



Doc. 300.3.1

# External Evaluation Report (Departmental)

Date: Date

- **Higher Education Institution:**  
AUB Mediterraneo  
**Town:** Paphos
- **School/Faculty:** Maroun Semaan Faculty of  
Engineering and Architecture (MSFEA)
- **Department:** Department of Industrial Engineering &  
Engineering Management
- **Department's Status:** New department
- **Programme(s) of study under evaluation:**  
**Name (Duration, ECTS, Cycle)**

**Programme 1**

**In Greek:**

Programme Name

**In English:**

Bachelor of Science in Industrial Engineering

**Programme 2**

**In Greek:**

Programme Name

**In English:**

Master of Science in Engineering Management

**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
	Bachelor of Science in Industrial Engineering
	Master of Science in Engineering Management

## A. Introduction

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

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The site visit for evaluation purposes took place on 20/2/2023 and began with a briefing at a hotel in Limassol for the External Evaluation Committee (EEC) members. The briefing covered the agenda for the day and the key focus areas of the evaluation. Following the briefing, the EEC members were introduced to each other, and drove to the university campus. The EEC met with the Rector, Vice Rector of Academic Affairs, and the members of the Internal Evaluation Committee. During these meetings, the EEC had an opportunity to learn more about the institution's management structure, leadership, and internal quality assurance mechanisms. The EEC then had a meeting with the head of the Department of Industrial Engineering & Engineering Management. The head of the department provided a short presentation on the department's structure, mission, and strategic planning. The EEC also learned about the department's development processes, including SWOT analysis, and how the department connects with society. The EEC engaged in a 25-minute discussion with the head of the department following the presentation. The next meetings were focused on the institution's academic programs. The EEC met with the academic program coordinators of Industrial Engineering and Engineering Management. These meetings covered admission criteria, learning outcomes, teaching methodologies, and course content. The EEC engaged in a 60-minute discussion with each coordinator to gain a comprehensive understanding of each program. After the meetings with program coordinators, the EEC met with the teaching staff responsible for delivering courses within each program. These meetings were designed to discuss teaching materials, assessment criteria, learning outcomes, and the methodology used to teach each course. There was also a discussion on how the courses aligned with the institution's Teaching ESG. The EEC had a 60-minute session to discuss these matters with the teaching staff. The EEC then had a meeting with a group of students and graduates. The discussion covered student experiences, course content, and teaching methodologies. A separate meeting with the institution's administrative staff took place to discuss administrative processes, procedures, and the internal communication within the institution. As part of the site visit, the EEC had an opportunity to tour the institution's premises, including the classes and computer labs. This provided the EEC with an opportunity to observe the physical infrastructure and resources available to support the teaching and learning environment. Finally, the EEC had an exit discussion with the head of the relevant department and program coordinator. This provided an opportunity for the EEC to ask any final questions and clarify any issues that arose during the evaluation visit. The meeting lasted for 30 minutes. Throughout the visit, there were scheduled times for presentations, discussions, and questions from the EEC. The visit provided a comprehensive understanding of the institution's strengths and areas for improvement. The EEC was able to provide recommendations to the institution to improve its overall performance and meet its strategic objectives.

## B. External Evaluation Committee (EEC)

<i><b>Name</b></i>	<i><b>Position</b></i>	<i><b>University</b></i>
Leonidas Pitsoulis	Professor	Aristotle University of Thessaloniki, Greece
Stratos Ramoglou	Professor	University of Southampton, UK
Katerina Papadaki	Associate Professor	London School of Economics and Political Science, UK
Marios Alkiviades	Student	University of Cyprus
<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:	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		
<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.	4
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.

[Click to enter text.](#)

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).

1) The graduate programme is a an extension of the undergraduate programme and makes an organic development of the latter. Moreover both programmes align well with the overall departmental and university vision and strategy. 2) This is not applicable as there are no other Departments under the Faculty of Arts & Sciences.

Provide suggestions for changes in case of incompatibility.

N/A

## 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.

N/A

## 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.	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.	5

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

N/A

Additionally, write:

- Expected number of Cypriot and international students
  - Countries of origin of international students and number from each country
- Expected Number of Cypriot Students:30 for both programmes.40 students in total.
- Possible origins of international students: Greece, UAE, Morocco, Tunisia, Algeria, Egypt, India, Pakistan.

### Findings

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

The EEC confirmed that AUBM has a clear vision and strategic orientation with a strong focus on contributing to the local community. In addition, there is an effective strategy for the recruitment of competent and qualified academic staff that will complement existing staff as well as for the recruitment of local and international students. Moreover, projections of student numbers were found to be quite realistic.

### Strengths

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

It is noteworthy that servicing the community is part of the educational activities against which students are assessed. This is an innovative practice that apparently instils students with a sense of responsibility towards their communities and materially contributes towards the strategic orientation and mission of AUB.

It is also remarkable that AUBM has invested heavily in market research. This research has informed the development of programmes capable of recruiting adequate numbers of students and simultaneously meeting the needs of the local economy.

The EEC has no doubt that the reputation of AUB combined with the generous allowance in research time provided to academic staff (40% of their time is devoted to research) will help AUBM recruit excellent academics who can complement the strengths of existing staff.

Areas of improvement and recommendations

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

AUBM colleagues are encouraged to ensure that, during their growth stages, they recruit a diverse body of academics that shapes a truly international community of scholars.

In addition, it would be good to explore whether they can make admissions criteria more flexible (by not relying only on SATs) so that to attract more Cypriot and international students. This would help ensure diversity in the student community that would further strengthen the international experience of students.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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

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

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## 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.	4
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	5
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
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.		
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.*

The department has a clear plan for quality assurance (QA) that is detailed and covers all the relevant areas that need monitoring. This plan for QA involves external stakeholders for example



in processes such as recruitment and promotion. In the case of promotion, an appropriately large number of external reviewers is involved.

The university does not tolerate any form of discrimination or harassment. These are detailed in the university's mission statement. Further, the Office of Student Affairs ensures equal access to students with disabilities.

The university appoints the Internal Evaluation Committee (IEC) that prepares of the institution for external evaluations and accreditation, and at the same time ensures that the institution adheres to its own internal quality standards. There is a 5-year cycle for the internal review of academic and administrative units. There is a solid procedure set in place for the periodic review of academic programmes.

Course and instructor evaluations are performed by teaching surveys given by students. Academic staff are evaluated annually and are reviewed for promotion. Tenured staff are also reviewed every 5 years to ensure that they are progressing.

There are programmes in place for engagement with the local community. The IE students take courses that involve them with the local community.

Courses have clearly defined learning outcomes and assessment criteria. Key Performance Indicators (KPIs) have been defined for the assessment of quality. There is a clear procedure for preventing and dealing with plagiarism. Further, procedures are set in place for dealing with students' grievances. The department has all relevant information for students on its programmes of study including admission criteria. There seems to be a variety of teaching methods.

The department has appropriate building facilities allocated. They are currently being completed with a deadline of August 2023. However, they have backup facilities in place in case of any delays. There are classrooms and computer laboratories to satisfy the needs for teaching. There is a large volume of electronic resources for the library and technological infrastructure.

The department assigns each students a tutor to support them with academic matters. Further, each staff member assigns 2-3 hours per week for student office hours to support students. The student-staff ratio is very good. The Office of student affairs has procedures in place to support student wellbeing needs and offers counselling services.

The MS EM degree has flexible study options that allow for students to study part time or study while fully employed.

The university has in place a policy for the protection and exploitation of intellectual property.

### Strengths

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

The promotion procedure in place is very elaborate to ensure fairness and meritocracy. They employ 12 externals to review each candidate.



The student – staff ratio at the moment with the current projections in student numbers and the current projection in staff hiring is excellent.

#### Areas of improvement and recommendations

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

There are no problem areas but we would like to state some soft recommendations.

The admission criteria are defined clearly by the department. They state that the highest number of admissions will be from Cyprus and Greece. However, they should think about providing alternative admission criteria for students from public Greek schools. This is a large number of possible candidates with strong backgrounds.

Even though the recruitment procedure proposed is solid and adequate, we would like to see more procedures set in place to ensure a more diverse profile of faculty with respect to academic career, national background, and gender.

We realize that initially the Library will grow eventually to include study spaces for students. However, provisions should be made to ensure that there sufficient study spaces available initially.

We would like more clarity on how staff is involved in decision making and monitoring the programmes of study.

**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		
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.	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.	4
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.	4
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
3.11	Internationalization of the Department and external collaborations.	4
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.*

Based on the evidence from the Department's application and site visit, the evaluation identified several strengths and areas for improvement regarding the administration of the Department. The Department has a strong focus on ethical conduct and has a well-defined procedure for dealing with student grievances. Additionally, the inclusion of a student representative with voting power in monthly department meetings is commendable. The Department has also established an Office of Research to support sponsored research grants and provide administrative support for start-ups formed by faculty.

However, the evaluation also revealed several areas for improvement. The Department could be more aggressive with respect to planning for external teaching staff and adjunct professors to support the initial phases of the department with respect to the teaching load. Additionally, there is lack of diversity among the teaching faculty, most of whom are from AUB Lebanon. Given that the Department is based in an EU country and aims to attract an international profile of students, it should employ faculty members from different European countries to enhance its internationalization efforts. Finally, the Department management procedures do not mention the participation of staff in the decision-making process through a representative with voting powers.

### Strengths

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

- Student representative in the monthly department meetings has voting power along with the faculty members.
- There will be an Office of Research that will support and administer sponsored research grants from private as well as government funds. Moreover, it will provide administrative support for intellectual property and management, commercialization, and technology transfer. Notably, together with the Intellectual Property Advisory Committee it will also provide administrative support for Start-Ups formed by faculty.
- There is a well-defined set of principles of ethical conduct that all members of the department should abide and deal with issues related to academic integrity, discrimination and harassment, and abuse of authority among others.
- There exists a detailed procedure for dealing with student grievance related to academic freedom and misconduct and non-academic misconduct. The Dean, Office of Student Affairs, faculty and the Student Grievance Panel may be involved depending on the nature of the student complaints to facilitate its resolution in the most effective way.

### Areas of improvement and recommendations

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

- More planning needed for external teaching staff and adjunct professors to support the initial phases of the department with respect to the teaching load.
- Most teaching faculty is from the AUB Lebanon which in turn implies a low degree of diversification and internationalization. Given that the newly formed department will be based on an EU country, and the fact that it will be an English-speaking institution, it should utilize the vast pool of faculty members that could employ from different European countries. This is also of crucial importance given the international profile of the students it is intended to attract.
- The department management procedures do not mention participation of the staff in the decision process through a representative with voting powers.

**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.	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.	4
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.		
Click or tap here to enter text.		
<b>4. Learning and Teaching</b>		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>

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.	4
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. <a href="#">Click to enter text.</a>		

### Findings

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

The EEC is happy with the way in which teaching and teaching-related activities such as assessment are conducted. We confirmed that teaching is highly student-centered and that the processes and activities surrounding the delivery of the educational mission are consistent with international practices.

### Strengths

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

What stands out in terms of innovative practices is the particularly balanced curriculum between engineering and management courses that is complemented with the more holistic academic experience secured via the application of the US liberal arts model of study.

The BSc students are also supported by individual tutors/mentors that are both academics as well as MSc students that help with day-to-day educational activities. By the same token, MSc students are given opportunities to hone their academic knowledge by acting as instructors of BSc students. This apparently helps improve student experience and strengthen the ties amongst students.

The students enjoy a varied mix of teaching activities – gaining a fine blend of academic and practical insights.

In addition, students engage closely with research practices. For example, there are PG students that have even managed to publish their research conducted during their studies.

### Areas of improvement and recommendations

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

After extensive discussions with staff, students, and the study of the relevant material the EEC was in the pleasant position to confirm that the educational model is sound.

Colleagues in charge of the Paphos campus are encouraged to ensure that students feel members of the AUB community, via common events and/or exchanges with the Beirut campus (this was deemed important due to the fact that during the first years the student population in the Paphos campus is expected to be rather low).

**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		
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.	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.	N/A
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.

[Click to enter text.](#)

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

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.*

Based on the strengths and areas for improvement identified during the site visit and evaluation, the teaching aspect of the new department appears to have several positive features. The faculty members for the new department are highly qualified and come from reputable institutions, which ensures that the teaching quality is likely to be high. Additionally, the student to faculty ratio is favorable, which suggests that students will have ample access to faculty members for guidance and mentorship.

However, the lack of diversification in the faculty may limit the perspectives and experiences that are brought to the classroom. Therefore, it is recommended that measures be taken to attract new faculty from other institutions, particularly from EU universities, to broaden the range of ideas and approaches in the classroom.

Overall, the department appears to be well-positioned to provide high-quality teaching, but attention should be paid to ensuring that the faculty remains diverse and well-rounded.

### Strengths

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

- All the faculty for the new department will be coming from the AUB Lebanon which means that the expertise and credibility is insured.
- The student to faculty ratio is 15 which is very good and in par with top universities.
- The faculty of the General Education curriculum consists of 19 members, thereby it is considered more than sufficient to cover the teaching workload.
- The faculty of the department consists of 9 full time and 5 part time. Considering that initially there will be a transient period of 4 years until the department will have the full capacity of students for all the years, this number is considered satisfactory.
- All full-time faculty members have very good credentials with PhD's from established universities mainly from the US.
- There exists a well-defined procedure for instructor course evaluation at the end of each course, with questionnaires given to the 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 fact that all faculty will be coming from the AUB Lebanon is both a strength and a weakness in this case given that it decreases the degree of diversification. It is recommended that measures should be taken to attract new faculty from EU universities, keeping the core from AUB Lebanon to preserve the character and culture of AUB.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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)

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		
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.	5
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.	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.	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.

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.*

The department's research policy is in line with its mission. The department promotion and recruitment procedures take into account research excellence. Further, the facilities provided are adequate for research development including the large volume of electronic resources of the Library. The thesis option of the MS EM programme provides the students an excellent opportunity to develop their research skills and reach the level of being able to publish in academic journals. The institution has an open access policy consistent with European policy. They have a policy on research ethics that comply with international rules on research ethics. Academic staff of the department publish in high-ranking journals and attend top international conferences. There is a strong link with the industry in their research activities. Further, they support research activity by providing Sabbaticals for academic staff and internal funding.

### Strengths

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

The thesis option of the MS EM degree provides an excellent environment for students to develop their research skills under the supervision of the academic staff. Their assessment of the thesis is based on whether the thesis is publishable in an academic journal.

Their Library has an exceptionally large volume of electronic resources.

Academic staff members have very good publication profiles in top international journals.

### Areas of improvement and recommendations

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

There are no areas of improvement.

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		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
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.	5
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.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. <a href="#">Click to enter text.</a>		

### Findings

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

AUBM is a financially robust project. The inspected resources and facilities were found to be state-of-the art. As importantly, the planned developments in terms of further facilities sound really appropriate and well thought-out.

### Strengths

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

This is a very modern campus with state-of-the-art facilities and technological equipment.

The electronic library is impressive. AUBM will benefit from the top-notch electronic resources already available in the Beirut campus.

### Areas of improvement and recommendations

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

It would be worth exploring the possibility of creating a larger-scale library that could potentially be accessible to the local community as well.

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.*

Based on the findings of the evaluation of the proposed Department, there are both positive aspects and areas for improvement that should be considered to ensure that the Department achieves its full potential in delivering high-quality education.

The strengths identified in the evaluation are significant. The faculty members are highly qualified, and the student to faculty ratio is favorable, which will ensure that students have access to guidance and mentorship from their teachers. The Department also has a strong focus on ethical conduct, and the inclusion of a student representative with voting power in monthly department meetings is commendable. The Office of Research established to support sponsored research grants and provide administrative support for start-ups formed by faculty is also a positive feature.

However, there are also areas for improvement that were identified during the evaluation. One such area is the lack of diversity among the teaching faculty, which could limit the perspectives and experiences offered to students. The Department could take steps to address this issue by increasing its efforts to recruit a more diverse faculty.

The evaluation also identified some positive features of the quality assurance plan for the Department, including the involvement of external stakeholders in processes such as recruitment and promotion.

However, an area for improvement is in the facilities available for the Department. Although the Department has appropriate building facilities allocated, they are not yet complete, with a deadline of August 2023. While backup facilities are in place, the Department should closely monitor the progress of the construction to ensure that there are no delays in the completion of the building.

Overall, the evaluation of the proposed Department has identified both strengths and areas for improvement. The Department should focus on addressing the areas for improvement to ensure that it is fully staffed, has a more diverse faculty, and is able to provide high-quality education that is consistent with international practices.

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Leonidas Pitsoulis	L. Pitsoulis
Stratos Ramoglou	S. Ramoglou
Katerina Papadaki	K. Papadaki
Marios Alkiviades	M. Alkiviades
FullName	
FullName	

**Date:** 23/02/2023



