

Doc. 300.3.2

Higher Education Institution's Response (Departmental)

Date: *Date*

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Paphos
- **School/Faculty:** Tourism Management, Hospitality and Entrepreneurship
- **Department:** Management, Entrepreneurship and Digital Business
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Πτυχίο στην Διοίκηση με κατεύθυνση στην Επιχειρηματικότητα και Καινοτομία ή Ψηφιακό Επιχειρείν

In English:

BSc in Management with specialization in Entrepreneurship and Innovation or Digital Business

Programme 2

In Greek:

Επιχειρηματικότητα και Διοίκηση Μικρομεσαίων Επιχειρήσεων

In English:

MSc Entrepreneurship and Small and Medium Enterprise Management

Programme 3

In Greek:



In English:

Doctorate

- **Department's Status: New**



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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

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

1.1 Mission and strategic planning

There is compatibility. No major issues here.

1.2 Connecting with Society

There is compatibility. No major issues here.

1.3 Development processes

Clarity on the process wherein funds are allocated to improve the quality of programmes. Maintain efforts to develop English languages programmes, to attract a more diverse body of students. This might also serve to increase income to the Department and University.

Response:

The University approves funding to conduct research or form advisory committees when designing or revising programmes (please see Rector's response – paragraph 2 on page 4 of the Institutional Report).

As we discussed currently there are some limitations in terms of what programmes we can offer in English. Nevertheless, our first initiative regarding English language programmes involves the PhD programme where core and elective technical course will be offered in English. In addition, we are considering the introduction of a self-funded MBA programme in English.

2. Quality Assurance

Sub-areas

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

2.1 System and quality assurance strategy

There is compatibility. No major issues here.

2.2 Quality assurance for the programmes of study

Analyse and publish graduate employment information.

Response:

As we discussed we collect periodically (every 3 years) information about our graduates' career progression. Following from your suggestion we plan to analyse the data collected to develop insights about employment and graduate profiles. Specifically, graduates will be segmented based on demographic variables such as gender, location, degrees earned and these will be cross tabulated with their employment record. This analysis will be made available to the public on the Departments/Universities website/social media and shared with the ministry of education and the Human Resource Development Authority.

It would be helpful if PhD students have a pool of funds available that go beyond conferences (which is now the case). Currently additional funds might be available only at the discretion of the supervisor.

Response:

Resource needs of PhD students such as access to databases, data collection and training, are examined by the Department as they arise and funds are allocated accordingly. To this point we have never failed to fulfill such needs of PhD students. Moreover, we envision that in the near future we will be able to allocate more funds to PhD students as we expect our internal funds to increase.



3. Administration

One serious gap is that the Department does not analyse and publish graduate employment information.

Response:

Please see the response to point 2.2. on page 4 of this report

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

4.1 Planning the programmes of study

One point of concern is that there is no formal mechanism wherein external stakeholders, including employers, are actively involved in the programmes' review and development. More space to accommodate interactive student learning (flipped classrooms) would be welcome.

Response:

Please see the response – paragraph 2 on page 4 of the Institutional Evaluation Report.

In addition, at the department we will formalize the stakeholder input in the process of programme development/review as follows: For each programme of study we will create two external committees, an academic committee of 3 professors in the field that relates to the programme and a professional committee with 5 senior managers/company owners/entrepreneurs. These two committees will be mobilized when we design or review a programme by first providing the committees information about the focal programme and second, seeking suggestions which relate to objectives and content.

Our new premises provide flat teaching rooms with movable furniture, which offers the opportunity to shape the classroom as required.

4.2 Organization of teaching

There is compatibility. No major issues here.

5 Teaching Staff

The EEC suggests the Cyprus University of Technology to: (a) incorporate teacher training seminars to ensure that the teaching staff utilized state-of-the-art didactic approaches and designs and develops the courses based on universal access principles; (b) ensure that the upcoming hiring processes will recruit individuals (preferably females) with expertise in innovation and entrepreneurship; and (c) to actively seek to employ Visiting Professors (with background in the Greek language) to complement the current academic staff.

Response:

Regarding a) please see the response in paragraph 2 on page 6 of the Institutional Evaluation Report.

Regarding b) please note that for the positions in ‘Entrepreneurship or Innovation’ and ‘Management’ the Special Committees have recommended to offer the two positions to female candidates. In addition, the Department is in the process to recruit one more faculty this year and 3 more faculty next year.

Regarding c) please see the response in paragraph 2 on page 10 of the Institutional Evaluation Report.

6 Research

The department should seek new hires and the basic annual research funding should be enhanced. Applying for research grants from various EU and national sources is important. These provide opportunities for new collaborations with researchers and other institutions.

Response:

As we discussed the Department is in the process to recruit 3 faculty members this academic year and 3 more faculty for next year.

The annual research funding depends on the University's budget. The department gets 70% of the tuition fees from postgraduate students. The aim of the department is to offer at-least one more postgraduate degree within the next two years which should help at least maintain the research funds available to faculty in the department.

As we discussed through Eraclitos, the research centre at the School, all faculty have the opportunity to take part in EU and local research projects and enhance this way their research funding. Currently, almost all members of the Department take part in projects.

The department must focus on the quality and not in the quantity of the research work produced.

Response:

As we discussed, the Department encourages faculty to produce high quality research and we monitor some indicators that show to some extent the quality of research work. In addition, the University allocates 50% of the research budget to faculty based on a system of indicators which capture to some extent the quality of the published work.

7 Resources

It appears that annual funding for research has diminished in real terms and should be increased.

Response:

The annual research funding allocated by the University to faculty members depends on the University budget which is approved by the Parliament. Consequently, the Department does not have any influence on this funding. As we discussed above, the Department tries hard to provide additional research funds to faculty through the postgraduate programmes.

B. Conclusions and final remarks

Overall, the department of Management, Entrepreneurship, and Digital Business, Cyprus University of Technology is highly compliant.

Areas of improvement include:

a. Improving the gender balance in the Department (more active and strategic effort in this area)

Response:

Please see the response on page 7.

*b. Pay **more** attention to teaching excellence in the hiring and promotion process to incentivize excellence in teaching and learning and enhance the student experience, It is appreciated that the Department looks for candidates that are collegiate. But one assure that this is not a way for protecting the status quo.*

Response:

The Department places emphasis on teaching excellence in different ways. First, new hires are recruited to teach specific courses, therefore, a key evaluation criterion for recruitment is whether the candidate can demonstrate fluency in teaching the specific courses. Second, teaching is one of the four dimensions of assessment for promotion. The Department collects systematically information about student assessment of the class lecturers and therefore, that information is fed in the promotion decision. In addition, this information is used to provide feedback to lecturers.

Recruiting candidates that fit with the culture of the department ensures that the key values of the department around teaching quality, research quality and collaboration are sustained.

c. Hiring academic staff (taking gender diversity into account) in the areas where the school is lacking expertise (e.g., entrepreneurship and innovation)

Response:

Please see the response on page 8.

d. Establish external advisory boards for developing and reviewing programmes and informing research and informing revisions of programmes to meet market and community needs.

Response:

Please see the response on page 6

e. Improve the knowledge exchange process between the university's research and society at large. More focus on formal networks.

Response:

Please see the response on pages 4-5 of the Institutional Evaluation Report.

f. Make efforts to attract visiting international scholars who can enrich the research and teaching environment of the school; it should be noted that visiting scholars (non-Greek and Greek speaking) can be attracted to Pafos' campus at little cost to provide guest-talks, research seminars to PhD students, and research collaborations. More efforts to attract Greek speaking scholars would also be welcome.

Response:

Please see the response on page 10 of the Institutional Evaluation Report.

In addition, at the Department we organize visits by renowned scholars (around 4 per year) who present their work, advise junior faculty, and discuss the Department's programmes and research initiatives.

g. Diversify income sources where possible. One note that the Department is making efforts in this direction through executive type education and working towards teaching in Limassol. More focus on online delivery would be helpful, but this requires an investment in studio type facilities.

Response:

As we discussed, besides support from the University, other income sources include postgraduate tuition fees and funded research projects. Online delivery of courses will enrich the delivery mix and make programmes more accessible. The University has invested in the required infrastructure including content development and therefore, such initiatives are feasible.

h. Maintain efforts to develop English languages programmes, to attract a more diverse body of students. This might also serve to increase income to the Department and University.

Response:

Please see the response to point 1.3 on page 4.

i. Improve mechanisms to deliver positive socio-economics impact given the excellent research and teaching capabilities in the Pafos campus.

Response:

It is within our plans to soon establish an industry liaison office within the School, which will be responsible for engaging with local businesses. The activities of this office will include, amongst other:

- To identify potential areas of collaboration with local businesses, such as internships and “live projects” where students can have opportunities to learn from experience.
- To organize regular networking events and seminars that will bring together academics, the local business leaders and the public
- To tailor outreach efforts to the needs and interests of local businesses and the public
- To establish collaborative research projects between the faculty and local businesses.

j. Ensure that there more small classrooms for interactive teaching

Response:

In the new premises there exist 5 flat classes with movable furniture which can be rearranged according to the requirements of the class.

k. Assure that the cafeteria space is open to create a social space for students, academics, and support staff

Response:

Please see the response in paragraph 3 on page 6 of the Institutional Evaluation Report.

l. Continue providing optional modules for Phd students taking advantage of partnerships with other universities.

Response:

We recognize that PhD students at times require to access specialized courses offered at partner universities. For this reason, we have developed partnerships with a number of universities aiming to increase the service offered to our PhD students. We plan to expand this partner university network to enhance the reach and experiences of our students. To ensure that we control the quality of courses offered outside the University, as we discuss on response to the PhD comments, we have set-up of process that involves the following:

Instructor and Course Documentation Evaluation: Obtain a detailed syllabi, course materials, and assessment methods from the partner university for the modules taught outside of Cyprus University of Technology, as well as a Curriculum Vitae of the Instructor teaching the module. A criterion for possible inclusion of a module from a partner University, is that the University delivering the module is an Accredited Institution of Higher Education and that the PhD programme of the partner University holds the Accreditation From the Agency of Quality Assurance And Accreditation in Higher Education of the respective Country in which the University is based on.

Establishment of Evaluation Committee: Form a committee comprising the Director of the PhD programme and the supervisory Committee of the PhD candidate(s) in need for the specific module. This committee will be responsible for the evaluation process.

Benchmarking: Compare the instructor's knowledge and course content, teaching methods, and assessment criteria of the external module with similar modules taught in-house at CUT. This will help determine if the external module meets the standards set by CUT.

Feedback from Students: Gather feedback from the PhD candidates that will take the module at the partner university. Their firsthand experience will provide valuable insights into the quality and relevance of the module for using or not the module in subsequent years.

m. Analyse and publish graduate employment information.

Response:

Please see the response on page 5.

n. It would be helpful if PhD students have a pool of funds available that go beyond conferences (which is now the case). Currently additional funds might be available only at the discretion of the supervisor.

Response:

Please see the response on page 5.

o. Incorporate teacher training seminars to ensure that the teaching staff utilize state-of-the-art didactic approaches and designs and develops the courses based on universal access principles.

Response:

Please see the response on page 8.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Andreas Petrou	Chair of Department	
FullName	Position	

Date: 20/10/2023

