

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
University of Cyprus

- **Town:** Nicosia

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη, 240 ECTS, Bachelor)

In English:

Business Administration (4 years, 240 ECTS, Bachelor)

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

In Greek: Διοίκηση, Μάρκετινγκ, Επιχειρησιακή Διοίκηση

In English: Management, Marketing, Operations Management



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)

We thank the Committee for their kind and encouraging words, for highlighting our strengths in this area, and for their constructive suggestions and recommendations. For easy reference, we highlight the Committee's **Findings** and **Strengths** below (*in italics*). We insert **Areas of improvement and recommendations** and our **Responses** in the Table below.

Findings for BSc Business Administration

The committee members were provided with structured documentation, clear presentations, and opportunities for Q&A during their site visit, which yields them a comprehensive understanding of the BSc program. The program manages to attract high quality students, mainly from Cyprus + a small cohort from Greece + a few foreign students. It is evident that the faculty members are motivated to work with these student cohorts. The dropout rate is limited, and the Department possesses a solid supporting infrastructure to enable and help students to make progress and successfully complete the program. The Quality Assurance procedures are robust and well- embedded within the Department and surrounding institutional context. In addition, the application for AACSB accreditation has been successful and it is now part of the quality standards. The teaching workload is quite high. Students consider the program rigorous and demanding but doable, thanks to the extensive and effective usage of project groupwork. The department reaches out to stakeholders (e.g., alumni, companies, etc.) quite amply and systematically. Stakeholders have an input into the design and further development of the program. The placement facility is a great addition, and it enables students to take part in internships, which appear to be much appreciated.

Strengths for BSc Business Administration

The high profile and stellar performance of the faculty members, the department's servant leadership style, and cooperative decision making are major strengths. Also, a clear strength is Faculty's wider engagement with emerging and new practices and issues in business and management contexts. Another strength is how faculty members translate theoretical knowledge into relevant, applied expertise with the help of collaborations with organizations/companies, which helps shape and continuously refine the program.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The BSc program would benefit from a much more ample and systematic integration of the final thesis/dissertation component, which is currently optional and undertaken by only a small proportion of students. For a School with a strong research-oriented profile, the inclusion of a substantive thesis experience would be not only beneficial but also fully aligned with its academic identity and mission.	We thank the committee for their constructive comments and suggestions as well as the productive discussions during their onsite visit. We appreciate your input on the thesis component of our undergraduate program. We will ensure that it is "...a mainstream and strongly encouraged track within the program structure", especially for students who plan to pursue graduate studies or "research-informed professional careers". This will happen in the coming academic year (2026/2027).	Choose level of compliance:

The comprehensive experience of conducting an independent research project under faculty supervision represents a natural extension of a research-intensive environment and marks a clear qualitative step in the advancement of the program. Consideration could therefore be given to making the thesis compulsory or, at a minimum, establishing it as a mainstream and strongly encouraged track within the program structure. This would strengthen analytical capabilities, methodological competence, and students' preparedness for graduate studies or research- informed professional careers.		
In addition, a more systematic infusion of topical and emerging themes is recommended in order to remain aligned with ongoing developments in the contemporary business environment and the broader societal context.	We thank you for the recommendation to further and more systematically infuse our courses with "...topical and emerging themes...to remain aligned with developments in the cotemporary business environment and...broader social context". We will ensure that such themes (e.g., sustainability, digitalization, geopolitics, etc.) are "infused into existing courses", where they aren't already. Moreover, we will ensure, per your suggestion, that these themes are explicitly presented in the "educational program descriptions" of existing courses, if they aren't already. These changes will be implemented in the coming academic year (2026/2027). Moreover, as from next academic year, the course "Business and Climate Change" will be offered every year, two new courses, namely, "Digitalization in Business" and "Resilience in the Face of Constant Change" will be introduced while a large part of our current "International Business" course will be devoted to geopolitical issues.	Choose level of compliance:
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2. Student – centred learning, teaching and assessment (ESG 1.3)

We thank the Committee for their kind and encouraging words, for highlighting our strengths in this area, and for their constructive suggestions and recommendations. For easy reference, we highlight the Committee's **Findings** and **Strengths** below (*in italics*). We insert **Areas of improvement and recommendations** and our **Responses** in the Table below.

Findings for BSc Business Administration

The committee learnt from discussions with staff and students, and external stakeholders, that the program is ample and articulate. One distinguishes three different profiles: Marketing, Operations Management, and Management - and one discerns breadth and depth courses as well mandatory and elective courses. This is all supportive to address student specific interests and needs, benefiting their personal, intellectual and social development.

In addition, assessment methods are varied and multiple with a focus on intellectual competence as well as on social interactive elements, interpersonal skills, teamwork, and presentational skills.

Aside from teaching faculty, administrative personnel are there to address students' questions and complaints about teaching and learning and related supporting needs. Some students are supported to be involved in research activities and there is a dedicated ICT and data office at the school level to accommodate data collection.

Strengths for BSc Business Administration

The program has many strengths, especially the breadth and depth of the courses offered, with a wide range of electives also providing opportunities to specialize in terms of Management, Operations Management, and Marketing profiles.

There is a diversity of assessment strategies aligned with learning objectives and ample opportunities to make use of ERASMUS arrangements, both for University of Cyprus students to go abroad and, for international students, to visit and learn and also to enrich the critical mass and as such the vivacity and learning opportunities for both international and University of Cyprus students through in-class debate.

In addition, the Department has a great placement infrastructure which facilitates matching students with placement/internship opportunities, thereby powerfully enhancing the student experience.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The BSc program would benefit from doing the final thesis, which currently is optional and only taken by a very low percentage of students, by making it compulsory or by making it at least a mainstream option. The comprehensive experience of doing a thesis is an excellent way to go in- depth and herewith a clear step to the advancement of the program. To manage the workload, it might be	As we stated earlier, we will mainstream the thesis offering and strongly encourage those students who will greatly benefit from it to pursue it (see above). Please also note that besides the thesis (and in response to your suggestion that “presenting the BSc thesis in the form of a capstone would simplify the process and strengthen the assurance of the learning loop”), all our fourth-year students must complete a capstone project in the last semester of their studies as part of the compulsory entrepreneurship	Choose level of compliance:

possible to impose a cap on the number of contact hours, consider working in teams of two, and collaborating with companies. Presenting the BSc thesis in the form of a capstone would simplify the process and strengthen the assurance of the learning loop.	course offered in the final semester of study.	
In addition, the infusion of topical themes is recommended to stay in sync with emerging developments and issues in the nowadays business environment and wider context. Topical themes (with subthemes), including sustainability (circular economy), digitalization (AI), geopolitics (including business-government interactions, nationally and internationally), etc. can be explicitly presented in the educational program descriptions. Themes can be either infused into existing courses or be part of newly developed courses.	As mentioned earlier, we will ensure that such themes (e.g., sustainability, digitalization, geopolitics, etc.) are “infused into existing courses”, where they aren’t already. We will undertake a systematic effort to ensure that all our existing courses incorporate contemporary issues relating to sustainability, digitalization, geopolitics, and other contemporary business topics. Moreover, we will ensure, per your suggestion, that these themes are explicitly presented in the “educational program descriptions” of existing courses, if they aren’t already. These changes will be implemented in the coming academic year (2026/2027). Moreover, as from next academic year, the course “Business and Climate Change” will be offered every year, two new courses, namely, “Digitalization in Business” and “Resilience in the Face of Constant Change” will be introduced while a large part of our current “International Business” course will be devoted to geopolitical issues.	Choose level of compliance:
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3. Teaching staff (ESG 1.5)

We thank the Committee for their kind and encouraging words, for highlighting our strengths in this area, and for their constructive suggestions and recommendations. For easy reference, we highlight the Committee's **Findings** and **Strengths** below (*in italics*). We insert **Areas of improvement and recommendations** and our **Responses** in the Table below.

Findings for BSc Business Administration

The committee met with the teaching staff involved with the program. Virtually all of them hold a PhD, having earned them from highly reputed academic institutions, and possess strong research experience as illustrated also by the high-quality publications (AJG 4/4 journals).*

Research-driven teaching takes place systematically where faculty applies theoretical knowledge to relevant practice in business.

The composition of the teaching staff is leaning towards the higher academic ranks (associate and full professors). There is a relative absence of faculty at the lecturer and assistant professor level.

The hiring of colleagues for the lower levels needs more attention to get more balance in the distribution of ranks and this rebalancing might also be used strategically to relieve the workload.

Strengths for PhD Business Administration

The faculty possesses highly prolific research profiles with high-standard research achievements as illustrated by publishing in AJG 4/4 journals: It is clearly evidenced that highly qualified supervisors available across a range of topics in the department.*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The workload of the academic staff is high. This has to do with combining the rather demanding teaching activities (by law, academic colleagues have to teach 160 hours a year) with meeting ambitious research objectives, like publishing in high quality journals (e.g., AJG 4, 4*). We recommend reconsidering the balance between teaching and doing research for academic staff as well as incorporating more functional flexibility to decrease (peaks of) teaching load.	We agree with you point that “the workload of the academic staff is high” and we thank you for your recommendation to “...reconsider the balance between teaching and doing research for academic staff as well as incorporating more functional flexibility to decrease (peaks) of teaching load”. We greatly appreciate it will enable us to argue for this point in discussions with the University of Cyprus leadership. We will pursue whatever flexibility exists and/or is allowed by University rules that prescribe teaching load management to assist and support, primarily, junior faculty members in this regard. Again, we greatly appreciate this recommendation.	Choose level of compliance:
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4. Student admission, progression, recognition and certification (ESG 1.4)

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Findings for BSc Business Administration

Admission criteria are set by the Government. The admission criteria are highly regulated and strict, leading to the selection of highly qualified prospective students.

Conversations with students taught us that the program is rigid and rigorous and demanding, but doable, also by means of amply resorting to team-based projects in many courses also as part of the assessment strategy. The supportive and responsive staff members are a key asset for the program, ensuring its continued success.

Strengths for BSc Business Administration

The assessment criteria and processes for admission and recruitment appear to be clear and transparent. The demanding admission standards ensure that high-performing potentials enter the demanding program with low risk of dropouts.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The students the committee members spoke with were well capable of expressing themselves in English. We recommend considering using English as the language of instruction as much as possible within the current regulatory framework (e.g. by expanding the range of Erasmus courses or even considering undergraduate offer in English language for broadening the international attractiveness and educational impact of the department).	Your recommendation is appreciated and we agree with it wholeheartedly. Our Department is already offering a complement of ten courses a year in English to accommodate <u>the largest number</u> of Erasmus students and other international-exchange students compared to any other department of the University of Cyprus (indicatively, during the academic year 2025/2026, we hosted approximately 100 such students in our Department). Please note that Our Greek speaking students are encouraged to take these courses as well. Most importantly, the Department has designed and proposed a degree program in English (the equivalent of its program in Greek), which was just approved by the University Senate and Council and is planned to begin in the academic year 2027/2028 (subject to approval by the Council of Ministers of the Republic of Cyprus). We fully agree with you that such a program will broaden the	Choose level of compliance:



	international attractiveness and educational impact of our Department.	
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5. Learning resources and student support (ESG 1.6)

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Findings for BSc Business Administration

The committee was impressed by the facilities and overall quality of the premises, the fantastic campus context, and the unique and impressive library with its ample facilities, and resource opportunities to go on international exchange

Strengths for BSc Business Administration

See the findings section

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There are no major areas for improvement	Thank you for your supportive comments.	Choose level of compliance:
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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)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
As per our assessment, we have found a department and two programmes which are solid, intellectually inspiring and applicable to relevant practices. There are top-level facilities and the overall quality of the premises, the campus context, and the unique and impressive library with its range of resources are major assets. While the number of staff is quite small, the quality of their professional profiles and achievements is impressively high, as reflected in publications in top journals and good teaching ability, considering both the evident shining results in their career and the satisfaction of students from this school. The workload of staff is somewhat high, and they may benefit from the hiring of some new colleagues and a rebalancing to relieve the workload and make it more conducive to an even better balance between teaching and research. The PhD program has successfully delivered the first series of PhDs, and it has become a good asset of the department. While the PhD programme is solid and comprehensive, given the small scale, considering higher levels of collaboration at the school level to benefit from economies of scale is recommended. A rebalancing of the exam component and a pursuit of the individual research project component may further enhance attractiveness and ultimately strengthen the programme.	We thank the Committee for the kind, developmental, encouraging, and supportive comments and recommendations throughout this process and in its reports. We made every effort to address your recommendations in detail in our responses above. We will spare no effort to implement them within the timeframes and in the ways we outlined in our responses to your recommendations in the sections above.	Choose level of compliance:
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D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor George Kassinis	Department Chairperson	
Click to enter Name	Click to enter Position	
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Date: 15/5/2026

