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Date: 01/06/2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
American University of Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** Faculty of
Business Administration and Economics
- **Department/ Sector:** Management and
Marketing
- **Programme of study- Name (Duration, ECTS,
Cycle)**
In Greek: Μάρκετινγκ και Διαφήμιση
In English: Marketing and Advertising
- **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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the new Bachelor degree in Marketing and Advertising proposed by the American University of Cyprus, Larnaca.

The evaluation took place online on the 28th of May 2021, as per the schedule provided by the CYQAA. The EEC consisted of three academics with relevant disciplinary expertise in marketing and a student representative. The schedule provided featured several meetings with the Rector, the Head of the relevant unit, the program coordinator, teaching faculty and administrative personnel.

It is worth noting that as the American University of Cyprus is a new institution. As such no students have been admitted so far. Consequently, the customary meeting with students did not take place in this instance. Also, as the evaluation took place online due to the on-going pandemic restrictions, the EEC did not have the opportunity to visit the University and experience the on-offer services and infrastructure. Still, a video presentation was provided which was considered sufficient for the purposes of this evaluation.

Beyond the above, the meetings and the evidence provided in the form of the self-evaluation report, presentations and additional documents offered sufficient information for the EEC to compile this report.

The report discusses in detail areas of strength and areas that further work may be required. The EEC provides a number of constructive suggestions as to how the University could address the points raised and strengthen the program. If colleagues at the University or the CYQAA have any queries with regards to the report, the EEC members will be more than happy to attend to them in due course.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof Savvas Papagiannidis	David Goldman Professor of Innovation of Enterprise	Newcastle University Business School
Dr Christos Kolympiris	Associate Professor	University of Warwick
Dr Simos Chari	Associate Professor	Alliance Manchester Business School
Panagiotis Chrysanthou	Student Representative	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The EEC identified that there are several internal policies and procedures in place for assuring the quality of the programs that the American University of Cyprus intends to deliver. As the University have not commenced its operations yet, there is little evidence of prior quality assurance meetings and actual changes implemented as part of an ongoing review and development of the University's programs. Thus far, the University has only managed to evaluate one more UGT-level program (namely the BA Management). The top-management team of the American University of Cyprus assured the committee that changes to programs are subject to formal institutional approval processes and they have explained how they intend to address the comments received from the evaluation of the CYQAA for the BA in Management.

The EEC finds that the intended learning outcomes and objectives of the program BA in Marketing & Advertising are clear, in line with similar programs in the industry, publicly available and well communicated to perspective students from diverse markets (e.g., Cypriot, Greek, International).

The committee was provided with information regarding entry criteria, learning outcomes, the delivery of course units, assessment procedures and qualifications awarded. Since the American University of Cyprus have not commenced its operations yet, the EEC was unable to collect information or evidence about the effective management of the program. For instance, information like key performance indicators, student progression, success and drop-out rates, levels of students' satisfaction, and career paths, were not available.

The program requires the completion of 240 ECTS credits, across 8 semesters, for a student to successfully graduate. The students have to secure 60 ECTS credits from a list of modules in 'General Education', 72 ECTS credits from a list of 'Business Core Requirement' modules, 78 credits from the 'Major Requirement' list of modules, and 30 ECTS from 'Elective' course units.

The EEC strongly believes that a better restructuring and distribution of course units (especially the marketing and advertising ones) across the 8 semesters needs to be considered. The American University of Cyprus needs to contemplate how the progression from semester to semester advances the educational journey of the learner and his/her development as a potential marketer.

Strengths

The evaluation committee believes that the American University of Cyprus makes efforts to develop, promote, and reward research activities among its staff (e.g., rebalance their duties to make space for such activities). The professional and personal development of the faculty is taken into consideration.

On paper, the internal policies and processes designed by the American University of Cyprus to assure the quality of their programmes are sufficient.

Areas of improvement and recommendations

The EEC believes that the American University of Cyprus needs to reconsider the design, structure, and delivery of the newly proposed program of BA in Marketing & Advertising. The management team of the University, the program director, and the faculty need to balance the distribution of course units and ECTS credits, so that the learner on this program gets a general and advanced knowledge in his/her subject area and logically progresses from semester to semester.

The proposed program is designed with the American system of education in mind (i.e., general knowledge in years 1 & 2 and specialization in years 3 & 4). Even though the EEC sees merits behind this design and delivery approach, the committee believes that the proposed program needs to be adapted to the market it caters. As it stands the two UGT-level programs offered by the same department of the American University of Cyprus (i.e., BA in Management and BA in Marketing & Advertising) are identical the first two years of their study. From a differentiation point, the two programs have limited differences. The EEC notes that if the program structure of the BA in Marketing & Advertising is not sufficiently developed and differentiated, there is a risk that the new program may not recruit as projected. This may threaten its sustainability in the long term.

Looking at the structure of the program, the distribution of ECTS credits (i.e., General Education, Business Core, Major Requirement, and Electives), and the developmental progression of the student from semester to semester, the EEC recommends the American University of Cyprus the following:

- A. The removal of unnecessary modules from the 'General Education' and the 'Business Core Requirement' lists in order to make sure that the 5 general modules of the marketing discipline are covered during the first two years of study. By the end of the second year a student on the BA in Marketing & Advertising should have covered the basic knowledge of their discipline with the following course units:
 - i. Principles of Marketing
 - ii. Consumer Behavior
 - iii. Marketing Communications
 - iv. Marketing Research, and
 - v. Marketing Management
- B. The University cannot consider introducing more specialized course units of marketing like: International Marketing, Business-to-Business Marketing, and Digital Marketing before the students have been exposed to the 5 general knowledge modules of the marketing discipline.
- C. Is there a need for "MGT 480: Strategic Management and Policy" to be a Marketing Major Required module? This is a management module.
- D. Why is there a need to cover CSR issues with two separate course units: BUS-E 202: Business Ethics and CSR & MKT 460: Marketing Strategies and Social Responsibilities. Business Ethics and CSR is sufficient enough; Marketing Strategy is a huge thematic area that should stand as unit on its own.

- E. The University should reconsider the list of the elective modules that are on offer. Currently 'MKT 459: Marketing Management' is an elective whilst it should have been listed in the Major Requirement list of modules. Another example is that of 'MKT 450 Services Marketing'; considering that Economy of Cyprus relies heavily on Services (85% of the annual GDP), Services Marketing could have easily been in the Major Requirement list.
- F. The American University of Cyprus should also consider the process and regulations related to elective choices. For instance, as it stands a student can undertake all the digital electives modules in the same year. Electives should be offered either in the third or the fourth year, depending on the themes and level, and have clear pre-requisites so that student choices can be directed in a logical and pedagogical manner. A more effective management of elective options is likely to have significant operational benefits.
- G. Considering that this is a specialized program of Marketing, the advertising component should be more prominent in the curriculum of the program. Modules like Media Planning, PR & Events Management, Sales Promotion & Sponsorship could have been included in your Electives Module list.
- H. The university should consider overlaps between course units. The EEC is concerned that there are potential overlaps between the following course units:
- i. MKT 316: Marketing Research & MIS 400: Quantitative Methods and Techniques
 - ii. MKT 317: Marketing Information and Decision Making & MGT 430: Analytical Decision Making
 - iii. MKT 318: The Digital and Social Media Context of Business & MKT 320: Social Media Marketing & MKT 321: Direct and Digital Marketing
 - iv. MGT 480: Strategic Management and Policy & MKT 460: Marketing Strategies and Social Responsibilities

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Not applicable

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The EEC observed that the management team, the teaching staff, and the administrative supporting personnel are all very keen to effectively deliver the new programme of BA in Marketing & Advertising.

Discussing with the teaching staff, the EEC gathered further data regarding the approach of delivery and the processes of teaching and learning at the American University of Cyprus. The external committee believes that these are well-thought and structured, and they can potentially be very effective. The teaching staff also provided, to the external committee, examples of how they have designed their respective course units in order to be student centred.

The American University of Cyprus and supporting administrative staff have an ambitious plan in place for: (a) helping perspective students with their future careers and (b) supporting future students with their individual and social development. Considering that the American University of Cyprus have not commenced its operations yet, the EEC can only assess the strategy in place. The external committee believes that on paper these plans look sufficient.

Even though the American University of Cyprus is not fully operational yet, the EEC gathered evidence that the teaching staff meet regularly, so they can coordinate teaching approaches, modes of delivery, and material used. During our discussion with the faculty, it was clear that there have been systematic discussions, at the planning stage, in order to eliminate potential overlaps between course units.

The committee noted that the material taught is structured and well-organized. The EEC found the proposed assessments to be appropriate and transparent at the course unit level.

Strengths

The organizational culture of the American University of Cyprus appears to be participative and all-inclusive. In addition, it was evident from the evaluation that there is a team-spirit, enthusiasm, and ambition among the staff members (i.e., faculty, administrative staff, and top management team) of the University.

The EEC noted that the proposed program is fully managed by the faculty in place. The current faculty comprises of well qualified individuals with expertise in their respective fields. The faculty can not only cover the current needs of the program, but also can help the top-management with the changes needed to re-structure the program (see section 1).

The EEC notes that the overall plans for the delivery of the program meets the expectations set by the industry and modern practices. The pedagogical methods, tools and material used in the teaching and learning processes are the expected ones.

Areas of improvement and recommendations

The EEC suggests that the management team of the American University of Cyprus and the teaching staff, should consider how all the different course unit assessments: (a) support the development of the learner during the course of the programme; (b) help building diverse soft and hard skills for the learner; and (c) contribute to the overall learning outcomes of the programme.

The EEC suggests that the career center may be benefited by hiring professional staff and counselors with expertise in student development and support.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The EEC notes the University's investment in its staff. Despite not yet offering any programs and having any students to teach, the American University has many staff on its faculty list. There is a good balance between academic levels and disciplines.

Members of staff were very enthusiastic about the prospect of working in a new University and the opportunity to work on a "blank canvas" affords them. They are eager to establish and develop a collegiate culture that encourages self and peer development through scholarship and research.

The University has many well-defined policies with regard to appointments and promotions. Similarly, there is an established policy when it comes to workload and how research activities can be taken into consideration. There is budget available to attend conferences and pursue other developmental activities.

Staff were expected to teach modules close to their areas of expertise and they typically held a doctorate degree. Many of the members of staff were research active with publications in international journals. It was not possible to establish a staff-student ratio, given that both the programme and the University are new.

Strengths

The EEC notes that despite the University being a new one and not fully operational yet, there has been a significant financial investment for establishing the human resource necessary to support the programme (both academically and professionally). Equally importantly, the University's senior management team is committed to the staff in the University. Beyond the support provided, they have already set a number of policies and procedures to ensure that the University becomes a good place to work and develop one's career.

The EEC notes the international collaborations with European and American Higher Education Institutions. These are very encouraging and can offer a platform for further staff collaboration and development. Relationships like the one with UMass can also offer many opportunities for students to internationalise. The University and staff can consider adopting best practice. Still they need to ensure that they are appropriately adapted to the local setting.

Areas of improvement and recommendations

Once the programme is launched and students are recruited and depending on recruiting a cohort that renders the programme financial sustainable, it will be useful to consider recruiting one more

full-time colleague in the area of marketing. This will make it possible to better support the core discipline's module and provide resilience to the programme.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

As the University is yet to admit its first cohort of students, the EEC did not have the opportunity to interview students and inquire about their experience with the University, their needs, and make suggestions for improvements.

Thus, the EEC's assessment is based on the provided documentation and the interviews with faculty and staff. From these, the EEC notes that the admission criteria and student progression procedures are comparable to similar programs in Cyprus and beyond. Similarly, the services to be offered to students such as accommodation and student support are in line with expectations. Quality assurance procedures for student recognition such as scholarships are also in place.

Strengths

None yet as the program is not running.

Areas of improvement and recommendations

Given that the program is targeting a diverse pool of students, it is important for the supporting staff to have previous experience and/or professional qualifications to address diverse needs. Whenever hiring staff, it is recommended that the University offers training programs and other forms of developments, so that the newly appointed staff is equipped to best serve the student population. For example, when it comes to career services, staff of that office will, preferably, have existing ties with industry.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant



4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

The video presentation provided to the EEC before the evaluation alongside with the interviews conducted, led the EEC to conclude that the American University of Cyprus offers adequate resources to both students and faculty. These include access to the necessary library material, IT infrastructure and administrative support. The campus appears to be state of the art. This can offer a recruitment advantage for a new University. Along the same lines, the library appears well resourced. The EEC's overall impression is that all resources are in place and fully-functional. In terms of human capital support, the University is expected to perform well on that front.

Strengths

State of the art IT infrastructure

The leadership team appears committed to support faculty and students with resources when required.

The collaboration with the University of Massachusetts

Areas of improvement and recommendations

Access to more databases would be welcome.

Consider joining the consortium of libraries in Universities and Colleges in Cyprus. This will enhance access to research and teaching material such journal articles and business cases.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
-

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

In this report, the EEC has provided constructive feedback on the proposed program by the American University of Cyprus. The report outlines the key findings, highlights areas of strength and proposes actions to improve things further.

In particular, we would like to highlight that although the overall list of modules are along the EEC’s expectation it is worth considering rearranging them, so that more marketing and advertising modules are offered in the 1st and 2nd year. We expect this change to have a number of positive effects such as the making the program more engaging for students interested in its core discipline, helping students make more informed choices with regards to their electives and

major, strengthening other programs that share the same foundation etc. It will also be useful to have a program perspective when it came to the units achieving the program level learning outcomes.

We trust that the feedback will inform future developments and help underpin a sustainable programme. We wish colleagues at the American University of Cyprus all the best in the next steps when it comes to both the program, but also the University overall.

Should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

Finally, the EEC would like to thank the CYQAA coordinator for managing the process both efficiently and effectively. His facilitation has been exemplar and has make it possible for the evaluation to run smoothly.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Savvas Papagiannidis	
Christos Kolympiris	
Simos Chari	
Panagiotis Chrysanthou	

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