



Doc. 300.3.1

Date: December 12, 2020

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
European University of Cyprus (EUC)
- **Town:** Nicosia
- **School/Faculty:** School of Business Administration
- **Department:** Dept. Management & Marketing
- **Programme(s) of study under evaluation**  
Name (Duration, ECTS, Cycle)

## Programme 1

**In Greek:** Διοίκηση Επιχειρήσεων (4 Έτη/240 ECTS, Πτυχίο)

**In English:** Business Studies (4 Years/240 ECTS, BBA)

**Language(s) of instruction:** English and Greek

## Programme 2

**In Greek:** Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων (18 μήνες/90 ECTS, Μεταπτυχιακό)

**In English:** Master of Business Administration (18m/90 ECTS, MBA)

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

## Programme 3

**In Greek:** Διοίκηση Επιχειρήσεων (3 Έτη /180 ECTS, Διδακτορικό)

**In English:** Business Administration (3y/180 ECTS, PhD)

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

- **Department's Status:** Currently Operating

**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

Due to the COVID-19 crisis, the EEC team was unable to travel to Cyprus for an on-site visit of the Department of Management and Marketing of the School of Business (European University Cyprus). The documents sent to the EEC team together with the links to video´s and other digital sources, the efficient and effective guidance of the DIPAE CY.QAA (and specifically of its Education Officer, Mrs. A. Prokopa) enabled the team to fully and completely do the assessment according to the rules and regulations of the CY.QAA agency.

A detailed agenda of the on-line (virtual) visit (Doc.600.4) is send to the DIPAE CY.QAA separately.

The EEC examined and verified (i) the correspondence of the programmes under evaluation with the academic requirements of each level (including the appropriateness of the admission criteria and the threshold of enrollment for the 1<sup>st</sup> level BBA, 2<sup>nd</sup> level MBA and 3<sup>rd</sup> level PhD) and (ii) the correspondence of the content and delivery of the programmes, as well as students´ assessments to the European Qualifications Framework (EQF).

The EEC came to the conclusions that the programmes under evaluation complied with this framework.

In summary, the EEC team wishes to share the following observations:

- (i) the EEC was impressed by the professionalism of the School, the University and the professionalism of the CY.QAA agency;
- (ii) the EEC was equally impressed by the strong collective vision, mission and ambition of the School, its faculty, staff and students. The “connectedness” and the “team spirit” of the School with its internal and external stakeholders is exemplary;
- (iii) the EEC commends the School and University for its state-of-the-art (world class) infrastructure and facilities;
- (iv) and, last but not least, that the School and University´s ambitions and the quality of the educational programmes offered invited the EEC to go “beyond” the assessment of compliance and to further advice the School and University on continuous improvement and strategic opportunities.

As a conclusion of the visit, the EEC made ample observations of compliance by the School and University to the requirements, rules and regulations of the CY.QAA and commends the School for

- (i) the high quality of its “flagship” programme, the Bachelor in Business Administration/Business Studies and the way this program fully embeds the mission, vision and ambitions of the School and University;
- (ii) the ambitions to strengthen the research quality as the basis for its current and planned Master and Ph.D. programmes;

- (iii) the connections and dynamic interactions the School has and maintains with the industry (external stakeholders) with respect to both education and research, and  
(iv) with the School and University professional strategic planning.

The EEC identified the following areas for improvement, given the School and University's outspoken ambitions, given the potential and the strategic opportunities and challenges the School faces. The EEC encourages the School to continue the "road to progress" by:

- (i) strengthening the research output quality by the use of explicit, transparent, quantitative and ambitious targets and performance indicators with respect to research;  
(ii) formalizing this research ambition through increasing the bar with respect to research output quality when it comes to the minimum requirements (i) for Ph.D. graduation and (ii) promotions/career development;  
(iii) furthering internationalization through strategic alliances, exchange programs and/or agreements for its faculty, Ph.D. students and students (Erasmus+) and through (future) international accreditations. The pursuit of higher research quality output will leverage and facilitate such alliances and agreements (virtuous circle);  
(iv) increasing the visibility of and (internal and external) communication about the many best-practices, highly quality offerings (student services, social life, student, faculty and staff wellbeing, ...) and innovative approaches to education in general the School already puts in place.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof.dr. Philip GMC Vergauwen</b>	Dean	Solvay Brussels School of Economics & Management
<b>Prof.dr. Pedro de Faria</b>	Full Professor	Dept. Innovation Management & Strategy, Faculty of Economics & Business, University of Groningen, Netherlands
<b>Prof.dr. Maik Hammerschmidt</b>	Dept. Chair	Dept. Marketing & Innovation Management, Faculty of Business & Economics, Georg-August-Universität Göttingen, Germany
<b>Mr. Panos Ntoas</b>	Student (MBA)	University of Cyprus, Cyprus

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

### 1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

#### Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

*1 or 2: Non-compliant*

*3: Partially compliant*

*4 or 5: Compliant*

Quality indicators/criteria		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning</b>		<b>1 - 5</b>
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5

The EEC was provided with ample information and documentation to confirm the coherence and compatibility among programmes of study offered by the Department and the coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Provide suggestions for changes in case of incompatibility.

n.a.

## 1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

## 1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

The EEC strongly encourages the School and Department to strengthen external communication (incl. marketing and branding) to attract more high-quality international students (in line with the School’s mission, vision and strategies). The School has currently a good number of international students (48 nationalities) but clearly communicated its ambition to grow in this respect. [Click to enter text.](#)

### Findings

The EEC confirms the School and Department adequate academic profile and orientation, strategic planning (based on clear mission and vision statements), strong connections with industry and society and (professional) development processes.

### Strengths

The EEC commends the School and Department for its state-of-the-art connections with the industry with which it actively engages with respect to education (guest lecturers), pedagogical and programme innovation (involvement in programme committees) and programme evaluation reviews 5PERs).

### Areas of improvement and recommendations

The EEC encourages the School to:

- (i) Further improve the coordination between core faculty and temporary/part-time/adjunct or visiting faculty in order to safeguard the already heavy workload of core faculty (1.1.5);
- (ii) Strengthen and leverage the connections with alumni to maintain the high quality of its educational programmes, to grow internships and industry (applied) research projects and, most not but least, for marketing, branding and communication purposes (1.2.4);
- (iii) Strengthening the internal and external communication and internationalization strategies with respect to the high quality offerings of the School and Department will further facilitate the School to attract more international students (1.3.3).

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
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## 2. Quality Assurance

2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	5
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5

	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	4
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		4
2.2.19	There is a clear policy on authorship and intellectual property.		5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

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### Findings

The EEC confirms the Department and School satisfy the standards with respect to quality assurance systems and strategies (including planning and execution).

### Strengths

The EEC finds that the School and Department have a strong quality culture supported by adequate quality assurance processes that involve and engage the whole community (internal and external).

### Areas of improvement and recommendations

The EEC recommends the School to further improve:

- (i) The culture of high research output quality can be further strengthened by increasing the use of transparent, quantitative and ambitious targets with respect to research output (quality and quantity), in line with the School's strategies to improve its international ranking position (FT50 criteria for research should be explicitly implemented) (2.1.4.2 and 2.1.5);
- (ii) The School is encouraged to explicitly use (measurable) core elements of its vision and mission as specific indicators for the School's "unique value proposition" in its assurance of learning systems (2.2.3);
- (iii) To maintain its high quality standards with respect to academic support, its mechanisms and funds to support academic writing, and to increase the support needed for top-journal article submissions (2.2.25 and 2.18);
- (iv) The School is encouraged to maintain and strengthen the communication about and (gradual tightening of) its admission criteria in order to attract more international students (2.2.8).

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

### 3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>3. Administration</b>		<b>1 - 5</b>
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5

3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

### Findings

The EEC finds that the School and Department adequately manages the professional administration needed to support the high quality delivery of its educational and research activities, including student support services;

### Strengths

The EEC identifies the School and Department's administration as highly professional, effective and efficient (best practice).

### Areas of improvement and recommendations

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

## 4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

### Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<a href="#">Click or tap here to enter text.</a>		
<b>4. Learning and Teaching</b>		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

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### Findings

The EEC finds that the School and Department runs effective, efficient and adequate learning and teaching processes (planning and organization of study programmes).

### Strengths

The School is commended for the way it involves the industry in the design, continuous improvement and evaluation of the programmes offered (best-practice).

With respect to the Bachelor programme BBA, high flexibility and “customized” choices for the students are commendable, and the fact that Bachelor thesis focuses on empirical research (primary data) is a unique strength.

With respect to the MBA programme, the EEC commend the School for its use of innovative teaching methodologies and diverse examination forms (covering multiple skills and competencies).

### Areas of improvement and recommendations

The EEC recommends that the School strengthen its communication with respect to admission criteria, specifically for its master and PhD programmes; also as part of a marketing and branding strategy (4.2.1).

With respect to the master and Ph.D. programmes, the role and importance of high quality research has already been stressed in the above. For the MBA programme, the EEC recommends the School to avoid the “closed shop” approach, i.e. in addition to retaining the School’s Bachelor graduates for its master programme, strategies to attract more international students are advised, which, in turn, will help the School’s international positioning.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department’s programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4

5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

### Findings

The EEC confirms standard satisfaction and compliance with respect to the teaching staff quality indicators.

### Strengths

The EEC commends the School for the strong team spirit, the connectedness (internal and external) and close the student-staff/faculty connections.

### Areas of improvement and recommendations

With respect to workload management of the core faculty and given the School's strategies to grow the master programme offerings, the EEC recommends the School to explicitly and transparently specify its strategies with respect to staff/faculty recruitment to maintain and improve the ratio special teaching staff/permanent staff and to enable the growth in such programmes without overcharging staff and faculty.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*



Quality indicators/criteria		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<a href="#">Click to enter text.</a>		

### Findings

In line with the School's and Department's ambitions and strategies, the EEC confirms that the main challenges to further improve the quality, recognition and reputation are related to research. Further and gradual improvements with respect to research output (quality prevails on quantity) will help the School to attract more high quality students and faculty (enabling the School to further grow its master programmes, to raise the bar gradually for promotions, etc ...).

### Strengths

The School has clear strategies and ambitions and the potential to be successful in this respect is certainly there. The PhD programme is still very young (in its infancy so to say), but is well-designed. The strong culture with respect to quality is embraced by all internal and external stakeholders.

### Areas of improvement and recommendations

In order to achieve the ambitious targets and goals the School has set, the EEC strongly recommends the School to:

- (i) Strengthen and continuously improve the research skills of students (specifically master students) by a.o. increasing the use of academic articles next to textbooks (certainly in master programmes) (6.4);
- (ii) Maintain and further (consistently) improve the research output (FT50 criteria for journal publications, top-conference active attendance, ...) of staff/faculty and PhD students (6.5);
- (iii) Continuously improve the integration of research into teaching activities, specially at master level: maintaining research activities (research-driven projects) and/or the master thesis for its MBA is necessary to succeed (6.6);
- (iv) Focus on strategies to increase external, non-governmental funding for its high quality research activities (6.8).

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	Compliant

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5

7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

### Findings

The EEC confirms that the Department and School have adequate resources and comply with the HEI standards set out by the CY.QAA.

### Strengths

The School is well-connected with the industry and its growing alumni base should enable the School to find the extra funds and resources to pursue its ambitious strategies.

### Areas of improvement and recommendations

The EEC recommends the School to start working on professional fundraising strategies by leveraging its close connections with the industry.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

## D. Conclusions and final remarks

As a conclusion, the EEC made ample observations of compliance by the School and University to the requirements, rules and regulations of the CY.QAA.

Main commendations:

- (i) the high quality of its “flagship” programme, the Bachelor in Business Administration/Business Studies and the way this program fully embeds the mission, vision and ambitions of the School and University;
- (ii) the ambitions to strengthen the research quality as the basis for its current and planned Master and Ph.D. programmes;
- (iii) the connections and dynamic interactions the School has and maintains with the industry (external stakeholders) with respect to both education and research, and
- (iv) with the School and University professional strategic planning.

Identification of the main areas for improvement:

- (i) strengthening the research output quality by the use of explicit, transparent, quantitative and ambitious targets and performance indicators with respect to research;
- (ii) formalizing this research ambition through increasing the bar with respect to research output quality when it comes to the minimum requirements (i) for Ph.D. graduation and (ii) promotions/career development;
- (iii) furthering internationalization through strategic alliances, exchange programs and/or agreements for its faculty, Ph.D. students and students (Erasmus+) and through (future) international accreditations. The pursuit of higher research quality output will leverage and facilitate such alliances and agreements (virtuous circle);
- (iv) increasing the visibility of and (internal and external) communication about the many best-practices, highly quality offerings (student services, social life, student, faculty and staff wellbeing, ...) and innovative approaches to education in general the School already puts in place.

## E. Signatures of the EEC

<i>Name</i>	<input type="text"/>	<i>Signature</i>
<b>Prf.dr. Philip GMC Vergauwen</b>		
<b>Prf.dr. Pedro De Faria</b>		
<b>Prof.dr. Maik Hammerschmidt</b>		
<b>Mr. Panos Ntoas</b>		
FullName		
FullName		

**Date:** December 12, 2020