Doc. 300.3.1

Date: 20/7/2022

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  Limassol International University (LIU)

- **Town: Nicosia and Limassol**

- **School/Faculty: Business School**

- **Department: Department of Business & Finance**

- **Department's Status: Currently Operating**

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

Programme 1
In Greek:
Programme Name
In English:
Business Administration (BBA)

Programme 2
In Greek:
Programme Name
In English:
Business Administration (MBA)

Programme 3
In Greek:
Programme Name
In English:
 Financial Services (MSc)

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

DEPARTMENT	PROGRAMMES OF STUDY
Department of Business & Finance	BBA - Bachelor in Business Administration (New**) Submitted for accreditation as part of the Departmental**
	MBA - Master in Business Administration (Existing) (Nic & Lim) accredited Fall Semester 2017-18 **Submitted for re-accreditation as part of the Departmental**
	MSc Financial Services (Existing) (Nic) 07.14.055.004 (Lim) accredited Fall Semester 2017-18 **Submitted for re-accreditation as part of the Departmental**
	MSc Green & Digital Management (Existing) (Nic & Lim) accredited under the name MSc Business Management Fall Semester 2017-18 Submitted for re-accreditation with the new name
	MSc Human Resource Management & Organizational Behaviour (Existing) 07.14.049.003 (Nic) accredited Fall Semester 2021-22 7.14.049.003 (Lim) accredited Fall Semester 2018-19
	MSc Shipping Operations and Management (Online) (Existing) 07.14.049.011 accredited Fall Semester 2020-21
	DBA – Doctorate in Business Administration (New) Submitted for accreditation 07.14.049.013
	PhD in Management (New) Submitted for accreditation 07.14.049.014

A. Introduction
This part includes basic information regarding the onsite visit.

The EEC conducted a remote (online) visit and evaluation of the Department of Business & Finance on 11 and 12 July 2022. On the first day of the visit, the EEC first met with the Rector of the institution and the Vice Rector-designate of Academic Affairs. This meeting was followed by a meeting with the six members of the Internal Evaluation Committee as well as a meeting with the Dean-designate of the School of Business & Finance and the Chairperson-designate of the Department of Business & Finance. The following three meetings were dedicated to the programmes under review, that is Master in Business Administration (MBA), the MSc in Financial Services (MSc FS) and the BSc in Business Administration (BBA). On the second day of the remote visit, the EEC met with the teaching staff, various members of the administrative staff and students and alumni in three separate meetings. There was a also a virtual visit of the premises in both Limassol and Nicosia as well as a presentation about the plans for the new university campus due to accommodate the undergraduate student programmes. The visit was wrapped up with a debriefing or exit meeting between the EEC, the Rector, the Dean-designate of the School of Business & Finance, the Chairperson-designate of the Department of Business & Finance who is also the Coordinator of the MBA, the Coordinator of the MSc Financial Services and the Coordinator of the BBA. Senior management, faculty, academic staff and the students and alumni should be commended for the way in which the answered the EEC's many questions.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Marc Goergen	Chair	IE University
Professor Kyriaki Kosmidou	Member	Aristotle University of Thessaloniki
Professor Stratos Ramoglou	Member	University of Southampton
Mr Michael Yiangou	Student member	Open University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  > *1 or 2:   Non-compliant*
  >
  > *3:   Partially compliant*
  >
  > *4 or 5:   Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

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

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

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

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

- ***The report may also address other issues which the EEC finds relevant.***

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

   1 or 2: Non-compliant
   3:   Partially compliant
   4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3 The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4 The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

The mission statement as well as the School's vision and values are clearly stated and they are accessible to the general public on the School's website at https://www.ciim.ac.cy/about/why-ciim/. This information is supplemented by institutional learning outcomes (ILOs).

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 existing programmes as well the new BBA are in line with the School's mission statement, its values and its ILOs. As the School is currently formed of a single department, the second question does not apply.

Provide suggestions for changes in case of incompatibility.

Bearing in mind that the mission of the CIIM is "to become a premier management university as a catalyst for innovation and change", the EEC nevertheless believes that the School/Department has been lagging behind in terms of updating its library and other research and teaching oriented facilities. More specifically, the review of Business Administration (MBA) carried out in May 2017 highlighted the need for "improvements in facilities (primarily to the library services and wider access to electronic services, journals and databases)". While the School has gone some way to improve its facilities (e.g. access to academic journals has improved), we believe that more needs to be done, especially on the side of the provision of the databases. The EEC is of the opinion that an upgrade of the Department's facilities is not only necessary to recruit new members of faculty and to retain existing members, but also to ensure the Department's competitive edge in an increasingly competitive local market for BBA and MBA students. The Department should also note that the need for improved facilities will be so much greater with the new BBA, including the provision of facilities such as sports and recreational facilities (which tend to be less important for postgraduate students).

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

The Department has excellent relations with its key stakeholders, including its existing students and its alumni. The Department has done an excellent job over the years tapping into its alumni association to facilitate e.g. student recruitment and jobs for its graduates. The Departments should be commended for its many wide-ranging activities with society. These include training, support and advice offered to local entrepreneurs and those aspiring to become entrepreneurs. These also include the support of civic and community associations and their activities. Supported associations include a wide range of associations.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

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

The Department has been successful in attracting high-level students in sufficient numbers over the past years. However, as stated above a lag in the upgrading of the Department's facilities may have reduced the Department's future ability to do so. On the positive side, the Department seems to be aware of these issues as reflected by the lower scores they gave to the provision of a number of resources in Annex 5 of the Application for Departmental Evaluation. Importantly, talks with the Rector, the Dean-designate and the Chairperson-designate of the School of Business & Finance, and the coordinators of the programmes that formed the subject for this visit revealed that senior management is well aware of the need for further investment in electronic resources for teaching and research. The EEC is of the opinion that the Department has in place adequate plans for recruiting academic staff; some of these recruitments have already been made and the recruits will be joining the Department later in 2022 or 2023. Recruiting research-active members of staff is seen as an important stepping-stone by the Department and senior management of CIIM to ensure a successful transition from a college to a fully-fledged university. During the meeting with the administrative staff, the EEC was also assured that recruitment officers are in the process of identifying new markets for potential students as well as liaising with local companies. Still, the EEC would like to urge the investors in the new university to make sure that the Department

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will have sufficient funding in place to make the necessary investments to maintain or even improve CIIM's competitive edge.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Extensive information about student numbers can be found in Section B of the Application for Departmental Evaluation. In 2020-2021, 223 (86%) of the Department's students In Nicosia were from Cyprus whereas 37 (14%) were from overseas. Of the 37 students from overseas, 18 were from other EU members and 17 were from outside the EU. While student numbers from outside the EU are small, five of these students were from Nigeria and another five were from Russia. While student number in Limassol are smaller with 127, similar patterns emerge. More specifically, 104 (82%) of the students were from Cyprus. Out of the 23 students from overseas nine were from other EU members. Among the 14 students from outside the EU, the biggest contingent was from Russia (5 students). While student numbers from outside the EU are modest, the Department may nevertheless want to reflect on how to replace the Russian contingent should sanctions against Russia carry on.

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

Click to enter text.

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

The Department does a great job tapping into its alumni association. This enables it to enhance its recruitment of students, to place its graduates with employers and to stay informed of the latest trends in the markets for undergraduate, postgraduate and executive business education. The Department also seems to benefit from a very active careers office providing careers-based advice, but also organizing a range of events such as training workshops and internships.

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

While the Department has improved its access to academic journals and other publications, it still comes across as being light in terms of access to databases. The EEC appreciates that this might not have been an issue in the past when the Department exclusively offered postgraduate programmes. Indeed, as most of the Department's postgraduates are in full-time employment its students tended to have had access to the main databases via their employer. However, the need for investments in databases is likely to be much more pronounced with the start of the BBA as well as the recruitment of more research-intensive members of faculty. Likewise, an increase in the number of doctoral students and DBA students will put more pressure on existing facilities as well as an increase in the demand for databases. Again, an improvement in the current facilities will be necessary to attract new research-active members of faculty as well as retaining existing

faculty. Finally, the digitization of businesses and finance is also putting an increasing emphasis on business schools to ensure that their undergraduate are familiar with the main databases and data processing software packages.

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

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

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria			
2. Quality Assurance			
2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	5
	2.1.4.2	Research	5
	2.1.4.3	The connection with society	5
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.		5
2.1.6	Students' evaluation and feedback		5

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The processes that are in place to monitor and ensure quality across learning and teaching, the connection with society, and management and support services are described in much detail in the application. The processes seem to be sound and there is evidence of them working as intended. There are also processes in place to evaluate faculty in terms of their research output and the quality of the latter. The Department uses the ABDC List as well as the Journal Quality Guide of the Chartered ABS. The Department as well as the senior management of the new university also have clear plan in place facilitating the transition of existing staff to a research-intensive, fully-fledged university. While applied research will still be valued, existing members of staff will be supported to undertake "frontier" or leading-edge research.

2. Quality Assurance

2.2 Quality assurance for the programmes of study	1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5

2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	4
	2.2.12.2 Library	3
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4 Technological infrastructure	4
	2.2.12.5 Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	3
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	N/A

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

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

While detailed information on each programme could be easily located on the Department's website, no such information could be located for the DBA and PhD in Management programmes. This might reflect the fact that these programmes are still undergoing accreditation. Hence, the EEC finds it somewhat difficult to comment on the new DBA and PhD programmes.

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

The Department is doing a great job benefiting from an active alumni association and using student feedback, such as the feedback it received on its pilot BBA. Such feedback is reflected through continuous updating of existing programmes as well as the provision of new programmes. For example, the new BBA has a number of core course (roughly one per semester) relating to the digital transformation, such as machine learning. Talks with existing and past students suggested that possibly more could be done in terms of organizing networking events. Nevertheless, there was also an appreciation that the pandemic put a stop or to the very least constraints to the organization of such events. Still, students hope that once feasible such events will be on offer again.

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

Click to enter text.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

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3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3.11	Internationalization of the Department and external collaborations.	5

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

The EEC met with various members of the administrative staff. These included the Executive Director, CFO, Director of the Limassol Branch, Director of Marketing and Recruitment, the Head of Academic Affairs/Registrar, the IT Manager, the Research Centre Manager, Library & Information Services Administrator, admissions and recruitment officers, Student Welfare Officer, and HR & Facilities Officer. Staff were well aware of the transition to a university and the creation of a new campus for undergraduate programmes. While they mentioned that at times there were limits in terms of available resources, they also felt confident that clearly-defined plans were in place to deal with the transition. In addition, staff assured the EEC that they were having regular meetings with senior management and their voices were being heard. They were also satisfied with the levels and quality of communications among the administrative staff and communications with faculty. Staff were well aware of the challenges in terms of the recruitment of international students that had been caused by the pandemic and the Ukraine-Russia war. They were identifying possible sources of financing for international students. While the transition to a fully-fledged university came with financial challenges, the EEC was assured that the financial backers of the new university had been made aware of these challenges and that they might be suffering possible financial losses during the transition period. On the positive side, the transition to a university would also open up new markets which were not available to CIIM. The administrative staff has also had an excellent collaboration with the architects in charge of designing the new campus, with some of their discussions resulting in the redesign of parts of the new campus. Nevertheless, during the meeting the EEC had with the students there was mention that at times the communication between the administrative staff and the students could have been better.

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

The EEC commends the administrative staff for their willingness to answer the many questions they were asked as well as for the way they answered these questions. The administrative staff came across as having excellent working relations among themselves as well as having excellent relations with faculty and the students.

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

The administrative staff have been proactive in terms of preparing themselves for the transition to a fully-fledged university. They have also been proactive in liaising with the architects in charge of the new undergraduate campus. While they are well aware of the challenges caused by all these changes, they have also been proactive in collaborating with their key stakeholders to prepare towards these changes. The administrative staff are also currently looking into how to convert the

facilities for the provision of hybrid teaching, which students may still request once covid-19 is no longer a major thread. The library is also actively involved in student training, including making students aware about plagiarism and how to avoid the latter.

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

As stated above, at times the communication between the administrative staff and the student body could have been better. The EEC suggests that the administrative staff revisits their communication strategy and identifies possible ways to improve the communication with the students.

Please select what is appropriate for the following assessment area:

Assessment area	*Non-compliant /* *Partially Compliant / Compliant*
3. Administration	Compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

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

The Department has in place adequate procedures for the design, approval, monitoring and periodic review of its programmes of study. There is evidence of excellent relations between the Department and its key stakeholders, including the student body and local employers. The Department also complies with the EQF and other legislation in the design and delivery of its programmes. Finally, the programmes of study benefit from an adequate balance between theory and practice. It is noteworthy that faculty are actively

involved in writing cases about local businesses and industries, and that these cases are used in more than one course, thereby benefiting from more than one perspective.

4. Learning and Teaching

4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	3
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

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

Adequate systems and processes are in place to plan programmes of study, as e.g. evidenced by the newly proposed Business Administration (BBA). Similarly, adequate systems and processes are in place for the organisation of the teaching.

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

The documentation that the EEC was provided with showed evidence of adequate systems and procedures being in place for the planning of the programmes of study and the organisation of

teaching. There also exist staff and student handbooks, which clearly and extensively document all processes. There is also evidence of diversity in teaching styles and how teaching is delivered across the various courses. This includes the use of cases, some of which are based on local business, the use of guest speakers, etc. The students that the EEC spoke to confirmed that faculty were approachable and willing to provide feedback to students on an ad hoc basis.

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

During its meeting with students from various programmes, there was mention that on a number of occasions it took several months for faculty to provide the (final) marks to the students. This issue was raised by the EEC in their exit meeting with senior management and the programme coordinators. The EEC was informed that the Department and senior management was aware of the issue and that this issue was limited to a small number of visiting professors. The EEC was assured that processes, including more stringent deadlines for the submission of marks, to avoid a repeat of this situation. More specifically, the renewal of the contract of the visiting faculty would be made contingent on submitting the marks to the students on time.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3: Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

Most of the teaching staff have PhD degrees and these PhD degrees were granted by top academic institutions from the USA and Europe. Generally, the pedigree and experience of the faculty is outstanding. The ratio of resident teaching staff as compared to the temporary teaching staff and special teaching staff (who are internally know as practitioners) is adequate. Note that the transition to a fully-fledged university will involve the further recruitment of resident faculty to replace the visiting faculty.

Also, write the following:

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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> - Number of teaching staff working full-time and having exclusive work
> - Number of special teaching staff working full-time and having exclusive work
> - Number of visiting Professors
> - Number of special scientists on lease services
>
> **The Department has a total of 15 members of resident academic staff, 11 visiting professors and 9 members of special teaching staff (internally known as practitioners).**

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

Each member of the resident faculty has a PhD and their PhD degrees were conferred by top or highly reputable US and European universities, including Stanford and Yale. Likewise, the visiting professors all have PhD from reputable UDS and European universities. Finally, 4 out of the 9 special teaching staff also have PhD degrees.

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

The faculty is diverse in terms of their academic background and experience. The pedigree of the resident faculty is outstanding while that of the visiting professors is good. A number of the faculty have been recognized nationally and/or internationally for their academic and teaching achievements and they have been involved in various outreach and social activities. As stated above, faculty have been involved in researching local businesses or industries as well as authoring teaching cases about local businesses or industries.

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

Not applicable

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

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

Bearing in mind the new university's highly ambitious objective to produce "frontier research", the Department still has some way to go to ensure that this objective will be achievable. While the Department has been actively recruiting research-active staff, more might need to be done on this front.

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

Academic staff have a conference budget as well as another budget enabling them to acquire data and software licences. These budgets are in line with those offered by other comparable academic institutions across Europe. There is also a points system in place which incentivizes and rewards academics to publish in top or highly reputable academic journals. Publication are rewarded by bonuses which reflect the quality of the journal (A-tier versus B-tier versus C-tier journal). The Department uses the Australian ABDC list and the international Journal Quality Guide of the Chartered Association of Business Schools to rate and rank journals. The research policy encourages and rewards both academic research and applied business research.

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

As stated above, the resident faculty still has some way to go

Please √ what is appropriate for the following assessment area:

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

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7. Resources *(ESG 1.6)*

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

On the whole, the Department seems to adequate financial resources. However, in the documentation that was provided to the EEC on a number of occasions the Department and programme coordinators rated their budget and financial resources as being 3 on a scale ranging from 1 to 5.

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

Overall, the Department seems to have access to adequate financial resources. For example, this is evidenced by the construction of a brand new, state-of-the-art campus for the undergraduate programmes. Nevertheless, on a number of occasions limitations in terms of resources were

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mentioned by staff and management. In addition, when it came to the access to data for research and teaching purposes staff typically had to rely on free databases, such as those offered by Yahoo Finance, the World Bank and the IMF, or collaborate with colleagues from other academic institutions to have access to data. Students and alumni also mentioned that the existing facilities in Nicosia were in need of updating. Nevertheless, the EEC had been reassured that the facilities in Nicosia had been recently updated and that student opinion may reflect the state of the facilities before the update. The Department had also been conducting a survey into whether to acquire a Bloomberg terminal or a Refinitiv Eikon terminal.

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

Staff are very good at identifying additional sources of funding for their research as well as identifying free databases.

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

The investors in the new university would need to be aware of the fact that academic institutions require not only investments into brick-and-mortar, but also investments in less tangible facilities, such as access to databases, software packages and academic journals. While subscriptions to databases, such as Bloomberg and Eikon, can be prohibitively expensive their access to faculty and students is essential to maintain CIIM's competitive edge. While the limited access to databases might not have been issue with postgraduate students, who may have access to such databases via their employer, undergraduates may not have such access. Hence, the availability of such databases might be paramount in attracting students to Business Administration (BBA).

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Compliant

D. Conclusions and final remarks

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

CIIM is facing a number of challenges due to i) its transition from a college to a fully-fledged university, ii) its move from a postgraduate teaching institution to an institution that also offers undergraduate programmes, iii) the new undergraduate campus which is planned to become operational in 2025, and iv) the objective of generating "frontier research". Similar to other academic institutions across Europe, financial resources are somewhat limited to deal with these challenges. On the positive side, the Department is well prepared for these challenges and adequate plans have been put in place. The EEC was also assured that the communication channels between senior management, faculty and administrative staff work well. Staff also seem to have a voice in the transition and their feedback has been taken to heart. Current and past students spoke highly of CIIM and its programmes. They typically highly recommend CIIM as a place of study. While senior management, faculty and administrative staff seemed to well prepared for facing the above challenges and in a positive shape of mind, the new university's investors should bear in mind that it might take time to achieve the transition and that they might experience a hit in their financial return during the first few years. The investors might also want to consider whether the financial resources they have made available to CIIM are adequate across all areas, including the provision of databases and other electronic resources. The provision of such resources will be key to guarantee the creation of "frontier research" and to recruit and retain research-intensive staff.

E.   Signatures of the EEC

Name	Signature
Professor Marc Goergen	
Professor Kyriaki Kosmidou	
Professor Stratos Ramoglou	
Mr Michael Yiangou	

Date: 20/7/2022