

Doc. 300.1.1

Date: May 20th 2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Philips University
- **Town:** Lefkosia
- **School/Faculty (if applicable):** School of Economics and Management
- **Department/ Sector:** Dept. Business Administration
- **Programme of study- Name (Duration, ECTS, Cycle)**

In English:
Business Administration (4 years, 240 ECTS, PhD)
- **Language(s) of instruction:** Greek and English
- **Programme's status:** New

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

Agenda of the Remote EEC Visit, May 17-18, 2021

EEC Team:

- Chair: Prof. Philip Vergauwen, Dean, Solvay Brussels School of Economics and Management (SBS-EM), Université Libre de Bruxelles (BEL)
- Members: Prof. Cleopatra Veloutsou, Professor of Brand Management, University of Glasgow, Adam Smith Business School (UK).
- Prof. Dr. Pedro de Faria, Full Professor of Innovation Management, Department of Innovation Management and Strategy, University of Groningen, Faculty of Economics and Business (NED)
- Student: Grigoris Satrakis, University of Cyprus

May, 17 2021

10:00 – 10:10 *A brief introduction of the members of the External Evaluation Committee*

10:10 – 10:55 *A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.*

President, Mr. Constantinou Philippos
Rector, Professor Natsopoulos Dimitrios
Professor Shiakallis Constantina Vice Rector, Academic Affairs
Professor Andreas G. Orphanides, Member of the Internal Quality Committee
Professor Kaminarides John Vice Rector, Research and Innovation
Professor Yfantopoulos John, Director of Research Centre, Department Chair Business Administration
Professor Alexakis Panayotis, Professor of Managerial Economics, Finance, Financial Markets, Money and Banking
Professor Hadjis Andreas, Dean, Professor of Strategic Management and System Dynamics and Member of the Internal Quality Committee
Professor Ireiotis Nikolaos, Professor of Accounting
Professor Kouretas Georgios, Professor of Banking and Finance, Member of the Internal Quality Committee
Professor Petrakis Manolis, Professor of Industrial Organization and Policy, Member of the Internal Quality Committee
Professor Petridou Eugenia, Professor of Management Member of the Internal Quality Committee
Mr. Williams John, Students' Representative

11:05 – 11:55 *A meeting with the Head of the relevant department and the programme(s) Coordinator(s)*

Professor Hadjis Andreas, Dean, School of Economics and Management
Professor Yfantopoulos John, Chairperson, Department of Business Administration
Professor Missiakoulis Spyridon and Professor Kouretas Georgios, MBA Program Co-coordinators
Assoc. Professor Adamou Nikolaos, Business and Health Management
Professor Alexakis Panayotis, Managerial Economics, Finance, Financial Markets, Money and Banking
Professor Bakouros Ioannis, Entrepreneurship and Innovation Management, Reliability, Risk and Maintenance
Professor Ireiotis Nikolaos, Accounting
Professor Kaminarides John, Economics and International Business
Professor Kotsios Stelios, Applied Mathematics
Professor Kouremenos Athanasios, Marketing
Dr. Naoum Mylonas, Entrepreneurship and Innovation
Professor Natsopoulos Dimitrios, Psychology
Professor Orphanides G. Andreas, Member of the Internal Quality Committee

Professor Papandreou Andreas, Environmental Economics
Professor Papalexandris Nancy, Human Resources Management
Professor Peleties Philippos, Electrical and Computing Engineering
Professor Petrakis Manolis, Industrial Organization and Policy
Professor Petridou Eugenia, Management

12:05 – 13:05 ***A meeting with members of the teaching staff on each course for all the years of study (QA session).***

Assoc. Professor Adamou Nikolaos, Business and Health Management
Professor Alexakis Panayotis, Managerial Economics, Finance, Financial Markets, Money and Banking
Professor Bakouros Ioannis, Entrepreneurship and Innovation Management, Reliability, Risk and Maintenance
Professor Hadjis Andreas, Strategic Management and System Dynamics
Professor Ireiotis Nikolaos, Accounting
Professor Kaminarides John, Economics and International Business
Professor Kotsios Stelios, Applied Mathematics
Professor Kouremenos Athanasios, Marketing
Professor Kouretas Georgios, Banking and Finance
Professor Missiakoulis Spyridon, Econometrics
Dr. Naoum Mylonas, Entrepreneurship and Innovation
Professor Natsopoulos Dimitrios, Psychology
Professor Orphanides G. Andreas, Member of the Internal Quality Committee
Professor Papandreou Andreas, Environmental Economics
Professor Papalexandris Nancy, Human Resources Management
Assoc. Professor Pavlakis Andreas, Health Care Management
Professor Peleties Philippos, Electrical and Computing Engineering
Professor Petrakis Manolis, Industrial Organization and Policy
Professor Petridou Eugenia, Management
Professor Yfantopoulos John, Health Economics

14:00 – 14:25 ***Meetings with representatives of the society of Cyprus and Greece to present and promote the collaboration of Philips University and the business sector Participants***

Metaxas Nondas, Ex Chief-Executive Director of the Cyprus Stock Exchange
Professor Kouremenos Athanasios, Professor of Marketing
Meeting with students' representatives
Mrs. Teesdale Marita, Director, Students' Affairs Office
Mr. Williams Nicholas, Mrs. Raut Greeta and Mr. Khan Redwan Hossain, Representatives of the Philips Students' Association

14:25 – 14:45 ***A meeting with members of the administrative staff.***

Professor Hadjis Andreas, Dean, School Economics and Management
Dr. Kouzalis Anastasios, Director Human Resources
Mr. Alvertos Constantinos, MIS Consultant
Mrs. Constantinou Eleni, Director International Relations
Mr. Constantinou Soteris, Director, MIS
Mr. Kazandjan Avo, Registrar
Mr. Socratous Marios, Librarian
Mrs. Teesdale Marita, Director Student's Affairs Office

May 18, 2021

10:00 – 11:10 ***Program: Business Administration (4 years/240 ECTS, PhD)***

Professor Alexakis Panayotis, Ph.D Program Co-ordinator
Professor Kyriakidou Avgousta and Dr. Orphanides Rafaela, Personal Assistants to the Co-ordinator
Professor Hadjis, Andreas Dean, School of Economics and Management
Professor Yfantopoulos John, Chair Department of Business Administration
Professor Missiakoulis Spyridon, Professor of Econometrics
Assoc. Professor Adamou Nikolaos, Business and Health Management
Professor Bakouros Ioannis, Entrepreneurship and Innovation Management, Reliability, Risk and Maintenance
Professor Ireiotis Nikolaos, Accounting
Professor Kaminarides John, Economics and International Business
Professor Kotsios Stelios, Applied Mathematics

Professor Kouremenos Athanasios, Marketing
Professor Kouretas Georgios, Banking and Finance
Professor Missiakoulis Spyridon, Econometrics
Dr. Naoum Mylonas, Entrepreneurship and Innovation
Professor Natsopoulos Dimitrios, Psychology
Professor Orphanides G. Andreas, Member of the Internal Quality Committee
Professor Papandreou Andreas, Environmental Economics
Professor Papalexandris Nancy, Human Resources Management
Professor Peleties Philippos, Electrical and Computing Engineering
Professor Petrakis Manolis, Industrial Organization and Policy
Professor Petridou Eugenia, Management

11:20 – 12:20 Meeting with members of the teaching staff on each course for all the years of study (QA session)

Assoc. Professor Adamou Nikolaos, Business and Health Management
Professor Alexakis Panayotis, Managerial Economics, Finance, Financial Markets, Money and Banking
Professor Bakouros Ioannis, Entrepreneurship and Innovation Management, Reliability, Risk and Maintenance
Professor Hadjis Andreas, Strategic Management and System Dynamics
Professor Ireiotis Nikolaos, Professor of Accounting
Professor Kaminarides John, Professor of Economics and International Business
Professor Kotsios Stelios, Applied Mathematics
Professor Kouremenos Athanasios, Marketing
Professor Kouretas Georgios, Banking and Finance
Professor Kyriakidou Avgousta, Computing and Information Systems
Professor Missiakoulis Spyridon, Econometrics
Dr. Naoum Mylonas, Entrepreneurship and Innovation
Professor Natsopoulos Dimitrios, Psychology
Professor Orphanides G. Andreas, Member of the Internal Quality Committee
Professor Papandreou Andreas, Environmental Economics
Professor Papalexandris Nancy, Human Resources Management
Professor Peleties Philippos, Electrical and Computing Engineering
Professor Petrakis Manolis, Industrial Organization and Policy
Professor Petridou Eugenia, Management
Professor Yfantopoulos John, Health Economics

12:20 – 13:00 Meeting with the Head of the relevant department and the Coordinators the two programs

Mr. Philippos Constantinou, President
Professor Natsopoulos Dimitrios, Rector
Professor Shiakallis Constantina, Vice-Rector for Academic Affairs
Professor Kaminarides John, Vice-Rector for Research and Innovation
Professor Orphanides G. Andreas, Member of the Internal Quality Committee
Professor Petrakis Manolis Member, Internal Evaluation Committee
Professor Petridou Eugenia Member, Internal Evaluation Committee
Professor Hadjis Andreas, Dean, School of Economics and Management
Professor Yfantopoulos John, Chair Department of Business Administration
Professor Alexakis Panayotis, Ph.D Program Co-ordinator
Professor Missiakoulis Spyridon and Professor Kouretas Georgios, MBA Program Co-coordinators

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Philip VERGAUWEN	Dean, Solvay Brussels School of Economics and Management	Université Libre de Bruxelles (BEL)
Pedro DE FARIA	Chair Department of Innovation Management and Strategy, Professor Innovation Management, Faculty of Economics and Business	University of Groningen (NED)
Cleopatra VELOUTSOU	Professor of Brand Management, Adam Smith Business School	University of Glasgow (UK)
Grigoris SATRAKIS	Student	University of Cyprus (CY)

C. Guidelines on content and structure of the report

This report also addresses (consultative) 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

The EEC finds the preparations for the new PhD program in compliance with the standards regarding policy for quality assurance of the programme of study. The PhD program has a formal status and is publicly available. The institution has designed well working, collegial (participative) processes and structures and clear regulations to ensure academic integrity and quality assurance. The institution is well connected in international academia and benefits from a high-profile founding-fathers team of experienced researchers/scholars.

1.2 Design, approval, on-going monitoring and review

Standards

The EEC finds that the PhD programme of study is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes, designed by involving students, stakeholders, external expertise. The program 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) and is designed to enable smooth student progression based on contemporary evaluation and assessment methods (i.e. exam and assignments correspond to the level of the programme and the number of ECTS and to the expected student workload). The institution offers well-structured placement opportunities where appropriate. The program is further subject to a formal, well-established institutional approval process resulting 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.

The EEC finds clear evidence of structural design with respect to regular monitoring in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date and of periodical reviews (addressing 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). These program assessments and reviews actively involve students and other stakeholders.

1.3 Public information

Standards

Regarding the PhD programme, the EEC finds clearly prepared documentation of 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.

1.4 Information management

Standards

The EEC was able to discuss issues related to the effective management of the programme (including 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.

Findings

The EEC finds the preparations for the new PhD program in compliance with the standards regarding policy for quality assurance of the programme. The program has a formal status and is publicly available. Design, approval, on-going monitoring and review ensure successful implementation.

Strengths

The institution is well connected in international academia, has already research collaborations in place and benefits from a high-profile founding-fathers team of experienced researchers/scholars.

Areas of improvement and recommendations

The School is strongly encouraged to engage and/or become member of organisations such as EIASM, the European Institute for Advanced Studies in Management and to continue to seek and strengthen its connections in academia by extending its collaboration with internationally reputed research institutes and schools.

Membership of or engagement with institutes such as EIASM will not only ensure cost-effective and high-quality PhD student development – as EIASM pools international top-notch scholars to teach and train European PhD students –

but will also allow the School to co-organize such seminars at Philips University, thereby strengthening the School's presence, visibility and reputation in international academia.

The School is further strongly encouraged to offer stay-abroad opportunities to its PhD students at institutions its collaborates with. The small scale of the Philips University PhD program has advantages (high-quality, student-centered and extremely personalised supervising and "nursing") but has to be complemented with the advantages bigger research institutions or Schools have, i.e. a greater pool of (multi-disciplinary) PhD students in a community large enough to ensure high-quality (peer) development and peer learning.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Not applicable

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 EEC finds that the program operates compliant process of PhD teaching, learning and learning (supporting 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 outcomes, while students are encouraged to take an active role in creating the learning process. Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.

2.2 Practical training

Standards

The EEC commends the program for its envisaged practical and theoretical interconnection. The organisation and the content of "practical training", if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders and society at PhD level.

2.3 Student assessment

Standards

The EEC finds ample evidence of policies and procedures that ensure consistent assessment, fairly applied to all students and carried out in accordance with the stated procedures, i.e. assessment is appropriate, transparent, objective and supports the development of the learner and the criteria for the method of assessment, as well as criteria for marking, are published in advance and allow students to demonstrate the extent to which the intended learning outcomes have been achieved.

The EEC does, however, strongly encourage the School to further work on the research quality and research impact (expected) outcomes. The School should clearly communicate and operate appropriate measures and metrics (e.g. a point-system for publication in peer-reviewed journals per discipline) and be clear from the start with respect to career development and opportunities.

Findings

The EEC finds that the program operates compliant processes of PhD teaching, learning and learning (supporting 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 outcomes, while students are encouraged to take an active role in creating the learning process.

Strengths

The founding-fathers of the PhD program are well connected in international academia, have secured research collaborations and are high-profile scholars with extensive international experience.

Areas of improvement and recommendations

The EEC strongly encourages the School to further work on the research quality and research impact (expected) outcomes. The School should clearly communicate and operate appropriate measures and metrics (e.g. a point-system for publication in peer-reviewed journals per discipline) and be clear from the start with respect to career development and opportunities.

Second and critical to the School's and the PhD Programme's future and reputation, will be the recruitment of a next generation of researchers and scholars, equally reputed in international academia. The School should try to formalize this in a succession/recruitment/career development plan and seek international "backing" for its execution, i.e. the School is strongly advised to develop such strategies and plans in collaboration with international top-notch researchers (as members of an International PhD Advisory Board, or as co-supervisors or councillors/mentors to the existing and incoming/newly recruited faculty and PhD students).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Not applicable

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

The EEC finds that the institute adequately ensures the competence of their teaching staff for the PhD programme: fair, transparent and clear processes for the recruitment and development of the teaching staff lead to qualified faculty/teaching staff achieving the objectives and planned learning outcomes of the study programme, and ensuring quality and sustainability of the teaching and learning.

3.2 Teaching staff number and status

Standards

The EEC finds that the number of the teaching staff is adequate to support the PhD programme, given the new programme envisages limited numbers of PhD students (4 per year). The teaching staff status (rank, full/part time) is currently appropriate to offer a quality programme of study and necessary visiting staff numbers are not expected to exceed the number of the permanent staff.

3.3 Synergies of teaching and research

Standards

The EEC finds ample evidence of teaching staff (scholars/researchers) collaborating in the fields of teaching and research within international academia.

Findings

The EEC finds that the institute adequately ensures the competence of their teaching staff (researchers) for the PhD programme: fair, transparent and clear processes for the recruitment and development of the teaching staff lead to qualified faculty/teaching staff achieving the objectives and planned learning outcomes of the study programme, and ensuring quality and sustainability of the teaching and learning.

Strengths

The EEC appreciates the high-profile founding-fathers of the programmes and the collaborations the School has put into place for a successful start.

Areas of improvement and recommendations

As already mentioned, strengthening and extending the international connections and collaborations (enabling stay-abroad experiences, visiting researchers, conference attendance, ...) and ensuring that the next generation of scholars and researchers at Philips University is of equal quality (international) will be a challenge. The School is strongly

encouraged to develop a multi-year strategy and execution in close collaboration and advised by top-notch international researchers.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

The EEC finds ample evidence of pre-defined and published regulations regarding student admission, access policies, admission processes and criteria are implemented consistently and in a transparent manner.

4.2 Student progression

Standards

Processes and tools to collect, monitor and act on information on student progression, are in place and teaching staff and students are knowledgeable about these issues, but more formal and explicit documentation and reporting is strongly encouraged.

The EEC wants to share the experience of its members with respect to PhD students workload and progress by inviting the School to have a reflection on and policies regarding PhD tasks as education and/or administrative assistants to their supervisors (e.g. tutoring undergraduates, grading final exams, ...). While such duties do support personal development (early academic experiences), they also tend to limit research time and slow down progression. A way to mitigate this and to avoid tensions might be to pay the student (a limited amount for the limited time spent on these tasks) and to make this an "option" rather than an obligation. At any rate, the EEC suggest the School to be clear on this from the start.

4.3 Student recognition

Standards

The EEC confirms compliance with respect to pre-defined and published regulations regarding student recognition (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) and finds compliant recognition procedures in place relying on institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention and on cooperation with other institutions and quality assurance agencies.

4.4 Student certification

Standards

The EEC observes compliance with respect to pre-defined and published regulations regarding student certification: 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.

The EEC does, however, strongly advise the School (as already mentioned) to communicate and operate a clear system of research output quality and impact.

Findings

The EEC observes compliance with respect to pre-defined and published regulations regarding student admission, progression, recognition and certification.

The EEC does, however, strongly advise the School (as already mentioned) to communicate and operate a clear system of research output quality and impact.

Areas of improvement and recommendations

The EEC does, however, strongly advise the School (as already mentioned) to communicate and operate a clear system of research output quality and impact. Again, the N/A with respect to progress, recognition and certification concerns the absence of proof of delivery/performance as the programme has yet to start.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Not applicable
4.3	Student recognition	Not applicable
4.4	Student certification	Not applicable

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

The EEC finds adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aid 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.) and all resources are fit for purpose.

The EEC commends the program for its student-centred learning and flexible modes of learning and teaching, supported by appropriate learning resources.

5.2 Physical resources

Standards

The EEC confirms compliance as so 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.) and all resources are fit for purpose and students are informed about the services available to them.

5.3 Human support resources

Standards

The EEC commends the school and the program for proficient human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.

5.4 Student support

Standards

The EEC confirms compliance to standards with respect to student support. The small number of envisaged students allow optimal nursing and personalized, close supervision of the PhD student's work and progress.

Findings

The EEC confirms compliance to standards with respect to PhD teaching, learning and development, physical resources, human resources and student support resources.

Strengths

The EEC commends the program for its student-centred learning and flexible modes of learning and teaching, supported by appropriate learning resources.

Areas of improvement and recommendations

The EEC strongly encourages the School to continue to extend and deepen its international connections with highly reputed research institutions and top-researchers to ensure high-quality support for its PhD students.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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

The EEC confirms that School's preparations (documented policies and procedures) with respect to selection criteria are compliant. The EEC further confirms that the School has clear and publicly available documentation of the requirements related to the stages of completion, the minimum and maximum time of completing the programme, assessment and evaluation, procedures for supporting and accepting the student's proposal and final criteria for obtaining the Ph.D. degree.

6.2 Proposal and dissertation

Standards

The EEC confirms that the School has clear guidelines for the writing of the proposal and the dissertation, that there is a plagiarism check system and an ethical committee).

6.3 Supervision and committees

Standards

The EEC finds compliance with respect to the School's approach to the composition, procedure(s) and criteria for the formation of the advisory committee. (to whom the doctoral student submits the research proposal) are determined. The School adheres to international state-of-the-art duties of the supervisor-chairperson and the other members of the advisory committee towards the student (including regular meetings, regular reports and feedback from supervisors, support for writing research papers, participation in conferences etc ...). The number of doctoral students that each chairperson supervises at the same time are determined.

Findings

The EEC confirms that School's preparations (documented policies and procedures) with respect to selection criteria and admissions, proposal and dissertation, supervision and (advisory and evaluation) committees are compliant with international best-practices.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

D. Conclusions and final remarks

The EEC confirms compliance with all national, international standards and best-practices with respect to the new PhD Programme.

The EEC wants to underline the importance of the following elements for the School's success and reputation in international academia:

1. The School is strongly encouraged to engage and/or become member of organisations such as EIASM, the European Institute for Advanced Studies in Management and to continue to seek and strengthen its connections in academia by extending its collaboration with internationally reputed research institutes and schools. Membership of or engagement with institutes such as EIASM will not only ensure cost-effective and high-quality PhD student development – as EIASM pools international top-notch scholars to teach and train European PhD students – but will also allow the School to co-organize such seminars at Philips University, thereby strengthening the School's presence, visibility and reputation in international academia.

2. The EEC strongly encourages the School to further work on the research quality and research impact (expected) outcomes. The School should clearly communicate and operate appropriate measures and metrics (e.g. a point-system for publication in peer-reviewed journals per discipline) and be clear from the start with respect to career development and opportunities.
3. Equally critical to the School's and the PhD Programme's future and reputation, will be the recruitment of a next generation of researchers and scholars, equally reputed in international academia. The School should try to formalize this in a succession/recruitment/career development plan and seek international "backing" for its execution, i.e. the School is strongly advised to develop such strategies and plans in collaboration with international top-notch researchers (as members of an International PhD Advisory Board, or as co-supervisors or councillors/mentors to the existing and incoming/newly recruited faculty and PhD).
4. The School is further strongly encouraged to offer stay-abroad to its PhD students at institutions its collaborates with. The small scale of the Philips University PhD program has advantages (high-quality, student-centered and extremely personalised supervising and "nursing") but has to be complemented with the advantages bigger research institutions or Schools have, i.e. a greater pool of (multi-disciplinary) PhD students in a community large enough to ensure high-quality (peer) development and peer learning.

As a final note, not (directly) related to any of the standards above, the EEC discussed with the School the plans to create a scientific/academic journal.

While in itself laudable, a Philips University peer-reviewed journal is not to be seen as a supporting or enhancing the quality of the School's PhD program. Such a "journal" might be an excellent idea to enhance visibility with respect to the School's research output (including the output of its PhD students) and might strengthen in that sense the "recognition" of the PhD student's work. A "journal" seen as a research report including contributions from faculty and PhD students is an excellent idea, but a journal in the real sense (international editorial board, blind peer reviewing, etc ...) is a different matter requiring financial and human resources the School might decide to commit differently and leading to the "wrong" incentives for PhD students as they will automatically focus on publishing in this journal (which is more than probably not the best outlet for high-quality publications that are internationally recognised as such).

E. Signatures of the EEC

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Philip VERGAUWEN	Dean, Solvay Brussels School of Economics and Management	
Pedro DE FARIA	Chair Department of Innovation Management and Strategy, Professor Innovation Management, Faculty of Economics and Business	
Cleopatra VELOUTSOU	Professor of Brand Management, Adam Smith Business School	
Grigoris SATRAKIS	Student	

Date: May 20th 2021