

Doc. 300.1.2

Date: Date.

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Limassol

- **Town:** Limassol

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

**In Greek:**

Διοίκηση Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS,  
Διδακτορικό (DBA))

**In English:**

Business Administration (4 academic years, 240 ECTS,  
Doctor of Business Administration (DBA))

- **Language(s) of instruction:** English

- **Programme's status:** New

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 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 by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. The programme could have an international call and attract students from countries beyond Greece and Cyprus</p>	<p>In addition to Greece and Cyprus, our primary markets, we will also be offering the program to Expatriates in Cyprus – especially in Limassol where there are significant populations of expat communities (in particular Russian, Ukrainian, British, UAE nationals).</p> <p>We will also leverage our existing network of local agents in Limassol who recruit international students in Cyprus for us. We will provide them with detailed information and training about the doctoral program and the application process therein. Furthermore, we will arrange to host informational webinars and virtual open days for these agents focusing on application tips, scholarship information, and program benefits and give these personnel the chance to meet the faculty and Program Director. Additionally, we will re-activate our ex-patriot and international alumni network to 'spread the word' and ascertain interest from there for this program.</p> <p>Finally – and in line with the UoL Internationalisation Strategy – we will endeavour to offer some of the taught courses as a 'Summer School.' This will help attract doctoral students from Europe to study in Cyprus. Finally, we will aim to offer staff and student exchanges throughout our PhD and DBA programmes.</p>	<p>Choose level of compliance:</p>
<p>2. The programme should be clearer about what it offers in specific research topics aligned with the research expertise of the faculty.</p>	<p>In agreement with this EEC recommendation, we clarify specific research areas that are aligned with the research expertise of the faculty and provide a list of 10 examples of specific research topics within these 4 areas as follows:</p> <p>Research areas of doctoral research aligned with the research expertise of the faculty:</p> <ul style="list-style-type: none"> <li>• Economics and Financial Management (5 faculty members)</li> <li>• Strategic and Marketing Management (3 faculty members)</li> <li>• Human Resource Management and OB (5 faculty members)</li> <li>• Innovation and Technology Management (4 faculty members)</li> </ul> <p>(Annex 1. Research expertise of the faculty: Selected Publications)</p>	<p>Choose level of compliance:</p>

	<p>Examples of specific research topics for doctoral research aligned with the research expertise of the faculty:</p> <ul style="list-style-type: none"> <li>• Personality, risk attitudes and entrepreneurial success (HRM)</li> <li>• The impact of HR management practices on employee commitment and turnover (HRM)</li> <li>• AI and machine learning applications in risk management (Tech &amp; Finance)</li> <li>• Applications of Game Theory Machine Learning in predicting competition outcomes (Tech &amp; Economics)</li> <li>• The Association between Corporate Governance and Financial Performance (Strategy &amp; Finance)</li> <li>• Relationship Management in developing International Marketing Model (Marketing)</li> <li>• Behavioral models of Marketing using experimental economics (Marketing &amp; Economics)</li> <li>• AY Technologies on Employee Engagement &amp; Customer Experience (Tech, HRM &amp; Marketing)</li> <li>• Comparative Effectiveness of Conventional and Human-to-Human Marketing (Strategy &amp; Marketing)</li> <li>• How Companies Adopt &amp; Manage New Technology and Innovation Practices (Technology &amp; Innovation)</li> </ul>	
<p>3. While the EEC does not suggest mandatory publications before the PhD or DBA viva, there can be incentives to participate in conference with proceedings.</p>	<p>We agree with the EEC that publications before the PhD or DBA viva should not be mandatory, but they do have a role to play; there can be incentives to participate in conferences with proceedings and bonuses for publications, but voluntary. The logic of this is as follows:</p> <p>On the one hand, by publishing during doctoral studies, students learn to prepare publications, are exposed to scholarly and scientific critique, and learn how to adapt their research to meet the recommendations of reviewers thereby reducing the possibility that findings end up not being published at all.</p> <p>On the other hand, the perceived priority of publishing at all costs may impact the intellectual and institutional development during the doctoral journey thus limiting their socialisation and potentially distorting their career choices. The ‘publish or perish’ may also infringe upon doctoral education, since publishing during the PhD and DBA may play into the interests of students with academic aspirations, supervisors</p>	<p>Choose level of compliance:</p>

	<p>striving for career advancement, and universities eager to improve their university rankings.</p> <p>Thus, while we acknowledge that students may perform better with incentives to publish, we duly recognise that published papers are not the best way to measure the quality of a PhD or DBA. Publications often take years and are collaborative efforts, not always individual student-led outcomes.</p> <p>We, therefore, provide monetary incentives to students with working papers accepted in academic conferences with proceedings to participate in these conferences. Thus, doctoral students get the opportunity to go to conferences to present their work but only if they have work to present. Doctoral students sponsored to participate in conferences will be required to report to fellow students on the feedback they received on their papers.</p> <p>We also reward with prizes, publications in mid-to-high rank peer-reviewed journals or contribute towards the cost of publication in high-rank peer-reviewed online open access journals. Doctoral students who receive prizes for publications are required to share the feedback they receive from referees.</p> <p>(See Annex 2. Publication &amp; Conference Paper Incentive Scheme, integral part of the Guide for Doctoral Students for details on this policy).</p>	
<p>4. Doctoral supervision does not count explicitly towards faculty workload and promotion. Given the responsibilities that such supervision carries, the EEC recommends that doctoral supervision should receive explicit, quantified credit. It should also count for promotion.</p>	<p>We are thankful to the EEC for alerting us to our omission to mention in our presentations and documents that Doctoral supervision does count explicitly towards faculty workload and faculty evaluation and promotion. Indeed, supervision of at least one doctoral dissertation is required for promotion to full professor.</p> <p>The supervision of a single PhD or DBA Dissertation counts explicitly for 72 hours of teaching load equivalent (36 hours per year for two years) A senior faculty member may take up to a maximum of 3 dissertations at a time as a primary or secondary supervisor. A junior faculty member might be assigned one dissertation at a time, as a secondary advisor, equivalent to 36 hours per year for two years.</p> <p>In both cases, the faculty member receives commensurate teaching load reduction OR 5 research points per dissertation per year towards their annual research publication requirements (30-40 points) and, of course,</p>	<p>Choose level of compliance:</p>

	these points count towards the faculty member's annual evaluation and promotion	
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## 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
1. Please refer to section 6 of the report where we elaborate on aspects of the program that can improved.	See the response to Section 6 below.	Choose level of compliance:
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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>It is not clear how the DAC and DEC will operate in the case of disagreement about assessment or student progress. Perhaps there is scope for one colleague to be identified as primus inter pares in such cases. It is unclear what routes students have open to them in any case where they have a problem with supervision, a supervisor, or a member of the DEC/ DAC. In general, there is a need to make clear and supportive plans for instances when supervision runs into problems. We suggest the need to codify and make explicit the expectations about the supervision process, including frequency of contact, feedback, and so on. There is scope to have an identified administrative member of staff dedicated to the PhD/ DBA programmes. It is unclear whether it is in the intention of the University/ School to resource supervision as part of the workload model. We suggest that is fair and equitable to do so, in order to endure that (especially junior) members of faculty are not expected to undertake supervision over and above their existing commitments.</p>	<p>The University agrees with the comment made by the EEC and the following actions are taken to address the comment.</p> <p>In cases of disagreements or unresolved issues between the PhD/DBA candidate and his/her Advisory committee, the resolution steps are the following:</p> <ol style="list-style-type: none"> <li>The PhD/DBA candidate may refer the matter to the relevant Program Director</li> <li>If the Program Director is unable to resolve the issue, he may forward it to the Vice-Rector for Academic Affairs.</li> <li>If the Vice-Rector for Academic Affairs is unable to resolve the issue, he/she will refer the issue to the Doctoral Committee for a final decision/resolution</li> </ol> <p>Furthermore, the expectations of the supervision process and procedures, including frequency of contact, feedback format, and the overall interaction of the PhD/DBA candidate with their Supervisor and the Doctoral Advisory Committee now carefully described in the relevant section of the Expectation / Feedback Procedure document see Annex 7.</p> <p>The Academic Affairs Manager, Ms. Veronica Georgiades is the dedicated administrative staff for the PhD and DBA programmes.</p> <p>Furthermore, the University developed a Supervision of Final Projects, Theses and Dissertation in the Workload model (Annex 4) to address the staff workload for both senior and junior faculty members.</p>	<p>Choose level of compliance:</p>
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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>

#### 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>1. The scholarships can be expanded by considering various criteria, such as economic factors and other criteria related to research, teaching, and incentives for publications. This approach would help UOL attract international students and ensure a high quality of their students' outputs (e.g., scientific papers). The criteria for awarding scholarships, incentives, and financial support should be clearer and publicly available.</p>	<p>We envision adequate need-based and merit-based scholarships both at the admission or at a later stage. Tuition reductions will be implemented based on four cumulative criteria:</p> <ol style="list-style-type: none"> <li>International students arriving from countries classified as lower income or middle-lower income by the World Bank</li> <li>Students with an exceptional GPA in a Master's or Bachelor's (if did not complete a master's degree) program offered by a reputable University</li> <li>Publication record or concrete evidence of active involvement in quality research along their preceding studies</li> <li>Particular need-based application for tuition waivers.</li> </ol> <p>The scholarship possibilities and criteria will be mentioned in the PhD and DBA brochure.</p> <p>In the subsequent years of study, the merit-based tuition waiver will be based on the student's achievements in the preceding years. Continuation tuition waivers will be approved on an annual basis by the Doctoral Committee. In addition, UoL may offer scholarships in the form of Teaching Assistance, Research Assistance and Administrative (partial time) jobs.</p> <p>As UoL evolves, the University will make an effort to bring endowments or recurrent fellowships aimed at supporting PhD and DBA candidates. Doctoral students' scholarships and fellowships' decisions will be made by the Doctoral Committee and brought to the approval of the School Council. In addition, students that publish papers alongside their studies will receive grants as outlined in Annex 2.</p>	<p>Choose level of compliance:</p>
<p>2. There is some concern that anonymity is compromised during the evaluation process. The programme should take action to introduce greater distance between students and the supervisory staff being evaluated to address this issue.</p>	<p>The university ensures that all evaluation responses remain confidential and that no individual respondent can be identified by:</p> <ul style="list-style-type: none"> <li>Aggregating with larger datasets where appropriate to protect anonymity and enhance data reliability.</li> <li>If aggregation is not possible, only averages will be released and answers to open-ended questions will be released only if deemed necessary and do not contain any identifiable elements.</li> </ul>	<p>Choose level of compliance:</p>

	<p>Evaluation data will be handled with strict confidentiality. Individual responses will not be shared outside the designated analysis team. The feedback will be used constructively to support faculty development and improve the student learning experience. Any misuse of evaluation data will be addressed following institutional policies.</p> <p>Further details can be found in the Course Evaluation Policy. See Annex 3.</p>	
<p>3. The University should grow an alumni network for their graduates to maintain a connection with the university after completing their MBA and later DBA viva.</p>	<p>UoL has undertaken several initiatives to develop and actively engage our alumni network, ensuring a lasting connection with our graduates. To cultivate a dynamic alumni community, we have finalised an extensive alumni contact database, developed a distinct brand identity and updated our website to include a dedicated UoL Alumni Community section with a registration button for easy enrollment. Our introductory campaign has been launched to familiarize alumni with the new community, highlighting its goals and benefits, and encouraging active participation.</p> <p>To strengthen these connections, UoL has scheduled several events until the end of year 2024, including the Inaugural Alumni Community networking event on June 6th, 2024. This event will feature a welcome speech, a presentation on alumni benefits, and a detailed program of upcoming events. Additionally, we will be introducing the UoL Alumni Card, which provides exclusive benefits such as discounts on UoL programs, free seminars, career opportunities, and access to the commercial area of our new campus, once it is completed. These initiatives are designed to foster a sense of belonging and pride among alumni, reinforcing their connection to the university.</p> <p>Leveraging our rich alumni network at the CIIM business school will significantly benefit our Doctoral graduates. By tapping into this extensive network, we can offer our Doctoral alumni access to a wide range of professional connections, mentorship opportunities, and industry insights. This collaboration between our diverse alumni base and Doctoral graduates will not only support their professional growth but also enhance the overall strength and reputation of the UoL alumni community.</p>	<p>Choose level of compliance:</p>
<p>4. There should be evidence of international research</p>	<p>Students accepted to the UoL doctoral programs will receive a Doctoral Student Handbook and a Dissertation Guideline (currently under</p>	<p>Choose level of compliance:</p>

<p>standards applicable to the programme for all students, specifying required deliverables such as exams, working/published papers, teaching assistance, and so on. There is a danger that student expectations in this regard are kept low.</p>	<p>preparation and approval by the UoL QA Committee). The handbook and guidelines will explain the program and clearly present the standards that students must maintain to advance in their doctoral studies. The structure of the doctoral programs and the expectations from PhD and DBA students will be introduced by the program heads in the orientation meetings of the first semester. These measures, together with the selective admission criteria, will reduce the risk of unrealistic student expectations.</p> <p>Following another productive suggestion of the EEC (item 6.11 below), UoL decided to merge the Qualifying Examination.</p> <p>The research standards of the UoL PhD and DBA programs align with the standards set by reputable accredited European universities. Dissertation papers are expected to be publishable at journals classified as 3/4/4* by the ABS and Q1/Q2 by SCImago. To incentivise students research further we have established monetary awards for journal or conference proceedings publications. Students who publish a paper in an A* journal, for example, will receive a bonus of €2000 and the bonus for publication in an A journal will be €1500. More details on the bonus scheme are provided in Annex 2.</p> <p>When performing as teaching, research or administrative assistants, the PhD and DBA candidates will be evaluated similarly to the other RTF, STF and supportive staff of the university. Students with difficulties will be directed to professional training/ counselling.</p>	
<p>5. After the first year, there should be an exit strategy for students who do not wish to or are unable to pursue the remainder of the programme</p>	<p>Formulating a general encompassing exit strategy for candidates entering a PhD or DBA program is complex due to the variety of talented students that such programs may accept and the length of the doctoral studies. Drop out cases will be individually discussed by the Doctoral Committee. Where applicable, the committee will first examine the possibility to keep the student in the program, offering extended support possibly in the form of enhanced advisory, increased scholarship in cases where financial constraints prohibit the continuation of studies, and professional counselling by the UoL Student Welfare Office in cases of personal difficulties or attrition. When the effort to keep the students in the program fails, the UoL will implement an exit strategy following three principles:</p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>a. Students that were accepted to the Doctoral Program conditional on completing 60 ECTS at the Master level will be advised on the additional course work they should complete to earn an MBA or an MSc degree</li> <li>b. Students who successfully passed some of the doctoral courses or completed the doctoral course work successfully will receive a UoL Certificate explaining that they successfully completed the course work towards a PhD/DBA but did not complete the thesis research</li> <li>c. Students aborting the program at the research stage and have ongoing projects with their advisors or other UoL staff will be encouraged to stay involved in the research</li> </ul> <p>'Dropped out' doctoral students will receive co-authorship credit in publications referring to research projects that they initiated and contributed upon. RA or TA appointments will be considered, depending on availability, for dropouts that stay involved in the project after formally quitting the program. The Doctoral Committee's decisions regarding dropouts exit conditions will be brought to the approval of the School Council.</p>	
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. The EEC noted that over the 33-year life of the University, there has been substantial progress in facilities, physical, and human capital resources. Any additional development in the requirements for technology used for learning, databases, and premises would contribute not only to this under-review programme but also to a range of physical and distance learning programmes, as well as attracting more international students in the future.</p>	<p>The new university premises is to be located in the vicinity of Palodia village, within the southern foothills of Troodos Mountains, and approximately 7 km north of the centre of the city of Limassol. As to the specificities of the location, this proposal offers the obvious advantage that the new campus will be within Limassol's metropolitan region, while also being more effortlessly reachable than any inner-periphery location – both in terms of less vehicular traffic, and in terms of direct access from the (under construction) upgraded road linking Limassol to Moniatis. Yet, the most significant advantage of this proposal relates to the campus itself – as the site is currently devoid of any constructions, which means that the new university will be deployed within new, purposely-built and state-of-the-art facilities, tailor-made to the demands of a contemporary educational institution. Equally important is the fact that the site selected has already a valid Master-Plan Planning Permit, which accommodates University Facilities and their associated Student Dormitories-Halls. More specifically, the Permit in question accommodates a total of 10,500 m<sup>2</sup> of Building Coefficient for University Buildings (that include, but are not limited to, Common Amenities, Teaching Spaces, as well as Administrative and Supportive Facilities – but excluding the Indoor Sports Venue), as well as a further 14,500 m<sup>2</sup> of Building Coefficient for Student Dormitories, all within a net plot area of 40,400 m<sup>2</sup>. In turn, this means that the campus will also have generous surface area for high-quality exterior landscaping (both hard and soft), which will include – amongst others – gardens of different kinds, an exterior amphitheatre as well as some outdoor sports facilities.</p> <p>The application for planning permission has been submitted and is in the final stages of review and is expected to be granted very soon. Once the building permit is in place, the implementation of the project will commence.</p>	<p>Choose level of compliance:</p>
<p>2. The University should ensure that the adequacy of resources is maintained and updated in light of changing student numbers</p>	<p>The University would like to reassure you that there is a plan in place for adequacy in resources both for students and faculty. The resources cover a wide range of areas such as laboratories, teaching spaces, use of audiovisual</p>	<p>Choose level of compliance:</p>

<p>(especially if the year-on-year increases are realized) and in light of ongoing advances in academic knowledge and developments in professional practice.</p>	<p>equipment, the university Learning Management System (LMS) and the on-campus and online library resources.</p> <p>The library's mission is to support the University's and the Departments' teaching, learning and research by providing access to quality information resources and professional guidance to students and staff, and promoting the library's services to the wider business community and society.</p> <p>To accomplish this mission, a variety of online and onsite services is offered, the library collections are updated following an annual acquisition plan, and external collaborations are developed. It provides a focused collection of printed materials and a wide range of online resources with a variety of academic subjects selected by leading academic publishers and works closely with resident and non-resident faculty to provide updated material and readings used in all courses.</p> <p>With highly qualified and knowledgeable staff, flexible opening hours to meet the needs of the students, and a dynamic online portal hosted in Moodle, the library is a one-stop source for research and information.</p> <p>The library further enriches student learning and research growth by providing guidelines on various information literacy aspects. The library functions to professional standards and always keeps as its main duty to assist students and academic members to find the right (re)sources to accomplish their target tasks. Even after graduation, students can continue to benefit from the library's extensive resources, by joining the library as a member of the alumni.</p>	
<p>3. The administrative staff are based over 2 campuses and would welcome more opportunities to meet together and to be supported to continue to develop as an integrated team. We were impressed by the quality and engagement of the administrative staff, but endorse the idea that given their strategic significance to the new programmes, investment of time and support for administrative staff is important.</p>	<p>The University of Limassol is committed to optimising its operations to ensure the highest education and administrative efficiency standards. We have already developed a comprehensive plan to transfer operations from both campuses in a smooth and staged manner. This phased approach is designed to minimise disruptions and ensure that all aspects of the transition are managed effectively.</p> <p>Further to the above, it is important to mention that a significant number of employees already spend half days at Limassol campus, which helps the admin team to come together, exchange ideas and work as a team. Our aim is to enhance the collaborative efforts and resource-sharing between the two locations,</p>	<p>Choose level of compliance:</p>

	<p>ultimately enriching our educational environment and operational efficiency. To ensure seamless communication and coordination between departments across both campuses, we have integrated Microsoft Teams and 3CX as our primary communication platforms. These tools provide robust features that facilitate instant messaging, video conferencing, and efficient information sharing, which are crucial for maintaining effective and timely communication. Also, it is important to mention that we organize at least once a month 'get-together' gathering (either formal or informal) to bring the UoL team together.</p> <p>Regarding recent hirings, all are based at Limassol Campus, such as the Academic Affairs Director, Quality Assurance and Programme Accreditations Manager, Student Support Officer, International Student Admissions officer, Student Welfare officer, and Distance Learning Unit Admin Support.</p>	
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## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. It is not clear how the DAC and DEC will operate in the case of disagreement about assessment or student progress. Perhaps there is scope for one colleague to be identified as primus inter pares in such cases. It is unclear what routes students have open to them in any case where they have a problem with supervision, a supervisor, or a member of the DEC/ DAC. In general, there is a need to make clear and supportive plans for instances when supervision runs into problems. We suggest the need to codify and make explicit the expectations about the supervision process, including frequency of contact, feedback, and so on.</p>	<p>In cases of disagreements or unresolved issues between the PhD/DBA candidate and his/her Advisory committee the resolution steps are the following:</p> <ul style="list-style-type: none"> <li>d. The PhD/DBA candidate may refer the matter to the relevant Program Director</li> <li>e. If the Program Director is unable to resolve the issue, he may forward it to the Vice-Rector for Academic Affairs.</li> <li>f. If the Vice-Rector for Academic Affairs is unable to resolve the issue, he/she will refer the issue to the Doctoral Committee for a final decision/resolution</li> </ul> <p>Furthermore, the expectations of the supervision process, and procedures related to the supervision process, including frequency of contact, feedback format, and the overall interaction of the PhD/DBA candidate with their Supervisor and the Doctoral Advisory Committee now carefully described in the relevant section of the Expectation / Feedback Procedure document see Annex 7.</p>	<p>Choose level of compliance:</p>
<p>2. There is scope to have an identified administrative member of staff dedicated to the PhD/ DBA programmes.</p>	<p>The Academic Affairs Manager Ms. Veronica Georgiades is the dedicated administrative staff for the PhD and DBA programmes.</p>	<p>Choose level of compliance:</p>

<p>3. It is unclear whether it is in the intention of the University/ School to resource supervision as part of the workload model. We suggest that is fair and equitable to do so, in order to endure that (especially junior) members of faculty are not expected to undertake supervision over and above their existing commitments. There is scope to be inclusive (i.e. ensure involvement of more junior members of staff) in the future development of the programme.</p>	<p>We fully agree with the EEC that it is fair and equitable to resource supervision as part of the workload model in order that no members of faculty, and certainly no junior members, are expected to undertake supervision over and above their existing commitments.</p> <p>Indeed, <b>resource supervision is an integral part of the workload model of both the University and the School.</b> The supervision of a single PhD or DBA Dissertation counts explicitly for 72 hours of teaching load equivalent (36 hours per year for two years). A senior faculty member may take up to a maximum of 3 dissertations at a time, as a primary or secondary supervisor.</p> <p>A junior faculty member might be assigned one dissertation at a time (voluntarily), as a secondary advisor, and this is equivalent to 36 hours of teaching workload per year for two years. It is our strategic objective to be inclusive, exactly as the EEC emphasized to ensure the involvement of junior members of staff in the future development of the doctoral programs, both in teaching and supervision but always within their contractual obligations, and never over and above their existing commitments.</p> <p>In both cases, of junior and senior faculty, the supervising member receives commensurate teaching load reduction OR 5 research points per dissertation per year towards their annual research publication requirements (30-40 points) and of course these points count towards the faculty member's annual evaluation and promotion. Alternatively, the faculty member receives a commensurate reduction in his/her teaching or administrative duties. (Annex 4: Supervision of Final Projects, Theses, and Dissertations in the Faculty Workload Model).</p>	<p>Choose level of compliance:</p>
<p>4. The UOL should highlight the differences between the PhD and DBA programmes to prospective students.</p>	<p>Both PhD in Management and Doctor of Business Administration (DBA) are terminal degrees that require a significant amount of research and scholarship. However, there are some key differences between the two. The primary difference is that a PhD in Management focuses on the management of organizations or teams, while a DBA generally concentrates on the broader field of business practices and leadership. Additionally, the structure and requirements for each degree differ.</p> <p>Besides the above differences, it is expected that the incoming students' backgrounds will be significantly different, and we also expect significant differences in their career paths</p>	<p>Choose level of compliance:</p>

	<p>following graduation. PhD students are expected to follow a more academically oriented postgraduate position.</p>	
<p>5. We recognise the value of more experienced supervisors mentoring new or less experienced faculty members as part of co-supervision processes. We also think it is important (even for experienced faculty) to undertake regular training updates to ensure that skills are refreshed and in line with emergent sectoral norms. Usually, such training can identify the emergence of good practices, as well as address specific important issues such as diversity awareness, unconscious bias, and so on. There may be scope to have reflective workshops for UoL faculty and some of its partner institutions to share best practice or discuss supervision dilemmas.</p>	<p>The PhD/DBA student will be 'matched' with a permanent and experienced Research Supervisor. In addition to supervising the PhD/DBA student, the Research Supervisor will also have responsibility for developing junior academic faculty.</p> <p>Before the supervision 'commences,' a Training Programme – for current and aspirant PhD/DBA Supervisors – will be initiated and led by the Vice Rector (Research and International Affairs). The Programme will consist of:</p> <ul style="list-style-type: none"> <li>• The UoL PhD/DBA Programme.</li> <li>• Introduction to PhD/DBA supervision at UoL.</li> <li>• Recruitment and selection of PhD/DBA students.</li> <li>• Supervisory roles, responsibilities and approaches.</li> <li>• Setting expectations and monitoring progress.</li> <li>• Completion and final examination.</li> <li>• Supporting wellbeing.</li> <li>• Supporting professional and career development.</li> </ul> <p>A Good Practice Guide will accompany this Training Programme. This Guide will include the key requirements of doctoral supervision:</p> <ul style="list-style-type: none"> <li>• Supporting candidates in the early stages of their doctorate.</li> <li>• Supporting candidates as they progress.</li> <li>• Supporting candidates during the final stages of a doctorate.</li> <li>• Providing career advice to doctoral researchers.</li> <li>• Doctoral degree policies and initiatives.</li> </ul> <p>It will also be important that all supervisors – irrespective of rank/experience – undergo mandatory training in HR-related supervisory subjects; for example, diversity/inclusion and unconscious bias. A full Training Programme will (again) be initiated and led by the Vice Rector (Research and International Affairs). This programme will reflect best practices in the HE sector in Cyprus and the wider EU area. Moreover, the Vice Rector (Research and International Affairs) will consult with UoL HR staff to reflect current training and development requirements.</p>	

<p>6. For the DBA programme the EEC suggests developing closer links with the industry sector, for instance in the form of a potential third industry supervisor; and/or the more direct involvement of industry stakeholders in the programme via workshops or presentations.</p>	<p>The EEC's suggestion to develop closer links with the industry sector is highly commendable. A strong connection between academia and industry is crucial for the DBA programme's success. This is explained as follows:</p> <ul style="list-style-type: none"> <li>• <b>Industry Relevance:</b> DBA graduates are expected to have a more business-oriented leadership profile combined with practical knowledge and the ability to address real-world challenges. By incorporating industry perspectives, the program ensures its curriculum stays relevant and up to date with current business practices.</li> <li>• <b>Real-world exposure for students:</b> DBA students are expected to benefit significantly from industry interactions.</li> </ul> <p><b>Possible Approaches to Develop Industry Linkages</b></p> <ul style="list-style-type: none"> <li>• <b>Third Industry Supervisor:</b> Introducing a third industry supervisor with the Doctoral Committee's approval to the DAC can significantly enrich the DBA program. Supervisors with relevant industry expertise can provide practical guidance and real-world insights to students throughout their dissertation research.</li> <li>• <b>Industry Stakeholder Involvement:</b> The Doctoral Committee will support industry stakeholder involvement by organizing workshops, guest lectures, or panel discussions.</li> <li>• <b>Industry Advisory Board:</b> In specific cases, the DAC will consider establishing an industry advisory board comprised of prominent figures from relevant sectors. This board can provide ongoing guidance on curriculum development, ensuring it remains relevant to industry needs and prepares graduates for successful careers.</li> </ul> <p>By implementing these suggestions, the DBA program can strengthen its industry connections, ensure its curriculum reflects current business practices, and equip graduates with the necessary skills and knowledge to excel in their chosen fields.</p>	
<p>7. The expectations about publications stemming from the DBA research are currently ambiguous and should be clarified, and then communicated to new students. We are not</p>	<p>We understand EEC's concerns about publication expectations in the DBA program. Therefore, we suggest implementing the following approach:</p> <p><b>Balancing Practicality and Research:</b> A core distinction exists between Ph.D. and DBA programs. Ph.D. programs emphasize original</p>	

<p>convinced that academic publications need to be a requirement or benchmark.</p>	<p>research contributions and academic publications. DBA programs, on the other hand, focus on applying research to solve real-world business problems.</p> <p><b>Publication Requirements:</b>        While we don't necessarily advocate for a rigid requirement of three publishable papers, some level of publication exposure can be beneficial for DBA students. This is explained as follows:</p> <ul style="list-style-type: none"> <li>• <b>Developing Research Skills:</b> The process of writing for publication helps students refine their research skills, critical thinking, and communication abilities.</li> <li>• <b>Disseminating Knowledge:</b> Publishing research findings allows students to contribute to the broader business knowledge base and potentially influence industry practices.</li> <li>• <b>Career Advancement:</b> Publications can enhance a DBA graduate's professional profile and credibility within their chosen field.</li> </ul> <p>Alternatives to Traditional Publications:</p> <p>Here are some alternatives to requiring traditional academic journal publications in the DBA program:</p> <ul style="list-style-type: none"> <li>• <b>Conference Proceedings:</b> Encourage students to submit their research progress to industry-focused conferences. This allows them to gain valuable feedback and disseminate their work within a relevant professional audience.</li> <li>• <b>Case Studies:</b> Consider incorporating case studies as a publishable output. This allows students to showcase their ability to analyze real-world business problems and propose practical solutions.</li> <li>• <b>Industry-focused Publications:</b> Explore publication opportunities in industry journals or practitioner-oriented magazines. This allows students to contribute to the discourse of their specific field without requiring the same level of academic rigor as traditional scholarly journals.</li> </ul> <p><b>Our Recommendation:</b></p> <ul style="list-style-type: none"> <li>• <b>Clarify Expectations:</b> Clearly define publication expectations in the DBA program curriculum outlined in the student's handbook. This includes clarifying the types of publications considered acceptable, along with</li> </ul>	
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	<p>guidance on formatting and submission processes.</p> <ul style="list-style-type: none"> <li>• <b>Multi-Tiered Approach:</b> Provide a multi-tiered approach to publications. Allow students to choose between traditional academic journals (for those interested in pursuing that path), industry-focused publications, or conference proceedings based on their career goals.</li> <li>• <b>Support &amp; Resources:</b> Offer workshops and resources to guide students through the research and publication process. This can significantly decrease their anxiety and increase their success rate.</li> </ul> <p>By implementing these suggestions, we can create a publication structure that fosters research skills development and knowledge dissemination while remaining sensitive to the practical, application-oriented nature of the DBA program.</p>	
<p>8. There is scope for industry stakeholders to help shape dissertation topics. In addition, external stakeholders expressed a willingness to give DBA (and PhD) students access to their organisations as possible sites for research. Doing so would be a great opportunity and a mark of distinctiveness for the programme.</p>	<p>We agree that there is tremendous scope for industry stakeholders to play a role in shaping dissertation topics for both DBA and Ph.D. students. Such collaboration can be beneficial for the following reasons:</p> <ul style="list-style-type: none"> <li>• <b>Real-world Relevance:</b> Industry stakeholders possess invaluable insights into current business challenges and emerging trends. Their input can ensure dissertation topics address pressing real-world issues, leading to research with significant practical impact.</li> <li>• <b>Enhanced Student Focus:</b> By collaborating with industry stakeholders, students can refine their research focus to align with specific industry needs. This fosters a sense of purpose and ensures their research directly contributes to addressing industry challenges.</li> <li>• <b>Increased Engagement:</b> Direct involvement from industry stakeholders can create a more engaging learning environment for students. They gain a deeper understanding of the practical application of their research, leading to a more fulfilling educational experience.</li> </ul> <p><b>Possible Approaches to Industry Collaboration:</b></p> <ul style="list-style-type: none"> <li>• <b>Industry Advisory Panels:</b> In certain dissertations, it could be advisable to establish industry advisory panels</li> </ul>	

	<p>comprised of representatives from relevant sectors. These panels can review potential dissertation topics, ensuring their relevance to current industry needs.</p> <ul style="list-style-type: none"> <li>• <b>Joint Research Projects:</b> Explore opportunities for students to collaborate with industry partners on research projects. This allows students to gain practical experience while addressing real-world problems for the partnering organization.</li> <li>• <b>Topic Brainstorming Sessions:</b> Within the PH1040/1 Doctoral Research Seminar Series we will organize brainstorming sessions with industry stakeholders to generate potential dissertation topics. This fosters a collaborative environment where students can benefit from industry insights.</li> </ul> <p><b>Leveraging Stakeholder Access for Research Sites:</b>      The willingness of external stakeholders to provide access to their organizations as research sites is a fantastic opportunity. This offers students several advantages:</p> <ul style="list-style-type: none"> <li>• <b>Rich Data Collection:</b> Access to real-world data allows students to conduct more robust and impactful research.</li> <li>• <b>Enhanced Credibility:</b> Research conducted within industry settings carries significant weight and credibility within the business world.</li> <li>• <b>Networking Opportunities:</b> Students gain valuable networking opportunities by interacting with industry professionals during their research.</li> </ul> <p><b>Next Steps:</b>      To capitalize on this opportunity, we consider developing a clear framework for industry partnerships. This framework should address:</p> <ul style="list-style-type: none"> <li>• <b>Confidentiality Agreements:</b> Establish clear policies for data confidentiality and intellectual property rights.</li> <li>• <b>Research Ethics:</b> Ensure all research activities adhere to ethical guidelines and regulations.</li> <li>• <b>Faculty Supervision:</b> Maintain strong faculty supervision to guide students through the research process while collaborating with industry partners.</li> </ul> <p>By actively engaging industry stakeholders and leveraging their insights for dissertation topics and research sites, the doctoral programs can</p>	
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	<p>establish a unique and highly valuable learning experience for DBA and Ph.D. students. This will not only enhance their research skills but also ensure their work has a significant real-world impact.</p>	
<p>9. The EEC shared some concerns about the admission and progression requirements, in particular the structure of the first year. While we appreciate the need to guarantee the quality level of the applicants, the EEC found the requirements a bit too stringent. We suggest the following: a lower pass threshold for the exams; the use of an overall weighted average result; the possibility of re-sitting a failed module.</p>	<p>Following this important comment by the EEC, we have set the GPA requirement for PhD and DBA students to 75% (instead of the initial minimum requirement of 80%).</p> <p>Following a failed course, given the Doctoral Committee approval, a student will have the possibility:</p> <ol style="list-style-type: none"> <li>Taking a make-up exam</li> <li>Submit a make-up assignment</li> <li>Retake the course</li> </ol> <p>We additionally adopted the EEC suggestion to remove the qualifying exam (see 6.10), as the removal may reduce inequality between candidates, decrease the burden on the faculty, and leave more time for dissertation research. However, we have set a minimal 80% threshold for the core courses would still guarantee that the candidates satisfactorily acquire the theoretical foundations of their field in general, expert familiarity with their designated research topic, and acquire the qualitative or quantitative methods essential for their independent research work.</p> <p>While the admission and progression requirements may still appear quite demanding, the small scale of the PhD and Doctoral programs and the close Doctoral Committee supervision of the admission and progression of students (on an individual basis) would guarantee that worthy candidates would not be rejected or forced to leave the program arbitrarily.</p>	
<p>10. The ECC also found the qualifying examination too broadly defined an idea, potentially leading to inequality among applicants as well as excess workload on staff members. We suggest to remove it and to merge it instead with a structured dissertation proposal that covers literature review, research questions methodology etc. This should be now worth the overall 30 ECTS.</p>	<p>We agree fully with the Committee and thank them for their recommendation, which simplifies matters, reduces the risk of inequality among applicants and excess workload on staff members as well as allowing more time for research. Hence, <b>we revised the curriculum by removing the qualifying examination requirement (see Annex 5A Revised Curriculum of DBA) and merging it with a structured dissertation proposal</b> that covers a literature review, research questions, methodology etc. structured dissertation proposal now is worth 30 ECTS (see Annex 6. PHD/DBA Structured Research Proposal Template). It should be noted that the Doctoral Advisory Committee may propose modifications</p>	

	<p>to the submitted by the student Structured Research Proposal.</p> <p>In addition, we have set a grade threshold of 80% for the two PhD courses (PM1100, and PM1110), the two DBA courses (DB1100 and DB1110) and the common PH1010/PH1020 which correspond to the three subject matters of the qualifying examination (Theory, Research Methods, and Research Area).</p> <p>For the rest of the PhD and DBA courses, the minimum threshold grade is 75%.</p>	
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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
N/A	N/A	Choose level of compliance:
N/A	N/A	Choose level of compliance:
N/A	N/A	Choose level of compliance:
N/A	N/A	Choose level of compliance:
N/A	N/A	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC acknowledges the significant effort made in preparation for the launch of the new DBA programme</p>	<p>The key areas of improvement identified by the External Evaluation Committee for the Doctor of Business Administration programme at the University of Limassol are as follows:</p> <ol style="list-style-type: none"> <li>1. The programme could have an international appeal and attract students from countries beyond Greece and Cyprus. The institution was recommended to target expatriates in Cyprus, especially in Limassol, where there are significant populations of expat communities, such as Russian, Ukrainian, British, and UAE nationals.</li> <li>2. The programme should be clearer about what it offers in specific research topics aligned with the research expertise of the faculty. The institution clarified specific research areas aligned with the faculty's expertise and provided a list of 10 examples of specific research topics within four areas: Economics and Financial Management, Strategic and Marketing Management, Human Resource Management and OB, and Innovation and Technology Management.</li> </ol>	<p>Choose level of compliance:</p>
<p>The preparation included the development of the University in several ways, such as infrastructure, enrichment of faculty members, quality assessments, the design of the programme structure, and content that aligns with comparable international programmes.</p>	<p>The University of Limassol justified the actions taken to enhance the quality of the programme by highlighting the development of the university in several key areas:</p> <ol style="list-style-type: none"> <li>1. <b>Infrastructure:</b> The institution invested in developing infrastructure to support the new DBA programme, ensuring that the physical facilities and resources are conducive to high-quality education delivery.</li> <li>2. <b>Enrichment of Faculty Members:</b> The university focused on enriching its faculty members by providing training, resources, and support to ensure they are well-equipped to deliver a high standard of education in the Business Administration programme.</li> <li>3. <b>Quality Assessments:</b> The institution conducted thorough quality assessments to evaluate and improve various aspects of the programme, ensuring that it meets international standards and best practices.</li> </ol>	<p>Choose level of compliance:</p>

	<p>4. <b>Design of Programme Structure:</b> The university carefully designed the structure of the programme to align with industry standards, academic requirements, and the needs of students, providing a comprehensive and effective learning experience.</p> <p>5. <b>Content Alignment:</b> The content of the programme was developed to align with comparable international programmes, ensuring that students receive an education that is relevant, up-to-date, and on par with global standards in Business Administration education.</p> <p>By focusing on these areas of development, the University of Limassol aimed to enhance the quality of the DBA programme and provide students with a valuable and competitive educational experience.</p>	
<p>Support for the programme comes from the University's senior management team, external stakeholders, close ties with the business sector, and their administrative services.</p>	<p>The University of Limassol justified the support for the DBA programme by highlighting the following key sources of support:</p> <ol style="list-style-type: none"> <li>1. <b>Senior Management Team:</b> The senior management team of the university provided support for the DBA programme, indicating a top-down commitment to the success and quality of the programme.</li> <li>2. <b>External Stakeholders:</b> External stakeholders, such as industry partners, regulatory bodies, and other relevant entities, showed support for the programme, indicating its relevance and importance in the broader context.</li> <li>3. <b>Close Ties with the Business Sector:</b> The university's close ties with the business sector contributed to the support for the DBA programme, ensuring that the programme is aligned with industry needs and trends, and that graduates are well-prepared for the business environment.</li> <li>4. <b>Administrative Services:</b> The administrative services of the university played a crucial role in supporting the DBA programme, ensuring smooth operations, effective coordination, and efficient management of resources to facilitate the success of the programme.</li> </ol> <p>By garnering support from these key sources, the University of Limassol aimed to strengthen the DBA programme and ensure its alignment with industry standards, academic excellence, and the needs of students and stakeholders.</p>	<p>Choose level of compliance:</p>
<p>The EEC has identified some areas of improvement. We have</p>	<p>We would like to thank the EEC for its constructive and supportive feedback to make</p>	<p>Choose level of compliance:</p>

<p>elaborated on these recommendations in each section above, highlighting where further development is recommended.</p>	<p>the proposed programme more attractive. Based on the comments received, the University of Limassol would like to justify the actions taken to address the areas of improvement identified by the External Evaluation Committee by elaborating on the recommendations in each section above. By providing detailed responses and outlining specific actions taken in response to the EEC's feedback, the institution demonstrated a commitment to addressing the identified areas of improvement and striving for continuous development and enhancement of the DBA programme.</p>	
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>

C.

#### D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Theodore Panayotou</b>	Rector	
<b>Vasilis Polimenis</b>	Vice-Rector for Academic Affairs and Quality Assurance	
<b>Brian Howieson</b>	Dean of CIIM Business School	
<b>Paris Cleanthous</b>	Chairperson of the Department of Management	
<b>Doron Sonsino</b>	Director of the PhD Management	
<b>Waldemar Pfoertsch</b>	Director of the Doctor of Business Administration (DBA)	
<b>Veronica Georgiades</b>	Academic Affairs Manager	
<b>Andreas Mathikolonis</b>	President of Student Council	

**Date:** 07/06/2024

