

Doc. 300.3.1

Date: 13/1/2023

External Evaluation Report (Departmental)

- **Higher Education Institution:**
American University of Beirut Mediterraneo
- **Town:** Paphos
- **School/Faculty:** Faculty of Arts and Sciences (FAS)
- **Department:** Department of Philosophy, Politics & Economics
- **Department's Status:** New Department

- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Philosophy, Politics & Economics (4 Years, 240 ECTS, Bachelor)

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

Department’s programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the premises of the American University of Beirut Mediterraneo on Monday 9th and Tuesday 10th of January 2023. During this visit the EEC had the opportunity to meet with the President Fadlo Khuri, the Rector Wassim Haji, the Senior Vice President for Advancement and Business Development Imad Baalbaki and the Vice Rector Prof. Arne Dietrich

The visit started with a welcome from the founders and academic staff and continued with a briefing at the Rector's office. It followed a meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. Then there was an Institutional Evaluation/ Presentation followed by a constructive discussion with Members of the Department.

The visit continued with short presentations of the programme's feasibility study and the curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams).

An extended discussion took place concerning the CVs (i.e. academic qualifications, publications, research interests, research activity) followed with an interactive discussion on duties other than teaching and research in the iDepartment's PPE programme or teaching obligations in other programmes.

Following the completion of our discussion a tour was offered to us to the premises of the institution (current and future - under construction)

B. External Evaluation Committee (EEC)

Name	Position	University
Senior Professor Matthias Kettner	Chair	University of Witten/Herdecke, Germany
Professor Kyriaki Kosmidou	Member	Aristotle University of Thessaloniki, Greece
Professor Michael Bruter	Member	London School of Economics & Political Science, UK
Professor Dimitris Papadimitriou	Member	University of Manchester, UK
Niki Makri	Student Member	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

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

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*

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 (including SWOT analysis)**
- 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		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
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.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and is aligned with European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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

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

This is a commendable effort to build a PPE department in a new university. At present, among the many PPE study programmes that exist, only very few are anchored in PPE departments. The EEC felt that a lot of sound thought has gone into the project, though it is important to acknowledge that it also comes with some risk, especially in the difficult next two years when the proposed department at AUB-M will still be small in terms of staff and very small in terms of students. There is a risk of significant gaps for each of the three disciplines. The viability of the strategy will be largely dependent upon significant growth of the department as soon as feasible.

The EEC noted that it is important for the department to consider how the profiles of AUB-M and AUB differ. In particular, AUB owes part of its unique appeal by being the face of US, and more broadly Western style academic education in the Middle East. This strong appeal will not carry over to the AUB-M which will instead be perceived as the outpost of an excellent Middle Eastern university. Such differences in the outside perception of AUB and AUB-M and their foreseeable consequences must be accommodated in all of AUB-M's strategic planning.

Finally, there is a mismatch between the benevolent and non profit mission which is a key part of the university's self-identity and expected tuition fees which are, within an EU context, significantly out of line in comparison with local and continental tuition fees. Overpricing runs the risk of making the department unattractive for many Cypriot and European students. This could adversely affect student diversity.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The PPE department initially intends to offer a single (undergraduate) programme of study. This is limited but fully understandable in the first few years of the department's existence. The panel encourages the department to think of its potential growth plans early on. Other things being equal, a department with a bachelor programme but no master programme (nor a PhD-Programme) will be less attractive for many potential students as well as academic staff. Additionally, the limited capacity of academic staff will limit the range of options and specialties for enrolled students in initial years. However, there is reasonable hope that the risk of squeeze will be mitigated when the ambitious recruitment plan is put into action.

Synergy is sought between the PPE department and other departments, in particular with 'the Faculty of Arts and Science's department of psychology, and strongly with the faculty's Institute for Liberal Arts.

Provide suggestions for changes in case of incompatibility.

It will be crucially important to expand recruitment in the first few years after the department is launched.

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.

4



1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

There is clear intention to work with local and regional communities. The department could however do even more to ensure that it exploits the unique nature of the parallels between its historical near eastern experience and the Cyprus context.

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.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
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.	4

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

The departments' development plans are sufficient for the first two years. However, there is little clarity about exact numbers, profiles, or balance between permanent, invited, and adjunct staff beyond that initial phase. Because the department effectively intends to bring together three diverse and vibrant disciplines, and not only aggregate them, it will be critical to get some more clarity and commitment about the specifics of the development plan from year 3 onwards. The next phase of the department's development plan will significantly depend on how the department will integrate the distinct disciplinary components of its PPE programme into a unified conception of PPE. Presently the planning is concerned with expected student numbers (20/year in this programme) which is prudent in its economic rationale but is underdetermined concerning specific staffing implications. This makes it difficult to assess the viability of the department development plan in the medium term. - The EEC's numerical score simply reflects that uncertainty.

Moreover, the EEC is worried that the proposed tuition fees levels will negatively impact the recruitment of a diverse and excellent student population, notably from Cyprus and the EU. Proposed tuition fees are significantly out of line with both national and European Union levels and will likely make the programme unattractive to Cyprus and EU students on purely financial grounds, especially in the first few years since building up a reputation of the AUB-M and of its PPE department will necessarily take a few years. We would strongly encourage the department to give the problem of tuition fees levels serious consideration, especially for PPE which, as a non-vocational degree would typically entail lower fees than training in medicine, engineering or computer science.

Scholarship systems are less likely to mitigate fee worries in Europe than would be the case in the Middle east or in the US. Ignoring the fee level problem runs the risk that the department will have to rely almost exclusively on non-European students. This would run counter to the department's claim to provide an accommodating environment of students from multiple origins.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The university expects 20 new students per year in the department's single programme but we did not see a plan how it is expected to proportion Cyprus and international students. The EEC's thinks that if tuition fees remain as high as presently indicated, student turn-out from Cyprus and other European countries will be very small.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The planning of the department reflects cross-disciplinary discussion and collaboration between representatives of the three PPE disciplines and the proposed plans are adequate for the initial launching phase of two years. However, there is insufficient clarity about medium and long term academic staffing plans. This makes it hard to assess the viability of the department's plan beyond that initial launching phase.

There is also a mismatch between proposed tuition fees and the local market which creates a major risk in terms of being able to attract excellent cyprian and other european students in desirable numbers.

There is a partial lack of clarity on the extent to which the PPE department should evolve as an autonomous and self-contained department or as an outpost and continuation of various departments of the AUB.

Strengths

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

- Thoughtful and enthusiastic planning
- Conventional but sensible initial launch plans

- A principal willingness to address the specific potential of the local environment
- Students support an interdisciplinary programme

Areas of improvement and recommendations

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

- Lack of clarity about medium terms academic staff plans beyond the first two years (number, specialism, etc)
- Lack of clarity about how autonomously the department will evolve (or whether it will be dependent upon choices made by mother departments at AUB in Beirut)
- Very high planned tuition fees which may discourage Cyprus and European citizens from applying and affect both quality of recruitment, quality of experience, and viability.

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	Partially 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		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
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.	4
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
2.1.6	Students' evaluation and feedback	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
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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.	4
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2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
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2.2.4	The results from student assessments are used to improve the programmes of study.	4
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2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
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2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
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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.	4
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2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	3
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2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
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2.2.10	The Department flexibly uses a variety of teaching methods.	4
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2.2.11	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.	4
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	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	4
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	4
2.2.12.5	Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.15	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.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	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.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	4

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

Concerning 2.2.8: There remains uncertainty about the number and composition of staff who will deliver the programme and its individual components.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the quality assurance mechanisms seem adequate and well-designed.

Strengths

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

The council of the University is determined to provide quality services to the students. Having this in mind, they are determined to make all the required investments in order to achieve their tasks

The EEC believes that the close ties with the American educational system and the experience of the mother university in Lebanon will help the AUB-M progress well over the years.

Areas of improvement and recommendations

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

So far the department does not have any accreditations but should aim, in its forward looking strategy, to achieve accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and by the European Quality Improvement System (EQUIS).

As soon as is feasible the department should seek collaborations with other leading departments in Europe and non-european Universities.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
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		
3. Administration		1 - 5
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
3.11	Internationalization of the Department and external collaborations.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The administration staff implements formal procedures and effectively deals with the various tasks necessary and noted above.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The group of people involved in the processes and functions of the department seems well-coordinated and efficient in dealing with all aspects both administrative and academic of the department's operation.

Strengths

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

The academic staff and the administration trust and respect each other and appear able and well-intentioned to work efficiently towards solving any problems that may arise and also work for the further advancement of the department. They were open to listening to new ideas and recommendations from the EEC.

Areas of improvement and recommendations

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

In the current state, the EEC did not find any significant problem areas within the administration. In the future, as the university starts operating and growing, the university must try to maintain the current enthusiasm of the administrative staff.

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		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
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.	3
4.1.3	Intended learning outcomes, 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.	4
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.

Overall, the programme is well designed for its initial phase of development. Students in the mother institution AUB did not feel that they had much ability to influence the programme of study and complained that a significant proportion of listed courses were not in fact running. It will be important to ensure that this does not happen at AUB-M

4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5
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.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
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.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>It is impossible to strictly assess those elements since recruitment and teaching have not actually started. The intentions are appropriate if not outstanding.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

It is very difficult to assess admissions, teaching, and assessment since at this early stage the EEC was only able to verify intentions and statements, but how well they are adhered to will remain to be established when the department, faculty, and university start operating. Nevertheless, the EEC was satisfied that the intentions of the institution certainly go in the right direction. A slight concern is that some of the students from the AUB who the EEC had opportunity to talk to via Zoom did not feel that they had much ability to influence teaching, learning and assessment or that their criticisms were taken seriously enough to effect change. The EEC wants to point out that the fact that this criticism emerged with regard to AUB by no means implies that the corresponding problem will be reinstated at AUB-M. However, it is critical to ensure that it does not and that student feedback is protected by strict confidentiality and that it is taken seriously.

As academics have strong power when it comes to setting and changing assessment, It will also be important to ensure that students are already aware well in advance of the final assessment methods for a given course, ideally, before the opening of course selection.

Strengths

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

Overall, the design of the teaching and learning experience is sensible but conventional. There are also intentions to keep assessment diverse.

Areas of improvement and recommendations

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

- The EEC could assess at this early stage only the intentions, not yet their implementation in practice, and for lack of AUB-M students had to rely for certain aspects on the experience of students in the mother institution AUB.
- It is crucial to ensure that students' feedback is taken seriously
- It is crucial to ensure transparency and information about assessment methods which should ideally be finalised and confirmed long before course selection is open

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		
5. Teaching Staff		1 - 5
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.	3
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.	4
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.	5
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.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	3

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

[Click to enter text.](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors

- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The applicants have identified a pool of 38 members of staff from the parent institution in Beirut that could potentially be transferred to the AUB-M. During the presentation to the evaluation committee a total of four (4) staff were identified as "being committed" to join the AUB-M if the accreditation process is completed satisfactorily. An additional five (5) members of staff have made a similar pledge for the Institute for Liberal Arts which will also service some of the teaching. However, our understanding is that no formal contracts have yet been issued for most of the identified staff to be transferred to the AUB-M.

Given the pioneering nature of establishing the new university, such arrangements are not exceptional or particularly worrisome. However, there are risks in connection with the delivery of teaching (as this is presented in the application form) and the credibility of promises made to potential new students. These will need to be mitigated as soon as possible to facilitate internal planning and preserve external reputation.

The quality of identified teaching staff is internationally competitive with strong pedagogical credentials and research profiles. The established internal processes of evaluating academic staff (some of whom will be transferred to Paphos) offers additional reassurance on quality. The balance between permanent and contract (or part time) staff is initially very good and the mix of seniority of those delivering teaching is appropriate. Given the strong research profile of staff, the availability of research-led teaching is to be welcomed.

The parent institution has an established procedure of evaluating teaching, which includes student-led evaluation. There is some evidence to suggest that the student-led evaluation process in the parent institution needs to be made more robust and more powerful. For the AUB-M, the small number of students envisaged in the first few years will necessitate careful consideration of how student-led evaluation remains strictly confidential and what are the most appropriate channels for following up students' concerns.

Strengths

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

- Evidence of the strong pedagogical commitment of members of staff to ensure a more personalised educational experience
- Strong research profile of staff allowing for the delivery of research-led teaching (although this may be constrained by the small number of staff based in the AUB-M in the first years of operation.
- Small student-staff ratio which is compatible with the pedagogical mission of the university. Commitment of the institution to sustain this ratio as student numbers expand over the next few years
- Established record of the parent institution in delivering student-focused teaching based on the US Liberal Arts College tradition

Areas of improvement and recommendations

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

- The list of staff who will be transferred to the AUB-M needs to be finalised as soon as possible and the appropriate employment contracts should be signed.
- It is not entirely clear to the members of EEC whether all units listed in the programme of study can be serviced effectively by the number of staff who have 'committed' to join the AUB-M.
- Special care should be taken in the advertisement of the new programme to ensure that potential students are not misled about the availability of seminar units listed in the syllabus.
- It should be expected that the first years of operating the new university will generate a higher number of student complaints, as the new structures bed in. The leadership of the university should embrace this challenge by designing student evaluation processes that are temporarily even stronger than the routine processes without compromising anonymity while allowing the department to 'learn' quickly from its mistakes.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Partially Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	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		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	4
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.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
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.

[Click to enter text.](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The EEC could only assess intentions, proposed policies, and the profile of research in the mother institutions but not the implementation nor an actual research profile of AUM-B since recruitment is incomplete so far.

AUM-B could benefit from the strong research profile of AUB and will second a number of AUB academics to the new university. Stated policies are generally well organised and well thought through.

The interdisciplinary nature of the department and its small size create challenges for constituting a productive research environment with relevant colleagues. It will be important to engage in strong research seminar and events programme, collaborate intensively with visiting professors and academics from other Cyprus universities and develop a stimulating research culture both within and across the three disciplines of the PPE department.

The lack of PhD and even of graduate students might pose an additional challenge, as does the initial online only library.

Strengths

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

- Potentially backed by the strong research profile of mother institution AUB
- Reduced number but high quality academic staff

Areas of improvement and recommendations

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

- Difficulties in creating a strong research culture with the limited number of scholars from each disciplines will require a strong research engagement culture, seminar series, and bringing in partner scholars from other Cyprus universities or visiting professors in order to engender an intellectually thriving and stimulating environment for academic staff and students alike
- Limits of an online-only library will need to be resolved in the first few years of operations
- As yet limited research office size and support in initial years will need to grow to a critical mass soon if academic colleagues are to be able to successfully seek external funding
- Lack of graduate and doctoral programmes may be an issue for the research culture of the department in the medium and long terms.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	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

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The establishment of the entire new University is backed by a strong investment (50 million US dollars) by the parent institution (AUB) over the next few years. AUB is an established academic institution with a reputable presence for over 150 years. The parent institution is supported by a substantial endowment and a steady supply of financial

support from its large alumni base and other donors. The accounts of the parent institution are monitored by a Board of Trustees in line with best international practice.

The establishment of AUB-M in Paphos has been backed by independent market research (not accessible to the EEC) and financial forecasting which accounts for a short-term deficit, to be recovered in the medium term as the university increases its student intake. Sufficient funds are allocated to key services, the development of its staff (also supporting their research activities) and, importantly, the financial support for eligible students who cannot afford the high fees charged. There are adequate provisions for the periodic review of the strategic plans at all levels of operations (University, Faculty, Department).

The university is currently operating from a temporary (but very well equipped) facility in Paphos which can comfortably accommodate the student intake for the time until the development of the new university is completed. The investment allocated to the construction of the MUB-M campus is substantial and expected to provide first class facilities for students and staff as well as providing substantial benefits for the local economy and society.

Strengths

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

- Strong financial support for establishing the new university.
- Reputable financial procedures in line with international best practice
- Non profit institution with a generous commitment to staff and student welfare
- Investment delivers strong returns for the local community

Areas of improvement and recommendations

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

- The high level of fees may pose a financial risk in terms of student recruitment. This issue may need to be revisited in light of student recruitment performance over the medium term.

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

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC was impressed by the amount of preparation that went into the AUB-M project, careful thinking about creating a truly interdisciplinary department, and staff involvement and enthusiasm.

The project, backed by strong feeding departments of economics, philosophy, and political studies at the mother institution has the potential to result in an attractive and innovative PPE department of international reputation.

Nevertheless, the EEC has identified a number of potential risks and challenges that should be considered:

- Beyond the first two years the academic and staff plan is underspecified. This affects the long-term planning of the department's outlook, teaching provision, and research profile, in quantitative and qualitative terms.
- Tuition fees are disproportionately higher than those of local competitors in Cyprus and other EU countries, notably for EU students. This pricing strategy involves financial risks for the department as well as putting off potentially interested EU students. This could affect recruitment diversity and the intellectual environment of the department.
- The limited number of academics in the department as well as the lack of graduate and doctoral programmes may be an issue for the research culture of the department in the medium and long terms.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Senior Professor Matthias Kettner	
Professor Kyriaki Kosmidou	
Professor Michael Bruter	
Professor Dimitris Papadimitriou	
Niki Makri	

Date: 13/1/2023

