

# Higher Education Institution's Response

Date: 00/00/0000

- **Higher Education Institution:**  
NEAPOLIS UNIVERSITY
- **Town:** PAFOS
- **Programme of study**  
**Name:** MSc in Public Administration (1.5 years, 90 ECTS,  
  
**In Greek:**  
Μεταπτυχιακό Πρόγραμμα στη Δημόσια Διοίκηση  
  
**In English:**  
Master in Public Administration
- **Language(s) of instruction:** English/Greek
- **Programme's status:** Currently Operating

**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## 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) 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 deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

### Introduction

Due to COVID-19 travel restrictions, the evaluation of the Department of Economics & Business at Neapolis University took place virtually via a Zoom meeting on October 8, 2020.

Prior to the meeting, we were submitted all relevant documents such as the Application for Evaluation-Accreditation of the BSc in Business Administration, the Application for Evaluation Accreditation of the Master in Public Administration, the Application-Accreditation of the Master in Business Administration, the Department of Economics & Business Handbook, and documents that include analytical information about the faculty, the infrastructure, the quality assurance mechanisms and the teaching and research procedures.

The EEC had the opportunity to meet with the Rector Professor Pantelis Sklias, the Dean of the School of Economics, Administration and Computer Science, Prof. Maria Psillaki, the Head of the Economics & Finance Department Associate Professor Christos Christodoulou-Volos, and leaders of the programs Dr Nikolaos Apostolopoulos, Coordinator of the MBA, Dr Andreas Masouras, Coordinator of BSc in Business Administration, Dr Charalampos Chrysomallidis, Coordinator of Master in Public Administration.

Furthermore, the committee interviewed members of the teaching staff, a group of undergraduate students from the various years of the BSc programme, as well as postgraduate students, administrative staff in charge of admissions, registration, library facilities, IT and other administrative support staff. Then, we had a virtual visit of Neapolis University facilities. More specifically, we were shown the impressive exterior premises, various teaching areas, the Library, meeting rooms, staff offices, student accommodation, and some open areas.

Moreover, the internal evaluation 'Application' and associated documents, which were submitted by Neapolis University and examined, were considered complete, satisfactory and informative.

Finally, the EEC has to point out its disappointment and dissatisfaction that all faculty members had their cameras turned off during the remote evaluation. Thus, the Committee had not the opportunity of a face to face discussion with all members, although it was mentioned many times by the Chairman, members of the Committee and representative of the CYQAA to turn on their cameras.

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

### Findings for Public Administration (1.5 years, 90 ECTS, Master)

The MPA emphasizes a high degree of student choice and specialisms. These include a general public administration route, and two further concentrations in health care management and education. We have some reservations about whether the general public administration route represents a specialism or should instead be seen as core offering. Staff use a range of methods to engage the students and support their learning. For the specialisations there is considerable reliance on external or visiting staff and we recognize that the Department is in a developmental phase. Building internal capacity is important to help the provision mature and develop further ownership of the programme. There is a very good focus on practice as well as theory, and the dissertation work provides a significant opportunity for students.

### Strengths for Public Administration (1.5 years, 90 ECTS, Master)

- Good emphasis on theory and practice
- A desire to support students to explore specialisms which reflect their professional contexts

### Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)

We suggest an internal review the structure of the MPA to ensure that there is coherence between the three specialisms and the core, and that the size of classes for the specialist options are viable and appropriate to learning

### OUR COMMENTS:

We respond with Prof. Spanou's response to the above comment, Full Professor of Public Administration at the University of Athens, Department of Political Science and Public Administration and Visiting Scholar at the NUP MPA

<http://www.pspa.uoa.gr/an8ropino-dynamiko/didaktiko-kai-ereynhtiko-proswpiko/tomeas-dioikhtikis-epistimhs-kai-dhmosioy-dikaioy/kallioph-spanoy.html> :

**“General administration is an established “specialisation” – despite the misleading name ‘general’- in MPAs as well as in Public Administration Schools. Public servants who are appointed in central services have mainly to do with administrative or economic/financial management and to contribute to policy formulation, including in the context of the EU. Therefore, in the second semester, there is a course on Public Policy and two optional courses on Management of Human Resources in Public Administration (or) Public Sector Financial Reporting & Auditing.**

**Furthermore, given that MPA's *raison d'être* is to provide the necessary competences for “core public administration” employment,<sup>1</sup> thus build curricula and content in support of such development (see *inter alia* Battaglio & Scicchitano, 2013; Lazenby, 2010; Wang et al., 2013)<sup>2</sup>, the current programme aims to**

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<sup>1</sup> Defined as general government employment minus employment in social security functions, the army, the police, school and day care, universities and hospitals (Thisjs, N.Hammerschmid, G.& Palaric, E. (2017) *A Comparative Overview of Public Administration Characteristics and Performance in EU28*, European Commission: Brussels.

<sup>2</sup> Battaglio, R. P., Jr., & Scicchitano, M. J. (2013) “Building bridges? An assessment of academic and practitioner perceptions with observations for the public administration classroom”, *Journal of Public Affairs Education*, 19(4), 749-772.

accomplish this fundamental goal by providing a more generalist “specialisation” comparing with the other two, since the valuable areas of the more “specific” specialisations are by definition unable to administer. On the other hand, the current programme has an inbuilt flexibility that enables students to mold their studies to fit their own needs and interests through the other two specialisations.

The two other specialisations (Health administration and Educational management) focus on the management of specialised (health or educational) units (hospitals, schools) that deliver these services. These rely on specialised professionals (medical staff, teachers etc.) but most importantly are confronted with special issues, which are not covered by “general administration” topics and need to be seen in the context of these public services. They require different techniques and respond to different needs than (or on top of) general personnel or financial issues. These are to be covered by each of these two specialisations:

#### Educational management:

- Administration and Management in the School Unit
- Education Leadership and Management of Human Resources

#### Health administration:

- Principles of Administration and HealthCare Management
- Management of Human Resources in Health
- Health Economics

Based on the above explanation of the rationale for the three specialisations, we claim that the first semester provides the necessary basis in Public Administration and the general framework of economic/financial issues sector including budgeting (resource allocation, resource utilization etc.) and the constraints it involves for the operation of public administration as well as for the development of any sectoral policy (including education and health, but also transport, environment, agriculture and so on).

In this perspective the core courses set the stage and prepare students for the specialisations, which then introduce further issues with regard to the specific policy environment.

#### **Sub-area**

Business Administration (4 years, 240 ECTS, Bachelor)

1.1 Policy for quality assurance	Compliant
1.2 Design, approval, on-going monitoring and review	Compliant
1.3 Public information	Compliant
1.4 Information management	Compliant

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Lazenby, S. (2010) “The adequacy of MPA course content in preparing local government managers”, *Journal of Public Affairs Education*, 16(3), 337–360.

Wang, J., Bunch, B. S., & Stream, C. (2013) “Increasing the usefulness of academic scholarship for local government practitioners”, *State and Local Government Review*, 45(3), 197–213.

## **2. Teaching, learning and student assessment** (ESG 1.3)

### **Findings for Public Administration (1.5 years, 90 ECTS, Master)**

The Master of public administration is also well organized. It offers the student ample opportunity to go in depth into more general Public administrative issues or go into two more specific fields health and education. The procedures for student learning are adequate. Students are encouraged with different methods to learn. The specializations are clear, however it is the question to what extent the scientific work of the staff goes far enough. We see that for each of the specializations students are taught by professors from elsewhere, we think the collaboration is stable enough to warrant continuous quality of the teaching, however it is a point of care for the future. The number of students in courses may also be very small, which can be a strong point, but also runs the risk of not much interstudent learning.

### **Strengths for Public Administration (1.5 years, 90 ECTS, Master)**

- Well organized
- Good visiting staff with stable relation

### **Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)**

The program is somewhat large set off against academic staff contracted in house. The two specializations in health and education partly are carried by partner professors from other universities. The committee raised the point of sustainability of this construction for the future. As a developmental period this can be adequate (and it seems to be), but we would challenge to grow the programs such that the necessary staff can be hired in house. The research support for the teaching can be improved in quantity and quality of the publications. One way to do so is to organize research more in systematic programs.

### **OUR COMMENTS:**

**In terms of the permanent staff covering the programs under accreditation, clearly the EEC's point is not the case:**

**MPA: 8 Permanent Staff out of the 11 (72,72%)**

**As per the application and the presentation, the programme has 3 members of visiting staff, namely Professor Spanou – Public Administration - (University of Athens), Professor Lazaridou – Educational Management - (University of Thessaly) and Professor Geitona – Health Economics - (Peloponnese University), all renowned Professors, to offer their highly recognised academic expertise in the three specialisations of the programme, a requirement very often demanded by the EECs. NUP has invested in bringing together those scholars and upgrading the teaching and academic processes. The three Profs teach 6 out of the 18 courses of the programme. The other courses are taught by 8 NUP full time staff. Thus, the 70-30 principle is fully satisfied since the said programme is covered by 11 staff overall out of whom 3 are visiting professors (27%).**

**The 8 permanent staff covering the MPA programme are as follows:**

<https://www.nup.ac.cy/faculty/anastasia-reppas/>

<https://www.nup.ac.cy/faculty/charalampos-chrysomallidis/>

<https://www.nup.ac.cy/faculty/christos-papademetriou/>

<https://www.nup.ac.cy/faculty/dimitra-latsou/>

<https://www.nup.ac.cy/faculty/sotirios-karatzimas/>

<https://www.nup.ac.cy/faculty/giorgos-meramveliotakis/>

<https://www.nup.ac.cy/faculty/pantelis-sklias/>

<https://www.nup.ac.cy/faculty/michailina-siakalli/>

The University has already undertaken the following initiatives towards the said direction, further supporting the research environment:

1. Organisation of international research oriented conferences, supported by highly ranked, SCOPUS included related publication opportunities:
  - <http://ebeec.ihu.gr/>: The 13th International Conference of “the Economies of Balkan and Eastern European Countries – EBEEC 2021” will be held from 14 – 16.05.2021 in Pafos under the co-organisation of Neapolis University in Cyprus with the International University of Greece.
  - NUP will host the 2022 International Conference on Innovation and Entrepreneurship <https://www.academic-conferences.org/conferences/ecie/>. The conference is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners and individuals who are engaged in various aspects of innovation and entrepreneurship teaching and research. The 16<sup>th</sup> European Conference on Innovation and Entrepreneurship will be hosted by Instituto Universitário de Lisboa (ISCTE), Portugal and the Conference Chair will be Florinda Matos.
2. Active involvement in international research oriented networks together with high ranked institutions
  - Neapolis University in Cyprus, a Founding Member of the Institute for Small Business and Entrepreneurship (ISBE). Neapolis University in Cyprus, is now, together with other distinguished and internationally renowned University Institutions, such as the University of Birmingham, Brunel University London, Coventry University, Liverpool University, Strathclyde University, University of Warwick and others, founding member of the International Institute for Small Business and Entrepreneurship (<https://isbe.org.uk/>).
3. Organisation of internal research seminars. From October to December all staff have presented their research in progress work to share experiences and enhance the research environment within the Department.
4. Online series of seminars (e.g. webinars) have been organised by the School of Economics, Administration and Computer Science of Neapolis University, which analyse the various trends in business finance, such as decentralised financing based on financial technology (FinTech). It also presents the qualifications and skills that employees must possess, and analyses how to promote

products successfully. As a result, the new environment that is being created provides new challenges for entrepreneurship and creates opportunities for global and sustainable growth. <https://www.nup.ac.cy/news/webinar-new-trends-and-skills-for-business/>

5. Research seminars addressed to NUP teaching staff have been incorporated into the University's function. <https://web.microsoftstream.com/video/277e5b1b-7c87-4d7b-a1ad-ff3a99a45e62>
6. In the meantime, the University has continued to financially support ALL research publication requests for ranked scientific journals and participation in related international conferences.
7. Research component is an integrated part of the teaching staff assessment and evaluation. See Appendix 6.
8. Three full time academic staff have been hired from September onwards, namely Professor Maria Psillaki, Associate Professor Sofia Daskou and Lecturer Dimitra Dimitriou.
   
<https://www.nup.ac.cy/faculty/sofia-daskou/>
  
<https://www.nup.ac.cy/faculty/maria-psillaki/>
  
<https://www.nup.ac.cy/faculty/demetra-demetriou/>
9. Two renowned academics have joined the Department as Visiting Professor, namely Professor Christopher Moon from Middlesex University and Professor Paul Jones from Swansea University, to further enhance the academic impact of the School and the Department as well as to further enhance the research environment of the University , the School and the Department.
   
<https://www.nup.ac.cy/faculty/christopher-moon/>
  
<https://www.nup.ac.cy/faculty/paul-jones/>
10. Research environment is further enhanced by additional investments NUP has realised, including the purchase of Statistical Analysis Software tools, including STATA as well as in educational platforms including:
  - AIMER for Business
  - AIMER for the Public Sector

and simulation games, already incorporated into the learning process, in collaboration with CESIM <https://www.cesim.com/>. The University has already employed Ph.D. candidate Elena Polydorou for mentoring and supporting students in such simulation tools <https://www.nup.ac.cy/faculty/elena-polydorou/>.

Already organised:

<b>NUP Seminars – Internals - Synergies</b>		
Date	Presenter	Time
21-09-2020		
	Savvas Chatzichristofis	11:00



	Panayiotis Christodoulou	11:30
	Nikos Apostolopoulos	12:00
21-10-2020		
	Zairis Antonis	10:30-11.00
	Latsou Dimitra	11.00-11.30
	Meramveliotakis Georgios	11.30-12:00
	Varelak Sotirios	12:00-12.30
23-11-2020		
	Reppa Anastasia	11:00
	Giannopoulos Kostas	11:30
	Psillaki Maria	12:00
	Zagoris Konstantios	12:30
17-12-2020		
	Zinonos Zinon	11:00
	Masouras Andreas	11:30
	Siakalli Michailina	12:00

#### Research seminars from external scholars already realised:

Person	Topic	Date
3. Panagiotis Tziogkidis, Assistant Professor, University of Macedonia	Identifying the optimal innovation policy direction: insights from a recently published research in European Journal of Operational Research.	4 November 11:00am
4. Professor Giovanni Barone-Adesi, University of Lugano	Estimating the pricing Kernel	17 September 2020 at 12.00 pm

#### Webinars already realised:

	Date	Title	Speaker	Link
1	13/10/20	Cryptocurrency Mass Adoption – Problems and Solutions	Aggelos Hadjifillipou, Beepextra	<a href="https://www.facebook.com/126890420680422/videos/733838750556862">https://www.facebook.com/126890420680422/videos/733838750556862</a>
2	24/11/20	Entrepreneurial Mindset and Sustainability	Christopher Moon, Senior Lecturer in Entrepreneurship, Middlesex University	
3	13/11/20	Digital Transformation & New Marketing Opportunities	Yiannis Pollalis, Professor of Strategic Management & Policy in the Department of Economic Science at the University of Piraeus in Greece	<a href="https://www.facebook.com/126890420680422/videos/674733983238656">https://www.facebook.com/126890420680422/videos/674733983238656</a>
4	12/18/20	Towards Industry and Society 5.0 in the Era of the Pandemic	Elias G. Carayannis, Professor of Science, Technology,	<a href="https://www.facebook.com/126890420680422/videos/724071721864847">https://www.facebook.com/126890420680422/videos/724071721864847</a>

			Innovation and Entrepreneurship at the George Washington University School of Business in Washington, D.C.	
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**11. See Appendix 5 for relevance in research activity between academic staff and courses taught.**

**Sub-area**

Business Administration (4 years, 240 ECTS, Bachelor)

- |   |           |
|---|-----------|
| 2.1 Process of teaching and learning and student-centred teaching methodology | Compliant |
| 2.2 Practical training  | Compliant |
| 2.3 Student assessment  | Compliant |

### **3. Teaching Staff** (ESG 1.5)

#### **Findings for Public Administration (1.5 years, 90 ECTS, Master)**

We met almost all faculty members teaching in this program. All faculty members teaching in this program have a PhD in their subject area. There are permanent and visiting professors. Most faculty members have a sufficient research record. The research and writing activity of the members of the faculty focus on various subjects related to the content and scope of the program. As a result, this contributes to their teaching activity.

#### **Strengths for Public Administration (1.5 years, 90 ECTS, Master)**

Although Neapolis University Pafos is a relatively new university, (founded in 2010), the Department of Economics & Finance is well staffed and there is some research culture as evidenced by research seminars and publications in international journals by the academic staff.

We found it very promising that there is a mix of senior and junior faculty teaching on the program with diffusion of experience from the more senior faculty to the more junior academics. Although junior faculty are at an early stage of their careers, they seem willing to improve the quality of their teaching and research. Faculty seemed to be well integrated and in good working terms. The modern premises and facilities of the University enhance both the teaching and learning environment on campus.

Although, the University has invested in databases, the committee felt that more investment was needed in economic databases since the availability of such databases would help both students (undergraduate and postgraduate) and academic staff. Access to these databases could help the academic staff with their research.

Moreover, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of through the existing Quality Assurance Framework in place.

#### **Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)**

The committee would like to have more information on how research performance is assessed for the academic staff. More generally, while there is evidence of research activity, such as research output, more needs to be done in terms of improving the quality and quantity of the publication output. Neapolis University could encourage the “good research” and the publication to top listed journals. That means that Neapolis University could formally incorporate a certain level of research quality indicators (based on e.g. the ABS journal quality lists, that is publications in ABS 3, ABS 4 and ABS 4\* journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. It was pointed out through our discussion that incentives are given to the teaching staff referring to their publications. We see good attempts, but we believe that the academic staff of Neapolis University could make few steps on the research level.

Even though the existence of research seminars was pointed out to the committee during the interviews there was no detailed evidence in the internal evaluation report of these seminars and whether faculty presented their work to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. The COVID-19 global situation could foster the introduction of virtual research seminars inviting renowned speakers from abroad to present their work at little or no cost.

## General Remark:

The ABS although fully satisfies the quality criteria for business schools, nevertheless, the list is very restrictive and does not include PA /PPol articles.

Public administration /policy articles are published in specialized journals and general political science journals. Regarding rating levels, one can use the *Scimago list* in the areas of politics, government, policy and administration (Q-1, Q-2, Q-3, Q-4) or look at the Impact factor. <https://www.scimagojr.com>

## OUR COMMENTS:

In relation to the remarks pointed out by the EEC we reply as follows:

1. Please see our response in Part 2 above whereby we explicitly develop the ways NUP has been enhancing the research environment in the University.
2. See Appendix 6 on the research component of the staff evaluation.
3. Additionally, the following ranked SCOPUS registered publications have already been financially supported and very recently initiated by NUP academic staff, which is a clear indication of the tendency. We only mention the December 2020-January 2021 initiations:
  - 4 papers financially supported for the English language editing already approved for publication in the Special issue of the European Politics and Society, "Eurozone and Economic Crisis in Greece at 2020: Current Challenges and Prospects", <https://www.tandfonline.com/toc/rpep21/current>
  - The political economy of the Greek Economic Crisis at 2020 (Sklias), Editing cost approved, 541, 81 euros
  - Fiscal Policy, Growth and Entrepreneurship in the EMU (Apostolopoulos), Editing cost approved 498, 75 euros
  - Government lending and economic crisis: A comparative analysis of four EU countries (Apostolopoulos), editing cost approved 444, 66 euros
  - EU Structural Funds and Employment Policy Performance in Greece: Impact and Reform during the Fiscal Austerity years (Masouras) editing cost approved 589, 58 euros
4. Special issue of MDPI Administrative Sciences on Public Administration and Policies to Foster Sustainable Economic Development during the COVID – 19 crisis  
[https://www.mdpi.com/journal/admsci/special\\_issues/PAPFSED](https://www.mdpi.com/journal/admsci/special_issues/PAPFSED)
5. NUP is a very young University that is maturing and growing. Synergy among research and teaching has been one of the major pillars of enhancement and improvement. Besides the initiatives already undertaken, already prescribed in Part 1 of this document we also document developments in the following:
  - See Appendix 1: Research Output and Statistics – including staff recruitment and development
  - See Appendix 2: Synergy between teaching staff research and teaching
  - See Appendix 3: Latest 5 Years research output of teaching staff

## Sub-area

Business Administration (4 years, 240 ECTS, Bachelor)

3.1 Teaching staff recruitment and development	Compliant
3.2 Teaching staff number and status	Compliant
3.3 Synergies of teaching and research	Partially compliant

#### **4. Students**

*(ESG 1.4, 1.6, 1.7)*

##### **Findings for Public Administration (1.5 years, 90 ECTS, Master)**

Students have a bachelor diploma of a university. However not necessarily in public administration, but can also be a Bsc in the field of education or health, to be prepared for those specialisations. Also some adjacent type of bachelors like political science or economics can give access to this master. The committee puts questions to the heterogeneity of the learners background in public administration. The first part of the program are used for creating a equalized level of the students on general public administration topics before entering the specialization parts. It remains a question if this in the end leads to the adequate academic level within the discipline.

##### **Strengths for Public Administration (1.5 years, 90 ECTS, Master)**

Due to relatively small numbers the progress of students is mentored in a relatively personal way. The diverse background of students is well leveled.

##### **Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)**

The MPA seems to have systematic intake, progress and certification procedures, however it is based on a small core faculty, part of which are visiting professors. The committee commends the work of the staff as a whole, but for longer term a more independent staff inside the university seems necessary, including a stronger research base. Ambitions and means to make this work need to be developed

#### **OUR COMMENTS:**

**See our previous comments. 72,72% of the staff is permanent NUP staff.**

#### **Sub - area**

Business Administration (4 years, 240 ECTS, Bachelor) Public)

4.1 Student admission, processes and criteria	Compliant
4.2 Student progression	Compliant
4.3 Student recognition	Compliant
4.4 Student certification	Compliant

## **5. Resources**

*(ESG 1.6)*

### **Findings for Public Administration (1.5 years, 90 ECTS, Master)**

Also for public administration this is well arranged.

### **Strengths for Public Administration (1.5 years, 90 ECTS, Master)**

Facilities are well developed.

### **Areas of improvement and recommendations for Public Administration (1.5 years, 90 ECTS, Master)**

On the resource and facility side the committee sees no immediate improvement necessary

On the resource and facility side the committee sees no immediate improvement necessary.

### **Sub-area**

Business Administration (4 years, 240 ECTS, Bachelor)

5.1 Teaching and Learning resources      Compliant

5.2 Physical resources                              Compliant

5.3 Human support resources                  Compliant

5.4 Student support                                Compliant

## **6. Additional for distance learning programmes** *(ALL ESG)*

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## **7. Additional for doctoral programmes** *(ALL ESG)*

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## **8. Additional for joint programmes** *(ALL ESG)*

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## **B. Conclusions and final remarks**

The Department of Economics & Business offers many academic graduate and postgraduate programs. All programs are compliant to most of the standards. However, the permanent staff is not enough to run all these programs and that also influences the research base underlying the programs. Much of what the committee has seen is in what we would call a developmental stage. Considering the age of the programs this is not surprising, however, for the coming years the strategy needs to focus a stronger research base of the staff of the university and consequently higher ambitions considering the ambition level, to be able to fully comply to the mission/vision of the school and comply to high international standards especially for the master education level.

More in particular we see the program bachelor business administration as the relative strongest program. Also the conclusion on the MBA is that this is compliant, however, both suffer from a relative heavy teaching load, and in the growth trajectory we advise to attract new staff with strong research background.

For the postgraduate program Master in Public Administration, that very strongly relies on visiting professors (academics) this problem is most visible. The more as they claim to support three specialisations, health, education and deepening the public administration. In supporting especially two field of public administration the program does work in important directions of the labour market, however, with the small core staff it leads to relative weak research output on average.

Due to the above, the committee finds that the teaching load is relatively heavy and the faculty members do not have enough time to develop their research in top listed journals.

Finally, the committee would encourage the internationalization and the collaboration with other universities. Moreover, we encourage a stronger collaboration and students' exchange with the University of Middlesex and Hull University in order for the students to enhance their horizons.

### **OUR COMMENTS:**

**In terms of the permanent staff covering the programmes under accreditation, clearly the EEC's point is not the case:**

**MPA: 8 Permanent Staff out of the 11 (72,72%)**

**MBA: 100% permanent staff**

**BA: 13 permanent staff out of 16: 81,25%**

**In terms of the comments related to the research as well as for hiring new personnel we have already provided our response, so please refer to previous points above as well as the related annexes which clearly demonstrate a very strong research output from NUP scholars who have a specialisation in the field.**

**In terms of the three specialisations we have replied accordingly.**

**Based on the above explanation of the rationale for the three specialisations, we claim that the first semester provides the necessary basis in Public Administration and the general framework of economic/financial issues sector including budgeting (resource allocation, resource utilization etc.) and the constraints it involves for the operation of public administration as well as for the development of any sectoral policy (including education and health, but also transport, environment, agriculture and so on).**

**In this perspective the core courses set the stage and prepare students for the specialisations, which then introduce further issues with regard to the specific policy environment.**

### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Sklias Pantelis</b>	Rector	
<b>Prof. Psillaki Maria</b>	Dean	
<b>Assoc. Prof Volos Christos-Christodoulou</b>	Head of Department	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

**Date:** 00/00/0000