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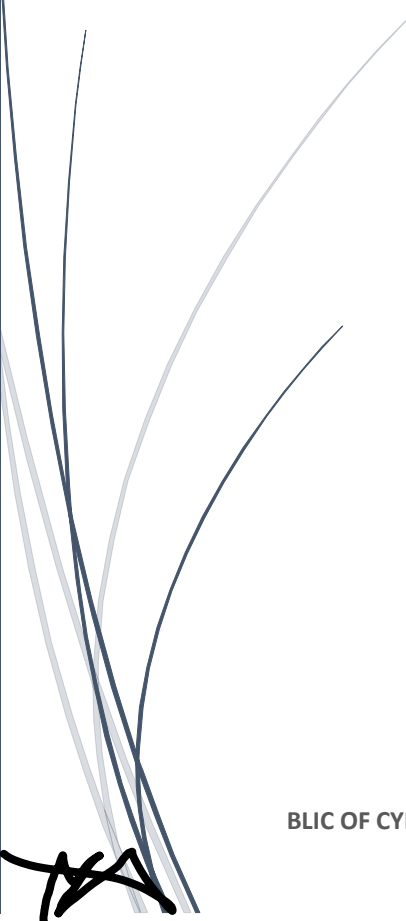ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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External Evaluation Report
(Departmental)

Date: Date

- **Higher Education Institution:**

  AUB Mediterraneo

- **Town: Pafos**

- **School/Faculty:** Suliman S. Olayan School of Business (OSB)

- **Department:** Department of Business Administration and Analytics

- **Department's Status: New**

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

Programme 1
In Greek:
In English:
 Bachelor of Business Administration (BBA)

Programme 2
In Greek:
Programme Name
In English:
Master of Science in Business Analytics (MSBA)

Programme 3
In Greek:
Programme Name
In English:
 Programme Name

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 committee met with all relevant parties throughout the day, starting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs. Excellent presentations were made throughout summarizing key elements of the application and expanding on some core areas. Documentation was at a high level of quality. We also toured the current temporary facilities (which are very high spec), where the department is currently situated until the new build will be up and running. Throughout our meetings many pointed and clarifying questions were asked and largely addressed and there was wide participation from representatives of the AUBM. What was clear is that this campus in Cyprus is meant to be a mini version of the AUB—Lebanon, which is a very high ranked and quality assured institution. We discussed how the AUBM will be adapted to Cyprus circumstances. The discussions were very helpful to the external committee.

B. External Evaluation Committee (EEC)

Name	Position	University
Morris Altman (Chair)	Chair Professor and Dean	University of Dundee School of Business
Dimitrios Kousenidis	**Professor**	**Aristotle University of Thessaloniki, Greece**
Patrick Mikalef	Professor	**Norwegian University of Science and Technology, Norway**
Evangelos Kyriakides	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

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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.	4
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 are aligned with the 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.	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

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

The mission statement is clear and transparent. But it is less clear how this will be disseminated to the Cyprus community. Strategy is well-defined and the process is well articulated. The evidence suggests that the Department abides by international standards as it is largely a transplant from the AUB which is AACSB accredited and also accredited through other international agencies including from the USA. AACSB has also accredited the new programmes to be offered in the AUBM based on what is offered in at the AUB, with a site visit to Cyprus planned shortly to determine the affirmation of AUBM accreditation. The structure in Cyprus differs from the European model, which is argued by the AUBM to be a comparative advantage in Cyprus (the American liberal arts education framework). Further clarification on how the department is situated and will be operationalized in the European context and in the context of the Bologna process would be useful as it will help guide AUBM in situating it as high quality European university. Other points are well defined and elaborated upon.

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).

There are only 2 programmess being offered by the Department thus far, an undergraduate degree and a Masters degree and they both are compatible. The Masters is in business analytics, which is a high demand business programmes internationally. At this point there is no difference between the School and the Department. With growth this will change. How this change will transpire can be better articulated.

Provide suggestions for changes in case of incompatibility.

Click to enter text.

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.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	3

1.2.4	The Department has an effective communication mechanism with its graduates.	N/A

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

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The AUBM needs to better elaborate on how it will relate to its Cyprus stakeholders. This gap should be easily addressed. Thus far the discussion is much too vague. For example, there is a mention of an advisory board, but no details are provided. There is nothing **specific** on how the AUBM will positively impact on Cyprus society. More details on how the AUBM will communicate to and interact with the larger Cypriot community and the region within which it is embedded is also required.

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.	5
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.	3

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

The development processes are very well articulated. But more clarity on efforts to recruit some Cypriot teaching staff will be helpful. More information is required on how the budget of the Department is determined. Thus far, this is not at all clear. More info on the sources of funding would also be useful as well as the anticipated contribution margin of the Department, which at this point, is the same as the school.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

There is useful information here. But this is a new University and Department, so only so much can be said beyond what is already in the application.

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

This appears to be an excellent academic unit that is very well resourced in both the research and teaching domain. Our only concern is that there is no possibility of tenure for the teaching focused academics. We understand that this is how AUB operates in Lebanon. Please clarify why Phd teaching intensive staff can't get tenure. Clarify the conditions for contract renewal of such staff. We note that this is common practice in the AUB. We Clarify how non-tenured staff with non-Phd can fit into the AACSB classifications. Also clarify if the current Department is accredited and by whom (site visit by the AACSB will determine accreditation?).

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

Student support is very strong—student focused. In-term surveys to improve the student experience. This is best practice, but not adopted by most universities. Hiring practices are on par with international standards, but these are highly bureaucratized. The teaching load for research focused staff is comparable and even better than top European universities (3 modules per year). Research support is also well above the bar. One should note that providing research assistants, who are grad students, to staff is an excellent means of improving research capabilities. These students are rewarded by fee reductions and monetary stipends (could be elaborated upon). Support to teaching focused staff is excellent, well above what's provided in leading European (and UK) universities. Staff that we spoke to were quite enthusiastic about the available support. Hiring plans for the future is market sensitive and well-articulated. Also, the holistic approach to hiring and promotion is one which encourages staff to be involved and aspire to excellence with regards to research, teaching, and engagement.

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

Hiring practices for staff is highly layered and time consuming. Could be streamlined in line with leading European universities. But the democratic nature of the process is appreciated. Admin staff is almost entirely imported from the AUB. These are very well qualified individuals. But there is and will be a gap in local knowledge here and in connectivity with local communities. There is a plan to remedy this in hand. But this could be better articulated with a better time-line provided. Students complained that not all necessary information that they required was easily identifiable (these are AUB students, past and present). It is available. But more effort could be made to make sure that students are aware of the required info and that it is easily accessible. Better articulation of the budgetary framework and how the Department is financed, and its contribution margin would be helpful.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant

1.2 Connecting with society	Partially 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	
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.	4
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	3
	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	5

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

This area is quite excellent and is informed by the knowledge base inherited from AUB where the equivalent School/Department has undergone significant scrutiny with respect to various accreditation processes. More information could be provided on how its "policy for quality assurance that is made public." Standards for tenure and promotion should be clarified (what is required for tenure and promotion—be specific). What is quality research? What does the AUB understand to be quality research? Thus, far, rather vague. We were told that book chapters and books don't count for promotion and tenure. This is not in line with many universities. Also one has to be careful about using journal rankings as a core criteria for excellence. This in consistent with the DORA accord (https://sfdora.org/read/).

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.	4
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
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	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.	4
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	Names and position of the teaching staff of each programme are published and easily accessible.	3

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
2.2.10	The Department flexibly uses a variety of teaching methods.	5
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.	5
2.2.12	The Department analyses and publishes graduate employment information.	N/A
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	5
	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	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
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.	5
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.	5

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

There are no serious deficiencies and there is no doctoral programme as of yet.

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

During the site visit we were able to get a more nuanced understanding of the quality assurance process. This process is adopted from the AUB and that process has been quality assured and the locale university (AUBM) will be subject to continuous QA checks, from the AACSB for example, and internally. So, we are looking at high standards, the details of which are provided in the application. Some areas are difficult to judge (N/A) as this is a new university being established in Cyprus. For example there is, as of yet, no Phd programme. The library will soon be situated in a new campus as will many of the facilities. The new campus, once constructed will have excellent facilities. There appears to be significant room for growth of faculty. Clarification on what the anticipated size of the AUBM over the next 5 years would be helpful to better evaluate the adequacy of facilities. It is interesting to note that the university is leaning to retain the old campus (which is state of the art) for executive education and conferences. More info on this would be helpful and is all positive for the future.

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

Aspects of blended learning have been introduced and excellent facilities are being provided. The current library has access to the online facilities of the AUB. And, this facility will be expanding in the new campus. Support for students is in part nuanced for the Department. Quite important. In many universities the entire process and infrastructure are overly centralized. Many of the QA processes are in line with what one finds in top universities, and these have been adopted from a heavily accredited university (AUB). The AACSB also forces universities to have a strong QA process, which is reflected in the submission.

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

More details should be provided on admission standards and criteria, especially nuanced for Cypriot students. This is currently a very small operation and the student to staff ratio is very low. But more information is required on what to expect for the future when/if student numbers grow in terms of the student staff ratio and how this relates to what one finds in top Cypriot and European universities. In the strong UK university this ratio is no higher than 15 on average, but tends to be higher in business schools. The same can be said with regards to the student per staff ratio on staff advice. Great now. But clarify for the future given the expected growth. Also, elaborate on how, "names and positions of the teaching staff of each programme are published and easily accessible." Given the small size of the Department this is not a significant issue now. Policy

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should be in place to identify staff on the website with their information and one can also sperate staff using different filters by discipline ie management, data analytics, economics, finance, etc.

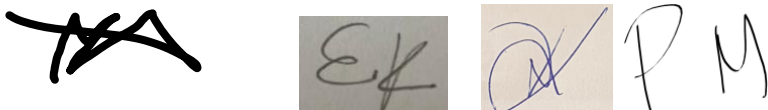**Please √ what is appropriate for each of the following sub-areas:**

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.	4
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.	4
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	4

	Department without the intervention or involvement of a body or person outside the law provisions.	
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.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10	The Department has appropriate procedures for dealing with students' complaints.	4
3.11	Internationalization of the Department and external collaborations.	3

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

The administration domain is very strong. What should be elaborated upon for this new university is the process of internationalizing the Department (academics and professional staff) and external collaboration specific to the AUBM as opposed to the AUB. This can be easily done given the networks that the AUB has. More information and more of a narrative on how these relate to the Cyprus location of the university and Pafos.

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

The administration domain is quite strong based on the application and on the site visit. There is a gap on the Cypriot and Pafos context of the AUBM.

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

The administrative process is top-tier. There is nothing specifically innovative, but the AUBM follows and abides by high standards.

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

What requires clarification is the how the AUBM fits in the Cyprus context especially with regards to, "Internationalization of the Department and external collaborations." These need to be placed in the context of what is optimal from the perspective of Cypriot university that also has the advantage of significant relationships vested in the AUBM.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
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.	4
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).	2
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.	N/A
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4

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

There is nothing on the EQF. This is quite important to take into consideration given that the AUBM is located in Europe. One could elaborate further on how "Department ensures that its programmes of study integrate effectively theory and practice." This is especially with regards to pertinence to the Cypriot economy and society and its hub in Pafos.

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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.	3
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **Excellence in this area. More elaboration on how "teaching staff of the Department provides timely and effective feedback to their students," would be helpful. Thus far, too vague.**		

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

The site visit largely reinforced what was elaborated in the application. The gap here in the application is the lack of Cyprus and European context, which was also was not adequately addressed during the site visit.

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

The planning of programmes is designed with a very collegial approach in mind as well as being mindful of transparency. The process in place assures input from stakeholders. Recognition of prior learning, important to AUBM, is elaborated upon. **But this needs to be better situated in terms of the EQF.** The processes here are largely in line with top-tier universities.
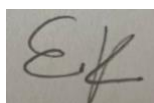
Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

In terms of stakeholder inputs, there should be elaboration on the advisory board and other external stakeholders and how they will input into the process of programme design and implementation. Also, of significance is the gap in discussions on the EQF with regards to the Teaching and Learning space. Clarify the feedback mechanism from faculty to students. It is important that students know that their feedback is taken into consideration and how this is operationalized. The relationship between theory and practice in the Cyprus and European context should be elaborated upon. Very important for employability and future impact of AUBM in Cyprus and Pafos more specifically. Another point worthy of further elaboration is the basis for cancelling of a programme or module. When is a module no longer viable? This will have financial and budgetary implications.

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

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

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.	5
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.	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.	3
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.

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 documentation and site visit affirm that the Department is excellent in this domain.

Strengths

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

Current staff have been imported from the AUB, but the Department's hiring criteria and process should assure that high quality academics will dominate the department.

Areas of improvement and recommendations

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

There is nothing to improve upon. But what should be underlined is what is being taken on board from the AUB needs to be maintained and operationalized when the Department is officially open for business and begins to grow.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

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

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.	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.	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.	3
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.	5
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.	3
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	3
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.	4

> 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.

There is a very strong research staff evidenced by the CVs provided and on the onsite visit. Also, research is supported at a very high level. What is not clear is how research informs teaching, not only with respect to the research-focused staff, but also with respect to the teaching-focused staff who have a very high teaching load. Relatedly, how is research done by the AUBM staff communicated to the teaching-focused staff? No discussion on how research and research processes compare with other Cyprus and European universities. The committee's knowledge base suggests that AUBM compares favorably. But AUBM must address this point.

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

The CVs evidence an excellent publishing record. Publishing, research in general, is an important component of the holistic tenure and promotion process. Also, research is heavily supported by the AUBM financially. This is common practice amongst to best research-intensive business schools/departments.
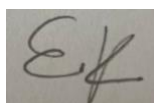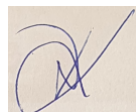
Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Exclusion of book chapters and refereed books is a very narrow approach to research recognition. Many top business school include these, inclusive of AACSB accredited business schools. Something to think about. Also, what is not clear is how research informs teaching, not only with respect to the research-focused staff, but also with respect to the teaching-focused staff who have a very high teaching load. Relatedly, how is research done by the AUBM staff communicated to the teaching-focused staff? There is no substantive discussion on how research and research process compare with other Cyprus and European universities.

Please √ what is appropriate for the following assessment area:

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

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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.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	3
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	3
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	3
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A

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

There is no detail on expected revenue and costs and how costs will be covered (largely through tuition revenue). More detail on how necessary staff and research support might be provided in the budget needs elaboration. More information on how profits will be used to support the community (Pafos, more specifically) is required. Clarify how the budget is now and will be expected to be fit-for-purpose in the future. Clarify point 7.8.

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

It does appear that the budget is fit for purpose. But more clarification is required. Section J. of the application does not provide adequate detail. There is some important detail on how the budget is determined, however. Clarity and more specificity required in all but one of the above points.
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Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Consultation with Deans and Department Heads are part of the budgetary process, but this point requires clarification.
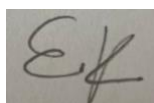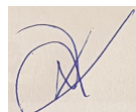
Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

There is no detail on expected revenue and costs and how costs will be covered (largely through tuition revenue). More detail on how necessary staff and research support might be provided in the budget needs elaboration. More information on how profits will be used to support the community (Pafos, more specifically) is required. Clarify how the budget is now and will be expected to be fit-for-purpose in the future. Addressing these points will clarify the extent to which the budgetary process is fit-for-purpose. **We scored this section as partially compliant because of the lack of adequate detail. We see now reason why our concerns can't be easily addressed.**

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	Partially Compliant

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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.

AUBM Department of Business Administration and Analytics has the makings of an excellent Department to be embedded in a broader business school with the hoped-for increase in student numbers. The philosophy of the university which contains the Department being evaluated is unique in Cyprus given it has its roots in the American liberal arts tradition wherein students must take courses outside of business, inclusive of the humanities. However, it is important that the University better contextualize the Department in Cyprus and, more broadly, in Europe. This relates to, for example, how it's programme fits into the European Qualifications Framework and the Bologna Process. When there is lack of compatibility this will impede mobility of its students across Cypriot and other European universities, which negatively impacts on students and also on the demand for programmes offered at the AUBM. Also, there is no mention of an advisory board (which plays a role in connecting the Department to its Cypriot stakeholders). More details on how the AUBM will communicate to and interact with the larger Cypriot community and the region within which it is embedded is also required.

The Department is very much an import from the American University of Beirut with its very high and well accredited standards, rules, regulations, and processes. But there are some gaps in the current application. One relates to the budgetary process and predicted cost, revenues, and surpluses. This is quite vague in the application. Better articulation of the budgetary framework and how the Department is financed, and its contribution margin would be helpful. Also, hiring practices for staff is highly layered and time consuming. This could be streamlined in line with leading European universities. But the democratic nature of the current process is appreciated. Admin staff is almost entirely imported from the AUB. These are very well qualified individuals. But there is and will be a gap in local knowledge here and connectivity with the local communities. There is a plan to remedy this in hand. But this could be better articulated with a better time-line provided. Students (from AUB) complained that all necessary information that they require was not easily identifiable. It is available. But more effort could be made to make sure that students are aware of info required.

More details should be provided on admission standards and criteria, especially nuanced for Cypriot students. This is currently a very small operation and the student to staff ratio is very low. But more information is required on what to expect for the future when/if student numbers grow in terms of the student staff ratio and how this relates to what one finds in top Cypriot and European universities. The same can be said with regards to the student per staff ratio with respect to staff advice. Also, elaborate on how, "names and positions of the teaching staff of each programme are published and easily accessible." Given the small size of the Department this is not a significant issue now. Policy should be in place to identify staff on the website with their information and one can also seperate staff using different filters by discipline.

In terms of stakeholder inputs, there should elaboration on the advisory board and other external stakeholders and how they will input into the process of programme design and implementation. Also, of significance is the gap in discussing the EQF with regards to the Teaching and Learning space. Also, clarify the feedback mechanism from faculty to students. The relationship between

theory and practice in the Cyprus and European context should be elaborated upon. This is very important for employability and future impact of AUBM in Cyprus and Pafos more specifically.

Research is very strong. But the exclusion of book chapters and refereed books is a very narrow approach to research recognition. Many top business schools include these, inclusive of AACSB accredited business schools. Also, what is not clear is how research informs teaching, not only with respect to the research-focused staff, but also with respect to the teaching-focused staff who have a very high teaching load. Relatedly, how is research done by the AUBM staff communicated to the teaching-focused staff? There is no discussion on how research and research processes compare with other Cyprus and European universities.

The new campus, once constructed will have excellent facilities. There appears to be significant room for growth of faculty. Clarification on what the anticipated size of the AUBM over the next 5 years would be helpful to better evaluate the adequacy of facilities.

But these identified gaps should be easily addressed.

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E.   Signatures of the EEC

Name	Signature
Morris Altman	
Dimitrios Kousenidis	
Patrick Mikalef	
Evangelos Kyriakides	
FullName	
FullName	

Date: February 20, 2023