

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
InterNapa College

- **Town:** Sotira, Ammochostos

- **Programme of study**
Name (One Year, 90 ECTS, 2nd Cycle)

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων

In English:

Master of Business Administration

- **Language(s) of instruction:** English & Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In the 2020 evaluation, the EEC recommended splitting the original TMBA 160 Global Leadership & Organizational Behaviour module into two distinct courses to allow for more focused content and increased elective options. The College responded appropriately by developing two separate modules: TMBA 160 Global Leadership and TMBA 250 Organizational Behaviour, with the latter offered as an elective.</p> <p>However, given recent developments and market trends, we now believe that Organizational Behaviour should be considered a core competency for all MBA students, as it provides critical insights into managing teams, understanding workplace dynamics, and leading organizational change. Therefore, we recommend merging these two modules into a single, comprehensive core module (TMBA 160 Global Leadership & Organizational Behaviour), ensuring that all students receive a well-rounded education in both leadership and organizational dynamics.</p>	<p>The Quality Assurance Committee of INC acknowledges and fully adopts the recommendation to merge the two modules—TMBA 160 Global Leadership and TMBA 250 Organizational Behaviour—into a single (TMBA 160 Global Leadership & Organizational Behaviour; Appendix 1). This revision ensures a more cohesive and comprehensive learning experience, enabling all students to develop a holistic understanding of both leadership principles and organizational dynamics within a unified academic framework.</p>	<p>Το ίδρυμα έχει υιοθετήσει την εισήγηση για συγχώνευση των δύο μαθημάτων — TMBA 160 Global Leadership και TMBA 250 Organizational Behaviour — σε ένα ενιαίο μάθημα με τίτλο: TMBA 160 Global Leadership & Organizational Behaviour (appendix 1)</p>
<p>The content of the TMBA 170 Business Policy and Strategic Innovation module should be expanded to include a component on Entrepreneurship. This addition would reflect the growing importance of entrepreneurial thinking in modern business and better prepare graduates for leadership roles in dynamic,</p>	<p>The Quality Assurance Committee of INC acknowledges and fully adopts the recommendation to include a component of Entrepreneurship in the TMBA 170 Business Policy and Strategic Innovation module (Appendix 2).</p>	<p>Το ίδρυμα αναγνωρίζει και υιοθετεί πλήρως τη σύσταση για ενσωμάτωση στοιχείου Επιχειρηματικότητας στο μάθημα TMBA 170 Business Policy and Strategic Innovation (Παράρτημα 2).</p>

<p>fast-paced environments. Integrating entrepreneurship into this module would also enhance the program's appeal to prospective students with an interest in startups, small business management, and innovative business strategies.</p>		
<p>Currently, the dissertation component is assigned 30 ECTS, despite being a requirement that spans two semesters. Given that students typically earn 30 ECTS per semester, it would be more appropriate to increase the ECTS allocated to the dissertation to 60. This adjustment would bring the total number of ECTS for the program to 120, aligning it with the standard for two-year master's programs in many European institutions. This change would also reflect the substantial effort required for dissertation work, including data collection, analysis, and writing, providing students with a more accurate representation of the workload</p>	<p>The Quality Assurance Committee of INC acknowledges the comment provided by the EEC and wishes to emphasize that INC fully adheres to the regulations and guidelines established by DIPAE, ensuring the consistent implementation of quality assurance standards over time. Furthermore, the Committee would like to clarify that the dissertation component is designed to be completed within a single semester (30 ECTS; as per DIPAE instructions) and the expected workload does not require two semesters. The reference to a 'one- to two-month extension', as mentioned to the EEC, may have led to a misunderstanding; this extension is optional and granted only upon approval by the INC Dissertation Committee, primarily to accommodate exceptional circumstances (e.g. working and family professionals going through unforeseen situations).</p> <p>The MBA programme was developed in accordance with DIPAE's official instructions, as outlined in the announcement titled: "Πλήρης Φοίτηση Μεταπτυχιακού Προγράμματος Σπουδών – Διάρκεια 2-3 Εξάμηνα" (https://dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/179-2018-10-25-pliris-foitisi-metaptychiako-diarkeia-2-3-examina). Based on these guidelines, the INC MBA programme was structured as a 90 ECTS programme of study (Table 3 / DIPAE announcement), comprising two</p>	<p>The institution has provided a detailed and structured response to the EEC's recommendation to increase the dissertation ECTS from 30 to 60, thereby aligning the total ECTS of the MBA programme with the 120 ECTS standard common to two-year master's programmes in Europe.</p>

	<p>semesters of taught coursework (60 ECTS), followed by a 30 ECTS dissertation semester.</p> <p>According to DIPAE's guidelines, the dissertation may begin during either the first or second semester and includes a dedicated summer period for research writing (https://dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/179-2018-10-25-pliris-foitisi-metaptychiako-diarkeia-2-3-examina). The INC MBA Academic Regulations fully align with DIPAE's framework, allowing for a flexible extension of one to two months beyond the summer period, which is subjected to the Dissertation Committee approval. This provision is particularly beneficial for working professionals and mature students who may require additional time due to unforeseen work or family-related obligations, which has nothing to do with the actual dissertation workload.</p> <p>It is important to note that, as per DIPAE's framework, this dissertation component does not span into two full semesters and therefore does not require the allocation of additional 30 ECTS (in total 60 ECTS as per EEC suggestion). The programme's total of 90 ECTS is consistent with 1 year full-time postgraduate degrees, which are commonly accepted across European Higher Education institutions.</p> <p>INC remains committed to continuous quality assurance and curriculum alignment with DIPAE's and European standards, while also meeting the specific needs of its student population.</p>	

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The international dimension of the program could be further enhanced. Currently, the potential for student exchange with other European institutions through the Erasmus program has not been fully utilized (which is expected given that the program is young). Expanding these exchange opportunities would strengthen the program's international profile, expose students to diverse educational environments, and create valuable networking opportunities. Additionally, it would align the program more closely with the international standards expected of modern business education.</p>	<p>InterNapa College (INC), as a holder of the Erasmus Charter for Higher Education, has secured the necessary funding from the national agency IDEP to actively encourage, promote, and sustain student exchange mobilities. Recognizing the demographic characteristics of its student body—primarily working adults balancing professional, family, and academic commitments—INC has strategically adopted short-term mobility formats.</p> <p>In particular, the College has developed and implemented 7-day job shadowing programmes in collaboration with international partners, such as those in the Netherlands. These programs focus on high-impact areas including the stock exchange market, start-up ecosystems, entrepreneurship, and digital transformation. This model not only aligns with the practical constraints of the student population but also reinforces the international dimension of the MBA programme.</p> <p>Through this initiative, students are exposed to diverse educational and professional environments, gain insights into international best practices, and develop valuable networks with entrepreneurial stakeholders. This approach enhances the programme's alignment with international standards in business education and equips graduates with the competencies needed to pursue career advancement and employment opportunities in a global context.</p>	<p>Has provided an answer with an action proposition</p>
<p>The College's links with the local business community could also be deepened, particularly given the relative newness of the program. Stronger industry connections would not only improve the</p>	<p>InterNapa College (INC) fully agrees with and actively responds to the comment provided by the EEC regarding the need to deepen connections with the local business community. To this end, INC has established a</p>	<p>InterNapa College has responded to the EEC's recommendation. The international dimension of the programme is being</p>

<p>employability of graduates but also enhance the program's appeal to prospective students. This could include developing more robust internship opportunities for both domestic and international students, creating mentorship programs, and inviting industry professionals to participate in guest lectures and workshops. Such initiatives would reinforce the practical, career-oriented nature of the program and strengthen its overall marketability.</p>	<p>dedicated body—the College Committee—with the primary objective of strategically integrating all programmes of study with the needs of the local labour market. This committee serves as a platform for receiving valuable input from key stakeholders concerning current market trends, skills demands, and emerging developments.</p> <p>In support of this goal, qualitative criteria have been developed to guide the careful selection of partner organizations, with an emphasis on forming collaborations with internationally recognized companies and institutions. This targeted approach aims to enhance the quality and relevance of internship placements, while also facilitating graduate employment opportunities.</p> <p>Furthermore, INC regularly invites industry professionals, former Ministers, current Mayors, hotel executives, and business leaders to contribute as guest speakers. These contributions, often aligned with specific thematic areas, enrich the learning experience and reinforce the applied, career-oriented nature of the MBA programme. Such initiatives play a critical role in strengthening the programme's marketability and in preparing students for successful integration into the professional world (https://www.facebook.com/internapacollege).</p>	<p>developed with awareness of student constraints and a clear vision for impactful exposure. Simultaneously, its close links with industry stakeholders at local and international levels significantly reinforce the practical and employability aspects of the MBA.</p> <p>The College is encouraged to continue documenting and expanding these initiatives, ensuring they are embedded structurally and academically within the programme, and to explore additional ways of recognising and assessing the outcomes of short-term international experiences.</p>
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The College could benefit from investing more in resources that support high-quality faculty research. One practical step in this direction would be the acquisition of specialized databases, which would provide faculty with access to the latest academic publications, industry reports, and data sets necessary for rigorous, impactful research. This investment would also enhance the College's ability to support evidence-based teaching and improve the overall research output</p>	<p>InterNapa College fully acknowledges and supports the recommendation to invest further in resources that enhance high-quality faculty research. In addition to the existing access to EBSCO, the College has recently acquired ProQuest Source Premier, a comprehensive database that significantly enriches our research infrastructure.</p> <p>This resource provides faculty members with access to a broad range of academic publications, industry reports, interviews with entrepreneurs, and insights from leading industry experts. The integration of such databases not only strengthens the College's capacity to support rigorous, evidence-based teaching and research, but also contributes to the continuous improvement of research output across academic departments.</p> <p>These investments reflect INC's ongoing commitment to academic excellence, scholarly development, and alignment with international standards in higher education.</p>	<ul style="list-style-type: none"> InterNapa College (INC) has responded to the EEC's recommendation to strengthen faculty research infrastructure. The College demonstrates both strategic awareness and operational responsiveness in addressing this important area of academic development. Proactive Investment in Research Resources. The College's decision to expand its research database access—adding ProQuest Source Premier to its existing subscription to EBSCO—is commendable.
<p>In addition to providing research resources, we recommend that the College consider increasing its research budget. This would enable faculty to engage more actively in research, present their findings at local and international conferences, and collaborate with scholars from other institutions. Such activities are crucial for building the College's research</p>	<p>InterNapa College fully acknowledges the importance of enhancing its institutional research capacity and agrees with the EEC's recommendation to increase financial support for research-related activities. In addition to the growing availability of funding through the Erasmus+ programme,</p>	<p>InterNapa College (INC) has responded to the EEC's recommendation concerning the expansion of research-related activities and financial support. The institution demonstrates a forward-looking research agenda that aligns institutional priorities with</p>

<p>profile, attracting high-quality faculty, and supporting the professional development of its academic staff</p>	<p>which actively supports faculty participation in local and international conferences, INC has recently undertaken a strategic initiative to participate in Key Action 120 (KA120). This initiative has successfully engaged a number of academic staff members and aims to deepen their involvement in international academic networks and research collaborations.</p> <p>As a result of these efforts, the institutional research budget has been increased and is expected to grow further in alignment with annual student intake projections. This allows the College not only to facilitate participation in international research activities but also to organize academic events such as the InterNapa National Conference (https://internapa.ac.cy/inc-national-conference) and to act as a principal research partner in international forums such as the Rinnovate Conference 2024 – The Future of Regional Development (https://internapa.ac.cy/rinnovate-conference-2024-the-future-of-regional-development).</p> <p>Moreover, this strategic approach is reinforced by a rising number of formal agreements with external academic and research institutions, as evidenced by the expanding list of Memoranda of Understanding (MoUs) signed by the College (https://internapa.ac.cy/strategic-key-research-partners/). These partnerships are designed to strengthen the research profile of InterNapa College, enhance its academic visibility, and provide sustained professional development opportunities for its faculty.</p>	<p>international engagement, capacity building, and academic visibility.</p> <ol style="list-style-type: none"> 1. Strategic Financial Commitment to Research 2. Organisation and Participation in Academic Conferences 3. Expansion of Strategic Partnerships
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<p>To further promote a research-oriented culture, the College could establish a regular seminar series where both internal and external speakers present their ongoing research and solicit feedback. This approach is a cost-effective way to foster academic exchange, create networking opportunities, and signal to both faculty and students that research is a valued part of the institution's mission. It can also serve as a platform for building interdisciplinary connections and inspiring new research ideas.</p>	<p>INC fully agrees with and complies with the recommendation to promote a research-oriented culture through regular academic events and knowledge exchange initiatives. This best practice has already been institutionalized over the past two years through the INC National Conference (link).</p> <p>As part of the conference's structure, a dedicated segment is devoted to knowledge-sharing workshops, which serve as an interactive platform where faculty members, students, and invited researchers present their ongoing work, exchange ideas, and solicit constructive feedback. These workshops foster an inclusive and collaborative academic environment that promotes interdisciplinary dialogue and encourages the development of joint research initiatives.</p> <p>By embedding such activities into the academic calendar, INC actively signals its commitment to research as a core component of its institutional mission. This approach not only enhances academic engagement and visibility but also cultivates a culture of inquiry, innovation, and continuous professional development within the College.</p>	<p>Choose level of compliance:</p>
<p>Finally, we encourage the College to intensify its efforts to further balance the ration between full time and part time academic staff, where possible. Such rebalance could improve student experience, strengthen collegiality, and enhance the overall effectiveness of College operations. A better balance between full-time and part-time staff can also lead to more consistent teaching quality, deeper faculty-student</p>	<p>InterNapa College (INC) fully acknowledges the importance of maintaining an appropriate balance between full-time and part-time academic staff, as this contributes significantly to the overall student experience, the quality of instruction, and institutional cohesion.</p>	<p>the College maintains a balanced staffing ratio of approximately 70% full-time and 30% part-time faculty members across both undergraduate and postgraduate programmes</p>

<p>relationships, and a more cohesive institutional culture.</p>	<p>Improving the student experience, strengthening collegiality, and enhancing the effectiveness of College operations remain key priorities for INC. In alignment with this commitment, the College maintains a balanced staffing ratio of approximately 70% full-time and 30% part-time faculty members across both undergraduate and postgraduate programmes.</p> <p>This strategic allocation ensures continuity in teaching, fosters deeper faculty-student engagement, and promotes a more cohesive academic environment. At the same time, it enables the institution to sustain high-quality teaching and a dynamic learning process, offering all students an enriched and well-supported academic experience.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The committee recommends that the College considers expanding its recruitment efforts to attract international students in the program, while maintaining the high standards that define the program. This approach could enhance the diversity and global perspective of the student body, enrich classroom discussions, and strengthen the College's international reputation. To support this, the College could explore targeted marketing strategies, establish partnerships with overseas institutions (or leverage existing ties also from the other programs it offers), and offer support services tailored to the needs of international students, such as language support, cultural integration programs, and flexible scheduling.</p>	<p>INC acknowledges the importance of enhancing the international dimension of the MBA programme and fully agrees with the EEC's recommendation to expand recruitment efforts aimed at attracting international students, while maintaining high academic standards.</p> <p>At present, Cypriot students represent the majority of the programme's student body. The growth of the international student population has been gradual, primarily due to long-standing government-imposed restrictions on international student recruitment. These regulatory limitations have significantly constrained the number of international students enrolled in the programme to date.</p> <p>Nevertheless, INC is now actively pursuing strategies to diversify its student population and enhance the global perspective of its classrooms, thereby enriching academic dialogue and strengthening the College's international profile. To this end, INC is intensifying its targeted international marketing efforts to attract highly qualified graduates from abroad, with a focus on academic excellence and diversity.</p> <p>The maturity of INC as an institution offering both undergraduate and graduate programmes has enabled the development of a comprehensive student support system specifically tailored to the</p>	<p>The college is now actively pursuing strategies to diversify its student population and enhance the global perspective of its classrooms, thereby enriching academic dialogue and strengthening the College's international profile. To this end, INC is intensifying its targeted international marketing efforts to attract highly qualified graduates from abroad, with a focus on academic excellence and diversity.</p>

	<p>needs of international students. These support services include:</p> <ul style="list-style-type: none"> • A dedicated College Counsellor • A fully operational Student Affairs Department • Academic Advisors for ongoing academic guidance • Language support initiatives • Cultural integration programmes • Flexible academic scheduling <p>These initiatives reflect INC's commitment to fostering an inclusive and supportive environment for all students and to reinforcing its positioning within the international higher education landscape.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>As part of its plans to invest in accommodation infrastructure, the committee encourages the College to also consider developing complementary recreational facilities. Amenities such as fitness centers, recreational lounges, and outdoor spaces for relaxation and social gatherings can significantly enhance the student experience, promoting physical and mental well-being, fostering a sense of community, and supporting a more balanced student life. These investments can also strengthen the College's appeal, improving student retention and satisfaction while reinforcing its commitment to holistic education.</p>	<p>InterNapa College fully acknowledges and supports the recommendation to create complementary recreational facilities, such as fitness centre, social lounge, and outdoor gathering spaces. We fully recognize that enhancing the student experience and promoting physical and mental well-being are integral components of a holistic educational approach.</p> <p>In full alignment with our strategic priorities, we are already examining ways to incorporate such facilities into our future development plans, using your valuable feedback as a key point of reference. We remain committed to the continuous improvement of student life, and we consider your recommendations a significant contribution toward this objective.</p>	<p>The college is already examining ways to incorporate such facilities into our future development plans and remains committed to the continuous improvement of student life.</p>

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>InterNapa College has established a strong reputation, in part due to its strategic location and strong industry networks, both of which are seen as significant strengths. The College's small size allows for personalized instruction, closer faculty-student interactions, and a supportive learning environment, all of which contribute to high levels of student satisfaction. The EEC commends the College for its clear long-term strategic plan, which focuses on expanding its footprint in the hospitality sector. This includes a commitment to delivering innovative programs in hospitality management and creating a distinctive identity and brand around this field.</p>	<p>InterNapa College greatly appreciates the EEC's positive recognition of the institution's strengths, including its strategic location, strong industry networks, and the personalized, student-centered learning environment fostered by its small size. We are particularly encouraged by the Committee's commendation of our clear long-term strategic vision and our focused efforts to establish a distinctive identity in the field of hospitality education.</p> <p>Such feedback affirms our ongoing commitment to academic excellence, innovation, and industry relevance. InterNapa College remains dedicated to sustaining and enhancing these strengths through continuous improvement, strategic partnerships, and the development of forward-thinking programs that respond to the evolving needs of the hospitality sector.</p> <p>We sincerely thank the EEC for its constructive insights and encouragement, which further motivate us to pursue our institutional goals with diligence and determination.</p>	<p>InterNapa College remains dedicated to sustaining and enhancing these strengths through continuous improvement, strategic partnerships, and the development of forward-thinking programs</p>
<p>The College's strategic vision is further supported by plans to invest in student accommodation facilities, which will help attract a broader range of students, including those from outside the immediate area, and address the current shortage of housing options. These investments, combined with the recent addition of infrastructure such as the newly built amphitheater, position the College well to stay competitive in the rapidly evolving hospitality education market. The introduction of</p>	<p>InterNapa College warmly welcomes the EEC's positive comments regarding its strategic investments in infrastructure and academic development. We are grateful for the Committee's recognition of our efforts to enhance the student experience through the planned student accommodation facilities, which aim to broaden access and address current housing limitations.</p>	<p>InterNapa College (INC) offers a well-articulated and appreciative response to the EEC's positive commentary on its ongoing infrastructure and academic development efforts. The institution demonstrates both responsiveness to external feedback and a proactive commitment to enhancing the student experience through strategic planning and capital investment.</p>

<p>MBA studies is also a promising development, potentially placing the College ahead of its competition and further reinforcing its position as a leader in the field.</p>	<p>The acknowledgment of recent infrastructure developments, such as the newly built amphitheater, and the introduction of MBA studies, reinforces our strategic direction and continuous pursuit of excellence. These initiatives reflect our commitment to remaining competitive and responsive to emerging trends in hospitality education.</p> <p>We sincerely thank the EEC for its valuable feedback and affirm that InterNapa College will continue to invest in areas that strengthen our academic mission, attract a diverse student body, and solidify our role as a leading institution in the sector.</p>	
<p>However, the committee notes that there is room for growth in the area of research. While the College has expressed an ambition to strengthen its research profile, more concrete measures are needed to support this goal. We encourage the College to put in place stronger incentives for faculty to engage in research, including expanding the research budget and providing more support for conference attendance and publication efforts. This would not only enhance the academic profile of the College but also attract and retain high-caliber faculty, further reinforcing the College's reputation as a leader in hospitality education.</p>	<p>InterNapa College acknowledges and appreciates the EEC's constructive feedback regarding the development of its research profile. We fully recognize the importance of fostering a robust research culture, both to enhance the academic standing of the institution and to attract and retain high-caliber faculty members.</p> <p>In response to the Committee's recommendations, the College is already taking concrete steps to strengthen its research capacity. These include:</p> <ul style="list-style-type: none"> • Expansion of the Research Budget: Beginning in the upcoming academic year, the College will allocate a minimum of 0.5% (additional) of its annual academic expenditure specifically to support the research department and its faculty research initiatives. • Conference Participation Support: A new funding scheme will be introduced to subsidize participation in at least one international conference per 	<p>InterNapa College provides a thoughtful and proactive response to the EEC's recommendation to strengthen its institutional research culture. The response demonstrates both awareness of the strategic importance of research within higher education and a willingness to take concrete action aligned with international academic standards.</p> <ol style="list-style-type: none"> 1. Recognition of the Role of Research in Institutional Growth 2. Tangible Commitments to Research Development

	<p>year for each full-time faculty member, covering registration fees, travel, and accommodation on a competitive basis.</p> <ul style="list-style-type: none"> • Research Incentive Program: The College will implement a Research Output Recognition Policy (Appendix 3), which includes financial incentives and workload reductions for faculty who publish in peer-reviewed journals or secure research funding. Publications in high-impact journals will be prioritized for recognition. • Research Committee: This committee will be responsible for overseeing research strategy, mentoring junior faculty, and monitoring progress on measurable research objectives across departments. • Collaboration and Partnerships: InterNapa College is actively pursuing collaborative research agreements with partner institutions in Cyprus and abroad, with the aim of launching at least a joint research project every three years, starting in 2026. <p>We are confident that these strategic and measurable actions will lead to meaningful improvements in our research output and capacity. InterNapa College remains committed to continuous enhancement in all areas of academic excellence, including the vital domain of research.</p>	
Regarding the structure of the academic programs, the committee suggests making small adjustments to the credit structure and the content of individual modules to ensure they align with the latest industry trends and academic standards.	InterNapa College acknowledges and appreciates the Committee's suggestion regarding the structure of the academic programs. In response, the College will proceed with small adjustments to the credit allocation and content of selected	InterNapa College acknowledges and appreciates the Committee's suggestion regarding the structure of the academic programs. In response, the College will implement minor yet targeted adjustments to the credit allocation

	<p>modules to ensure continued alignment with the latest industry trends and evolving academic standards (e.g. merge the two modules—TMBA 160 Global Leadership and TMBA 250 Organizational Behaviour—into a single, integrated core module titled TMBA 160 Global Leadership & Organizational Behaviour (Appendix 1).</p> <p>This process is carried out by the College Quality Assurance Committee in consultation with faculty, industry stakeholders, and academic advisors, with the aim of enhancing curriculum relevance, maintaining academic rigor, and supporting graduate employability.</p>	<p>and content of selected modules to ensure continued alignment with the latest industry trends and evolving academic standards.</p>
<p>Finally, within the constraints of the local labor market, we encourage the College to explore additional ways to further balance the ration between full-time and part-time faculty.</p>	<p>In alignment with this commitment, the College maintains a balanced faculty ratio of approximately 70% full-time and 30% part-time faculty members across both undergraduate and postgraduate programmes (taking into consideration the limited number of courses offered within the MBA program as well as to ensure the availability of faculty experts for every course/module). This strategic allocation ensures continuity in teaching, fosters deeper faculty-student engagement, and promotes a more cohesive academic environment. At the same time, it enables the institution to sustain high-quality teaching and a dynamic learning process, offering all students an enriched and well-supported academic experience</p>	<p>In alignment with this commitment, the College maintains a balanced faculty ratio of approximately 70% full-time and 30% part-time faculty members across both undergraduate and postgraduate programmes (taking into consideration the limited number of courses offered within the MBA program as well as to ensure the availability of faculty experts for every course/module).</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Nicos Anastasiou	Rector	
Mr Markos Takkas	Director of Administration & Finance	
Dr Nicos Karfakis	MBA Program Coordinator	
Dr Veronica Pavlidou	Quality Assurance Director	
Mrs Susan Elfving	BA Program Coordinator	

Date: 02/06/2025

