

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: *Date*

- **Higher Education Institution:**
American University of Cyprus (AUCY) Ltd
- **Town:** Larnaca
- **Institution Status:** New Institution

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

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the premises of the American University of Cyprus on Monday 31st of August at 9:00am. During this visit the EEC had the opportunity to meet with The Founders / Managing Partners of AUCY: Mr. Nicolas Karroulas, Dr. Tarek Sadek – Lebanon and Dr. Mark – Antoine Zabbal – Lebanon. Further the EEC met members of the University Board of AUCY including Professor Athanasios Gagatsis – Cyprus, Mr. Roland Khoury – Lebanon and Dr. Nabil Chedid – Lebanon.

The visit started with a welcome from the founders and academic staff and continued with a briefing at the Rector's office. It followed a meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. Then there was an Institutional Evaluation/ Presentation followed by a constructive discussion with Members of the Department.

The visit continued with short presentations of the programme's feasibility study and the curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams).

An extensive discussion took place on the CVs (i.e. academic qualifications, publications, research interests, research activity) followed with an interactive discussion on any other duties in the institution or teaching obligations in other programmes.

Following the completion of our discussion a tour was offered to us at the premises where we had the opportunity to meet and discuss with administrative members. On site visit to the building facilities of the institution included view of indoors and outdoors constructions (i.e. library, computer labs, research facilities).

B. External Evaluation Committee (EEC)

Name	Position	University
Dimitrios Gounopoulos	Professor in Finance	University of Bath, U.K.
Periklis Gkogas	Professor in Economics	Democritus University of Thrace, Greece
Apostolos Christopoulos	Professor in Economics	University of the Aegean, Greece
Ms. Rositsa Rouseva	Student	University of Cyprus
Mrs. Ioustini Pilidi,	Head of Career Office	University of Cyprus
Mr. Frangos Procopa	Civil Engineer	ETEK

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*

Yes

- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*

Yes

- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

No

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses		Yes / No	
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities	No	
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	No	

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.1.2 Υπάρχει σε ισχύ άδεια οικοδομής για προσθηκομετατροπές σε υφιστάμενο αδειοδοτημένο εκπαιδευτικό ίδρυμα με αριθμό 205/20 Δήμος Λάρνακας (επισυνάπτεται αντίγραφο).

1.1.3.4 Υπάρχει επιστολή αίτησης προς την Πυροσβεστική Υπηρεσία και απαντητική επίστολή της Υπηρεσίας. (επισυνάπτονται αντίγραφα)

1.1.3.5 Υπάρχει απόδειξη είσπραξης από την Ηλεκτρομηχανολογική Υπηρεσία για επιθεώρηση της ηλεκτρομηχανολογικής εγκατάστασης. Υπάρχει επιστολή του

εγκαταστάτη Ηλεκτρολόγου Μηχανικού, προς το AUCY, με την οποία βεβαιώνει ότι η ηλεκτρολογικές εγκαταστάσεις έγιναν σύμφωνα με τα σχέδια και τις προδιαγραφές που απαιτούνται από την Αρχή Ηλεκτρισμού Κύπρου. (επισυνάπτονται αντίγραφα)

Με την ολοκλήρωση των εργασιών οι υπηρεσίες θα επανέλθουν για τελικό έλεγχο και έκδοση των σχετικών πιστοποιητικών.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies.		

Το κτίριο βρίσκεται στο στάδιο αποπεράτωσης των οικοδομικών, των ηλεκτρολογικών και μηχανολογικών εγκαταστάσεων καθώς και της διαμόρφωσης των εξωτερικών χώρων και άλλων συναφών εργασιών.

Δεν έχει εγκατασταθεί ο ανελκυστήρας, δεν έχει κατασκευαστεί εσωτερικά η ράμπα για ΑΜΕΑ, δεν έχει ολοκληρωθεί η τοποθέτηση δαπέδων, δεν έχουν εγκατασταθεί μεσόθυρες (κάσια – θύρα), δεν έχει ολοκληρωθεί το τμήμα που συνδέει τους χώρους υποδοχής με το θέατρο και τη βιβλιοθήκη για πρόσβαση σε ΑΜΕΑ, η κουζίνα βρίσκεται στο στάδιο πλήρους ανακατασκευής και οι ανοικτοί χώροι καθώς και ο χώρος αθλοπαιδιών δεν έχουν ολοκληρωθεί.

Σύμφωνα με τον Μηχανικό του εργοταξίου, υπάρχει πρόγραμμα εργασιών με τροchioδρομημένη την κατά το δυνατόν συντομότερη αποπεράτωση των εργασιών, το αργότερο εντός ενός μηνός.

Υπάρχουν 11 αίθουσες διδασκαλίας, γραφεία για το διευθυντικό, το διδακτικό και γραφειακό προσωπικό, 2 αίθουσες εργαστηρίων, 12 θέσεις παρκαρίσματος για ΑΜΕΑ, 20 για διδακτικό και άλλο προσωπικό και 118 θέσεις για φοιτητές. Υπάρχουν άλλοι χώροι για μελλοντική αξιοποίηση.

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Poor
2.7	Service linking the institution with business	Poor
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	N/A
2.10	Other services	N/A

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

Click to add text 2.1. Students with disabilities will be supported with equipment or facilities in order to perform satisfactorily. There are also applied procedures for the Faculty Members that accommodate students with special disabilities in classroom (e.g. deaf/hearing impaired students, blind/visually impaired students, mobility/coordination impaired students, students with medical conditions). Students with disabilities can also have access to specialized exercise equipment (e.g. basketball wheelchair) and access to the recreation areas of the University.

2.2. Cafeteria, gym, courts, library, theatre, labs, rooms for student clubs and open space recreation areas are under construction in order to accommodate the students and encourage the student life.

2.3. According to the student regulations, academic advising opportunity will be provided to the students by assigned academic advisors during their studies. There is also a Register Office, which will be responsible for the application of the academic advising and for registrations and simultaneously will support the students on possible difficulties that may arise.

2.4. Financial aid Program of the University consists of scholarship grant, financial aid, sibling grant and sport grant. This is a pre- financial aid program and the student will be informed from the beginning.

2.5. The University will be offer psychological and psychotherapy counselling to its students. A visiting doctor will organise seminars and trainings on health issues.

2.6. The employability of the students and graduates should be of high importance. Therefore, an active Career Office (may be an expansion of the Placement Office) with specific responsibilities is suggested to be in place.

Some improvements are suggested as follows:

- 1. Personal and Professional Development Programs taking place every semester by internal and/or external professional trainers (e.g. Problem-solving skills, presentation skills, CV Writing etc).**
- 2. Connecting the students with employers in order to get familiar with the needs and trends of the labour market, as well as available vacancies or internship opportunities (e.g. career fairs, on campus recruiting, presentations of the employers on campus).**
- 3. Incorporate the internship into the Programs of Studies.**
- 4. Summer internship programs in collaboration with businesses and development of a formalized alumni network. Engage more with businesses to arrange working projects for students as part of their academic progress.**
- 5. Arrange careers and CV drop-in sessions.**
- 6. Develop a platform with job vacancies or other opportunities for the students that are important for their career development.**
- 7. Conduct surveys and focus groups with business representatives relating to the employability of the students/alumni.**

2.7. The placement office should address both the undergraduate and postgraduate students, offering to them a full spectrum of career support services (see 2.6).

2.8. Mobility through Erasmus, either for studies or placement in Europe, and through other exchange programs for US will give the opportunity to the students to broaden their horizons and develop their skills. The EEC proposed to ask for a membership in the ASECU youth in order for its students and staff to participate in the annual Conferences – Summer Schools.

2.9. Student Clubs, Cabinet and Organizations are encouraged by the University. The student clubs will be self-fund raised and the University will encourage them to promote their activities both internally and externally towards the local community.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

The university has in plans to generate a modern library. Books will be purchased, and e-books will be offered too. The librarian informed the EEC that plans are on place in order to subscribe to databases. Two computer rooms are already available and ready for use. In each lab there are 16 i9 PCs. More computer rooms will be prepared in order to serve the entire population of students.

Major investment has taken place in order to serve technological the new University. A room has offered in order to install CISCO technology. This provides to the American University of Cyprus competitive advantage.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Institution's Academic Profile and Orientation

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

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
American University of Cyprus is going to be a new institution. The mission of AUCY will be promoting a universally accepted human, who displays ethical and spiritual values. The founders of the university have major plans to invest in higher education and to contribute in local community. The EEC has the feeling that the American University has		

a communication channel with the University of Cyprus and certain academics who will help on its initial steps.

Importantly the University of Massachusetts with an email has expressed in intention for a collaboration with the American University of Cyprus subject to Accreditation from DIPAE.

The EEC made various suggestions to the university Board in order to achieve strategic comparative advantages in the market. Specifically, suggestions have been offered to attempt a collaboration with Cornell's School of Hotel Administration in issues relating to hospitality.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	N/A
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	N/A

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

The impression of the EEC is that the American University of Cyprus aims to serve the needs and demands of the society. The intention is to open all sports facilities to the citizens of Larnaca and Agia Napa and to offer seminars that will aim to educate the community and inform them on the latest developments.

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	3
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	4
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4

1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	N/A
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

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

The American University of Cyprus shall apply research criteria in the appointment of academics. It should not be the professional / practical experience the priority but excellence in publications and innovation. The EEC recommends that 70% of the appointment to have pure research excellent directions and 30% to be excellent practitioners.

Research excellence is not defined as one publication in a Journal (or a book) or plans for future research but by an established research record of top publications.

The EEC provide an indicative list of the quality of the journals followed by all British Universities during the appointments.

<https://facultystaff.richmond.edu/~tmattson/AJG%202018%20Journal%20Guide.pdf>

The institutions have plans to attract quality students from Cyprus, Greece, Lebanon and the Middle East. The aim to bring students from the U.S. in order to spend a period of their studies in CYPRUS.

Additionally, write:

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

The expected numbers of Cypriot and international students have not been identified. Countries of origins of international students are expected to be Greece, Lebanon, Middle East Countries and European Union Countries.

Findings

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

The institution had to face the difficulties of COVID-19. The initial plan was to start earlier but many members of the board could not flight from Lebanon. Since July major investments have taken place and significant part of the infrastructure of the university has been completed.

Strengths

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

The determination of the founders for the investment is a major strength. We consider that the potential collaboration with the University of Massachusetts (Dartmouth) can benefit the AUCY. Further we appreciate that the Founders have invested enormously for technological advancement. A big screen was in the entrance of the institution and students will be able to read all the announcements.

Another major strength is the use of the word ‘American’ in the name of the university. This can help enormously the new institution develop to an excellent university if appropriate decision will take place.

Additionally, the initial plan indicates that there are going to be small classes. This is critical as it will help in the educational purpose.

Areas of improvement and recommendations

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

Appointing the right people is important. Thus, we recommend the council to be careful on this very critical aspect and request advices from experienced academics in leading institutions.

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

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

2. Quality Assurance

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

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	4
	2.1.4.2 Research	2
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	4

2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	N/A
2.1.8	Graduates receive documentation explaining the qualification gained.	N/A

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

The EEC overall has been satisfied with the Quality Assurance Strategy. Doubts exists on the research orientations of the American University of Cyprus and with our grade we would like to motivate the institution to move towards this direction.

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	N/A
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	4
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	N/A

2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	5
2.2.10.2	Library	4
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	N/A
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	4
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

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

The EEC is satisfied with the learning resources in line. The building facilities can serve appropriately the educational purposes. The library has not yet been equipped with books but the EEC was assured that this will take place soon. Major investments have taken place in technological infrastructure. The council has moved to a number of appointments in order to ensure provision of students welfare services.

Findings

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

Building a new university is a colossal task. There are so many issues to consider in order to have everything settled. American University of Cyprus have done major steps.

Strengths

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

The council of the University is determined to provide quality services to the students. Having this in mind they are determined to make all the required investments in order to achieve their tasks

It is innovative to provide high quality sports services to the students. This is aligned with the American culture of providing scholarship to excellent athletes.

The EEC believes that the close ties with the American educational system will help the American University progress well over the years.

Areas of improvement and recommendations

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

This is a new institution so continuous improvements and additions should take place. By the time that you involve in higher education the universities should continue invest in order to provide to their students the best experience.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

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

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

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	N/A
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	N/A

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	Choose mark
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

For the smooth functioning of the University, the University Council employs an adequate number of administrative staff and an appropriate administrative structure. All administrative policies are approved by the Council and are uniformly applied in a non-discriminatory manner.

Findings

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

The committee had the opportunity to meet and discuss with several administrators. Those will be the key persons that will support the American University of Cyprus operate well. The EEC discussed with administrators in place and got informed on their plans for the future.

Strengths

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

As we live in the COVID-19 era all protections

Areas of improvement and recommendations

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

Further appointments may need as the institution will grow up. The committee got the assurance that more people will be recruited in order to help the university achieve its goals.

Please select what is appropriate for the following assessment area:

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

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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

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

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	4

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

The EEC got the impression during the onsite visit that the Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study. The Institution has ensured that its programmes of study integrate effectively theory and practice.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	N/A
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	N/A
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	N/A

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

The University is not yet in operation so many questions cannot be responded. The EEC became aware that recognition of prior studies and credit transfer is regulated by procedures and regulations.

Findings

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

Proper admissions criteria will apply as the American University of Cyprus would like to attract the best students. There will be a complete admission team which will evaluate each file in a one to one basis.

Strengths

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

Keeping high quality standards will help the institution progress well and develop.

Areas of improvement and recommendations

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

N/A

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

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

5. Teaching Staff (ESG 1.5)

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

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

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	3
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	4
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	4

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

[Click to add text](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

This is a new University so any comments are premature. The committee has a number of concerns that will be raised in the following lines.

Findings

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

Recruiting the best people is a painful and timely process. It requires experience and in some occasions luck. The American University of Cyprus has moved on several appointments of individuals with practical experience. Those individuals will teach as it appears the great majority of the modules in the planned program on BSc in Business Administration – Management Concentration.

The EEC feels that further appointments (around ten people as was informed) should take place. All new people should be research oriented, with established record of publications, as this will contribute on building a high profile in the market.

Further the EEC realised that in some cases teaching staff has been assigned with a number of around seven modules while in one case is assigned with ten modules. From pedagogical point of view this is not correct. Every academic should be allowed to teach up to four modules. It is superfluous to clarify that all assigned modules must be of the same or similar scientific area.

Necessarily efforts should take place in order all teaching staff (i.e. including those with professional / practical experience) to hold a Doctoral Degree.

Block teaching can be offered in rare occasions in order to invite prominent scholars from the U.S. to deliver their knowledge to students. Even Cypriots and Lebanese academic that return home for their break (during summer).

Strengths

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

Some of the members of the teaching team hold Doctoral/Master Degree from Wharton School of the University of Pennsylvania. This helps on raising the profile of the institution. The EEC encourages the AUCY to include in the team individuals with Doctoral Degree from top American institutions (Ivy League). This will help the American University of Cyprus to get higher negotiated power in any discussion in the future with potential collaborators in the US.

There are many Cypriots/EU Citizens which currently Pursue their Doctoral Degree in leading American Institutions. The EEC would suggest the American University of Cyprus to build bridges, as those can be potential excellent academics.

During the discussion with academic personnel the EEC realised the intention to use case studies for the education of the students. This is a step that EEC encourages all academics to follow.

The American University of Cyprus is following an equal diversity policy. Numerous women have been employed and the EEC owes to acknowledge this. We strongly believe on equal opportunities to everyone.

Areas of improvement and recommendations

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

The EEC was happy with all the discussion that took place with the teaching team. It encourages everyone to be more active in research and innovation as this is what it will raise the profile and the prestige of the new University.

Currently it appears that many members of the teaching team will work part time in the American university of Cyprus. More commitment is requested in order to build a strong team that will help the University achieve its targets.

AUCY should aim educational visits in the U.S. This will be a selling point during the recruitment process. This visit could be 7-10 days and during this period teaching can take place as well as visits in The Federal Bank and if in Boston in the Universities of Harvard and MIT.

Teaching Qualification(s) is a requirement in many European countries in order academics to be qualified to enter a class. This is also a skill that academics in AUCY should have in the future.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Partially Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

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

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

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	4
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	N/A
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	2
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	N/A
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution's recorded research policy.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The committee recognises that to build a research environment requires great effort in terms of resources and dedication. Especially financially it costs in order to produce innovation. Thus, it understands that based on the international uncertainty that this has been a very difficult task.

There is commitment from the founders' side to build a research-oriented institution that will become well know out of the Cypriot Borders. The EEC hopes that this passion will drive them to excellent appointments in the future.

Findings

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

There has not been any evidence of academic excellence in research. There have been few teaching staff which sporadically have published in Journals or book chapters. Those colleagues can cover the gap of practitioners. The team should be integrated with research-oriented appointments.

Strengths

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

AUCY states its aim on developing research-related policies and providing administrative follow-up for research.

Research activities at AUCY, which are carried out according to the set fundamental principles, may be initiated and followed up through the concerned Faculties, through the University Research Board or through any other EEC and panel that the University might find necessary to establish in order to deal with specific research-related cases requiring special attention.

Sponsored Research: The American University of Cyprus states that a Sponsored Research Policy (USRP) shall govern the activities/projects sponsored by internal or external sources in all their phases, from the submission of initial proposals through budgetary control up to the final dissemination of results. Sponsored research will be a fundamental part of AUCY's research output and, as such, shall be given attention. The USRP shall also ensure that any sponsored research policy is carried out in the best interest of the research per se, the proper use and dissemination of results, the interests of the external partners and sponsors, and the mission of the University.

Research Cooperation and Visiting Research Scholars: In accordance with its goal of supporting a general atmosphere conducive to research, AUCY states that it will ensure and enhance its cooperation with other universities and institutes of research, and create platforms and frameworks for exchanging research scholars with these partners. This shall include, among others, the shaping of provisions for protecting the research-related rights of visiting scholars doing research at AUCY, as well as those of AUCY faculty members and students doing the same abroad.

Areas of improvement and recommendations

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

It is necessary to bring research stimulus in the American University of Cyprus. Research Environment is critical for any institution. It promotes excellent and guarantees longevity of an institution. It brings reputations and create a robust institution.

The EEC strongly believes that this has been the weakest point in the evaluation that pursued. It recognises that additional financial resources are required and hopes that in future visits it will meet high research environment.

Research seminars should be established where leading academic from other institutions will come and present their work.

Grants. European Union through the Horizon 2020 and its successor as a program promotes research. The EEC would like to see applications from the American University of Cyprus.

There are many high-quality international conferences. During the discussion that took place it was brought into our attention the British Academy of Management. It would be nice to see among the participant academics from AUCY.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Non-Compliant

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		1 - 5
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Based on AUCY's mission and strategic planning stated previously and in AUCY Charter, the estimated operation budget for Phase I will be approximately 5,000,000 Euros.</p>		

Findings

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

It is admirable how fast this investment has proceeded. The institution has sufficient financial resources to support its functions, managed by the Council/Senate. There is evidence that those financial resources in collaboration with governmental help will help to build a very good institution.

Strengths

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

A strength of the new University will be its Association with the U.S. through the use in its title as 'American'. This will open the channel for great collaborations which will advance its level. Though in the middle east area there are many institutions that used in the title the 'American'. The best of all appears to be the American University of Beirut for one and only reason. Its excellent in research. If the American University of Cyprus would like to be competitive in the area, then it has to follow similar steps.

Areas of improvement and recommendations

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

The EEC encourage the founders to continue believing in this project and aiming high for the American University of Cyprus. Building a University is a great contribution in the society while educating young scholars is an accolade. However, the expansion of building facilities in two different cities (Larnaca and Agia Napa) is a project that based on the available experience may put in risk the financial viability of the project.

Please select what is appropriate for the following assessment area:

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

E. Conclusions and Final Remarks

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

- The committee received and read the department's application in advance and visited the department on August 31, 2020. The Rector Dr. Mark – Antoine Zabbal, Founders Mr. Nicolas Karroulas and Dr. Tarek Sadek and the Dean Professor Marios Karatsoulis presented the university and the department. The EEC also met faculty members, teaching staff and administrators. All our questions and requests for additional information were addressed.
- The documentation that was provided to the EEC was of reasonable quality and sufficient details.
- The EEC believes that the American University of Cyprus should establish an **Advisory Committee** with established academics (three-four would be enough) which will help the university to build up well. Filling those position with established scholars will provide prestige to the University and will help it make right decisions. Indicative names of prolific scholars in economics are Christophoros Pissarides (Nobel Laureatte), George Constantinides (Chicago Booth), George Kormiotis (Miami) Alex Micahelides (Imperial), Michelle Habib (Zurich), Walid Busaba (Canada), Selim Chahine (American University of Beirut) etc
- The EEC felt that more investment was needed in financial databases. The availability of such databases would help both students and academic staff. First, students would be able to accustom themselves with the main financial databases. Although, this would be particularly beneficial for the postgraduate students undertaking a dissertation, the ability to use such databases may also enhance the employability of undergraduates. Second, access to these databases would also help the academic staff with their research.
- As the University aims to achieve accreditations (i.e. AACSB, EQUIS, AMBA) it is important to create an international faculty. A good start has gone through as the EEC had the opportunity to meet academics from various nationalities.
- The EEC would have welcomed more information on how research performance will be assessed for the academic staff. More generally, while there is evidence of research activity, such as research output, more needs to be done in term of improving the quality and quantity of the publication output.
- The EEC was satisfied with the appointment of academics with Doctoral Degree from Ivy League Universities. It expresses its hope that more similar appointments will take place in the future.
- The EEC encourages the collaboration with respectable universities in the U.S. As such the University of Massachusetts (Dartmouth) is a descent university. The World University Ranking positions it between 200-250 position. This is a very good start but you should aim in the future more collaborations.
- In the University of Massachusetts, Dartmouth it works Dr. Duong Nguyen as a Professor of Finance. Dr. Duong is a descent researcher and collaborations with him are encouraged.

The EEC hope that AUCY will contribute to the formation of individuals who's:

- Practice moral values in word, deed, and conduct.
- Are responsible, free, open-minded, and who subscribe to the values of tolerance, dialogue, and justice.
- Are multilingual, cultured, and capable of demonstrating profound perception and active critical thinking, able to pursue knowledge diligently, and solicit specialization in specific educational disciplines, as tributaries to their cultural identity.
- Care primarily to develop their compassion, improve the quality of their lives, work, and productivity, and fuse work and knowledge to develop society and the national economy.
- Meet all national obligations aimed at the progress, development, and obedience of laws, and whose love for land and people and loyalty for their country are paramount.
- Enjoy a professional and rich background in the liberal arts, and who are prepared to compete in a globalizing world

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Dimitrios Gounopoulos	
Professor Periklis Gkogas	
Professor Apostolos Christopoulos	
Ms. Rositsa Rouseva	
Mrs. Ioustini Pilidi,	
Mr. Frangos Procopa	

Date: 01/09/20

