Doc. 300.3.1/1

Date: Date.

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

- **Town: Larnaca**

- **School/Faculty: Business Administration and Economics**

- **Department: Management and Marketing**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Business Administration – Management Concentration
In Greek:
Διοίκηση Επιχειρήσεων - Διοίκηση
In English:
 Business Administration - Management
Language(s) of instruction: English

Programme 2 – [Title 2]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC visited the premises of the American University of Cyprus on Monday 31st of August. During this visit we had the opportunity to meet with The Owner / Managing Partners of AUCY is as Follows: Mr. Nicolas Karroulas, Dr. Tarek Sadek – Lebanon and Dr. Mark – Antoine Zabbal – Lebanon. Further the EEC met members of the University Board of AUCY including Professor Athanasios Gagatsis – Cyprus, Mr. Roland Khoury – Lebanon and Dr. Nabil Chedid – Lebanon. .

The Business Administration – Management Concentration is a new 4-years conventional program of study which is expected to operate in the Winter / Spring semester of the academic year 2021-22.

After a welcome discussion at the Rector's office with the presence of the founders, the DIPAE representative and the representative of the University of Cyprus the welcome and first presentation took place in the department's conference room, based on the submitted Application of the AYCY. An analytical interactive discussion took place between the Accreditation Committee and the representatives of the AUCY in relation to the academic program, the teaching staff, the administrative staff, the number of students and the facilities offered to the students.

The representatives of the AUCY were pointing out the stronger themes of their plans, concentrating mainly on the commitment of the faculty and the administration staff to the Rector's goals.

In the second stage, the Accreditation Committee interviewed all the members of the teaching staff, giving emphasis on their teaching experience and their research potential.

At the third stage the Accreditation Committee discussed with the Head of the AUCY concentrated on financial issues and the viability of this plan. At the end of the discussion the facilities of the AUCY were inspected. More specifically, the Accreditation Committee saw all the premises as various teaching classes, labs and the Library, meeting rooms, staff offices, cafeterias, medical care area, and some open areas. It is needed to mention that already the premises are in a final stage to complete; they are still in a renovated process.

Finally, the 'Application' and associated documents, which were submitted by AYCY and examined, were considered complete, satisfactory and informative.

B. External Evaluation Committee (EEC)

Name	Position	University
Dimitrios Gounopoulos	Professor	University of Bath
Periklis Gogas	Professor	Democritus University
Apostolos Christopoulos	Professor	University of the Aegean
Ms. Rositsa Rouseva	Student	University of Cyprus
Name	Position	University
Name	Position	University

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C.   Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) sub-areas
  (b) standards which are relevant to the European Standards and Guidelines (ESG)
  (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  ### *Findings*

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

Sub-areas

1.1. **Policy for quality assurance**
1.2. **Design, approval, on-going monitoring and review**
1.3. **Public information**
1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *has a formal status and is publicly available*
    - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
    - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - *ensures academic integrity and freedom and is vigilant against academic fraud*
    - *guards against intolerance of any kind or discrimination against the students or staff*
    - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
    - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - *is designed by involving students and other stakeholders*
    - *benefits from external expertise*
    - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
    - *is designed so that it enables smooth student progression*
    - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
    - *defines the expected student workload in ECTS*
    - *includes well-structured placement opportunities where appropriate*
    - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Business Administration – Management Concentration

In general, all the documentation provided to the committee was of reasonable quality and of sufficient detail. As this is a new program of study (in a new university) it is natural that some of the documentation uses the future tense (…. we expect to attract 250-350 students). After the analytical discussion during the present evaluation and the importance that was raised up for the need to have a realistic view of the number of expected students, the representatives of the AUCY are expected to examine the actual student number for the program to be viable. It is welcomed from the Department to come with more details for the number of students in each year of the program.

To graduate with the Bachelor's degree of *Business Administration – Management Concertation*, students are enrolled for eight Semesters. The total number of the earned ECTS for the full-time program is 240. In more detail 54 ECTS correspond to the General Education Courses, 84 ECTS to the Business Core Requirements, 72 to the Major Requirements and 30 to the Electives. The aim to attract a mix of Cypriot and international students can be succeeded due to the English as the teaching language and the collaboration with the University of Massachusetts. In the future the strengthening of this relationship with the University of Massachusetts is will be definitely an advantage for the AUCY. Another advantage of the AUCY in order to attract Cypriot students is that it can be the main university in the region (i.e. the first south east university in the EE) while in the next years it plans to expand its premises to the region of Famagusta and particular in Agia Napa.

The program is well designed with objectives being in line with the institution's strategy. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes derive clearly from the mission statement of the programme. The structure and content include appropriate core courses and electives. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students.

Quality assurance mechanisms are present and they are fairly well aligned with international standards. However, during the departmental presentation, there was an exchange of views on the ways that the quality assurance processes could work more effectively. The committee believes that such measures must be absolutely clear and known.

Moreover, the programme of study reflects the four purposes of higher education of the Council of Europe, that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

It is important to acknowledge that university programmes in the field of Management, Accounting, Banking and Finance are being increasingly tuned to the requirements of professional bodies, thereby attracting higher numbers of exemptions from professional examinations. Thus, AUCY's plan to incorporate part of the professional modules in its teaching content, strengthens the program's overall quality.

Another issue discussed with the representatives of the AUCY was the students' internship which though is not in the plans of this program either on a compulsory or an optional way. However, as the representatives of the AUCY explained it is their commitment to organise annual or semi-annual career days at the premises of the AUCY to bring together students, graduates and firms.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for Business Administration – Management Concentration
1. The depth and the broadness of the program are very good.

2. A sound fraction of the program is taught by full-time faculty.

3. The combination of courses like management, accounting, economics, finance, marketing, international business and computers broadens the learning outcomes of the program, allowing students to acquire and apply meaningful and relevant skills. Although the Accreditation Committee has proposed the inclusion of modules like fintech, banking and corporate governance as compulsory or at least as electives. To include new modules as compulsory there must be a merging between other courses to create space. The Accreditation Committee provided specific proposals on that.

4. The small class size contributes to fostering interactions between academics and students.

5. The skills taught and learnt on the program enhance student employability.

6. There is evidence of good ties with the industry and the local authorities.

7. Interactions with the *University of Massachusetts - Dartmouth* including exchange of staff and students is a very positive dimension of this program.

8. There is a will for further collaborations with institutions from Cyprus, Greece and other E.U. member states and/or other countries.

9. The fact that one of the founders of the University is among the leading firms of Larnaca in real estate could enhance employability of graduates.

To summarise the program of study benefits from internal but also from external conditions. In the first two years it is planned to provide a general knowledge on the topics of management, accounting, economics, computers, statistics, marketing, law, international business and organizational behaviour, leadership and HR management and decision making. In the next two years, the modules emphasise in the areas of strategic management and marketing management. The Accreditation Committee proposed for the merging of the marketing strategies and social

responsibility with ethics and to introduce a course on corporate governance and another course in Banks and banking environment. The courses syllabi are clearly defined and the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance are adequately presented. After the completion of the approval process the AUCY must proceed with a package of well-communicated means to inform the students for all required information related to the program. Among others, information such as the assessment system and the criteria regarding student course performance must be publicly available on the departmental website.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]
Click or tap here to enter text.

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

Areas of improvement and recommendations for Business Administration – Management Concentration
The teaching staff of the program can be increased numerically. Collaborations will help to gain both teaching experience and research quality, while at the same time, visiting staff from other institutions can improve the level of experience for the students.

The EEC recommends using the latest available books in the market. You can provide further suggested textbooks in the module outlines. The final decision for the selected textbook has to take into consideration two dimensions. On the one hand the content to fit with the European business environment combined with examples on European cases and on the other hand to make sure that it is the latest available version(s).

There are some cases where the staff are overload in teaching with 7 or even 10 modules (in certain cases with modules in different areas. This proves that when the Department is ready to provide the program of Business Administration – Management Concentration it is necessary to employ a higher number of teaching staff.

Further, the committee encourages the department to invite academics from leading institutions in Europe and U.S. in order to share their experience and deliver their knowledge to students. Professionals as well should be invited to host visiting lecturs in addition to the Erasmus plus mobility program.

Also, there is a proposition to become a member of the ASECU youth to give the opportunity to the students to participate in the annual conferences – summer schools.

During this daily visit to the premises of the AUCY the Accreditation Committee had the opportunity to visit also the Library which operates both on a conventional way and electronically with access to different libraries. The Accreditation Committee encouraged the AUCY to promote synergies in order

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to connect electronically with more libraries, among which the library of the University of Massachusetts. Another recommendation of the Accreditation Committee was to include in the library the proposed textbooks of all the modules in several copies and to encourage students to read also other books further to the recommended one.

The EEC feels that more generous investment in databases (WRDS, Thomson One Banker) is needed. The availability of such databases would help both students and academic staff in doing premium research. Specifically, students would be able to accustom themselves with the main financial databases. Second, access to these databases would benefit the academic staff with their research.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		Business Administration – Management Concentration	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Choose answer	Choose answer
1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer

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

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Business Administration – Management Concentration

There is a well-structured, effective and well-implemented educational process. There are well-documented educational procedures engaging the Head of the Department of Management the marketing team, teaching staff and the students. The proposed management of the program of study does not seem to encounter major problems. The department successfully applies ECTS. There is good evidence of structured and well-organised taught material (lecture presentations, good blending of theoretical material and practice, independent study, etc).

How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).
How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?
How is the development of students' general competencies (including digital skills) supported in educational activities?
How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?

As the program is new and yet there are no students, it was not possible to examine samples of past examination papers. However, it appears that the quality assurance system of AUCY has the capability to capture relevant information for the assessment of the program and to evaluate at regular intervals curricula; courses; admission procedures for students; requirements for enrollment at the University; methods of attracting new students; designing programs; learning outcomes; teaching methods; and organising academic and administrative staff.

The American University is committed on the implementation of an internal system of quality assurance and evaluation based on the guidelines and the European standards for quality assurance in higher education.

Particularly, the purpose of the AYCY is to establish the appropriate standards through which the validation process for new programs will ensure that the academic rationale will be fully understood, the requirements for students to achieve the learning outcomes will be clear and the required resources to deliver the program at acceptable standards that meet the university's vision are available.

During the interactive discussion the AUCY's representatives, explained that the validation process involves different bodies with specific roles. The Program Originators body develops new ideas within a Faculty, Institute, Centre or School. After that, the Department body is responsible for the approval of the proposals in 2 stages and finally the Board of Faculty, Institute, Centre or School is considering the proposals of the previews 2 stages and makes recommendations to the Senate through the Program Validation Committee (PVC).

Once the Senate has approved an academic program, there are 2 main stages in the overview process, where the first stage concentrates on the practicality and feasibility of the idea as it has

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been generated as a part of the university's vision and the second focuses on the design and detailing of the program.

The Academic Program Quality and Resources Unit (APQRU) is responsible for providing administrative support to the academic staff in the planning stages of new courses to ensure that the offered program is in line with regulations.

The PVC is responsible for recommending decisions for the Senate approval after analyzing the documentation at both stages. The Reviewer is responsible to provide expert feedback on various aspects. The Senate is responsible for the approval of the academic programs and the Council is responsible for the approval of additional funding if necessary, for the implementation of the program.

In total the 2 main stages are divided into 11 stages. The first 5 consist the 1st main stage and the next 6 stages consist the 2nd main stage.

As far as the staff is concerned, the view of the Accreditation Committee is that the academic staff seems to be very active in teaching but in terms of research there is a need to work strongly. The Accreditation Committee strongly believes that it is necessary for the academic staff to emphasize more in research and for that, there must be encouragement to participate in high standard conferences abroad and to attempt publishing in high quality journals.

The quality assessment practices affect also the students, the staff and the auditors and in this sense assessment procedures have to be transparent and clear towards them in order to be sure that they know how their work is judged. For the students, assessment procedure aims to promote learning by providing feedback on their work and by evaluating the extent to which they have achieved the required outcomes of the program. The methods of assessment which are applied to evaluate the students' performance in a particular program are aiming to test deferent types of skills. To choose the most appropriate method of assessment the principle of constructive alignment is applied in order to determine the learning needs for the students and the learning outcomes, while for the teaching staff the learning outcomes drive the assessment.

The role of each subject in the overall program is assessed by concentrating on the specific knowledge provided as a basic course or as a prerequisite for future professional or academic skills.

Is the teaching staff using new technology in order to make the teaching process more effective?

Teaching staff is using contemporary teaching methods and technology to deliver their courses.

How is it ensured that theory and practice are interconnected in teaching and learning?

Given that this is a discipline with a strong practical orientation, the course syllabi show evidence that lecturers ensure the interconnectivity between theory and practice.

How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?

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The institution does not plan to organize practical training. The view of the Accreditation Committee is that such opportunity must be offered at least on an optional level for students. The EEC recommends to engage them at the end of their practical experience on submitting a short essay on the topic of their work place.

Are students actively involved in research? How is student involvement in research set up?
The AUCY expects from the students to involve with research after their 3rd year. However, there is not a plan on how this will be achieved. The Accreditation Committee it is necessary to describe the research framework for the academic staff. This could be done by setting the research requirements to the advancement of the academic staff (number of papers, number of citations) together with the teaching and administrative requirements.

How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?
The program is new and such cases shall be examined when the program will be offered. However, during the discussion with the academic staff the people of AUCY made it clear that essays will be required in all courses. However, research studies by the students were not discussed.

How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?

The teaching staff provides feedback on the students' performance by evaluating the extent to which students have achieved the desired learning outcomes of the program. Each student receives a grade according to his/her performance in order to guide for future progress decisions and to provide information to employers or higher educational providers.

The criteria for assessing student performance are clearly defined and communicated to the students for each course.

As the program is new it was not possible to discuss with student representatives about the usefulness of the feedback provided by the academic staff during the stages of their studies.

How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?
This is ensured through adherence to the relevant academic regulations underpinning assessments and the quality assurance system in place capturing, monitoring, evaluating and reporting such information.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for Business Administration – Management Concentration
Click or tap here to enter text.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for Business Administration – Management Concentration [Title 3]
The new *BSc in Business Administration – Management Concentration* at the American University of Cyprus seems to compare favourably with relevant undergraduate degrees offered in Cyprus by private universities. The learning objectives of the intended programme are well-aligned with the program aims and objectives, and there is evidence that they are effectively communicated to the students (e.g. through the course handbooks). Also, the design of the program as well as the learning mechanisms in place are appropriate for the effective delivery of the learning objectives.

The course leaders responsible for the program and the administration associated with the program are experienced and committed to its delivery. There is also a team of dedicated administrators involved with the provision of various types of student support (library, accommodation, student welfare, etc).

The internal quality assurance committee and processes appears to be effective. The quality assurance of the program of study is ensured through active participation of the academic staff that feeds information into the existing quality assurance system. The procedure of quality assurance of the programme of study is well communicated in the application material and this information was supplemented by the presentations/ interviews taking place during our visit.

The program is of a small size and this results in a friendly and collegiate environment among and between teaching/ administrative staff and students. The current students appear to be satisfied with the quality of the program.

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

Areas of improvement and recommendations for Business Administration – Management Concentration
The international aspect of this English-speaking program will enhance in accordance to the extent of the collaboration with the *University of Massachusetts- Dartmouth* and the exchange of staff and students among the two universities. However, the concentration to the student exchanges to/from other European Erasmus collaborating institutions could further increase the internalisation of the university. Also, other organisations like ASECU youth are recommended by the Accreditation Committee to give the opportunity to both undergraduate and postgraduate students to have an experience in research but also the teaching staff to gain further experience in teaching.

The links with the local businesses/market and public authorities must be enhanced on a more stable way. For that special professional seminars can be provided on a tailored made or fixed content way. This is going to improve the employability of graduates. Also the possibility of internships for students could be re-examined at least on an optional basis.

The entrance requirements must be clear and rational. The possibility to have classes with different level of students may create problems to the teaching process. To ensure that students will be at a minimum acceptable level it is maybe necessary to require higher average grades from high school.

The program requirements for the English language seems to be low for an English-speaking program. For example, from past experience, students with scores below IELTS 6.0 find it difficult to function properly on an all English programme. If necessary, the department could create or enhance a support network for students struggling with their English language skills. Such support may be more difficult to provide however once student numbers on the program exceed a certain threshold.

The Accreditation Committee requested from the AUCY to create a standard process of re-evaluation of the program of studies in case of emerging conditions that require to modify specific modules.

It would advance the standing of the School if it were to become a member of international business school accreditation schemes. This would demand the appointment of more international faculty and it is an effort that could be made in the near future.

Areas of improvement and recommendations for [Title 2]
Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Business Administration – Management	[Title 2]	[Title 3]

		Concentration		
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Partially compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer

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3. **Teaching staff** *(ESG 1.5)*

> **Sub-areas**
>
> **3.1. Teaching staff recruitment and development**
> **3.2. Teaching staff number and status**
> **3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

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- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for *Business Administration – Management Concentration*
The Accreditation Committee met with all teaching staff involved with the programme. Most of the teaching staff holds a Ph.D. The rest of the staff that does not hold a Ph.D. have an M.Sc. and in most cases they are also professionally accredited. During the interview, the academic staff seemed to be engaged and professional, and with excellent English language skills.

In addition, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seemed to acknowledge the value of doing research for an educational institution and they committed to make a good effort to this direction).

Also, teaching staff seems to be in favour of participating in exchanges through the Erasmus plus mobility program.

How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?

It appears that feedback on teaching activities is provided via the existing quality assurance processes. Although teaching staff is of younger age and familiar with new technologies, it will be helpful for them if the university organise on a regular basis special seminars for training in teaching methods, adult education and new technologies (e-learning, distance learning).

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How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?

As the representatives of the AUCY said to the Accreditations Committee teaching performance is assessed via student feedback questionnaires for each course. The link between teaching performance and related remuneration of academic staff is not clear however.

Is teaching connected with research?

The subject specialisation of the faculty members is related to the courses to be delivered. The members of the teaching staff appear to have not sufficient publications in their field of expertise. The number of courses taught by the faculty members is claimed to be adapted to international academic standards and follows the guidelines of the CYQAA so that the quality of the studies is guaranteed and the teachers have sufficient time to conduct research, communicating the results of their research via conferences and publications, and disseminating their findings through lectures.

Overall, the committee recommends the inclusion of related research academic papers in the reading lists of the courses, particularly so the research work of AUCY faculty. Updating the textbooks used across courses (as suggested above) would also help.

Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?

There seem to expect having a regular exchange and visits between the AUCY faculty and other Erasmus plus partner institutions. We recommend an expansion of similar collaborations and mutual visits with other HEIs both domestically and abroad.

What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?

The EEC looked carefully the workload of the existing teaching personnel and its feeling is that it is heavy. Many academics are going to teach six modules while Cynthia Jabbour Sfeir is assigned to teach ten modules!!! Surprisingly not al those modules relate to each other as she will teach Accounting, Operations Management and Business Research. We should highlight here that in leading universities each academic teaches two modules while in lower tier institutions those can be increase to four. It is above our imagine how a member os staff will be able to teach ten modules.

Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?

From our review of the internal evaluation report of the program as well as our discussions with faculty such evaluations do take place and are taken into account in the quality assurance processes of the University. The committee asked for more evidence about how student feedback further informs program development. The committee also recommends an exit questionnaire administer to the graduates about their entire program experience.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

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

Strengths for Business Administration – Management Concentration

On the strength of the program we could consider the experience that teaching personnel has on delivering in class.

The EEC appreciated the idea of providing case studies in the class. This may include an additional cost but this is going to be a good practice of education.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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

Areas of improvement and recommendations for Business Administration – Management Concentration

Major issue is the heavy workload that teaching personnel is going to have. This is above any expectations considering the Greek and British Academic systems.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area	*Partially Compliant*		
	Business Administra tion –	[Title 2]	[Title 3]

		Managem ent Concentrat ion		
3.1	Teaching staff recruitment and development	Partially compliant	Choose answer	Choose answer
3.2	Teaching staff number and status	Partially compliant	Choose answer	Choose answer
3.3	Synergies of teaching and research	Partially compliant	Choose answer	Choose answer

4. Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

> **4.1. Student admission, processes and criteria**
> **4.2. Student progression**
> **4.3. Student recognition**
> **4.4. Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*

The admissions requirement has not been entirely clear. Following the discussion we had during our online visit we got the feeling that American University of Cyprus is aiming to recruit high quality students

- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

This is an issue of high discretion. EEC feels that experience is requires in order fiar decision to take place

- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

N/A

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Business Administration – Management Concentration
American University of Cyprus will follow the European Standards in order to provide the highest of standards in the education of students.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

Strengths

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

Strengths for Business Administration – Management Concentration
The quality of the degree will depend on the strategic decision that the University will take at various stages. Building up reputations is a difficult task and it will require many years until AUCY will achieve it.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]
Click or tap here to enter text.

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

Areas of improvement and recommendations for Business Administration – Management Concentration
N/A

Areas of improvement and recommendations for [Title 2]
Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Business Administration – Management Concentration	[Title 2]	[Title 3]

4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer
4.4	Student certification	Compliant	Choose answer	Choose answer

5. Learning resources and student support *(ESG 1.6)*

> **Sub-areas**
>
> **5.1. Teaching and Learning resources**
> **5.2. Physical resources**
> **5.3. Human support resources**
> **5.4. Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

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5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*

We will start

- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*

   The teaching staff were satisfied from the availability of teaching material and overall the resources that they will have in order to do their work.

- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*

   Yes, the resources are in accordance with actual needs and contemporary requirements

- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

   The classes have be designed in order to have a capacity of 25-30 students. If the enrolment will be higher then the university should consider merging rooms in order to be able and offer high quality space. The EEC recognizes that this will take time so it has not been a concern at this stage.

- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*

The University is new and thus there is no student feedback

- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

  The university has put in place all the required resources in order to offer good learning experience to the students. As a result of this teaching can take place up to 11pm (in order to serve all those student which work) while there are plans in the future in order to be offered classes during the Weekend.

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*

  The university will create friendly facilities for students with special needs. In the main building special care has take place in order to create a lift.

- *How is student mobility being supported?*

  The American University of Cyprus is planning to have collaborations with various institutions in the U.S. This will help the mobility of the students.

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Business Administration – Management Concentration

The AUCY is considering seriously the student support services and has a priority to offer an excellent experience to its students. It may be of minor importance but the building is located next to the see so the students during there break they can have meetings in the café lounge in a very nice environment.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for Business Administration – Management Concentration

We live in the era of COVID-19. Special take care has taken place in order to offer a safe environment to the students (including social distancing between students in the classroom).

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Business Administration – Management Concentration

There will be many challenges in the future so continuous changes and improvement should take place. A University with larger number of students will require more space and facilities.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Business Administration – Management Concentration	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Choose answer	Choose answer
5.2	Physical resources	Compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer
5.4	Student support	Compliant	Choose answer	Choose answer

6. Additional for doctoral programmes *(ALL ESG)*

Sub-areas

    6.1. Selection criteria and requirements
    6.2. Proposal and dissertation
    6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The American University of Cyprus does not consider offering Doctoral Program from the beginning.

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

Click or tap here to enter text.

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

The committee encourages the AUCY to make appointment of teaching staff with Doctoral Degree and prior experience as non-Doctoral academics will not be able to supervise PhDs. The EEC would like to add that a Doctoral program is necessary as it can signal quality among the so many institutions that the Republic of Cyprus has got.

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

Sub-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Non-compliant
6.2	Proposal and dissertation	Non-compliant
6.3	Supervision and committees	Non-compliant

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D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

BSc in Business Administration -Management Concentration

Findings and strengths:

- Overall, this is a well-designed program with the potential to become one of the more successful in the Cyprus.
A well-structured and well-organised program adhering strictly to the ECTS standards.
The program of study is well-designed and delivered in line with its objectives and the University's strategy.
Management, teaching and administrative staff are committed to the delivery of the program.
A well-resourced program.
The process of teaching and learning supports student needs and development.

American University of Cyprus strategy is driven by its commitment to academic excellence, striving to ensure that their teaching and learning are all recognised as being of high quality.

A few points to consider are as follows:

- The EEC feel that some additions improvement can take place in order to improve the module outline. Specifically, we recommend introducing a module in Corporate Governance. The modules aim would be to introduce the student to recent developments in the theory and practice of corporate governance. It should adopt an international perspective by comparing the main corporate governance systems across the world. Through this module the students should be able to describe the difference in corporate control and managerial power across the world; assess the potential conflicts of interests that may arise in various corporate governance environments; critically evaluate the effectiveness of the main corporate governance mechanisms and their impact in firm value; explain the potential consequences of weak corporate governance as well as behavioural biases on corporate decision making and firm value; analyses the development of corporate social responsibility;

- The EEC recommends introducing a module in Banking. Cyprus is famous for the advanced banking systems. The banking sector of Cyprus has seen a surge of activity in the las few years and new initiatives and reforms have set banks on a stronger course to tackle the legacy problems of the 2013 financial crisis. Over the last years banks have successfully raised private capital and maintained strong capital positions, non-performing loans have been slashed in half, while fresh investment through acquisitions has reshaped the banking sector into a more consolidate and agile industry. All the above mentioned should be taught in the class.

- Energy Economics. Cyprus is in the center of energy developments in the area. Cyprus' government recently has reached a deal with US-based company Noble Energy and its joint venture partners, Israel's Delek Group and Royal Dutch Shell to develop the Aphrodite gas field. All those developments are of high interest and should be taught to the students.

- Blockchain-Bitcoin-Cryptocurrency. Shares of the cyber-currency bitcoin have surged in March 2013 as investors seeked safe havens following the unprecedented bailout of Cyprus' banks. The price of one bitcoin has popped 87% since Cyprus began discussing tapping deposits as part of the bailout by the EU and IMF. This has been a unique case study which boosted the cryptocurrency market internationally.

- Articular Intelligence in Economics and Finance: Artificial intelligence is that activity devoted to making machines intelligent, and intelligence is that quality that enables an entity to function appropriately and with foresight in its environment. This is a module that will attract the interest of the students

- Merge CSR with Business Ethics. Both those modules are in great use. Especially the Corporate Social Responsibility is one of the main areas for research internationally. If you can accommodate separately those two modules then we would recommend you to merge them. An alternative would be to offer as elective to the students the CSR module.

- You may consider renaming the 'Senior Project in Business' to 'Dissertation'.

- Overall, the EEC feels this is a program which covers all major disciplines in management including, Finance, Accounting, Strategic Management, Marketing, International Business, Management Information System, Business Ethics, Organizational Behavior, Decision Making.

E.   Signatures of the EEC

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