

Doc. 300.3.2

Date: 11/07/2022

Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**
Limassol International University
Formerly Cyprus International Institute of Management
- **Town:** Nicosia & Limassol
- **School/Faculty:** Law & Social Sciences
 - **Department:** Law & Social Sciences
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

BSc Economics (4 or 6 years full-time, 240 ECTS part-time, 1st Cycle)

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- **Department's Status:** Choose status



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [\[L.136\(I\)/2015 – L.132\(I\)/2021\]](#).

A. Guidelines on content and structure of the report

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

1. Department's academic profile and orientation

Sub-areas

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

The EEC was satisfied that there is a clear mission statement for the School and that the academics and various stakeholders are sufficiently involved in developing the strategic plan (currently stated in the form of 10 strategic objectives) or providing feedback on it. The EEC also noted that there is a clear process for internal evaluation performed by committees. Indeed, there may be overlaps between some of the existing or proposed internal evaluation committees, and thus some streamlining might be useful.

Our response:

It is encouraging to receive the positive feedback regarding the mission of the School and the effective involvement of various stakeholders. The processes of internal control; in particular, the interactions between the departmental-level IQEC (Internal Quality and Evaluation Committee) and the School Quality Assurance Committee, will be discussed again and streamlined towards the commencement of the University operations.

The EEC was not provided with detailed information on the structure of the three existing Master's programs. For the MPSM, the EEC notes that it is an already approved program. Regarding the educational leadership Master's, the EEC presumes that this meets the requirements of the Ministry of Education and it thus serves its specific purpose.

The EEC is more skeptical regarding the MSc FLIT, about which it has limited information. This issue was raised during the visit, and the Institution replied that FLIT has been a temporary pilot program that has not yet reached its final form. In this context, the EEC would like to point out that, according to international practice, financial law and international taxation are typically subjects for two separate Master's. If the Institution decides to combine them, then a careful balance needs to be struck between the two topics, so that students are exposed to the fundamentals of both topics. This motivated our score of 4/5 in this category.

The MSc in Financial Law & International Taxation (FLIT) has never been a pilot programme; it is a fully CYQAA-accredited programme which was run for two years (AY 2019-20 and 2020-21) and graduated 24 students. It was bracketed for the AY 2021-22 and 2022-23 following market research and student/alumni feedback that indicated that lawyers, a major target audience had a strong preference for University degree rather than one from an Institute. The programme will reopen under the prospective University. The reason the two subjects are combined into one Masters programme is threefold: 1) a large percentage of lawyers are advisors in financial law and international taxation; 2) it was strongly recommended by our external stakeholders: the Cyprus Bar Association and The Institute of Certified Public Accountants of Cyprus; and 3) it is a dimension of differentiation from competing programmes. A balance is struck between the two topics, so that students are exposed to the fundamentals of both topics, as seen from the curriculum (ANNEX 1).

The EEC's views on the Bachelor in Economics Program are provided separately, but this program is not a source of concern with regard to item 1.1.4. The EEC does not include in its assessment the proposed LLB program, which is yet to be developed.

Additionally, provide information on the following:

- 1. Coherence and compatibility among programmes of study offered by the Department.*
- 2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).*

The EEC noted that the current departmental scope (Law and Social Sciences) is far too wide for one department, and arguably for one School. The Institution explained to the EEC that plans for splitting the department into one for Law and one for the Social Sciences exist, with potential for further splitting of the Social Sciences department into ones for Economics, Psychology, and even Political Science in the future. The EEC expressed concerns about the coexistence of academics of such different backgrounds, research cultures, and evaluation criteria in one single academic department.

Provide suggestions for changes in case of incompatibility.

While the EEC understands the problems of small size, it highly recommends that a different approach be followed, namely one of establishing a department of Law and a department of Economics initially, and then gradually considering the establishment of further departments, such as Psychology, Political Science and others. The EEC would like to stress that, prior to launching the LLB degree, the School should recruit full-time staff at the Professorial level, who will take the lead in building the department of Law and design the LLB program.

Our response:

Admittedly, the current departmental scope (Law and Social Sciences) is far too wide for one department, and arguably for one School, as the EEC points out. As we have explained to the EEC, this is temporary while the School is too small to split. There are definite plans to eventually split the department into one for Law and one for the Social Sciences, with potential for further splitting of the Social Sciences department into ones for Economics, Psychology, and even Political Science in the future. Splitting the single department into separate Law Department and Social Sciences Department will not carry any benefits in the first few years of LIU operations and even complicate operations. The split into separate departments (and the possibility to establish more departments, including a Psychology department) may turn beneficial as the number of students and faculty increases, say at the 4th or 5th year of University operations.

For the time being, some coherence and compatibility among programmes of study offered by the Department are found in the social and public good dimension, as contrasted with the private for profit business of the Business School and the technical dimension of the Technology and Innovation School. In the meanwhile, we exploit the co-habitation and consolidation of resources of diverse programmes to promote interdisciplinary research.

Regarding the law faculty recruitments, we will be recruiting a senior legal scholar in the AY 2023-24 to finalize and lead the development of the LLB for accreditation during AY2024-25 and launching in AY 2025-26. At present, we are in the process of recruiting a Business Law Professor

for restarting and leading the bracketed FLIT programme. The successful candidate will head the search for recruitment of additional faculty for the FLIT programme.

Development processes

The application includes a description of the faculty recruitment and promotion procedures. These were also discussed during the on-site visit. The participating faculty members, including junior ones, appeared satisfied with their knowledge of the process. Elements of the process, such as international posting of vacancies, interviews, paper and research plan presentations, consulting with members of the international academic panel, as well as elicitation of recommendation letters, are in accordance with international best practice. Nevertheless, the EEC recommends involving external academic members in the voting committees, as well as specifying more clearly the criteria for promotion and tenure based on research and teaching excellence, as well as service performance. The Institution mentioned that part of its student recruitment effort includes employment of country or locality agents, as well as advertising. The EEC recommended also the use of scholarships from alumni to recruit students from particular regions and backgrounds. The EEC did not receive extensive information on funding process and available funds from the institutional investors, but the projected student numbers and tuition fees appear reasonable, barring major adverse international developments. The EEC notes that successful operation of the Bachelor program(s) requires rapid progress with the new building in Limassol, as the Nicosia building does not have adequate facilities for bachelor students, especially with regard to student interaction. Failing such progress, adequate building space needs to be secured close to the Nicosia campus.

Our response:

The publications and implementation of a fixed and transparent set of promotion criteria is part of LIU incentive-compatible institutions. The number and quality of research publications play a pivotal role in promotion decisions, along with teaching, administrative, and service to community. The established promotion criteria should decrease uncertainty with respect to promotion requirements and serve as clear goals to junior tenure-track faculty.

Regarding the role of external evaluators, the Faculty Selection and Promotion Committee, the body that makes decisions on resident faculty appointments and promotions consists of seven members, out of whom four are external academic scholars:

Professor Theodore Panayotou, CIIM Director/ LIU Rector; Chairman

Professor Doron Sonsino, Professor of Economics & Dean, LIU School of Law and Social Science, Chairman Faculty Research Committee

Professor Waldemar Pfoertsch, Professor of Marketing, Dean LIU Business School, Director Research Center

Professor Nancy Papalexandris, Professor Emeritus of Human Resource Management, Athens University of Economics and Business.

Professor George Constantinides, Professor of Finance, Booth School of Business, University of Chicago

Professor Costas Markides, Chair in Strategic Leadership, London Business School

Professor Philip Treleaven, Professor of Computer Science, Director of the Financial Computing Centre, UCL, University of London

This Committee makes decisions on resident faculty appointments and promotions which are submitted for final approval to the Board of Governors (CIIM) and the University Council (LIU).

We thank the committee for the constructive suggestion to “use scholarships from alumni to recruit students from particular regions and backgrounds”. These suggestions are directed to the marketing, recruitment and admission department for implementation.

Regarding the possible inadequacy of the Nicosia premises to the operation of the Bachelor(s) programs, note that the projected number of Bachelor programs’ students for the first year of the university operation is at most 100 and the projected number for the second year is 204 (first and second year students combined). The overall (Master and Bachelor) expected number of students are 712 and 898 respectively. Our estimate is that the Nicosia premises with the branch in Limassol, will adequately accommodate these students. However, as a contingency, LIU identified additional space in Nicosia, where the undergraduate programmes will be offered during the first two years of the University operations. In the third year of the university operations (2025-2026), the headquarters and along with them the undergraduate programmes will move to the new campus in Palodia, Limassol.

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

Expected numbers are mentioned below. The EEC is satisfied with the Institution’s intentions to recruit students nationally and internationally. However, the EEC has not seen a specific breakdown of planned recruitment of Cyprus-based and international students.

Our response:

Our projections of the total number of students for the Department of Law & Social Sciences is seen in the Table below. Considering that one of the 3 MSc programmes, the ELM, is in Greek, and the MPSM is predominantly local market-oriented the expected percentage of international students in our Masters programmes will not exceed 20%. For the undergraduate students we expect international students to be one-third to 50%, coming mainly from Greece, China, Middle-East, and Northern Africa.

Department of Law & Social Sciences					
	YEAR				
	1	2	3	4	5
PROJECTED NO. OF ACTIVE STUDENTS					
BACHELOR	33	68	128	200	266
MASTERS	158	181	208	240	275
TOTAL	191	249	336	440	541

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department already has a critical mass of economists and there are plans for further hiring of 10 faculty members in the very short run. There is not yet a critical mass of legal scholars or of psychologists. The EEC has noted close collaboration with the two other existing Schools, at least as regards teaching in the various programs. The collaboration with the business school but also with the school of technology and innovation is going to be very useful in developing programs with a modern niche. The new Dean is currently in transition from Israel, and he is an internationally recognized academic.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EEC were positively impressed by the high academic standing of the regular faculty members, as well as by the Institution's commitment to academic excellence in further recruitment, consistent with the ambitious growth plans.

The EEC also noted the excellent reputation of the Institution and its original teaching programs, both in Cyprus and abroad. A reflection of this is the close interaction of the Institution with industry as well as with an international network of scholars contributing to its modular programs.

Areas of improvement and recommendations

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

The school is expected to grow in numbers of faculty and of students, and the EEC assumes and recommends that this growth progresses in a balanced manner without adverse consequences for the student to faculty ratio. Given the need to build a critical mass of faculty, the EEC does not expect this to be a problem over the short run.

Our response:

Indeed, we plan to keep the current student to faculty ratio, low, under 25 per faculty member. In addition, the recruitment process attempts to balance the number of junior and senior resident faculty for the successful long-run operations of LIU.

Some concerns were voiced during the visit regarding the ability to recruit international students. The EEC made two suggestions. First, to mobilize the network of alumni and of industry contacts located abroad, also for the purpose of interviewing undergraduate prospects. Second, to approach digital nomads living in Cyprus, who may themselves be interested or may have children interested in the programs.

Our response:

We thank the committee for the constructive suggestions regarding the recruitment of international students. The marketing and admissions department will increase the efforts to target international

students, leveraging CIIM's alumni and the institute's industry connections. We can report some success in our efforts to recruit international students for our Masters programmes in the Business School using exactly this approach.

The EEC also recommended exploiting uniqueness and interdisciplinarity in course offerings and program design.

Our response:

The plan, as part of LIU vision, is to promote the area of “digitalisation and sustainability” as a cross-departmental research and teaching field. The plan is to have three interdisciplinary research groups around the theme of “digitalization and sustainability”:

- The world of work in the age of digitalization and sustainability*
- Green transition and digital transformation of business & government*
- Digitalization and the greening of financial services (green FinTech).*

The research activity of these groups will feed teaching activities and unique courses provided within the diverse teaching programs of LIU.

In terms of faculty composition, the switch from modular Master's programs to full-time Bachelor's programs requires a clearer definition of visitors versus regular faculty members and their respective roles. The EEC noted the Institution's commitment to academic excellence in recruiting, but it also recommends including external members in hiring and promotion committees, as well as specifying more clearly criteria of research and teaching performance, as well as service and leadership, and to how these relate to hiring and promotion. This is especially important, given the co-existence of academics with different weights between teaching and research in the same department.

Our response:

The comments regarding promotion criteria were answered above. Indeed, promotion criteria will take into account the specific contracts of the faculty as the weight assigned to research, teaching and administrative duties varies on individual basis.

Existing, long-serving, faculty members without significant publication record who choose to retain their fixed-time contract position as Associate Professors, rather than reposition themselves as tenure-track Assistant Professors with lower teaching load, will retain higher teaching load and lower research obligations. Other faculty members are tenure-track or tenured. This may result in two-track faculty, predominantly teaching faculty (with only 30% or less of their time devoted to research) and predominantly research faculty (with 40-60% of their time devoted to research).

The criteria for promotion are specified in the Faculty Handbook and include: teaching, research, service to the school, and community outreach. The contract of each faculty member states clearly and explicitly his/her teaching, research and service allocation.

The rules on how performance relates to promotion are transparent to both incoming and existing faculty members. Tenure-track faculty come up for a promotion review in a minimum of 3 years and a maximum of 6 years from their appointment. Faculty on fixed-time contract may apply for change of status or promotion at any time they feel they meet the criteria.

All faculty regardless of rank and contract type can apply for reduction in teaching and service load to focus more on an ambitious research agenda and/or pursue large research grants. However, everyone is expected to do some teaching and some research to fulfill their contractual obligations.

The criteria for promotion are specified in the Faculty Handbook (ANNEX 2) and the research publication expectations are further detailed in the Policy Statement on Faculty Research (ANNEX 3)

The planned launch of Bachelor's programs, starting with Economics, requires building capacity that the Institution currently does not have in either of its campuses. This refers to meeting and interaction areas, as well as to computer labs, for example. The Institution needs to devise clear contingency plans for the case that construction of the Limassol campus is delayed.

Our response:

The building capacity issue was discussed above. Regarding space for students' interactions the current Nicosia location provides modest but expanding possibilities such as the cafeteria, the ground level meeting area, the open air amphitheatre and prospectively additional space rented for a Student Commons. Furthermore, we compensate this shortage by offering diverse recreational and social activities. Recreation opportunities for students have been expanded with recently secured access to fitness facilities and a variety of sports. We have achieved discounts for our students and staff up to 55% at reputable gyms ('Bodyfitness Gym Centre' and 'Oxygen Gym') close to our facilities in Nicosia and Limassol. Furthermore, our standing arrangements for the use of the sport facilities of the Municipality of Aglandjia (Nicosia) and of the Lanition Stadium have been extended for 2023 and will be renewed on an annual basis until the LIU campus and its sporting facilities are completed. In addition, student clubs have been initiated for the current Masters' students and will be expanded when the undergraduate programmes are launched with the commencement of University operations. We distributed a google forms poll to our students and recent graduates, asking them to declare their preferences in joining one of the proposed clubs.

(https://forms.office.com/Pages/ResponsePage.aspx?id=LzLhtS40fkq7HnjVDp_XAP4qgw7mcgxOmL8dex4AWw1URFFNMjBDSIRUTEdOQTUwNkRXU1cyVDg4Ny4u)

Contingency plans for a delay in the operation of the Limassol Campus do exist involving the rental of additional space in the vicinity of the Nicosia campus. Currently, no delay is anticipated since the construction company (Prime Property Group) belongs to the same group of companies with the University founders. The plan is to start moving the administrative activity to the new campus ahead of schedule, in early 2025, before the move of teaching programs, faculty and students to the new campus in the fall of 2025-2026.

The EEC would like to stress that, prior to launching the LLB degree, the School should recruit full-time staff at the Professorial level, who will take the lead in building the department of Law and design the LLB program.

Our response:

As explained above, we will recruit a senior legal scholar in the academic year 2023-24 to finalize the LLB curriculum and lead the program and eventually head the Department of Law when it is separated from the Department of Social Sciences.

2. Quality Assurance

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

The EEC was presented the full set of quality assurance criteria and committee structures and found them to be highly satisfactory in all respects. The EEC made some recommendations regarding promotion criteria in the previous section that could be relevant also here. During the on-site visit, the EEC also recommended adopting software for course evaluation by students. Otherwise, the EEC has not identified any areas that require improvement under this heading.

The lower score for academic evaluation refers to our point on clarity of criteria for promotion in the previous section. The EEC has not received information on employability and placement records of graduates, but this does not mean that such information does not exist. The EEC recommends that such information be used also for recruitment purposes. The low score on building facilities and related matters refers to the fact that the main campus is currently under construction. The EEC noted that the Institution uses plagiarism software (Turnitin), but it wants to recommend that the Institution also find ways to deal with purchase of exam scripts or essays. This can be done through random spot checks and interviewing of students, following recent UK practices.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Our answers above adequately represent the situation regarding quality assurance matters.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

An elaborate structure of committees to ensure quality monitoring and improvements.

Faculty and student involvement on different levels.

Areas of improvement and recommendations

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

Our recommendations in the previous section with regard to clarity of criteria for promotion of faculty are repeated. The EEC recommends that placement information be used also for recruitment purposes. Building facilities need to be developed in pace with the launch of bachelor programs and contingency plans need to be drawn. The EEC recommends that the Institution also find ways to deal with purchase of exam scripts or essays.

Our response:

The recommendations to clarify the criteria for promotion of faculty are addressed in the previous section.

The placements monitoring process currently used is informal one-to-one sessions between our graduates and the Careers Office, possibly involving the Programme Coordinators. The Careers Office' representatives discuss the career prospects with the student and provide assistance with job search, CV writing, preparation for interviews and particular placements. The ERP software system being acquired as part of the University's technological infrastructure provides possibilities for more structured monitoring of students' professional destinations. Nevertheless, we have also been exploring supplementary monitoring systems, such as "Career System Manager", "Odoo", "Epafos – 4 Schools" and "Salesforce".

The marketing department has already been using placement information for recruitment purposes. The CIIM website was recently revised, with the section 'Why CIIM?' presenting the CIIM experience that students don't get elsewhere, along with video testimonials from alumni:

*<https://www.youtube.com/watch?v=PXxn5Af3s44>
<https://www.youtube.com/watch?v=BGNuHVcbBrc>*

Three more video testimonials from alumni are currently in production to be uploaded at the start of the new academic year.

-The comments regarding building facilities and contingency plans were addressed above.

- To prevent the purchase of essays and exam scripts, beyond the use of Turnitin software to monitor plagiarism we have been using for over a decade, we have now introduced a system of interviews and collection of relevant evidence that is reviewed by the departmental quality assurance committees (see ANNEX 4)

3. Administration

The low score on statutory sessions refers to the fact that the EEC was not given such information. The low score on 3.9 raises a flag regarding the absence of rules against sexual misconduct and harassment, both for faculty and for students.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC met with numerous representatives from the Administration and was satisfied with the level of interaction and also with how informed they were regarding their assigned fields.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Structure of the administration and level of professionalism.

Areas of improvement and recommendations

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

Provide information on statutory sessions. Develop rules to prevent and penalize sexual misconduct or harassment between faculty, faculty and students, and students.

Our response:

Since the beginning of 2022 all administration and faculty committee meetings, including those of the Quality Assurance Committee are scheduled for the year on fixed dates and recorded in the Outlook Calendar of the institution (see ANNEX 5).

The University recognizes its obligation to provide a safe, non-discriminatory environment, free from sexual and other harassment as stated in the “University Policy and Procedures on Sexual and other Harassment” (see ANNEX 6). In the case of sexual harassment complaints, the University provides a safe, non-discriminatory environment for all students to report an incident or file a complaint with the university authorities, starting with the Student Welfare Services Office. The University honors requests for confidentiality, but this may limit the University’s ability to meaningfully investigate the incident. The University provides a range of supportive measures for complainants and respondents both prior to and after the filing of a formal complaint or when a sexual harassment case is reported. Requests for supportive measures can be made by or on behalf of the complainant or respondent to the University Student Affairs Office. Students may also seek assistance from the Dean of their School. The Student Affairs Office will work with the appropriate office(s) to ensure that the complaint is properly investigated and appropriate supportive measures are promptly provided. The University has developed an on-line training program for faculty, staff, and students to assist them in recognizing sexual misconduct, teach them how to respond to reports of such conduct, and ensure that they are aware of available on- and off- campus resources. Rules for a faculty member to file a complaint, and the exact procedure for handling such complaints, are provided in the Faculty Handbook (ANNEX 2). Rules for students’ complaints, and the exact procedures for handling academic and non-academic complaints, are provided in the Student Handbook (ANNEX 7).

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

On 4.1.2, the EEC recommends establishing an external advisory committee where stakeholders, especially from industry, have a chance to communicate to the Institution current industry needs and trends. This would be helpful for designing new programs or courses, and for updating the structure of existing ones.

On 4.1.5, the EEC recommends that the Institution exploit its industry links to establish a program of internship placement for its students, especially the ones in Bachelor's programs.

The feedback from students during the on-site visit has been very positive. Students have stressed the readiness of professors to meet with them and to give them feedback and advice.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Institution provided evidence of internal mechanisms for designing, monitoring, and updating the content of teaching programs. The EEC was not provided evidence of mechanisms to involve employers, policy makers, and other relevant stakeholders in the design or updating of programs. Although the close contacts of the Institution with industry were recognized by all, there does not seem to be a well-structured mechanism helping students to secure internships, locally or internationally. The EEC was surprised to see that graduates of Master's programs were not aware of the distinction between a full-time and part-time student, and that some of them complained about too many Saturday and late-evening classes.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Elaborate structure of committees to design, monitor, and update program and course content.
Close links to industry.

Very positive student feedback regarding the willingness of faculty to interact with students.

Areas of improvement and recommendations

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

The EEC recommends the establishment of an advisory board with industry, policy, and other relevant stakeholders.

Our response:

We have implemented the Committee's recommendation for the establishment of an Advisory Board, with industry, policy and other stakeholders. The advisory board consists of the following members:

- **Dr. Andreas Kritiotis**, Chairman of Anchoria Bank, formerly CEO of Universal Life Insurance Public Co. Ltd. Ph.D. in Chemical Engineering from the Massachusetts Institute of Technology (MIT).
- **Dr. Costas Hamiaouris**, Commissioner of Mountain Communities Development; Former Minister of Education, Sports and Youth.
- **Dr. Salomi Papadima-Sophocleous**, formerly Director Language Centre, Cyprus University of Technology.
- **Mr. Dinos Ellinas**, Businessman, President of the Pan-Cypriot Coordinating Committee of School Boards.
- **Mr. Euripides Evriviades**, former High Commissioner of Cyprus to the UK, accredited to the Court of St. James's and Permanent Representative of Cyprus to the International Maritime Organization and former Chairman the Board of Governors of the Commonwealth Secretariat.
- **Dr. Aris Petasis**, Author; Founder and CEO Aris Petasis & Associates (Management Consultants), a leading management
- **Ms. Elena Danou**, Vice President, Top Kinisis Travel

The EEC recommends the establishment of mechanisms to facilitate internships, locally and internationally, exploiting the Institution's links with industry.

Our response:

This is exactly the task of LIU's Career Office; in anticipation of University status and the offering of undergraduate programmes, the Career Office is lining up internships and placement opportunities drawing on CIIM's long-standing business partnerships and extensive industry relationships. The Career Office will explore and announce summer internship possibilities for full time BSc Economics students moving from the 3-rd to the 4-th year of studies. BSc Economics students working on an empirical or an industry-related final project will be assisted in the search for industry internship fitting their project topic. When the BBL program is launched, the Career Office will expand the internship system to 3-rd year LLB students.

Although the Institution recognizes that Bachelor's students will be primarily full-time students and the timing of lectures will be consistent with this, there seems to be no adequate distinction between full- and part-time student status for Master's students. The EEC recommends that such distinction be established. The Institution is encouraged to address the issue of too many Saturday and late-evening classes for full-time Master's students, as student numbers expand, within the realms of program viability.

Our response:

The time-tested, and emulated by many, modular delivery system of two weeks modules per course, employed in the master programs for 32 years, has virtues and weaknesses, but CIIM students seem content with the method as is, and previous attempts to modify it were resisted by the great majority of students. The programs' curricula are flexible enough to accommodate students that opt for part time studies and we are not aware of serious complaints of the students

regarding the format of two weeks' modules. Yet, to overcome the problem of too many late-evening classes and lengthy Saturday sessions, LIU will advance further the current CIIM transformation into Learner-Centered teaching methods. The Learner-Centered methods include flipped classrooms, where students read the background material in advance and the class time is mostly devoted to higher-level thinking activities; problem-based teaching, which develops problem-solving strategies, interdisciplinary knowledge and skills by putting the students in a realistic problem-solving role; and blended class-room, which combines F2F instruction and online Web technologies to enhance quality of course delivery and facilitate interactive and reflective learning. The "Learner-Centered, Problem-Based Teaching & Learning Model: an Instructors' Manual" in ANNEX 8 provides more details. As to the distinction between full-time and part-time students, under the modular system full-time are the students who take one module each month; part-time are the students who take modules less frequently, such as one module every 6 or 8 weeks. All undergraduate courses are semester based and duration is 4 years (8 semesters) for full-time students, and 6 years (12 semesters) for part-time students.

5. Teaching Staff

The Institution is clearly in the process of expanding its regular faculty numbers, and the projected faculty numbers are consistent with the projected student enrolments. However, this balance needs to be maintained as the school expands. Moreover, the department lacks sufficient personnel in social sciences other than Economics and in Law, and particular attention needs to be paid to recruiting in these areas as teaching needs arise.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

There is a number of regular faculty members, including recently recruited faculty in the process of transition and adjustment. The Institution is actively engaged in hiring on the international market. The posted ads are consistent with international best practices. The Institution advertises in standard sites for Economics, including the Job Openings for Economists, but it does not send interviewing committees to the US and European Job Market Conferences. In addition, the Institution finds itself in transition from relying on visiting faculty to relying progressively more on full-time resident faculty.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EEC was impressed by the quality of faculty cv's and the commitment of hiring committees to academic excellence. The EEC also notes favorably the Institution's policy for distinguishing between research-oriented and teaching-oriented faculty and providing recognition and rewards to both. This is highly unusual for small private universities.

The Institution is engaged in large-scale recruiting on the international job market.

The Institution has been able to attract very high-quality visiting faculty for its courses in modular format.

Areas of improvement and recommendations

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

The co-existence of research- and teaching-oriented faculty is likely to create tensions between them in the medium run, unless clear criteria are established for the promotion of faculty in these two tiers.

Our response:

Existing, long-serving, faculty members without significant publication record who choose to retain their fixed-time contract position as Associate Professors rather than reposition themselves as tenure-track Assistant Professors with lower teaching load will retain higher teaching load and lower research obligations; the criteria for promotion are specified in the Faculty Handbook and include: teaching, research, service to the school, and community outreach. Each faculty member's contract states clearly and explicitly his/her teaching, research and service allocation. Performance vs. expectations and how these relate to promotion is transparent to both incoming and existing faculty members.

Tenure-track faculty come up for a promotion review in a minimum of 3 years and a maximum of 6 years from their appointment. Faculty on fixed-time contract may apply for change of status or promotion at any time they feel that they meet the criteria. This may result in two-track faculty with predominantly teaching faculty (with only 30% or less of their time devoted to research) and predominantly research faculty (with 40-60% of their time devoted to research). All faculty, regardless of rank and contract type, can apply for reduction in teaching and service load to focus more on an ambitious research agenda and/or pursue large research grants. However, everyone is expected to do some teaching and some research to fulfill their contractual obligations.

The criteria for promotion are specified in the Faculty Handbook (ANNEX 2) and the research publication expectations are further detailed in the Policy Statement on Faculty Research (ANNEX 3)

Especially given the large-scale recruiting in Economics and other Social Sciences, the Institution is encouraged to be sending small interviewing teams (2-3 faculty members) to the ASSA meetings and to the European Job Market meetings to interview promising young job applicants. This provides access to top junior faculty but also advertises the Institution internationally. These 30' interviews can then be followed by online "campus visits" to economize on costs.

Our response:

We thank the EEC for this good suggestion. We have now incorporated the 2023 ASSA or/and European Job Market meetings as part of our faculty recruitment strategy, which has been in operation for over a year through advertising in multiple academic job sites. We received over 1,000 applications with about 120 applications for faculty positions in the Department of Law and Social Sciences which were assessed by the Faculty Selection & Promotion Committee. Five new faculty members were hired for the Department, two senior and three junior. Four-five additional faculty members are scheduled to be recruited for the Department over the next two years. We will definitely participate in the next 2023 ASSA or/and European Job Market meetings.

As the Institution proceeds to increase the share of regular faculty to visiting faculty, a formalization of the role of visiting faculty and of their relationship to the Institution and interaction with regular faculty would be advisable. Given their high-quality, visiting faculty can promote research standards in the Institution and contribute to its international connectedness and visibility.

Our response:

In the past, the CIIM “Non-Resident Faculty Advisory Committee” consisting of four prominent academics and industry experts, chaired by the CIIM director, was responsible to advancing and maintaining the relations with visiting faculty. The proportion of non-resident faculty in the institution is now been reduced, as part of the introduction of the tenure system and the shift from CIIM to LIU, but non-resident faculty will still play a prominent role within the LIU community and the School of Law and Social Sciences. Visiting faculty participate in the department’s council and committees with a vote. Visiting faculty is often twined with resident faculty in teaching as well as encouraged to collaborate with them in research projects and in submissions of research funding proposals. Visiting faculty receive bonuses up to 2,500 euro (depending on the journal rank of the publication) by acknowledging their affiliation with CIIM-LIU. (see the “Policy Statement on Faculty Research” in ANNEX 3 for details).

6. Research

The Institution needs to make sure that there is a sufficient number and capacity of computer and other research labs for students, as their number grows.

Although there is clear recognition of the need to adhere to international standards of research ethics, the EEC did not find evidence of the existence of an Ethics Committee.

Findings

A short description of the situation in the Department based on evidence from the Department’s application and the site - visit.

There is strong research culture in the Institution, evidenced not only by publication records but also by available internal funding for the conduct and dissemination of research. The Institution is committed to promoting the research of its most productive faculty, while not neglecting the need for even the teaching-oriented faculty to conduct some research.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Research culture, funding, promotion and recognition.

Areas of improvement and recommendations

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

The EEC recommends that computer and other research labs are developed to provide sufficient resources also for the incoming Bachelor students and for planned future expansion.

Our response:

The current computing infrastructure of CIIM includes hardware, software, access to countrywide resources, and access to a cloud. In terms of hardware, the laboratory has 30 computers in the Nicosia lab and 16 in the Limassol lab. These computers have fast processors (>2.5 GHz), sufficient memory storage (0.5-1 Terabyte), and RAM (>4GB). The computers have the windows operating system; several in addition to Windows, also have Linux; the latter with Linux simulators such as Cygwin, virtualization software such as VirtualBox or with containers. One computer in each lab needs a GPU.

Our plans are to increase the number of student machines in the computer labs from the current number of 50 to 150 in two steps: 50 new machines in advance of the launching of the undergraduate programmes and another 50 machines in the following year.

The EEC also recommends the establishment of an Ethics Committee for research.

Our response:

An Ethics committee will be established at the beginning of the University operations, at the latest. Depending on the type of research projects run within CIIM, we may need to establish the committee earlier. Principles for conducting experiments involving humans will be adopted and published. Researchers will be required to receive the ethics committee approval before running such experiments and report to the committee when finalizing the research.

7. Resources

The department does face some risks of future funding, based on external factors (inflation and recession, war, etc.). The EEC's understanding is that this is a for-profit institution, which reinvests some but not all of the profits in the Institution.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC understands that the Institution relies on fees and on a major institutional investor for funding. As a growing Institution, it is subject to the usual external risks.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
Reputation based on previous years of operation of CIIM.
Apparently economically healthy institutional investor.
High quality of offered and planned programs.

Areas of improvement and recommendations

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

The EEC has discussed the issue of academic philanthropy with the Institution and has recommended the pursuit of External Chairs and of student fellowships through industry contacts. This could help with diversification of funding. However, the EEC agrees with the Institution that immediate prospects are not great, given current international risks and policy uncertainty.

Our response:

We thank the EEC for the creative and helpful proposals. Attempts to pursue external chairs, as well as student fellowships, will be made along the progression of CIIM to LIU and at the first years of the university operations and we hope the success of LIU will make these ambitious plans feasible.

B. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

- The school benefits from the excellent legacy of CIIM in executive and leadership education, as well as from extensive industry contacts and alumni network. At the same time, the school finds itself in the transition from a modular system with visiting faculty to a full-time university system with regular faculty and full-time students. This provides opportunities but also challenges. The recommendations of the EEC are intended to facilitate this transition.

Our response:

We have benefited from the thoughtful report and many constructive recommendations of the EEC. Most of the final comments were responded to in the preceding sections of this document. Here we respond only to final remarks that were not addressed in our preceding responses.

- The school is expected to grow in numbers of faculty and of students, and the EEC notes that this growth should progress in a balanced manner without adverse consequences for the student to faculty ratio.

Responded above in main text.

- In terms of faculty composition, the switch from modular Master's programs to full-time Bachelor's programs requires a clearer definition of visitors versus regular faculty members and their respective roles.

Responded above in main text.

- The EEC recommends including external members in hiring and promotion committees, as well as specifying more clearly criteria for research and teaching performance, service and leadership, and how these relate to hiring and promotion. This is especially important, given the co-existence of academics with different weights between teaching and research in the same department.

Responded above in main text.

- The EEC would like to stress that, prior to launching the LLB degree, the school should recruit full-time staff at the Professorial level, who will take the lead in building the department of Law and

design the LLB program. This requires the active involvement of external legal scholars in recruitment committees.

Responded above in main text.

In addition, the Institution should make sure that subscriptions to legal databases, such as WestLaw or Lexisnexis, exist by the time of the program launch.

Our response:

The library will subscribe to the legal databases by the time the LLB program is launched.

- The co-existence of research- and teaching-oriented faculty is likely to create tensions between them in the medium run unless clear criteria are established for the promotion of faculty in these two tiers. In this context, the School should adopt modern, broader criteria for evaluation of research output, e.g., based on DORA (San Francisco Declaration on Research Assessment).

Our response:

Implementing the broader DORA principles in evaluating research outputs will be considered, at the case-specific level, especially in cases where the more rigid standard principles fail. With this respect, we should also mention that the research of junior faculty will be monitored by the senior faculty, with each junior faculty being assigned a mentor from the more senior staff. The heads of the research bodies of LIU (Deans of the schools, heads of the departmental research committees, the Vice-Dean of Academic Affairs, and the Head of Research Centre) will thoroughly evaluate research outputs at the case-specific level (especially so before promotions), disconnecting from the rigid quantitative quotas where applicable.

- Especially given the large-scale recruiting in Economics and other Social Sciences, the Institution is encouraged to be sending small interviewing teams (2-3 faculty members) to the ASSA meetings and to the European Job Market meetings to interview promising young job applicants.

Responded above in main text.

- The school should develop rules to prevent and penalize sexual misconduct or harassment between faculty, faculty and students, and students.

Responded above in main text.

- An Ethics Committee for research should be established.

Responded above in main text.

- A code of academic integrity and conduct should be agreed upon, publicized, and enforced.

Our response:

The code of academic integrity and conduct is published in the Faculty Handbook (provided in ANNEX 2)

- The EEC recommends that the Institution also find ways to deal with purchase of exam scripts or essays.

Responded above in main text.

- The planned launch of Bachelor's programs, starting with Economics, requires building capacity that the Institution currently does not have in either of its campuses, and contingency plans in case of construction delays.

Responded above in main text.

- The EEC recommends that computer and other research labs be developed to provide sufficient resources also for the incoming Bachelor students and for planned future expansion.

Responded above in main text.

- There seems to be no adequate distinction between full- and part-time student status for Master's students. The EEC recommends that such distinction be established. In this context, the teaching schedule should respect the needs and preferences of both groups.

Responded above in main text.

- The EEC recommends that placement information be used also for student recruitment purposes.

Responded above in main text.

- Regarding recruitment of international students, the EEC makes two suggestions. First, to mobilize the network of alumni and of industry contacts located abroad, and second, to approach digital nomads living in Cyprus. International partnerships with universities abroad that are willing to require a "semester abroad" for obtaining a degree could also help in this respect.

Our response:

Beyond the preceding responses we should also mention the Mobility/Erasmus Office of the institute that is responsible for all the Erasmus and Non-Erasmus exchange activities. To encourage mobility under Erasmus+ and otherwise, we have established exchange programmes for students and staff with other HE institutions in Europe and beyond. Strategic alliances have been formed to enhance the international mobility of all of faculty, students and staff. Agreements have been signed with several universities outside Erasmus. Study field trips, are also used as a channel on the way to increase mobility. In the last two years before the COVID burst there were 8 outgoing student mobilities (study and internship) and 23 incoming study mobilities. During the same period there was a total of 3 outgoing Faculty/Staff mobilities and 2 incoming Faculty exchanges. Due to the COVID pandemic these exchanges have been put on hold in the recent two years.

- Mechanisms should be established to facilitate internships, locally and internationally, exploiting the Institution's links with industry.

Responded above in main text.

- The EEC also recommended exploiting uniqueness and interdisciplinarity in course offerings and program design.

Responded above in main text.

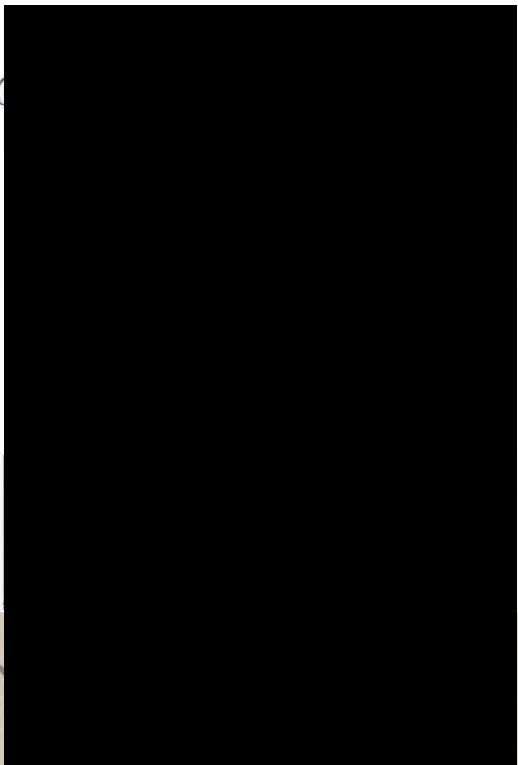
- The EEC recommends the establishment of an advisory board with industry, policy, and other relevant stakeholders.

Responded above in main text.

- The EEC has discussed the issue of academic philanthropy with the Institution and has recommended the pursuit of External Chairs and of student fellowships through industry contacts. This may not be easy, given current international risks and policy uncertainty, but it should remain on the radar screen for the medium term.

We appreciate the recommendation and we will explore it further.

C. Higher Education Institution academic representatives

Name	Position	Signature
Professor Theodore Panayotou	Rector	
Professor Doron Sonsino	Vice Rector and Dean of Law & Social Science School	
Associate Professor Theodosios Mourouzis	Dean of Technology & Innovation School	
Professor Waldemar Pfoertsch	Director of Research Centre and Dean of Business School	
Assistant Professor Vicky Katsioloudes	Chairman Department of Law and Social Sciences	

Date: 11/07/2022

