



EIMF Final Response

MSc Governance, Risk and Compliance Long Distance

Date: August 2020

EIMF second reply to comments to comments External Evaluation Committee

Introduction

This document aims to offer a reply to the comments and issues raised by the External Evaluation Committee (EEC) after they had the chance to go through the reply prepared by EIMF (submitted on 26.11.2019) in response to their initial comments.

The EIMF has thoroughly studied the second set of comments by the EEC (received by email on 12.3.2020) and below offers a thorough response to all the issues raised.

Importantly, it needs to be highlighted that in numerous cases the EEC opts to repeat its remarks (word by word) and, consequently, in order to more effectively deal with the issues raised, EIMF has decided to group them in thematic areas. None of the issues raised by EEC remain unanswered.

The thematic areas to be analysed are the following:

- Research Funding
- Expertise in managing complex distance learning processes at Master degree level
- Evidence of research ability and supervision experience to underpin a specialist Masters Programme
- Distance Learning Resources
- Admission Criteria and Process
- E-sources

I. Research Funding

EEC Commentary:

'The EIFM continues in its intention to provide adequate funding. However there is no substantial change compared to the situation at the EEC review. The EEC notes the Boards decision to allocate 2% of the budget to research funding. However, the EEC remains concerned that these additional plans and intentions may not be sufficient in order to achieve substantial research output especially considering the very low base of research activity.

In addition there appears to be no allowance for student funding for research activities'.

EIMF Reply:

The EEC notes a *'very low base of research activity'* for EIMF, an organisation that, nonetheless, has not yet started to operate as an academic institution (as it has not yet gained an operating license from DIPAE). It is questionable, therefore, if one should expect any research activity at this point in time but instead a clear commitment to engage in a range of research activities once EIMF starts to operate as an academic institution.

The commitment of EIMF to engage in such research activities is genuine and credible and is reflected in the following actions:

- A fixed allocation of 2 per cent from EIMF's revenues (essentially drawing funds from EIMF's successful professional studies school, at least at the early stage);
- Financial and other incentives for both full-time and part-time members of academic staff;
- A clear research strategy that will be overseen by an external academic (Professor Waymond Rodgers (University of Hull)) who will also evaluate the research output of the staff;
- Collaboration with other institutions in promoting common research projects (even prior to EIMF's official accreditation a memorandum for collaboration has been agreed with the University of Manchester); and
- Active engagement to participate in funded research projects.

The above proposed actions have been extensively analysed in the reply offered by EIMF to EEC. Given that EIMF has not yet been authorised to commence operations as an academic institution (and the timeframe for receiving the relevant accreditation still remains uncertain) the comments of EEC are considered to be rather unwarranted and by not acknowledging that the academic branch of EIMF is not yet operational, they do not do justice to the sincere efforts and commitments of EIMF regarding future research that is to be undertaken at the Institution. Once operations start, then it is expected that the number of faculty members will increase appropriately and, given that strict and clear research requirements will be applicable for the professional development of all faculty members, the research potential and output for EIMF will grow accordingly.

It is also worth noting that EEC has considered it appropriate and relevant to raise another issue in its second review that had not been raised before. This has to do with research funding for MSc students and it specifically notes that: *'In addition there appears to be no allowance for student funding for research activities'*. After consulting with academics in UK institutions, EIMF confirmed that this is not common practice and any funding for research activities is allocated to PhD students (not MSc). Nevertheless, in order to provide an added incentive for students conducting their research for the MSc dissertation, it has been decided that a prize will be awarded to the highest marked dissertation.

Overall, such comments by the EEC are not considered to be either fair or relevant and are not helpful in any way towards the efforts undertaken to further improve the quality of the services/product EIMF will offer. Such improvement can be achieved via constructive feedback and useful recommendations as has been the case regarding other issues raised by the EEC.

II. Expertise in managing complex distance learning processes at Master degree level

EEC Comments:

The EEC made a recommendation: “Recruiting somebody who has experience in university program management”. (p. 16) to which the EIMF response was : “at this point in time, there is no intention to proceed with such a recruitment, given the competencies, experience and expertise of EIMF’s General Manager (Marios Siathas) and Academic Director (Adonis Pegasiou).The point has not been addressed as the issue is not that the General Manager and the Academic Director are not experienced but that there is a need for considerable expertise in managing complex distance learning processes at Master degree level.

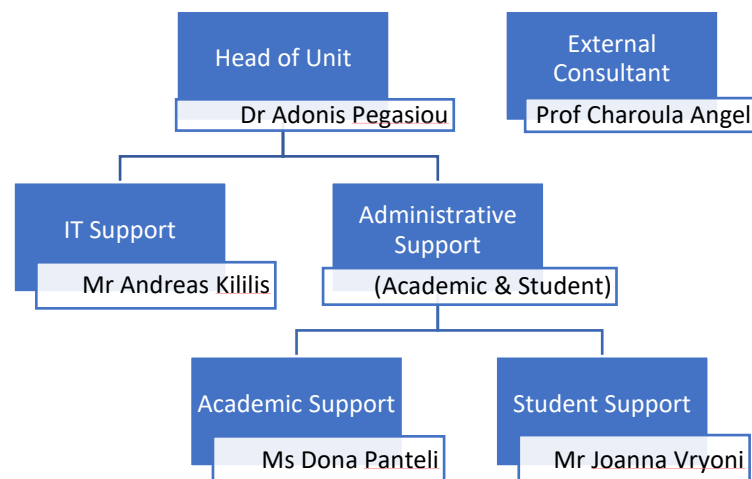
EIMF Reply:

EIMF acknowledges the concerns raised by the EEC in relation to the management of a long-distance MSc Programme and has taken further steps in order to alleviate them.

In doing so, the structure of the Distance Learning Unit (DLU) and the strategic plans of how the DLU will be organised and staffed have been reassessed. The Head of the Unit position will be filled by a professional with relevant experience in education and technology. The position will be advertised and filled through an open process once the approval of the MSc in Governance, Risk and Compliance (currently under review) is officially attained and the selected candidate will be offered permanent full-time EIMF staff status. Until the approval is officially attained, the Head of DLU will be EIMF’s Academic Director who is now supported by an expert in educational technology (Ms Christina Shailas – CV Attached as Annex 1). Ms Shailas is currently engaged with EIMF on a project/ad-hoc basis and will be so until the position of the Head of Unit is filled with a full-time recruitment.

In addition, the DLU has the input of External Consultant Ms Charoula Angeli (Professor of Instructional Technology at the University of Cyprus) in constructing its long-term long-distance education strategy and providing valuable input in the operations of the Unit.

Overall, the Unit has two branches, one that provides IT support (focusing on technical issues) and another that provides Administrative Support and has two branches (one for the academics and one for the students).



The above arrangements will certainly enable EIMF to manage complex distance learning processes and deal with any obstacles that may arise, in order for the MSc programme to be offered in an efficient manner that will satisfy the needs of the students.

In addition, the EIMF has secured a cooperation with Dr. Ilias Kapoutsis on a part-time basis (CV Attached – see Annex 2). Dr. Ilias Kapoutsis is Assistant Professor at the Athens University of Economics and Business (AUEB) and Director of the training program Certificate in Management and Leadership Skills at the Education and Lifelong Learning Center of AUEB (mls.aueb.gr). He has also been a long-term associate with the Open University of Cyprus and has extensive experience in teaching long-distance post-graduate academic programmes.

Dr Kapoutsis holds a Ph.D. in Management and a Bachelor's Degree in Business Administration from the AUEB and an MSc in Business Information Technology from the University of Manchester.

Dr. Kapoutsis teaches courses in management, leadership, and negotiation at the undergraduate, graduate and executive level. His research interests focus on social influence at work, organizational politics, and negotiation. His research has been published in top journals, such as the *Journal of Management*, *Journal of Organizational Behavior*, *Journal of Vocational Behavior*, *International Journal of Human Resource Management*, and the *Journal of Management Education*. Cumulatively, he has co-authored 15 articles, 1 book chapter, and 26 conference papers. He currently he is an associate editor for *Frontiers in Psychology: Organizational Psychology* and serves on the editorial board of the *Academy of Management Perspectives*. In addition, he has guest edited a special issue for the *European Management Journal*. Since 2019, he organizes the Athens Negotiations Tournament (ant.aueb.gr), a Panhellenic yearly student competition in negotiations.

At EIMF, Dr Kapoutsis will have a dual role. Firstly, he has been assigned to teach the module 'GRC735: Business Skills – Communication, Negotiation, Critical Thinking, Emotional Intelligence' and will also be available to take over the supervision of students whose dissertation topic falls under his academic expertise. Dr Kapoutsis has extensive experience in supervising the research work of postgraduate students. Given his overall teaching experience and research output, Dr Kapoutsis is considered to bring significant added value to the academic team of EIMF.

Additionally, Dr Kapoutsis will have an extra role to support the Programme's Coordinator in the management of the Programme. Dr Kapoutsis has the relevant programme-management experience and will be involved in the running of the programme and in the decision-making process accordingly. This will be done through biweekly meetings between the Programme Coordinator and Dr Kapoutsis where they will discuss the progress of the programme and review any issues that may arise. Other relevant academics or administrative staff will participate in these meetings on an ad-hoc basis and depending on the issues discussed.

Through this new arrangement, EIMF strongly believes that the necessary improvements have been made and the management of the programme has been adequately strengthened so as for the programme to be run smoothly and efficiently, providing a high-quality experience to the students.

III. Evidence of research ability and supervision experience to underpin a specialist Masters Programme

EEC Comments:

The EEC were concerned not only at the administrative and on line/distance learning process management but also at the need for evidence of research ability and supervision experience to underpin a specialist Masters Programme. The EIMF response was: EIMF has gathered a well-qualified team of academics as permanent staff and has engaged key part-time academics with relevant experience...(p. 27). There is no evidence that the situation has improved by new permanent staff hires after the first evaluation and there is little evidence that the two new part time hires would solve the issue. In particular the EIMF response: "EIMF has reached an agreement with Dr Nikitas-Spiros Koutsoukis (Associate Professor at the University of Peloponnese)...In addition, Dr Edina Harbinja (Senior Lecturer) has been added to the academic staff on a part-time status." "The addition of these two academics greatly strengthens the overall capacity of the EIMF academic team..."The issue remains as Dr Edina Harbinja is a Senior Lecturer in Media/Privacy Law at Aston Business School. Employing her on a part time basis does only marginally improve the academic resources of EIMF. The concern is the same for Dr Nikitas-Spiros Koutsoukis.

The strong concerns articulated in the initial report because of a weak academic resources of EIMF remain, in particular in respect to fulltime academic and research oriented faculty.

The EIMF also argue that : "all members of staff have publications (including high-ranked journals)" (p. 56). Regrettably there is no proof provided. Furthermore there is no definition of high-ranked journals provided. Inevitably EEC's concerns remain.

Full-time Academic Staff

The EEC concern was originally that no full-time academic staff were currently employed by the institution and went on to say: "The staff has no or limited experience of teaching the courses. There is a plan to recruit 6 full-time academic staff, by this is not supported by the financial projections of the feasibility study. The academic staff the institution intends to recruit do not have the range of skills or expertise expected for Masters level delivery in terms of teaching experience and research output." (p. 31 ff.)

EIMF response has been to have a rearrangement of the academic team. It has employed two academics on a FT basis (Academic Director Dr Adonis Pegasiou and Dr Stelios Platis) and has a pre-agreement in place with Dr Pantelitsa Sfiniadaki that will be activated once the accreditation process is successfully completed. In addition, since the day of the EEC Review, the EIMF has taken the relevant steps in order to engage two academics on a part-time basis...Regrettably this is not a substantial change of the situation observed during the EEC visit observable.

The issue remains as Dr Edina Harbinja is a Senior Lecturer in Media/Privacy Law at Aston Business School. Employing her on a part time basis does only marginally improve the academic resources of EIMF. The concern is the same for Dr Nikitas-Spiros Koutsoukis.

The strong concerns articulated in the initial report because of weak academic resources of EIMF remain, in particular in respect to fulltime academic and research oriented faculty. The EIMF also argue that : "all members of staff have publications (including high-ranked journals)" (p. 56). Regrettably there is no proof provided. Furthermore there is no definition of high-ranked journals provided the issue is exacerbated by the need to consider current research activity. Inevitably EEC's concerns remain.

The EEC were concerned not only at the administrative and on line/distance learning process management but also at the need for evidence of research ability and supervision experience to underpin a specialist Masters Programme.

EIMF Reply:

Given the limitations for any academic institution that wishes to commence its operations yet has still no license in doing so, EIMF has taken significant steps in addressing the issues raised by the EEC. The addition of two part-time academic staff (Dr Edina Harbinja and Dr Nikitas-Spiros Koutsoukis) was done in a very targeted manner given that both academics have relevant teaching and research experience at the postgraduate level. In addition, a third established academic (Dr Ilias Kapoutsis) has been recruited to teach one of the modules ('Business Skills – Communication, Negotiation, Critical Thinking, Emotional Intelligence'). The addition of Dr Kapoutsis is of key importance as he has experience in research (with an impressive record of publications) and in supervising postgraduate students in their research work. His CV has been briefly reviewed above but an extended version is attached.

All visiting staff are academics with relevant and strong academic background (and not practitioners). Beyond doubt they have the range of skills and expertise expected for Masters level delivery in terms of teaching experience, supervision of research and research output.

Once the Institutions Accreditation is received and the MSc programme is approved, EIMF is committed to proceed with the activation of the agreement with Dr Sfiniadaki. Over the past months Dr. Sfiniadaki has gained further valuable and relevant experience as she has been assigned to teach long-distance and also be in charge of a Masters module. Specifically, in addition to the undergraduate modules she has been teaching for the past years, Dr Sfiniadaki has been assigned the module '*Special issues of Administrative Procedure Law*' for the LLM in Public Law. Overall, Dr Sfiniadaki is an aspirational, highly-motivated and promising academic and hopefully soon to be a valuable asset for EIMF.

Lastly, EIMF wants to note that given that the relevant approvals are acquired, it then has plans to proceed with the submission for approval for additional academic programmes and accordingly build an even bigger team of permanent full-time academic staff that will engage both in teaching and research. The hiring of additional academic staff will be achieved through open and transparent processes.

Publications in high-ranked journals:

With reference to the lack of proof regarding publications in high-ranked journals by the permanent academic staff and the doubts casted by the EEC as to the credibility of this remark made in first reply of EIMF, EIMF notes that specific reference was made in the CVs of the academics in relation to their publications and the external examiners could have easily confirmed this. It is questionable as to whether such doubting comments contribute in any way to the aim of helping EIMF improve its product and services or whether they merely question the credibility of the EIMF staff in a light-hearted manner. Nevertheless, it is of critical importance for EIMF to clarify this point in a thorough manner in order to remove any doubts.

First of all it is critical to note that in the EIMF reply it was mentioned that ‘*all members of staff have publications (including high-ranked journals)*’, i.e. all staff members have publications and that some (not all) of these publications are in high ranked journals. EIMF considers that a high-ranked journal is a peer reviewed journal with an impact factor that is above average. Namely, the publications of the EIMF full-time academic staff in such journals are the following:

By Adonis Pegasiou:

- Papadimitriou, D., Pegasiou, A., & Zartaloudis, S. (2019). European elites and the narrative of the Greek crisis: A discursive institutionalist analysis. European Journal of Political Research, 58(2), 435-464.

The European Journal of Political Science (sponsored by the European Consortium for Political Research (ECPR)) is considered among the most credible journals in its discipline area with an impact factor above 2.5 and ranked among the top 10 journals in the field ‘Political Science’. Even more the article is one of the top downloaded and read papers for 2018-2019 and Wiley (Publisher) has sent a congratulatory certificate to the authors (attached – Annex 3)

- ‘*Surprising Elections in Exciting Times? Of proxies and second order events in the Cypriot EU elections 2014*’ (2015), Journal of South European Society and Politics, Vol. 20 (3), pp. 403-424. Co-authored with Giorgos Charalambous and Bambos Papageorgiou

South European Society and Politics is a quarterly peer-reviewed academic journal in the social sciences, focusing on the region of Southern Europe, published by Taylor and Francis and with an impact factor above 2.

- ‘*The Cypriot Economic Collapse: More than a conventional South European failure*’ (2013), Journal of Mediterranean Politics, Vol. 18 (3), pp. 333-351

Mediterranean Politics is a quarterly peer-reviewed academic journal published by Taylor and Francis with an impact factor above 1.5

By Stelios Platis:

- Higson, C., Holly, S., Kattuman, P., & Platis, S. (2004). The business cycle, macroeconomic shocks and the cross-section: the growth of UK quoted companies. *Economica*, 71(282), 299-318

‘*Economica*’ is a peer-reviewed academic journal specialized in economics published on behalf of the London School of Economics by Wiley-Blackwell. With an impact factor around 1.5 it is ranked in the top half of the journals in ‘Economics’

Though impact factors may fluctuate from year to year, the above noted impact factors are the latest available on the internet and are indicative of the quality of the journals.

In addition, the full-time academic staff have other publications that do not fall under the category ‘high-ranked journals’ but are credible and noteworthy publications. Reference to these publications is made on the CV of each academic.

All the above point to the fact that the academic staff is capable of producing high-quality research outputs and once the EIMF is operational the intention is to do so.

Furthermore, it is important to note that the part-time academic staff have an extensive list of publications that also include publications in credible high-ranked peer-reviewed journals.

IV. Distance Learning Resources

EEC Comments:

In terms of distance learning resources the EEC made the following comments: “We did not receive full details of any distance learning module which has hampered the work of the EEC. The EEC questions whether they will have appropriate resources to deliver a program at Masters level.” The EIMF response: “The Module GRC705 on Corporate Governance has been uploaded on the Classe365 learning platform.” & “the following learning tools have been uploaded on the learning platform: Video produced by EIMF (asynchronous) – For week 1 a video on ‘Corporate Governance’ prepared by EIMF has been uploaded....” (p. 21 f.) The EEC recognise this is a good first start and disappointing that it was not available during the visit. The more important point is that the master program entails many modules and only one seems to be (at least partly) covered by available distance learning resources. EEC’s concern is remains valid in respect to other modules.

Ability to teach long-distance

The EEC expressed concern in relation to preparing and delivering a Distance learning training programme. The EEC: stated The resource-base required for the delivery of distance learning programs appears to be underestimated by the institution, EIMF response: “Within this year the EIMF has planned to offer a training programme (‘How to teach online’)” This does not provide detail nor does it reassure the EEC so far there appears no substantial improvements and/or change in training plans after the EEC visit is apparent. Overall whilst some progress has been made by EIMF there remains a significant underestimation of the nature of specialist Masters provision and the requirement for this to be underpinned by research activity at a proven level through research outputs. The second major area of concern is EIMF’s underestimate of the expertise and experience required to develop and deliver distance learning provision that facilitates student learning at Masters level.

The EEC comments that: ‘The more important point is that the master program entails many modules and only one seems to be (at least partly) covered by available distance learning resources. EEC’s concern is remains valid in respect to other modules’.

At the time of the External Review there was no official requirement to have the MSc modules uploaded on the e-learning platform but following the suggestion on the day of the on-site review and the EEC initial reply, the EIMF has made available one module as an example of how the modules will be delivered to the students. We would have expected further feedback on the available module by the EEC and how we could better improve the delivery of this course. Instead, in the comments of the EEC what is underlined is that the other modules are not available on-line.

Regarding the recommendations of DIPAE and the relevant guidance that was offered on distance learning, EIMF has developed a policy for Distance Learning Teaching (a separate document ‘EIMF Distance Learning Policy - Guiding Principles for Long-Distance Education’ is provided) and accordingly all modules have been revised. The revised modules (attached) include specific reference to the learning activities and how these activities aim to secure the interaction of students in the learning process.

Furthermore, the Distance Learning Unit (DLU) has been strengthened so as to properly and effectively support the delivery of the modules. Currently, the Academic Director is the head of the DLU and is being assisted by Ms Christina Shailas on a part-time basis, yet this is a transitional phase. Upon

accreditation the position of Head of DLU will be filled through an open and transparent process with the aim of selecting an individual with expertise in education and technology. Additionally, EIMF has a long-standing standing collaboration with Professor Charoula Angelı who provides her guidance and support.

V. Admission Criteria and Process

EEC Comments

The EEC made Recommendation in relation to the Admission of students which appeared extremely loose: The EEC Recommendation was : “Ensuring the admissions criteria are applied. Establish the governance procedure to ensure that the registrar can apply the admissions criteria. An independent assessor of the admissions procedure could help in this procedure.” EIMF response: “In order to allay the concerns raised by the EEC, the EIMF is committed in setting a specific percentage that will not be surpassed regarding exceptional cases that do not strictly meet the criteria but are offered a place for the MSc programme based on compensatory strengths. Explicitly, this percentage should not surpass 15% of the total number of students accepted for the course. Additionally, the external reviewer(s) that will be appointed by the Quality Assurance Committee will specifically examine the admission criteria and process, so as to secure that the criteria decided at a theoretical level are practically implemented.” Whilst the recommendation seems to be implemented in a satisfactory manner there remains a concern that the cohort of students need to be of similar standing and financial pressure could lead to inadequately prepared students being admitted to the programme.

EIMF Reply:

Following the initial comments by EEC and the relevant recommendation, the EIMF accordingly set out a clear policy and procedure as to how it will be secured that the admission criteria will be applied. For your reference please see the table below:

EIMF’s original response in the reply submitted in November 2019:

EIMF is adamant that the application of clear and well-defined admissions criteria and processes will ensure the quality of the students admitted to the programme. Analytically the criteria are the following:

- *Bachelor’s degree (or its international equivalent) from an accredited programme or other equivalent professional qualification:*
 - *UK Universities - degree average of 2:1 and above from UK schools o US Universities - 3.0 and above*
 - *Cypriot and Greek Universities - 6.5 and above*
 - *Candidates with a lower grade than the above, maybe admitted if they have compensatory strengths in terms of work experience or other accomplishments.*
- *Proof of proficiency in English (as outline in the MSc application)*
- *Supportive material (Letter of Motivation, Brief CV including relevant work experience and extracurricular activities)*
- *Interview*

In order to allay the concerns raised by the EEC, the EIMF is committed in setting a specific percentage that will not be surpassed regarding exceptional cases that do not strictly meet the

criteria but are offered a place for the MSc programme based on compensatory strengths. This percentage should not surpass 15% of the total number of students accepted for the course. Additionally, the external reviewer(s) that will be appointed by the Quality Assurance Committee will specifically examine the admission criteria and process so as to secure that the criteria decided at a theoretical level are practically implemented.

It is important to recall that in its initial assessment the EEC noted: 'The standard [admission] requirements are perfectly acceptable, but the EEC has concerns that there may be a big number of exceptions' and in their second set of comments it was noted that: 'the recommendation seems to be implemented in a satisfactory manner'. However, despite the acknowledgement that EIMF responded in a positive way, additional points are now being raised by the EEC over whether the cohort of students will be of a similar standing' and also assumes 'that financial pressure could lead to inadequately prepared students being admitted to the programme'.

EIMF considers that the additional points raised in the second reply by EEC are not substantiated. The EIMF is in a healthy financial position and part of a successful group of companies and does not intend to adjust/downgrade the quality of the students being admitted because of 'financial pressure'. EIMF remains committed in not surpassing the 15% level regarding exceptional cases being admitted to the MSc Programme and in inviting an external reviewer to examine in an objective and critical manner as to whether the policies and procedures of admission are implemented in practice.

Yet, in order to provide further clarification and comfort regarding the exceptional cases, the EIMF reaffirms its position that no student will be admitted without having a degree or an equivalent qualification (such as ACCA (Association of Chartered Certified Accountants)), irrespective of working experience and other professional training he/she may have.

Any admissions that fall in the 15% will in no way adversely affect the level of the cohort of students undertaking the MSc in Governance, Risk and Compliance. Any exceptions will have additional qualifications (relevant work experience or other professional training and qualifications) to compensate for not meeting the official requirements and therefore it will be secured that the level of the cohort of the students is not only maintained but it is also enhanced by the diverse yet relevant professional and academic background of the students.

E-sources

EEC Comments:

During the visit the EEC was: “surprised that there was so little evidence of the availability of electronic journals and books, despite repeated requests.” EIMF response: “On the day of the Review, the EEC was reassured that they will receive the full list of online sources in due time. An email was sent the following day (Thursday 20/6/2019 at 22:40, to: Ms Prokopa Education Officer at CYQAA mprokopa@schools.ac.cy) providing a complete list of the Journal Articles that will be available electronically... A detailed check of the availability of adequate library resources cannot be conducted based on the information supplied. The annex lists the journals of “ABI/INFORM Global” – but there is no evidence that all these journals can indeed be accessed by EIMF students. In addition the availability of electronic books remains unclear.

EIMF Reply:

EEC comments that ‘*there is no evidence that all these journals (include in EIMF’s reply) can indeed be accessed by EIMF students*’. EIMF needs to once again highlight that at this point EIMF has no students (since the operational license has not yet been granted) and therefore until the license is obtained it does not intend to pay for the relevant license to the electronic sources as this had been attached on EIMF’s first reply. Nevertheless, it is worth mentioning again that an agreement has been reached with InterOPTICS S.A (<http://www.interoptics.gr/>) and this agreement will be activated upon EIMF’s accreditation as a higher education institute, allowing for all EIMF students to gain access to these sources. EIMF would welcome feedback on the list of available e-sources (how this could be enhanced, if this is adequate or possibly other options that could be considered) something that has not been offered by the EEC. Additionally, EIMF wants to confirm that the books and material required for the course will be made available to the students.

CHRISTINA SHAILAS

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PROFILE:

Born, raised and educated in New York City, Christina has worked as an educational technology specialist since 2013. She started at one of the top independent schools in Manhattan, where she executed a school-wide paperless classroom through a one-to-one iPad program and developed an innovation lab. Christina has immense knowledge in Apple, Google and Microsoft Education. Working closely with teachers and management, she implements transformational methods of using technologies to enhance teaching and learning and improve efficiency. Christina recently joined a private school in Cyprus with the purpose to further develop the school's educational technology program. Her passion for cutting-edge technology and natural ability to inspire others, intimate knowledge of teaching and learning, and down-to-earth style have resulted in countless successful trainings and presentations on topics related to online safety, eLearning, and EdTech policy.

EDUCATION:

New York University, The College of Arts and Science
 Bachelors of Arts in Mathematics and Political Science
 New York University's Dean's List
 New York University Academic Scholarship
 New York University Honors Scholar - Founders' Day Award
 Graduated May 2011
 Overall GPA: 3.64

Columbia University, Teachers College
 Masters of Arts in Mathematics Education
 Graduated Oct 2012
 Overall GPA: 3.74

INTERNATIONAL EDUCATION:**Teachers College Math Department Study Tour**

Moscow and St. Petersburg, Russia
 Nov 2011

- Observed methods of teaching mathematics in four schools of the Russian Education System
- Visited pedagogical programs in universities to learn about mathematics teacher training process

New York University's Study Abroad Program

University of London, London, United Kingdom
 Sep 2010 to Dec 2010

CERTIFICATIONS:

NY State Professional Teacher Certification in Mathematics Education 7-12
 NYCDOE Per-Diem Substitute Teacher Certificate 2012-2013

EXPERIENCE:**Technology Integration and Mathematics Teaching**

Private School in Cyprus
 Technology Integration
 Sep 2018 to Present

- Manage remote teaching and learning program
- Develop educational technology program from early years to secondary school
- Assist teachers in integration of technology for classroom instruction, projects and organization
- Implement guidelines and policies for use of technology
- Support teachers and students with eLearning platforms and one-to-one iPad program
- Develop innovation lab (including 3D printer) and integrate tools into curriculum
- Lead collaborative project with Robotics Company
- Lead European collaborative project

- Provide instruction to students on safe and responsible use of technology
- Communicate with parents about technology and online safety through meetings and presentations

Mathematics Teaching

- Provide classroom instruction to years 7-10 mathematics classes

Technology Integration and Mathematics Teaching

Independent School in New York City

Sep 2013 to Jun 2018

Technology Integration

- Provide full-time classroom instruction to 5th and 6th grade technology and *Intro to Computer Programming, Design and Robotics* courses
- Design a curricular scope and sequence for primary through secondary academic technology courses
- Design lessons in topics of technology wellness, robotics, computer programming, 3D printing and introduction to electrical engineering
- Lead makers program devoted to using design thinking and technology resources to foster student creativity, critical thinking and problem-solving skills
- Assist faculty in integrating technology into their classroom instruction, projects and organization
- Support students with educational apps used in one-to-one iPad program
- Support teachers with classroom instruction using Apple TV and interactive projector tools
- Support teachers and students in teaching and learning through Google drive and apps
- Communicate with parents about technology and online safety through meetings and presentations

Mathematics Teaching

- Provide full-time classroom instruction to 6th through 8th grade mathematics classes
- Design a curricular scope and sequence for primary through secondary mathematics courses

Mathematics Specialist

Private Practice in New York City

Dec 2008 to June 2018

- Work one-on-one with students to support learning, remediation, enrichment and test-taking skills
- Test prep for SAT and entrance exams for independent schools
- Create individual learning plans with measurable goals and outcomes to help support students achieve their full math potential and develop academic confidence

Mathematics Substitute Teaching

Independent and Public Schools in New York City

May 2012 to June 2013

Student Teaching

Public High School in New York City

Jan 2012 to Apr 2012

Public Middle School in New York City

Apr 2012 to May 2012

Pre-Student Teaching and Student Teaching Field Work

Sep 2007 to May 2012

- Over 350 observational hours completed in schools in New York City
- Over 200 hours of student teaching at a Middle and High School in New York City



Σύντομο Προφίλ Ακαδημαϊκού Προσωπικού / Σύντομο Βιογραφικό Σημείωμα

Πανεπιστήμιο:	ΟΙΚΟΝΟΜΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
Επίθετο:	ΚΑΠΟΥΤΣΗΣ
Όνομα:	ΗΛΙΑΣ
Βαθμίδα:	ΕΠΙΚΟΥΡΟΣ ΚΑΘΗΓΗΤΗΣ
Σχολή:	ΔΙΟΙΚΗΣΗΣ ΕΠΙΧΕΙΡΗΣΕΩΝ
Τμήμα:	ΟΡΓΑΝΩΣΗΣ & ΔΙΟΙΚΗΣΗΣ ΕΠΙΧΕΙΡΗΣΕΩΝ
Επιστημονικό Πεδίο: *	ΜΑΝΑΤΖΜΕΝΤ/ΟΡΓΑΝΩΣΙΑΚΗ ΣΥΜΠΕΡΙΦΟΡΑ

* Εξειδίκευση

Ακαδημαϊκά Προσόντα / Τίτλοι Σπουδών (οι καταχωρήσεις να γίνουν αρχίζοντας από τον πιο υψηλό τίτλο)

Ακαδημαϊκός Τίτλος	Έτος	Ίδρυμα	Τμήμα	Τίτλος Διατριβής
Διδακτορικό στη διοίκηση επιχειρήσεων	2009	Οικονομικό Πανεπιστήμιο Αθηνών	Οργάνωσης & Διοίκησης Επιχειρήσεων	Justice and politics at the workplace: Their Role in Determining Individual & Organizational Outcomes
Μεταπτυχιακό στη Επιχειρηματική Πληροφοριακή Τεχνολογία	2003	University of Manchester	Computation	SVM Categorizer: Development of a generic categorisation tool using Support Vector Machines
Πτυχίο διοίκησης Επιχειρήσεων	2002	Οικονομικό Πανεπιστήμιο Αθηνών	Οργάνωσης & Διοίκησης Επιχειρήσεων	-

Ιστορικό Εργοδότησης – να καταχωρηθούν οι τρεις (3) πιο πρόσφατες

Περίοδος Εργοδότησης		Εργοδότης	Τόπος	Θέση
Από	Μέχρι			

2017	Σήμερα	Οικονομικό Πανεπιστήμιο Αθηνών	Αθήνα	Επίκουρος Καθηγητής
2010	2017	Οικονομικό Πανεπιστήμιο Αθηνών	Αθήνα	Πανεπιστημιακός Υπότροφος
2010	2012	Intell Finance SA	Αθήνα	Διευθύνων Σύμβουλος

Κύρια άρθρα σε επιστημονικά περιοδικά <u>με κριτές</u>, μονογραφίες, βιβλία, εκδόσεις συνεδρίων. Να καταχωρηθούν τα πέντε (5) πιο πρόσφατα και άλλα πέντε (5) επιλεγμένα – (μέγιστος αρ. δέκα (10))						
A/A	Έτος	Τίτλος	Άλλοι συγγραφείς	Επιστημονικό Περιοδικό και Εκδότης / Συνέδριο	Τόμος	Σελ.
1	2019	The effects of entrepreneurial orientation on job stressors and the moderating role of high-performance work systems: Employee perspectives from two industries.	Giannikis, S. & Grougiou V.	International Journal of Human Resource Management	In press	
2	2019	Hard, Soft, or Ambidextrous: Which Influence Style Promotes Managers' Task Performance and the Role of Political Skill	Papalexandris, A. & Thanos, I.	International Journal of Human Resource Management	30	618-647
3	2019	Hard-core toughie: Donald Trump's negotiations for the United States presidency	Volkema, R.	Negotiation Journal	35	47-63
4	2018	Politics in organizations: Lessons, challenges and future directions	Thanos, I.	European Management Journal	36	589-592
5	2017	Measuring Political Will in Organizations: Theoretical Construct Development and Empirical Validation	Papalexandris, A., Treadway, D.C., & Bentley, J	Journal of Management	43	2252-2280

6	2016	Navigating uneven terrain: The roles of political skill and LMX differentiation in prediction of work relationship quality and work outcomes	Epitropaki, O., Ellen III, P., Ferris, G., Drivas, K., & Ntotsi, A.	Journal of Organizational Behavior	37	1078-1103
7	2016	From restaurants to board rooms: How initiating negotiations teaches management principles and theory	Volkema, R.	Journal of Management Education	40	76-101
8	2013	Initiating negotiations: The role of bargaining power, Machiavellianism, and risk propensity	Volkema, R., & Nikolopoulos, A.	Group Decision and Negotiation	22	1081-1101
9	2012	The role of political tactics on the organizational context - career success relationship	Papalexandris, A., Thanos, I., & Nikolopoulos, A.	International Journal of Human Resource Management.	23	1908-1929
10	2011	Politics perceptions as moderator of the political skill - job performance relationship: a two-study, cross-national, constructive replication	Papalexandris, A., Nikolopoulos, A., Hochwarter, W., & Ferris, G.	Journal of Vocational Behavior	78	123-135

Εκθέσεις (όπου εφαρμόζεται). Να καταχωρηθούν οι πέντε (5) πιο πρόσφατες και άλλες πέντε (5) επιλεγμένες – (μέγιστος αρ. δέκα (10))

A/A	Ημερομηνία	Θέμα	Διεθνής / Τοπική	Τοποθεσία*	Ρόλος στην Έκθεση
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* Να καταχωρηθεί ο χώρος, η πόλη κ.τ.λ.

Ερευνητικά Projects. Να καταχωρηθούν τα πέντε (5) πιο πρόσφατα και άλλα πέντε (5) επιλεγμένα – (μέγιστος αρ. δέκα (10))

A/A	Ημερομηνία	Τίτλος	Επιχορήγηση Από:	Ρόλος στο Ερευνητικό Projects *
1	2012-2015	The impact of the organizational context on human capital development and motivation	Υπουργείο Ανάπτυξης Ελλάδος	Μέλος ερευνητικής ομάδας
2	2013-2014	Understanding and Managing the Process of Initiating Negotiations: The Role of Power, Personality and Stereotypes	Οικονομικό Πανεπιστήμιο Αθηνών	Μεταδιδακτορικός ερευνητής
3	2006-2009	Political goals and effectiveness of Greek enterprises	Υπουργείο Ανάπτυξης Ελλάδος	Ερευνητής

*Ρόλος στο Ερευνητικό Project: πχ Επιστημονικός Συντονιστής, Μέλος Ερευνητικής Ομάδας, Ερευνητής, Βοηθός Ερευνητής, άλλα.

Συμβουλευτικές Υπηρεσίες ή/και Συμμετοχή σε Συμβούλια / Επιτροπές - Να καταχωρηθούν οι πέντε (5) πιο πρόσφατες

A/A	Περίοδος	Οργανισμός	Τίτλος Θέσης ή Υπηρεσίας	Κύριες Δραστηριότητες
1				
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Βραβείσεις / Διεθνείς Διακρίσεις (όπου εφαρμόζεται). Να καταχωρηθούν οι πέντε (5) πιο πρόσφατες και άλλες πέντε (5) επιλεγμένες – (μέγιστος αρ. δέκα (10))

Ref. Number	Date	Title	Awarded by:
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Άλλες Διακρίσεις. Να καταχωρηθούν οι πέντε (5) πιο πρόσφατες και άλλες πέντε (5) επιλεγμένες – (μέγιστος αρ. δέκα (10))

A/A	Ημερομηνία	Τίτλος	Κύριες Δραστηριότητες
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