

Doc. 300.1.2

Date: May 25, 2025

## Higher Education Institution's Response

- Higher Education Institution: **American University of Beirut - Mediterraneo**
- Town: **Paphos**
- School/Faculty (if applicable): **Faculty of Business**
- Department/ Sector: **Department of Business Intelligence and Management**
- Programme of study Name (Duration, ECTS, Cycle)  
In Greek:  
In English:  
**Bachelor's Degree in Business Administration (BBA):  
Digital Marketing**
- Language(s) of instruction: **English**
- Programme's status: **New**
- Concentrations (if any):  
In Greek: **Concentrations**  
In English: **Digital Marketing**



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
While the internship is a strength, in practice putting the burden almost fully on students to find internship places is problematic. First, there are many international students who have fewer connections and not a well-developed network in Cyprus. Second, there is not yet a well-developed match-making platform where companies and students can find each other, where the university could play an important role (e.g., via fairs, databases, websites, etc.).	<p>A course titled BBAC 290 - Strategic Career Planning Workshop was planned in Year 3 Semester 6, just before the required internship during Summer of Year 3. The objective of this workshop is to support students in developing their skills and capabilities to plan for their career and includes topics such as: CV writing; LinkedIn profile; job/internship search; job/internship interviews and etiquette, etc. This workshop of 14 hours will also serve to support the students in reaching out to potential employers and will be delivered by an HR industry practitioner. This person will act as a career officer.</p> <p>Moreover, a committee including faculty and student affairs was created to identify employers and connect them with the students.</p> <p>AUB Mediterraneo established numerous MoUs and partnerships with firms in Cyprus and across the region for internships and career placement for our students. Examples of such firms and organizations include PwC, KPMG, Deloitte, Murex, Casino, Pafos FC, AlphaMega, GroupM, Axiom Consulting, Pafos Municipality, and the Pafos Regional Board of Tourism, to name a few.</p> <p>Note that faculty members are encouraged to use the case study approach, and it is standard practice to invite guest speakers from industry into the classroom, which often yields internships and opportunities for the students.</p>	Choose level of compliance:
The current program does not include a natural final project where learnings from the BBA: Digital Marketing are integrated and linked to practice. This could be achieved by introducing a (small) thesis at the end, e.g. of 10 ECTS, or having the internship more at the end of the program. Of course, this final project should be of sufficient academic level and on digital marketing proving the obtained skills and knowledge of	<p>A new course titled BBAM 310 - Seminar in Digital Marketing was added in Year 4 semester 8 (i.e., last semester before graduation), which will be a comprehensive final project as proposed (Annex 2 page 10).</p> <p>This course, combined with the internship requirement (Summer of Year 3) will ensure that the students will have a comprehensive academic and practical knowledge by the time they graduate.</p>	Choose level of compliance:

the entire BBA: Digital Marketing.		
<p>The content of the BBA: Digital Marketing is too strongly focused on digital marketing communication but less on customer relationship management and omnichannel management which are important elements of digital marketing (as confirmed by the external stakeholders). Reconfiguring the 5 current business concentration courses would provide room to integrate these other essential elements and would prepare students for a broader set of digital marketing jobs (e.g., financial services or retailing companies).</p>	<p>In response to the reviewers' valuable feedback, we have carefully reconfigured the content of the six digital marketing concentration courses. We have strategically integrated the essential elements of customer relationship management (CRM) and omnichannel management throughout the BBA in Digital Marketing curriculum. These enhancements ensure a more holistic and industry-aligned curriculum that prepares students for a wider spectrum of digital marketing roles, including those in retail, financial services, and customer experience management (Annex 2, pages 1-10).</p> <p>Specifically, we have embedded CRM concepts – such as customer lifecycle, segmentation, loyalty, and data integration – across all courses, with practical application through analytics tools, personalized content strategies, and retargeting mechanisms. Similarly, omnichannel management is now a core thread, with students learning to design, implement, and measure seamless customer experiences across diverse digital and physical touchpoints. Course titles remain unchanged, but their learning outcomes, weekly topics, and assessment designs have been updated accordingly to reflect these strategic enhancements (Annex 2, pages 1-10).</p>	Choose level of compliance:
<p>The inclusion in the program of two compulsory courses in the Arabic language may discourage non-Arabic speaking prospective students to apply for the program. These courses could be offered as free electives, together with other language options.</p>	<p>The program team has undertaken a revision of the Understanding Our Communication compulsory Arabic language component in the General Education Program and has received CYQAA approval to reduce the Arabic as a Foreign Language requirement from 12 ECTS to 6 ECTS. The remaining 6 ECTS have been replaced with a required Greek Language and Culture Course (Annex 1, page 1).</p> <p>These changes, completed prior to receiving the EEC's feedback, reflect ongoing efforts to ensure the accessibility of the program for students from diverse linguistic backgrounds while preserving its regional identity and institutional history. Further adjustments to these requirements that account for varying levels of language proficiency as well as student interests are currently undergoing institutional review; possibilities under consideration include offering Arabic-related content in English and introducing greater elective choice within the "Our Communication" category, to better support diverse student backgrounds and learning goals.</p>	Choose level of compliance:

## 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
AUBM should connect students to the national (Cyprus) industry. This could provide students the opportunity to find internships and employment after graduation. It would enhance the industry link of the program.	<p>A course titled BBAC 290- Strategic Career Planning Workshop was planned in Year 3 Semester 6, just before the required internship during Summer of Year 3. The objective of this workshop is to support students in developing their skills and capabilities to plan for their career and includes topics such as: CV writing; LinkedIn profile; job/internship search; job/internship interviews and etiquette, etc. This workshop of 14 hours will also serve to support the students in reaching out to potential employers and will be delivered by an HR industry practitioner. This person will act as a career officer (Application Form, pages 23, 24; Annex 2, page 46-47).</p> <p>AUB Mediterraneo established numerous MoUs and partnerships with firms in Cyprus and across the region for internships and career placement for our students. Examples of such firms and organizations include PwC, KPMG, Deloitte, Murex, Casino, Pafos FC, AlphaMega, GroupM, Axiom Consulting, Pafos Municipality, and the Pafos Regional Board of Tourism, to name a few.</p> <p>Note that faculty members are encouraged to use the case study approach and it is standard practice to invite guest speakers from industry into the classroom, which often yields internship and opportunities for the students.</p>	Choose level of compliance:

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Continue to attract and retain research-oriented permanent staff at AUBM. To do this, it is important to incentivize starting Assistant Professors in their first years with a reduced teaching load, and limited-service tasks.	<p>Thank you for this constructive comment. Indeed, we were able to attract a young faculty member to the digital marketing programme (starting August 2025) who has already a proven record of top-tier publications, and we are actively seeking another faculty member position.</p> <p>The teaching load for full-time faculty members is a two-course load per semester, noting that the classroom size is small, with fewer than 25 students per course.</p>	Choose level of compliance:
Cultivate a research culture in the faculty, with regular seminar series of external speakers, research visits and research-oriented workshops.	<p>In April 2025, a research committee was created whose task is to cultivate a research culture and coordination across campus. This will include internal knowledge sharing; inviting international speakers; and faculty training.</p> <p>Moreover, all permanent faculty members are encouraged to attend at least 1 international conference per year and in some cases 2. They receive full funding for it from the faculty.</p>	Choose level of compliance:
Mentor junior staff as they could face several academic teaching challenges (e.g., new course development, student advisor roles, ...).	<p>Expectations for new and Junior faculty members are minimal in terms of service. For instance, they will not have any student advising role in the first year at AUB Mediterraneo, nor the development of new courses.</p> <p>As for mentorship, meetings with the Deans are done on a regular basis and annual evaluations are performed.</p> <p>A peer-to-peer program is set with AUB Beirut, whereby all faculty members at the Faculty of Business in AUB Mediterraneo are matched with their peers in Beirut, who will be sharing with them their teaching experience, course material, online platform access and will be readily available to support and mentor them. This is done for all the common courses taught on both campuses.</p> <p>Finally, all faculty members are expected to attend online Webinars for teaching and skill development as directed by the Dean.</p>	
Build a research identity by focusing hiring and research activities on a	Two positions were advertised related to this program and one has been already filled while the	

<p>selected set of key research areas that relate to the BBA: Digital Marketing.</p>	<p>other is currently being filled. The focus of the hiring will be on the priorities of the Faculty, which are 'sustainability' and 'technology' applied to Digital Marketing. The first hire is a fresh graduate who already has a proven record of top-tier publications focusing on sustainability and digital marketing applied to the tourism sector.</p> <p>Note that we also launched the call for the Marie Curie Postdoctoral fellowships, which will strengthen further the research capabilities and the call is available on our <a href="#">website</a> and was advertised in different academic venues.</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
At present, there are no available records of student performance, or distributions of grades across courses of BBA: Digital Marketing. Therefore, we have no concrete recommendations.	Thank you.	Choose level of compliance:

## 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
We stimulate you to continue along the current path. We have no concrete recommendations.	Thank you for the constructive comments.	Choose level of compliance:

## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<b>Not Applicable</b>	Click or tap here to enter text.	Choose level of compliance:

## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<b>Not Applicable</b>	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The BBA: Digital Marketing program at AUBM demonstrates a clear vision aligned to both institutional strategy and market needs. The program's design, rooted in the principles of the Digital Marketing Institute and enhanced by inputs from practitioners ensures relevance and responsiveness to the evolving digital landscape. AUBM's emphasis on liberal arts education, international accreditation, and a student-centred teaching philosophy further reinforces the holistic development embedded in the program. These characteristics, along with the internal quality assurance mechanisms and pedagogical approach, provide a good basis for delivering a high-quality educational experience.	Thank you for the encouraging and constructive feedback.	Choose level of compliance:
Despite the program's strengths, several areas for improvement were identified. Foremost among these is the need to bolster institutional support for internships, because (international) students may face challenges in securing placements. Establishing a structured matchmaking process—facilitated through career fairs, partnerships, or online tools—would create clearer pathways between students and industry, while strengthening the internship possibilities and employability outcomes of the program. The introduction of a final integrative project—potentially in the form of a digital marketing thesis or enhanced internship experience—could serve as a valuable exercise to showcase students' applied knowledge and skills.	<p>The comments relating to internships, career development, and introduction of a final project have been taken into account and included in the program as mentioned in detail in the above comments.</p> <p>The introduction of the Strategic Career Planning Workshop before the internship during Summer of the third year as well as the Seminar in Digital Marketing in the last semester as an integrative project will surely strengthen the program. Moreover, a committee including faculty and student affairs was created to identify employers and connect them with the students.</p>	Choose level of compliance:

<p>Curricular improvements are also recommended to expand the program's focus beyond digital marketing communications. Greater emphasis on areas such as customer relationship management and omnichannel strategy would better reflect the broader demands of the digital marketing field and align the program more closely with employer expectations. Reconfiguring the concentration courses could support this recommendation.</p>	<p>We have carefully reconfigured the content of the five digital marketing concentration courses. We have strategically embedded the essential elements of customer relationship management (CRM) and omnichannel management throughout the curriculum of the BBA in Digital Marketing. These enhancements ensure a more holistic and industry-aligned curriculum that prepares students for a wider spectrum of digital marketing roles, including those in retail, financial services, and customer experience management. (Annex 2, pages 1-10; Application Form, page 23-24).</p>	<p>Choose level of compliance:</p>
<p>Faculty development and research culture represent additional strategic priorities. AUBM has already taken commendable steps to recruit qualified, enthusiastic academic staff and create a collegial environment. However, supporting junior faculty with reduced teaching loads, dedicated mentoring, and regular seminar series and workshops will be crucial in retaining talent and stimulating research excellence. Focusing research efforts on selected themes closely tied to the BBA: Digital Marketing will build institutional expertise and reputation, and strengthen the curriculum with cutting-edge insights and practical relevance.</p>	<p>Thank you for highlighting the importance of faculty support and development as this is a core element of our Faculty, and the comments align with the vision of the university.</p> <p>As detailed above, we have multiple mechanisms in place to support our junior faculty members, including fully funded conferences, limited service expectations during the first year, peer-to-peer support, ongoing evaluations and feedback loops, as well as skill development and training.</p>	<p>Choose level of compliance:</p>
<p>In summary, AUBM's BBA: Digital Marketing program is underpinned by a strong educational philosophy, institutional commitment, and alignment with industry trends. The recommendations will support AUBM's goal of becoming a leading institution in digital marketing education and will ensure graduates are well-equipped for the challenges of the global digital economy.</p>	<p>Thank you for the constructive feedback.</p>	<p>Choose level of compliance:</p>



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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### C. Higher Education Institution academic representatives

<i><b>Name</b></i>	<i><b>Position</b></i>	<i><b>Signature</b></i>
<b>Wassim El Hajj</b>	Rector, AUB Mediterraneo	
<b>Alain Daou</b>	Dean, Faculty of Business	
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:** June 04, 2025

