



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)

- **Higher Education Institution:**

American University in Cyprus

- **Town:** Larnaca

- **School/Faculty:** Faculty of Science and Technology

- **Department:** Department of Computer Sciences

- **Department's Status:** Existing

- **Programme(s) of study under evaluation:**

**BSc in Computer Science (4 years, 240 ECTS,
Conventional)**

**BSc in Management Information Systems (4 years,
240 ECTS, Conventional)**

Programme 1

In Greek:

ΕΠΙΣΤΗΜΗ ΠΛΗΡΟΦΟΡΙΚΗΣ

In English:

BSc in Computer Science

Programme 2

In Greek:

ΔΙΟΙΚΗΣΗ ΠΛΗΡΟΦΟΡΙΑΚΩΝ ΣΥΣΤΗΜΑΤΩΝ

In English:

BSc in Management Information Systems

Programme 3

In Greek:

Programme Name

In English:

Programme Name

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

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

DEPARTMENT	PROGRAMMES OF STUDY
Department of Computer Sciences	BSc in Computer Science
	BSc in Management Information Systems

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) conducted an onsite evaluation of the Department of Computer Science of the American University of Cyprus (AUCY), Faculty of Science and Technology, in Larnaca on the 19th of June 2026. The Department currently offers two undergraduate programmes: the BSc in Computer Science and the BSc in Management Information Systems (MIS), both delivered in English and structured as four-year programmes comprising 240 ECTS. During the visit, the Committee met with the University leadership, the Internal Evaluation Committee, the Dean of the Faculty, the Head of Department, programme coordinators, academic staff, administrative staff, students, graduates, employers and external stakeholders. The Committee also visited the teaching facilities, computer laboratories, library and student support services.

The visit was arranged by Natasa Kazakaïou and facilitated by Konstantinos Konstantinou, representing the Agency of Quality Assurance and Accreditation in Higher Education. Before the onsite visit, the EEC members were provided with relevant program documents and videos to review. The EEC was presented with detailed information about the University and the two programmes.

The agenda on the 19th of June 2026 included a number of meetings with different stakeholder groups as outlined below:

Time	Meeting / Activity	Participants
09:00 – 09:10	Introductory Meeting	External Evaluation Committee (EEC) and CYQAA Representative
09:10 – 09:40	Meeting with University Leadership and Internal Evaluation Committee	Rector, Vice Rector of Academic Affairs, Internal Evaluation Committee
09:40 – 10:40	Meeting with Dean, Head of Department and Faculty Members	Dean, Head of Department, Academic Staff
10:40 – 10:50	Facilities Visit	Library Staff, IT Manager, Quality Assurance Personnel
10:50 – 12:00	Programme 1 Evaluation – BSc Computer Science	Programme Coordinator, Head of Department, Programme Committee
12:00 – 13:10	Programme 2 Evaluation – BSc Management Information Systems	Programme Coordinator, Head of Department, Programme Committee
13:10 – 14:10	Lunch Break	EEC
14:10 – 15:10	Meeting with Teaching Staff Only	Academic Staff Teaching on Both Programmes
15:10 – 16:10	Meeting with External Stakeholders Only	Employers, Industry Partners, Professional Bodies, Alumni Representatives
16:10 – 16:50	Meeting with Students and Graduates Only	Current Students and Graduates from Both Programmes
16:50 – 17:00	Coffee Break	EEC
17:00 – 17:20	Meeting with Administrative Staff Only	Administrative Personnel
17:35 – 18:05	Exit Meeting	Dean, Head of Department, Programme Coordinators, Quality Assurance Representatives
18:05 – 18:20	End of Site Visit	All Participants

The Committee appreciated the openness and professionalism demonstrated throughout the evaluation process. Additional documentation requested during the visit was provided promptly, and discussions with staff, students, graduates and employers were constructive and informative. The evidence reviewed indicates a Department that has undergone significant development during the last few years, particularly in relation to student recruitment, curriculum development, internationalisation and the establishment of a quality culture.

The Department demonstrates a clear commitment to providing high-quality education in computing and information systems. The two programmes offered are complementary and provide students with opportunities to develop competencies that are aligned with contemporary technological developments and labour market needs. The Committee was particularly encouraged by the positive feedback received from students and graduates regarding the accessibility of academic staff, the supportive learning environment and the relevance of the programmes to professional practice.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Eleni Mangina	Professor	University College Dublin
Paolo Ciancarini	Professor	University of Bologna
Matti Rossi	Professor	Aalto University
Ioannis Keravnos	Doctorate (Phd) in Computer Science	European University Cyprus

C. Guidelines on content and structure of the report

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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

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

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
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.	5
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

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).

See findings below.

Provide suggestions for changes in case of incompatibility.

N/A

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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
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.

There's only 1 graduate so far, and the panel had no information on effective communication with the graduates.

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.	5
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.	5

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

See findings below.

Additionally, write:

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

Computer Science:

- Cypriot students: 24
- EU students: 14
- Non-EU students: 338

Management Information Systems:

- Cypriot students: 0
- EU students: 4
- Non-EU students: 91

Countries of Origin:

For the **BSc in Computer Science**, students originate from Cyprus, Bangladesh, Bulgaria, India, Iran, Iraq, Israel, Italy, Lebanon, Lithuania, Moldova, Pakistan, Palestine, Romania, Russia, Sweden, Syria, Ukraine, the United Kingdom (listed as British), and Vietnam.

For the **BSc in Management Information Systems (MIS)**, students originate from Bangladesh, India, Lebanon, Pakistan, Russia, Greece, Latvia, and Nigeria.

Findings

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

The Department demonstrates a clear academic identity and strategic direction. The programmes offered are coherent, relevant and aligned with international developments in computing and management information systems. Academic staff, students and external stakeholders demonstrate a shared understanding of the Department's objectives and future development priorities. It is to be complemented by the fact that student recruitment has increased significantly, particularly in Computer Science, indicating growing recognition of the Department and its programmes with significant efforts in non-EU recruitment. The Department has also established meaningful connections with employers, industry representatives.

Strengths

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

- Clear academic identity and strategic direction.
- Strong alignment with labour market needs and technological developments.
- Sufficiently substantiated portfolio of programmes covering both technical and business-orientated computing disciplines.

- Active engagement with external stakeholders.
- Growing student demand and programme attractiveness.
- International orientation and Erasmus+ mobility participation.

Areas of improvement and recommendations

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

- The Department should formalise the external Industry Advisory Board to support its strategic planning and curriculum development, with formal structured meetings and keeping minutes of meeting once a year.
- Preparing for systematic collection and analysis of graduate employability data for evidence-based planning.
- Key performance indicators linked to strategic objectives should be further developed and monitored.
- Although the university has plans for growth both in infrastructure, buildings and number of students, the long-term planning should be documented more explicitly.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	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	3
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4

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

The Department demonstrates a commitment to supporting research activities through the allocation of an annual research budget. However, the level of funding has remained unchanged at €30,000 per year over the last four academic years despite substantial growth in student enrolment. While the existence of dedicated funding is viewed positively, it suggests that research development has not kept pace with the Department's growth and ambitions. Furthermore, the evidence provided indicates relatively low utilisation of the available research budget in recent years, which may reflect limitations in research capacity, externally funded projects, or incentives for research engagement. The EEC considers that greater investment in research and links to the programmes' curriculum, coupled with a clear strategy for increasing research output, can attract external funding and advance international collaborations.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
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.	5
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.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
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.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
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.	4
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	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
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.	5
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.

See findings below.

Findings

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

The Department operates within the University's established quality assurance framework and demonstrates a strong commitment to continuous improvement. Student evaluations, programme reviews, academic advising mechanisms and regular departmental meetings contribute to quality monitoring and enhancement. The Committee found that students are actively involved in feedback processes and that programme coordinators make effective use of student feedback when reviewing courses and curricula. Information relating to programmes, admission requirements, learning outcomes, teaching staff and assessment methods is publicly available. The quality assurance system is particularly strong in relation to teaching and learning. However, mechanisms for tracking graduate outcomes need to be in place, especially given the growth of the student intake, measuring societal impact and evaluating long-term programme effectiveness could be further strengthened. The Department has established a quality culture supported by formal procedures and active engagement of academic staff and students. Quality assurance processes are understood by stakeholders and contribute positively to programme development and student experience.

Strengths

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

- Well-developed quality assurance procedures.
- Strong student feedback mechanism (informal)
- Active programme monitoring and review.
- Transparent publication of programme information.
- Effective academic advising arrangements.

Areas of improvement and recommendations

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

- Establish a formal graduate tracking system and publish graduate employment data when the department has graduates.
- Develop additional quality indicators relating to societal impact and industry engagement.
- Develop a formal student feedback mechanism and include class representatives in programme board meetings
- Strengthen the formal role of external stakeholders in quality assurance processes, through the presence yearly of curriculum review
- Continue monitoring the impact of increasing student numbers on programme quality.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration

(ESG 1.1, 1.3, 1.6)

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	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 Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internationalization of the Department and external collaborations.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. See findings below.		

Findings

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

The Department benefits from effective administrative support and has clearly defined organisational structures. Academic and administrative responsibilities are appropriately allocated, and students and staff reported positive experiences with administrative services. Communication between administrative and academic staff is efficient and contributes to the smooth operation of the Department. Students also reported positive interactions with administrative personnel and timely responses to requests and enquiries.

Strengths

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

- Efficient administrative support.
- Clear organisational structures and responsibilities.
- Positive communication between staff and students.
- Excellent support for international students.

Areas of improvement and recommendations

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

- Administrative capacity should be reviewed periodically based on the projected enrolment growth.
- Additional administrative support may be required as student numbers increase and international activities expand.
- Formal professional development opportunities for administrative staff should continue to be supported. EEC suggests for the Department to avail of staff mobility under Erasmus+ funded programmes.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
See findings below.		
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.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
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.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. See findings below.		

Findings

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

The Committee found that both programmes are well designed and aligned with European Higher Education standards. The curricula demonstrate an appropriate balance between theoretical knowledge and practical application. Teaching methods include lectures, laboratories, projects, presentations and final-year projects. Students expressed satisfaction with the accessibility of staff, the learning environment and the relevance of programme content. Academic advising arrangements appear effective and contribute positively to student progression and retention.

Strengths

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

- Well-structured curricula.
- Strong integration of theory and practice.
- Student-centred learning environment.
- Positive student experience and staff accessibility.
- Effective mentoring and academic advising.

Areas of improvement and recommendations

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

- The Department should consider introducing compulsory internship opportunities carrying academic credit.
- Industry-sponsored projects and experiential learning activities should be expanded.
- Greater emphasis could be placed on portfolio development.
- Additional opportunities for interdisciplinary collaboration should be explored.
- The English language requirement, along with the two compulsory English courses in the curriculum (12 ECTS), needs to be revised. For example, students with 5 IELTS should be offered English language support but students with 6/6.5 IELTS and English native speakers should not need to take the two English courses (12 ECTS)

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

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

5. Teaching Staff (ESG 1.5)

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

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.	4
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.	4
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	N/A
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.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
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.	4
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.

See findings below.

- Number of teaching staff working full-time and having exclusive employment: 4
- Number of part time teaching staff: 15
- 1 full time and 1 part time administrative personnel
- Number of Visiting Professors: 0
- Number of Special Scientists employed under service contracts (lease services): 0

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

Findings

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

The Department is supported by qualified academic staff whose expertise aligns well with the curricula offered. The Committee observed strong commitment to teaching, student support and programme development. Student evaluation results indicate positive perceptions of teaching quality. Staff demonstrate engagement in professional development and research activities. EEC did not meet any special teaching staff during this review.

Strengths

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

- Qualified and committed academic staff.
- Positive student evaluations.
- Strong student-staff relationships.
- Good balance between teaching and academic support responsibilities.

Areas of improvement and recommendations

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

- The Department reports 12 faculty members supporting the BSc Computer Science programme and 17 faculty members supporting the BSc Management Information Systems programme. As several faculty members contribute to teaching across both programmes, these figures should not be interpreted as exclusive programme staffing. Future staffing plans should be aligned with actual student enrolment, projected growth, teaching needs, and strategic priorities, while maintaining the quality of the learning experience and academic support provided to students.
- The EEC notes that the ratio of courses taught by full-time and exclusively employed academic staff to those taught by part-time staff could be improved. The Department is encouraged to progressively increase the participation of full-time faculty in the delivery of core and compulsory courses, thereby ensuring greater academic consistency, stronger student-faculty engagement, enhanced research-teaching synergies, and improved programme sustainability. Future staffing plans should prioritise strengthening the permanent academic base of the Department.
- The EEC recommends that the Department adopt a more transparent and consistent approach to reporting student-staff ratios. As academic staff contribute to teaching across both the BSc Computer Science and BSc Management Information Systems programmes, programme-specific ratios should be calculated using clearly defined Full-Time Equivalent (FTE) allocations rather than counting the same staff members separately for each programme. This would provide a more accurate representation of staffing capacity, facilitate effective resource planning, and support evidence-based decision-making as student numbers continue to increase. Furthermore, staffing levels should be regularly reviewed to ensure that growth in enrolment is matched by appropriate academic and administrative support.
- The EEC recommends that the Department implement a transparent workload allocation model and maintain it through a live, regularly updated document accessible to all academic staff. The workload model should clearly capture teaching responsibilities, supervision duties, administrative roles, research activities, student support commitments, and other departmental contributions. Such a system would promote transparency, fairness, accountability, and effective resource planning, while also supporting staff engagement and ensuring an equitable distribution of responsibilities across the Department.
- Additional recruitment may be required to support projected student growth. EEC suggests for the Department to advertise inclusive Job Descriptions and utilise several toolkits to gender-proof the job descriptions (i.e. [Recruitment Language Guide](#) and [Gender Decoder](#))
- Greater emphasis should be placed on attracting internationally recognised research-active faculty.

- The Department should continue investing in staff development in emerging areas such as AI, cloud computing and cybersecurity.

Please ✓ what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	3
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.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
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.	3
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.	3
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.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
See findings below.		

Findings

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

The Department demonstrates an intention to support research activities; however, the EEC found limited evidence of a structured research framework at the departmental level. In particular, there is no dedicated research leadership structure, such as a Research Director, Research Coordinator, Research Committee, or Research Project Manager, responsible for promoting, coordinating, monitoring, and developing research activities. Research appears to be largely dependent on individual academic staff initiatives rather than being guided by a clearly articulated departmental research strategy. Furthermore, the EEC found limited evidence of organised research groups, thematic research clusters, formal mentoring mechanisms for research development, or systematic support for external grant applications and research project management. The Committee also notes that research activities are not sufficiently embedded within the curricula of the Department's programmes. While students undertake final-year projects, there is limited evidence that teaching content is informed by ongoing staff research activities or that student projects are systematically linked to departmental research priorities. As a result, opportunities to strengthen the research culture and enhance the integration between research and teaching remain underdeveloped.

Strengths

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

- Dedicated research funding.
- Commitment to developing a stronger research profile.

Areas of improvement and recommendations

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

- Adopt a more strategic approach to research development by actively encouraging all academic staff to engage in sustained research activity. Research outputs and ongoing projects should be more closely linked to curriculum delivery and final-year project supervision, allowing students to participate in research-informed learning and benefit from exposure to contemporary developments in their fields of study. Such an approach would support the academic profile of the Department, strengthen the integration of teaching and research, and contribute to the development of a research culture.
- The Department should establish a formal research governance structure, including the appointment of a Research Coordinator or Research Director responsible for developing and implementing a departmental research strategy.
- A clear research strategy with measurable objectives, targets, and performance indicators should be developed and monitored regularly.
- Formal research groups or research clusters should be established around key disciplinary areas such as Artificial Intelligence, Cybersecurity, Data Analytics, Software Engineering, and Information Systems.
- Academic staff should be actively encouraged and supported to increase research output, participate in collaborative research projects, and pursue external funding opportunities.
- Mechanisms should be introduced to strengthen the connection between research, teaching, and final-year project supervision, ensuring that students are exposed to contemporary developments and research methodologies within their disciplines.
- The Department should consider establishing support structures for grant development, project management, and research dissemination activities.

Please ✓ what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

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

The Committee found that the Department has access to adequate facilities and resources for its current operations. Teaching rooms, laboratories, library resources, learning technologies and student support services provide an appropriate environment for programme delivery.

The University has demonstrated commitment to investing in infrastructure and support services. Nevertheless, future growth in student numbers will require careful planning to ensure continued adequacy of facilities and resources.

Strengths

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

- Modern facilities and learning environment.
- Adequate computing infrastructure.
- Strong student support services.
- Good access to electronic learning resources.

Areas of improvement and recommendations

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

- Continue investment in specialised computing laboratories.
- Monitor infrastructure capacity in relation to enrolment growth.
- Develop specialised facilities supporting AI, Cybersecurity and Data Analytics.
- Continue expanding library resources in rapidly evolving computing fields.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

D. Conclusions and final remarks

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

The External Evaluation Committee concludes that the Department of Computer Science at the American University of Cyprus has established a clear academic identity and demonstrates a strong commitment to the provision of quality higher education in the fields of Computer Science and Management Information Systems. The Department has achieved considerable progress within a relatively short period of time, particularly in relation to programme development, student recruitment, internationalisation, quality assurance procedures, and engagement with external stakeholders.

The Committee found that the Department offers two coherent and complementary undergraduate programmes that are aligned with contemporary technological developments and labour market needs. The programmes are supported by committed academic and administrative staff, modern facilities, effective student support services, and a positive learning environment. Students and graduates expressed high levels of satisfaction with the accessibility of staff, the supportive academic culture, and the relevance of their studies to future employment opportunities.

The Department demonstrates a well-developed quality assurance culture and has established mechanisms for programme monitoring, student feedback, and continuous improvement. Its international student profile, strong industry links, and growing visibility contribute positively to its development and future sustainability. The Committee also recognises the University's commitment to investing in infrastructure and resources to support future growth.

Notwithstanding these positive observations, the Committee believes that several areas require strategic attention in order to support the Department's continued development. In particular, the rapid increase in student enrolment necessitates careful long-term planning regarding staffing, infrastructure, administrative support, and resource allocation. The Department should continue strengthening its governance mechanisms through the formalisation of stakeholder engagement structures, systematic graduate tracking, and the development of measurable performance indicators linked to strategic objectives.

The most significant area requiring improvement relates to research. While the Department demonstrates an intention to support research activity through internal funding and staff initiatives, research remains insufficiently structured and embedded within departmental operations. The absence of a dedicated research leadership structure, formal research strategy, research groups, and systematic links between research, teaching and final-year projects limits the Department's ability to develop a sustainable research culture. The Committee strongly encourages the Department to establish a formal research governance framework, reserve faculty research time, increase research output, strengthen participation in externally funded projects, and ensure that research activity becomes an integral component of academic life.

The Committee further recommends increasing the proportion of full-time academic staff involved in the delivery of core courses, expanding opportunities for internships and experiential learning, strengthening industry participation in curriculum review, and enhancing mechanisms for monitoring graduate employability and programme impact.

As a Department operating at the forefront of technological developments, the EEC strongly recommends the development of a comprehensive Artificial Intelligence (AI) Teaching and Learning Policy. The policy should provide a clear framework governing the use of AI tools by students and staff, including their use in coursework, assessments, software development activities, final-year projects, and research. It should promote responsible and ethical use of AI while ensuring academic integrity, transparency, and fairness in assessment. The policy should also support staff development and encourage the thoughtful integration of AI technologies into curriculum delivery and learning activities. Given the increasing impact of AI on computing, business, and society, such a framework would enhance

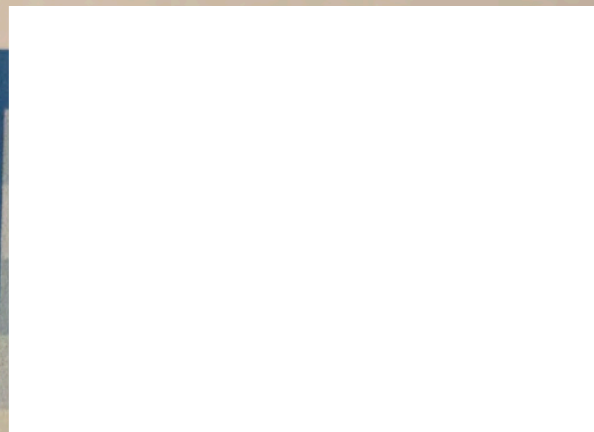
graduate preparedness and help position the Department as a leader in AI-informed education within the Cypriot higher education sector.

Overall, the Committee considers that the Department possesses a solid foundation for future development and is well positioned to strengthen its academic profile further. Subject to the implementation of the recommendations outlined in this report, the Department has the potential to consolidate its position as a growing and internationally oriented academic unit within the American University of Cyprus. The Committee therefore concludes that the Department substantially satisfies the requirements of the CYQAA standards and guidelines, while encouraging continued efforts towards strengthening research capacity, strategic planning, and sustainable growth.



E. Signatures of the EEC

Name
Eleni Mangina
Paolo Ciancarini
Matti Rossi
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Date: 22.6.2026

