

## Expert reports on the accreditation procedure for the Accreditation of the degree programmes

- PhD in Sociology and Social Anthropology
- MA in Sociology and Social Anthropology (One-Year)
- MA in Sociology and Social Anthropology (Two-Year)

### Central European University PU (Vienna)

pursuant to § 7 of the Accreditation Regulation for Private Universities 2019 (PU-AkkVO)

Vienna, 8 June 2020

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# 1 Basic principles for the procedure

## The Austrian higher education system

To date, the Austrian higher education system comprises:

- 22 public universities (including the Danube University Krems, a public university for post-graduate continuing education);
- 16 private universities, run by nationally accredited private entities;
- 21 universities of applied sciences, run by state-subsidised entities organised under private law or by nationally accredited public entities;
- the university colleges of teacher education, run by nationally accredited public or private entities;
- the philosophical-theological higher education institutions, run by the Catholic Church;
- the Institute of Science and Technology – Austria, which focusses its tasks on the advancement and appreciation of new fields of research and a post-graduate training in the form of PhD and postdoc programmes.

In the winter semester of 2018/2019, 293,644 students were enrolled at public universities (incl. the Danube University Krems). Furthermore, 53,401 students were enrolled at universities of applied sciences and 14,446 students at private universities.<sup>1</sup>

## External quality assurance

Pursuant to the Act on Quality Assurance in Higher Education (HS-QSG), public universities shall perform an audit procedure for the certification of their internal quality management system every seven years. There are no legal or financial consequences linked to the decision on certification.

Private universities require institutional accreditation conducted by AQ Austria every six years. After twelve years of uninterrupted accreditation, the accreditation may also be awarded for twelve years. Interim degree programmes and certificate university programmes for further education leading to a degree programme also require accreditation.

Following the six-year period of institutional initial accreditation, universities of applied sciences must be re-accredited. After that, they pass on to the audit system. However, the accreditation is linked to a positive decision on certification in the audit procedure. Before degree programmes may be offered, they must be accredited once.

## Accreditation of private universities and their degree programmes

In order to be active as a higher education institution in Austria, private universities require institutional accreditation which must be renewed on a regular basis. In addition to institutional accreditation, newly established degree programmes must be accredited once before they may be offered by the private university. The Agency of Quality Assurance and Accreditation Austria (AQ Austria) is responsible for carrying out accreditation procedures.

The accreditation procedures are carried out in accordance with AQ Austria's Accreditation Regulation for Private Universities 2019 (PU-AkkVO). Furthermore, the agency has based its

<sup>1</sup>As at May 2019, data source: Statistics Austria/unidata. Contrary to the data of the public universities, the student numbers of the universities of applied sciences do not include non-degree seeking students. 278,039 degree students were enrolled at the public universities in the winter semester 2018/19.



AQ Austria, 1190 Wien, Franz-Klein-Gasse 5

procedures on the Standards and Guidelines for Quality Assurance in the European Higher Education Area.<sup>2</sup>

The AQ Austria appoints experts for reviewing accreditation applications. On the basis of the application documents and a site visit at the applicant institution, the experts draw up a joint written expert report. The Board of the AQ Austria then makes a decision on accreditation which is based on the expert report and takes into consideration the higher education institution's comment on the expert report. If the statutory prerequisites for accreditation are met and the required qualitative requirements are fulfilled, the degree programmes shall be accredited by official notification.

Before its entry into force, the official notification of the Board shall be subject to approval by the competent Federal Minister. After the procedure has been completed, a report on the outcome of the accreditation procedure as well as the expert report shall be published on the websites of AQ Austria and the applicant institution. Personal data and those parts of the report that disclose funding sources as well as business and operational secrets shall be exempt from publication.

The Act on Quality Assurance in Higher Education (HS-QSG) and the Private Universities Act (PUG) form the legal basis for the accreditation of degree programmes at private universities.

## 2 Short information on the accreditation procedure

Information on the applicant institution	
Applicant institution	Central European University Private University (CEU PU)
Legal nature	GmbH
Initial accreditation	16/07/2019
Last extension of accreditation	-
Site	Vienna
Number of students	ca. 1800 planned

<sup>2</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

The Central European University Private University submitted the application for accreditation on 06/01/2020. On 25/03/2020, the Board of AQ Austria appointed the following experts for the review of the accreditation application:

Name	Function/Institution	Role of the expert
<b>Niko Besnier</b>	Professor of Cultural Anthropology, University of Amsterdam & Helsinki Collegium for Advanced Studies	Expert from academia, chair of the expert panel
<b>Patricia Spyer</b>	Professor of Cultural Anthropology and Sociology, Graduate Institute Geneva	Expert from academia
<b>Malcolm Fairbrother</b>	Professor of Sociology, University of Umeå & University of Graz	Expert from academia
<b>Ilona Grabmaier</b>	Institut für Kultur- und Sozialanthropologie, Universität Wien	Doctoral Student

Due to the Covid-19-related measurements taken by the Austrian government and, in consequence, by AQ Austria, the site visit already planned had to be cancelled. As an alternative, virtual conferences were held giving the experts the opportunity to talk to CEU PU faculty and students. In addition, preparatory virtual meetings were held for the experts to consult about their findings and draft their joint report.

On 23 and 24 April 2020 the expert panel and representatives of the AQ Austria conducted online-discussions with the representatives and students of the Central European University Private University. These discussions were preceded by a round of written questions answered by the CEU PU both via video-interviews conducted by the CEU PU accreditation officer with the President of CEU PU, Mr. Michael Ignatieff, and the CEU PU Provost, Mr. Liviu Matei, and in writing.

### 3 Preliminary notes of the experts

The expert panel members regretted that the Covid19 pandemic made it impossible for them to visit the CEU PU institution in person. However, they were grateful for the efforts that the academic staff, students, and management staff made to provide all the necessary information in a timely fashion. They were impressed by the quality of the CEU PU programme in Sociology and Social Anthropology and wish the programme staff and students the best in their future endeavours.

## “Sociology and Social Anthropology” doctoral programme

Information on the accreditation application	
Name of the degree programme	Sociology and Social Anthropology
Type of the degree programme	Doctoral programme
ECTS credits	240
Normal period of studies	4 academic year, 12 terms
Number of study places	5-6 per academic year
Academic Degree	Doctor of Philosophy (Ph.D.)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Wien, 10.Quellenstraße 51-55
Tuition fees	None, scholarships

### 4 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Sociology and Social Anthropology” doctoral programme

#### 4.1 Assessment criterion § 18 (1) 1 to 2: Development and quality assurance of the doctoral programme

##### Development and quality assurance of the degree programme

*1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.*

In the application, CEU PU explains that the PhD programme proposed for Austrian accreditation is little changed from the programme that was accredited in 2004 by the State of New York Department of Education. The accreditation process here is consistent with the CEU PU's Policy on Establishing, Operating and Modifying Degree Programs (Annex 1.2.5), which outlines procedures for introducing new degree programmes. That policy specifies that proposals for establishing new degree programmes at the CEU PU should begin with discussions with the Provost and Rector. The heads of academic units proposing to host new programmes then present them to the CEU PU's Academic Forum and Senate. The CEU PU Senate's Curriculum and Academic Quality Assurance Committee recommends to the full Senate whether to accept the programme proposal, and the latter returns a decision. According to the CEU PU website, members of the Senate are the President and Rector, the Provost/Pro-Rector, and representatives of faculty, staff and students. The Academic Forum (comprised of department heads, program and PhD directors, and directors of research centres and administrative units)

advises the Senate on academic matters. The CEU PU's Policy on Establishing, Operating and Modifying Degree Programs also outlines the information to be included in a proposal for establishing a new degree programme at CEU PU.

This is an acceptably rigorous process for prior accreditation, with input from a variety of sources, including via feedback from existing students.

The expert panel considers this criterion **fulfilled**.

#### Development and quality assurance of the degree programme

*2. Following its accreditation, the degree programme is incorporated into the private university's quality management system. The quality assurance measures also comprise adequate structures and procedures to ensure that the rules of good scientific practice are adhered to.*

The department's application states that quality assurance procedures for ensuring that courses and programmes achieve their intended learning outcomes follow the University's general rules. The CEU PU's Institutional Assessment and Quality Assurance (IAQA) Policy (Annex 1.2.4) states that the quality of academic activities of academic units is reviewed at least once every five years, with the IAQA system at CEU PU to be led by the President and Rector. The CEU PU has a Senate Curriculum and Academic Quality Assurance Committee, which oversees the quality of departmental curricula and provides a meta-level review. Departmental Strategic Reviews involve at least one reviewer from outside the university and a reviewer from within CEU PU but outside the department. Additionally, the CEU PU IAQA Policy specifies that each degree-granting programme will have an annual review process and submit an annual report to the CEU PU's Academic Secretary, which will be scrutinized by the Senate Curriculum and Academic Quality Assurance Committee (SeCur). These reports are to provide evidence of the achievement of programme-level intended learning outcomes, such as students' theses.

This quality management system has been useful and adequate in Budapest already, and it will be acceptable in the future in Vienna also. Its expectations and procedures correspond to international standards. As confirmed during the interviews, students and professors can all provide input.

The expert panel therefore considers the criterion **fulfilled**.

## 4.2 Assessment criterion § 18 (2) 1 to 6: Research environment

#### Research environment

*1. The private university has developed a research concept which incorporates the doctoral degree programme and a development plan which comprises enhancement measures for the degree programme.*

According to the statements of the Rector and Provost in the videos on the CEU PU Mission and Students, the university has changed during the past 10 to 15 years from being a university with a regional focus largely on Central Europe to a global university with a heterogeneous student body from over 100 countries. During the meeting with the panel, the faculty noted that the department has similarly evolved, moving from faculty whose expertise was largely focused on Central Europe to a much more broadly oriented departmental composition (including a more heterogeneous student body drawn increasingly from the global south). The panel assesses that the broad focus of the doctoral degree programme on the critical comparative study of societies within conditions of intensified globalization is appropriate within the institutional setting of the CEU PU. The doctoral programme's focus on contemporary issues

within a globalized world together with the university's longstanding commitment to offering access to excellent students from around the world who would otherwise not be able to afford higher education further demonstrates the doctoral programme's alignment with the university's promotion of the values of open society and democracy. The panel judges that the university has developed a research concept that incorporates the doctoral degree programme and a development plan comprising enhancement measures for the degree programme.

The experts consider the criterion **fulfilled**.

#### Research environment

*2. The private university has defined a research focus for the degree programme which covers the broadness of the respective discipline as regards content and methods. The focus of the research performance corresponds to the university's approach as well as to the respective subject culture and guarantees international visibility.*

According to the application for a Doctoral Programme Accreditation, the research focus of the degree programme is based on the integration, theoretically and methodologically, of the distinct disciplinary traditions of sociology and social anthropology. This is based on the assumption that the interdisciplinary approach avoids both the narrow anthropological focus on bounded localities and the universalizing tendencies of sociology. The programme is meant to train students in a broad range of subject-specific theoretical and methodological competencies appropriate to the interdisciplinary approach. It aims to foster critical scholarly engagement with and study of the contemporary world under conditions of intensive globalization with particular attention to the interaction of global processes and local conditions, the social-spatial constitution of place and context (including marginality), and scalar transformations from a non-Eurocentric perspective. The programme offers a specialization in urban and global studies in which the urban is conceived as a key empirical vector of more abstract global processes. The four course syllabi examined by the panel show how the programme's research focus translates into doctoral student training: 1) Advanced Methods familiarizes students with questions of epistemology and the politics of knowledge, a variety of commonly used research methods and techniques, and fieldwork ethics, and encourages critical thinking about the transformation of data collection and fieldwork within the frame of globalization, transnationalism and digital technologies; 2) Place-Making helps students frame their theses in accordance with central foci of the doctoral programme including globalization, a consideration of the ways in which external forces impact local spaces, and how power structures become inflected as meaningful in specific circumstances, and includes a critique of normalized 'European' ways of conducting social scientific research; 3) a course on comparative methods and strategies in social sciences and humanities or the broad fields represented at the CEU PU; 4) a dissertation write-up seminar that fosters collaboration and peer review among students. Department faculty mentioned a number of university-wide Advanced Certificate programs, for instance in Visual Theory and Practice and Religious Studies, that doctoral students can also follow (virtual meeting with faculty, 23/4/20).

The research performance is solid and of high quality, as evidenced in the publication lists, keynote lectures, visiting professorships, journal editorships, honors, and research grants listed on the CVs of department faculty. The Department's Research Concept and Strategy demonstrates that faculty publish in the top journals of the disciplines of anthropology and sociology (e.g. *American Ethnologist*, *Cultural Anthropology*, *HAU*, *American Journal of Sociology*, *European Journal of Cultural and Political Sociology*), in interdisciplinary journals (e.g. *Comparative Studies in Society and History*, *Historical Materialism*, *French Cultural Studies*) and in those with a thematic or regional focus (*Urban Studies*, *City and Society*,

*International Studies in Gender, State, and Society, Urban and Regional Studies*). Most publications are in English, French, and Hungarian. There are some joint publications with students. The Research Concept and Strategy comprises a list of external research grants including Erasmus+ Social Inclusion Grant, Horizon 2020, Science4Refugees Horizon 2020 Grant, several Marie Curie Grants aimed at different stages of career development, and grants from the European Science Foundation, EHES, and Lauder Foundation. In view of the unique interdisciplinary integration of the degree programme, its focus on the empirical study of global processes via (primarily) fieldwork, and its location at the CEU PU, renowned for its promotion of open society and democratic values, the panel assesses that the research performance corresponds to the university's approach as well as to the respective interdisciplinary subculture and guarantees international visibility.

The experts consider the criterion **fulfilled**.

#### Research environment

*3. The private university has employed professors qualified in primary occupation in the discipline relevant for the degree programme who cover the broad range of the discipline's content and methods. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.*

According to the Research Concept and Strategy of the Department of Sociology and Social Anthropology, the private university has employed an intellectually and geographically diverse faculty with doctoral degrees from prestigious US and European research universities, work experience in a range of academic settings, and who have conducted research in a geographically wide range of places. They have a strong commitment to critical social science, an empirical commitment to ethnographic and historical research, and a sustained focus on the articulation of macro and micro structures and phenomena within a comparative and non-Eurocentric framework. The professors qualified in primary occupation in the department comprise persons who were trained primarily in the disciplines of social anthropology and sociology. Their expertise covers a broad range of the content of these two disciplines and a diversity of qualitative and quantitative methodologies, including visual anthropology and documentary film-making. The panel's appraisal of the CVs of the professors provided evidence of the importance of theoretical training in the recruitment of faculty in addition to expertise in central theoretical and thematic foci of the disciplines of social anthropology and sociology. Specializations mentioned in faculty CVs include social theory, political sociology, epistemologies of the social sciences, sociology of gender and sexuality, political economy and the culture of capitalism, urban theory and history, culture and globalization, sociology of the state, and the anthropology of religion. Publications and research projects reveal additional specializations in national patrimony and heritage, urban stratification and inequality, migration, border and refugee studies. At the virtual meeting with the panel, the faculty noted that they do not cover certain areas in anthropology and sociology but that their students appreciate the approach of the department, notably, its emphasis on social theory, and research that in an anthropological mode takes the voice of informants seriously. They added that their programme aims to provide students with quantitative literacy but not to produce "quantitative wizards" (virtual meeting with faculty, 23/4/20). As the Department Chair stated, they prefer to strengthen the Departmental focus on Global and Urban studies rather than "covering everything". She also mentioned that discussions among departmental members were underway regarding the need to hire someone with expertise in political economy and labor, focusing specifically on the current automation of work and its impact, as considered within the conceptual framework of global capitalism. The panel judges that the aim to strengthen key

foci of the programme through additional hires makes sense and will further consolidate the body of expertise in the department. The panel assesses the individual professors and faculty body as adequate to addressing and cover the broad range of the interdisciplinary content and methods of the program.

The experts consider the criterion **fulfilled**.

#### Research environment

*4. The private university maintains institutionally anchored co-operation projects in research and development or the development and appreciation of the arts which are relevant for the degree programme and adequate for the respective subject culture.*

The relocation of the CEU PU from Budapest to Vienna will enable the establishment of new co-operation projects while maintaining current ones. The Rector spoke positively about the number of opportunities offered the CEU PU by the city of Vienna for partnering with Austrian institutions as well as for new internships (Video – “Challenges”). During the virtual meeting with the panel (24/4/20), a student echoed this, saying how she looked forward to “getting to know the people at the University of Vienna” including the possibility of establishing collaborations. The CEU PU will maintain important connections with institutions in Budapest, notably the Institute of Advanced Studies (IAS), the Open Society Institute, and the Democracy Institute (Video – “Mission”).

The document Research Environment at the Department of Sociology and Social Anthropology (Annex 2.8 – Research Environment at SOCL) provides an overview of institutionally anchored co-operation projects in research and development to which doctoral students have access. The Proposal for a Doctoral Programme Accreditation was also consulted by the panel and found to be relevant in this regard. These documents mention the following co-operation projects in research and development: the Doctoral Research Support Grants that enable PhDs to spend short research study periods at other universities; and the Global Teaching Fellowship Program that allows students to improve their teaching skills, make contacts, and present their research at partner institutions. For advanced doctoral students, the CEU PU has Junior Visiting Fellowships through which students can spend time at the Institut für die Wissenschaften vom Menschen (IWM). PhD students also have access to Travel and Conference grants that can be used, among others, to attend important professional conferences such as the those of the American Anthropological Association (AAA), the American Sociological Association (ASA), and the European Sociological Association (ESA). Students can obtain research positions through the CEU PU Research Centers. The Research Environment at the Department of Sociology and Social Anthropology document (Annex 2.8– Research Environment at SOCL) provides a list of individually-funded departmental faculty research in which students are involved. It shows how they have benefit from institutional collaboration and collaborative research projects with other departments outside the CEU PU. Students also participate as researchers and teacher/tutors in a “third mission social impact project” (CEU Open Learning Initiative) for refugee and asylum seekers. Other opportunities for research and development that are institutionally anchored and involve cooperation with persons outside of CEU PU include Visiting Professorships and the Winter and Summer schools that bring together students and faculty from around the world. Following good scientific practice, especially within the discipline of anthropology, department’s PhD students are encouraged to affiliate with local universities in the locations where they conduct their doctoral research (primarily fieldwork but also archival work).

The panel assesses that the university and department maintain institutionally anchored co-operation projects in research and development that are relevant for the degree programme and adequate for the respective subcultures of sociology and social anthropology.

The experts consider the criterion **fulfilled**.

#### Research environment

*5. The private university promotes research and development activities by providing for appropriate organisational or structural framework conditions.*

According to the faculty, the department receives around 100 applications a year for their doctoral programme out of which approximately 5 applicants are selected based on their excellence and promise (virtual meeting with faculty, 23/4/20). A third to half of applicants have a background in anthropology or sociology. Especially desirable are applicants who show potential to work across disciplinary backgrounds in accordance with the interdisciplinary focus of the department. Besides three years of full funding, PhD students receive additional money for fieldwork. They have the possibility of obtaining fellowships to spend time at other universities, for instance, where their external supervisor is based (if applicable). 6-month dissertation write-up grants are available to students who have submitted a full draft and have received their supervisor's approval. The faculty mentioned that their PhD students have been successful in obtaining grants such as the highly competitive fieldwork grants from the Wenner-Gren Foundation for Anthropological Research, which are especially difficult to get for students who are not based at US institutions (virtual meeting with faculty 23/4/20). The PhD students noted, however, that the time and financial frame of four years of funding was not sufficient given that most take six years to complete the doctorate. This puts them in a situation of precarity once the four years are over with many having to find part-time jobs (virtual meeting with students 24/4/20). Few PhD students drop out of the programme (virtual meeting with faculty 23/4/20).

The PhD students spoke enthusiastically about their supervision, showcasing productive and positive relations with their supervisors, how the supervisors take their role "very very seriously" and how supervisors help with their professional development, including encouraging students to publish. Professors are described as available and flexible with assignment deadlines. The students were also positive about the general atmosphere of the department evidenced by annual parties, department seminars followed by drinks and socializing, and dinners organized by students. Students are encouraged to recommend speakers for the department seminar; especially first year PhD students are involved in the organization of its annual conference. PhD cohorts tend to be small (e.g., 6 students), which makes for a good faculty-student ratio. PhD students have weekly seminars in which faculty and students take turns presenting their work. A faculty member and a student serve as discussants. According to the students, the event is designed to enable everyone to engage in constructive criticism but also to receive criticism of their own work. This pedagogy shows that no one is above criticism—whether students or professors—and fosters an ambiance of equality in the department. With respect to the university more broadly, the PhD students commented how easy it was to enrol in courses in other departments and how accessible they found their professors to be (virtual meeting with students, 24/4/20).

The PhD students responded positively when asked if they felt well prepared regarding their professional development (virtual meeting 24/4/20). They described how the Department has organized workshops and training sessions in, for instance, writing job letters and "marketing" oneself. Workshops have also focused on different writing genres, such as the difference

between a dissertation chapter and a journal article based on the same ethnographic material, and on grant applications. The Advanced Methods course includes a session on "Ethics in research" evidencing the department's investment in producing young academics who are attuned to the ethical demands and norms of the profession. The Proposal for a Doctoral Program Accreditation includes a list of the academic positions, including postdocs, that graduates of the programme have held. In addition to the career advancement of early-career academics, the university provides for staff development in the form of sabbaticals (6 months every 3 years for full-time faculty) and pedagogical training.

Quality assurance occurs at the level of the course in the form of teaching evaluations that are read by the Department Chair. Townhall meetings which take the form of an open discussion without any pre-established agenda take place each term. Issues that might come up, according to the PhD students, are the timing of assignments or too much reading (virtual meeting with students, 24/4/20). The Department's PhD in Sociology and Social Anthropology Handbook (Annex 2.2) is currently being adapted from the version used in Budapest to the new circumstances following the CEU PU's relocation to Vienna. It will include the rights and obligations of CEU PU students under the Federal Act on the Student Representative Organization and information of the Austrian Students' Union. Once finalized, the Handbook will be posted on the department website. Complaints may be discussed with the Head of the PhD programme or the Department Chair. In the case of a serious complaint against a faculty member, the person may be asked to meet with the Department Chair and the Pro-Rector (virtual meeting with faculty, 23/4/20).

At doctoral defences, the supervisor and assessor functions are separated. In addition to a second supervisor, whether from within the Department or from another department/university, an external evaluator takes part in the doctoral defence.

The panel judges that the university and the department promotes research and development by providing for appropriate organization and structural conditions.

The experts consider the criterion **fulfilled**.

#### Research environment

*6. The private university's research infrastructure as well as its facilities and equipment are adequate on a quantitative and a qualitative basis for operating the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.*

The Research Concept and Strategy (Annex 2.1) includes a section on Research Infrastructure that describes the various funding schemes available to students and faculty. These include individual research grants and funding to attend conferences and organize scholarly events. The CEU PU library ranks among the best in the fields of the social sciences and humanities in non-English-speaking Europe. The university also has a Research Support unit that supports faculty with the applications and administration of external grants. In the meeting with the panel, the faculty characterized the grants office as "very good" (virtual meeting with faculty, 23/4/20). The Research Concept and Strategy mentions that students are often included as research assistants on larger research projects. Students have access to well-equipped computer labs and workspace. Facilities support the Advanced Certificate Program in Visual Theory and Practice. A Center for Academic Writing caters especially to non-native English speakers. The Department's support staff has recently been increased from a 1.75 to a 2.0 FTE appointment (virtual meeting with faculty, 24/4/20). At the time of the panel's assessment, the CEU PU was housed in a temporary location following the university's move from Budapest to Vienna. Due to the travel restrictions as a result of the Covid-19 virus, the panel was unable to

conduct an onsite visit. In the video "Finances," however, the CEU Rector provides an overview of the finances, including additional funding procured in support of the university's relocation. He describes the financial basis of the CEU PU as solid through the entire six-year accreditation period. It is worth noting that the CEU PU is an endowment-based institution, as mentioned by the Rector in the Video "Challenges." The panel judges the private university's research infrastructure and its facilities and equipment as solid and sufficient for operating the degree programme.

The experts consider the criterion **fulfilled**.

### 4.3 Assessment criterion § 18 (3) 1 to 3: Supervision and counselling services

#### Supervision and counselling services

*1. The private university shall conclude agreements with the doctoral students which govern the respective rights and duties of the private university, the doctoral students and their supervisors.*

According to the Doctoral Regulations, doctoral students and their supervisors are expected to sign a Doctoral Supervision Agreement, either at the point of enrollment or after passing the comprehensive exam and acceding to doctoral candidacy. The Doctoral Supervision Agreement specifies the rights and duties of doctoral students and their supervisor(s). It includes basic details of the doctoral students' dissertation projects and names the supervisor(s). It further specifies the doctoral students' and supervisor(s)' responsibilities. The agreement stipulates individually which disciplinary and transferable skills courses students shall attend, which research-based non-coursework activities they will complete and which conferences they will take part in, as well as how often consultations with the principal supervisor and the associate supervisor are to be held. Annexed to the Doctoral Supervision Agreement are the research proposal and the timetable. The Supervision Agreement is reviewed once per academic year and the Doctoral Programme Committee is informed of any amendments to the agreement.

The panel assesses that the respective rights and duties of the private university, the doctoral students and their supervisors are satisfactorily spelled out in the above-mentioned agreement.

The experts consider the criterion **fulfilled**.

#### Supervision and counselling services

*2. The private university shall enable the doctoral students to engage in an intensive dialogue with scientists or artists, respectively, by collaborating with higher education institutions and, if applicable, partners outside the higher education area in Austria and abroad and promote the participation of doctoral students in national and international symposia.*

As indicated in the PhD in Sociology and Social Anthropology Handbook, PhD students engage in intensive exchange with peers and (senior) scientists within the formats of the departmental *Seminar Series*, the *PhD Colloquium* and the *PhD Writing Seminar*. The Seminar Series takes place during the academic year and its programme is announced at the beginning of each term. Attendance is mandatory for all PhD students and gives them the opportunity to discuss topics of interest to faculty and doctoral students. Participation in the PhD Colloquium is mandatory and gives PhD students the possibility to present preliminary results of their research and receive feedback from their supervisors, peers and other scientists. Within the mandatory PhD

Writing Seminar, doctoral students are provided with a structured process of writing based on peer discussion and mentorship through the faculty. As the panel learned from interviews with department representatives and PhD-students, the department hosts guest researchers on a regular basis, who occasionally give courses, thus providing students the opportunity to personally interact with them. With regard to enabling doctoral students to engage in an intensive dialogue with other scientists at the level of the department, the panel believes that this criterion is met very satisfactorily.

As the panel learned from the information provided in the document on Research Environment, the department maintains several institutionally anchored co-operation projects such as projects funded by Jean Monnet and Erasmus Network, Horizon 2020, the European Commission and the Open Society Foundation, which are based at several partner institutions and foster the involvement of doctoral students. As can be seen from the information provided in the PhD in Sociology and Social Anthropology Handbook and Research Environment at the Department of Sociology and Social Anthropology, collaboration with other higher education institutions is also promoted by encouraging PhD students to study or research abroad for half a year, with support from their supervisors in finding suitable host universities. To build international scholarly contacts, doctoral students can also make use of a special study abroad programme (Doctoral Research Support Grant), as well as of a Global Teaching Fellowship Program and Junior Visiting Fellowship Programs (e.g. at the IWM in Vienna). The university provides travel grants for students to attend disciplinary relevant academic conferences.

Additionally, the interviews with PhD students revealed that students can take advantage of a wide range of additional offers tailored to their needs, such as extracurricular workshops and trainings which are organized by the PhD students representatives, and for which PhD students themselves are encouraged to suggest speakers. There also used to be yearly conferences organized by 1st-year PhD students, which will probably be continued after the transition to Vienna.

In view of the diverse possibilities for students to get in touch with scientists from other higher educational institutions and partners outside the higher education area in Austria and abroad, the panel concludes that this criterion is clearly and fully met.

The experts consider the criterion **fulfilled**.

#### Supervision and counselling services

*3. The private university shall provide the doctoral students with adequate counselling services which are tailored to the specific degree programme.*

In the information provided on services for counselling of doctoral students in the PhD in Sociology and Social Anthropology Handbook, the panel learned that doctoral students in their first months of study are assigned a mentor from among the departmental faculty who will, together with the PhD director, assist the student with both academic questions and individual issues. Once a PhD student has advanced to candidacy and signed an agreement with his/her supervisor, he/she will work under the supervision of the assigned supervisor over the course of the programme. The supervisor provides students with guidance on the study progress (including coursework) and dissertation writing and defense, and ensures that the student receives advice and feedback on the status and progress of his/her research project. Furthermore, supervisors mentor their students on their engagement with academic activities and on measures necessary for preparing for an academic career, including acquiring experience in teaching as teaching assistants in a master's level course. The panel learned in interviews with PhD students that they are very satisfied with the quality and extent of

supervision. Supervisors take their task seriously and students have the feeling that they can turn to their supervisors as well as to other members of the faculty with questions and concerns at any time. The students felt they were part of a tightly knit academic community in which they felt comfortable. Taking into account this extensive range of support and mentoring services and the PhD students' positive evaluation, the panel concludes that doctoral students are provided with adequate counselling services tailored to the specific degree programme.

Regarding the provision of non-academic counselling services for doctoral students, the panel assumes that once membership of CEU PU students to the Austrian National Students Union (OeH) is ensured, doctoral students will be able to also make use of the OeH's counseling services. Additionally, the on-campus Medical & Psychological Support Unit of CEU PU will, as evidenced by the information provided by the department in addition to the application documents, offer regular medical consultations, examinations and treatments for all students, faculty and staff. It is equally envisioned that CEU PU will offer confidential student psychological counseling services for providing help and support for student's personal concerns, both by professional counselors as well as by trained student advisors.

The Career Services Center located on the CEU PU campus is designated to provide students and graduates with the knowledge and skills necessary to transform their experiences into meaningful professional engagement. This is achieved by offering guidance, support, and information to help students and alumni develop personal professional visions. According to the information provided on the Career Services Center's webpage, it offers, among others, career consultations and advising sessions for PhD students, hosts different events where students and alumni can get in contact with potential employers and has a CEU Careers Platform that provides job, internship, and fellowship vacancies of relevance to CEU PU students and alumni.

The experts consider the criterion **fulfilled**.

*Recommendation:* The panel recommends that greater efforts could be made to trace the career paths of graduates to document the impact of the education provided at CEU PU.

#### 4.4 Assessment criterion § 18 (4) 1 to 8: Degree programme and degree programme management

*Taking into account a heterogeneous student body, the following criteria shall apply. In the case of doctoral programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements in doctoral programmes may include, for example, distance-learning degree programmes or joint degree programmes.*

##### Degree programme and degree programme management

*1. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic competences, personal skills, and social competences and are in accordance with level 8 of the National Qualification Framework*

According to the Program Proposal, the most salient aims of the PhD programme constitute in training students in the epistemological foundations of sociology and social anthropology, with an emphasis on five research themes (Annex 2.1): understanding social science disciplines; globalization; urban studies; political mobilization; and culture and religion. These research areas are clearly designed to be non-exclusive yet are judiciously chosen so as to provide a comprehensive coverage of key themes in contemporary sociology and social anthropology. In both depth and breadth, the programme is designed to expose students to contemporary developments in sociology and social anthropology and stimulate them to contribute to these

developments. The programme ensures that PhD students will acquire knowledge at the most advanced frontier of the field and at the interface between fields (Level 8 knowledge criterion of the National Qualification Framework).

The programme provides training in research methods in sociology and social anthropology, with a particular emphasis on qualitative methods. Training in quantitative methods in sociology is also available to PhD students who consider incorporating these methods in their research. The programme ensures that PhD students will acquire the most advanced and specialized skills, including synthesis and evaluation, required to solve critical problems in research and to extend and redefine existing knowledge (Level 8 skills criterion of the National Qualification Framework).

The programme is designed to encourage PhD students to develop substantial research authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas at the forefront of sociology and social anthropology (Level 8 responsibility and autonomy criterion of the National Qualification Framework).

The panel finds that the degree programme and its management are clearly defined and meet the aims of the programme and the intended learning outcomes.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*2. The name of the degree programme and the academic degree correspond to the degree programme's profile.*

According to the Program Proposal, the degree programme is titled "Sociology and Social Anthropology." The name reflects the intended synergy between the two kindred disciplines. "Social anthropology" reflects how anthropology is traditionally conceptualized in the European context (in contrast to "cultural anthropology" in the North American context), but is widely understood to cover issues in both social and cultural domains. The degree profile covers key issues at the convergence of sociology and anthropology and the academic degree, "doctor of philosophy in sociology and social anthropology," corresponds to the profile.

The panel finds that the degree programme is appropriately named and that the academic degree corresponds to the profile.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*3. The minimum duration of studies stipulated in the curriculum is three years. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.*

The teaching curriculum as spelled out in the Program Proposal begins with two general courses in the autumn, "Comparative Thinking" and "Place Making," designed to introduce students to two of the basic epistemological foundations of the two disciplines; methods in the winter; and proposal writing in the spring; supplemented by four elective thematic courses during the first year and ongoing mandatory participation in the PhD colloquium and the seminar speaker series. The second year is devoted to the students' research projects; the third year is dedicated to the writing of the dissertation, supplemented by a writing seminar. The fourth year is devoted to dissertation writing and ends with the defence.

The panel finds that the curriculum focuses on giving students a foundation in sociology and social anthropology in order for them to write a dissertation with a solid theoretical foundation, and provides ample opportunity for the students to pursue the analysis of their specific research topics. The required courses are necessary and sufficient with these aims in mind. The programme articulates well with the aims of the PhD programme and its topical emphases and reflects the profile of the degree programme.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*4. The workload related to the individual modules ensures that the intended learning outcomes, especially writing the doctoral thesis, can be achieved within the stipulated duration of studies. The ECTS is applied correctly; in any case to the curricular parts (courses) of the degree programme.*

According to the Program Proposal, the coursework, the required participation in seminars, workshops, and other ancillary activities, the empirical research, and the supervisory consultations are all designed to prop dissertation writing, which is the main activity to which the last four trimesters of the programme are allocated. The ECTS credits assigned to the courses and other required activities are commensurate with the workload involved in each.

The panel finds that the workload of the individual activities is designed to ensure that the main intended learning outcome, namely the dissertation, is achieved in the four years of the programme.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*5. Regulations for doctoral programmes have been established. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.*

According to the Program Proposal, students are assessed in a take-home examination at the end of the first year, consisting of one common question and one question on the student's proposed research topic, and a sit-down examination at the beginning of the second year focusing on research areas relating to the student's proposed research topic. Students advance to doctoral candidacy after successfully completing these examinations, the research proposal, and the bibliography. Students write their dissertation in the last four trimesters of the programme.

The panel finds that these regulations are clearly outlined in the Program Proposal and the PhD Handbook (Annex 2.2), sec. 2 and 3, and that the requirements are suitable for the main learning outcome, namely the completion of the doctoral dissertation.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*6. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.*

The Diploma Supplement (Annex 2.5), which follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES, specifies the structure of the programme,

clearly describes and explains the structure of the Austrian higher education system, provides information about the resulting qualification and their level, specifies admission requirements, itemizes core modules, outlines the grading scheme. It also includes, at the end, space for individual course grades.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*7. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).*

As documented in the Program Proposal sec. 18, applicants must have completed or be about to complete an MA, preferably in sociology or anthropology, from a recognized accredited university, and passed an English language requirement. They are required to submit a preliminary proposal with a bibliography, a statement of purpose, a writing sample, and three letters of recommendation.

The panel finds that the admission requirements are clearly spelled out and commensurate with the aims of the programme.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*8. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.*

The admission procedure is summarized in 7 above. It selects applicants with sufficient background in the two disciplines; with sufficient proficiency in English to write a dissertation; who have a preliminary research plan and have identified relevant readings; and who are backed up by testimonials from senior scholars. The selection and evaluation of PhD applications is performed collectively by the Department of Sociology and Social Anthropology and involves several stages. Already in the course of the admission process, care is taken to ensure that only those applicants are admitted who can be adequately supervised by faculty who have sufficient time resources.

The panel finds that the admission requirements are clearly spelled out and are designed to ensure the selection of applicants in a fair and transparent way.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*9. The recognition procedures for higher education competences in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.*

As part of the admissions process, or after accepting an applicant, CEU PU recognizes the prior learning of students transferring from elsewhere, whether midway or after completion of a degree programme. According to section 2.1.4 of the CEU PU Draft Admissions Policy and Procedures of Central European University, and consistent with CEU PU's Transfer of Credit Policy, a limited number of credits earned at another institution may be transferable, if an

applicant's previous programme covered learning outcomes that are part of CEU's Ph.D. programme. That same document specifies that the CEU PU participates in the European Credit Transfer Scheme (ECTS), and, as per the Convention on the Recognition of Qualifications, the CEU PU recognizes foreign qualifications unless there is a substantial difference between the qualification in question and the relevant Austrian qualification.

The experts consider the criterion **fulfilled**.

#### 4.5 Assessment criterion § 18 (5) 1 to 5: Staff

##### Staff

*1. The private university has sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.*

Given the small size of PhD student cohorts, the 10 full-time and 2 part-time faculty members involved in the delivery of the programme as described in the Doctoral Program Accreditation Proposal are sufficient. This first impression was confirmed by representatives of the departmental faculty in interviews, who pointed out that due to the low number of students, their capacities was sufficient. The student/staff ratio is excellent, especially compared to the ratios at other similar academic institutions in Austria. Concerning the provision of sufficient non-academic staff for operating the degree programme, the panel learned in the interview with the chair of the department that the 1.75 FTE administrative staff position has recently been increased to 2 FTEs. These two full-time administrative staff members are responsible for the coordination of three study programmes, which has, according to the department chair, proven sufficient. The panel was assured that should there be a need for additional administrative staff, this need could easily be met. Other administrative tasks such as research funding or personnel management are carried out by staff members of other units that are located at CEU PU.

The panel thus judges that CEU PU provides more than sufficient scientific and non-scientific staff to ensure not only the operation and coordination of the degree programme, but also the compliance with high quality teaching, counselling and supervision.

The experts consider the criterion **fulfilled**.

##### Staff

*2. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme. The scientific and/or artistic staff envisaged for the supervision of thesis projects is authorised to teach (venia docendi) or has an equivalent qualification for the scientific or artistic subject, respectively. It is involved in the research and development or the advancement and appreciation of the arts of the respective subject and performs research and development activities which are in accordance with the university's approach and the respective subject culture. The majority of the scientific and/or artistic staff assigned to the supervision of theses has experience in this field.*

According to the Doctoral Programme's Accreditation Proposal, the department has employed an international faculty with a broad range of expertise in both central theoretical and thematic foci of social anthropology and sociology, as well as in different methodologies and regions. As is revealed in the Program Proposal, all but two of the 10 full-time faculty members have moderate to advanced experience in the supervision of doctoral theses. Furthermore, as stated in the Research Concept and Strategy of the Department of Sociology and Social Anthropology

and the Research Environment at the Department of Sociology and Social Anthropology, all full-time faculty members are involved in research and institutionally anchored co-operation projects in research and development, which include a wide spectrum of research areas and specializations such as globalization, urban studies, political sociology, social theory and knowledge production, religion, migration and mobility and gender politics, which are in accordance with the university's approach and the respective subject culture. The panel thus judges that the scientific staff designated for the supervision of dissertation projects and teaching within the doctoral degree programme is not only authorized to teach within this programme, but is also more than adequately qualified. Furthermore, the scientific staff is also involved in research and development activities, which are in accordance with the university's approach and the respective subject culture.

The experts consider the criterion **fulfilled**.

Staff

*3. The benchmark for an adequate tutoring ratio for the supervision of doctoral theses is eight doctoral students per supervisor (full-time equivalent).*

Taking into account the information provided in the Doctoral Program Proposal on ongoing and completed supervision of doctoral theses by the full-time scientific staff involved in the doctoral degree programme, the panel learned that the faculty designated for supervising is currently supervising between 1 and 9 doctoral theses. Although the supervision of doctoral theses is perceived as rather intensive and time-consuming, representatives of the faculty emphasized in an interview that the faculty-student ratio is considered to be very good, and that potential supervisors for doctoral theses could even accept more students until their capacities is reached. The benchmark for an adequate tutoring ratio of eight students for the supervision of doctoral thesis is thus largely adhered to. Overall, the panel thus judges the tutoring ratio for the supervision of doctoral theses to be satisfactory.

The experts consider the criterion **fulfilled**.

Recommendation: The panel recommends that for future procedures, the tutoring ratio for the supervision of doctoral theses could be more evenly distributed among faculty members. This is considered particularly relevant in order to guarantee that the excellent tutoring ratio at CEU PU is maintained in the future.

Staff

*4. The prioritisation of the teaching, research, and administrative activities of the scientific and/or artistic staff in primary occupation at the private university ensures that there is sufficient time for research and development or the advancement and appreciation of the arts as well as the supervision of doctoral students.*

According to the regulations outlined in the CEU PU Academic Staff Handbook, the scientific staff in primary occupation at the private university is supposed to spend 30–50% of their working time on teaching including supervision; 30–50% on research; and 20–40% on administration. As the panel was told in an interview with the chair of department, the academic staff in primary occupation has a teaching load of 12 faculty credits, with one faculty credit being equal to 600 minutes of in-class teaching, which corresponds to one 2-ECTS credit course. This is typical for a research university. Administrative tasks mainly involve work on various committees. The time spent on the respective areas (teaching, administration and research) varies according to current requirements. However, the Department and the regulations of CEU PU take care to ensure that the academic staff have sufficient time for their own research and

for the supervision of doctoral students. The chair of department pointed out in the interview that there are certain phases during the academic year during which no teaching takes place that are reserved exclusively for research (and, if necessary, for the supervision of doctoral students), e.g. in April and in the summer. To ensure that scientific staff have sufficient time for research, the regulations of CEU PU as outlined in the CEU PU Academic Staff Handbook stipulate that all full-time resident faculty members who have complied with their full-time equivalency workload for at least three academic years may apply for a six-month research leave at full pay. In the interview, the chair of department has described this sabbatical leave as the cornerstone of the research activities of the academic staff, to which all academic staff members who fulfill the above mentioned requirement are entitled. In view of the fact that CEU PU regulations clearly state that academic staff in primary occupation have sufficient time for research and development in addition to their teaching, supervision and administrative duties, the panel considers this criterion to be met.

The experts consider the criterion **fulfilled**.

#### Staff

*5. The private university provides for personnel development measures aimed at the supervision of doctoral students*

According to the Center for Teaching and Learning's webpage, the center "contributes to CEU's longstanding commitment to excellence in teaching and a community engaged in inquiry, debate, and discovery." It collaborates with faculty and provides support in the form of courses, workshops and further training as they enhance their teaching and mentoring. As stated in the information that was provided in the application documents, a range of additional development opportunities for faculty and staff are also offered by the CEU Human Resources Office at a voluntary and demand-driven basis.

The experts consider the criterion **fulfilled**.

## 4.6 Assessment criterion § 18 (6): Funding

#### Funding

*The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.*

According to the university's Financial Plan, the institution benefits from financial returns from a substantial endowment as well as grant contributions from the Open Society Foundation. The Financial Plan, the Endowment and the Grant Commitment are provided in the Annexes of the accreditation application. This funding will cover the expansion of the university's activities into BA education beginning in AY 2020–21 and is based on a progressive increase of MA and PhD students.

The Financial Plan predicts a positive balance every year for the whole period to the academic year 2024–25. According to the Program Proposal sec. 26, the planned expenditures and planned revenue for both the MA programs and the PhD programme are equally balanced. The Program Proposal does not provide budget planning for subsequent years.

The panel finds that the finances of the institution are sound given the substantial size of the endowment and the financial backing of the Open Society Foundation. The program is financially

backed by the institution and does not depend on tuition revenue, and thus is not financially vulnerable to unexpected fluctuations in enrolment.

The experts consider the criterion **fulfilled**.

## 4.7 Summary and final evaluation

### **Development and quality assurance of the doctoral programme:**

CEU PU has provided ample evidence that the degree programme has been developed according to a rigorous predefined procedure that has invoked relevant stakeholder groups. The university has a quality assurance procedure in place with structures and procedures that ensure that the rules of good scientific practice are adhered to.

### **Research environment:**

The PhD programme is well integrated into the Department's research profile, which is consistent with the priorities of CEU PU. A convincing research development plan is in place. The degree programme covers the breadth of the disciplines as defined by the research goals of the Department and ensures the international visibility of the programme. Appropriate organisational or structural framework conditions are in place, as are research infrastructures and facilities.

### **Supervision and counselling services:**

The doctoral programme has clear procedures that ensure that the rights and duties of PhD students, supervisors and the institution are respected. The research environment provides ample opportunity for PhD students to engage with senior scholars in the discipline at the university, nationally and internationally. Satisfactory counseling services of an academic and non-academic nature tailored to the needs of the programme are in place.

### **Degree programme and degree programme management:**

The degree program and its management are clearly defined and meet the aims of the program and the intended learning outcomes. The name of the degree programme and the academic degree correspond to the degree programme's profile. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development) and teaching. The workload of the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies. Regulations for doctoral programmes have been established. The Diploma Supplement complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV). The admission requirements are clearly spelled out and commensurate with the aims of the programme. The admission requirements are clearly defined, ensure a fair and transparent selection of the applicants according to the admission requirements and the required competences, and correspond at least to the provisions provided by the Universities Act (UG). The recognition procedures for higher education competences in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined.

### **Staff:**

The programme's staff-student ratio is very good and the programme has sufficient non-academic staff to its operations. The academic staff is trained internationally and is highly



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qualified to supervise PhD students. Teaching and supervision duties leave ample time for staff research. The university provides adequate programmes for personnel development.

**Funding:**

Ample funding is provided in the form of an endowment and a secure multi-year grant from the Open Society Foundation.

**The experts recommend to the Board of the AQ Austria that the Doctoral Programme in Sociology and Social Anthropology be accredited.**

## MA Sociology and Social Anthropology (One-Year)

Information on the accreditation application	
Name of the degree programme	Sociology and Social Anthropology (One-Year)
Type of the degree programme	Master programme
ECTS credits	60
Normal period of studies	1 academic year, 3 terms
Number of study places	20 per academic year
Academic Degree	Master of Arts (M.A.)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Wien, 10.Quellenstraße 51-55
Tuition fees	€ 12,000

## 5 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Sociology and Social Anthropology (One-Year)” master programme

### 5.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

#### Development and quality assurance of the degree programme

*1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.*

According to the CEU PU's application documents, the MA programme was accredited by the State of New York Department of Education in 2004, the year the Department of Sociology and Social Anthropology was established in Budapest. The department's one-year MA was created first and was later complemented by the two-year MA. Since the original establishment of the MA programme in 2004, as discussed in the interviews with department faculty, the range of elective courses on offer has increased. Both compulsory and elective courses have been further developed and refined in light of regular assessment procedures and student feedback.

In terms of process, the CEU PU's Policy on Establishing, Operating and Modifying Degree Programs (Annex 1.2.5) outlines procedures to introduce new degree programmes, including information to be included in a proposal for establishing a new degree program at CEU PU. The range of information and detail to be included in such proposals is good and more than adequate for a credible assessment. The Policy stipulates that proposals for establishing new degree programmes at the CEU PU should begin with discussions with the Provost and Rector. The

head/s of academic units proposing to host new programmes then present them to the CEU PU's Academic Forum and Senate. The CEU PU Senate's Curriculum and Academic Quality Assurance Committee recommends to the full Senate whether to accept the programme proposal, and the latter returns a decision. According to the CEU PU website, members of the Senate are the President and Rector, the Provost/Pro-Rector, and representatives of faculty, staff and students. The Academic Forum (comprised of department heads, programme and PhD directors, and directors of research centres and administrative units) advises the Senate on academic matters.

The expert panel therefore considers that the degree programme was developed using a previously defined and clear procedure for the development and establishment of degree programmes, involving relevant stakeholder groups.

The experts consider the criterion **fulfilled**.

#### Development and quality assurance of the degree programme

*2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.*

The department's application states that quality assurance procedures to ensure that courses and programmes achieve their intended learning outcomes follow the University's general rules, particularly the CEU PU's Institutional Assessment and Quality Assurance (IAQA) Policy (Annex 1.2.4). This Policy specifies that each degree-granting programme will have an annual review process and submit an annual report to the CEU PU's Academic Secretary, which will be scrutinized by the Senate Curriculum and Academic Quality Assurance Committee (SeCur). These reports are to provide evidence, such as students' theses, about the achievement of programme-level intended learning outcomes.

The IAQA system at CEU PU is led by the President and Rector. The quality of academic activities of academic units is reviewed at least once every five years. The CEU PU has a Senate Curriculum and Academic Quality Assurance Committee, which oversees the quality of departmental curricula, providing a meta-level review. Departmental Strategic Reviews involve at least one external reviewer from outside the university, plus a reviewer from within CEU PU but outside the department. And the CEU PU Academic Staff Handbook specifies procedures for evaluating academic performance in periodic review.

The quality management system is adequate, and as discussed in the faculty interview there is a system of steps to address problems. The head of the department is the first stage, but there are further measures possible. There is a system for accountability, and if necessary for supplemental faculty training in teaching. As explained in the faculty interviews, course instructors fill in individual academic activity reports. In the view of the expert panel, these procedures are appropriately rigorous. The procedures are credible, and up to international standards for this purpose, and the degree programme is therefore well incorporated into the private university's quality management system.

The experts consider the criterion **fulfilled**.

## 5.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

*Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address*

*the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.*

#### Degree programme and degree programme management

*1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.*

The MA programme reflects CEU PU's stated mission (see "Annex 1.1. - Introduction to CEU PU") in aiming at the development of transformative knowledge, critical thinking skills, and problem-solving capacities. The MA programme is aimed at global social, economic and political processes, and seeks to produce socially and politically engaged students who are committed to critical learning and deepening their understanding of key contemporary issues. Education is sensitive to local, national, global, and cultural contexts, comparatively and historically situated, and seeks to bridge disciplines. The department's courses aim deliberately at being non-Eurocentric. The syllabi evidence a strong emphasis on critical citizenship, cosmopolitanism, and independent thinking about social problems and processes. For a joint programme in sociology and social anthropology, these emphases and orientations are all fully appropriate and consistent with major trends in the disciplines.

Judging from the interview with a selection of students, there is a clear sense of community in the department, and students feel a strong sense of purpose in their studies. They clearly value the general orientation of the degree program, and embody the mission and profile of the Central European University as a whole.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.*

The application clearly specifies programme-level learning outcomes, module-level learning outcomes, and individual course-level learning outcomes. As specified in the application, at the most general level (the programme level) the intended learning outcomes include: research, academic writing, and presentation skills; independent thinking and critical thinking; substantive knowledge of contemporary social issues; and familiarity with major concepts, theories and approaches in sociology and social anthropology. These aims and learning outcomes are clearly defined, and appropriate for an international-standard MA programme aiming at deepening and broadening students' knowledge of theory and methodology in sociology and social anthropology.

The intended learning outcomes accord with Level 7 of the National Qualification Framework, or Level 7 of the European Qualifications Framework. The programme profile provides a basis or opportunity for originality in developing or applying ideas, including in a research context. It therefore accords with the 2nd cycle of the European Higher Education Area (EHEA) framework, appropriate to Masters degrees.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*3. The name of the degree programme and the academic degree correspond to the degree programme's profile.*

According to the Program Proposal, the degree programme is entitled "Sociology and Social Anthropology." The name reflects the intended synergy between the two cognate disciplines. "Social anthropology" reflects how anthropology is traditionally conceptualized in the European context (in contrast to "cultural anthropology" in the North American context), but is widely understood to cover issues in both social and cultural domains. The degree profile covers key issues at the convergence of sociology and anthropology and the academic degree, "MA in Sociology and Social Anthropology" corresponds to the profile. As specified in the application, the programme has four compulsory modules: Theoretical Foundations in Sociology and Social Anthropology; Methods in Sociology and Social Anthropology; Substantive Questions and Issues of Sociology and Social Anthropology; and a Thesis Module. The programme's structure and content, including as detailed further in the written application, are appropriate for graduate-level study in sociology and social anthropology.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.*

According to the CEU PU application and the programme handbook, the one-year MA has four modules and eight mandatory courses. The four modules are Theoretical Foundations in Sociology and Social Anthropology; Research Methods in Sociology and Social Anthropology; Substantive Questions and Issues in Sociology and Social Anthropology; and a Thesis Module. Students on the one-year MA complete 24 ECTS credits in elective courses. Among their electives, students may take a maximum of 8 ECTS credits from relevant cross-listed and elective courses from other departments.

The eight mandatory courses are: Key Issues in Sociological Theory; Key Issues in Anthropology; Contemporary Social Theory; The Logic of Social Inquiry; Ethnographic Methods; Introduction to Research Methods: Qualitative and Quantitative; Thesis Research and Thesis Writing Workshop; and Thesis Writing and Submission. Additional courses cover areas such as migration, globalization, institutional change, urban processes, and development and law (from the CEU PU application). The mandatory research methods course for MA students covers in-depth interviews, survey research, basic quantitative analysis, content analysis and archival research. The introductory social theory course covers the traditional sociological canon (Marx, Weber, and Durkheim), and then branches out and provides critical perspective on that canon (bringing in voices such as Du Bois, de Beauvoir, and Fanon). Optional, more specialized courses address topics such as: social movements, gender and sexuality, development, migration, urban life, inequalities, religion, climate change, ethnicity, and (post-)colonialism. This is a good mix of specialized topics.

The application also emphasizes the importance of fieldwork, which is appropriate for graduate-level study in sociology and social anthropology. And during the Spring Semester, students write their MA theses, thereby developing and showcasing their ability to apply their research

skills in an independent empirical project, analyse some form of data (broadly defined), and report their results in a professional fashion.

The curriculum is appropriate in its breadth and depth, and encompasses a strong range of appropriate substantive topics. There are core and elective courses appropriate to an MA-level degree in sociology and social anthropology. The four modules provide students with a strong interdisciplinary foundation in theoretical and methodological issues.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.*

Substantively, the application states that the department encourages the use of a variety of methodologies and expects theoretically informed approaches in students' work. The application further describes the format and didactic approach of teaching across the department's graduate courses. The courses vary somewhat in their structure, but are generally focused on orienting lectures, seminar discussions, one-on-one consultations with professors, and individual study. These are normal, effective approaches for graduate study in the social sciences worldwide. The application also states that students are expected to engage actively in discussions, to think critically about assigned texts, and to produce written papers/essays (including a thesis) building appropriately on course contents. Students are encouraged and trained (where necessary) to be independent, but also to be cooperative, and to give and receive feedback from professors and peers.

Course syllabi explain that students are expected to be reflective about knowledge production in the social sciences, and courses are aimed at inculcating that ability and disposition. For example, the required course on Key Issues in Anthropology (according to its syllabus) introduces students to canonical debates and insights, while also providing critical perspective on them.

These approaches ensure that learning outcomes can be achieved.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.*

The application states that, to graduate, students must complete 60 ECTS credits (including the courses and Thesis Writing Workshop), over three terms. 60 ECTS credits is consistent with the masters' qualification framework of the European Higher Education Area. The workload of 30 hours per ECTS credit (per the CEU PU Accreditation application) corresponds to the EU workload ranges from 1,500 to 1,800 hours for an academic year (25 to 30 hours of work). The overall workload is appropriate, and realistic for the study programme as outlined in the curriculum and individual course syllabi.

As discussed in the student interviews, the one-year MA is a challenging experience for the students. Nevertheless, the programme is manageable, and provides excellent training in a short period of time. The single month of fieldwork it provides for is not ideal, but this is a

normal limitation for a one-year MA, and does not prevent the intended learning outcomes from being achieved.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.*

According to the application and the course syllabi, different courses use different assessment methods, though in general short written assignments, research papers, and/or written examinations are typical. In seminars, final papers are generally around 3000 words in length, though shorter if the course includes a substantial midterm essay.

In order to graduate from the one-year MA programme, students must accumulate a total of 60 ECTS credits, and complete a thesis (of 12-15,000 words) which is graded C+ or better. According to the Diploma Supplement (Annex 2.6), a C+ at CEU PU means a "minimum pass", corresponding to a score of "4" or "sufficient" in the Austrian system, or ECTS Grade "E".

The application also refers to the official CEU PU grading scheme in the CEU PU Student Rights Policy (Annex 1.2.7) and Student Handbook (Annex 2.3).

The examination methods are typical of MA programmes in the social sciences, and are well able to assess to what extent the intended learning outcomes have been achieved.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.*

The Diploma Supplement (Annex 2.6), which follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES, specifies the structure of the programme, clearly describes and explains the structure of the Austrian higher education system, provides information about the resulting qualification and their level, specifies admission requirements, itemizes core modules, and outlines the grading scheme. It also includes, at the end, space for individual course grades.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).*

The application spells out clear programme admission requirements, including eligibility, educational background, prior educational achievements, and other criteria. The CEU PU provides general entry requirements general (CEU PU Admissions Policy in Annex 1.2.2). The admission requirements correspond to provisions in the Universities Act (UG) stipulating that a BA programme of at least three years has to be completed prior to the admission to an MA programme.

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According to the Diploma Supplement (Annex 2.6), the one-year MA accepts only applicants who have completed at least four years of prior undergraduate studies in programme-specific disciplines.

Applicants are required to submit two letters of recommendation, a CV detailing the applicant's educational background and professional experience, a 500-word research proposal, and a writing sample.

The admission requirements have therefore been clearly defined and are of an appropriate international standard for the degree programme.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.*

As outlined in the application, applicants are required to submit a CV, a 500-word research proposal (in an appropriate area), two letters of recommendation, and a writing sample.

As explained in the interview with department faculty, admission is competitive and only a small percentage (fewer than 20%) of applicants are admitted. Applications are ranked by academic excellence and by the suitability of the research proposal to the department.

As also discussed in the faculty interview, students are generally admitted if their proposals sit near the boundary of the disciplines of sociology and anthropology, and if they appear capable of working across the two disciplines.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.*

As part of the admissions process, or after accepting an applicant, CEU PU recognizes the prior learning of students transferring from elsewhere, whether midway or after completion of a degree programme. According to section 2.1.4 of the CEU PU Draft Admissions Policy and Procedures, and consistent with CEU PU's Transfer of Credit Policy, a limited number of credits earned at another institution may be transferable if an applicant's previous programme covered learning outcomes that are part of CEU's MA programme. That same document specifies that the CEU PU participates in the European Credit Transfer Scheme (ECTS), and, as per the Convention on the Recognition of Qualifications, the CEU PU recognizes foreign qualifications unless there is a substantial difference between the qualification in question and the relevant Austrian qualification.

The experts consider the criterion **fulfilled**.

### 5.3 Assessment criterion § 17 (3) 1 to 5: Staff

#### Staff

*1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.*

Given the low number of MA students enrolled every year, the currently 10 full-time and 3 part-time faculty members involved in the delivery of the program as appointed in the one-year MA Program Proposal, seem to be thoroughly sufficient. Because of the very generous range of courses offered in the one-year MA programme, the panel was initially slightly concerned that faculty members might be overburdened with teaching duties, which would possibly allow them less time for research. These concerns were dispelled, however, in an interview with representatives of the faculty. They emphatically pointed out that due to the low number of students, their capacities were not yet completely exhausted.

Concerning the provision of sufficient non-academic staff for operating the degree programme, the panel learned in an interview with the chair of the department that the former 1.75 FTE administrative staff position has recently been increased to 2 FTE positions. These two full-time administrative staff positions are responsible for the coordination of all the three study programmes that are located at the department, which has, according to the department chair, proven to be sufficient. The panel was assured that should there be a need for additional administrative staff, this need could in any case easily be met. Other administrative tasks such as research funding or personnel management are carried out by staff members of other units that are located at CEU PU.

The panel thus judges that CEU PU provides for more than sufficient scientific and non-scientific staff for ensuring not only the operation and coordination of the degree programme, but also the compliance with high quality teaching, counselling and supervision. It shall be noted that the student/scientific staff ratio is considered to be excellent, especially compared to the (tutoring) ratios at other similar academic institutions in Austria.

The experts consider the criterion **fulfilled**.

#### Staff

*2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.*

As the panel was told in an interview with the chair of the department, the academic staff in primary occupation has a teaching load of 12 faculty credits, with one faculty credit being equal to 600 minutes of in-class teaching, with corresponds to one 2-ECTS credit course. This is considered typical for a research university and not perceived to be unduly straining. In addition to their duties in university teaching, the academic staff also perform administrative tasks, which mainly involve work on various committees. The amount of working time spent on the respective areas (teaching, supervision, administration and research) varies according to current requirements. However, the Department and the regulations of the CEU PU take care to ensure that the academic staff have sufficient time for their own research activities and for the supervision of students in addition to their teaching and administrative duties. It was emphasized in the interview with representatives of the departmental faculty that each academic staff in primary occupation supervises approximately 10 MA-students, which was

considered entirely appropriate. As the panel learned from the information provided in the MA in Sociology and Social Anthropology (One-Year) Handbook, students are called upon to approach the faculty members they consider working with as supervisors as soon as possible. First and foremost, the topic of the proposed thesis as well as the envisioned methods are the main factors to consider when looking for a supervisor among the degree program faculty. Owing to faculty workload distributions, it cannot be guaranteed that the first choice for an advisor is available. Notwithstanding, given the relatively low number of anticipated 20 MA students to be enrolled in the 1-Year MA programme per year, the panel considers the student/scientific staff ratio to be excellent and thus judges that 10 full-time faculty members seem to be fairly adequate for ensuring appropriate tutoring and supervision for each student.

The experts consider the criterion **fulfilled**.

**Staff**

*3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university*

As can be seen in the Study Program Proposal, the one-year MA course is based on three foundations that aim to impart the following subject specific core competencies. The principle foundation comprises the study of differences, similarities and intersections between the disciplines of Social Anthropology and Sociology, particularly in relation to their respective approaches to knowledge production. A second foundation of the programme consists in an emphasis on fieldwork, thus students are supposed to receive comprehensive training in both sociological and anthropological methods in order to being able to apply them in their one-month fieldwork project. The third foundation of the programme consists of key issues and questions in sociology and social anthropology, which students are supposed to engage with in a diverse range of courses offered. Since the Department has employed an international faculty with a broad range of expertise in both central theoretical and thematic foci of social anthropology and sociology, as well as in different methodologies, the panel is convinced that the subject specific core competencies are adequately covered by professors in primary occupation.

In addition, the panel learned in an interview with both students and representatives of the faculty, that students who are interested in deepening their knowledge of topics that are not (or cannot be) fully covered by professors in primary occupation, or who would like to acquire additional qualifications, do have the possibility to participate in extracurricular trainings (e.g. specialization in visual anthropology or quantitative methods). Considering that the faculty employed at the Department of Sociology and Social Anthropology does have a broad range of expertise in the subject-specific core competences of the degree programme, the panel judges that the requirements for fulfilling this criterion are clearly met.

The experts consider the criterion **fulfilled**.

**Staff**

*4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.*

According to the one-year MA Study Program Proposal, the department has employed an international faculty with a broad range of expertise in both central theoretical and thematic foci of social anthropology and sociology, as well as in different methodologies and regions. All 10 full-time and 3 part-time faculty members have moderate to advanced experience in teaching and in the supervision of MA and doctoral theses. Furthermore, all full-time faculty

members are involved in research activities, including a wide spectrum of research areas and specializations such as globalization, urban studies, political sociology, social theory and knowledge production, religion, migration and mobility and gender politics, which are clearly in accordance with the university's approach and the respective subject culture. The panel thus judges that the full-time and part-time scientific staff designated for teaching within the one-year MA degree programme and for supervising MA theses, respectively, is more than adequately qualified according to the requirements of the activities provided for in the degree programme.

The experts consider the criterion **fulfilled**.

**Staff**

*5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.*

According to the CEU PU regulations outlined in the CEU PU Academic Staff Handbook, the scientific staff in primary occupation at the private university is supposed to spend 30 - 50 % of their working time on teaching (including supervision); 30 – 50 % of the time should be spent on research, and 20 – 40 % on administrative tasks. As the panel was told in an interview with the chair of department the academic staff in primary occupation has a teaching load of 12 faculty credits, which one faculty credit being equal to 600 minutes of in-class teaching, which corresponds to one 2-ECTS credit course. This is considered typical for a research university and not perceived to be unduly straining. In addition to their duties in university teaching, the academic staff also perform administrative tasks, which mainly involve work on various committees. The amount of working time spent on the respective areas (teaching, administration and research) varies according to current requirements. However, the Department and the regulations of CEU PU take care to ensure that the academic staff have sufficient time for their own research activities and for the supervision of MA students in addition to their teaching and administrative duties. The chair of department pointed out in the interview that there are certain phases during the academic year that are reserved exclusively for research activities (and, if necessary, also for the supervision of doctoral students) during which no teaching takes place, e.g. in April and summer. To ensure that scientific staff have sufficient time for research, the regulations as outlined in the CEU PU Academic Staff Handbook stipulate that all full-time resident faculty members who have complied with their full-time equivalency workload for at least three academic years, may apply for a up to six-month research leave with full pay. In the interview, the chair of department has described this up to six-month research sabbatical as the cornerstone of the research activities of the academic staff, to which all academic staff members who fulfill the above mentioned requirement are supposedly entitled. In view of the fact that CEU PU regulations clearly state that academic staff in primary occupation have sufficient time for research and development in addition to their teaching, supervision and administrative duties, the panel considers this criterion to be met.

The experts consider the criterion **fulfilled**.

## 5.4 Assessment criterion § 17 (4): Funding

### Funding

*The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.*

According to the university's Financial Plan, the institution benefits from financial returns from a substantial endowment as well as grant contributions from the Open Society Foundation. The Financial Plan, the Endowment and the Grant Commitment are provided in the Annexes of the accreditation application. This funding will cover the expansion of the university's activities into BA education beginning in AY 2020–21 and is based on a progressive increase of MA and PhD students.

The Financial Plan predicts a positive balance every year for the whole period to the academic year 2024–25. According to the Program Proposal sec. 26, the planned expenditures and planned revenue for both the MA programs and the PhD programme are equally balanced. The Program Proposal does not provide budget planning for subsequent years.

The panel finds that the finances of the institution are sound given the substantial size of the endowment and the financial backing of the Open Society Foundation. The program is financially backed by the institution and does not depend on tuition revenue, and thus is not financially vulnerable to unexpected fluctuations in enrolment.

The experts consider the criterion **fulfilled**.

## 5.5 Assessment criterion § 17 (5): Infrastructure

### Infrastructure

*Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.*

The information provided by the Department of Sociology and Social Anthropology and the application documents states that the CEU Library offers a Media Lab, co-working spaces for students and faculty, a Computer Lab with working computers that can be used by students and free-of-charge scanners. The new Media Lab on the CEU PU campus in Vienna, expected to open in September, is designed as a visual media production facility that students can make use of for creating documentaries to disseminate knowledge beyond traditional paper writing. The Media Lab hosts a teaching space and a workshop room which support classes by incorporating a visual studies component. The newly built Audio Lab and interview room, also located in the CEU PU library, promote professional-level audio production activities including training in the creation of audio projects such as podcasts. In addition to the seven already existing collaboration rooms that are all outfitted with technology for screen sharing and distance collaboration tools which allow for collaborating with partners in other locations, another four collaboration rooms will be added on CEU PU's campus in Vienna. For collaborative work, students and faculty can also make use of one of the two newly built low-tech workshop spaces that are equipped with white walls and comfortable seating.

For printing and scanning, students and staff can make use of one of the printer devices located on every floor of the CEU PU campus free-of-charge. The printing devices can be used from any computer with an active CEU account logged in and also allow for scans to be made. Each

student is provided with a printing quota twice every academic year. Should this quota be depleted before being issued a new one, students have the possibility to purchase additional credits. Computers for student use are available in several computer labs located on campus. The department of Sociology and Social Anthropology has voice recorders that can be used by students while on fieldwork. Students can also make use of filmmaking and audio recording equipment, which can be borrowed from the CEU PU's Media Lab.

As outlined in the CEU Library Factsheet Sociology, the book collections of CEU PU's library will be shared between the campuses in Budapest and Vienna. The book collections comprise over 140,000 lesser used, historical volumes housed on the Budapest campus, and an active collection of 45,000 predominantly English-language print volumes in Vienna. A shared library catalogue for books will ensure that physical items can easily be requested from one location to the other. In addition to this book collection, the library also offers a wide range of electronic resources in order to support the research-intensive community of faculty, graduate students and visiting researchers. Apparently, great efforts are being made for licensing electronic resources for access for the Vienna campus as well as the additional location in Budapest, in order to ensure a large breadth of content for databases, e-books and e-journals for both locations. Currently, the library provides access to over 55,000 electronic journals from all major publishers of relevance for the Department of Sociology and Social Anthropology, such as Cambridge Journals Online, JSTOR, Project Muse, Sage Journals Online, and Taylor and Francis. The library also provides subscriptions to more than 105 databases that supply both more general resources, as well as specialized resources of relevance for Sociology and Social Anthropology. Once the CEU Library in Vienna is fully operational, it is envisioned to join the Austrian Academic Library Consortium by 2021 and to establish further connections with local Viennese libraries and archives.

Given the up-to-date, quantitatively adequate technical equipment, facilities and physical as well as electronic resources provided for the degree programme, both on campus and in the department.

The experts consider this criterion **fulfilled**.

## 5.6 Assessment criterion § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

### Research and development and/or the advancement and appreciation of the arts

- 1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..*

The relocation of the CEU PU from Budapest to Vienna is felt to enable the establishment of new co-operation projects while maintaining old ones. The Rector spoke positively about the number of opportunities offered the CEU PU by the city of Vienna for partnering with Austrian institutions and for new internships (Video – "Challenges"). The panel judges it likely that the scientific staff of the Department of Sociology and Social Anthropology will avail themselves of these opportunities.

The Research Concept and Strategy of the Department (Annex 2.1) comprises a list of external research grants including Erasmus+ Social Inclusion Grant, Science4Refugees Horizon 2020, several Marie Curie Grants aimed at different career levels, and grants from the European Science Foundation, EHESS, and the Lauder Foundation. The Research Environment at the Department of Sociology and Social Anthropology (Annex 2.8 - Research Environment at SOCL) provides a list of individually-funded departmental faculty research, including a "third mission

social impact project" (CEU Open Learning Initiative) for refugee and asylum seekers. Such research projects form part of the private university's relevant research and development activities and contribute to its larger mission of fostering open society and democratic values.

The experts consider the criterion **fulfilled**.

Research and development and/or the advancement and appreciation of the arts

2. *The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.*

According to the Proposal for a Master's Program Accreditation, the one-year MA program is an integrated programme that goes beyond the traditional division of labor between sociology and socio-cultural anthropology in terms of method and theory. It aims to provide a critical and comparative perspective on the contemporary world and its genealogy by supporting the development of a set of methodological, analytical, and theoretical skills that go beyond the methodological and conceptual nationalism of sociology and the focus of anthropology on the bounded localities. Students conduct one month of fieldwork within the context of the one-year programme. While faculty agreed with the experts that the one-month period is short, they emphasized that they do not expect the MA thesis to be publishable. Students who come out of the programme should be able to demonstrate the appropriate use of methods and have the capacity to assess and address a research problem. The programme provides them with the tools to understand the field and to show how the empirical reality of the field and theoretical knowledge go together.

The programme's focus on the contemporary world and its genealogy together with the university's commitment to offering access to excellent students from around the world who otherwise would not be able to afford higher education and to train socially and politically engaged young scholars demonstrates the one-year MA programme's alignment with the CEU PU's promotion of the values of open society and democracy.

According to the Research Concept and Strategy of the Department of Sociology and Social Anthropology (Annex 2.1), the private university has employed an intellectually and geographically diverse faculty with doctoral degrees from prestigious US and European research universities, work experience in a range of academic settings, and who have conducted research in a geographically wide range of places. They have a strong commitment to critical social science, an empirical commitment to ethnographic and historical research, and a sustained focus on the articulation of macro and micro structures and phenomena within a comparative, non-Eurocentric framework. The professors qualified in primary occupation in the department comprise persons who were trained primarily in social anthropology and sociology. Their expertise covers a broad range of the content of these two disciplines and a diversity of qualitative and quantitative methodologies. The panel's appraisal of the CVs of the professors provided evidence of the importance of theoretical training in the recruitment of faculty in addition to expertise in central theoretical and thematic foci of social anthropology and sociology. Specializations mentioned on faculty's CVs include social theory, political sociology, epistemologies of the social sciences, sociology of gender and sexuality, political economy and the culture of capitalism, urban theory and history, culture and globalization, sociology of the state, anthropology of religion. Publications and research projects reveal additional specializations in national patrimony and heritage, urban stratification and inequality, migration, border and refugee studies.

The research performance supported by the publications lists, keynote lectures, journal editorships, honors, and research grants listed on the CVs of department faculty is solid and of an internationally recognized standard. The Research Concept and Strategy (Annex 2.1) demonstrates how faculty publish in the top journals of sociology and anthropology (e.g. *American Ethnologist*, *Cultural Anthropology*, *HAU*, *American Journal of Sociology*, *European Journal of Cultural and Political Sociology*), in interdisciplinary journals (e.g. *Comparative Studies in Society and History*, *Historical Materialism*, *French Cultural Studies*), and in those with a thematic or regional focus (*Urban Studies*, *City and Society*, *International Studies in Gender, State, and Society*, *Urban and Regional Studies*). Most publications are in English, French and Hungarian.

The panel judges the research performance of the scientific staff in primary occupation at the private university assigned to the degree programme as in accordance with the university's approach and the respective interdisciplinary subject culture of the Department based on the sustained integration, theoretically and methodologically, of sociology and social anthropology.

The experts consider the criterion **fulfilled**.

## 5.7 Assessment criterion § 17 (7): Co-operation

### Co-operation

*The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.*

As the panel learned from the information provided in the document on Research Environment at the Department of Sociology and Social Anthropology, the department maintains several institutionally anchored co-operation projects such as projects funded by Jean Monnet + Erasmus Network, Horizon 2020, the European Commission and the Open Society Foundation, which are based at several partner institutions all over the world and do foster the involvement of students. Within the framework of the Junior Visiting Fellowship Program, CEU PU has a cooperation agreement with the Institute for Human Sciences in Vienna, which will possibly be reinforced after the complete relocation of the campus to Vienna. In one of the videos on Challenges that CEU PU faces with its transition from Budapest to Vienna, the Rector spoke positively about the number of opportunities offered by the city of Vienna for partnering with Austrian institutions. It has been emphasized that since Vienna hosts many international organizations that are potential employers for CEU PU graduates, the transition of the campus to Vienna will offer students new possibilities for internships. The relocation of the CEU PU from Budapest to Vienna is thus felt to enable the establishment of new co-operation projects while maintaining old ones. One student has mentioned in the interview that a possible cooperation with students and institutes of the University of Vienna was considered something particularly positive about CEU PU's transition to Vienna. While CEU PU will maintain the already existing cooperation projects with institutions in Budapest, such as the Institute of Advanced Studies (IAS), the Open Society Institute, and the Democracy Institute, it also envisages to establish new cooperation with higher education partners and partners outside the higher education area in Austria and abroad.

As evidenced in the additional written information the Department for Sociology and Social Anthropology provided to the panel on co-operation projects, the CEU Erasmus Office actively promotes short-term mobility opportunities that are open not only to students, but also to members of all academic and administrative units across the university. All CEU staff members

are encouraged to visit partner institutions or organizations, as well as to establish relevant new partnerships and are supported by the Erasmus Office through information sessions, individual consultations and assistance before, during, and after mobility if needed. Apparently, CEU PU experienced a growing interest among its faculty and administrative staff members in mobility opportunities, and staff mobility has increased by 23% over the past five years.

The panel judges that CEU PU has, in addition to the already existing co-operation projects, planned further co-operation projects with partners inside and outside the higher education in Austria and abroad that clearly match the degree programme's profile. What is more, the already existing as well as the envisioned co-operation projects do clearly promote the mobility of students and staff.

The experts consider the criterion **fulfilled**.

## 5.8 Summary and final evaluation

### **Development and quality assurance of the degree programme:**

CEU PU has provided ample evidence that the degree programme has been developed according to a rigorous predefined procedure that has invoked relevant stakeholder groups. The university has a quality assurance procedure in place with structures and procedures that ensure that the rules of good scientific practice are adhered to.

### **Degree programme and degree programme management:**

The MA programme is well integrated into the Department's research profile, which is consistent with the priorities of CEU PU. A convincing research development plan is in place. The degree programme covers the breadth of the disciplines as defined by the research goals of the Department and ensures the international visibility of the programme. Appropriate organisational or structural framework conditions are in place, as are research infrastructures and facilities.

### **Staff:**

The programme's staff-student ratio is very good and the programme has sufficient non-academic staff to its operations. The academic staff is trained internationally and is highly qualified to supervise MA students. Teaching and supervision duties leave ample time for staff research. The university provides adequate programmes for personnel development.

### **Funding:**

Ample funding is provided in the form of an endowment and a secure multi-year grant from the Open Society Foundation.

### **Infrastructure:**

Ample up-to-date technical and research facilities are provided for the degree programme.

### **Research and development:**

The academic staff is involved in research that is directly relevant to the aims of the MA programme and is in accordance with the university's approach and the aims of sociology and social anthropology internationally.

**Co-operation:**

CEU PU is already involved in co-operation projects with higher education partners in Austria and internationally which match the profile of the degree programme and promote the mobility of students and staff. It will continue to develop these projects.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Sociology and Social Anthropology (One-Year)".

## MA Sociology and Social Anthropology (Two-Year)

### Information on the accreditation application

Name of the degree programme	Sociology and Social Anthropology (Two-Year)
Type of the degree programme	Master programme
ECTS credits	120
Normal period of studies	2 academic years, 6 terms
Number of study places	10-12 per academic year
Academic Degree	Master of Arts (M.A.)
Organisational form	full time
Language used	English
Site at which the degree programme is offered	Wien, 10.Quellenstraße 51-55
Tuition fees	€ 12,000

## 6 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO – “Sociology and Social Anthropology (Two-Year)” master programme

### 6.1 Assessment criterion § 17 (1) 1 to 2: Development and quality assurance of the degree programme

#### Development and quality assurance of the degree programme

*1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.*

According to the CEU PU's application documents, the one-year MA programme was accredited by the State of New York Department of Education in 2004, the year the Department of Sociology and Social Anthropology was established (in Budapest). The department's one-year MA was later complemented by the two-year MA, when the two-year MA programme was registered by the State of New York Department of Education in 2008. Since the original establishment of the first MA programme in 2004, as discussed in the interviews with department faculty, the range of elective courses on offer has increased. Both compulsory and elective courses have been further developed and refined in light of regular assessment procedures and student feedback.

In terms of process, the CEU PU's Policy on Establishing, Operating and Modifying Degree Programs (Annex 1.2.5) outlines procedures for introducing new degree programmes, including information to be included in a proposal for establishing a new degree programme at CEU PU. The range of information and detail to be included in such proposals is good, and more than

adequate for a credible assessment. The Policy stipulates that proposals for establishing new degree programmes at the CEU PU should begin with discussions with the Provost and Rector. The head/s of academic units proposing to host new programmes then present them to the CEU PU's Academic Forum and Senate. The CEU PU Senate's Curriculum and Academic Quality Assurance Committee recommends to the full Senate whether to accept the programme proposal, and the latter then makes a decision. According to the CEU PU website, members of the Senate are the President and Rector, the Provost/Pro-Rector, and representatives of faculty, staff and students. The Academic Forum (comprising of department heads, programme and PhD directors, and directors of research centres and administrative units) advises the Senate on academic matters.

The expert panel therefore considers that the degree programme was developed using a previously defined and clear procedure for the development and establishment of degree programmes, involving relevant stakeholder groups.

The experts consider the criterion **fulfilled**.

#### Development and quality assurance of the degree programme

*2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.*

The department's application states that quality assurance procedures for ensuring that courses and programmes achieve their intended learning outcomes follow the University's general rules, particularly the CEU PU's Institutional Assessment and Quality Assurance (IAQA) Policy (Annex 1.2.4). This Policy specifies that each degree-granting programme will have an annual review process, and submit an annual report to the CEU PU's Academic Secretary, which will be scrutinized by the Senate Curriculum and Academic Quality Assurance Committee (SeCur). These reports are to provide evidence, such as students' theses, about the achievement of programme-level intended learning outcomes.

The IAQA system at CEU PU is led by the President and Rector. The quality of academic activities of academic units is reviewed at least once every five years. The CEU PU has a Senate Curriculum and Academic Quality Assurance Committee, which oversees the quality of departmental curricula, providing a meta-level review. Departmental Strategic Reviews involve at least one external reviewer from outside the university, plus a reviewer from within CEU PU but outside the department. And the CEU PU Academic Staff Handbook specifies procedures for evaluating academic performance in periodic review.

The quality management system is adequate, and as discussed in the faculty interview there is a system of steps whereby problems can be addressed. The head of the department is the first stage, but there are further measures possible. There is a system for accountability, and if necessary for supplemental faculty training in teaching. As explained in the faculty interviews, course instructors fill in individual academic activity reports. In the view of the expert panel, these procedures are appropriately rigorous. The procedures are credible, and up to international standards for this purpose, and the degree programme is therefore well incorporated into the private university's quality management system.

The experts consider the criterion **fulfilled**.

## 6.2 Assessment criterion § 17 (2) 1 to 11: Degree programme and degree programme management

*Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.*

### Degree programme and degree programme management

*1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.*

The MA programme reflects CEU PU's stated mission (see "Annex 1.1. - Introduction to CEU PU") in aiming at the development of transformative knowledge, critical thinking skills, and problem-solving capacities. The MA programme is aimed at global social, economic and political processes, and seeks to produce socially and politically engaged students who are committed to critical learning and deepening their understanding of key contemporary issues. Education is sensitive to (local, national, global, and cultural) context, comparative and historically situated, and seeks to bridge disciplines. The department's courses aim deliberately at being non-Eurocentric. The syllabi evidence a strong emphasis on critical citizenship, cosmopolitanism, and independent thinking about social problems and processes. For a joint programme in sociology and social anthropology, these emphases and orientations are all fully appropriate, and consistent with major trends in the disciplines.

Judging from the interview with a selection of students, there is a clear sense of community in the department, and students feel a strong sense of purpose in their studies. They clearly value the general orientation of the degree programme, and embody the mission and profile of the Central European University as a whole.

The experts consider the criterion **fulfilled**.

### Degree programme and degree programme management

*2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific as well as artistic, personal, and social competences, they meet the professional requirements and are in accordance with the respective level of the National Qualification Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.*

The application clearly specifies programme-level learning outcomes, module-level learning outcomes, and individual course-level learning outcomes. As specified in the application, at the most general level (the programme level) the intended learning outcomes include: research, academic writing, and presentation skills; independent thinking and critical thinking; substantive knowledge of contemporary social issues; and familiarity with major concepts, theories and approaches in sociology and social anthropology. These aims and learning outcomes are clearly defined, and appropriate for an international-standard MA program aiming at deepening and broadening students' knowledge of theory and methodology in sociology and social anthropology.

The intended learning outcomes accord with Level 7 of the National Qualification Framework, or Level 7 of the European Qualifications Framework. The programme profile provides a basis or opportunity for originality in developing or applying ideas, including in a research context. It therefore accords with the 2nd cycle of the European Higher Education Area (EHEA) framework, appropriate to Masters degrees.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*3. The name of the degree programme and the academic degree correspond to the degree programme's profile.*

According to the Program Proposal, the degree programme is entitled "Sociology and Social Anthropology." The name reflects the intended synergy between the two cognate disciplines. "Social anthropology" reflects how anthropology is traditionally conceptualized in the European context (in contrast to "cultural anthropology" in the North American context), but is widely understood to cover issues in both social and cultural domains. The degree profile covers key issues at the convergence of sociology and anthropology and the academic degree, "MA in Sociology and Social Anthropology" corresponds to the profile. As specified in the application, the programme has four compulsory modules: Theoretical Foundations in Sociology and Social Anthropology; Methods in Sociology and Social Anthropology; Substantive Questions and Issues of Sociology and Social Anthropology; and a Thesis Module. There is a particular focus on urban and global issues. The programme's structure and content, including as detailed further in the written application, are appropriate for graduate-level study in sociology and social anthropology.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.*

According to the CEU PU application and the programme handbook, the two-year MA has four modules (five for students taking the optional concentration in in Urban and Global issues) and eleven mandatory courses. The four modules are Theoretical Foundations in Sociology and Social Anthropology; Research Methods in Sociology and Social Anthropology; Substantive Questions and Issues in Sociology and Social Anthropology; and a Thesis Module. Students on the two-year MA complete 52 ECTS credits electives over two years. Among their electives, students may take a maximum of 8 ECTS credits from relevant cross-listed and elective courses from other departments.

The eleven mandatory courses (the first six of which are shared with the 1-year MA) are: Key Issues in Sociological Theory; Key Issues in Social and Cultural Anthropology; Contemporary Social Theory; Logic of Social Inquiry; Ethnographic Methods; Introduction to Research Methods: Qualitative and Quantitative; Academic Writing; Proposal Writing Workshop; Thesis Research; Thesis Writing Workshop; Thesis submission and defense. Additional courses cover areas such as migration, globalization, institutional change, urban processes, and development and law (from the CEU PU application). The mandatory research methods course for MA students covers in-depth interviews, survey research, basic quantitative analysis, content analysis and archival research. The introductory social theory course covers the traditional

sociological canon (Marx, Weber, and Durkheim), and then branches out and provides critical perspective on that canon (bringing in voices such as Du Bois, de Beauvoir, and Fanon). Optional, more specialized courses address topics such as: social movements, gender and sexuality, development, migration, urban life, inequalities, religion, climate change, ethnicity, and (post-)colonialism. This is a good mix of specialized topics.

The two-year MA provides an optional specialization in global and urban issues. Students taking that specialization take a fifth module, entitled Studies in Urban and Global Inter-relations, and they must complete two additional mandatory courses (worth 8 ECTS credits each): Contemporary Global Inequality in the Age of Globalization and either Cityscapes or Urban Change and the Right to the City.

The application also emphasizes the importance of fieldwork, which is appropriate for graduate-level study in sociology and social anthropology. After three semesters of coursework, students taking the program conduct one semester of fieldwork. After that, in their final semester, students write their MA theses. Thesis work develops and evidences students' ability to apply their research skills in an independent empirical project, analyse some form of data (broadly defined), and report their results in a professional fashion. Students also demonstrate their proficiency in a final oral examination of their thesis project.

The curriculum is appropriate in its breadth and depth, and encompasses a strong range of appropriate substantive topics. There are core and elective courses appropriate to an MA-level degree in sociology and social anthropology. The four modules provide students with a strong interdisciplinary foundation in theoretical and methodological issues.

The experts consider the criterion **fulfilled**.

#### Degree programme and degree programme management

*5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.*

Substantively, the application states the department encourages the use of a variety of methodologies, and expects theoretically informed approaches in students' work. The application further describes the format and didactic approach of teaching across the department's graduate courses. The courses vary somewhat in their structure, but are generally focused on orienting lectures, seminar discussions, one-on-one consultations with professors, and individual study. These are normal, effective approaches for graduate study in the social sciences worldwide. The application also states that students are expected to engage actively in discussions, to think critically about assigned texts, and to produce written papers/essays (including a thesis) building appropriately on course contents. Students are encouraged and trained (where necessary) to be independent, but also to be cooperative, and to give and receive feedback from professors and peers.

Course syllabi explain that students are expected to be reflective about knowledge production in the social sciences, and courses are aimed at inculcating that ability and disposition. For example, the required course on Key Issues in Anthropology (according to its syllabus) introduces students to canonical debates and insights, while also providing critical perspective on them.

These approaches ensure that learning outcomes can be achieved.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.*

The application states that the two-year MA programme in Sociology and Social Anthropology requires students to take a total of 120 ECTS credits, of which 84 are in coursework. 60 ECTS credits are coursework in the first year, and 24 credits are in the fall semester of the second year. The application states that each ECTS credit equals 30 hours of learning activities, of which 5 hours are classroom time and 25 hours are for out of class work, in line with the University's credit hour assignment policy.

120 ECTS credits is consistent with the masters' qualification framework of the European Higher Education Area. The workload of 30 hours per ECTS credit (per the CEU PU Accreditation application) corresponds to the EU workload ranges from 1,500 to 1,800 hours for an academic year (25 to 30 hours of work). The overall workload is appropriate, and realistic for the study programme as outlined in the curriculum and individual course syllabi.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.*

According to the application and the enclosed course syllabi, different courses use different assessment methods, though in general short written assignments, research papers, and/or written examinations are typical. Seminars' final papers are generally around 3000 words in length, though shorter if the course includes a substantial midterm essay.

In order to graduate from the two-year MA programme, students must accumulate a total of 120 ECTS, and complete a thesis (of 15-17,000 words) which is graded C+ or better. According to the Diploma Supplement (Annex 2.6), a C+ at CEU PU means a "minimum pass", corresponding to a score of "4" or "sufficient" in the Austrian system, or ECTS Grade "E".

The application also refers to the official CEU PU grading scheme in the CEU PU Student Rights Policy (Annex 1.2.7) and Student Handbook (Annex 2.3).

The examination methods are typical of MA programmes in the social sciences, and are well able to assess to what extent the intended learning outcomes have been achieved.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.*

The Diploma Supplement (Annex 2.7), which follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES, specifies the structure of the programme, clearly describes and explains the structure of the Austrian higher education system, provides information about the resulting qualification and their level, specifies admission requirements,

itemizes core modules, outlines the grading scheme. It also includes, at the end, space for individual course grades.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act (UG).*

The application spells out clear programme admission requirements, including eligibility, educational background, prior educational achievements, and other criteria. The CEU PU provides general entry requirements general (CEU PU Admissions Policy in Annex 1.2.2). The admission requirements correspond to provisions in the Universities Act (UG) stipulating that a BA programme of at least three years has to be completed prior to the admission to an MA programme.

Applicants are required to submit two letters of recommendation, a CV detailing the applicant's educational background and professional experience, a 500-word research proposal, and a writing sample.

The admission requirements have therefore been clearly defined, and are of an appropriate international standard for the degree programme.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competences.*

As outlined in the application, applicants are required to submit a CV, a 500-word research proposal (in an appropriate area), two letters of recommendation, and a writing sample.

As explained in the interview with department faculty, admissions are competitive, and only a small share of applicants (around 10%) are admitted. Applications are ranked by academic excellence, and by the suitability of the research proposal to the department.

As also discussed in the faculty interview, students are generally admitted if their proposals sit near the boundary of the disciplines of sociology and anthropology, and if they appear capable of working across the two disciplines.

The experts consider the criterion **fulfilled**.

**Degree programme and degree programme management**

*11. The recognition procedures for higher education competences and, if applicable, competences acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competences, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.*

As part of the admissions process, or after accepting an applicant, CEU PU recognizes the prior learning of students transferring from elsewhere, whether midway or after completion of a degree programme. According to section 2.1.4 of the CEU PU Draft Admissions Policy and

Procedures of Central European University, and consistent with CEU PU's Transfer of Credit Policy, a limited number of credits earned at another institution may be transferable, if an applicant's previous programme covered learning outcomes that are part of CEU's MA programme. That same document specifies that the CEU PU participates in the European Credit Transfer Scheme (ECTS), and, as per the Convention on the Recognition of Qualifications, the CEU PU recognizes foreign qualifications unless there is a substantial difference between the qualification in question and the relevant Austrian qualification.

The experts consider the criterion **fulfilled**.

### 6.3 Assessment criterion § 17 (3) 1 to 5: Staff

#### Staff

*1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.*

Given the low number of MA students enrolled every year, the currently 10 full-time and 3 part-time faculty members involved in the delivery of the programme as appointed in the two-year MA Program Proposal, seem to be thoroughly sufficient. Because of the very generous range of courses offered in the two-year MA programme, the panel was initially slightly concerned that faculty members might be overburdened with teaching duties, which would possibly allow them for less time to be spent on pursuing their own research projects. These concerns were dispelled, however, in an interview with representatives of the faculty. They emphatically pointed out that due to the low number of students, their capacities were not yet completely exhausted.

Concerning the provision of sufficient non-academic staff for operating the degree programme, the panel learned in an interview with the chair of the department that the former 1.75 FTE-positions as administrative staff have recently been increased to 2 FTE-positions. These two full-time administrative staff positions are responsible for the coordination of all the three study programmes that are located at the department, which has, according to the department chair, proven to be sufficient. The panel was assured that should there be a need for additional administrative staff, this need could in any case easily be met. Other administrative tasks such as research funding or personnel management are carried out by staff members of other units that are located at the CEU PU.

The panel thus judges that CEU PU provides for more than sufficient scientific and non-scientific staff for ensuring not only the operation and coordination of the degree programme, but also the compliance with high quality teaching, counselling and supervision. It shall be noted that the student/scientific staff ratio is considered to be excellent, especially compared to the (tutoring) ratios at other similar academic institutions in Austria.

The experts consider the criterion **fulfilled**.

Staff

*2. The relation between scientific and/or artistic staff in primary occupation at the private university and students shall be in accordance with the profiles of the respective degree programmes. Primary occupation here means working at least 50% of one's total working hours in salaried employment at the private university.*

As the panel was told in an interview with the chair of department the academic staff in primary occupation has a teaching load of 12 faculty credits, with one faculty credit being equal to 600 minutes of in-class teaching, which corresponds to one 2-ECTS credit course. This is considered typical for a research university and not perceived to be unduly straining. In addition to their duties in university teaching, the academic staff also perform administrative tasks, which mainly involve work on various committees. The amount of working time spent on the respective areas (teaching, supervision, administration and research) varies according to current requirements. However, the Department and the regulations of the CEU PU take care to ensure that the academic staff have sufficient time for their own research activities and for the supervision of students in addition to their teaching and administrative duties. It was emphasized in the interview with representatives of the departmental faculty that each academic staff in primary occupation supervises approximately 10 MA-students, which was considered entirely appropriate. As the panel learned from the information provided in the MA in Sociology and Social Anthropology (Two-Year) *Handbook*, students are called upon to approach the faculty members they consider working with as supervisors as soon as possible. First and foremost, the topic of the proposed thesis as well as the envisioned methods are the main factors to consider when looking for a supervisor among the degree program faculty. Owing to faculty workload distributions, it cannot be guaranteed that the first choice for an advisor is available. Notwithstanding, given the relatively low number of anticipated 10 - 12 MA students to be enrolled in the 2-Year MA program per year, the panel considers the student/scientific staff ratio to be excellent and thus judges that 10 full-time faculty members seem to be fairly adequate for ensuring appropriate tutoring and supervision for each student.

The experts consider the criterion **fulfilled**.

Staff

*3. The subject-specific core competences of the degree programme are covered by professors in primary occupation at the private university*

As can be seen from the study programme proposal, the two-year MA course is based on three foundations, that aim at imparting the subject specific core competencies to students. The principle foundation comprises the study of differences, similarities and intersections between the disciplines of Social Anthropology and Sociology, particularly in relation to their respective approaches to knowledge production. A second foundation is the study of conjunctions and disjunctions of the „urban“ and the „global“. Students are supposed to engage with the various ways and sites in which the „global“ is expressed, contested and negotiated within a special set of courses offered that explicitly deal with the (dis)entanglements of the urban and the global. As has already been mentioned elsewhere, the department has employed an international faculty with a broad range of expertise in both central theoretical and thematic foci of social anthropology and sociology, as well as in different methodologies. Taking into account that the majority of the faculty members also do have a specialization in either globalization or urban studies or both, the panel judges that the subject specific core competencies are more than adequately covered by professors in primary occupation.

In addition, the panel learned in an interview with both students and representatives of the faculty, that students who are interested in deepening their knowledge of topics that are not (or cannot be) fully covered by professors in primary occupation, or who would like to acquire additional qualifications, do have the possibility to participate in extracurricular trainings (e.g. specialization in visual anthropology and quantitative methods). Considering that the faculty employed at the Department of Sociology and Social Anthropology does have a broad range of expertise in the subject-specific core competences of the degree programme, the panel judges that the requirements for fulfilling this criterion are clearly met.

The experts consider the criterion **fulfilled**.

**Staff**

*4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.*

According to the two-year MA Program Proposal, the department has employed an international faculty with a broad range of expertise in both central theoretical and thematic foci of social anthropology and sociology, as well as in different methodologies and regions. As is revealed through the information provided in the two-year MA programme proposal, all of the 10 full-time and 3 part-time faculty members do have moderate to very advanced experience in teaching and in the supervision of MA and doctoral theses. Furthermore, all full-time faculty members are involved in research activities, including a wide spectrum of research areas and specializations such as globalization, urban studies, political sociology, social theory and knowledge production, religion, migration and mobility and gender politics, which are clearly in accordance with the university's approach and the respective subject culture. The panel thus judges that the scientific staff designated for teaching within the two-year MA degree programme and for supervising MA theses, respectively, is more than adequately qualified according to the requirements of the activities provided for in the degree programme.

The experts consider the criterion **fulfilled**.

**Staff**

*5. The prioritisation of the teaching, research, and administrative activities of the scientific or artistic staff in primary occupation at the private university ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.*

According to the CEU PU regulations outlined in the CEU PU Academic Staff Handbook, the scientific staff in primary occupation at the private university is supposed to spend 30 - 50 % of their working time on teaching (including supervision); 30 – 50 % of the time should be spent on research, and 20 – 40 % on administrative tasks. As the panel was told in an interview with the chair of department the academic staff in primary occupation has a teaching load of 12 faculty credits, with one faculty credit being equal to 600 minutes of in-class teaching, which corresponds to one 2-ECTS credit course. This is considered typical for a research university and not perceived to be unduly straining. In addition to their duties in university teaching, the academic staff also perform administrative tasks, which mainly involve work on various committees. The amount of working time spent on the respective areas (teaching, administration and research) varies according to current requirements. However, the Department and the regulations of the CEU PU take care to ensure that the academic staff have sufficient time for their own research activities and for the supervision of MA students in addition to their teaching and administrative duties. The chair of department pointed out in the interview

that there are certain phases during the academic year that are reserved exclusively for research activities (and, if necessary, also for the supervision of doctoral students) during which no teaching takes place, e.g. in April and summer. To ensure that scientific staff have sufficient time for research, the regulations as outlined in the CEU PU Academic Staff Handbook stipulate that all full-time resident faculty members who have complied with their full-time equivalency workload for at least three academic years, may apply for a up to six-month research leave with full pay. In the interview, the chair of department has described this up to six-month research sabbatical as the cornerstone of the research activities of the academic staff, to which all academic staff members who fulfil the above mentioned requirement are supposedly entitled. In view of the fact that CEU PU regulations clearly state that academic staff in primary occupation have sufficient time for research and development in addition to their teaching, supervision and administrative duties, the panel considers this criterion to be met.

The experts consider the criterion **fulfilled**.

#### 6.4 Assessment criterion § 17 (4): Funding

##### Funding

*The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.*

According to the university's Financial Plan, the institution benefits from financial returns from a substantial endowment as well as grant contributions from the Open Society Foundation. The Financial Plan, the Endowment and the Grant Commitment are provided in the Annexes of the accreditation application. This funding will cover the expansion of the university's activities into BA education beginning in AY 2020–21 and is based on a progressive increase of MA and PhD students.

The Financial Plan predicts a positive balance every year for the whole period to the academic year 2024–25. According to the Program Proposal sec. 26, the planned expenditures and planned revenue for both the MA programs and the PhD programme are equally balanced. The Program Proposal does not provide budget planning for subsequent years.

The panel finds that the finances of the institution are sound given the substantial size of the endowment and the financial backing of the Open Society Foundation. The programme is financially backed by the institution and does not depend on tuition revenue, and thus is not financially vulnerable to unexpected fluctuations in enrolment.

The experts consider the criterion **fulfilled**.

#### 6.5 Assessment criterion § 17 (5): Infrastructure

##### Infrastructure

*Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.*

The information provided by the Department of Sociology and Social Anthropology in addition to the application documents states that the CEU Library offers a Media Lab, co-working spaces for students and faculty, a Computer Lab with working computers that can be used by students and free of charge scanners. The new Media Lab on CEU PU's campus in Vienna is foreseen to

open in September and is designed as a visual media production facility that students can make use of for creating documentary films in order to disseminate knowledge beyond traditional paper writing. The Media Lab hosts a teaching space and a workshop room which directly support classes incorporating a visual studies component offered by the Department of Sociology and Social Anthropology. The newly built Audio Lab and interview room, also located at the CEU PU's library will promote professional level audio production activities including training and creation of audio projects such as podcasting. In addition to the seven already existing collaboration rooms that are all outfitted with technology for screen sharing and distance collaboration tools which allow for collaborating with partners in other locations, another four collaboration rooms will be added on CEU PU's campus in Vienna. For collaborative work, students and faculty can also make use of one of the two newly built low tech workshop spaces that are equipped with white walls and comfortable seating.

For printing and scanning, students and staff can make use of one of the various printer devices located on every floor of CEU PU campus free of charge. The printing devices can be used from any computer with an active CEU account logged in and also allow for scans to be made. Each student is provided with a certain printing quota two times per academic year. Should this quota be depleted before being issued a new one, students have the possibility to purchase additional credits. Computers for student's use are available in several computer labs located on campus. The department of Sociology and Social Anthropology also has voice recorders that can be used by students while on fieldwork. Students can also make use of filmmaking and audio recording equipment, which can be borrowed from the CEU PU's Media Lab.

As outlined in the CEU Library Factsheet Sociology, the book collections of CEU PU's library will be shared between the campuses in Budapest and Vienna. The book collections comprise over 140,000 lesser used, historical volumes housed on the Budapest campus, and an active collection of 45,000 predominantly English-language print volumes in Vienna. A shared library catalogue for books will ensure that physical items can easily be requested from one location to the other. In addition to this book collection, the library also offers a wide range of electronic resources in order to support the research intensive community of faculty, graduate students and visiting researchers. Apparently, great efforts are being made for licensing electronic resources for access for the Vienna campus as well as the additional location in Budapest, in order to ensure a large breadth of content for databases, e-books and e-journals for both locations. Currently, the library provides access to over 55,000 electronic journals from all major publishers of relevance for the Department of Sociology and Social Anthropology, such as Cambridge Journals Online, JSTOR, Project Muse, Sage Journals Online, and Taylor and Francis. The library also provides subscriptions to more than 105 databases that supply both more general resources, as well as specialized resources of relevance for Sociology and Social Anthropology. Once the CEU Library in Vienna is fully operational, it is envisioned to join the Austrian Academic Library Consortium by 2021 and to establish further connections with local Viennese libraries and archives.

The experts consider the criterion **fulfilled**.

## 6.6 Assessment criterion § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

### Research and development and/or the advancement and appreciation of the arts

*1. The scientific and/or artistic staff in primary occupation at the private university assigned to the degree programme is involved in the private university's relevant research and development activities..*

The relocation of the CEU PU from Budapest to Vienna is felt to enable the establishment of new co-operation projects while maintaining old ones. The Rector spoke positively about the number of opportunities offered the CEU PU by the city of Vienna for partnering with Austrian institutions and for new internships (Video – “Challenges”). The panel judges it likely that the scientific staff of the Department of Sociology and Social Anthropology will avail themselves of these opportunities.

The Research Concept and Strategy of the Department of Sociology and Social Anthropology (Annex 2.1) comprises a list of external research grants including Erasmus+ Social Inclusion Grant, Science4Refugees Horizon 2020, several Marie Curie Grants aimed at different career levels, and grants from the European Science Foundation, EHESS, and the Lauder Foundation. The Research Environment at the Department of Sociology and Social Anthropology (Annex 2.8) provides a list of individually-funded departmental faculty research, including a "third mission social impact project" (CEU Open Learning Initiative) for refugee and asylum seekers. Such research projects form part of the private university's relevant research and development activities and contribute to its larger mission of fostering open society and democratic values.

The experts consider the criterion **fulfilled**.

### Research and development and/or the advancement and appreciation of the arts

*2. The (planned) research performance of the scientific or artistic staff in primary occupation at the private university assigned to the degree programme are in accordance with the university's approach and the respective subject culture.*

The two-year MA is an interdisciplinary research-oriented programme that trains students to bridge the macro and micro through recognizing the entanglements of global and local processes. According to the application for a Master's Program Accreditation, it is understood as an extension and deepening of the core themes of the one-year MA programme where there is a focus on developing perspectival and non-Eurocentric knowledge. Unlike the one-year MA programme, the two-year MA programme includes the option to specialize in Urban and Global Studies. Students follow a programme of four core modules in addition to electives. They undertake three months of fieldwork, which enables them to study global social, political, and economic processes in the places that they impact. Approximately 50-60% of the students enrolled in the two-year MA opt for the Urban and Global Studies specialization (meeting with faculty, 23/4/20). The programme's focus on contemporary issues within a globalized world together with the CEU PU's commitment to offering access to excellent students from around the world who would otherwise not be able to afford higher education and to train socially and politically engaged young scholars demonstrates the programme's alignment with the university's promotion of the values of open society and democracy.

According to the Research Concept and Strategy of the Department of Sociology and Social Anthropology (Annex 2.1), the private university has employed an intellectually and geographically diverse faculty with doctoral degrees from prestigious US and European research universities, work experience in a range of academic settings, and who have conducted research

in a geographically wide range of places. They have a strong commitment to critical social science, an empirical commitment to ethnographic and historical research, and a sustained focus on the articulation of macro and micro structures and phenomena within a comparative, non-Eurocentric framework. The professors qualified in primary occupation in the department comprise persons who were trained primarily in the disciplines of social anthropology and sociology. Their expertise covers a broad range of the content of these disciplines and a diversity of qualitative and quantitative methodologies, including visual anthropology and documentary film-making. The panel's appraisal of the CVs of the professors provided evidence of the importance of theoretical training in the recruitment of faculty in addition to expertise in central theoretical and thematic foci of social anthropology and sociology. Specializations mentioned on faculty's CVs include social theory, political sociology, epistemologies of the social sciences, sociology of gender and sexuality, political economy and the culture of capitalism, urban theory and history, culture and globalization, sociology of the state, anthropology of religion. Publications and research projects reveal additional specializations in national patrimony and heritage, urban stratification and inequality, migration, border and refugee studies.

The research performance supported by the publications lists, keynote lectures, journal editorships, honours, and research grants listed on the CVs of department faculty is solid and of an internationally recognized standard. The Research Concept and Strategy (Annex 2.1) demonstrates how faculty publish in the top journals of sociology and anthropology (e.g. *American Ethnologist*, *Cultural Anthropology*, *HAU*, *American Journal of Sociology*, *European Journal of Cultural and Political Sociology*), in interdisciplinary journals (e.g. *Comparative Studies in Society and History*, *Historical Materialism*, *French Cultural Studies*), and in those with a thematic or regional focus (*Urban Studies*, *City and Society*, *International Studies in Gender, State, and Society*, *Urban and Regional Studies*). The majority of publications are in English, French and Hungarian.

The panel judges the research performance of the scientific staff in primary occupation at CEU PU assigned to the degree program in accordance with the university's approach and the respective interdisciplinary subject culture of the Department based on the integration of sociology and social anthropology.

The experts consider the criterion to be **fulfilled**.

## 6.7 Assessment criterion § 17 (7): Co-operation

### Co-operation

*The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.*

As the panel learned from the information provided in the document on Research Environment at the Department of Sociology and Social Anthropology maintains several institutionally anchored co-operation projects such as projects funded by Jean Monnet + Erasmus Network, Horizon 2020, the European Commission and the Open Society Foundation, which are based at several partner institutions all over the world and do foster the involvement of students. Within the framework of the Junior Visiting Fellowship Program, CEU PU has a cooperation agreement with the Institute for Human Sciences in Vienna, which will possibly be reinforced after the complete relocation of the campus to Vienna. In one of the videos on Challenges that CEU PU faces with its transition from Budapest to Vienna, the Rector spoke positively about the number of opportunities offered by the city of Vienna for partnering with Austrian institutions. It has

been emphasized that since Vienna hosts many international organizations that are potential employers for CEU PU graduates, the transition of the campus to Vienna will offer students new possibilities for internships. The relocation of the CEU PU from Budapest to Vienna is thus felt to enable the establishment of new co-operation projects while maintaining old ones. One student has mentioned in the interview that a possible cooperation with students and institutes of the University of Vienna was considered something particularly positive about CEU PU's transition to Vienna. While CEU PU will maintain the already existing cooperation projects with institutions in Budapest, such as the Institute of Advanced Studies (IAS), the Open Society Institute, and the Democracy Institute, it also envisages to establish new cooperations with higher education partners and partners outside the higher education area in Austria and abroad.

As evidenced in the additional information provided upon request the Department for Sociology and Social Anthropology provided to the panel on co-operation projects, the CEU Erasmus Office actively promotes short-term mobility opportunities that are open not only to students, but also to members of all academic and administrative units across the university. All CEU staff members are encouraged to visit partner institutions or organizations, as well as to establish relevant new partnerships and are supported by the Erasmus Office through information sessions, individual consultations and assistance before, during, and after mobility if needed. Apparently, CEU PU experienced a growing interest among its faculty and administrative staff members in mobility opportunities, and staff mobility has increased by 23 % over the past five years.

The panel judges that CEU PU has, in addition to the already existing co-operation projects, planned further co-operation projects with partners inside and outside the higher education in Austria and abroad that clearly match the degree programme's profile. What is more, the already existing as well as the envisioned co-operation projects do clearly promote the mobility of students and staff.

The experts consider the criterion **fulfilled**.

## 6.8 Summary and final evaluation

### **Development and quality assurance of the degree programme:**

CEU PU has provided ample evidence that the degree programme has been developed according to a rigorous predefined procedure that has invoked relevant stakeholder groups. The university has a quality assurance procedure in place with structures and procedures that ensure that the rules of good scientific practice are adhered to.

### **Degree programme and degree programme management:**

The MA programme is well integrated into the Department's research profile, which is consistent with the priorities of CEU PU. A convincing research development plan is in place. The degree programme covers the breadth of the disciplines as defined by the research goals of the Department and ensures the international visibility of the programme. Appropriate organisational or structural framework conditions are in place, as are research infrastructures and facilities.

### **Staff:**

The programme's staff-student ratio is very good and the programme has sufficient non-academic staff to its operations. The academic staff is trained internationally and is highly qualified to supervise MA students. Teaching and supervision duties leave ample time for staff research. The university provides adequate programmes for personnel development.

**Funding:**

Ample funding is provided in the form of an endowment and a secure multi-year grant from the Open Society Foundation.

**Infrastructure:**

Ample up-to-date technical and research facilities are provided for the degree programme.

**Research and development:**

The academic staff is involved in research that is directly relevant to the aims of the MA programme and is in accordance with the university's approach and the aims of sociology and social anthropology internationally.

**Co-operation:**

CEU PU is already involved in co-operation projects with higher education partners in Austria and internationally which match the profile of the degree programme and promote the mobility of students and staff. It will continue to develop these projects.

The experts **recommend the Board of the AQ Austria to accredit** the master programme "Sociology and Social Anthropology (Two-Year)".

## 7 Documents reviewed

- Application of the Central European University Private University from 06/01/2020 in the version of 28/02/2020 for the accreditation of one doctoral and two master programmes "Sociology and Social Anthropology", to be offered in Vienna.
- Submission of further information from 22/03/2020 prior to the site visit
- Submission of further information from 04/05/2020 following the site visit