

Doc. 300.1.2

Date: 31/05/2024

## Higher Education Institution's Response

- **Higher Education Institution:**  
Mediterranean Institute of Management
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

**In Greek:**

Μεταπτυχιακό στη Δημόσια Διοίκηση, 90 ECTS, 18  
Μήνες

**In English:**

Master of Public Administration, 90 ECTS, 18  
Months

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** N/A

**In English:** N/A



**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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Regarding quality assurance (sub-area 1.1): Although MIM regularly solicits student feedback and is open to adapting to meet student needs (e.g. in terms of class scheduling), students reported that they weren't always aware of the MIM's responses to their more strategic requests (e.g. the sequencing of modules, the value retaining Covid-innovations such as lecture videos long term). We recommend that MIM finds ways to "close the loop" with students, in terms of de-briefing on what changes are being made in response to feedback.</p>	<p>We thank the committee for identifying this area of improvement. Closing the loop with students after receiving their feedback is crucial for maintaining transparency, building trust, and demonstrating that their opinions are valued. Based on this recommendation, MIM has decided to establish periodic meetings of the School Management with representatives of each Programme of Study. These meetings will take place at the beginning of every semester with the aim of de-briefing on what changes are being made in response to their feedback in the previous semester and also to discuss other issues that may concern the students. The MIM has also decided that additional ad hoc meetings with the class representatives may be held for urgent matters. The School will use existing communication channels for further dissemination with all the students.</p>	<p>Choose level of compliance:</p>
<p>Regarding programme design etc. (sub-area 1.2): Although MPA core and elective modules have clear and concise learning objectives, the same is not the case for the degree as a whole. We recommend that MIM publish and keep under review a clear and ambitious set of degree-level intended learning outcomes, stating what students should have achieved by the end of the whole course of study and how this should prove transformational in their public service careers. In addition, we recommend that MIM clearly explain how module-level outcomes</p>	<p>The intended learning outcomes of the MPA Programme have been reviewed (<b>See Appendix 1 - Curriculum Map</b>) and made clearer and more concise. By achieving this set of learning outcomes graduates of the MPA program will be equipped to lead with vision and integrity, drive transformative change in public service organizations, and make meaningful contributions to addressing complex societal challenges, thereby leaving a lasting impact on the broader public sector landscape. The individual module learning outcomes have also been reviewed recently and are now</p>	<p>Choose level of compliance:</p>

<p>contribute to these overall outcomes.</p>	<p>in alignment with the Programme learning outcomes.</p>	
<p>In addition, while the EEC sees great value in some mixing of MBA and MPA teaching, there are times when the modules offered to Master of Public Administration students are, nonetheless, explicitly aimed at developing business capability. This includes, for example, references in intended learning objectives to understanding the “competitive environment” in which firms operate, and the importance of ethics and sustainability in “modern business.” Some reading lists also seem to be skewed towards private rather than public administration. We recommend substantive revisions to these courses (objectives and content) to make them more relevant to the specifically public-sector audience that the MPA targets.</p>	<p>We agree with the EEC that some elective courses are amenable to changes in order to become more relevant to the public sector audience of the MPA Programme. The MIM has thus proceeded with the recommendation of the EEC regarding the revision of the objectives and content of the elective courses 1) “Entrepreneurship and Innovation” and 2) “Ethics, Corporate Sustainability and Responsibility” (See Appendices 2 and 3). At the same time, changes were also made to the compulsory courses “Strategic Management” and “e-government” (See Appendices 4 and 5).</p>	<p>Choose level of compliance:</p>
<p>Regarding public information (sub-area 1.3):          There is scope to make information about pass rates and the post study employment routes (including career progression and impacts) more visible and accessible.</p>	<p>Various ways are used to make information, about the school’s graduates, more visible and accessible. For example, some of the success stories appear on the program’s landing page (<a href="https://mimcyprus.info/gr/">https://mimcyprus.info/gr/</a>) along with the testimonials on the <a href="#">MIM website</a>. For gathering additional and more up-to-date information MIM has prepared a new Alumni Survey (<a href="#">MIMALUMNISURVEY</a>) to be contacted between May 2024 and August 2024. Following the analysis of the results, information about career progression and impacts will be made accessible through the MIM’s newsletter, webpage and social media. The survey will be repeated every 3 years.          Yet another means for gathering information about our graduates is through the Ministry of Education, Sports and Youth (MOEC). MOEC has developed a National Graduate Tracking Mechanism. More</p>	<p>Choose level of compliance:</p>

	<p>specifically it has designed and implemented an Employers' Skills Survey for tracking skills supply and demand in Cyprus. Following the publication of its results, each institution which participated, including MIM, will have access to the results concerning its graduates.</p>	
<p>Regarding information management (sub-area 1.4):          There is scope to make alumni testimonials more visible (and as a wider point to utilise alumni more systematically for the benefit of future MPA students).          Equally there is scope to make employer testimonials more visible as a means of promoting the programme.          Some information about student progression, completion/ drop-out rates were supplied to the committee at its request. It is important that such information acts as part of the regular review of management information in the institution.</p>	<p>Various ways are used to make information, about the school's graduates, more visible and accessible. For example, some of the success stories appear on the program's landing page (<a href="https://mimcyprus.info/gr/">https://mimcyprus.info/gr/</a>) along with the testimonials on the <a href="#">MIM website</a>. For gathering additional and more up-to-date information MIM has prepared a new Alumni Survey (<a href="#">MIMALUMNISURVEY</a>) to be contacted between May 2024 and August 2024. Following the analysis of the results, information about career progression and impacts will be made accessible through the MIM's newsletter, webpage and social media. The survey will be repeated every 3 years.          It is noted that the questionnaire includes a field in which participants can fill in their employer testimonials.          Information about student progression, completion/ drop-out rates is processed and analysed by the relevant committees of the School. The outcome is used by the committees to make informed decisions and/or forward issues to the School Management.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The programme might broaden the teaching portfolio on public and social policy analysis, public economics, public management and public law. There is scope to provide more external academic input to the programme, alongside the external practitioner and professional input. The aim is to update the curriculum with current cutting-edge thinking in the scientific literature; for instance, on the use of AI in government, current thinking on social interventions and social programme design, and the evolving literature on collaborative public management. We were also surprised that students weren't taught or encouraged to problematise the public-private management distinction, this being a central debate in public administration and highly relevant to effective management in government. In general the programme could better engage with international debates and developments in the academic literature on public management. Doing so will broaden the content and ensure that the Cyprus specificities can be understood in a wider context. Practically, for example, the Institute might consider appointing two or more international academic advisors to help review and update the curriculum; and it might exploit the Erasmus programme to bring international visiting professors to MIM.</p>	<p>Following the EEC recommendation the objectives and content of a number of courses has been revised 1) "Entrepreneurship and Innovation", 2) "Ethics, Corporate Sustainability and Responsibility", 3) "Strategic Management" and 4) "e-government" (See Appendices 2-5) in order to make them more relevant. Based on the EEC recommendation the opportunities offered by the Erasmus+ program are to be better utilized to bring international visiting professors to MIM. Since the MIM MPA programme is taught in Greek we have contacted the following universities that offer an MPA programme taught in Greek:          University of Peloponnese University of Macedonia University of West Attica          Following the suggestion regarding the public-private management distinction faculty members were urged to enhance discussion and reflection in addition to existing practices. Throughout their studies, students are encouraged to critically analyze case studies or real-world examples where the lines between public and private management are blurred or contested. The management approaches, goals, and outcomes of public and private organizations in various sectors such as healthcare, education, transportation, and environmental management are central debate in most courses. Students are prompted about the differences in accountability, transparency, and efficiency between the two sectors. Additionally, faculty members foster discussions about the ethical implications of blurring the lines between public and private management. They encourage students to reflect on issues such as equity, social justice and democratic governance. Students are further encouraged to reflect critically on their own assumptions, biases, and preconceptions</p>	<p>Choose level of compliance:</p>

	<p>about the public-private distinction. Faculty members create a supportive environment where diverse perspectives are valued, and students feel empowered to question conventional wisdom and explore alternative viewpoints.</p>	
<p>The students we met with suggested that, given their professional work commitments, the adoption of hybrid classes to accommodate absences or diary conflicts might be beneficial. Equally, the EEC is aware that hybrid learning poses challenges as well as opportunities; for instance, in terms of class dynamics, cohesiveness and attention. The EEC recommends the MIM engage in an open dialogue with student cohorts about the pros and cons of any expansion in hybrid teaching</p>	<p>MIM has the experience and necessary expertise and infrastructure to offer hybrid programs. MIM is willing to engage in an open dialogue with student cohorts about the pros and cons of hybrid delivery, however, this is not allowed by DIPAE, (please refer to the announcement <a href="https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/86-ypochreotiki-parousia-programmata-spoudon">https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/86-ypochreotiki-parousia-programmata-spoudon</a>), where it is noted that if the program is offered and accredited face-to-face schools cannot <b>do online classes (see Appendix 6)</b>.</p>	<p>Choose level of compliance:</p>
<p>Regarding student assessment, although there is double marking of dissertations (overseen by a Thesis Examination Committee), we recommend that a similar approach be applied to grade standardisation for other core and elective modules on the MPA. This could perhaps be done by expanding the remit of the aforementioned committee into a general "Examinations Board." This would be particularly valuable given the large and diverse faculty involved in the programme, which includes a mix of academic and professional teachers, and many visitors.</p>	<p>Some courses are taught by two faculty members in which case a double marking approach can be applied. Following the EEC recommendation an Examination Board (see Appendix 7) has been established to oversee the examination process within the Institution, ensuring that assessments are conducted fairly, consistently, and in accordance with the institution's academic standards.</p> <p>The main objectives of the Board are:</p> <ul style="list-style-type: none"> <li>▪ To ensure the integrity and quality of the examination and assessment processes.</li> <li>▪ To oversee the moderation of grades and the resolution of any discrepancies.</li> <li>▪ To provide a framework for the equitable treatment of all students in assessment matters.</li> </ul>	<p>Choose level of compliance:</p>
<p>We were also told that faculty are willing to meet with students concerned about grading decisions, provide additional oral feedback, and potentially consider grade adjustments. Faculty investment of time in this process is commendable; but we recommend that grade</p>	<p>The MIM academic environment encourages students to express their opinion or/and disagreement on any matter including the grade they have received in a course. However, the adjustment of a grade is done strictly based on a specific procedure and only in exceptional cases. The grade adjustments are done always in accordance with the procedure described in the MIM</p>	<p>Choose level of compliance:</p>



<p>adjustments after student petitions should be exceptional (especially given the tightened oversight and double-making procedures recommended above). Moreover, such adjustments should require sign-off/approval from senior faculty.</p>	<p>Internal Rules of Operation, paragraph 9 - General Provisions of the Study Programmes (see <b>Appendix 8</b>) and in the Student Manual, paragraph 5 Evaluation of Performance (see <b>Appendix 9</b>).</p>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The percentage between Permanent Staff and Visiting Faculty is disproportionate. The committee understands that MIM is in the process of recruiting 2 permanent faculty members, with plans for further recruitment. The committee sees strengthening the core teaching faculty profile as a welcome development. We make further observations about the reliance on visiting faculty in the Conclusions of this Report.</p>	<p>As it is well noted, the Cyprus Productivity Centre (CPC) / Mediterranean Institute of Management (MIM) is in the process of recruiting two officers as permanent staff. The process is at the final stage and it is expected that the new staff will join the Institute in the next 1-2 months. At the same time, the Ministry of Labor and Social Insurance has recently forwarded a request to the Ministry of Finance for the creation of five additional positions of officers/lecturers for the CPC/MIM.</p>	<p>Choose level of compliance:</p>
<p>While coordination between faculty was good in terms of day-to-day programme delivery, the EEC did not leave the site visit with a clear sense of the long-term ambition and aspirations for the MPA, nor with a clear articulation of the current narrative and learning objectives for the programme. When asked, we were provided with very few examples of desired future innovations in either pedagogy or curriculum; and those that were cited (e.g. assessment marking rubrics) were modest in scale and somewhat administrative. We therefore recommend that MIM develop opportunities for faculty to meet to think more broadly about the programme and its future - and to ask: what do we want to be doing in five years, and how will we get there?</p>	<p>We thank the EEC for this recommendation as we agree that it is important that the faculty members have more substantial involvement in the long-term plans, ambitions and aspirations of the Programmes of Study. Based on the above, it was decided that one of the meetings with the faculty, which are held at regular intervals during the academic year is dedicated specifically towards the future of the MPA Programme. In parallel, MIM will seek the active involvement of the faculty in the preparation of the school's 2025-2028 Strategic Plan which will be prepared within the second half of 2024.</p>	<p>Choose level of compliance:</p>
<p>Related to this broader, blue-sky thinking: while we appreciate the constraints and particular context in which MIM operates, we encourage the Institute's leadership to develop MIM's own core academic capacity</p>	<p>As mentioned above Cyprus Productivity Centre (CPC) / Mediterranean Institute of Management (MIM) is at the final stage of recruiting two permanent staff. At the same time, the Ministry</p>	<p>Choose level of compliance:</p>

<p>via the recruitment of good quality permanent academic staff, including staff with an active research profile relevant to the programme.</p> <p>Long term co-appointments with neighbouring universities, or use of international visiting professors, might also help.</p> <p>The institute could work on better conditions to attract foreign staff and foreign students and actively involve them in the programme.</p>	<p>of Labor and Social Insurance has forwarded a request to the Ministry of Finance for the creation of five additional positions of officers for the CPC/MIM.</p> <p>The Erasmus+ office is in the process of expanding the network of partner universities by signing bilateral agreements with other educational institutions that offer postgraduate programs in public administration. The following universities that offer MPAs in Greek have been contacted: University of Peloponnese University of Macedonia University of West Attica Via these bilateral agreements MIM is expecting to attract even more foreign staff and foreign students and actively involve them in the programme.</p> <p>Further to the Erasmus + programme the Business Graduates Association (BGA) membership provides MIM with opportunities for networking with and attracting foreign staff. Upon our own request, BGA has put us in touch with the following schools:</p> <ul style="list-style-type: none"> <li>• Ecole Nationale Supérieure de l'Administration (ENSA).</li> <li>• ESLSCA University Egypt.</li> </ul> <p>Both schools would like to connect with schools that offer Public Administration programmes, making it a first-class opportunity to exchange views and best practices. It is noted that MIM representatives will get the chance to meet representatives from the aforementioned schools during the upcoming Business School Professionals Conference 2024, taking place in Prague 20-21 June 2024.</p>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The Programme also offers internships but there are no examples of these being taken up. This was explained in relation to the existing work commitments of the students. However, it may be that given the excellent links with public sector employers, and given coordinated support in the sector, there could be opportunities for students to spend periods of time in different public sector organisations as part of professional development and network building. Doing so would add to the distinctiveness of the programme, and act as a marker of innovative public sector partnership working.</p>	<p>We would like to thank the EEC for bringing this forward because, although all participants are employed in the public sector, it is important that they have opportunities for further professional development and network building.</p> <p>We have been in contact with the new representative on the School Council who works in the Department of Public Administration and Personnel and is the Head of the Cyprus Academy of Public Administration. We have mentioned to Ms. Loizou our thoughts on the development of a plan specifically for MIM students who work in the public sector which would enable them to be placed, for a certain period, in another department/ministry. The first reaction was positive and a meeting is expected to be arranged to request the details and procedures. Those who wish to move to other departments and/or ministries for a longer period of time can do so through the <a href="#">Internal Labor Market Mechanism</a> which was established a few years ago but remains not so well-known amongst the public servants.</p> <p>The MPA programme participants have the opportunity to participate in national or European projects undertaken by their departments in collaboration with other departments and/or other ministries. Similarly, they can participate in national or European committees according to their expertise. The MIM encourages the participants involvement in the</p>	<p>Choose level of compliance:</p>

	aforementioned opportunities, highlighting the personal and professional benefits of their participation. Additionally, MIM students have the opportunity to take part in Erasmus+ mobilities.	
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The administration has reported efforts to accommodate students with special needs, which were verified during our on-site inspection. However, given the increasing rate of improvements in accessibility and assistance resources for various forms of disabilities, we recommend the continuous evaluation of potential upgrades for students with special physical or other needs.</p>	<p>MIM is particularly sensitive about issues of inclusion and acceptance. We evaluate on a continuous basis, the services and infrastructure in order to meet the needs of people with special physical or other needs. Towards this direction, we have increased the number of parking spaces for disabled persons and we are currently evaluating the possibility of installing an elevator, even though the lecture rooms and students' labs are on the ground floor. Within the framework of its social responsibility MIM has decided, after ministerial approval, the granting of a number of scholarships to people with disabilities as well as to recipients of a minimum guaranteed income.</p>	<p>Choose level of compliance:</p>
<p>Furthermore, we would suggest the evaluation of the option to deliver hybrid courses, especially since the student body is composed of professionals with professional and personal needs that may force them to be absent or unavailable to participate for the entire class.</p>	<p>MIM has the experience and necessary expertise and infrastructure to offer hybrid programs. MIM is willing to engage in an open dialogue with student cohorts about the pros and cons of hybrid delivery, however, this is not allowed by DIPAE, (please refer to the announcement <a href="https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/86-yPOCHREOTIKI-PAROUSIA-PROGRAMMATA-SPOUDON">https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/86-yPOCHREOTIKI-PAROUSIA-PROGRAMMATA-SPOUDON</a>), where it is noted that if the program is offered and accredited face-to-face schools cannot do online classes (see Appendix 6).</p>	<p>Choose level of compliance:</p>
<p>A final suggestion is to explore the option to interact with public sector representatives from foreign countries in order to exchange experiences and best practices. This can be accomplished via invited lectures and/or organised visits abroad.</p>	<p>The option to interact with public sector representatives from foreign countries is accomplished through the participation in European projects undertaken by several public sector departments in collaboration with other departments and through the participation in European committees. Following the recommendation of the EEC we have contacted the University Aegean, with which we have an Erasmus+ bilateral agreement. As part of the communication, a visit of two professors (Dr Anastasia Constantelou and Dr Aikaternini Kokkinou ) is planned who will be invited to teach and</p>	<p>Choose level of compliance:</p>

	<p>at the same time exchange experiences and best practices.</p> <p>Furthermore, the BGA membership which gives us the opportunity to get in touch and collaborate with European and international business schools, upon our own request, has put us in touch with the following schools:</p> <ul style="list-style-type: none"> <li>• Ecole Nationale Supérieure de l'Administration (ENSA).</li> <li>• ESLSCA University Egypt.</li> </ul> <p>Both schools would like to connect with schools that offer Public Administration programmes, making it a first-class opportunity to exchange views and best practices.</p> <p>It is noted that MIM representatives will get the chance to meet representatives from the aforementioned schools during the upcoming Business School Professionals Conference 2024, taking place in Prague 20-21 June 2024.</p>	
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## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Given this contribution, the committee suggests that there is scope for MIM to tell a more effective story about the distinctiveness of the programme, its ethos, and its benefits. In a competitive market, and given the wider challenges that MIM faces, refreshing the narrative of the programme may be a worthwhile undertaking, to better articulate what makes the MIM MPA distinctive and valuable. This feedback is therefore an encouragement for MIM stakeholders to express how the MIM programme is differentiated from other MPA (or even MBAs) on offer in the region.</p>	<p>The MIM MPA Programme prepares the next generation of public sector leaders to navigate the complexities of our ever-changing world. The distinctiveness of this program extends far beyond its academic rigor. It's about fostering a culture of collaboration, inclusivity, and ethical leadership, where students from diverse backgrounds come together to exchange ideas, challenge assumptions, and inspire one another to reach new heights of excellence. The benefits of enrolling in the Programme are manifold. From acquiring advanced analytical skills to mastering the art of strategic leadership, graduates emerge as dynamic agents of change, equipped to drive innovation, foster transparency, and promote sustainable development in the public sector.</p> <p>In essence, the Master in Public Administration program offered by the first business school in Cyprus is more than just a degree, it's a transformative experience that empowers individuals to lead with vision, integrity, and purpose, shaping the future of governance and public service in Cyprus and beyond.</p>	<p>Choose level of compliance:</p>
<p>As noted above, a further means of developing the distinctiveness of the programme is to explore the option of creating opportunities for students to interact with public sector representatives from other countries in order to exchange experiences and best practices. This can be accomplished via invited lectures and/or organised visits abroad.</p>	<p>The Erasmus+ office is in the process of expanding the network of partner universities by signing bilateral agreement with other educational institutions that offer postgraduate programs in public administration. The following universities that offer MPAs in Greek have been contacted:</p> <ul style="list-style-type: none"> <li>• University of Peloponnese</li> <li>• University of Macedonia</li> <li>• University of West Attica</li> </ul>	<p>Choose level of compliance:</p>

	<p>Via these bilateral agreements MIM is expecting to attract even more foreign staff and foreign students and actively involve them in the programme.</p> <p>Following the recommendation of the EEC we have also contacted the University of Aegean, with which we have an Erasmus+ bilateral agreement. As part of the communication, a visit of two professors (Dr Anastasia Constantelo and Dr Aikaternini Kokkinou) is planned who will be invited to teach and at the same time exchange experiences and best practices.</p> <p>Further to the Erasmus + programme the Business Graduates Association (BGA) membership provides MIM with opportunities for networking with and attracting foreign staff. Upon our own request, BGA has put us in touch with the following schools:</p> <ul style="list-style-type: none"> <li>• Ecole Nationale Supérieure de l'Administration (ENSA).</li> <li>• ESLSCA University Egypt.</li> </ul> <p>Both schools would like to connect with schools that offer Public Administration programmes, making it a first-class opportunity to exchange views and best practices.</p> <p>It is noted that MIM representatives will get the chance to meet representatives from the aforementioned schools during the upcoming Business School Professionals Conference 2024, taking place in Prague 20-21 June 2024.</p>	
<p>There is a strong reliance on the teaching contributions of Visiting Faculty. This strikes the committee as an imbalance. It raises strategic questions for MIM, which we encourage the leadership of the organisation (and its Ministry) to consider carefully. These questions include the sustainability of this</p>	<p>As it is well noted, the Cyprus Productivity Centre (CPC) / Mediterranean Institute of Management (MIM) is in the process of recruiting two officers as permanent staff. At the same time, the Ministry of Labor and Social Insurance has forwarded a request to the Ministry of Finance for the</p>	<p>Choose level of compliance:</p>

<p>model. Some of the Visiting faculty have made longstanding contributions but may be moving towards retirement. It is important that succession planning is in place. Equally there is perhaps scope for Visiting Faculty to help build capacity through working closely with MIM permanent faculty. For example, this could include a greater incidence of co-teaching. It is also important to consider diversity in the profile of the Visiting faculty. From a management and organisational development perspective, it may be more challenging to develop a team and distinctive MIM ethos amongst diffuse and dispersed faculty members whose home institutions are other than MIM. We identify these as strategic considerations which merit reflection as part of the ongoing development of the Programme and its underpinnings.</p>	<p>creation of five additional positions of officers/lecturers for the CPC/MIM.</p> <p>There is an established procedure for recruiting and selecting visiting faculty. This procedure ensures that the best candidates are chosen to fulfill the institution's short and long term needs. A contract is signed with all visiting faculty outlining the agreed-upon terms. The newly hired visiting faculty is assisted with the onboarding process, including orientation, introduction to campus facilities and resources, and any required training.</p> <p>The MIM visiting faculty are proud members of the MIM community, sharing the values of the Institution. It is further noted that over the years a pool of interested individuals has been created and is being constantly updated giving MIM to invite them to participate in the selection process.</p>	
<p>The students that the committee met are enthusiastic advocates for the MPA and for MIM. This is to the credit of all staff involved. There is evidence of regular student consultation and feedback mechanisms, but there is sometimes a need to 'close the loop' with the students and communicate how their feedback has been used, and how it has affected the design and development of the programme.</p>	<p>Closing the loop with students after receiving their feedback is crucial for maintaining transparency, building trust, and demonstrating that their opinions are valued. Based on this recommendation MIM has decided to establish periodic meetings of the School Management with representatives of each Programme of Study. These meetings will take place at the beginning of every semester with the aim of de-briefing on what changes are being made in response to their feedback in the previous semester and also to discuss other issues that may concern the students. The MIM has also decided that additional ad hoc meetings with the class representatives may be held for urgent matters. The School will use existing communication channels with all the students for further dissemination.</p>	<p>Choose level of compliance:</p>

<p>The committee recognises the benefits of MPA students taking modules on ethics, and on entrepreneurship. However, there is scope to introduce more public sector readings to these modules.</p>	<p>We agree with the committee's recommendation and since the course on Entrepreneurship and Innovation enriches the MPA program by providing students with the knowledge, skills, and mindset needed to drive innovation, foster collaboration, and lead transformative change in the public sector more readings have been introduced (see <b>Appendix 2</b> - Revised Entrepreneurship and Innovation ECTS description form) regarding these subjects. Similarly, the Ethics, Corporate Sustainability and Responsibility (see <b>Appendix 3</b> - ECTS description form) has been revised to better match the needs of the audience of this particular MPA Programme.</p>	<p>Choose level of compliance:</p>
<p>As we have noted, the programme is well established and makes good contributions to the students and to the wider public sector. However, given the excellent linkages with the sector, there is a coming opportunity to develop an exciting vision for the future development of the programme. One of the presenters spoke compellingly of the ethos of developing practitioners who are effective, inclusive, and work towards a peaceful and just world. We suggest there is scope for further articulating this 'big picture' vision and for translating that into the scope and content of the programme. Doing so would further add to the distinctiveness of the MIM MPA. In doing so there is an opportunity to engage with the MIM external stakeholders to help develop the vision and to communicate the values of the programme across their professional networks.</p>	<p>We thank the EEC for acknowledging the good contributions of the programme to the students and to the wider public sector. Following the EEC recommendation MIM is working on developing its vision in a way that guides the scope and content of the programme. This exercise is done with the contribution of the external stakeholders and the faculty which are asked to provide their input which will also be used for the preparation of the MIM strategic plan for the years 2025-2028. The MPA programme curriculum has been re- designed in order to reflect the values of effectiveness, inclusivity and justice. It Integrates courses that address topics such as innovation, and ethics and social responsibility in governance. The programme incorporates interdisciplinary perspectives from fields such as, law, social sciences and finance. This approach allows students to gain a comprehensive understanding of the complex societal issues they will encounter as</p>	

public administrators and develop holistic solutions.

Even though all participants are employed in the public sector, there is clearly room for more experiential learning opportunities for further professional development and network building. We have been in contact with the new representative on the School Council who works in the Department of Public Administration and Personnel and is the Head of the Cyprus Academy of Public Administration. We have mentioned to Ms. Loizou our thoughts on the development of a plan specifically for MIM students who work in the public sector which would enable them to be placed, for a certain period, in another department/ministry. The first reaction was positive and a meeting is expected to be arranged to request the details and procedures. Those who wish to move to other departments and/or ministries for a longer period of time can do so through the Internal Labor Market Mechanism which was established a few years ago but remains not so well-known amongst the public servants.

The MPA programme participants have the opportunity to participate in national or European projects undertaken by their departments in collaboration with other departments and/or other ministries. Similarly, they can participate in national or European committees according to their expertise. The MIM encourages the participants involvement in the aforementioned opportunities, highlighting the personal and professional benefits of their participation.

MIM remains bound to continuously evaluate the MPA program to ensure that it remains aligned with its vision.

	<p>We will seek feedback from students, alumni, faculty, and stakeholders to identify areas for improvement and adapt the program accordingly.</p> <p>We thank the EEC for the valuable comments and suggestions which will contribute to the further qualitative upgrading of the programme and of the services offered by the School. We thank Dr Loucia Constantinou of CYQAA for her professionalism, perfect cooperation and impeccable coordination of the whole process.</p>	
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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Maria Nicolaou Christou</b>	Ag. Director	
<b>Kyprianos Nicolaides</b>	MIM Manager	
Click to enter Name	Click to enter Position	
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:** 31/05/2024

