

Doc. 300.3.1

Date: Date

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
Limassol International University
- **Town:** Limassol/Nicosia
- **School/Faculty:** Law and Social Sciences
- **Department:** Law and Social Sciences
- **Department's Status:** New
  
- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

## Programme 1

**In Greek:**

Programme Name

**In English:**

Programme Name

## Programme 2

**In Greek:**

Programme Name

**In English:**

Programme Name

## Programme 3

**In Greek:**

Programme Name

**In English:**

Programme Name



**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].**

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

DEPARTMENT	PROGRAMMES OF STUDY
Law and Social Sciences	BSc Economics (examined under the departmental evaluation on June 2022)
	MSc ELM – Education, Leadership & Management (accredited-under CIIM)
	MPSM – Master in Public Sector <b>Management (accredited-under CIIM)</b>
	LLB - Bachelor of Laws (to be submitted for accreditation in 2023-24 to be offered in 2024-25)



## A. Introduction

*This part includes basic information regarding the onsite visit.*

The on-site visit took place on June 21, 2022 online via the Zoom platform. It lasted from 10:00 to 17:15, and it followed closely the posted schedule. All scheduled participants were present. The climate of communication was positive, open, and constructive. The last meeting was with the academic leadership of the Institution and the EEC had the opportunity to communicate and discuss briefly many of its key findings. This report describes in greater detail the conclusions and recommendations of the EEC.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Morris Altman</b>	Professor	Dundee University, UK
<b>Panos Delimatsis</b>	Professor	Tilburg University, The Netherlands
<b>Petros Efstathiou</b>	Student	University of Cyprus
<b>Michael Haliassos</b>	Professor, Committee Chairman	Goethe University Frankfurt, Germany
<b>Name</b>	Position	University
<b>Name</b>	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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *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		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
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.	4
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 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.

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 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.

## 1. Department's academic profile and orientation



<b>1.2 Connecting with society</b>		<b>1 - 5</b>
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 Institution has a long history of presence in Cyprus and interaction with society. It has a comprehensive website that is continually updated with recent and scheduled future events and activities. CIIM has a large number of graduates, especially in the MBA and educational leadership programs, and it is to the Institution's advantage to keep in touch with its alumni base.

## 1. Department's academic profile and orientation

<b>1.3 Development processes</b>		<b>1 - 5</b>
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.	4
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.	4
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 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.

Additionally, write:

- 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.

Department of Law & Social Sciences					
YEAR	1	2	3	4	5
<b>PROJECTED NO. OF ACTIVE STUDENTS</b>					
<b>BACHELOR (2)</b>	33	68	128	200	266
<b>MASTERS (3)</b>	158	181	208	240	275
<b>TOTAL</b>	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.

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.

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

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.

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.

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.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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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		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
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

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

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.

## 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.	4
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.	3
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	3
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
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.	5
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.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
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.	N/A
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.	5

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

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.

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

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



### 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		
<b>3. Administration</b>		<b>1 - 5</b>
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.	5
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.	3
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.	3
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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 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.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

#### 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		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
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.	4
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.	4

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

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.

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.	5
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.	5
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>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.</b></p>		

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

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
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.	4
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.	4
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.

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.

Also, write the following:

- 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

12 Full-time Resident Faculty part of the Teaching & Research Faculty (TRF)

Three Full Professors

Five Associate Professors

Four Assistant Professors

Plan: Grow to 17+ by the 4th year of the University operations

7 Part-time Visiting faculty part of the Teaching & Research Faculty (TRF)

Three Visiting Full Professors

Two Visiting Associate Professors

One Visiting Assistant Professor

One Visiting Lecturer

7 Part-time Special Teaching Faculty

### 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.

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.

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.

Please ✓ what is appropriate for the following assessment area:

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



## 6. Research

(ESG 1.1, 1.3, 1.5, 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		
<b>6. Research</b>		<b>1 - 5</b>
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.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3
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.	5
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.	4
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.

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

**Please ✓ what is appropriate for the following assessment area:**

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

## 7. Resources (ESG 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		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
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.	5
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.	5

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

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.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.*

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

- An Ethics Committee for research should be established.
- A code of academic integrity and conduct should be agreed upon, publicized, and enforced.
- The EEC recommends that the Institution also find ways to deal with purchase of exam scripts or essays.
- 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.
- 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.
- 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.
- The EEC recommends that placement information be used also for student recruitment purposes.
- 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.
- Mechanisms should be established to facilitate internships, locally and internationally, exploiting the Institution's links with industry.
- The EEC also recommended exploiting uniqueness and interdisciplinarity in course offerings and program design.
- The EEC recommends the establishment of an advisory board with industry, policy, and other relevant stakeholders.
- 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.



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Morris Altman</b>	
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**Date:** 26.06.22

