

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Cyprus International Institute of Management  
(CIIM)**

**Program of Study: Master of Science in Human Resource  
Management and Organizational Behaviour  
(MSc HRM & OB)**

## TABLE OF CONTENTS

<b>Instructions.....</b>	<b>3</b>
<b>External Evaluation Committee (EEC).....</b>	<b>4</b>
<b>Introduction.....</b>	<b>5</b>
<b>Findings.....</b>	<b>6</b>
<b>Conclusions and Suggestions of the External Evaluation Committee.....</b>	<b>12</b>
<b>Document Number: 300.1.....</b>	<b>13</b>

## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
Chair: Yuri Mishina	Associate Professor of Organizational Behavior and Strategy	Imperial College Business School, UK
Member: Fida Afiouni	Associate Professor of Human Resource Management	Olayan School of Business, American University of Beirut, Lebanon
Member: Andreas Georgiadis	Senior Lecturer (Associate Professor) in Economics	Brunel Business School, UK
Student Representative: Zena Napoleontos		Cyprus University of Technology

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The documentation provided prior to the visit was very well structured and allowed us to gain a comprehensive overview of the program. The visit was very well organized and the faculty, staff, and students at the Cyprus International Institute of Management (CIIM) were very professional, friendly and welcoming. In advance of the visit all EEC members studied the application documents and initial impressions were briefly discussed over a Skype meeting prior to the visit. We then discussed any concerns we had based on those materials and generated a set of questions that we wanted to ask during our visit.

We met with the team running CIIM and the specific MSc in Human Resource Management and Organizational behavior according to the following schedule. To our best knowledge, we met everyone who we were scheduled to meet, although many/most of our meetings went 15 to 30 minutes longer than initially scheduled.

### **M.Sc. Human Resource Management & Organizational Behavior Cyprus International Institute of Management (CIIM) Limassol**

**External Evaluation Committee site visit May 14, 2018**

#### **9:30 – 10:30**

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.
- Examination of the School's structure, including the program in the proper position, i.e. by indicating the School and the Department under which the program will operate.
  - Dr. Theo Panayotou (CIIM Director), Dr. Takis Stylianides (Assistant Director and Administration Director of the MSc HRM Programme), Mr. Costas Kaloyeros (Chief Financial Officer)

#### **10:30 – 12.15**



- A meeting with the Head of the relevant department and the program Coordinator. Presentation of the curriculum (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, samples of papers, samples of written examinations, admission criteria for prospective students etc.)
- Discussion of the program as a whole and information relevant to its response to the Criteria. Presentation of program's feasibility study.
  - Dr. Theo Panayotou (CIIM Director), Dr. Takis Stylianides (Assistant Director and Administration Director of the MSc HRM Programme), Dr. Dionysis Dionysiou (Academic Director of the MSc HRM Programme)

#### 12:15 – 13:00

- A meeting with members of the administrative staff.
  - Ms. Norma Ayvazian (Admissions and Customer Service Officer), Dr. George Guirgis (International Marketing), Mr. Yiannis Hadjiyiannis (Library & Information Services Manager), Ms. Maria Ioannou (Graduate Course Manager/Registrar), Ms. Lena Jelic (Erasmus+/Careers and Student Affairs), Mr. Vasilis Karakasis (Evening Graduate Course Administrator), Ms. Helen Lambrou (Market Development and Sales Manager), Ms. Theodora Petasi (Admissions and Office Manager), Ms. Georgia Tsitsa (Marketing Manager), Mr. Alex Vrahimis (IT Manager), Ms. Evie Yialloury (Limassol Office Manager and Graduate Course Administrator),

#### 13:00 – 14:00

Lunch of EEC **only** with the educational officer of the Agency accompanying them. (Alasia Hotel)

#### 14:00 – 14:30

- A meeting **only** with students or/and their representatives.
  - Elena Chapliuk (recent graduate - graduated 30/01/2018), Melissa Hermida Cintra (current student), Antonia Ieridou (recent graduate 30/01/2018), Nita Jha (alumnus), Michalakis Michael (alumnus), Myria Onisillou (recent graduate 15/12/2017), Smita Pandey (current student), Maria Pavlou (alumnus)

#### 14:30 – 16:00



- Presentation of the academic/teaching staff teaching each course for all the years of study.
- Examination of the curriculum vitae of the academic/teaching staff (academic qualifications, publications, research interests, research activity etc.) and their relationship with the institution as teachers in connection with any other duties they may have in the institution or/and other programs.
- A meeting **only** with members of the teaching staff.
  - Dr. Ioannis Christodoulou (Director of the MSc in Educational Leadership and Management), Dr. Paris Cleanthous (Director of MBA and MPSM programmes Associate Professor of Marketing and Strategy), Dr. Dionysis Dionysiou (Academic Director of the MSc HRM Programme), Dr. Olga Kandinskaia (Assistant Professor of Finance – MSc Business Management Director), Dr. Theo Panayotou (CIIM Director), Dr. Kyriacos Pavlou (Database Researcher/Computer Science Lecturer Director of the CIIM Research Office), Dr. Takis Stylianides (Administration Director of the MSc HRM Programme)

#### 16:00 - 16:30

- Presentation of the equipment used in teaching and learning (software, hardware, materials, online platforms etc.)
  - Mr. Yiannis Hadjiyiannis (Library & Information Services Manager), Mr. Alex Vrahimis (IT Manager)

#### 16:30 – 17:00

- On site visit to the premises of the institution (library, computer labs, research facilities etc.).

The EEC was able to ask all questions identified over the Skype meeting prior to the visit and also had the opportunity to check CIIM premises including the lab, the library, and the rest of the CIIM premises.

On the following day, the EEC met at the hotel and went through all sections of this report document and prepared their report following the visit.

Overall, we had the impression that the evaluation procedure is very well organized. In particular, our contact George Aletraris was very clear when sending upfront instructions and when meeting us on CIIM premises prior to the visit. He was always accessible during our stay, which made our lives easy. The documents submitted appear to be complete. Pick-up from airport was organized well and also communications pre-travel were handled well. George was always available to help when needed and was very responsive to our needs.

## II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The application submitted (Doc. Number 200.1) was very well structured and provided a comprehensive overview of the program. It described the program's general profile, the program's content and structure including the learning objectives and intended learning outcomes, detailed courses syllabi, students' admission requirements, the teaching personnel and their qualifications, the administrative structure of CIIM supporting the program, as well as the mechanisms in place for quality assurance. The application also listed the research activities of the teaching personnel involved in the program, and highlighted potential synergies between research and teaching.

The financial resources including the budget were also provided, as well as the student welfare mechanisms for monitoring the sufficiency of student support, in addition to a description of classrooms and other relevant infrastructure and facilities.

A thorough read of the document allowed us to gain an initial understanding of the program, and the EEC members noted down areas where information was unclear and lacking and further followed up on this during the visit. After the visit, the EEC members had all the needed information to proceed to filling out the evaluation forms.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

We believe that the teaching work was organized effectively, that the teaching materials/assessments, etc. seemed appropriate, and that the teaching personnel seemed to be appropriate for the courses. Our conclusions are based on both study of the submitted application and various questions that we asked program directors, staff, teaching faculty, students, and alumni.

In terms of the organization of teaching work, admission requirements appeared to be fixed and consistent (including interviews for every candidate), the number of students in each class would allow for constructive discussion and attention to each student (generally around 20 – 40 but capped at 48 for some courses and capped at 25 for workshops), there were regular evaluations of courses, instructors, as well as reviews of program content, students indicated that their

feedback on courses and instructors was actively sought and actions were taken based on that feedback, course materials and academic calendars were published on Moodle in a timely manner, procedures were in place to be able to make adjustments if students had special needs (e.g., medical issues, learning disabilities) including things like additional tutorials, and we were told that visiting instructors (who comprise the majority of the teaching personnel on this and other programs at CIIM) were told to adhere to the quality standards in assessments that they would have at their home institutions. Apparently for most courses, the averages were very similar, although the standard deviations were often greater for the students at CIIM in comparison to the students at the visiting faculty's home institutions.

In terms of the learning resources, the building, classrooms, library, electronic resources, etc. seemed appropriate to a program of this size, and students were also able to take some of their courses or access additional resources in Nicosia whenever they needed to, since there was a parallel program in Nicosia. Students also noted that they received timely feedback, although there were occasional situations in which feedback may take a bit longer due to the additional responsibilities that visiting faculty might have in their home institutions. As mentioned earlier, provision of additional support for students who needed them ensured that help was available for any students who requested it, but that in rare situations, students might be expelled from the program because they failed too many courses despite being provided with additional tutoring and such. Plagiarism was monitored using Turnitin software, which is the general practice in most places. In terms of the student demographics, we were told that the majority are female, that most are from Cyprus, but that the work experience and age varies dramatically, with most of the students working full time and taking classes at night. The students and alumni we met were all female and varied in both age and ethnicity/country of origin, but with most being from Cyprus.

As for teaching methodology, it seemed to vary between lectures, case studies, simulations, workshops, role-play, and other techniques, depending on what was appropriate for the module being taught. Students expressed that they received continuous and useful feedback, that they enjoyed the case studies and role playing in particular, and that a lot of additional prereading, supplementary material, and further reading were available for their courses, although they also stated that sometimes they didn't have time to do all of the reading for the course since most worked full time. Another feature students enjoyed was that they were also given opportunities to write case studies based on their own work experiences at their companies. Students also enjoyed taking electives, often in conjunction with the MSc in Business Management students, which was the program that the MSc in HR and OB was twinned with because it exposed them to other perspectives and disciplines, but that depending on when they were trying to take the electives, sometimes the selection at any particular time might be more limited. They also indicated that they might have wanted more slots for electives since currently there are only 12 ECTS credits allocated for electives or a thesis or an internship, which means that they can only take two 6 ECTS courses, although the program director and teaching faculty indicated that they are allowed to take an additional 6 ECTS credits worth. Students also enjoyed the large number of networking activities that they had with one another and that they also felt like the CIIM faculty and staff cared about them. One student

mentioned that she wished that the workshop on recruitment was a bit more practical.

In terms of teaching personnel, the model at CIIM is that they have a small number of resident faculty, each of whom is also a program director of one of their programs, and a large number of visiting faculty from other, more prominent institutions who are considered subject experts in their areas of expertise. This is a somewhat unusual model, but it makes sense for an institution and program of this size since it would be much more difficult to have a large number of resident faculty who are of sufficient quality to be able to support a more boutique institution like CIIM. The model makes it possible to have very good people teaching every subject. The resident faculty all seem appropriate for their subjects and often also have experience at very good institutions. Many seem to have started as visiting faculty and then became resident faculty. However, the small number of resident faculty (and their teaching and administrative workload) as well as the desire of the institution for their resident faculty to concentrate on more applied research means that they are less likely to be able to publish in the elite academic journals. The small number of students per course (~20), per program (~40-60), and for the overall institution (~350) allows for the faculty and staff to be much more involved with each student, and this seems to continue with the alumni.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

### **Purpose of Objectives & Structure and Content of Program**

When designing a program, it's important to ensure that the program's aims, learning outcomes, and specific course objectives aligned. It's also important to ensure that the learning assessment tools allow to measure the level of student's learnings for each course objective, and then collectively, for the program's learning objectives. This is important to ensure learning takes place; it will enable the program director to know whether students actually learned what they were supposed to learn in each course, and in the overall program, and then feed that back into the redesign of the program.

CIIM seems to be doing a good job at that. They provided a table showing how the program's aims are translated into learning outcomes, and how these learning outcomes are distributed across the various courses. However, it wasn't clear to us how these learning outcomes would be assessed within each course. It would be important to develop rubrics to assess the learning objectives in each course.

We also noted that some objectives are assessed in multiple courses, while others are only assessed in a couple of courses. We recommend to further spread out the assessments across courses. It is unusual to have more than 3 learning outcomes assessed in each course. It's best to further streamline the assessment of learning and better spread them out across the various courses.

CIIM is doing a good job in liaising with the Cyprus HRM as well as with an international body of faculty about this program to receive industry and academic input to further customize the program to local needs, and to ensure proper benchmarking along international standards. Hence, they have done due diligence to reach out to the practitioner community for support.

We appreciate that the program is offered on both a full and part-time basis. This provides students with needed flexibility. Electives are also offered, which again promotes student empowerment. Notwithstanding, we share the concern that not a large choice of electives is available, or, in case it is, it often clashes with the student's schedule. We recommend reconsidering scheduling to ensure proper elective are made available to students to accommodate their needs.

### **Quality Assurance**

There seems to be a robust mechanism in place for Quality Assurance. CIIM overall, and the MSc in HRM and OB more specifically seems to have proper governance mechanisms in place. A program review is conducted every 2 years to ensure its competitiveness. The fact that the program is accredited by D.I.P.A.E. / KYSATS, recognized by SHRM, and endorsed by CyHRMA is a good indicator of the quality of the program.

Furthermore, the students' voice seems to be heard and their feedback is taken into account to further refine the program.

### **Management of Program**

Overall, the program seems to be well managed. Dr. Takis Stylianides (Assistant Director and Administration Director of the MSc HRM Programme), as well as Dr. Dionysis Dionysiou (Academic Director of the MSc HRM Programme) are well qualified to be leading this program. Furthermore, as discussed earlier, proper governance mechanisms are in place.

### **International Dimensions**

CIIM has recently recruited Dr. George Guirgis, who is responsible for international marketing. Furthermore, CIIM has a dedicated staff, Ms. Lena Jelic that is responsible for overseeing the Erasmus exchange program as well as the Careers and Student Affairs. This shows a strong commitment of CIIM to further reach out to the international community and they have expressed their commitment to further increase the international student body at CIIM. Students are also provided with opportunities for international field trips.

For the MSc in HRM and OB program, CIIM relies on a unique business model that consists of bringing in international visiting faculty, who are research active, to teach on the program, which exposes students to cutting edge research and best practices globally. Students seem to be highly enjoying this kind of exposure.

## Connection with labor market and society

Overall, CIIM seems to be well connected with the labor market and the various professional HR bodies. They have also good relationships with their alumni and seek to involve them in various networking activities. They also provide their students with good internship opportunities.

## 3. RESEARCH WORK AND SYNERGIES WITH TEACHING

### - Research Teaching Synergies

In general, teaching and learning are adequately enlightened by research. In most of the courses, the reading list includes a list of journal articles relevant to the topics covered. The students also practice their research skills, as part of the courses taught, through dealing with case studies and practical applications by collecting and analyzing data and interpreting the results.

New research results are embodied through the program of study through dealing with up to date case studies.

There are suitable available facilities to support students' research, such a library with all the relevant textbooks, electronic access to journals, and databases. These facilities are accessible to the students online and also through computers in the institute's research lab.

The academic personnel are research active and publish research in international peer-reviewed journals, edited volumes, books, participate and present in international conferences.

The academic personnel are supported to participate in international collaborative research projects and in the submission of applications to attract non-governmental research funding. This funding compares positively with the funding obtained from other private institutions in Cyprus and some international institutions, but it is expected to be, on average, lower than public universities in Cyprus.

There is internal funding available at the institute to support academic personnel's research activities. In particular, the institute provides own-funding to staff members to engage in research activities that includes 2,000 euros per year for participation in conferences and 2,000 euros per year for other research support. This funding compares seems to be higher than the available non-governmental funding in other private institutions in Cyprus and some international institutions, but it may be less than the average funding available to staff in public universities in Cyprus.

The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory, and all personnel receive adequate funding and this is equally distributed across academic staff.

The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory. Students mainly participate in research activities through attending a range of courses, such as research methods and producing a dissertation, that is an elective. The academic personnel is research active, conducts research that is published in peer reviewed journals and books, participate and present in conferences and produce individual and collaborative research grant applications. The administrative staff participates in research activities through supporting students to use facilities and access relevant material relevant to the research process and academics in producing their own research.

Students receive satisfactory training in the research process. There are core courses aiming to train students in research methods, including qualitative and quantitative methods, and students can conduct own research, if they wish so, through choosing as an elective to write a dissertation. Students also collect and analyse data and interpret the evidence produced through work on case studies and applications considered in the various courses and conduct literature reviews that provides then a good overview the various stages of the research process and how research is conducted.

Overall, there is reasonable integration of research and teaching in the program of study. In most of the courses the academic personnel's expertise matches well the subject matter of the course. A potential suggestion for future improvements in this area is to make sure that there is alignment between research expertise and the subject matter of the course across all courses, as there are currently some courses where this is not the case, e.g., qualitative research methods taught by an academic with expertise and training in economics. Another suggestion for a closer alignment of teaching and research is the inclusion of research output, i.e., journal articles, book chapters, working papers, produced by the academic personnel at the institute in the reading list of the course taught and base applications that aim to consolidate students' understanding of the relevant concepts on this research as well.

#### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

##### **Administrative Mechanisms**

The CIIM seems to have adequate staffing to support student's welfare and the overall learning experience. We have met with various staff members including Ms. Norma Ayzazian (Admissions and Customer Service Officer), Dr. George Guirgis (International Marketing), Mr. Yiannis Hadjiyiannis (Library & Information Services Manager), Ms. Maria Ioannou (Graduate Course Manager/Registrar), Ms. Lena Jelic

(Erasmus+/Careers and Student Affairs), Mr. Vasilis Karakasis (Evening Graduate Course Administrator), Ms. Helen Lambrou (Market Development and Sales Manager), Ms. Theodora Petasi (Admissions and Office Manager), Ms. Georgia Tsitsa (Marketing Manager), Mr. Alex Vrahimis (IT Manager), Ms. Evie Yialloury (Limassol Office Manager and Graduate Course Administrator).

Many of the staff have been working for CIIM for a very long time and all describe CIIM as their second home, and the CIIM staff as their family. Overall, the staff is very collegial and proper mechanisms and administrative support are in place to support the overall student's experience from admission to graduation. The small size of CIIM allows the faculty and staff to develop a personalized relationship with each student, and to provide the proper support as needed. Overall, the academic and professional staff are highly supportive of students when they face administrative and personal issues. There are dedicated academic and professional staff, and the students we interviewed also shared that if they need help, they feel comfortable asking any member of staff. Students are also assigned a tutor who provides guidance and support and student's performance is closely monitored throughout the various courses and students at risk of underperforming are provided with the needed support.

### **Infrastructure/Support**

There are suitable books and a dedicated library space and computer labs that support the program. However, not all high-quality journals in the field of management are accessible. CIIM only has access to EBSCO database. Hence, we recommend investing in more academic databases so that the students have access to a broader range of journals in the long run. Students are allowed to borrow books from the library. They can even request books to be brought to Limassol from the Nicosia campus.

The lab includes a limited number of computers. We recommend investing in a larger number of computers to accommodate students' body as it grows.

There is a supportive internal communication platform. All communication between students and faculty is done on Moodle, which is a suitable platform that students seem to enjoy.

The cafeteria is nice and provided both indoors and outdoors spaces for students and faculty to meet and interact in a collegial atmosphere.

CIIM provide facilitated loans to their students that spans over a period of 15 years, which allows students to enroll in the program regardless of their financial situation.

### **Financial Resources.**

CIIM is a private non-profit organization that receives no financial contribution from the government and no endowments. It relies mainly on the student's tuition fees and on executive education to generate funds. They thrive to provide high impact programs that gives them a competitive edge and a good differentiation from competitors. Given the information that was provided to us, the management and allocation of the financial resources is sound, and CIIM has a chief financial officer

that ensures proper allocation of resources. The staff and faculty remuneration, as we were told, seems to be aligned, even a bit higher than what is typically offered in the market.

Students' tuition fees are higher than that of other private institutions in Cyprus. This suggests that students see high value in the various MSc programs offered by CIIM, including the MSc in human resource management and organizational behavior.

## **5. DISTANCE LEARNING PROGRAMS**

**Not applicable**

## **6. DOCTORAL PROGRAMS OF STUDY**

**Not applicable**

## **CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>**

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The visit was very well organized and the faculty, staff, and students at the Cyprus International Institute of Management (CIIM) were very professional, friendly and welcoming. Everyone was very forthcoming and responsive, and we heard consistent, but seemingly spontaneous and sincere answers to all of our questions.

Overall, there is reasonable integration of research and teaching in the program of study. In most of the courses the academic personnel's expertise matches well the subject matter of the course. A potential suggestion for future improvements in this area is to make sure that there is alignment between research expertise and the subject matter of the course across all courses, as there are currently some courses where this is not the case, e.g., qualitative research methods taught by an academic with expertise and training in economics. Another

---

<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

suggestion for a closer alignment of teaching and research is the inclusion of research output, i.e., journal articles, book chapters, working papers, produced by the academic personnel at the institute in the reading list of the course taught and base applications that aim to consolidate students' understanding of the relevant concepts on this research as well.

Below are some suggestions for continued improvement of the program:

- Rubrics should be developed to assess the learning objectives, and the different learning objectives should be more spread out across different courses, rather than trying to address too many objectives in any individual course.
- There should be periodic and continuous reevaluation and balancing of academic and practical content in the program, taking into account program objectives, student expectations, and demand from employers.
- Additional networking opportunities, especially one-on-one, between current students and alumni should be considered.
- Suggested and supplementary material should be updated and streamlined.
- Scheduling of electives should be evaluated to ensure that an adequate range is available at any given time.
- Long-term financial planning (e.g., raising an endowment) and constant reevaluation of their competitive advantage relative to peer institutions should be considered in order to ensure financial sustainability.
- Students suggested that they were overwhelmed with the amount of material focusing on a single subject during some weekend courses. They suggested perhaps having something like two different four hour courses on the same day, rather than a single eight hour course, for example, might be easier in terms of retention of material.
- Policies should be introduced to ensure that students always receive timely feedback and results from visiting faculty (since resident faculty seem to be fine).

In conclusion, we feel that the program is very well designed, with a nice balance between practical and academic content. We were also very pleasantly surprised with how much the faculty, staff, and students seemed to like one another and view one another as family. The student experience seemed to be very positive, and we wish continued and further success for this program.

**Doc. Number: 300.1**

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

<p>Institution: Cyprus International Institute of Management (CIIM).....</p> <p>Program of Study: MSc HRM &amp; OB.....</p> <p>Duration of the Program of Study: ...13 months or 2 years/90 ECTS, Master.</p> <p>Evaluation Date:...May 14, 2018.....</p>
---

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Chair: Yuri Mishina	Associate Professor of Organizational Behavior and Strategy	Imperial College Business School, UK
Member: Fida Afiouni	Associate Professor of Human Resource Management	Olayan School of Business, American University of Beirut,

		Lebanon
Member: Andreas Georgiadis	Senior Lecturer (Associate Professor) in Economics	Brunel Business School, UK
Student Representative: Zena Napoleontos		Cyprus University of Technology

**Date and Time of the On-Site Visit: ...8:30 a.m., - 7:20 p.m., May 14, 2018.....**

**Duration of the On-Site Visit: ...10 hours 50 minutes .....**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				X	
1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
1.1.3.3	The course web-pages, updated with the relevant supplementary material				X	
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:				X	

	1.1.4.1	facilities				X	
	1.1.4.2	library				X	
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare				X	
	1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.					X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.					X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.6. Students noted that they received timely feedback, although there were occasional situations in which both feedback and results may take a bit longer due to the additional responsibilities that visiting faculty might have in their home institutions.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The majority (~70%+) are of Cypriot origin, although we met a fairly diverse group of students.

β) the countries of origin of the majority of students.

The majority are Cypriot, with Greek students being the next largest group.

γ) the maximum planned number of students per class-section.

The courses are generally around 20 – 40 students but capped at 48 for some courses that might cut across programs and capped at 25 for workshops.

<b>1.2</b>	<b>Teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		

1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				X	
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				X	
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.1. ,1.3.5., and 1.3.7. The model at CIIM is that they have a small number of</p>						

resident faculty, each of whom is also a program director of one of their programs, and a large number of visiting faculty from other, more prominent institutions who are considered subject experts in their areas of expertise. This is a somewhat unusual model, but it makes sense for an institution and program of this size since it would be much more difficult to have a large number of resident faculty who are of sufficient quality to be able to support a more boutique insittution like CIIM. The model makes it possible to have very good people teaching every subject.

1.3.9. The small number of resident faculty (and their teaching and administrative workload) as well as the desire of the institution for their resident faculty to concentrate on more applied research means that they are less likely to be able to publish in the elite academic journals.

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				X	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is				X	

	registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			X		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.5. There are some general business courses, but most are specific to HR and OB.

2.2.7. The number and content seem to be fine, but sometimes there may be challenges in terms of the timing and availability of the elective courses for students who work full time.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for				X	
	2.3.2.1 the members of the academic personnel				X	
	2.3.2.2 the members of the administrative personnel				X	
	2.3.2.3 the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			X		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:				X	
	2.4.5.1 The provisions regarding unit credits				X	
	2.4.5.2 The expected learning outcomes				X	

	2.4.5.3	The methodology				X	
	2.4.5.4	Course descriptions				X	
	2.4.5.5	The program's structure				X	
	2.4.5.6	The admission requirements				X	
	2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				X		
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.2. It wasn't clear how these learning outcomes will be assessed within each course.</p> <p>2.4.6. and 2.4.8. Application suggests so, but this was not clear to us.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> <li>- The number of credit units for courses and the number of credits for practical training</li> <li>- In which semester does practical training takes place?</li> <li>- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification</li> </ul>							
<b>2.5</b>	<b>International Dimension of the Program of Study</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X	
2.5.2	The program attracts Visiting professors of recognized					X	

	academic standing.					
2.5.3	Students participate in exchange programs.				X	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
<b>2.6</b>	<b>Connection with the labor market and the society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.2. The majority of the students are working full time during their studies, many have career progression after graduation, and there is excess demand from recruiters looking for HR professionals and interns since so many students are employed.</p>						

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.			X		

3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.2. Application suggests so, but this was not clear to us because one would have to examine course syllabi across multiple years for multiple courses in order to assess this.

3.1.3. There are suitable books and a dedicated library space and computer labs that support the program. However, not all high-quality journals in the field of management are accessible. CIIM only has access to EBSCO database. Hence, we recommend investing in more academic databases so that the students have access to a broader range of journals in the long run. Students are allowed to borrow books from the library. They can even request books to be brought to Limassol from the Nicosia campus.

The lab includes a limited number of computers. We recommend investing in a larger number of computers to accommodate students' body as it grows.

3.1.5. Application suggests so, but this was not clear to us.

#### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.1.1. There are formal mechanisms mentioned in the application materials, and we have heard from students, staff, and faculty that, due to the small course, program, and school size, both faculty and staff look after the welfare of their students.</p>						
<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			X		
<p>Justify the answer you have provided and note the additional comments you may</p>						

have on each standard / indicator.

4.2.4. There are suitable books and a dedicated library space and computer labs that support the program. However, not all high-quality journals in the field of management are accessible. CIIM only has access to EBSCO database. Hence, we recommend investing in more academic databases so that the students have access to a broader range of journals in the long run. Students are allowed to borrow books from the library. They can even request books to be brought to Limassol from the Nicosia campus.

The lab includes a limited number of computers. We recommend investing in a larger number of computers to accommodate students' body as it grows.

4.2.7. Application suggests so, but this was not clear to us.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

**The following criterion applies additionally for distance learning programs of study.**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the					

	students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

<b>6.</b>	<b>DOCTORAL PROGRAMS OF STUDY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
-----------	-----------------------------------	----------	----------	----------	----------	----------



regarding particular aspects of the program.

The visit was very well organized and the faculty, staff, and students at the Cyprus International Institute of Management (CIIM) were very professional, friendly and welcoming. Everyone was very forthcoming and responsive, and we heard consistent, but seemingly spontaneous and sincere answers to all of our questions.

Overall, there is reasonable integration of research and teaching in the program of study. In most of the courses the academic personnel's expertise matches well the subject matter of the course. A potential suggestion for future improvements in this area is to make sure that there is alignment between research expertise and the subject matter of the course across all courses, as there are currently some courses where this is not the case, e.g., qualitative research methods taught by an academic with expertise and training in economics. Another suggestion for a closer alignment of teaching and research is the inclusion of research output, i.e., journal articles, book chapters, working papers, produced by the academic personnel at the institute in the reading list of the course taught and base applications that aim to consolidate students' understanding of the relevant concepts on this research as well.

Below are some suggestions for continued improvement of the program:

- Rubrics should be developed to assess the learning objectives, and the different learning objectives should be more spread out across different courses, rather than trying to address too many objectives in any individual course.
- There should be periodic and continuous reevaluation and balancing of academic and practical content in the program, taking into account program objectives, student expectations, and demand from employers.
- Additional networking opportunities, especially one-on-one, between current students and alumni should be considered.
- Suggested and supplementary material should be updated and streamlined.
- Scheduling of electives should be evaluated to ensure that an adequate range is available at any given time.
- Long-term financial planning (e.g., raising an endowment) and constant reevaluation of their competitive advantage relative to peer institutions should be considered in order to ensure financial sustainability.
- Students suggested that they were overwhelmed with the amount of material focusing on a single subject during some weekend courses. They suggested perhaps having something like two different four hour courses on the same day, rather than a single eight hour course, for example, might be easier in terms of retention of material.
- Policies should be introduced to ensure that students always receive timely feedback and results from visiting faculty (since resident faculty seem to be fine).

In conclusion, we feel that the program is very well designed, with a nice balance between practical and academic content. We were also very pleasantly surprised with how much the faculty, staff, and students seemed to like one another and view one another as family. The student experience seemed to be very positive, and we wish continued and further success for this program.

**Names and Signatures of the Chair and the Members of the External Evaluation Committee:**

<b>Name:</b>	<b>Signature:</b>
Yuri Mishina	
Fida Afiouni	
Andreas Georgiadis	
Zena Napoleontos	

Date: ...May 15, 2018.....