

Doc. 300.3.1

## External Evaluation Report (Departmental)

**Date:** Date

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Letters
- **Department:** Classics and Philosophy
- **Department's Status:** Currently Operating

- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

### Programme 1

**In Greek:**

Programme Name

**In English:**

MA in Classics

### Programme 2

**In Greek:**

Programme Name

**In English:**

PhD in Classics

### Programme 3

**In Greek:**

Programme Name

**In English:**

Programme Name



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 to 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY



## A. Introduction

*This part includes basic information regarding the onsite visit.*

*Before the onsite visit, the members of the External Evaluation Committee (henceforth: EEC) studied the numerous documents and Presentations provided by the CYQAA, such as the Departmental Application of the Department of Classical Studies and Philosophy, the Undergraduate Programme in Philosophy, the Postgraduate Programme in Classics, the Doctoral Programme in Classics, UCY Presentation, Virtual Tour of the University etc. In addition to that, the EEC consulted the Department's Webpage. The dates of the on-site visit were the 22nd and 23rd June 2022. On 22 June 2022, we attended a brief introduction, a meeting with the Vice Rector for Academic Affairs, Professor Irene-Anna Diakidou, who is also the Chairwoman of the Internal QA Committee of the University, a short presentation of the University of Cyprus, a meeting with the Head of Department Professor Georgios Xenis, a short presentation of the School's and Department's structure, a presentation of and discussion on the Bachelor in Philosophy, a meeting with members of the teaching staff of all courses (all years of studies) of the Bachelor in Philosophy, a meeting with members of the administrative staff and the Library, and a meeting with students and graduates in Philosophy only, and a second meeting with the Head of the Department Prof. Xenis and the programme's Coordinator Prof. Portides, in which we had the opportunity to ask questions and receive clarifications. On 23 June 2022 we had, among other things, a meeting and discussion about the Master and the PhD in Classical Studies, a meeting with members of the teaching staff of all courses and all years of the programme in Classical Studies, a meeting with students and graduates in Classics only, and a meeting with the Head of Department Prof. Xenis and the programme's Coordinator Prof. Panayotou, in which we again had the opportunity to ask questions and receive clarifications. All meetings were conducted in a very constructive manner and in a very pleasant atmosphere. All members of the Department met by the EEC showed a readiness to collaborate with the evaluation process, to answer openly all questions and to provide the information required.*

Click to enter text.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Chloe Balla	Associate Professor	Crete
Andrea Capra	Full Professor	Durham
Foivi Christodoulou	PhD Student	Neapolis Paphos
Amphilochios Papathomas	Full Professor	Athens

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

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report.*

- **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)

### Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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		
<b>1. Department's academic profile and orientation</b>		
1.1 Mission and strategic planning (including SWOT analysis)		<b>1 - 5</b>
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.	5
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.	5

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

*Students may be more clearly involved in the Department's academic development.*

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).

Click to enter text.

*The cohabitation of philosophy and classical studies is a challenge, potentially threatening the Department's cohesion. Both Programmes can try to remedy what now appears to be a problem by developing courses and/or recruiting staff with an expertise in ancient philosophy. While we recognize the strong record of publication and excellence in research (especially in Philosophy of Science) that allows Philosophy to claim the important place it deserves in the School of Humanities, this does not compensate for the Programme's lack of breadth. We do not see a problem of coherence or compatibility within the Department of Classics and Philosophy in the framework of the School to which it belongs, especially if the deficiencies in ancient philosophy are addressed.*

**Provide suggestions for changes in case of incompatibility.**

*In terms of the Department's organization, we believe that philosophers and classicists can fruitfully cohabitate, though we would like to see joint research plans and an attempt to develop common ground.*

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.	5
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.	5

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

Click to enter text.

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.	5
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.	5

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

*The panel is slightly concerned about the frequent resort to short-term contracts and recommends an attempt to attract more students from abroad.*

**Additionally, write:**

- **Expected number of Cypriot and international students**
- **Countries of origin of international students and number from each country**

Click to enter text.

*The Department could admit and train a few more students in Classics without increasing the present numbers of academic teachers. This is not the case in Philosophy due to the small number of teaching staff. The percentage of students from the non-Greek speaking world should be increased.*

**Findings**

*The Department has a modern mission and strategic planning with programmes that are aligned with the best international practice. In its activities, it takes the needs and demands of society into account.*

Click to enter text.

**Strengths**

*The Department's student population profits from a strong contingent of students from Greece.*

Click to enter text.

**Areas of improvement and recommendations**

*The Department could improve its strategy of attracting high-level students from non-Greek speaking countries. According to the Departmental application, only a few such students were registered in the last four years (a Romanian student in 2019 and in 2020, a Syrian one in 2020, and a Ukranian postdoctoral student in 2021).*

*Teaching staff recruitment, especially in the field of Philosophy, is currently slower than dictated by the Department's academic needs.*

Click to enter text.



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

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

## 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
- 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		
<b>2. Quality Assurance</b>		
2.1 System and quality assurance strategy		<b>1 - 5</b>
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
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	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	N/A
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4
<b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b>		

*Feedback could be more widely shared and put to (even better) use*

<b>2. Quality Assurance</b>		
2.2 Quality assurance for the programmes of study		<b>1 - 5</b>
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.	4
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, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	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.	5
2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	

	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	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.15	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.		5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		4
2.2.18	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
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		5
2.2.20	There is a clear policy on authorship and intellectual property.		5

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

*More explicit regs re doctoral students may be in order. Staff is not fully in contro of decision-making and monitoring, something that is due to the context and certainly does not depend on their will.*

**Findings**

*This is a highly functional Department, small in numbers, but very advanced in terms of facilities and infrastructure.*

**Strengths**

*The Department's website was recently updated and significantly improved. The University boasts an impressive new library with strongholdings in subjects covered by the Department. It is commendable that the website of the Department reports examples of post-university careers of its students.*

*All students are assigned an academic advisor who assists them in academic matters.*



*There is an Erasmus coordinator offers guidance to students who want to participate in the Erasmus programme.*

*In Cyprus, the undergraduate programmes are free of cost for all citizens of the European Union. In addition to that, there are scholarships, prizes, and financial support for many categories of undergraduate and postgraduate students.*

**Areas of improvement and recommendations**

*The Department's offices, the conference room and the teaching rooms are not located in the same place, which is rather impractical. The problem will be solved with the planned transfer of the Department to a new building block in the new University Campus.*

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

Sub-area	<b>Non-compliant / Partially Compliant / Compliant</b>
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)

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		
3. Administration		<b>1 - 5</b>
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.	5
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.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
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.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11

Internationalization of the Department and external collaborations.

5

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

Click to enter text.

### Findings

*The Department functions within a clear legal framework that guarantees both academic liberties and transparency.*

Click to enter text.

### Strengths

*The good management of the Department is ensured by the well-balanced participation of teaching staff and students (where the students have a reasonable, but not overblown share in decision making).*

*The use of Turnitin Plagiarism Detection Software is a very good means of fighting plagiarism (however, it is still difficult to detect plagiarism if a student translates an academic study from a language other than English or Greek into these languages, e.g. from German or Russian).*

### Areas of improvement and recommendations

*The Department's unique secretary is efficient, but one additional administrative staff member would be desirable to ensure the smooth running of the departmental administration.*

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

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant



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

##### Sub-areas

- 4.1 Planning the programmes of study
- 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		
<b>4. Learning and Teaching</b>		
4.1 Planning the programmes of study		<b>1 - 5</b>
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	Intended learning outcomes, 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.	5
<b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b>		
<i>The panel would have liked to see more evidence regarding the review of programmes and the involvements of the relevant parties.</i>		
<b>4. Learning and Teaching</b>		
4.2 Organisation of teaching		<b>1 - 5</b>

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	3
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.	5
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.**

*Learning outcomes may be explained more precisely and ambitiously.*

### Findings

*In Cyprus, student admission criteria are largely established by the Ministry of Education, Culture, Sport and Youth, and not by the University. The vast majority of new students are admitted to the University of Cyprus via the Pancyprian Examinations. As a result, the participation of the Department in the selection of students is minimal.*

### Strengths

*The small number of students makes easier the effective teaching in the available teaching rooms. Student assessment is currently based on at least two evaluation modes, one of which is the final examination, which may not exceed 60% of the final grade.*

### Areas of improvement and recommendations

Click to enter text.



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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
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.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
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.**

Concerning the relatively low grade (3) in 5.5, the panel believes that the ratio of special teaching staff to the total number of teaching staff is disproportionately high. The current situation (spring semester 2022) is as follows:

- Number of teaching staff working full-time and having exclusive work: 11 (Tenured positions 7, tenure-track positions 4)
- Number of special teaching or research staff working full-time and having exclusive work: 7
- Number of visiting Professors: 1 (visiting Lecturer)
- Number of special scientists on lease services (Post-doctoral Researchers): 5



Click to enter text.

### Findings

*The Department relies on the services of a small number of permanent staff members and a large number of well-qualified temporary lecturers.*

Click to enter text.

### Strengths

*The high quality and international character of the teaching staff.*

*The visiting Professors and Lecturers, mostly young and promising scholars, enrich the academic profile of the Department, especially in research areas not covered by permanent staff.*

### Areas of improvement and recommendations

*The number of teaching staff - full-time and exclusively employed - should be increased. This applies to both branches of the Department, but especially to Philosophy.*

*Furthermore, the number of contract lecturers and professors is disproportionately high in view of the total number of teaching staff. The system of contract lecturers does not necessarily guarantee a stable mode of academic function with full coverage of subjects.*

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	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		<b>1 - 5</b>
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.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
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.	5
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.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
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.	5

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



*The overall picture is excellent, but in some cases the panel thinks there is some room for further improvement and / or for a clearer account of the Department's strengths.*

### Findings

*The Department is a modern institution that adheres to internationally accepted university policies and practices.*

Click to enter text.

### Strengths

*Staff members of the Department produce high-quality research published both as books and in international journals. Furthermore, the policy of internal funding of the teaching staff's research activities is not only satisfactory, but better than the average European and international practice.*

Click to enter text.

### Areas of improvement and recommendations

*The volume of research output of the teaching staff could be increased.*

Click to enter text.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

## 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		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
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.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p><b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b></p> <p>Click to enter text.</p>		

### Findings

*The department receives adequate financial support which enables it to fulfill its strategic mission.*  
Click to enter text.

### Strengths

*The department's budget sufficiently covers the needs of students and staff members.*  
Click to enter text.

### Areas of improvement and recommendations

*The department could continue working on improving its already active fundraising processes.*  
Click to enter text.





Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant



## 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 Department under review may be achieved.*

*The Department of Classics and Philosophy of the University of Cyprus has a modern profile and a strategic planning which is aligned with best international practice. It has recruited excellent academics, who make significant contributions to their fields of research, are able teachers and efficient administrators. The Department can rely on a good infrastructure and a clear future development plan. Relations between teaching staff and students are excellent, but it would be good to make some additional hires, especially in Philosophy, and to try to attract more students, including from the non-Greek speaking world. Overall, this is an exceptionally good Department, whose function is totally up to European and international standards.*

Click to enter text.



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
Andrea Capra	
Chloe Balla	
Amfilochios Papathomas	
Foivi Christodoulou	
FullName	
FullName	

**Date:** 17 July 2022

