

Doc. 300.1.2

# Higher Education Institution's Response

Date: 30 March 2021

- **Higher Education Institution:**

University of Nicosia

- **Town:** Nicosia

- **Programme of study  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Διοίκηση Επιχειρήσεων MBA ( 18 μήνες / 90 ECTS,  
Μάστερ)

**In English:**

Master in Business Administration (18 months, 90  
ECTS, Master)

**Language(s) of instruction:** English. Greek

- **Programmes' 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].**

## 0. Introduction and overall assessment

We refer to the report of the External Evaluation Committee (EEC) for the evaluation-accreditation of the program of study: 'Master of Business Administration', which was prepared following a virtual visit at the University of Nicosia by the members of the EEC on November 13<sup>th</sup>, 2020.

We would like to thank the EEC members for their thorough and insightful questions and comments during the evaluation of the MBA program and their recommendations in this report. Furthermore, we appreciate the collegial and constructive approach with which they conducted their evaluation. Most of the full-time faculty teaching in the programme were present during the designated parts of the online evaluation. Visiting faculty and Adjunct Faculty were also available as well as administrative staff, students and alumni of the MBA Programme.

The EEC report is extremely positive with very high scores regarding the compliancy of indicators as well as very positive comments. As reported by the members of the EEC, the program is *high-quality, having involved key stakeholders in quality assurance, including students and external industry representatives, resulting in very positive students' progression and professional success* and based on this report, we are looking forward to the accreditation of the program.

We do appreciate the committee's recommendations for improvement, which will enhance the quality of our program and we will be addressing those in the corresponding section of this response.

In the following sections we address the comments and suggestions of the committee for the MBA programme where it was explicitly stated as well as those that are relevant to the MBA programme. We provide our comments (if any) and the actions taken to address the comments. In order to simplify and make this response report easier to read, we state the EEC findings and strengths for each section together and then we summarise the constructive feedback by EEC and our response.

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

### Findings

Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The Department appears to follow the university regulations that exist in relation to quality assurance expectations and based on the written reports and our virtual visit these appear to be largely in line with what one would expect for the programmes of study. There appears to be a strong desire by the leadership and faculty on a collective basis to work together on having high quality programmes being offered to students. In addition, other key stakeholders have involvement in quality assurance including students and external industry representation. There are overall programme objectives in place for all programmes, along with associated learning outcomes at both the programme and module levels though there is scope for reviewing these in context of being able to assure/measure student achievement of these. Student progression and success appeared to be very positive across the programmes under consideration.

### Strengths

Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Programmes follow the university regulations on quality assurance processes

Employability rates of students across the programmes appear strong ranging from >85% on BBA to >90% for MBA.

Pass rates appear to be very strong which is unsurprising given the exceptional level of support offered by staff.

Modules within the programme appear to be largely kept current and updated regularly

### Areas of improvement and recommendations

Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

Greater clarity on how much assessment exists across the programme is needed and its relevance to the programme learning objectives. An assessment matrix for both the BBA and MBA programmes are recommended and in so doing there should be included considerations of how assessment maps explicitly to the programme learning outcomes.

You should consider revising both programme and module learning outcomes so that they are more easily discernible in terms of students meeting them or not.

*Consider reducing the number of learning outcomes in some modules in particular. There is a wide range from 5 or 6 to upwards of 15 in some modules and based on the hours involved in teaching and expected student learning hours it is not clear how all could be key learning outcomes.*

*Using Bloom's taxonomy to develop learning outcomes appropriate for each level could help (for example "apply" is not a high level outcome that one would be expected to get from an MBA programme).*

*The total number of courses offered seem to be very high considering both the number of students and the number of staff available to teach. It might make sense to revisit the number of courses offered on all levels and to consider if it makes sense to offer this number of courses in all taught programmes and levels.*

*It is recommended that the Department undertake more reflective reviews where they identify specific areas of focus in the short and medium term.*

**ACTION/RESPONSE:**

- We thank the EEC for their positive overall comments and the constructive feedback.
- We would like to acknowledge that all recommendations in relation to the MBA programme's learning goals and objectives, courses' learning outcomes and assessment plan have been fully endorsed.
- In sum, we report that Learning Goals and Learning Objectives have been revised by the AACSB Task Force at the University of Nicosia and the Mentor. The revised Learning Goals and Objectives have been approved by the School Council. MBA Concentrations and Free Elective Courses have been reviewed by the Programme Manager, the Department Head, the Dean, selected faculty, external stakeholders and a student representative. A total of seven (7) courses have been removed from the path. Additionally, four (4) courses have been transferred/moved into the Free Elective option of the path. Syllabi have been updated and courses outcomes have been revisited. All these changes have been approved by the School Council and notified to the Curriculum Affairs Committee of the Senate of the University. A revised English and Greek pathway reflecting these updates is attached in the supporting Appendix document as Appendix A and all updated syllabi, have been provided via a shared google drive.
- As per EEC's general directions, the MBA programme has now four major Learning Goals/Competencies, that is to promote:
  - LG1: Sustainable Leadership
  - LG2: Strategic Decision-Making Abilities
  - LG3: Business Transformation Abilities
  - LG4: Effective Communication

Each Learning Goal/Competency has two Learning Objectives, outlined as follows:

## **LG1: Sustainable Leadership**

Students will demonstrate knowledge of frameworks for sustainable leadership.

LO 1.1: Students will demonstrate that they are ready to act based upon knowledge of principles, operational guidelines, and sustainability.

LO 1.2: Students will be able to analyse organisational environments, understand and recommend actions that improve long-term organizational effectiveness.

## **LG2: Strategic Decision-Making Abilities**

Students will successfully apply and integrate the functional areas of business to improve strategic decision making.

LO 2.1: Students will be able to integrate a comprehensive knowledge of the business environment, theories and practices and develop recommendations for the strategy of an organization.

LO 2.2: Students will be able to make strategic decisions to create value in an environment that is impacted by accelerating technological change.

## **LG3: Business Transformation Abilities**

Students will demonstrate an appreciation of technological change for business transformation in a global environment.

LO3.1 Students will be able to use analytical frameworks and technological tools to evaluate the factors impacting organisations and the global economy.

LO3.2 Students will be able to apply knowledge of the global economy and international business to make informed business decisions.

## **LG4: Effective Communication**

Students will develop effective communication skills to synthesize complex business ideas.

LO4.1 Students will demonstrate the ability to convey and report complex business problems using quantitative and qualitative methods, statistical analyses, and information technology.

LO4.2 Students will be able to work and communicate effectively with diverse team members.

The curriculum map that outlines outcomes of compulsory courses to the MBA programme's Learning Objectives and as a result to the Learning Goals/Learning Competencies is shown in Table 1:

Table 1: MBA and MBA DL Curriculum Alignment Matrix

Learning Goals/ Competencies	Learning Objectives	MBA Courses (Compulsory)										
		603	609	611	612	622	667	671	672	685	895A	895B
LG1	LO1.1	√	√	√				√		√		√
	LO1.2				√	√	√	√		√		√
LG2	LO2.1		√	√		√	√			√		√
	LO2.2					√		√	√	√		√
LG3	LO3.1	√						√	√			√
	LO3.2	√		√				√	√			√
LG4	LO4.1	√						√	√		√	√
	LO4.2	√	√	√	√	√	√	√	√	√		

Table 2 outlines the assessment plan for the MBA programme, including how the Learning Goals/Competencies and Learning Objectives will be assessed through selected courses, following various direct assessment methods at periodic time intervals. Table 2 augmented with additional findings will be also useful in the School's Assurance Of Learning (AOL) process. It must be noted that the selected assessment methods, which are typical of those employed consistently in the MBA programme also demonstrate the interactivity promoted between learners and content and learners and peers. Rubrics that will be used for assessing simulation assignments, case study analysis and marketing/business plans are also available, upon request.

Table 2: MBA and MBA DL Assessment Matrix

Learning Goals/ Competencies	Learning Objectives	How Assessed	Where Assessed	When Assessed
<b>Direct Measures</b>				
LG1	LO1.1	Simulation	MBAN-671	1st year
	LO1.2			
LG2	LO2.1	Project	MBAN-685	2 <sup>nd</sup> year
	LO2.2			
LG3	LO3.1	Case Study Analysis	MBAN-672	2nd year
	LO3.2			
LG4	LO4.1	Oral Presentation	MBAN-895B	1st year
	LO4.2	Teamwork	MBAN-667	2nd year





In conclusion, we revised the Learning Goals and Learning Objectives; we ended up with four (4) Learning Goals and eight (8) Learning Objectives. A curriculum map has been also presented to outline how the compulsory courses support Learning Goals and Learning Objectives. We provided clarity on course assessment and provided an assessment matrix has been presented to demonstrate how each Learning Goal and Learning Objective is assessed. At course level, all our assessment methods are aligned with the requirements of Cyprus Agency of Quality Assurance and Accreditation in Higher Education as well as DOATAP guidelines in Greece. In alignment with the new Learning Goals and Learning Objectives, we have revisited the Learning Outcomes of MBA courses and updated the syllabi to comply with the recommendations of EECs. To ensure optimal allocation of resources to the programme, we revisited the concentrations and free election courses. We proceed with better utilization of Visiting Faculty and Adjunct Faculty for the MBA DL programme, in line with the provisions of the Quality Assurance Agency proposed regulations. Furthermore, the restructuring of the School -which is about to be completed- will provide for more effective and efficient administrative structure, releasing people from administrative duties (e.g. three Heads of Department instead of five and three Associate Heads instead of five) and providing for a better utilization of teaching schedules, thus reducing teaching workload and increasing time for research.

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

### **Findings**

#### *Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*The support offered to students by teaching staff is exceptional. It was very evident from site visit meetings that there is a passionate and engaged teaching team where the interest of students are both centre and above all else.*

*While this can be viewed as exceptional there are also concerns as to whether it amounts to far too great a degree of 'hand-holding' of students at these levels of study. Consequently, there are some concerns in respect to whether the balance is right in terms of being so student focused that less responsibility is taken by the student to proactively take control of their learning. As very limited detail was provided on assessment it was not possible to make a proper evaluation (e.g. we didn't see assessments/exams etc) however based on assessment activities listed on the module outlines some concerns exist.*

### **Strengths**

#### *Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*Programmes offer distance and in person options so there are different modes of delivery open and students were positive towards this.*

*The vast majority of module outlines appeared to be current and up-to-date in terms of key reading materials and content.*

*There is a very strong mutual respect evident between faculty and students.*

*Some good use of modern teaching methods across programmes.*

### **Areas of improvement and recommendations**

#### *Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*It is recommended that faculty consider whether students are taking enough of an active and leadership role in their learning process. While students were very complimentary, we would have some concern as to whether a greater sense of autonomy could be instilled in students especially at an MBA level.*

*There is a need to consider the level of assessment on the programme. Specific regard should be given to how assessment ties together across the programme to achieve the programme learning outcomes and whether some tasks could be cut back (i.e. address possible over-assessment). An assessment matrix across the programme would be welcome that shows explicit links to learning outcomes.*

*Some module outlines need to be updated in terms of key reading lists being more current.*

**ACTION/RESPONSE:**

- MBA students undertake control of their learning process through a number of learner-centered interactive strategies, outlined herein. Also, it must be noted that rubrics for grading assignments are given to students so that they can perform self-assessment and then to compare it to the evaluation of their lecturer. Most courses include group assignments that build upon students' prior knowledge, interests, attitudes, and knowledge. Problem-based learning is encouraged at the University of Nicosia and consequently at the MBA programme. We implement PBL primarily through in-class activities. MBA students analyse case studies often and are invited to answer open-ended questions, connecting the case study context with their prior knowledge and expertise. Within the process of case study analysis, MBA students form groups and prepare to debate for or against a disputed decision to promote critical thinking, creativity and autonomy. Fellow students are called to reflect on the debate and declare the winning team. Several MBA courses include a group project and in some cases this takes the form of executing a simulation. In such a context, a winning strategy involves structured simultaneous interactions among team members, interdependence and at the same time accountability for one's suggestions and analysis. Finally, MBA students are encouraged to undertake risks, through their participations in competitions at University, national and transnational level including but not limited to the MFA competition, E-nnovation, Digital Championship and Go Green - Go Digital competitions. We thank the EEC for the recommendation regarding peer-reviewing, which we plan to employ further to promote further autonomous learning.
- The University guidelines encourage at least a midterm and a final exam for each course. The MBA programme was the first that encouraged alternative assessment methods -as outlined above- in lieu of the midterm exam. Final exams are required by Quality Assurance Agencies both in Cyprus and in Greece and the MBA programme is aligned with the relevant regulations.
- All syllabi of the MBA programme have been revised and updated to include latest editions of textbooks and recommended readings.



In conclusion, we would like to thank the EEC for its positive comments. We provided detailed explanation on students assessment methods followed in the MBA courses that gear MBA students towards undertaking control of their learning process.

### 3. Teaching Staff (ESG 1.5)

#### **Findings**

##### Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

The documentation and meetings demonstrated a high quality and committed teaching staff. The vast majority are PhD qualified with most being research active. It wasn't clear if formal teaching qualifications were common or supported in the university. The staff was receiving compulsory additional training in elements such as online teaching. It needs to be noted that this additional training was not taken into account as workload, but it was added as a task over and above the normal working commitments.

The engagement with subject specific academic research varied. Some of the academics are indeed producing a lot of internationally rated outputs, while others prefer to focus more on teaching and less in research.

The normal workload appeared to be 3 courses per semester, but it seems that there is the option to apply for some reduction if the research output is significant. It was somewhat surprising that there is no clear allocation for the supervision of the PhD researchers.

Positively, in spite of what appears to be very substantial workloads, improvements in the quality of research output have been evident. We would have concerns as to the current staffing situation believing that there is a need for substantial investment in additional teaching staff to be able to deliver the low student classes, multiple programme pathways, while not negatively impacting on the positive improvements made on research outputs.

#### **Strengths**

##### Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

A highly committed teaching staff was clearly evident from multi-stakeholder meetings. We commend the strong team-based approach that came across during the site visit.

Well qualified teaching staff.

Year on year improvements in faculty research outputs evident.

The teaching reduction scheme is a welcome support for research.

#### **Areas of improvement and recommendations**

##### Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration

*Workloads appear very high which will ultimately prove detrimental to furthering high quality research and increasing in key rankings.*

*There is a need to consider the investment in additional faculty to deliver on the Department's mission. Much concern exists over the continued viability of the existing staff being able to undertake the level of teaching that they do and maintain research active status. The capacity to provide PhD supervision also needs some consideration given staffing numbers and workload.*

*There is merit in considering whether so many concentrations make sense in the undergraduate programme. Some concentrations appear more general and lack clear cohesions for a concentration, while the number and expertise of staff to deliver all concentrations looks problematic. It is recommended to consider having less concentrations on this degree.*

*It is recommended to consider further encouragement of faculty to be research active and to pursue a quality over quantity approach in this  
Consider whether greater synergies could be achieved in offering of modules. This may include considering larger classes than 30 students in some modules which would provide some potential workload benefits..*

#### **ACTION/RESPONSE:**

- We thank the EEC for its positive comments and constructive feedback.
- The MBA programme is supported by faculty across all three Departments of the UNIC School of Business, including but not limited to the Department of Management. The programme also benefits from contributions of Visiting Faculty primarily from state Universities in Greece and selected Adjunct Faculty with professional experience most of whom maintain relevance and currency through intellectual contributions in Scopus indexed outputs. Respectfully, we maintain that any recommendations for faculty recruitment identified at Departmental level should not be automatically applied to the MBA programme, although we acknowledge that the programme could benefit from talented new faculty members.
- It must be emphasized, however, that the School and the University encourage faculty to publish in Scopus indexed outputs with emphasis on journals with high impact factors, in Scopus Q1 quadrant. We would like to outline that the MBA faculty consists of:
  - 25+ Full Time Faculty Members across from UNIC School of Business, six of whom have been hired in the last three years;
  - 12 Visiting Faculty from Universities, abroad;
  - More than 10 Adjunct Faculty who maintain academic relevance through research and/or industry expertise;

- Faculty workload is advised by the ranking of the faculty member as well as the number and quality of their intellectual contributions. During the last 3 years, ALL Full Time Faculty who serve in the MBA programme receive the maximum allowable research time release that reduces their workload by 6 hours per week for very semester.
- The academic community involved in the delivery of the MBA programme has been extremely active in publishing and maintaining relevance of research to teaching. In addition to the statistics provided during the presentation we are happy to report that as of the end of the third quarter in 2020 the number of Scopus-index publications by our faculty has shown an impressive increase, as documented in Table 3.

*Table 3: Intellectual contributions of MBA Faculty at UNic*

Scopus-Indexed Publications by MBA Faculty	2018	2019	2020
<b>Total number of papers</b>	<b>85</b>	<b>82</b>	<b>111</b>
Number of faculty publishing between 1-10 papers	25	18	13
Number of faculty publishing between 11-20 papers	1	1	3
Number of faculty publishing 21+ papers	1	0	1
<b>Source: Scopus</b>			

- At the same time, the quality of intellectual contributions of the MBA faculty has shown a notable growth rate over the last few years. During this period, on average 55% of the Scopus-indexed papers are in Scopus Q1 quadrant, 13% in Q2, 23% in Q3 and the remaining in Q4. An indicative sample of the latest publications by MBA Faculty is listed in Appendix B.
- Evidence of the impact of the intellectual contributions of the MBA faculty is the growing number of citations they receive, namely more than 5800 citations in Scopus and more than 10000 in Google Scholar (end of 2019).
- The University of Nicosia is ranked 301 to 400 internationally in the subject of Business and Economics ([https://www.timeshighereducation.com/world-university-rankings/2021/subject-ranking/business-and-economics#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2021/subject-ranking/business-and-economics#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats)). To a great extent this achievement is attributed to our talented faculty members with regards to their research and citations. The MBA programme is the one among all offered programmes that employs the greatest number of faculty at the School.
- As explained in Section 1, the MBA programme has eliminated a number of courses and established economies of scale for other courses to optimise faculty requirements.
- Furthermore, the imminent restructuring of the School provides for more effective and efficient administrative structure, releasing faculty from administrative duties (e.g. three HODs instead of five and three Associate HODs instead of five) and providing for better utilization of resources for teaching and research.
- We also proceed with better utilization of Visiting Faculty and Adjunct Faculty for the MBA DL programme, in line with the provisions of the Quality Assurance Agency proposed regulations.

In conclusion, we appreciate the EEC for its recommendation, which is useful. We have pointed out that the MBA programme is supported by an extensive academic community that overflows the boundaries of the hosting Department including FT faculty across the School, Visiting Faculty and Adjunct Faculty. The academic community involved in the delivery of the MBA programme has been extremely active in publishing and maintaining relevance of research to teaching. The quality and impact of the intellectual contributions of the MBA faculty are remarkable as evidenced by the rankings of the journals in which they are published and the citations they have received. Detailed data have been provided, above and we remain at the disposal of the EEC for any additional clarification.



#### 4. Students

(ESG 1.4, 1.6, 1.7)

##### **Findings**

*Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*The teaching history of the institution seems to have secured very detailed regulations for student entry and recruitment. All the information is well documented and accessible to all interested parties.*

*The system seems to be relatively centralised in the University level, with limited investment in department level support.*

*The various programmes seem to have a focus on delivering content that is relevant to practice and there is an interest for international co-operations with other institutions and practitioner bodies that can provide accreditations.*

##### **Strengths**

*Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*Very detailed regulations that are well articulated.*

*Competent systems that capture student performance.*

##### **Areas of improvement and recommendations**

*Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*Given the size of the institution one could consider whether there is overregulation*

##### **ACTION/RESPONSE:**

- We thank the EEC for its positive comments. The MBA programme follows the policies of the University which ensure compliance with the high standards of the Cyprus Agency for Quality Assurance and Accreditation in Higher Education.

We thank the EEC for its positive comments. All sub-areas of this category were considered as compliant.

## 5. Resources

(ESG 1.6)

### **Findings**

*Findings for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*Given the pandemic, we did not physically visit the premises, but we were given a virtual tour.*

*The support to the students as a process has been following the practices that the institution is used to rely on from its early days and is very centralised. There is a group of administrators that deal with course management and other groups of support and counselling staff that all work in a unit in the University centre.*

*The teaching staff is providing a lot of feedback to the students.*

*There is an ongoing and increasing engagement with learning methods that utilise development in technology.*

### **Strengths**

*Strengths for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*The physical evidence we were shown seemed of high standards and quality in terms of buildings, library and equipment.*

*The University and its staff seem to be looking for the development of the courses and the teaching methods constantly and considering ways that these changes will improve the delivery of the courses and the student experience.*

*In programmes like the MBA the student population is very diverse and this was very much complemented from people who graduated from this programme and entered in with a different profile.*

### **Areas of improvement and recommendations**

*Areas of improvement and recommendations for BBA in Business Administration; Masters of Business Administration; PhD in Business Administration*

*Considering whether there is over assessment, both formative and summative, and too close monitoring of the students and whether this is something that really helps the students become more responsible and independent learners.*

### **ACTION/RESPONSE:**

- In the MBA, a more active role in learning is encouraged throughout the program by having students work in groups, on individual assignments, on cases, in simulations and in research projects. Also, during the last few years methods such as case-based



learning and problem-based learning, are increasingly used in a number of modules. We will continue to work towards encouraging independence of thought, critical thinking and autonomy in learning while providing the best pastoral care.

In conclusion we thank the EEC for their thoughtful and constructive comments that have been addressed as detailed above.

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

**The response for the MBA e-learning programme has been provided in a separate document as the evaluation was submitted in a separate document too**

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

**NOT APPLICABLE**

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

**NOT APPLICABLE**

### **Conclusions and final remarks**

*Overall, we find that the programs evaluated were well-managed and that both students and teaching staff were committed to the learning process. We have pointed at some weaknesses of the current structuring in regard to ensuring that students become independent learners and in regard to ensuring the best possible utilization of teaching resources to achieving learning outcomes; this including a potential restructuring of programs to decrease the teaching loads*

### **UNIC ANSWER:**

We appreciate EEC for their positive comments and constructive recommendations, and we underline that in alignment with EEC's suggestions aspects of MBA programme have been modified in relation to number of points as detailed above with the view to improving it and providing a better offering to students and other stakeholders. All decisions have been the outcome of discussions with internal and external stakeholders to fulfill Assurance of Learning for our students and achievement of strategic priorities at Departmental and School level. We'll continue to offer a well-managed programmed, committed to offering the best to our academic community, students and external stakeholders. We are looking forward to the decision for the re-accreditation of the MBA programme at the University of Nicosia so that we can continue to offer high quality service to our students.

### A. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Click to enter Name	Click to enter Position	
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Prof. Angelika Kokkinaki	Dean, School of Business / Program Coordinator	
Prof. Despo Ktoridou	Head, Department of Management	
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Click to enter Name	Click to enter Position	

**Date:** 30 March 2021

