Doc. 300.3.2

Date: 08/07/2025

Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**
  UNIC Athens (Campus of the University of Nicosia)
- **Town:** Athens, Greece
- **School/Faculty:** School of Business
- **Department:** Department of Management
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1

In Greek:
Διοίκηση Επιχειρήσεων (4 έτη, 240 ECTS, Πτυχίο στη Διοίκηση Επιχειρήσεων)
Κατευθύνσεις:
- Επιχειρηματικότητα και Καινοτομία
- Χρηματοοικονομικά και Οικονομικά
- Μάρκετινγκ και Ψηφιακά Μέσα
- Διοίκηση και Ανθρώπινο Δυναμικό
- Διοίκηση Αθλητισμού και e-sports

In English:
BBA (4 years, 240 ECTS, Bachelor of Business Administration)
 Concentrations:
- Entrepreneurship and Innovation
- Finance and Economics
- Management and Human Resources
- Marketing and Digital Media
- Sports Management and e-sports

Programme 2

In Greek:
Διοίκηση Μάρκετινγκ (4 years, 240 ECTS, Πτυχίο στη Διοίκηση Μάρκετινγκ)

In English:

BBA in Marketing Management (4 years, 240 ECTS, Bachelor of Business Administration)

Programme 3
In Greek:
MBA (18 μήνες / 90 ECTS, Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων)
Κατευθύνσεις:
- Χρηματοοικονομική
- Διοίκηση Ανθρώπινου Δυναμικού
- Επιχειρηματικότητα και Επιχειρηματικός Μετασχτισμός
- Μάρκετινγκ
- Διαχείριση Ενέργειας, Υδρογονανθράκων και Φυσικού Αερίου

In English:
MBA (18 months / 90 ECTS, Master of Business Administration)
Concentrations:
- Finance
- Human Resource Management
- Entrepreneurship and Business Transformation
- Marketing
- Energy, Oil and Natural Gas Management

- **Department's Status: New**

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

Introduction

We would like to begin by extending our sincere gratitude to the members of the External Evaluation Committee (EEC) for the collegial and constructive manner in which they conducted the evaluation of the Department of Management and its three programmes at UNIC Athens during the meetings held on 23–24 June 2025.

We are pleased to note the highly positive overall assessment of the Department and are encouraged by the series of particularly strong observations included in the report. The Committee highlights that "the administration of the department is in general very strong with adequate procedures, control and transparency," and describes the teaching environment as "innovative and conducive," with staff who "actively experiment with student-centred learning." Equally welcome is the recognition that research productivity is "high and rising over time," and that recent faculty recruits "possess commendable research output within their respective areas of instruction."

Overall, the EEC report is very positive, with high scores across all assessment areas. Of the 81 quality indicators that received a numerical mark, 51 were scored at 5 and 24 at 4, resulting in an overall average of 4.56 out of 5. In addition, 14 out of the 15 assessment areas were marked as "Compliant."

We are grateful for the Committee's constructive recommendations for further improvement, which we are confident will contribute to the continued enhancement of the Department's quality. These recommendations are addressed in the corresponding sections of this response.

In the remainder of this report, we present for each section:

1. A summary of the strengths identified by the EEC;
2. The EEC's recommendations, followed by our responses.

We trust that this structured response will support the Agency in tracking our ongoing quality enhancement efforts and in confirming the Department's readiness to play a key role in the future development of UNIC Athens.

1. Department's academic profile and orientation

> **Sub-areas**
>
> 1.1 **Mission and strategic planning**
> 1.2 **Connecting with society**
> 1.3 **Development processes**

Sub-area 1.1 – Mission & Strategic Planning

The seven quality indicators in this sub-area have an average score of 4 out of 5. The EEC's acknowledgement of our publicly articulated mission, robust strategic plan, and systematic stakeholder engagement confirms that our academic profile is firmly aligned with European and international expectations. We will continue to revisit, revise and adapt our short, medium-term and long-term strategic planning goals and objectives, to ensure our strategic objectives remain evidence-based and socially relevant.

Sub-area 1.2 – Connection with Society

We thank the EEC for the excellent compliance score (4.75) awarded to the area Connection with the Society. The Committee highly acknowledged the Department's effective mechanisms to assess the needs and demands of society as well as the provision of organized activities that positively impact the society.

Sub-area 1.3 – Development Processes

We thank the EEC for the excellent compliance score (5.0) awarded to the area Development Process. The Committee's contribution to our Department's effective mechanisms to assess the needs and demands of society, provision of sufficient information of activities to the public and it's effective communication mechanism with its graduates confirms that our governance model is both transparent and fit for purpose.

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Findings

Overall, the assessment shows that the department's academic profile and orientation, connected with society and the development processes, are generally compliant. There are many areas of strength as shown below, and the EEC has also suggested some areas of further improvement. There are no concerns in terms of compliance with these benchmarks.

Strengths

- *The assessment suggests that the department has a mission and vision and has engaged with preparing a SWOT analysis as the foundation of strategic planning. The department has identified strategic objectives across seven pillars.*

- *The assessment shows that the department has a solid academic offer which covers a range of typical programmes*

- *The department effectively engages with stakeholders as and where needed and there are good practices in support of the strategic objectives,*

- *The department collects data on a range of educational, student and research performance, as well as alumni*

- *The department facilitates engagement with relevant stakeholders and has a clear strategic objective in this regard.*

- *The assessment shows that the departmental homepage is quite informative and provides detailed information*

- *The department contributes to social engagement through various initiatives and contributes effectively to the University Impact ranking by THE which shows that the University is 401-600 in terms of impact.*

- *The department is part of the University overall robust alumni engagement processes such as data collection and surveys initiatives and networking and mentoring mechanisms as such the panel commends this practice and encourage it to be maintained and expanded.*

- *The department has well-described processes for the identification of recruitment needs, advertising and attracting talent and evaluating applications.*

- *The department engages with the school needs Form Report as well as seeking approval from the Academic Council and Governing Board and ensure fulfilling the relevant Legal and Professional Requirements.*

- *The department applies the University extensive admission policy that ensures consistent attraction of students in a competitive market.*

- *The department is obliged to follow the University budgeting process in relation to the academic needs budget, capital needs budget and annual planning exercise in relation to income and operational costs. There are processes for continuous improvement of programmes in the department*

Areas of improvement and recommendations

I. *It was not possible to see direct measures or key performance indicators (KPIs) closely linked to these strategic objectives and how corrective actions and reviewing of strategic plans take place or how the strategic objectives are translated to medium- and short-term objectives.*

Our Response: We appreciate the feedback of the EEC regarding the need for clearer links between strategic objectives, performance indicators (KPIs) and corrective actions and translating the strategic objectives to medium- and short-term objectives. In response, we developed a comprehensive table with Key Performance Indicators (KPIs) aligned with our Department Strategic Plan 2023-2027 and related actions and broken down each objective to short and medium term (please see Appendix I).

II. *As the PRME champions of East Med sustainability, it would suggest that the academic offer would reflect more this position as a golden thread that underpins teaching and learning.*

Our Response: We value the EEC's recommendation regarding the integration of East Med sustainability within our academic offer, aligning with our role as PRME champions. Our goal is to ensure that all students graduate with a deep understanding of sustainability challenges and solutions relevant to the East Med and we are taking steps to ensure this 'golden thread' more consistently underpins our teaching and learning activities. More specifically after we were awarded this distinction recently, we entered the process of systematically collecting all sustainability elements in the courses and we plan to coordinate with course leads to make the offering more consistent enhanced and in line with PRIME principles.

III. *Stakeholders have advised that they give advice rather than participate in the design of programmes. Many of them operate in Athens and have deep knowledge of the Greek context. The School is currently in the process of setting up an international advisory board for the UNIC Athens programmes. We recommend designing a structured routine for the incorporation of stakeholder input also at the department and programme level, with regular meeting and formalized processes for feeding stakeholder inputs into programme design and revision.*

Our Response: We appreciate this insightful recommendation regarding the structured incorporation of stakeholder input. We acknowledge the valuable expertise of our Athens-based stakeholders, particularly their deep knowledge of the Greek context, and understand their preference for providing advice rather than direct design participation. Currently the Department

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employs the Internal Programme Evaluation Process (IPEP) - a structured procedure which begins 18 months after a programme has been accredited. It is a 2-year process and is completed 1.5 years (18 months) before the 5-year national accreditation of the programme expires, which is within the timeframe for submitting the programme for re-accreditation. It is therefore designed to support its re-accreditation. The process involves appointing internal and external (Stakeholders experts) review teams, collecting and analyzing feedback on programme effectiveness, and evaluating suggested and required curriculum changes. The process concludes with the Programme Coordinator preparing and submitting final evaluation forms to the Cyprus Quality Assurance and Accreditation Agency (DIPAE), the national accrediting body, 42 months post-accreditation, ensuring quality and compliance for ongoing accreditation. We're pleased to report that the establishment of an international advisory board for the UNIC Athens programme is currently developing. This board will provide high-level strategic guidance. In parallel, and in direct response to this recommendation, we will be implementing a formalized, routine process for gathering and integrating stakeholder input at the Department and programme level. More specifically, this will be implementing a structured approach to incorporate stakeholder feedback. This includes annual consultation meetings to discuss programme relevance and trends, formalized channels for submitting and documenting advice, and transparent reporting to update stakeholders on how their input has shaped our curriculum We believe these measures will create a more robust and responsive framework for stakeholder engagement, ensuring our programmes remain highly relevant and impactful within the Greek market and beyond.

IV. *There is room for improvement of data collection (depth and breadth) in relation to research, see point 6 below for more details.*

Our Response: We acknowledge the committee's observation regarding the need for improved depth and breadth in our research data collection. We agree that this is an important area for development and are committed to enhancing our data collection methodologies and systems to provide a more comprehensive and robust overview of our research activities and outputs. We will elaborate on specific improvements in line with the detailed EEC suggestions.

V. *While the departmental recruitment strategy shows proactivity in terms of addressing social impact, this can be further improved by the department specifying the needs and demands of beneficiaries within the society.*

Our Response: We are pleased to hear our departmental recruitment strategy's proactivity in addressing social impact has been noted. We fully agree that this can be further enhanced by more explicitly defining the needs and demands of the beneficiaries within society.
To operationalize this, we will be enhancing our approach by consulting with Greek community organizations, NGOs, and industry partners to better understand societal needs. We'll then map our curriculum to these identified demands, pinpointing areas for new development or enhancement. Finally, we'll define clear beneficiary profiles to more effectively tailor our recruitment and programme offerings. By taking these steps, we aim to refine our recruitment strategy to not only attract students passionate about social impact, but also equip them with the precise skills needed to meet pressing societal needs

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2. Quality Assurance

> **Sub-areas**
>
> **2.1   System and quality assurance strategy**
> **2.2   Quality assurance for the programmes of study**

Sub-area 2.1 – **System & Quality-Assurance Strategy**
The EEC evaluated nine quality indicators in this sub-area and assigned an average score of 4.3 out of 5. The Committee commended the Department's robust Quality Assurance (QA) policy, which effectively supports decision-making and programme monitoring by the teaching staff, who possess strong disciplinary expertise.

Sub-area 2.2 – **Quality Assurance for the Programmes of Study**
The EEC scored 17 indicators in this sub-area, all receiving a score of 4 or 5, resulting in an average of approximately 4.8 out of 5. The Committee positively highlighted the active involvement of external stakeholders in curriculum development, which ensures alignment of the programmes with labour market needs. It also commended the transparency maintained by the Department, which fosters trust and accountability. Additionally, the Department's flexible and diverse approach to teaching, along with the systematic collection and evaluation of student academic performance data, received positive remarks.

Findings

The responsibility for decision-making and the monitoring of the implementation of the programmes of study offered by the Department rests primarily with the teaching staff. This approach ensures that academic decisions are made by qualified professionals with a deep understanding of the disciplines being taught. Internal stakeholders, including faculty members and administrative personnel, collaborate to develop and execute a robust policy for quality assurance, which is supported by appropriate structures and processes. These processes are designed to promote continuous improvement and maintain high standards of academic excellence. In addition to the internal processes, external stakeholders, such as industry partners and employers, are actively involved in the development and evaluation of the programmes, thereby ensuring that the curricula remain relevant and aligned with the needs of the labor market. The Department maintains transparency by publishing and making easily accessible the names and positions of the teaching staff associated with each programme. This transparency not only ensures clarity but also fosters trust and accountability within the academic community. Furthermore, the Department adheres to a well-defined and consistent policy regarding admission criteria for the various programmes it offers. This policy ensures that prospective students meet the necessary academic and professional requirements to succeed in their chosen fields of study, thereby maintaining the integrity and academic rigor of the Department's programmes.
The Department adopts a flexible and diverse approach to teaching, utilizing a variety of pedagogical methods tailored to the specific needs of the curriculum and the student population. This flexibility ensures that students are engaged in a dynamic learning environment, which fosters critical thinking, creativity, and academic achievement. The use of diverse teaching methods also

accommodates different learning styles, thereby enhancing the overall educational experience for all students.

To further enhance academic quality, the Department systematically collects data related to the academic performance of its students. This data is rigorously evaluated through established procedures, enabling the Department to assess student progress and identify areas where improvements can be made. A clear and well-articulated policy guides the collection, evaluation, and use of this data, ensuring that decisions related to curriculum development and instructional strategies are evidence-based.

In addition to monitoring academic performance, the Department places significant emphasis on the career outcomes of its graduates. It systematically analyses and publishes detailed information regarding graduate employment, providing valuable insights into the employability and career progression of alumni. This data serves as a critical tool for assessing the effectiveness of the Department's programmes in preparing students for successful careers in their respective fields.

The Department is also committed to student well-being, offering a comprehensive student welfare service that provides support for students facing academic, personal, or psychological challenges. This service ensures that students receive the necessary guidance and assistance to overcome difficulties and succeed in their studies. Whether students require academic advice, counselling, or other forms of support, the Department's welfare service plays a crucial role in promoting the holistic development of its student body.

Strengths

- *The department is part of the University's internal quality assurance process, which is publicly available.*

- *The department engages with the applicable APEP and IPEP processes for continuous improvement and on an annual basis, and students' inputs are included.*

- *External stakeholders may be consulted in these processes, which was confirmed by the external stakeholders' panel.*

- *The University has a dedicated policy on equality, inclusion and diversity which is indeed applicable to the department.*

- *The department applies policies for teaching, risk assessment, introduction of new programmes as well as monitoring and revision of existing programmes. It also engages with teachers and students' evaluation and feedback.*

- *Research productivity is high and new recruits for the Athens programmes are highly productive researchers measured by H index.*

- *The department contributes to social engagement through various initiatives.*

- *The department has a team of administrative support.*

- *The system promotes a high quality of education as well as research.*

- *There are course and programme evaluation mechanisms to ensure teaching staff are taking ownership of their courses.*

- *There is an assessment validation process as well a double marking procedure as well as using course rubrics.*

- *There are checks in place which includes using software detection of academic misconduct.*

- *The comprehensive role of the research and innovation office is acknowledged. Noting that the applicable policies have not been described on the application.*

- *The pastoral care package is very strong*

Areas of improvement and recommendations

I. *It would be highly to form an advisory board for the department which is composed and chaired by external stakeholders. This would be a mechanism for sustaining social contributions and impactful activities.*

Our Response: We thank the Committee for this recommendation. We agree that forming a departmental advisory board composed and chaired by external stakeholders would be highly beneficial. This mechanism aligns perfectly with our commitment to sustaining social contributions and impactful activities. Building on our current efforts to create an international advisory board for UNIC Athens programmes, we will initiate the formation of a department-specific board composed of external stakeholders. This board will serve as a formal mechanism to sustain and further enhance our social contributions, programme relevance, and strategic initiatives. A draft structure, including terms of reference, selection criteria, and meeting schedule, is currently under development by identifying key external leaders from relevant industries and community sectors to invite to this board.

II. *The EEC recommends that the department should engage with broader KPIs for measurement of research performance such as engaging with narrative research assessment and more selective journal rankings (see below in part 6).*

Our Response: We appreciate the EEC's recommendation to adopt broader KPIs for the evaluation of research performance, including the use of narrative research assessment and more selective journal rankings. We recognise the importance of moving beyond purely quantitative measures and towards a more nuanced and qualitative understanding of research impact and quality. To this end, the Department is currently reviewing its internal research evaluation framework. As part of this process, we are exploring ways to incorporate narrative statements within annual faculty research reviews, enabling academic staff to contextualise their contributions and highlight the broader significance of their work — whether in advancing knowledge, informing practice, or engaging with societal challenges.

Additionally, we are in the process of aligning our evaluation criteria more closely with established selective journal lists, such as the ABS Academic Journal Guide, in order to promote excellence and international visibility in research outputs.

III. *It is extremely important for the department to ensure adequate levels of administrative support are available to protect faculty's scholarly and research time and achieve the departmental ambitions in this regard.*

Our Response: We agree with this recommendation by the EEC. We recognize the critical role that adequate administrative support plays in enabling faculty to devote more time to scholarly activities and research. While we acknowledge the potential of AI tools to assist in certain administrative functions, we are equally committed to strengthening the human element of support. Our aim is to create a balanced and effective support structure that enhances the overall performance and outcomes of the Department.

IV. *The exam validation process should be more explicit and captured in an institutional repository with a clear audit trail.*

Our Response: We thank the EEC for this valuable recommendation. We plan to initiate the implementation of a more robust validation process. Specifically, the Head of Department and the Associate Head (as Chair of the Departmental Quality Assurance Committee) will continue to conduct annual audits and reviews of the validation process, using the feedback gathered to support continuous improvement. In addition, at the University level an institutional process of exam validation will be proposed to the Senate for approval.

V. *Academic integrity checks could be further enhanced by updating the assessment regulations particular regarding the fast-growing use of generative AI in academic work.*

Our Response: We agree with the committee's current and crucial recommendation to strengthen academic integrity checks, specifically by updating assessment regulations to address the rapid evolution and integration of generative AI in academic work. This is not merely about preventing misuse, but also about fostering responsible and ethical engagement with these powerful tools.

Our proposed answer focuses on a multi-faceted approach, emphasizing education, clear policy, assessment redesign, and a culture of integrity we currently employ the university level: The AI Learning Center of the University is fostering AI Literacy and ethical understanding by implementing comprehensive series of training seminars and hands-on workshops for both students and faculty on the capabilities, limitations, and ethical implications of generative AI. This also includes discussions on bias, "hallucinations," data privacy, and intellectual property.

Specifically in collaboration with the AI Learning Center the Department is centered in the following three concrete actions:

1) Transparency & capability-building — every submission will carry a one-line AI-acknowledgement (tool + purpose, prompts on request); all staff complete an annual CPD session on responsible Gen-AI (including training on how to recognise hallmarks of AI generated text), and every student takes a short "Ethical Use of AI" induction in their first semester.

2) AI-aware assessment, encouraged—not imposed — module teams may add an "AI-step → human-step" task (generate, then critique/extend) while possibly retaining at least one AI-free component (e.g., viva or handwritten work). Tutors can also call a brief oral check whenever deeper verification of authorship or understanding is needed.

3) Proportionate safeguards — if concerns remain, tutors may run a text-similarity checker (e.g., Quillbot or another tool) as a screen, but similarity scores never stand as evidence on their own; any flag must be followed by a student meeting, draft review or oral check, and second-academic sign-off.

This framework echoes UNESCO's Guidance for Generative AI in Education (2025), AACSB's GenAI Adoption in Business Schools survey (2025), and the EU AI Act's transparency Articles 52 §1 & 53, keeping us transparent, future-focused and compliant—without over-relying on unreliable detection software. For more information on the AI Learning Center activities please visit the URL: https://www.unic.ac.cy/dynamic-urban-campus/ai-learning-centre-ai-lc/

3. Administration

Sub-area 3 – **Administrative Structure and Processes**

The External Evaluation Committee assessed eleven quality indicators in this sub-area producing a perfect average of 4.9/5. The EEC marked the Department's administrative structure as fully compliant with legal requirements and its mission with both academic, administrative staff, alongside students, are satisfactorily involved in decision-making, adhering to well-defined and transparent procedures.

Findings

The administrative structure of the Department is fully aligned with the relevant legislative requirements and the overarching mission of the Department. Both the academic and administrative staff, as well as the student body, are actively involved in decision-making processes to a satisfactory extent, following well-established and transparent procedures. These procedures ensure that the allocation of responsibilities and competencies is carried out effectively, providing a clear framework in which decisions related to academic matters are entrusted to qualified academic personnel. Moreover, the Department's governing council exercises appropriate legal oversight and control over these academic decisions, ensuring compliance with institutional and legal standards.

The Department has instituted robust mechanisms to guarantee transparency throughout its decision-making processes. Statutory meetings of the Department are convened regularly, and formal minutes of these meetings are duly recorded and maintained, allowing for accountability and traceability. The Department's council operates in a systematic and autonomous manner, fully exercising the powers conferred upon it by the relevant laws and the Department's constitution. In this context, the council functions independently, free from external influence or intervention by any individual or entity and makes decisions solely within the framework outlined by legal provisions and institutional statutes.

Strengths

The EEC finds the administration of the department is in general very strong with adequate procedures, control and transparency.

Areas of improvement and recommendations

I. *The EEC identified no significant problem areas. However, the EEC recommends that more international staff can be invited to strengthen the internationalization of the Department.*

Our Response: The Committee's positive assessment, noting no significant problem areas within our department is appreciated. We acknowledge and fully support the EEC's recommendation to invite more international staff to strengthen the internationalization of the Department. We agree that increasing our international staff presence can further enrich our academic environment, diversify perspectives in both teaching and research, and enhance our global standing. To

proactively address this recommendation, we plan to communicate with the relevant university bodies for further consideration and implementation.

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4. Learning and Teaching

> **Sub-areas**
>
> **4.1 Planning the programmes of study**
> **4.2 Organisation of teaching**

Sub-area 4.1 – **Planning the programs of study**
Across the five quality indicators the EEC awarded scores of 4-5, producing an average of 4.6/5. All five indicators were judged Compliant. The Committee observed that the Department already has a robust system for designing, approving, monitoring, and reviewing its academic programs, ensuring they remain relevant and rigorous. This process actively involves a wide range of stakeholders, including students, faculty, and external partners like employers, to guarantee responsiveness to evolving academic and labor market needs.

Sub-area 4.2 – **Organization of teaching**
The EEC scored eight indicators with an average of 4.9/5. Again, every indicator was compliant. Reviewers commended on the Department's instructional delivery, that provides a conducive learning environment with a well-calibrated student-to-teacher ratio, and teaching staff maintaining regular and meaningful communication with students, fostering mutual respect and collaboration. The Committee also positively commented on our clear and transparent assessment criteria and methods,

Findings

The Department has established a comprehensive and efficient system for the design, approval, monitoring, and periodic review of its programmes of study. This system ensures that the academic offerings remain relevant, rigorous, and aligned with both institutional objectives and industry standards. Notably, the Department actively engages a diverse range of stakeholders in the review and development process, including students, academic staff, and external partners such as employers. This inclusive approach ensures that the programmes are responsive to the evolving needs of the academic community and the broader labor market, fostering an environment of continuous improvement.
In terms of instructional delivery, the Department maintains an appropriate and conducive learning environment. The student-to-teacher ratio in classrooms is well-calibrated, ensuring that both theoretical and practical lessons, including laboratory-based sessions, can be conducted effectively. This balance between class size and instructional needs allows for optimal engagement and ensures that each student receives adequate attention and support from the faculty.
The teaching staff of the Department is committed to maintaining regular and meaningful communication with students, creating an atmosphere of mutual respect and collaboration. This open line of communication is fundamental in nurturing positive learner-teacher relationships, which, in turn, contributes to an enriching academic experience. The Department prioritizes student-centred learning, which plays a critical role in motivating students, fostering self-reflection, and encouraging active participation in the learning process. Such an approach not only stimulates intellectual curiosity but also supports the development of essential skills for lifelong learning.

Moreover, the Department ensures that the criteria and methods of assessment are clearly defined and communicated to students well in advance of the examinations or assignments. This transparency allows students to fully understand the expectations and guidelines for their academic performance. The assessment strategies are designed to provide students with opportunities to demonstrate the extent to which they have achieved the intended learning outcomes of the programme. This ensures that the evaluation process is both fair and comprehensive, accurately reflecting the students' academic progress and capabilities.

Strengths

The department has an innovative and conducive learning environment. It actively experiments with new approaches to student-centred learning and are highly responsive to changing needs of stakeholders and the academic community.

Areas of improvement and recommendations

I. *The department could integrate multicultural and practical training. Both students and external stakeholders would appreciate more emphasis in this area and the EEC fully supports such changes.*

Our Responses: The Committee's valuable feedback regarding the integration of multicultural and practical training within our department is significant and is aligned with currently scheduled activities. We fully agree with the Committee's assessment that there's a strong need and demand from both our students and external stakeholders for more emphasis in this area. We recognize that in today's interconnected world, equipping our students with multicultural competencies and practical, real-world skills is not just beneficial, but essential for their future success and for the relevance of our programmes. These areas directly contribute to our graduates' employability, adaptability, and ability to thrive in diverse professional environments.

To address this, the Department of Management ensures the implementation of multicultural/multidisciplinary pedagogies in several course offerings. For example, 'MGT-372 Management of Innovation' and Technology, MIS-220 Technologies for the Social Web, MIS-465 Business and Management if Games, 'BADM-491 Special Topics in Business' and other aim to enhance students' multicultural awareness. The former engages students in multicultural/multidisciplinary teams for semester-long projects, while the latter allows students to earn credit by participating in university-organised training seminars focused on communication, time management, and presentation skills. Participation in Blended Intensive Programmes (BIPs) is also encouraged and recognised through BADM-491. In fact, the promotion of BIPs in areas such as intercultural communication is a priority for the School. As an example, the School is currently offering a BIP titled Intercultural Management: Communicating Effectively in Multicultural Environments, with participation from 16 students representing three European universities.

Beyond the curriculum, multicultural competencies will also be developed through a newly designed cultural training programme. This initiative, offered at the beginning of each academic year, will focus on building cultural awareness and providing students with tools to manage cultural differences effectively.

Practical transferable skills such as financial literacy, quantitative analysis, communication, digital and technological proficiency, and ethical leadership are embedded across the curriculum:

- Quantitative analysis is addressed through required statistics and mathematics courses, as well as courses IMGT-486 Quantitative Methods and BADM-491A (6 ECTS)/BADM-491B (3 ECTS) Special Topics in Business that include material on econometric modelling and data analytics.
- Aligned with the Fourth Industrial Revolution (Industry 4.0) and European Union recommendations for digital transition and skills, the Department enhances education and training quality through courses like MIS-155 Introduction to Transformative Technologies and MIS-280 AI Applications. These courses, along with other elective Information Systems courses, actively foster digital education and skills.
- Ethical leadership is fostered in BADM-221: Business Ethics and CSR, which offers grounding in ethical principles.
- Many of the courses in the programme include group work and presentations as the course assessment, thus allowing students to strengthen and gain skills in teamwork, communication, presentation and negotiation.

These efforts reflect our commitment to equipping students with the multicultural and practical skills necessary for success in an increasingly diverse and dynamic business environment.

Our Department and our programmes give the opportunity to our students of experience practicum. The Task-based Internship course BADM-486 (6 ECTS) and BADM-489 (12 ECTS), designed by the Department of Management, is part of the academic pathway and the students choosing them can get the credits (ECTS) that are entitled to. To this direction, we have established agreements with organisations in Cyprus and Greece as well as ERASMUS Placements for their placement. It is very important for the students, because they can gain working experience before they graduate, and understand how the theory learned can be applied in the real business world and particularly in Cyprus and Greece.

5. Teaching Staff

Teaching Staff – Quality Indicators and Compliance
The External Evaluation Committee reviewed all indicators under "Teaching Staff" which received overall average score of 4.4/5. The Committee finds the situation regarding teaching staff number, adequacy, suitability, recruitment, and development, as well as the synergies between research and teaching, to be compliant. The Committee noted that the current teaching staff should remain sufficient given the student-to-staff ratio of 14:1 will be maintained even after the expansion in Athens.

Findings

The Department is in the process of hiring new faculty for the Athens programmes. So far, 5 full-time research faculty and 5 part-time adjunct faculty have been hired. Overall, the EEC finds the situation regarding teaching staff number, adequacy, suitability, recruitment, and development, as well as the synergies between research and teaching, to be compliant.

Strengths

The newly hired teaching staff are highly qualified to teach in the relevant programmes. The number of teaching staff is expected to be sufficient, given that the previous student-to-staff ratio of 14:1 will be maintained in the department after the Athens expansion. This will of course depend on continued recruitment of faculty, as well as on the size of the student intake, which is currently not capped.

Areas of improvement and recommendations

I. *There is a need for more clarity about staff affiliation in terms of FTEs, where currently several faculty is allocated to both the department of management and the department of accounting in Athens. This may provide a too optimistic picture of the resource availability for each department's teaching needs. Currently there is an even split between full-time faculty and adjunct teaching staff. To ensure consistent student experience, we expect this to develop over the coming years in the direction of more full-time faculty.*

Our Response: We thank the Committee for their observations regarding staff affiliation in terms of FTEs and the current split between full-time and adjunct teaching staff. We acknowledge the committee's concern that the current allocation practices, particularly for faculty affiliated with both the Department of Management and the Department of Management in Athens, may present an overly optimistic picture of resource availability for each department's teaching needs. We also understand the expectation for a future shift towards a higher proportion of full-time faculty to ensure a consistent student experience.

We would like to clarify that our department currently employs faculty members. All five are scholarly academics, actively engaged in teaching and research. We agree that clarity and strategic planning in these areas are crucial for effective resource management, equitable workload distribution, and maintaining high-quality, consistent educational deliver and remain committed to ensuring transparency regarding faculty Full-Time Equivalents (FTEs) across departments.

6. Research

The EEC evaluated nine indicators under Research, awarding the Department the average score 4/5. In its commentary the Committee notes the Department has a clear research policy, strong encouragement for faculty to do research, a teaching release for research active faculty, and a strategy for securing external research funding. At the same time, it observes that a number of prominent faculty, with strong research profiles and publication records, have been hired to teach to teach in the UNIC Athens.

Finding

The department has a research policy which is described in detail and outlines its ambition. This policy includes strong encouragement for faculty to do research, a teaching release for research active faculty, and a strategy for securing external research funding. As faculty is currently being hired in to teach the coming student cohorts, the EEC cannot evaluate whether the strategy will translate into internationally comparable external funding rates in the Athens branch of the department.

Strengths

UNIC Athens has recently hired a number of prominent faculty, with strong research profiles and publication records, to teach in the Athens programmes. In the application (faculty appendix), there are publication lists of the teaching faculty, reflecting research within topics that are relevant to the taught material. Research productivity of the department, including the Nicosia faculty, is high and rising over time, and tracked by the department over time.
The departments offers access to databases such as Refinitiv, in line with its focus on sustainability.

Areas of improvement and recommendations

I.   *With the longer arc of the transition from college to university that UNIC has gone through, the committee believes that research performance has now somewhat outpaced the development of organizational culture, structure, and routines. In the application, for example, the quality/level of the journals are inconsistently reported (sometimes without any information, at other times using impact factor or 1* - 4*).*

Our Response: We appreciate the committee's insightful observation regarding the current pace of research performance relative to the development of Department's organizational culture, structure, and routines during UNIC's transition from college to university. We have also noted your comment regarding consistency in reporting. The Office of the Vice Rector of Faculty and Research (VRFR) is implementing a centralized clear, university-wide protocol for reporting

research outputs, including mandatory metrics for journal quality (e.g., Scopus indexing, quartiles, and where applicable, recognized national or international rankings like ABS, ABDC, or equivalent disciplinary-specific lists). This ensures consistent and comprehensive documentation of our research impact. In addition, the VRFR Office is investing in an enhanced monetary reward system, to all faculty who publish Scopus indexed papers. At a School level through the School's Research Committee we can offer internal workshops on research dissemination best practices, fostering interdepartmental collaborations, and recognizing research excellence in a standardized manner with the ultimate purpose of producing more Q1 and Q2 publications. Moreover, we will work with our Research Liaison Librarian to make the way quality/level of the journals reported more consistent and informative.

II. *Reflecting this, the processes for evaluating research performance is currently not transparent. The policy needs to be expanded to explicitly foster an inclusive research culture and embed mechanisms that support research excellence in line with the ambitions of the university. In particular, the department uses Scopus Q1 as a criterion. Since 90% of the publications already are in this bracket, it is no longer an informative criterion and does not provide a good indication of the relative research performance of a given faculty member or publication. In other words, while failure to publish in Q1 would suggest very low research performance, publishing in Q1 does not distinguish between low, moderate, and excellent research performance.*

Our Response: We appreciate the committee's valuable feedback regarding the transparency of our research performance evaluation processes and the effectiveness of our current criteria. We agree with the comment that placing 90% of publications in one bracket does not differentiate between very high quality research and the rest. Currently we are using also other quality measures ABS 1* - 4* but there is potential of making the process more systematic. We will continue to work closely with the VRFR and the School's Research Committee to endure that research quality is clearly distinguished and appreciated.

III. *The EEC believes is crucial since the measurement of research performance has implications for promotion, teaching release, bonus, etc., as reflected in the department's research policy. Accordingly, the committee suggests complementing the Scopus quantification with a more selective measure, such as the AJG, as well as making it more transparent how publication against these standards translates into resource allocation. This would be consistent with the school's trajectory, ambitions, and the profile of the incoming faculty.*

Our Response: We fully support the Evaluation Committee's assessment that the measurement of research performance is crucial, given its direct implications for faculty promotion, teaching release, bonuses, and other resource allocations, as articulated in our department's research policy. We acknowledge the need for a more nuanced and transparent approach that aligns with the University's ambitious trajectory and the profile of our incoming faculty.

We also agree with the suggestion to complement the Scopus quantification with more selective measures, such as the Chartered Association of Business Schools Academic Journal Guide (AJG) or similar reputable disciplinary lists (e.g., ABDC Journal Quality List, VHB-JOURQUAL for economics and business). We will pursue the adoption of more selective measures, according to your recommendations, at School level to differentiate levels of research excellence so that we are not overdependent on Scopus Q1.

IV.   *In addition, the research budget allocated to each faculty member is on the low side. The most research-active faculty members will have a higher need for resources to fund conferences, research travel, research assistants, and data purchases. At the same time, the committee appreciates the heterogeneity in the research orientation and performance of faculty. For this reason also, introducing a more transparent and objective link between research performance and research budget may be useful rather than leaving it to individual negotiation.*

Our Response: we thank the committee for their insightful observation regarding the current allocation of research budgets to faculty members and their recognition of the diverse research orientations and performance levels across our faculty. The School of Business operates with robust support from the University Council, which actively ensures alignment with and fulfillment of the School's mission. The School adheres to a structured, annual budgeting process specifically designed to secure resources necessary for faculty recruitment, professional development, research promotion and fixed assets needs.

Even though the University offers to all faculty research time release and several other funding opportunities and support such as sabbatical leave, funding for conference participation, research materials and online databases, faculty are also encouraged to publish in high quality journals, and through a recently introduced university implemented the Research Recognition Award system, different monetary rewards are awarded based on the quality of individual publications. Please see table below and for more information on the University Research Recognition plan visit APPENDIX III.

Table: *Research Recognition Awards for Journal Publications:*

SCOPUS Percentiles	Research Recognition Award
1st Quartile	€1,000
2nd Quartile	€800
3rd Quartile	€600
4th Quartile	€400

V.   *Faculty are encouraged to incorporate their research into their teaching activities, but it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led,research-oriented, research-tutored, and research-based learning.*

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Our Response: We appreciate the committee's valuable feedback regarding the integration of faculty research into teaching activities. We agree with the observation that while faculty are encouraged to incorporate their research, the current approach relies heavily on individual initiative, which does not ensure a consistent or systematic outcome for research-informed teaching. We concur that there's a need for a more structured approach, specifically referencing models like research-led, research-oriented, research-tutored, and research-based learning. We recognize that a more systematic integration of research into our curriculum can significantly enrich the student learning experience, expose students to cutting-edge developments, foster critical thinking, and better prepare them for future academic or professional endeavors. The journal articles which will be incorporated in the syllabus and course outlines under the headings Required/Recommended Textbooks/Readings, will be those published by our faculty members as well as other relevant papers published at high-ranked international journals. Furthermore, embedding research-tutored practices through mentoring opportunities, where students collaborate with faculty on academic projects, will be encouraged among all faculty. These steps will promote a consistent, research-informed learning environment across the programme.
Also, we would like to direct the EEC to our response in Sections 1.2 and 2.2. The research-based elective courses BADM-491A (6 ECTS) and BADM -491B (6 ECTS) Special Topics in Business further enhances the students' exposure to academic research.

Moreover, the colleagues at UNIC Global Training in Athens, who are professionally and academically qualified, will support the delivery of the courses. The website for the UNIC Global Training in Athens can be accessed via the following URL: https://globaltraining.unic.ac.cy/athens-greece.

VI.   It is highly recommended that the department establishes a research seminar series where a series of international scholars in relevant disciplines comes to the Athens campus, give a research seminar, and meet with individual UNIC Athens faculty.

Our Response: We Thank the EEC you for this recommendation to establish a research seminar series featuring international scholars on the Athens campus. We agree entirely that this initiative would be highly beneficial for our department in UNIC Athens Campus and will enrich our research environment, foster collaborations, enhance our visibility and reputation and benefit student learning. Currently at UNIC the Office of the Vice Rector of Research organizes periodically research oriented seminars with internationally recognized scholars and we are enthusiastic on moving forward with this recommendation and extend the offering of the seminar series in the new campus.

VII.   Finally, the access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, and other commonly used data sources). Also, it could be useful with a mandatory capstone research module in the programmes managed by the department in order to encourage students' practice of research skills.

Our Response: We appreciate the Committees' feedback, regarding the expansion of database access and the recommendation for a mandatory capstone research module. We agree that both

of these areas present significant opportunities to enhance our students' learning experience and research capabilities. The Business School has access and licenses to the LSEG database (formerly known as Refinitiv) which is used extensively by all faculty for their research, teaching and implementation in the course material and assessments. In addition, the LSEG is used by all students for assignments, case studies, presentations and research-based projects. However, we are evaluating the feasibility of expanding access to additional resources, including Orbis and Sustainalytics, to better support both teaching and research activities.

7. Resources

The External Evaluation Committee (EEC) evaluated seven indicators under the Resources area, awarding the Department a score of 4/5. In its justification the Committee finds the Department compliant, thus with room for improvement, on the sufficiency of resources, budget, and profits. In addition the EEC praised the Department examples of good practices, achievements, innovative solutions, new campus facilities available to fully support the expansion into the Greek market.

Findings

The department is expanding to Athens, including new hires and the construction of new campus facilities that will serve as resources in the future. Overall, as elaborated below, the EEC finds the 30 department compliant, but with room for improvement, on the sufficiency of resources, budget, and profits.

Strengths

The department is recruiting faculty at a high level to teach in Athens, and new campus facilities are being built there, indicating that resources are available to support the expansion into the Greek market.

Areas of improvement and recommendations

I. *The department currently does not conduct systematic scenario analysis for future changes in the educational, economic, and political landscape.*

Our Response: Thank you for your valuable feedback regarding the department's current practices. This is a critical area for improvement, and we appreciate you highlighting its importance. We acknowledge and agree with the committee's observation that we do not currently conduct systematic scenario analysis for future changes in the educational, economic, and political landscape at a Departmental level, but we run a Risk Analysis at a School level found in School Strategic Plan 2020-2025 (see APPENDIX II, pp. 19-21). (Please note that this Strategic Plan, like others, is subject to ongoing revisions and may change.)

II. *The EEC does not have the information to assess the department's internal budgeting position. Furthermore, UNIC Athens does not have an audit report or financial statements as it has not begun operations. However, according to the department's own internal assessment, there is scope for improvement in internal research funding and allocated budget, and the department does not have a dedicated budget that can be used for its strategy and activities, as such decisions are taken centrally. The EEC has no evidence that confirms or disputes this assessment. However, we agree, as mentioned under point 6,*

that more resources could beinvested in research and in a more systematic and data-driven way.

Our Response: We thank the committee for commenting on the lack of direct insight into our internal budgeting and the centralized nature of budget decisions. We confirm that there is sufficient internal research funding, and we will elaborate to acquire a dedicated departmental budget for strategic activities. We agree with the committee that more resources can be invested in research.

B. Conclusions and final remarks

In sum, the EEC are delighted to recommend the progression of the Department of Management, UNIC Athens as compliant under the CYQAA standards, with the strong wishes for the success of the launch of the Department in the coming academic year. We would like to thank very much the staff (academic and administrative), students, external stakeholders and senior leaders for giving their efforts to create this compelling application and for welcoming us to Athens where they provided kind access and information supporting our evaluation.

Our key focuses for improvement in the launch of the Department are:

The Department of Management at UNIC Athens has received a very positive review, confirming its full compliance with CYQAA quality standards. The review highlighted several key strengths, including the Department's compelling vision, the professionalism of its academic and administrative staff, and the enthusiasm of its students, alumni and stakeholders contributing to the Department's success. The comprehensive and well-documented application, coupled with the well-organized 2-day meetings further solidified the positive assessment. These factors collectively indicate a robust foundation for the Department's successful launch in the upcoming academic year.

We appreciate the Committee's insightful observations, which will serve as a roadmap for our next phase of growth in UNIC Athens campus. We're committed to aligning our teaching and scholarship with the University's broader vision for leadership in data science and Transformative Technologies (AI). This includes actively cultivating Athens-based partnerships to expand both our intellectual reach and our funding opportunities.

Simultaneously, we'll refine our internal guidance on pedagogy, assessment, and feedback to ensure a consistent student experience. We'll also reaffirm our dedication to fostering a faculty that reflects the diversity of our community. Furthermore, we'll maintain flexibility in our research infrastructure plans to support emerging innovative methodologies. Finally, we'll revisit and sharpen our mission statement to more clearly articulate the positive societal impact we aim to achieve and to inspire our colleagues and partners.

D. Conclusions and final remarks

UNIC Athens represents a newly established extension of the University of Nicosia (UNIC), a distinguished research-led institution with a strong presence in Cyprus and a leading position in rankings in the field of business and economics in both Cyprus and Greece. UNIC is recognized for its commitment to student-centred pedagogy, robust internal quality assurance mechanisms, and comprehensive academic monitoring procedures. The learning environment at UNIC is consistently well-regarded by students and external stakeholders alike. Contributing factors to this positive perception include small class sizes, a high degree of interaction and personalized guidance between students and academic staff, as well as the provision of extensive student support services underpinned by modern infrastructure and advanced IT systems.

Academic staff at UNIC maintain a balanced teaching load of approximately six hours per week, allowing adequate time for research and student mentorship. Faculty development and teaching performance are subject to systematic monitoring processes. The External Evaluation Committee (EEC) observed that the newly appointed academic personnel at the Athens branch possess relevant doctoral qualifications and demonstrate commendable research output within their respective areas of instruction. While collaboration with industry and the development of research funding in Greece are still in early stages, the university has articulated a clear recognition of the importance of research and has initiated a structured, impactful research programme with strong links to industry partners. The replication of UNIC's successful research-teaching integration model in Greece is expected to further strengthen synergies in this context.

Identified Areas for Improvement

Despite the strengths observed, the EEC has identified several areas in which the programme could be further enhanced:

1. Alignment Between Curriculum Content and Programme Learning Objectives (PLOs)

The programme's curriculum would benefit from a more precise alignment with its stated learning objectives. In particular, the development of creativity and critical thinking skills—essential academic competencies—could be more effectively supported through a mandatory, more substantial thesis or research project. Currently, research projects are optional in the programmes, which may be insufficient for fostering these higher-order skills. Expanding and making this component compulsory would contribute significantly to academic depth and student engagement in research.

Our Comment: The Department acknowledges the EEC's Comment and Final Remark **"Alignment Between Curriculum Content and Programme Learning Objectives (PLOs)".** The comment is addressed in the EEC Response for the BBA and BBA Marketing Management programs.

2. Practical and Personal Development Learning Objectives

Learning objectives related to practical competencies, personal growth, and leadership development require more explicit integration within the curriculum. Feedback from both students and external stakeholders highlights the need for clearer articulation and delivery of these outcomes, which are crucial for graduates' preparedness in the professional environment.

Our Comment: The Department acknowledges the EEC's Comment and Final Remark **"Practical and Personal Development Learning Objectives"**. The comment is addressed in the EEC Response for the BBA and BBA Marketing Management programs.

3. Systematic Student Involvement in Research

Student participation in research activities remains largely optional and informal. Introducing a structured and compulsory research component would enhance research literacy and foster a culture of scholarly inquiry. A larger-scale thesis or capstone project would serve as a valuable vehicle for achieving this objective.

Our Comment: The Department acknowledges the EEC's Comment and Final Remark "**Systematic Student Involvement in Research** ". The comment is addressed in the EEC Response for the BBA and BBA Marketing Management programs.

4. Assessment Feedback and Learning Support

While formative assessment practices are in place and appear to be effective, their presence and function should be more explicitly documented in programme materials, such as handbooks. Summative assessment feedback should be made more substantive and detailed, enabling students to better understand their performance and areas for improvement. This would contribute to a more supportive and developmental learning environment.

Our Comment: The Department acknowledges the EEC's Comment and Final Remark **"Assessment Feedback and Learning Support** ". The comment is addressed in the EEC Response for the BBA and BBA Marketing Management programs.

5. Transferable and Multicultural Skills Training

The curriculum could be further strengthened by incorporating training in multicultural competencies and practical transferable skills. Both internal and external stakeholders have expressed a desire for more emphasis in these areas. The EEC strongly supports curricular enhancement in this regard, particularly in view of the increasingly globalized nature of the workforce.

Our Comment: We thank, and we fully concur the committee's recommendation to enhance the curriculum with multicultural competencies and practical transferable skills. This aligns with both stakeholder feedback and the demands of a globalized workforce. We will explore additional effective ways to integrate these crucial areas into our Department's programmes.

6. Faculty Composition and Development

At present, the academic staff consists of an even distribution between full-time faculty members and adjunct instructors. For the purpose of ensuring pedagogical consistency and long-term institutional development, the EEC recommends a gradual shift toward a higher proportion of full-time academic staff.

Our Comment: The Evaluation Committee's recommendation for a gradual shift towards a higher proportion of full-time academic staff is well-received and aligns with the Department's long-term goals for academic quality and consistency. We concur that such a move is crucial for ensuring pedagogical cohesion across programmes and fostering a more stable and dedicated faculty base essential for sustainable institutional development.
Following the Department's Strategic plan, we will continue to explore strategies and a timeline for this gradual transition, considering its implications for budget, recruitment, and the overall academic environment

7. Visiting Faculty Engagement

Currently, there are no confirmed visiting faculty appointments. The EEC encourages the department to pursue strategic recruitment of visiting academics who can bring diverse expertise and contribute to the delivery of a dynamic and internationalized curriculum.

Our Comment: This recommendation highlights a clear area for strategic enhancement. Once again, we are thankful to the committee's indications to the missed opportunity in not having confirmed visiting faculty appointments. Their encouragement to actively pursue such recruitments for "diverse expertise" and to contribute to a "dynamic and internationalized curriculum" provides a clear, actionable directive that aligns with broader academic goals of our School. This Department will proceed with the recruiting visiting faculty for the UNIC Athens campus. This will significantly enrich the department's offerings and global profile.

8. Research Performance.

The processes for evaluating research performance is currently not transparent enough. The policy needs to be expanded to explicitly foster an inclusive research culture and embed mechanisms that support research excellence in line with the ambitions of the university. The EEC believes this is crucial since the measurement of research performance has implications for promotion, teaching release, bonus, etc., as reflected in the department's research policy. Accordingly, the committee suggests complementing the current quantification with more selective measures, as well as making it more transparent how publication against these standards translates into resource allocation. We also strongly suggest that the department engage with

narrative research assessment as the gold standard of responsible assessment practice as indicated by 'The Declaration on Research Assessment (DORA)'. In addition, research budgets for conferences should be increased. This would be consistent with the school's trajectory, ambitions, and the profile of the incoming faculty.

Our Comment: The Evaluation Committee's final remark is a robust critique highlighting the lack of transparency in research performance evaluation, directly linking it to significant faculty career impacts like promotions and bonuses. Overall, the committee's insights are supported by best practices, and offer clear, actionable steps to improve the Department's research culture, transparency, and faculty support.

9. Research-Informed Teaching Practices

Although faculty are encouraged to incorporate their research into teaching, the current approach is informal and left to individual discretion. To ensure consistency and quality, the department is advised to adopt a more systematic approach to research-informed teaching. This could include structured models such as research-led, research-oriented, research-tutored, and research-based learning, thereby fostering a more intellectually enriched educational experience.

Our Comment: We are thankful for this recommendation that effectively identifies a key area for improvement. The suggestion to move from an informal, individual-discretion approach to a more systematic one for incorporating research into teaching is well-founded. The proposed solutions, particularly the mention of "structured models such as research-led, research-oriented, research-tutored, and research-based learning," provide concrete and actionable pathways for implementation. This demonstrates a clear understanding of pedagogical approaches that can enhance research-informed teaching. Overall, the recommendation is clear, concise, and offers valuable guidance for us to foster a more intellectually enriched educational experience within the Department of Management.

10. Technological Infrastructure and Resource Access

The department is encouraged to transition to a more advanced and inclusive learning management system (LMS). This would significantly benefit both teaching and research activities across the program.

Our Comment: The Department acknowledges the EEC's Comment and Final Remark **"*Technological Infrastructure and Resource Access*"**. The comment is addressed in the EEC Response for the BBA and BBA Marketing Management programs.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof Angeliki Kokkinaki	Dean, School of Business	
Prof Despo Ktoridou	Head, Department of Management	
Dr Epaminondas Epaminonda	Associate Head, Department of Management; Chair Department Quality Assurance Committee	

Date: 08/07/2025