Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

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

- **Town: Larnaca**

- **Programmes of study-Name (Duration, ECTS, Cycle)**
  Programme 1 - BSc in Computer Science, 4 Years, 240 ECTS
  In Greek: Πληροφορική
  In English: BSc in Computer Science
- **Language(s) of instruction: English**

- **Programme's status:** New
  Programme 2 - BSc in Management Information Systems (MIS), 4 Years, 240 ECTS
  In Greek: Διοίκηση Πληροφοριακών Συστημάτων
  In English:
  BSc in Management Information Systems (MIS)
- **Language(s) of instruction: English**
- **Programme's status:** New

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report(Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on,without changing the format of the report:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

Areas of improvement and recommendations for the BSc in Computer Science and BSc Management Information Systems

1. Prerequisites are not indicated for all classes. The EEC recommends that prerequisites are explicitly listed for each course.

The submitted document **Computer_Science_25_1_2021.docx** contains the latest information regarding the application for evaluation of the BSc in Computer Science. Table 2 contains the course names, course codes and ECTS of the compulsory modules. Pages 28 - 36 contain tables of the major electives names and course codes for all the specializations' modules. All course codes and prerequisite course codes refer to this file only. Annex 2, in page 45, has firstly the latest information of the compulsory courses that appear in Table 2. The courses' syllabi appear sequentially from the first one of Table 2 (p.45 CSC101 Introduction to Computer Science) down to CSC408 Advanced Web Programming in p.99. The major electives for the Artificial Intelligence (AI) specialization are in pages 100-106. The major electives for the Mobile Application and Gaming Development specialization are in pages 107-113. The major electives for the Digital Hardware Design specialization are in pages 114-125. The major electives for the Software Engineering (SE) specialization are in pages 126-138. The major electives for the Management Information Systems (MIS) specialization are in pages 139-151. The major electives for the Network and Communications specialization are in pages 152-163. The major electives for the Maritime Studies specialization are in pages 164-173. The major electives for the Oil and Gas Management specialization are in pages 174-184. The electives for the Business specialization are in pages 185-196. The general electives are in pages 197-201.

The prerequisites for the compulsory courses are the following:
- for CSC101, - for CSC102, - for CSM103, - for CSM104, - for ENG101, CSC102 for CSC106, CSM104 for CSC107, CSC102 for CSC108, CSM103 for CSM109, ENG101 for ENG102, CSC107 for CSC201, CSC102 and CSC106 for CSC202, CSC102 and CSC106 for CSC203, CSM103, CSM104, CSM109 for CSM204, CSM103, CSM104 and CSM109 for CSM205, CSM103, CSM104, CSM109 for CSM205, CSM104, CSC106 and CSM109 for CSC206, CSM109 and CSC202 for CSC207, CSC202 and CSC203 for CSC208, CSC202 and CSC203 for CSC209, CSC201 and CSC208 for CSC301, CSC208 and CSC209 for CSC302, CSC208 and CSC209 for CSC303, CSC208 and CSC209 for CSC304, ENG102 and CSC304 for CSC306, CSC302 for CSC307, CSC304 and CSC306 for CSC308, CSC306 and CSC308 for CSC401, CSM205 and CSM207 for CSC402, CSM205 and CSM207 for CSC403, CSC401 for CSC406, CSC307 for CSC407, CSC203 and CSC402 for CSC408.

The prerequisites for the major elective courses are the following:
ENG102, CSC202, CSM204 and CSM205 for MAI241, CSC201, CSC206 and MAI241 for MAI351, CSC201, CSC206 and MAI241 for MAI352, CSC301 and MAI352 for MAI361, CSC301 and MAI352 for MAI362, MAI361 or MAI362, CSC306 and CSC308 for MAI471, MAI471 for MAI481.
ENG102, CSC202, CSC203, CSM204 and CSM205 for MG241, MG241 for MG351, MG351 for MG361, MG351 and CSC206 for MG362, MG362 for MG471,CSC402, CSC403 and MG471 for MG481.
ENG102, CSM109, CSM204 and CSM205 for MH241, MH241 for MH351, MH351 for MH361, MH351 and CSC301 for MH362, CSC302 and MH362 for MH471. MH351, MH361 and MH362 for MH481.

ENG102, CSC202, CSC203 and CSM205 for MSE241, MSE241, CSC207 and CSC208 for MSE351, MSE351 and CSC302 for MSE361, MSE351 and CSC301 for MSE362, CSC302, CSC303 and MSE361 for MSE471, CSC206, CSC308, CSC207, MSE362, MSE471 for MSE481.

ENG102, CSC201 and CSC202 for MIS241, MIS241 for MIS351, CSC301, CSC302, CSC303 and MIS351 for MIS361, CSC303, MIS241, MIS351 for MIS362, CSC302, CSC303, MSE361 and MIS361 for MSE471, MSE471 for MB481.

ENG102, CSC201 and CSC202 for MNC241, CSC208 and MNC241 for MNC351, MNC351 for MNC361, MNC351 for MNC362, MNC361 and MNC362 for MNC471, CSC307 and MNC471 for MNC481.

ENG102, CSC101 and CSC108 for MM241, MM241 for MM351, CSM204 and MM351 for MM361, MM351for MM362, MM361 and MM362 for MM471, MM471 for MM481.

ENG102, CSC101 and CSC108 for MOG241, MOG241 for MOG351, CSM204 and MOG351 for MOG361, MOG351 for MOG362, MOG361 and MOG362 for MOG471, MOG471 for MOG481.

ENG102, CSC201 and CSC202 for MB241, MB241 for MB351, MB351 for MB361, MB351 for MB362, MB361 and MB362 for MB471, MB471 for MB481.

CSC203 for EL471, CSC203 for EL472, EL471 for EL481, EL472 for EL482.

The submitted document **MIS_25_1_2021.docx** contains the latest information regarding the application for evaluation of the BSc in MIS. Table 2 contains the course names, course codes and ECTS of the compulsory modules. Pages 28 - 36 contain tables of the major electives names and course codes for all the specializations' modules. All course codes and prerequisite course codes refer to this file only. Annex 2, in page 45, has firstly the latest information of the compulsory courses that appear in Table 2. The courses' syllabi appear sequentially from the first one of Table 2 (p.45 MIS101 Principles of Micro Economics) down to CSC208 Communications and Networks in p.99. The major electives for the Artificial Intelligence (AI) specialization are in pages 100-106. The major electives for the Mobile Application and Gaming Development specialization are in pages 107-113. The major electives for the Digital Hardware Design specialization are in pages 114-125. The major electives for the Software Engineering (SE) specialization are in pages 126-138. The major electives for the Management Information Systems (MIS) specialization are in pages 139-151. The major electives for the Network and Communications specialization are in pages 152-163. The major electives for the Maritime Studies specialization are in pages 164-173. The major electives for the Oil and Gas Management specialization are in pages 174-184. The electives for the Business specialization are in pages 185-196. The general electives are in pages 197-201.

The prerequisites for the compulsory courses are the following:
- for MIS101, - for CSC102, - for CSM103, - for MIS104, - for ENG101, CSC102 for CSC106, MIS104 for MIS107, CSC102 for CSC108, CSM103 for MIS109, ENG101 for ENG102, MIS241 for MIS351, MIS107 for MIS471, CSC102 and CSC106 for CSC203, CSM103, MIS104 and MIS109 for CSM204, MIS109 for MIS205, CSM103, CSC106 and CSM204 for CSC206, MIS351 for MIS241, MIS109 for MIS243, CSM204 for MIS209, MIS241 and MIS243 for MIS301, CSC106 for CSC202, MIS241 for CSC303, CSC206 and MIS241 for CSC304, ENG102 and CSC304 for CSC306, MIS301 and CSC202 for MIS361, CSC304 and CSC306 for CSC308, CSC306 and CSC308 for CSC401, MIS361 for MNC471, MIS361 for MIS403, CSC401 for CSC406, MIS361 for CSC407, MIS361 for CSC208.

The prerequisites for the major elective courses are the following:
ENG102, CSC102, CSC106 for MAI241, CSC201, MAI241 for MAI351, MAI241 for MAI352, MAI352 for MAI361, MAI352 for MAI362, MAI352 for MAI471, MAI471 for MAI481.

ENG102, CSC102 and CSC106 for MG241, MG241 for MG351, MG351 for MG361, MG351 for MG362, MG362 for MG471,MG471 for MG481.

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ENG102, CSM103 and CSM204 for MH241, MH241 for MH351, MH351 for MH361, MH351 for MH362, MH351for MH471. MH351, MH361 and MH362 for MH481.

ENG102 and CSC106 for CSC107, MSE241, CSC107 for CSC201, CSC106 for MSE241, CSC106 for CSC207, MSE241 for MSE471, MSE471 for MSE481.

ENG102 and CSC106 for MIS242, CSC106 for CSC302, MIS242 for MIS363, MIS242 for MIS362, MIS363 for MSE471, MIS363 for MSE241.

ENG102 and CSC106 for MNC241, MNC241 for MNC351, MNC351 for MNC361, MNC351 for MNC362, MNC351 for MNC471, MNC471 for MNC481.

ENG102 and MIS351 for MM241, MM241 for MM351, MM351 for MM361, MM351 for MM362, MM351 for MM471, MM471 for MM481.

ENG102 and MIS351 for MOG241, MOG241 for MOG351, MOG351 for MOG361, MOG351 for MOG362, MOG351for MOG471, MOG471 for MOG481.

ENG102 and MIS351 for MB241, MB241 for MB351, MB351 for MB361, MB351 for MB362, MB351 for MB471, MB471 for MB481. **+**

MIS101 for EL471, MIS101 for EL472, EL471 for EL481, EL472 for EL482.

2. Concentration of tasks on the head of department. The EEC recommends a more collegial approach to quality assurance.

The hiring process of the Head of Department took more than 9 months. Dr Evangelides was chosen for his good administrative skills, as he held a similar position at his previous employer. Dr Evangelides is a relatively young person and it is also expected by him to do quality research and perform other activities that Lecturer/Assistant Professors do. Therefore, by no means responsibilities would simply be thrown at him. Various committees will be formed, collective decisions will be made and the weight of serious decisions would initially be placed to the more senior Faculty members at the ranks of Associate Professor and full Professor. Responsibilities will be assigned to the Dean and also at University level if it is required. Therefore, it is implied that a series of committees will be formed in time to spread the burden of decision making and heavy administrative work. Sample committees will include:

1. Quality Assurance Committees at University Level
    I.   Academic Committee
    II. Administrative Committee
    III. Disciplinary Committee
        1.1 The role of the committees:
       1. The Academic Committee will deal with all matters related to the academia and graduation of students.
       2. The Administrative/Managerial Committee will deal with all matters related to the correct functioning of the University.
       3. The Disciplinary Committee will deal with all matters related to disciplinary issues that may appear in a University environment.
       1.2 Composition and function of the committees:

I. Academic Committee
    Composition
      1. University Level representative
      2. The Dean of the Faculty
      3. The Head of the Department
      4. The Program Coordinator.

5. An admission representative
6. A student representative

Duties and Responsibilities

- Consider the reports of committees of inquiry concerning academic levels attained in the University
- The Academic Committee with FDC are responsible for the recruitment of the faculty staff
- Monitor the criteria for progress, promotion and graduation of students
- Monitors the implementation of curricula, their effectiveness and learning levels
- Internal recommendations are prepared for the Dean of the Faculty and the Rector on matters related to general academic activities of the University and especially the efficiency and teaching quality of teaching and the students' achievements

II. Administrative Committee

Composition

1. Program Coordinator
2. The Director of Administration and Finance
3. A member from the Deans.
4. The Library Manager

Duties and Responsibilities

- Implements administrative policy as formulated by the AUCY Council.
- Submits recommendations to the Dean of the Faculty and the Rector regarding the implementation of administrative policies and problems that arise.

III. Disciplinary Committee

Composition

1. University Level representative
2. Dean of the Faculty
3. The Head of the Department
4. Program Coordinator.
5. A representative of the teaching staff
6. A student representative

Duties and Responsibilities

- Examines misconduct and general differences of students or academicians
- Impose penalties.
- Reports to the Rector of the University

2. Teaching, learning and student assessment
   (ESG 1.3)

1. The EEC recommends that before the beginning of the first academic year of the department, assessment procedures have been formulated and the teaching staff is familiarized with them. Good practices emerging from the collective experience of the teaching staff should be promoted.

For a more accurate and more valid assessment of teaching performance of necessity AUCY will gather information on all five dimensions of teaching performance (content expertise, instructional design skills, instructional delivery skills, instructional assessment skills, course management skills). More specific this might include (1) students' perceptions and reactions to various aspects of the instructor's delivery, course design, and assessment methods; (2) information from peers, and perhaps informed experts, on the quality of the instructor's design and assessment skills; (3) information from peers and department heads or supervisors on content expertise; and (4) information from the department head or supervisor on the instructor's course management. Finally in AUCY, the instructor himself/herself will use Faculty self-assessment to evaluating teaching.

The FDC use faculty self-assessment in the context of articulated department norms around self-assessment as core data in the evaluation of teaching.

Research: Teaching Statements and portfolios

A Teaching Statement provides a central way for FDC to assess an instructor's pedagogical practices and the reasoning behind them. Additionally, instructors may produce a teaching portfolio to demonstrate and evidence claims in the Teaching Statement.

I. Teaching Statements

As a purposeful essay on teaching values and practices, the teaching statement, sometimes known as a Teaching Philosophy Statement, provides an opportunity to reflect on and communicate what individual instructors do and why. In one to two pages, Teaching Statements often include:

- **Description:** The instructor's pedagogical goals and teaching practices that support them
- **Analysis:** Reflection on teaching and how this informs teaching practices
- **Empirical data:** Experiences or observations of student learning on which decisions about teaching are based

II. Teaching portfolios

A teaching portfolio is a collection of materials documenting teaching goals and practice in support of the Teaching Statement. Teaching portfolios can be "flexible enough to be used for review and promotion decisions or to provide the stimulus and structure for self-reflection about areas in need of improvement.

Documents should be well organized and annotated in a teaching portfolio to illustrate and evidence an instructor's teaching philosophy; materials may include:

- Teaching Philosophy/Statement
- Short-term and long-term teaching goals
- Teaching responsibilities
- Teaching objectives, strategies, methodologies
- Evidence of student learning (cognitive or affective)
- Evidence of innovation

- Student evaluations for multiple courses using summative questions
- Classroom observations by faculty peers or administrators
- Review of teaching materials by colleagues inside or outside the institution
- Representative and detailed course syllabi
- Teaching recognition and awards

Course portfolio

A course portfolio can serve as a powerful tool for reflection and self-evaluation from year to year.

Contents: Syllabus, course materials, assignments, critical analysis of teaching, faculty reflection, and student feedback.

Regularly recording brief reflections on course materials helps instructors understand what to keep and/or change when they teach the class again.

Guiding questions might include:

- What did I improve or innovate in this course?
- What well this quarter? What do I think supported student learning?
- What did students learn?
- What does my students' performance say about the effectiveness of teaching practices?
- What assignments, readings, etc. will I keep the next time I teach this course?
- What resources do I need to support my teaching?
- How can I teach this better next time?

2 The EEC expects that induction activities will take place at the beginning of the academic year, some of them organized at Faculty or University level. We recommend that the Department gets actively involved with them.

This service is designed to welcome new students to the University community through various academic and recreational activities to facilitate the process of settling into a new and unfamiliar environment. Therefore, this service has been developed to:

- Organize and carry out **Orientation days** every semester, at least one week prior to the beginning of classes. Student Affairs officers with faculty and staff are available to show students around the University advise on University policies and regulations and explain student rights and responsibilities..
- Organize and coordinate the **Student Union**

Organize and coordinate various **student recreational activities** at the AUCY and in other areas that are appropriate in collaboration with the faculty members and the student union representatives.

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3. Teaching Staff
   (ESG 1.5)

1 The EEC recommends that the Faculty Development Centre is deployed as soon as feasible, and that at a later stage the Department creates its own professional development program.

During the interviews we had with all the candidates and more importantly with the ones we decided to sign MOUs and proceed with their employment, we have agreed with each particular members a path to be followed within the next three years. Each member of staff will be closely monitored, mentored, participate in all University activities, and, conduct teaching and research activities. All members have been initially ranked at University level by clear procedures open to all candidates for discussion. We have agreed with each particular member the areas that need to be developed either personally or with our assistance. We agree with the EEC that a more formal way needs to be created for faculty development purposes and, thus, we have already initiated a basic planning that will be heavily expanded as the beginning of the Fall 2021 is approaching.

Therefore, the **Faculty Development Center** to be developed is reaffirming the University's commitment to support and promote faculty development, initially on teaching techniques.
 In pursuit of this goal, AUCY will:
- Formalize and document the regulations and practices related to the teaching and research activities expected by each faculty member individually.
- Introduce a Faculty Ranking System, according to the individual performances
- Adjust the teaching Load, according to faculty ranking
- Organized various talks and seminars related to faculty development and improvement of the teaching methodologies suitable for teaching to Computer Science students

Provides funding for faculty members to continue their professional development through: a) leave of absence for research, b) additional graduate work in each faculty's field, c) attendance of professional meetings, and d) in-service training.

Recruitment

Recruitment is based on the vacancy's requirements. For all academic positions, applicants must be holders of a doctoral degree from recognized universities in Cyprus or abroad. Furthermore, research work, teaching experience are mandatory. The recruitment process is carried out after a thorough evaluation of the CVs of each candidate member by the Hiring Committee and the leading Chair. The Department is voting for the candidates to be further invited for a formal interview. The process of development of members of the academic staff is achieved by evaluating their teaching and research performance over a set period of time.

Career Advancement Planning for academic staff

Promotion for faculty members at AUCY is based on specified competencies, qualifications, experience and other relevant factors. A major requirement for promotion from one rank to another is teaching quality, research, service to the Community, continuous commitment and dedication to the AUCY. Upon employment every faculty member goes through a number of evaluations which influence the promotion.

Promotion Criteria

Advancement in faculty rank depends on the following criteria:
- Fulfillment of the minimal criteria for appointment to rank.
- Evidence of high competency in teaching.
- Evidence of positive contributions to the overall development of the individual's program area

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within the Department.
- Evidence of service to the AUCY and Community in general.
- Membership and participation in professional national and international societies.
- Research and scholar publications or recognized creative work in the individual's field of research.

Necessary documentation for Promotion
To be considered for advancement in rank, the faculty member will be evaluated based on the following:
- Peer to Peer evaluation review
- Faculty Presentation review
- Head of program of studies review
- Student Evaluations
- Evidence of research and scholar publications in peer reviewed journals
- Evidence service to the AUCY and Community in general
- Evidence of membership and participation in professional societies
This proposal has been submitted to the University Council for further consideration.

Faculty Development Center Statement
1. Purpose of the center
This policy outlines the commitment of AUCY to faculty development and identifies the principles and mechanisms by which the Faculty Development Policy is implemented and reviewed.
2. Introduction
Faculty development will include the personal and professional development that enables individuals and groups to achieve their full potential and contribute to the provision of excellent teaching and develop research at AUCY.
The Faculty Development Committee will be responsible for disseminating policy and procedures for faculty development and for monitoring the effectiveness of faculty development policy and procedures, and for their on-going modification and improvement. Faculty development activities are vital to the quality assurance of teaching, research and administration.

3. Faculty development principles
Faculty development can be defined as any activity which enhances faculty skills, knowledge, competences or working practices and may include (but is not limited to):
- Program development
- Attendance and contributions at national and international conferences, meetings and symposia
- Vocational training (internal or external)
- Faculty development activities structured by AUCY or their partners
- Curriculum development and enhancement
- Active involvement with professional bodies
- Active involvement in national and international research teams
- Application for professional recognition of Academies and other professional bodies
- Supervision of research candidates
- External Examination
- Participation in internal or external validation, approval or review events

4. Equality statement

There will be equality of access to faculty development opportunities for all AUCY faculty without prejudice to gender or sexual orientation, race, ethic or national background, marital or parental status, disability, religion, or age.

5. Roles and Responsibilities – The Faculty Development Committee

The Faculty Development Committee consists of the following:
- Dean of the School
- Research Coordinator
- Program Coordinators
- Director of Academic Affairs : Vice – President
- Head of the Department

The Faculty Development Committee will responsible for the development, revision and implementation of the faculty development policy.

The Faculty Development Committee will be responsible for:
- developing partnerships with relevant bodies and sections, both internal and external to the AUCY (e.g. Health &Safety)
- communicating information regarding faculty development opportunities
- contributing to and implementing the faculty development elements of current AUCY Policies
- reporting on and monitoring faculty development activity
- assessing the quality of AUCY faculty Development

6. Roles and Responsibilities – Individuals

Current and new faculty may identify their own needs for training and faculty development as their roles and responsibilities change over time and as they reflect on their current practice. Faculty development needs may also be identified through other ways – for examples: skills and research audits, peer review and peer observation feedback, through the regular program of faculty appraisal, from student feedback or through feedback from external reviewers, valuators or professional bodies.

Individual members of faculty of AUCY will be encouraged to take responsibility for their own professional and career development. All will invited to take advantage of centrally-provided opportunities for faculty development, according to the demands of their particular role.

7. Quality Assurance

The Faculty Development Committee will evaluate faculty development provision by verbal feedback, questionnaire, feedback from others and self-assessment, and will review practice within the Committee.

8. Resourcing the faculty development policy

The faculty development policy will be resourced through a variety of sources and incentives. There is a central contribution from AUCY to support the generic faculty development program which provides a limited amount of funding for any external suppliers of faculty training.

AUCY will also undertake (wherever reasonably practicable) to accommodate members of faculty who are attending conferences and symposia where that member of faculty is giving a paper or poster that is expected to lead to a significant publication that will include the affiliation of AUCY. All applications for such support must be made through the Faculty Development Committee in advance of attending conferences.

4. Students

(ESG 1.4, 1.6, 1.7)

1 Establishing the reputation of the program will require a close monitoring of the trade-off between quality and quantity of students.

To ensure the reliability, usefulness and appropriateness of the learning resources of the academic programs, the department through the Internal Quality Committee is responsible to review them and make recommendations to the Dean and the Rector's office

To ensure that the consistency of quality standards are maintained, this process ensures that:
- The learning objectives are clear and consistent;
- Appropriate grade and reading levels are unreliable;
- Assessment is fit for purpose for each module/unit;
- Academic content is accurate, objective and reliable;
- Various Learning Methods
- Evidence of learning outcomes are aligned with high-quality assessments.

Composition of Internal Evaluation Committee	
Name	**Title**
Prof. Marc Zabbal	Rector
Prof. George Phylactou	Vice-Rector
Prof. George Dekoulis	Dean of the Faculty of Sciences and Technology
Dr. Pavlos Evangelides	Head of the Department
Dr Stavros Katsaronas	Faculty Member
Farid Haikal	Director of Admissions
-	Student Representative

5. Resources
(ESG 1.6)

1 The EEC Effective information of students and the facilitation of their participation in the improvement of the educational process should be supported by the appointment of academic study advisors, who will take on the role of informing the students about the possibilities they have in relation to the improvement of educational process.

Academic advising plays an important part in a student's registration and academic performance at the University. Each student receives planning and academic advice from the Academic Advisor, Head of Department and the Program Coordinator. The Academic Officer/Advisor will assist students in pre-registration and registration and will advise them regarding their academic pathway and degree requirements. The Head of Department and the Program Coordinator are senior faculty members and can counsel students in their major area of specialization. The students' opinions will always be heard and actions will be taken to improve the University's services and academic programs.

2 No information about the library has been included in Annex 4, despite all related references in the application.

The University will ensure that it has at its disposal buildings and infrastructure facilities adequate to support its programs.

Such facilities will include:

• Classrooms, amphitheaters and other specialized rooms suitable for the delivery of courses.

• Multi-purpose rooms and laboratories with state of the art equipment for courses and for research.

• Satisfactory libraries for use by students and faculty. By September all necessary publications will be available by the University's library. Heavily usage on online digital libraries is also recommended, as it is a common habit of all modern Universities. We will eventually subscribe to the world's most important libraries suitable to the subjects that the University will be teaching. Sample libraries to be used include open access libraries, such as EBSCO,EMERALAND etc. Agreements with existing physical libraries that already exist in Cyprus are possible. It is a common technique followed by all Universities in Cyprus.
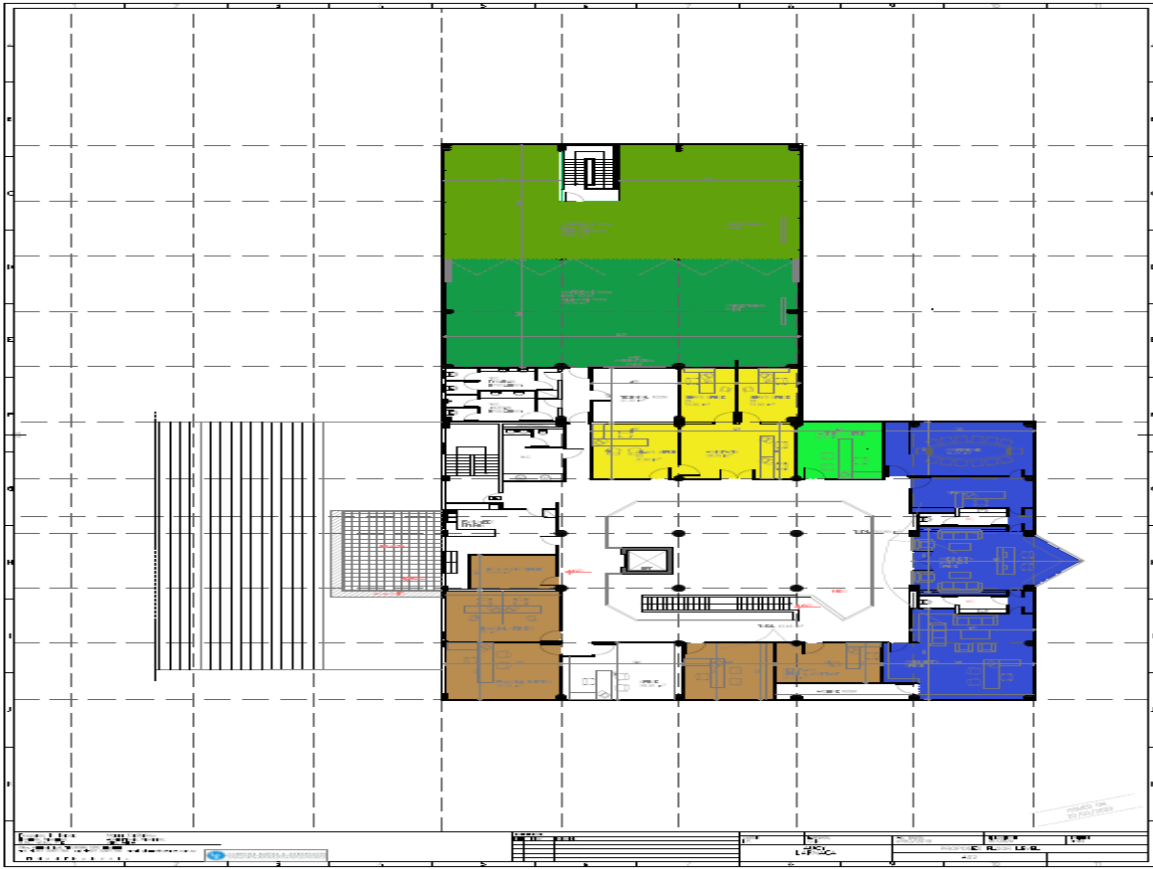
• Computer services and Internet access for the needs of students, faculty and administrative staff.

• A variety of audio-visual and other means including databases and the Internet.

• Bookshops carrying textbooks and school supplies.

• Photocopy centers for report preparation and printing.

• Canteens, cafeterias and other foodservice areas.

• Gym centers and sport facilities.

• Areas for other student, faculty and staff services.

(b) The University's premises and general infrastructure will have adequate provisions for safety and for persons with special needs.

(c) Details about the premises and infrastructure are given in the Development Plan.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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6. Additional for distance learning programmes
   (ALL ESG)

N/A

7. Additional for doctoral programmes
   (ALL ESG)

N/A

8. **Additional for joint programmes**
   (ALL ESG)

N/A

B. Conclusions and final remarks

The overall design of the curriculum in both programs is well-structured and scalable, largely oriented towards its purpose and objectives. At the same time, the curricula clearly define the desired learning outcomes, the content, the teaching and learning approaches and the way of evaluating the performance of the students. The EEC has identified the following areas for improvement:

As it can be seen from our submitted files we have already adapted the EEC's comments and we taken extra measures to reinforce the quality of the two programs. After talking to our professors and our external research partners that include Airbus, NASA, Hellenic Air Force, Demokritos NCSR, Hellenic Police, Prometheus Space Technologies, Hellenic Aerospace Industry, Plymouth University etc we have added the Artificial Intelligence specialization as our primary aim of focus independent of the application.

We have established the Artificial Intelligence unit that will undertake state-of-the-art research programs with our world class partners mentioned and other not mentioned at this stage. On going collaborations exist with world class European and American Universities.

Both programs are currently presented to you at their maximum potential, as of the time of the writing. We are constantly improving everything related to AUCY.

☐ **Prerequisites should be explicitly listed for each course, also for the specializations.**

All prerequisites have been stated in section 1. Inside our updated files for the courses you will find the latest and final information regarding the two programs.

They are also relisted below for the convenience of the reader:

The submitted document **Computer_Science_25_1_2021.docx** contains the latest information regarding the application for evaluation of the BSc in Computer Science. Table 2 contains the course names, course codes and ECTS of the compulsory modules. Pages 28 - 36 contain tables of the major electives names and course codes for all the specializations' modules. All course codes and prerequisite course codes refer to this file only. Annex 2, in page 45, has firstly the latest information of the compulsory courses that appear in Table 2. The courses' syllabi appear sequentially from the first one of Table 2 (p.45 CSC101 Introduction to Computer Science) down to CSC408 Advanced Web Programming in p.99. The major electives for the Artificial Intelligence (AI) specialization are in pages 100-106. The major electives for the Mobile Application and Gaming Development specialization are in pages 107-113. The major electives for the Digital Hardware Design specialization are in pages 114-125. The major electives for the Software Engineering (SE) specialization are in pages 126-138. The major electives for the Management Information Systems (MIS) specialization are in pages 139-151. The major electives for the Network and Communications specialization are in pages 152-163. The major electives for the Maritime Studies specialization are in pages 164-173. The major electives for the Oil and Gas Management specialization are in pages 174-184. The electives for the Business specialization are in pages 185-196. The general electives are in pages 197-201.

The prerequisites for the compulsory courses are the following:
- for CSC101, - for CSC102, - for CSM103, - for CSM104, - for ENG101, CSC102 for CSC106, CSM104 for CSC107, CSC102 for CSC108, CSM103 for CSM109, ENG101 for ENG102, CSC107 for CSC201, CSC102 and CSC106 for CSC202, CSC102 and CSC106 for CSC203, CSM103, CSM104, CSM109 for CSM204, CSM103, CSM104 and CSM109 for CSM205, CSM103, CSM104, CSM109 for CSM205, CSM104, CSC106 and CSM109 for CSC206, CSM109 and CSC202 for

CSC207, CSC202 and CSC203 for CSC208, CSC202 and CSC203 for CSC209, CSC201 and CSC208 for CSC301, CSC208 and CSC209 for CSC302, CSC208 and CSC209 for CSC303, CSC208 and CSC209 for CSC304, ENG102 and CSC304 for CSC306, CSC302 for CSC307, CSC304 and CSC306 for CSC308, CSC306 and CSC308 for CSC401, CSM205 and CSM207 for CSC402, CSM205 and CSM207 for CSC403, CSC401 for CSC406, CSC307 for CSC407, CSC203 and CSC402 for CSC408.

The prerequisites for the major elective courses are the following:
ENG102, CSC202, CSM204 and CSM205 for MAI241, CSC201, CSC206 and MAI241 for MAI351, CSC201, CSC206 and MAI241 for MAI352, CSC301 and MAI352 for MAI361, CSC301 and MAI352 for MAI362, MAI361 or MAI362, CSC306 and CSC308 for MAI471, MAI471 for MAI481.
ENG102, CSC202, CSC203, CSM204 and CSM205 for MG241, MG241 for MG351, MG351 for MG361, MG351 and CSC206 for MG362, MG362 for MG471,CSC402, CSC403 and MG471 for MG481.
ENG102, CSM109, CSM204 and CSM205 for MH241, MH241 for MH351, MH351 for MH361, MH351 and CSC301 for MH362, CSC302 and MH362 for MH471. MH351, MH361 and MH362 for MH481.
ENG102, CSC202, CSC203 and CSM205 for MSE241, MSE241, CSC207 and CSC208 for MSE351, MSE351 and CSC302 for MSE361, MSE351 and CSC301 for MSE362, CSC302, CSC303 and MSE361 for MSE471, CSC206, CSC308, CSC207, MSE362, MSE471 for MSE481.
ENG102, CSC201 and CSC202 for MIS241, MIS241 for MIS351, CSC301, CSC302, CSC303 and MIS351 for MIS361, CSC303, MIS241, MIS351 for MIS362, CSC302, CSC303, MSE361 and MIS361 for MSE471, MSE471 for MB481.
ENG102, CSC201 and CSC202 for MNC241, CSC208 and MNC241 for MNC351, MNC351 for MNC361, MNC351 for MNC362, MNC361 and MNC362 for MNC471, CSC307 and MNC471 for MNC481.
ENG102, CSC101 and CSC108 for MM241, MM241 for MM351, CSM204 and MM351 for MM361, MM351for MM362, MM361 and MM362 for MM471, MM471 for MM481.
ENG102, CSC101 and CSC108 for MOG241, MOG241 for MOG351, CSM204 and MOG351 for MOG361, MOG351 for MOG362, MOG361 and MOG362 for MOG471, MOG471 for MOG481.
ENG102, CSC201 and CSC202 for MB241, MB241 for MB351, MB351 for MB361, MB351 for MB362, MB361 and MB362 for MB471, MB471 for MB481.
CSC203 for EL471, CSC203 for EL472, EL471 for EL481, EL472 for EL482.

The submitted document **MIS_25_1_2021.docx** contains the latest information regarding the application for evaluation of the BSc in MIS. Table 2 contains the course names, course codes and ECTS of the compulsory modules. Pages 28 - 36 contain tables of the major electives names and course codes for all the specializations' modules. All course codes and prerequisite course codes refer to this file only. Annex 2, in page 45, has firstly the latest information of the compulsory courses that appear in Table 2. The courses' syllabi appear sequentially from the first one of Table 2 (p.45 MIS101 Principles of Micro Economics) down to CSC208 Communications and Networks in p.99. The major electives for the Artificial Intelligence (AI) specialization are in pages 100-106. The major electives for the Mobile Application and Gaming Development specialization are in pages 107-113. The major electives for the Digital Hardware Design specialization are in pages 114-125. The major electives for the Software Engineering (SE) specialization are in pages 126-138. The major electives for the Management Information Systems (MIS) specialization are in pages 139-151. The major electives for the Network and Communications specialization are in pages 152-163. The major electives for the Maritime Studies specialization are in pages 164-173. The major electives for the

Oil and Gas Management specialization are in pages 174-184. The electives for the Business specialization are in pages 185-196. The general electives are in pages 197-201.

The prerequisites for the compulsory courses are the following:

- for MIS101, - for CSC102, - for CSM103, - for MIS104, - for ENG101, CSC102 for CSC106, MIS104 for MIS107, CSC102 for CSC108, CSM103 for MIS109, ENG101 for ENG102, MIS241 for MIS351, MIS107 for MIS471, CSC102 and CSC106 for CSC203, CSM103, MIS104 and MIS109 for CSM204, MIS109 for MIS205, CSM103, CSC106 and CSM204 for CSC206, MIS351 for MIS241, MIS109 for MIS243, CSM204 for MIS209, MIS241 and MIS243 for MIS301, CSC106 for CSC202, MIS241 for CSC303, CSC206 and MIS241 for CSC304, ENG102 and CSC304 for CSC306, MIS301 and CSC202 for MIS361, CSC304 and CSC306 for CSC308, CSC306 and CSC308 for CSC401, MIS361 for MNC471, MIS361 for MIS403, CSC401 for CSC406, MIS361 for CSC407, MIS361 for CSC208.

The prerequisites for the major elective courses are the following:

ENG102, CSC102, CSC106 for MAI241, CSC201, MAI241 for MAI351, MAI241 for MAI352, MAI352 for MAI361, MAI352 for MAI362, MAI352 for MAI471, MAI471 for MAI481.

ENG102, CSC102 and CSC106 for MG241, MG241 for MG351, MG351 for MG361, MG351 for MG362, MG362 for MG471,MG471 for MG481.

ENG102, CSM103 and CSM204 for MH241, MH241 for MH351, MH351 for MH361, MH351 for MH362, MH351for MH471. MH351, MH361 and MH362 for MH481.

ENG102 and CSC106 for CSC107, MSE241, CSC107 for CSC201, CSC106 for MSE241, CSC106 for CSC207, MSE241 for MSE471, MSE471 for MSE481.

ENG102 and CSC106 for MIS242, CSC106 for CSC302, MIS242 for MIS363, MIS242 for MIS362, MIS363 for MSE471, MIS363 for MSE241.

ENG102 and CSC106 for MNC241, MNC241 for MNC351, MNC351 for MNC361, MNC351 for MNC362, MNC351 for MNC471, MNC471 for MNC481.

ENG102 and MIS351 for MM241, MM241 for MM351, MM351 for MM361, MM351 for MM362, MM351 for MM471, MM471 for MM481.

ENG102 and MIS351 for MOG241, MOG241 for MOG351, MOG351 for MOG361, MOG351 for MOG362, MOG351for MOG471, MOG471 for MOG481.

ENG102 and MIS351 for MB241, MB241 for MB351, MB351 for MB361, MB351 for MB362, MB351 for MB471, MB471 for MB481. +

MIS101 for EL471, MIS101 for EL472, EL471 for EL481, EL472 for EL482.

☐ **A more collegial approach to quality assurance is adopted to alleviate the load on the head of department and engage faculties.**

It is not part of our intention to burden the Head with extra responsibilities. The Head will follow the academic path we have agreed upon his hiring. Various committees and senior members at the ranks of Associate Professors and Professors will be initially more responsible for stabilizing the committees and all issues related to the smooth operation of the Department of Computer Sciences. Program coordinators exist that will reduce the burden of the Head. Tutors will be assigned for each student that will mentor them through their university life. All of our members of staff are research oriented and we will make sure that provisions are made to each one of them so they can continue their research at a world class pace.

☐ **The criterion of admission of students in relation to the comprehension of the English language should be supported by a better correlation in relation to other international examinations.**

Attracting quality students is the desired case. To do that we gathered the best academicians available at the market. All of them applied through our job advertisements and through crystal clear procedures have been hired. This was appraised by the EEC. We have already established a local and international research centers and the Artificial Intelligence Unit that have already attracted research partners and we are in the process of making research proposals. This will increase our reputation, bring funds to the University, attract even better professors that will in their turn attract the most promising students. It is through our work that we will attract better students. Naturally these students will have high credentials, apart from their English qualifications.

Additionally, students may be required to take AUCY's English free of charge entrance examination, before registering for classes. In case they have passed an internationally recognized English (see below) exam indicating a satisfactory passing grade, then students will directly be admitted to their program of study.

English Qualification	Minimum Grade
TOEFL	530 and above
Computer-based TOEFL	190 and above
Internet-based TOEFL	70 and above
IELTS	5.5 and above
Cambridge Exams (First Certificate)	B and above

☐ **Assessment procedures should be formulated and the teaching staff should be familiarized with them. Good practices emerging from the collective experience of the teaching staff should be promoted.**

All types of assessment procedures will be in place as soon as the courses are accredited, students are attracted and all contracts have been finalized. As we approach the Fall 2021 everything will be in place according to the regulations of Private Universities in Cyprus.

For a more accurate and more valid assessment of teaching performance of necessity AUCY will gather information on all five dimensions of teaching performance (content expertise, instructional design skills, instructional delivery skills, instructional assessment skills, course management skills). More specific this might include (1) students' perceptions and reactions to various aspects of the instructor's delivery, course design, and assessment methods; (2) information from peers, and perhaps informed experts, on the quality of the instructor's design and assessment skills; (3) information from peers and department heads or supervisors on content expertise; and (4) information from the department head or supervisor on the instructor's course management. Finally in AUCY, the instructor himself/herself will use Faculty self-assessment to evaluating teaching.

The FDC use faculty self-assessment in the context of articulated department norms around self-assessment as core data in the evaluation of teaching.

Research: Teaching Statements and portfolios

A Teaching Statement provides a central way for FDC to assess an instructor's pedagogical practices and the reasoning behind them. Additionally, instructors may produce a teaching portfolio to demonstrate and evidence claims in the Teaching Statement.

I. Teaching Statements

As a purposeful essay on teaching values and practices, the teaching statement, sometimes known as a Teaching Philosophy Statement, provides an opportunity to reflect on and

communicate what individual instructors do and why. In one to two pages, Teaching Statements often include:

- **Description:** The instructor's pedagogical goals and teaching practices that support them
- **Analysis:** Reflection on teaching and how this informs teaching practices
- **Empirical data:** Experiences or observations of student learning on which decisions about teaching are based

II. Teaching portfolios

A teaching portfolio is a curate collection of materials documenting teaching goals and practice in support of the Teaching Statement. Teaching portfolios can be "flexible enough to be used for review and promotion decisions or to provide the stimulus and structure for self-reflection about areas in need of improvement.

Documents should be well organized and annotated in a teaching portfolio to illustrate and evidence an instructor's teaching philosophy; materials may include:

- Teaching Philosophy/Statement
- Short-term and long-term teaching goals
- Teaching responsibilities
- Teaching objectives, strategies, methodologies
- Evidence of student learning (cognitive or affective)
- Evidence of innovation
- Student evaluations for multiple courses using summative questions
- Classroom observations by faculty peers or administrators
- Review of teaching materials by colleagues inside or outside the institution
- Representative and detailed course syllabi
- Teaching recognition and awards

Course portfolio

A course portfolio can serve as a powerful tool for reflection and self-evaluation from year to year.

Contents: Syllabus, course materials, assignments, critical analysis of teaching, faculty reflection, and student feedback.

Regularly recording brief reflections on course materials helps instructors understand what to keep and/or change when they teach the class again.

Guiding questions might include:

- What did I improve or innovate in this course?
- What well this quarter? What do I think supported student learning?
- What did students learn?
- What does my students' performance say about the effectiveness of teaching practices?
- What assignments, readings, etc. will I keep the next time I teach this course?
- What resources do I need to support my teaching?
- How can I teach this better next time?

☐ **Induction activities should take place at the beginning of the academic year, some of them organized at Faculty or University level. We recommend that the Department gets actively involved with them.**

Yes, they will occur as it is normal for all Universities to organize induction activities.
This service is designed to welcome new students to the University community through various academic and recreational activities to facilitate the process of settling into a new and unfamiliar environment. Therefore, this service has been developed to:

- Organize and carry out **Orientation days** every semester, at least one week prior to the beginning of classes. Student Affairs officers with faculty and staff are available to show students around the University advise on University policies and regulations and explain student rights and responsibilities..
- Organize and coordinate the **Student Union**

Organize and coordinate various **student recreational activities** at the AUCY and in other areas that are appropriate in collaboration with the faculty members and the student union representatives

☐ **The procedures and the form of examinations and evaluation of students are not fully reflected in the application.**

N/A there are no students at the moment. It is a new university.
However, the evaluation criteria of students consists of the following:
- Examinations
- Assignments/projects
- Labs Assignments
(see each module for the percentage analysis).
By the end of each semester (Fall and Spring), the following grading system is used for all programs of study:
The grading scale is the following :

GRADE	GPA	PERSENTILE
A	4.00	95-100
A-	3.70	92-94
B+	3.30	88-91
B	3.00	85-87
B-	2.70	82-84
C+	2.30	78-81
C	2.00	75-77
C-	1.70	72-74
D+	1.30	68-71
D	1.00	65-67
F	0.00	
IF	0.000 (incomplete failure calculates as an F for students without graduate standing until final grade is received)	
INC	0.000 (incomplete calculates as an F for students without graduate standing until final grade is received)	

☐ **Effective information of students and the facilitation of their participation in the improvement of the educational process should be supported by the appointment of academic study advisors, who will take on the role of informing the students about the possibilities they have in relation to the improvement of educational process.**

Yes, it will naturally occur when we will have students. These are standard procedures followed by all Universities.

Academic advising plays an important part in a student's registration and academic performance at the University. Each student receives planning and academic advice from the Academic Advisor, Head of Department and the Program Coordinator. The Academic Officer/Advisor will assists students in pre-registration and registration and counsels them with regard to the student's schedule and degree requirements. The Head of Department and Program Coordinator are senior faculty members in each program and can counsel students in their major area of specialization.

☐ **The Faculty Development Centre should be deployed as soon as feasible, and that at a later stage the Department creates its own professional development program.**

Yes, we have already made plans for it. Its usage will be significant as the Fall 2021 semester is approaching and formal procedures will be in place to better utilize our personnel. As the EEC emphasized, we will give particular emphasis to the improvement of the teaching skills of our personnel. Also a list of seminars will occur periodically on educational or research topics. Our aim is to have material from the latest research papers fed directly into our courses. The oldest material allowed in our classes will be no more than two years old. That is how our Artificial Intelligence Unit has been built.

☐ **A policy of regular and effective teacher-student communication needs to be applied.**

Yes, it will be applied when we will have the students. These are standard procedures followed by all Universities.

AUCY aims to cultivate a high-quality student-centered environment by maintaining a living and learning environment that will attract and challenge outstanding students. To this end, the AUCY considers that educational communication is an extremely important element in higher education and helps students further develop their skills, knowledge and competencies. Therefore, AUCY reinforces the idea of an open door policy between the student and the teacher.

Feedback from the Teaching Personnel: AUCY considers that creating a culture of constructive feedback enhances the student learning experience. All Faculty members at the AUCY are required to offer a timely, formal or informal feedback to their students regarding their assessments. This involves a clear explanation of what they could have done to achieve a higher mark and pointing out the challenges they faced. Additionally, all teaching personnel are required to communicate the marking criteria for the courses they teach, and provide clear instructions on their assessments to help students better prepare.

Feedback from the Students: AUCY equally considers that constructive feedback should also come from the students towards their teachers, the AUCY and module/unit content. To this end, AUCY implements the student survey questionnaires during every academic semester for all modules/units and program. This give teachers and administrators important information about which parts of a module/unit or program are working well and which are not. Student feedback also gives more context to the teaching evaluation further to the peer review. Student feedback can enhance and help understand the teaching and learning culture of the AUCY, help the program coordinators and teachers plan next year's curriculum/module content (and see whether there is a need for changes) or rethink the class structure. Additionally, students can provide formal and informal feedback (using the suggestion box anonymously) about the workload, pace and structure of each of their classes. Students can also comment about the AUCY learning environment such as classroom culture and physical resources. The student survey is analyzed electronically and the results are presented to the faculty at the end of the

academic semester.

☐ **Student performance monitoring and grievance redressal mechanisms should be available in place prior to a fully operational program state.**

Yes, it will be applied when we will have the students. These are standard procedures followed by all Universities.

Complaints

Students who feel that the AUCY has not delivered the standard of service, which it would be reasonable to expect, may be entitled to lodge a complaint. The Complaints Procedure should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and learners. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:
- Appeals against the decisions of Assessment Boards;
- Complaints against the Student's Welfare/Union;
- Appeals against decisions taken under disciplinary proceedings;
- Complaints about businesses operating on the AUCY premises, but not owned by the AUCY;
- Complaints relating to personal harassment or discrimination on sexual, religious, racial or other grounds.

The procedure has three possible stages:
- Complaint raised informally with the staff concerned at the local level (Stage1)
- Complaint to Program Coordinator or other line manager (Stage2)
- Appeal to a Complaints Review Panel (Stage3)

Every reasonable effort should be made to raise the complaint informally. If no satisfactory outcome is reached, students can lodge a formal complaint with the Director of Academic Affairs. Students are also advised at this point to discuss the matter with a member of the Student's Union team.

A complaint must normally be lodged within two calendar months of the incident that gave rise to the complaint; this ensures that the people involved still remember the case, and the facts can be established.

☐ **The number of full-time academic staff should be strengthened in order to take on the full academic burden that the final implementation of the study program entails.**

We are constantly advertising and accepting applications for all Computer Science specializations. The few members of the personnel with no so Computer Science background will be moved to the appropriate departments when they will be available. We totally agree with the comment and since March 2020 we have constantly been receiving new applications.

☐ **Coverage of cognitive subjects that may not be achieved by the existing staff should be implemented by an adequate number of visiting professors from well-esteemed institutions.**

We totally agree with the comment and since March 2020 we have constantly been receiving new applications. After the accreditation we have agreed with more professors to assist us with the future needs of the Department and the Faculty itself.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Marc Zabbal	Rector	
Prof. George Phylactou	Vice Rector	
Prof. George Dekoulis	Dean of the Faculty of Sciences and Technology	
Prof. Marios Katsioloudes	Dean of the Faculty of Business	
Dr. Pavlos Evangelides	Head of the Department of Computer Sciences	
Farid Haikal	Marketing and Admissions Director	

Date:26/1/2021