

Doc. 300.3.2

Date: 20.10.2022

Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Letters
- **Department:** Classics and Philosophy
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Μεταπτυχιακό Πρόγραμμα Κλασικών Σπουδών

In English:

Master in Classics

Programme 2

In Greek:

Διδακτορικό Πρόγραμμα Κλασικών Σπουδών

In English:

PhD in Classics

Programme 3

In Greek:

Πτυχίο Φιλοσοφίας

In English:

Bachelor in Philosophy

Department's Status: Currently operating Choose status



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](#)].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

Preliminary Observation

In its 3rd meeting for 2022 on 5th October the Board of the Department of Classics and Philosophy discussed extensively the External Evaluation Report forwarded by the Agency and decided on a number of measures to ensure compliance with suggestions made therein; all decisions set forth in the following document are recorded in the minutes of that meeting. Before our detailed response, we wish to thank the members of the Committee for the pleasant cooperation, the thoughtful and helpful remarks, and the positive assessment of our programmes of study that were under evaluation. We are also thankful for the careful and diligent implementation of the evaluation procedure.

1. Department's academic profile and orientation

Sub-areas

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

1.1 Mission and strategic planning (including SWOT analysis)

(1.1.1) 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.

Our comment: We thank the Committee for this observation. Four students constantly participate in the Departmental Board and have a strong say in the strategic planning of the Department. They are elected by the rest of the students as their representatives and collaborate with the permanent teaching staff of the Department on defining, evaluating, or even revising any short, medium-term and long-term goals and objectives. This process ensures that student voices are taken into account in the Department's academic development as a whole and in the assessment of individual programmes of study, courses, and the cumulative workload of particular semesters. Two elected students, moreover, take part in the Quality Assurance Committee of the Department, together with three faculty members. Student evaluations of each course, in addition, are considered by individual staff members and help them improve their methods and address issues identified by the students. In order to enhance the involvement of students in the Department's progress, we have taken some additional decisions: (i) an exit questionnaire concerning students' experience of our programmes of study, teaching, modules, and assessment will be introduced and given to finalists. This questionnaire will be used as a useful source of student feedback at the end of their studies. (ii) A more formal interaction will be enacted between the Undergraduate and Postgraduate Studies Committees (henceforward UGS and PGS Committees) and the elected student representatives, as a way of directly listening to student input during their studies and detecting areas that can be improved in real time.

(1.1.2) 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).**

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.

Our comment: Our experience so far has given us no reason to think that the cohabitation of Classics and Philosophy is a potential threat of fragmentation within the Department. On the contrary, as we see it, it offers a great opportunity for innovation, since most Universities (if not all) tend to keep these two academic fields distinct from each other. Classics and Philosophy normally belong to different Departments or even Faculties. Our Department has worked hard to connect Classical Studies and Philosophy in several ways:

1. Academic programmes: Each of the two BA programmes includes courses from both academic fields. The BA in Classics offers one compulsory course on "Texts of Ancient Philosophy" and a wide range of elective courses including different subjects from the field of Philosophy. The BA in Philosophy includes multiple compulsive courses from Classical Studies: "Introduction to Classical Philology"; "Ancient Greek Language"; "Latin Language"; "Roman Philosophical Texts"; "Ancient Greek Philosophy"; and "Texts of Ancient Philosophy". We are glad that in the evaluation of the BA programme in Philosophy, the Committee has stressed that "the part of the program that corresponds to Classics is solid, traditional and clearly meets the needs of the profession for which students are trained". Moreover, the Department offers two different minor degrees, one in Classics and one in Philosophy. It has been among our top priorities to encourage students of Classics and students of Philosophy to study the minor degree in Philosophy and the minor degree in Classics respectively. For this reason, we aim to organise one or two relevant Info days per semester. Currently, almost 1/3 of the students doing the BA in Philosophy are enrolled in the minor degree in Classics as well.

2. Hiring staff with an expertise in ancient philosophy: A new tenure-track academic position in the field of "History of Philosophy (broadly construed to include expertise in the domains of either Contemporary, Modern or Ancient Philosophy)" has recently been advertised. The process of recruitment is currently underway. In fact, by January 2023, 2 out of 5 of our teaching staff, i.e. 40%, will be researchers in the History of Philosophy and competent in Ancient Greek Philosophy. The courses they will offer will be related to ancient philosophy, either directly or indirectly.

3. Development of joint research plans: A research project on "Mind: A New Model for Mindfulness" has been running the last two years (2020–2022) at our Department. The principal investigator of the project has been Dr Christos Hadjioannou, Postdoctoral Researcher in Philosophy, and the project coordinator has been Dr Antonis Tsakmakis, Associate Professor of Ancient Greek. The project juxtaposes aspects of Martin Heidegger's philosophy with aspects of Stoic philosophy vis-à-vis their competing theories of emotion. Moreover, a research proposal on "Group Minds in Ancient Narrative" will be submitted to the ERC Starting Grant Competition 2023 by Dr Chrysanthos Chrysanthou, DFG Researcher at the University of Heidelberg, who chose our Department and the University of Cyprus as his Host Institution. The project combines classical studies with modern theories of philosophy of mind and phenomenology. The

Department aims to promote the development of such interdisciplinary research projects by and among its permanent academic staff as well.

4. Use of collaborative and interdisciplinary teaching: Taking into account the Committee's recommendation, we will encourage the development and instruction of courses on topics related to both classical antiquity and philosophy (such as ethics, emotions, cognition, and politics). As regards the two new appointments for the positions in Philosophy and Ancient Greek respectively, we would prefer people who have increased breadth and interdisciplinarity in their research interests. Interdisciplinarity in research will help the development of interdisciplinary courses as well, which in turn will promote collaborative teaching among our academic staff.

1.3 Development processes

(1.3.1) 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**

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.

Our comment: The Committee draws attention to the small number of teaching staff in Philosophy and to the fact that our Department frequently resorts to short-term contracts in order to cover teaching. This situation is the result of the fact that due to the economic crisis of the last years the University allocated the Faculties only a very few new positions each year. We are optimistic, however, that things will improve, since in 2021 our Department has been allowed to advertise two new positions, one in Philosophy and one in Ancient Greek. Recently, moreover, there has been a call for a third position in Historical Linguistics, which will cover the gap created by the retirement of one of our existing Teaching and Research Faculty. We expect that appointment processes for all three positions will be finalised in the next few months. We hope that in the near future we will be able to fill a new position in Latin as well. In 2021 our Department has submitted to the Faculty of Letters an explanatory statement where we stress the urgent need for new positions in order to successfully implement our short- and long-term strategic plan. We warmly thank the committee for sharing our concern about the small number of permanent teaching staff.

Increase of the numbers of students from non-Greek speaking world is one of our priorities in the strategic plan for 2021–2025. To this end we plan to (1) reinforce (current) mobility programmes (Erasmus+, Socrates, YUFE) by developing new collaborations with foreign institutions; (2) create a new “MA in Classics” taught in English; (3) develop summer courses on ancient Greek and Latin languages and

literature, in collaboration with foreign institutions; (4) introduce in our current programmes of study courses that will be taught in English on a permanent basis¹ and encourage the writing of BA, Master, and PhD theses in English or other European languages (mainly French, Italian, and German); (5) continue to make use of digital resources in teaching in order to promote distance learning; (6) create new funding opportunities for foreign students in collaboration with embassies and educational funding organisations (e.g. DAAD for Germany, British Council for UK, and Fulbright for USA); (7) increase our presence in international university exhibitions.

(1.3.2) *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.

Our comment: We are grateful to the Committee for acknowledging the high international standards and social contribution of our Department.

(1.3.3) *Strengths*

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

Our comment: We express our gratification for this comment.

(1.3.4) *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 Ukrainian postdoctoral student in 2021).

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

Our comment: See above, comment 1.3.1 on foreign students and teaching staff recruitment.

¹ We often offer courses taught in English, especially for visiting students who come to our Department through exchange programmes: e.g. in Winter Semester 2021 ("Latin novel"; "Propertius"); in Summer Semester 2022 ("The meaning of exemplum in Latin Literature").

2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

2.1 System and quality assurance strategy

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

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

Our comment: Providing students with meaningful feedback is of great importance, and we very much appreciate the Committee's comment on this issue. Our current assessment of students' performance combines the form of evaluation of written exams with essay writing midterm exams and oral presentations. As a first step towards improving feedback experience, we have decided to prioritise essay writing over written exams, because the former allows a direct and individualised student feedback. Wherever student numbers and time management make essay writing difficult, then written exams will be arranged to take place before the end of the academic term, so that the lecturer will have a feedback session with the students. During this session the students will have access to their marked papers/essays and will get the opportunity to discuss with their lecturer about their specific performance. We have also decided to arrange regular "check-ins" with students via oral or written quick tests, in order to evaluate student take-away knowledge and skills in each course, as well as organise one-on-one meetings with them as a means of providing feedback progressively. As academic teachers we have decided to institute a process of "peer-conferencing", beginning next semester, by training students to give each other constructive feedback in the class, and provide our students with exam papers, answer keys, marking schemes, and random samples of student work during our teaching. Experiences will be discussed at the first meeting of the Departmental Board for the Winter Semester 2023. Frequent discussions will also be encouraged between the UGS and PGS Committees, teaching staff and student representatives on the topic. Support will be requested of the Centre for Teaching & Learning. In the context of sharing feedback more widely, we have decided that student feedback (or at least an overall report on the academic performance of students) should be sent to the academic advisors, the programme committees, and (if deemed necessary) to the Chair or the Departmental Board.

Feedback concerns not only students but academic staff as well. Both temporary and permanent members of our teaching staff have reassured the UGS and PGS Committees that they regularly utilise student feedback to improve their course content as well as the teaching and learning process. We plan to collaborate with the Academic Affairs and Student Welfare Service of the University to build up systems and protocols for improving quantitative and qualitative analysis conducted on the student feedback forms in order to detect frequently reported problems and deficits and foresee any deterioration of the quality of specific courses. In that way, student feedback will inform teaching decision more clearly.

2.2 Quality assurance for the programmes of study

(2.2.1) 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 control of decision-making and monitoring, something that is due to the context and certainly does not depend on their will.

Our comment: Our Department follows in general the regulations about doctoral students, which the University has formulated. Each member of our permanent academic staff, nevertheless, who may act as supervisor of a doctoral thesis, is free to specify in a consistent and transparent manner, and after approval of the Departmental Board, any other regulations or 'individualised' criteria regarding admission, progression, recognition, or accreditation. The Committee rightly noticed that the final decision-making and act of monitoring the implementation of the programmes of study offered by our Department do not lie with our teaching staff but with the University's central bodies and main associated committees.

(2.2.2) *Findings*

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

Our comment: We are grateful to the Committee for this favourable assessment.

(2.2.3) *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.

Our comment: We thank the Committee for drawing attention to these strengths of our Department and University.

(2.2.4) 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.

Our comment: We gratefully endorse the suggestion of the Committee and we agree that having the academic staff's offices away from the University campus is impractical and makes students and staff feel excluded from the main life of the University. However, this is a long-term University issue, which is beyond our Department's control.

3. Administration

(3.1) Findings

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

Our comment: We thank the Committee for its remark.

(3.2) 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).

Our comment: We thank the Committee for its remarks. We have decided to get in touch with the University's IT services and discuss whether we can acquire another Plagiarism Detection Software which can fight plagiarism even in cases where a student translates an academic work from a language other than English or Greek into these languages. We will discuss the issue about plagiarism and the plausible solution at the first Departmental Board meeting for the Winter Semester 2023.

(3.3) 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.

Our comment: This problem can be solved only by the University. The Department has already requested (22 April 2019) a second administrative assistant.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

4.1 Planning the programmes of study

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

The panel would have liked to see more evidence regarding the review of programmes and the involvements of the relevant parties.

Our comment: The way we review programmes of study can be illustrated on the basis of what we did to our undergraduate programme in philosophy.

Beginning from Fall semester 2018-19, a new programme of studies in philosophy is in place. Given our own prior experience of some deficiencies of the previous programme and taking into account useful remarks and recommendations of the students of how those difficulties could be met, the new programme is simpler and more flexible and satisfies students' request for an increase of the number of the philosophical courses (or courses 'close' to philosophy) provided by our Department and other Departments. The simplicity and flexibility of the programme (which have been achieved without compromising studies quality and the required diversity of the offered courses) has facilitated the Department to offer the required courses each semester despite the small number of instructors and simultaneously helped students electing the courses in which they enrol in each semester and the overall organization of their studies. It is also important to point out that during the construction of the new programme special attention has been paid both to retain the number of non-philosophy courses which are minimally required for our graduates to be able to be employed as philologists in secondary education and not to compromise the ongoing and continuous attempt to increase the cohesion of the Department given the cohabitation of Classics and Philosophy.

Turning now to the details, the first goal of the new programme (i.e., simplicity and flexibility) has been achieved by abrogating the previous complicated system regarding the requirements for getting the Philosophy degree (which was based on distinct areas of courses characterized by distinct ranges of codes). In the new programme, there is a list of offered courses (which, of course, can be expanded) and students should take a specific number of them (besides the 5 compulsory level-100 courses, 5 level-200 courses, 6 level-300 courses and 1 seminar) in order to fulfill the requirements concerning the philosophy courses. The list of level-200 courses covers all the major historical periods of philosophy (ancient, modern and contemporary), while the level-300 and the level-400 (seminars) lists cover a large diversity of systematic issues ranging from metaphysics, epistemology and ethics to political and social philosophy, philosophy of science and philosophy of mind. It is important to stress that the list of courses offered each semester is carefully selected in order to secure that our students, during their studies, will enrol on a variety of courses falling under different philosophical areas and examining different philosophical issues. Furthermore, to the end of more flexibility, a minor change made in the new programme was the replacement of the previously required specific courses of History offered by the Department of History

and Archeology with three level-100 History courses that a student can freely choose among the offered ones.

The second goal of the new programme has been achieved by making some changes concerning the courses offered by classicists in our department and other non-philosophy courses offered by other departments. In particular, we have made compulsory for the philosophy students the course on Roman philosophical texts and replaced the previously compulsory course on the History of Byzantine Literature with a course on Theoretical Linguistics. Finally, we have determined specific restricted elective courses on Psychology (Theories of Mind and Consciousness, Cognitive Science), Sociology (Classic Sociological Theories, Contemporary Sociological Theories) and Political Science (Political Theory, Modern Political Thought) which are either philosophical or related to philosophy.

4.2 Organisation of teaching

(4.2.1) 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.

Our comment: We thank the Committee for its constructive criticism. The Department has decided to ask all individual staff members to review and revise their course descriptions accordingly, in order to connect more clearly and consistently the learning outcomes with the content of the courses. We normally rely on students' assessments of course in order to define the level of ambition of the intended learning outcomes, and then we adapt our teaching/learning processes and methodologies accordingly. In order to make the process of explaining learning outcomes more efficient, the Department has decided to introduce the following policy: the UGS and PGS Committees will check whether and to what extent the learning outcomes of each course are aligned with the teaching content and assessment format, as mentioned in the course description, and are appropriately expressed in a precise and ambitious language. Student representatives will be encouraged to discuss with the involved members of staff any instances of assessments where they feel the content has deviated from learning outcomes. Moreover, every effort is made so that the programme and the individual courses are compliant with internationally accepted standards and are directly comparable to those found in foreign Universities of similar standing as the University of Cyprus.

(4.2.2) *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.

Our comment: We have no comments.

(4.2.3) *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.

Our comment: We have no comments.

(4.2.4) Areas of improvement and recommendations

N/A

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5. Teaching Staff

(5.1) 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

Our comment: See above, comment 1.3.1.

(5.2) Findings

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

Our comment: We have no comments.

(5.3) 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.*

Our comment: We thank the Committee for its positive remark.

(5.4) 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.*

Our comment: See above, comment 1.3.1. We are glad that the Committee shares our concern about the need to increase full-time permanent teaching staff, which would limit or eliminate the disproportionately high number of temporary teaching staff. We hope that the University will make available to our Department more new permanent positions soon.

6. Research

(6.1) 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.

Our comment: We thank the Committee for the positive evaluation. We agree that there is some room for further improvement, especially regarding our open access policy for publications, which is still not so widespread in our Department. We will also work towards clarifying further our research policy and internal regulations of research activity in order to ensure compliance with the Department's mission, especially as the latter is set out in our new strategic plan for 2021–2025.

(6.2) *Findings*

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

Our comment: We have no comments.

(6.3) *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.

Our comment: We are pleased with the positive assessment.

(6.4) *Areas of improvement and recommendations*

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

Our comment: The members of our permanent academic staff have international experience and they are all research-active. Due to their limited number, however, they are regularly overloaded with the diverse and extensive demands of our programmes of study as well as the administrative and academic processes of the Department and the University in general. This situation reasonably compromises time from research. We hope, however, that the new appointments in Philosophy and Ancient Greek will allow a more even distribution of administrative workload and re-balancing of course allocation among permanent academic staff. We consider it imperative to stress that temporary teaching staff, known as "Special Scientists" (they are mainly promising junior academics), are appointed to teach specific courses each semester. Despite the fact that they are not hired to do research, for our own part we understand that research outputs are one of the pillars for their career development. Thus we do our best to provide them with the ideal working conditions possible for research. We encourage our Special Scientists to remain active in research, publish, and participate in international conferences. Dr Margarita Alexandrou, for example, has recently co-edited a volume on *Song Regained: Working with Greek Poetic Fragments* (De Gruyter, 2022). More information about the publications of our teaching staff can be found on the website of our Department (<https://www.ucy.ac.cy/cph/research/classics-and-philosophy-bookshelf/?lang=el>).

7. Resources

(7.1) Findings

The department receives adequate financial support which enables it to fulfill its strategic mission.

Our comment: We have no comments.

(7.2) Strengths

The department's budget sufficiently covers the needs of students and staff members.

Our comment: We thank the Committee for its positive comment.

(7.3) Areas of improvement and recommendations

The department could continue working on improving its already active fundraising processes.

Our comment: Increasing funding has been among our top priorities. Members of our permanent and temporary academic staff constantly apply to several competitive local and international schemes, in order to get funding for their research projects. Moreover, in collaboration with the "Research Support Service" of the University, they encourage and support applications of colleagues from Cyprus and abroad to third-party funding sources and programmes (e.g. Cyprus Research & Innovation Foundation; Alexander von Humboldt Foundation, DAAD, Fulbright, Marie Skłodowska-Curie Postdoctoral Fellowship, ERC). Finally, we have decided to get in contact with several embassies, educational and cultural institutions and foundations (e.g. A.G. Leventis Foundation, Goethe-Institut, Alliance Francaise) and the Cyprus Minister of Education) in order to create schemes (e.g. studentships and postdoctoral grants) that will increase our fundraising.

B. Conclusions and final remarks

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.

Our comment: We thank the Committee for this encouraging assessment of our strengths and the most constructive and helpful evaluation of our Department. As described in this document, the Department has accepted and endorsed all recommendations of the Committee. It has already taken the necessary steps towards their implementation.

On the theme of additional hires: see above, comment 1.3.1.

On the subject of attracting students from the non-Greek speaking world, see above, comment 1.3.1.

We have decided to undertake additional initiatives to attract students both from Cyprus and abroad:

(1) We will enrich our list of electives with courses that are interdisciplinary and interdepartmental. We have already created two new elective courses, one on “Management and Leadership in Antiquity and Today” and one on “Classical Athens”, which we plan to offer next year to students of other Departments (e.g. law, economics, politics) within the University of Cyprus.

(2) We will develop (summer) courses and seminars on ancient Greek and Latin as well as other cutting-edge themes such as rhetoric, creative writing, and language, which are of interest to a wide range of professionals beyond philosophers and classicists.

(3) We will increase our public outreach activities (e.g. lectures, cultural events, visits to schools, talks to pupils and school counselors about our studies) in order to raise further the profile of the Department and the attractiveness of the subject.

(4) We will increase our funding opportunities for students (see above, comments 1.3.1; 7.3).

(5) We will create direct links between our Department and the job market, including schools, museums, cultural institutes, firms (such as KPMG, Deloitte, PwC), and media, by developing opportunities for practical training and internships. Contacts with potential employers will be established either directly or through the Liaison Office of the University. An academic coordinator for this practical training course will be appointed. We plan to offer this course in the summer semester between the 2nd and 3rd years of studies or between the 3rd and 4th years of studies. The ECTS acquired will not count for the total amount of ECTS requirement of the BA degree, as the practical training course will be optional. To further assist our students in connecting with potential future employers, the Department through its Council will regularly organise and host an event so that students will have the opportunity to learn more about potential future



employers and to meet with their representatives. To this end it will also establish an alumni center to maintain contact with past graduates who can guide current students through their professional development.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor Georgios Xenis	Head of the Department of Classics and Philosophy	
Associate Professor Maria Ypsilanti	Vice Head of the Department of Classics and Philosophy	

Date: 20th October 2022