

Doc. 300.1.2

Date: 04/01/2022

Higher Education Institution's Response

- **Higher Education Institution:**
Atlantis College
- **Town:** Liopetri
- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Διοίκηση Αερογραμμών και Αεροδρομίων (2 Έτη, συν ένα προαιρετικό προπαρασκευαστικό Έτος, Δίπλωμα

In English:

Aviation Management (2 years, plus an optional foundation year Diploma, 120 ECTS)

- **Language(s) of instruction: English**
- **Programme's status: New**
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Click or tap here to enter text.

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC finds the program in compliance with the standards regarding policy for quality assurance. The program has a formal status and the information is publicly available. The College has put into place the necessary collegial (participative) processes and structures and clear regulations to ensure academic integrity and quality assurance of this new program. The College can build tighter connections to business, institutional and university/academic partners and actively involve external stakeholders into the quality assurance processes. The College should also develop a more explicit quality assurance plan for a sustainable future growth of the program.

The EEC finds that the program of study is designed with clear objectives that are in line with the institutional strategy and have explicit intended learning outcomes. However, its design would benefit from a greater involvement of students, stakeholders and external experts. The program reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base) and is designed to enable smooth student progression based on contemporary evaluation and assessment methods (i.e. exams and assignments correspond to the level of the program, the number of ECTS and to the expected student workload). The EEC clearly realizes that this evaluation is a prior-operations evaluation ("on paper") and cannot check actual performance and delivery. The EEC is confident that the institution's state-of-the-art structures and procedures will ensure successful delivery of the program.

Regarding the program of study, the EEC finds that clear documentation/evidence of accurate, up-to date and readily accessible information is published about selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures, pass rates, learning opportunities available to the students and graduate employment information. The EEC was able to discuss issues related to the envisaged/designed effective management of the program (including performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available and career paths of graduates).

The EEC was able to confirm that the College is ready to provide and deliver an international standards compliant high quality diploma program and can build upon the strengths and reputation of the College.

Strengths

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

The established group of lecturers has experience with industry and teaching similar programs. The leadership of the Academic Director provides assurance that the program will be managed professionally.

Areas of improvement and recommendations

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

The EEC suggests the creation of an external advisory committee that could provide input on the content and structure of the courses. The EEC also advises the College to structure a plan that would support the sustainable growth of the new program in the coming five years.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Policy for quality assurance	Compliant
Design, approval, on-going monitoring and review	Compliant
Public information	Compliant
Information management	Compliant

College Response :

Once the programme is accredited, the college will take on board the suggestion of the EEC in the creation of an external advisory committee. Experts from the industry will ensure that the focus of the programme remains grounded in the needs of the students and the stakeholders and to provide advice on new agendas and assist in the development of the programme providing updated input on the content and structure of the course.

The Strategic Plan of the college over the next 5 years includes plans for the sustainable growth of all programmes.

2. Student – centred learning, teaching and assessment (ESG 1.3)

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC had the opportunity to review the syllabus, the objectives and the expected outcomes of all the modules. They were detailed and provided overviews and relevant statements. From the study of the documents provided and the online discussion, the EEC concluded that the schedule and components are appropriately designed and balanced. Course webpages need to be created/updated once the program is approved and accredited. The process of teaching and learning supports students' individual and social development, is flexible, considers different modes of delivery (inperson and virtual), and uses a range of pedagogical methods (previously Moodle and currently MS Teams), and facilitates the achievement of the planned learning outcomes. Students are encouraged to take an active role in creating the learning process with the use feedback questionnaires. The implementation of student-centered learning and teaching encourages the autonomy in the learner, while ensuring adequate guidance and support from the teacher via a personal advising system. Teaching methods, tools and material used in teaching are relatively modern, effective, support the use of modern educational technologies and are updated every few years. Mutual respect within the learnerteacher relationship should be further promoted by the establishment of student-staff committees specific for the program. Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are in place in the form grievance and appeals policies. The program is theoretical without any elements of practical training. Elements of practical training can be offered in the summer months between years 1 and 2.

Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures which scrutinised every semester by the Ministry of Education. A peer external examiner should be involved to provide specific feedback and comments on the program assessment. Generally, assessment is appropriate, transparent, objective and supports the development of the learner, and it is recorded in the course report form. The criteria for the method of assessment, as well as criteria for marking, are published in advance to the students. The assessment methodology allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, with policies for student appeals and mitigating circumstances in place. Although assessors are familiar with existing testing.

Strengths

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

The overall structure of the program of study has been built upon existing know-how, infrastructure, and related programs currently offered by Atlantis College. Existing facilities are sufficient for the program delivery. The process of teaching and learning supports students' development, and facilitates the achievement of the planned learning outcomes. Feedback questionnaires, a personal advising system, regularly updated infrastructure, grievance, mitigating and appeals policies, course reporting and assessment procedures are some examples of good practices.

Areas of improvement and recommendations

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

Course webpages need to be created/updated once the program is approved and accredited. Mutual respect within the learner-teacher relationship should be further promoted by the establishment of a student-staff committee specific for the program, to provide input to the continuous improvement process of the program and the courses. Elements of practical training can be offered in the summer months between years 1 and 2. A peer external examiner should be involved to provide specific feedback and comments on the program assessment, and provide support to the assessors.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

College Response :

The College Webpages will indeed be created/updated once this programme is accredited.

Once the programme is up and running the College will invoke all of the QA procedures adopted for all programmes such as the Programme Review Committee which already runs in all other programmes individually, which includes Faculty and Students and Staff on the programme and reviews the programme, its smooth delivery of modules, and students provide feedback and ideas. The continuing currency and validity of the programme in terms of professional and industry practice is considered where appropriate.

A non credit practicum has been added to the programme during the summer following the first academic year in order for students to gain practical experience regarding the knowledge they have gained theoretically. See Appendix 1

A peer external examiner will be appointed to provide support to the assessors and will play a role in the Programme Evaluation Committee, PEC as per the suggestion of the EEC.

3. Teaching staff (ESG 1.5)

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC finds that the College has designed and put in place adequately processes that will ensure the competence of their teaching staff: fair, transparent and clear processes for the recruitment and development of the teaching staff. This leads to qualified faculty/teaching staff that are able to achieve the objectives and planned learning outcomes of the study program, and to ensure quality and sustainability of the teaching and learning. However, the EEC advises the College to have clearer promotion procedures.

The EEC finds that the planned number of the teaching staff is adequate to support the program of study. The planned teaching staff status (rank, full/part time) is appropriate to offer a quality program of study and visiting staff numbers do not exceed the number of the permanent staff.

The EEC finds ample evidence of teaching staff collaborating in the fields of teaching and research and with outside partners (practitioners and staff members from other HEIs). Scholarly activity (including research focused on application and impact) to strengthen the education is encouraged.

Strengths

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

The EEC commends the College for the level of specialization and commitment of their teaching staff.

Areas of improvement and recommendations

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

The EEC advises the College to have clearer promotion rules and to further stimulate the research activities of its staff.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant



College Response:

The College has clear policies on research and the encouragement of it through subsidization and time release etc. See Appendix 2.

Clearer Guidelines regarding promotion can be seen in Appendix 3.

4. Student admission, progression, recognition and certification (ESG 1.4)

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Atlantis College has prepared this new Diploma course, presumably with many years of experience in successfully delivering Diploma and Bachelor courses in other (and sometimes associated) topic areas (including Hospitality and Tourism Management). The admissions process is clear with applicants accepted onto the course based with a High School Certificate (12 years of education) or equivalence for international students coming from countries where a High School Certificate is not awarded (for example, for UK students 2 “A” levels, in addition to success at GCSE would be considered equivalent). It would therefore seem that the admissions criteria are clearly stated and equitably applied.

Students are accepted on this vocational course either as post-experience or direct entry from High School. The teaching team indicated that these groups of students mix well and assist each other on the courses which are already running, and this is supported by the students interviewed by EEC. Where students come to this Diploma with prior learning of experience there is an appropriate procedure to award credits. Where the prior learning is awarded through an HEI with ECTS accreditation, the credits (up to half the diploma) can be accepted. For prior experience, applicants can take an especially prepared exam to assess understanding in the topic area and course credits may be then applied. This is potentially high burden on the admissions and teaching team, but provides an equitable means by which applicants can enter the programme at the appropriate level.

The College awards an English language Certificate and transcript for those successfully completing the course that is recognised by other EU HEIs and further afield.

The course team have constructed a robust assessment and progression process for this diploma. Course leaders are responsible for preparing assessments and examinations for each course (a combination mid-term and end of semester examinations, with some marks for attendances and participation). These are approved by the Diploma management team. Exams are moderated and third marked (if needed) and marks fed back to student within 2 weeks of the completion of a semester. Progression is based on success in all courses. Failed courses can be carried forward with students given three opportunities to pass each module. There are appropriate structures and policies for missed examinations.

The panel would congratulate the team for its well prepared course administration document

Strengths

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

The progression and awards process and structure is well defined. This process of moderation and PEC provides a robust mechanism that fairly awards students in an equitable manner. The PRC is a solid structure through which the quality of the courses delivered and the overall experience can be assured with appropriate student representation

Areas of improvement and recommendations

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

Given the small size of Atlantis College and the student body, it is understandable that the membership of the PEC and PRC overlap perhaps more than would be recommended, and therefore the panel would suggest bringing some external validators into the PRC to ensure that sufficient independent rigour is applied to the QA process for this course.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
Student admission, processes and criteria	Compliant
Student progression	Compliant
Student recognition	Compliant
Student certification	Compliant

College Response :

A peer external examiner will be appointed to provide support to the assessors and will play a role in the Programme Evaluation Committee, PEC upon accreditation of the programme, as suggested by the EEC .

The college will also take on board the suggestion of the EEC in the creation of an external advisory committee and external members can be involved in the PRC as suggested.

Learning resources and student support

(ESG 1.6)

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Atlantis is a small college with currently 6 classrooms, a computer lab with 14 computers, a library of reasonable size and a café. The College is currently constructing an extension building that will have 3 more classrooms, an amphitheatre capable of accommodating 100 people. The computer lab will double in capacity. The physical infrastructure is appropriate for the current size of the student body and the extension will provide sufficient capacity for a number of years as the College grows.

It is not altogether clear whether the computers for students are well utilised as it is clear that the vast majority of students have their own laptop computers. As an in-person visit was not possible, it was not possible to assess the quality and speed of the wifi system – an essential infrastructure for all HEIs.

The library has physical books for loan and student access to suitable online resources such as EBSCO. The books available for loan in Aviation Management are largely appropriate with many of the leading texts and the College should be congratulated for putting together a good collection before the beginning of the course (although a number had newer editions available – it was also not clear how many copies were available of each text).

It is clear that there is a well-designed support structure for students across academic, administrative and other areas. Students are appointed Personal Advisors who they can meet to discuss any issue (academic, administrative or personal) who then can support or direct to others within the College who can assist the student (e.g. Counsellors, etc.). The College has developed some well-designed templates for meeting notes.

It is clear that the students that participated in the evaluation process were happy with the support they received, and that feedback that they made was taken seriously and attempts were made to rectify issues in a timely manner.

The College is active in gaining participation and status in a number of EU programmes (such as ERASMUS+) that enable and facilitate student and staff mobility that enhances learning opportunities and development for both groups.

Strengths

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

The Programme Coordinator indicated that the course would benefit from a number of electronic resources such as IATA teaching manuals, access to a SABRE-supported ticketing interface, and ALTEA. These are all excellent resources that can be used to engage students and provide valuable skills in the market place for graduates.

There is a clear connection between the College and the air transport industry at companies at the nearby airport and ancillary companies. The EEC would encourage the engagement and participation of these companies in the support of the Diploma (guest lectures) and students (internships). Whilst these may be unassessed, the value to the student body is substantial.

The College has developed some well-designed templates for Personal Advisor meeting notes, Student Feedback, Peer Assessment of faculty, etc. providing a clear means by which the Course can be tracked and managed.

Areas of improvement and recommendations

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

The teaching team demonstrated the use of MS Teams to deliver hybrid learning, having switched to Teams from Moodle at the outset of the pandemic. It would seem interactive engagement with students is not conducted via this platform (e.g. discussion boards, group meeting spaces, interactive “white boards” etc.), with the platform principally used as a repository for lecture material and recorded lectures. The potential to develop an engaging interactive Virtual Learning Environment is encouraged irrespective of the platform adopted (Moodle, Teams, Blackboard, Canvas).

Regarding the Diploma topic, the teaching team indicated that it would develop their own teaching materials based on their extensive practical experience working in the industry. There is some concern, as there may not be many texts in these areas to support these topics, that these materials may not be fully supported by theoretical underpinnings, and therefore the EEC suggests that the materials, at least in the first year, be externally reviewed for appropriateness.

It is also suggested that the College considers subscriptions for students to an appropriate aviation news service such as CAPA, Flight Global, Ch-Aviation, or Cirium. Air Transport News is a Greek based, English language service run by an aviation academic and may be prepared to make an educational offer to the College (nb. Panel member has no conflict of interest in making this suggestion).

Additional books for consideration to add to the library facility:

- Airline Operations: A Practical Guide, Peter Bruce, Routledge, 2020.
- The Routledge Companion to Air Transport Management, Nigel Halpern and Anne Graham, Routledge, 2020.
- 21st Century Airlines: Connecting the Dots. Nawal Taneja. Routledge, 2017.
- Airlines in a post-pandemic world, Nawal Taneja, Routledge, 2021.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

College Response:

The College will adopt the suggestion of the EEC by developing an engaging and interactive Virtual Learning Environment by the use of discussion forums and group meeting spaces.

The External Peer examiner and members of the external advisory committee alongside the current faculty can review materials at least in the first year for appropriateness as suggested by the EEC. When the programme is accredited the College will also commit to subscriptions for the students to an appropriate aviation news service. Additional books suggested by the EEC have already been ordered.



5. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Click or tap here to enter text.

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC commends the College for the level of specialization and commitment of their teaching staff. The overall structure of the program of study has been built upon existing know-how, infrastructure, and related programs currently offered by Atlantis College. The process of teaching and learning supports students' development, and facilitates the achievement of the planned learning outcomes. The latter is complemented by a group of experienced lecturers. The progression and awards process and structure is well defined.

The EEC suggests the following improvements:

- The EEC encourages the engagement and participation of relevant air transport companies in the support of the Diploma (guest lectures) and students (internships).
- The EEC suggest the creation of an external advisory committee that could provide input on the content and structure of the courses.
- The EEC also advise the College to structure a plan that would support the sustainable growth of the new program in the coming five years.
- Course webpages need to be created/updated once the program is approved and accredited.
- The EEC recommends the establishment of a student-staff committee specific for the program, to provide input to the continuous improvement process of the program and the courses.
- Elements of practical training can be introduced in the summer months between years 1 and 2.
- A peer external examiner can be involved to provide specific feedback and comments on the program assessment, and provide support to the assessors.
- The EEC advises the College to have clearer promotion rules and to further stimulate the research activities of its staff.
- The EEC would suggest bringing some external validators into the PRC to ensure that sufficient independent rigour is applied to the QA process for this course.
- The potential to develop an engaging and interactive Virtual Learning Environment is encouraged irrespective of the platform adopted (Moodle, Teams, Blackboard, Canvas).
- The EEC suggests that the course materials, at least in the first year, be externally reviewed for appropriateness.
- It is also suggested that the College considers subscriptions for students to an appropriate aviation news service

College Response:

- As noted by the EEC in their report, the College already has links with the industry and we already arranged to invite guest lecturers from the industry to support the Diploma offered. In Addition a Non Credit Practicum has been added to the programme in Summer following completion of the first academic year.
- An external advisory committee will provide input on the programme as per the EEC suggestion.



- Course web pages for the programme will be created once the programme is approved and accredited.
- Our 5 year strategic plan supports the sustainable growth of the programme.
- A students Staff committee along with participation in the PRC will allow for input on the continuous improvement of the programme.
- Practical Training has been added at the end of year 1.
- A peer external examiner will be appointed once the programme is approved and accredited.
- Promotion rules and policies on research are attached.(Appendix 2 & 3)
- An Independent external validator will be introduced to the PRC.
- We are always looking at ways to improve and develop and create a more Interactive VLE and have introduced discussion forums and meeting spaces to enhance the learning experience.
- Course Materials will be externally reviewed in the first year of operation of the programme as suggested by the EEC.
- Additional textbooks have already been ordered and subscription to an Aviation News Service will be undertaken as per the EEC suggestion

The College would like to thank the EEC for their suggestions and contributions to the proposed programme. We would like to inform you that we have adopted all of the EEC suggestions and appreciate their positive feedback.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Michael Aresti	Executive Director	
Sharon Michael	Academic Director	
George Vrachimi	Programme Coordinator	
Marios Alaeddine	Assistant Professor	
Demetris Aresti	Senior Lecturer	

Date: 05/01/2022

Appendix 1

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.	Compulsory	Introduction to Management (in an aviation context)	AVI 101	3	50'	13	39	6
2.	Compulsory	Accounting I	ACC 103	3	50'	13	39	6
3.	Compulsory	Microeconomics	ECO 104	3	50'	13	39	6
4.	Compulsory	Airline Management and Operations	AVI 102	3	50'	13	39	6
5.	Compulsory	Business Communication	COMM 105	3	50'	13	39	6
B' Semester								
1.	Compulsory	Organisations and Behaviour	MGT 202	3	50'	13	39	6
2.	Compulsory	Accounting II	ACC 203	3	50'	13	39	6
3.	Compulsory	Statistics	MTH 204	3	50'	13	39	6
4.	Compulsory	Airport Operations	AVI 205	3	50'	13	39	6
5.	Compulsory	Aviation and the Environment	AVI 206	3	50'	13	39	6
Summer								
1.	Compulsory	Industry Internship	AVI 207		300 hours			NC

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
C' Semester								
2.	Compulsory	Human Factors in Aviation	AVI 305	3	50´	13	39	6
3.	Compulsory	Air Travel Fares and Ticketing	TOU 110	3	50´	13	39	6
4.	Compulsory	Marketing	MKT 303	3	50´	13	39	6
5.	Compulsory	Financial Reporting	FIN 304	3	50´	13	39	6
6.	Compulsory	Human Resource Management	HRM 305	3	50´	13	39	6
D' Semester								
1.	Compulsory	Managing Customer Service in an Aviation Environment	HRM 402	3	50´	13	39	6
2.	Compulsory	Aviation Law	AVI 401	3	50´	13	39	6
3.	Compulsory	Principles of Leadership	MGT 402	3	50´	13	39	6
4.	Compulsory	Strategy & Business Policy in Aviation	BUS 403	3	50´	13	39	6
5.	Compulsory	Aviation Safety	AVI 404	3	50´	13	39	6

Appendix 2

Excerpts from Research Policy:

The Research Development Committee is composed of:

Director of Research – Chair

Chairman of the Academic Committee

Director of Administration & Finance

Faculty

The Research Development Committee assesses, approves and monitors research projects by members of faculty. The committee decides upon the allocation of resources and research time release or Faculty undertaking research and for other forms of staff development.

An organised and systematic effort is made on behalf of the College, through official policies and regulations, to promote, support, and fund the research efforts of Faculty across all programmes. This includes applications for time release from teaching hours, applications for financial support and cultivating a research- oriented culture. Faculty are encouraged to continue with their continuous professional development through seminars conferences, courses etc.

The College encourages faculty members to develop in their area of specialization by helping them to:

- improve their teaching skills (by organizing for them special seminars, providing suitable teaching material and teaching aids and encouraging/assisting them to attend local and international seminars and workshops)
- stay abreast of developments in their area of expertise by subsidizing membership to renowned professional organizations, giving them time off for participation in international conferences, and providing financial support for CPD
- improve their academic qualifications (by giving them time off without pay for pursuing advanced degree courses by actual attendance or through correspondence)
- engage in research by reducing their teaching load by 3 periods a week for one or two semesters in order to complete a piece of research.
- Approve a yearly budget for an amount to cover subsidization of the aforementioned points to assist Faculty in CPD and improving their qualifications where necessary.
- Faculty should complete Faculty Development Form or Research Time Release form at least one month in advance of proposed schedule of development activity.



- International mobilities are encouraged through the Erasmus programme for staff training and development to improve the international dimension to the programme and to improve networking with other academic institutions locally and internationally.
- Partnership agreements and Inter Institutional agreements are made with international institutions for collaboration of research activities and faculty development.

Appendix 3

CRITERIA FOR FACULTY PROMOTION

All promotion must take into account 3 major criteria:

1. **Research:** An emerging international reputation for excellence and a high level of productivity in research and/or scholarship.
2. **Teaching and Learning:** An excellent record of teaching and advising.
3. **College and/or Public Service:** Significant service to the College, profession, or community.

The candidate for promotion must meet all three of the above criteria at the appropriate level for promotion

Research: An international reputation for excellence and sustained high level of productivity in research and/or scholarship.

Teaching and Learning: Sustained high level of quality in educational activity at the undergraduate and graduate levels.

College and/or public service: Substantial service to the College, profession, and community.

The appraisal process should include peer review assessments both internal and external to the College with a view to ascertaining qualitative and/or quantitative measures of development.

Research

Candidates should demonstrate continuous engagement in a defined research area that indicates future promise. Atlantis College strives to become a research-oriented and student-centered College, and faculty members are expected to be research active, defined as having at least one publication per year in reputable peer-reviewed journals. For verification purposes, copies of all published material included in the candidate's curriculum vitae for the period of evaluation should be submitted as part of the promotion file. A qualitative assessment of the impact of a faculty member's research and creative achievements will normally be based on:

- Demonstration of a research focus. This refers to the extent to which an individual's research has a theme and is directed towards solving or tackling a major problem or hypothesis in an organized and methodologically sound fashion. Also included is whether there is a clear plan for the future that shows where this research will create positive interaction with peers, move the field forward, and garner support from available resources.
- Receipt of externally funded grants and contracts for research and development. Faculty in disciplines for which external funding is normally available are expected to have grants awarded as a priority criterion for promotion in rank.
- Publication of high-impact refereed (either international or regional) journal articles, with special consideration given to the quality of the publication, such as the reputation of the journal, and the nature of the authorship.
- Publication of scholarly and creative works such as books, articles, novels, and monographs.
- Frequency with which the candidate's publications have been cited.
- Publication and funding resulting from collaborative efforts with researchers in other fields.

- Presentations at conferences, seminars, and symposia
- Evidence of professional-development activities such as faculty research leaves that leads to increased research and publication effectiveness.

Teaching & Learning

Evaluation of teaching performance is a critical aspect of performance reviews and the promotion decision. Teaching excellence will be assessed by determining the individual's ability to:

- Lecture and lead discussions.
- Create a range of learning opportunities.
- Draw out students and arouse the curiosity of beginners.
- Stimulate advanced students to engage in creative work.
- Organize courses logically and systematically.
- Evaluate critically the materials related to the field of specialization.
- Assess student performance.
- Stimulate students to extend learning beyond a particular course.
- Other function related to teaching as specified by the college.
-

The following tools will be used to evaluate teaching:

- Evidence of research and development in devising new learning strategies that enhance student motivation and encourage deeper learning experience, 3 e.g.,
- creative use of computer technology and other teaching resources;
- published research related to student learning in conference proceedings and journals; development of specialist courses related to teaching development strategies; etc.
- Evaluations by department/program heads or experienced faculty through classroom visits, review of syllabi, course outlines, alignment of assessment with course objectives, achieving class goals and feedback to students.
- Teaching portfolio: continuous self-assessment through documentation of course development; responsiveness to suggestions for improvement; implementation of innovative teaching methods; the number of students formally advised; and evidence of student learning from their performance on quizzes and external exams.
- Student evaluations and comments that reflect teaching excellence, creativity, and enhancement of student achievements.
- Exit interviews of students who have completed a particular course and of students who have graduated as conducted by the College office of quality assurance.

Service

There are three types of service: College service, service to the profession, and community service. In assessing service, the following activities will be considered relevant:

- Administrative service to the College
- Member or chair of a departmental, college committee



- Presentations at conferences, seminars, and symposia.
- Lectures at other universities or professional meetings, especially keynote or invited speeches.
- Organizing role in national or international conferences, workshops, or other academic meetings.
- Consulting services to industry, government, or community organizations.
- Services to national, regional, and international agencies, task forces, boards, and commissions.
- Civic activities that are local, regional or national; and that promote a positive relationship between the College and the community.
- Service as an officer of a national, regional, or international professional association