree programme). This document is designed for the evaluation of a department as a going concern, and for that reason the panel was not able to provide meaningful ratings in all of the categories requested. Second, the head of department was, unfortunately, mostly absent (due to illness), leaving many questions to be answered by a visiting professor from another university. Third, a number of things appeared to have changed between the submission of the documentation and the site visit (perhaps inevitable over eight months in a rapidly- developing university), but staff didn't always appear to be aware of what the documentation said.

Just as Rome wasn't built in a day, the establishment of a new department and the development of a new program of study are large and time-intensive enterprises, and key conditions must be met in order to guarantee a safe program start. After having studied the documentation as well as the additional input from the presentations and discussions during the visit, the EEC feels that a start-up of the new program this Fall might be too early. If time and resources permit, it would be judicious to postpone the program's launch for one academic year, appointing a small group of future teaching staff to take care of the recommendations above. In particular, we recommend that attention is paid to:

1. The structure and simplification of the program
2. The mapping between staff expertise and teaching assignments
3. Planning an infrastructure which serves the practical needs of students and staff

Adhering to the process of accreditation and following the comprehensive online evaluation visit by a knowledgeable team representing the CYQAA,

AUCY embarks in the upcoming months on a process to address the concerns the accreditation committee on the status of the program toward a continued commitment to meet its Quality Standards of Higher Education. AUCY has made good use of the guidance provided by the visiting committee. In this framework, AUCY continues its work to achieve progress in addressing the below listed points below:

- 1. The structure and simplification of the program*
- 2. The mapping between staff expertise and teaching assignments*
- 3. Planning an infrastructure which serves the practical needs of students and staff*

Once AUCY received the Evaluation Visit Report, we formed a Task Force Committee of six members, charged with reviewing the feedback and comments and were assigned a fact-finding mission pertaining to every suggestion brought forth by the evaluators. Our ongoing commitment to this work is reflected in the steps that will be taken for each of the areas addressed by this document. The Dean of the Faculty and the Head of the Department will guide ongoing development and refinement of the academic infrastructure. Implementation of the report is underway and there is energy around this work and the opportunities it provides for collaborative, integrative planning in support of our mission.

The University exists in a competitive landscape of higher education, and its peers are continuing to invest heavily in advancing their own excellence. Like its peers, AUCY will also figure out the major changes in the educational landscape, particularly those relating to digital technology. Preparation will be months-long inclusive process that offers members of the Psychology Department community multiple opportunities for input. The process will be culminated in a report that reflects significant changes, as well as important challenges, and incorporates projections that will be built into the University's next strategic plan.

1. **The structure and simplification of the program:** *The four-year BA degree programs in Psychology are purposely designed to maintain the defined standards of the University's degree awards, to satisfy Internal Quality management and enhancement objectives, to comply with the mandatory requirements of the Cyprus Quality Code for Higher Education, and to satisfy the expectations of external statutory or regulatory bodies. Work will be done to provide the appropriate documentation of the advantages of reducing the number of electives, by having at least 2 courses (12 ECTS) common elective courses among the four concentrations.*
2. **The mapping between staff expertise and teaching assignments:** *It is a review process that has started by the Head of the Department to index or diagram the curriculum in order to identify and address misalignments for purposes of improving the overall coherence of the programs, and their effectiveness. While the specific approach or strategies used to map a curriculum may vary widely, our process typically will adopt the subject – area and the interdisciplinary coherence. This oversight measures the ongoing effort to improve the mechanism to assign faculty members to courses that assures academic quality.*
3. **Planning an infrastructure which serves the practical needs of students and staff:** *Having realized the importance of infrastructure in educational institutions, AUCY is giving importance to this aspect of the institutions as well. The Dean of the Faculty considers that effective departmental infrastructure planning for educational institutions is a key factor that creates positive and conducive atmosphere for a student's learning.*
