

Doc. 300.3.1

External Evaluation Report (Departmental)

Date: 13.11.2020

- **Higher Education Institution:**

UNIVERSITY OF NICOSIA

- **Town:** Nicosia
- **School/Faculty:** SCHOOL OF BUSINESS
- **Department:** Department of Management
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

BBA

Programme 2

In Greek:

Programme Name

In English:

MBA

Programme 3

In Greek:

Programme Name

In English:

PhD

- **Department's Status:** Choose status

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 onsite visit was conducted from Thursday 12 November until Friday 13 November 2020 via Zoom-link due to Covid-19 and related travel restrictions. The evaluation panel met with the management from the university, the faculty, the department and students. In addition to presentations and discussions, the evaluation committee also had the chance to listen in on teaching via WebEx platforms. This virtual onsite visit was preceded by comprehensive documentation including a video of the University of Nicosia campus.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Christian Nielsen	Head of Business School	Aalborg University
Cleopatra Veloutsou	Professor of Brand Management	University of Glasgow
Anthony McDonnell	Professor of Human Resource Management & Head of Department of Management & Marketing	University College Cork
Panos Ntoas	Post-graduate Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*
 - 1 or 2: Non-compliant*
 - 3: Partially compliant*
 - 4 or 5: Compliant*
- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	3
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	2

1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	2
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The strategic planning and focus revolve around seven strategic pillars. These account for a holistic view of the activities necessary to run a successful academic department. However, the strategic statements are not translated into specific action points with specific success measures and the strategic statements are not prioritized nor related to short-, medium- or long-term horizons. The presentation made during the onsite visit did clarify and provide explanation in regard to some of these statements and their coherence to achieving the mission. However, we believe the Department should clarify their strategic objectives further and most importantly to develop key actions of focus over different time horizons. A further field of improvement would be to describe how the feedback mechanisms from students and other stakeholders such as industry partners play a role for improving the department's activities, outputs and impacts going forward. While there appeared to be some input from the wider academic and non-academic community the extent of this and the nature it took, along with how it explicitly is used to develop the Department's strategy was not very evident.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

This will be addressed in the report concerning BBA, MBA and PhD studies but there is good compatibility on an overall level. However, there is much concern over the scope to deliver the breadth of different concentrations within programmes given the current staffing profile.

Provide suggestions for changes in case of incompatibility.

Greater refinement and focus of programmes is recommended so that they are more in line with the staffing mix and ensure there is sufficient workload capacity to achieve strategic priorities beyond teaching (e.g. research, outreach activities).

1. Department's academic profile and orientation

1.2 Connecting with society 1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4

1.2.4	The Department has an effective communication mechanism with its graduates.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There are sound course development and improvement processes in place that follow the overall structure and centralised guidelines of the university. These are implemented to ensure that programs are continually re-engineered and work well.

There are no formal measures of societal impact except employment rates of graduates that were measured in 2018, however the department has supplied a number of best-practice cases illustrating how the competences achieved have helped bring about sound careers and entrepreneurial ventures.

The Department's collaboration with international universities is provided in the form of a very long list. However, there lacks explanation of what the focus is, what is the strategy is going forward and what these collaborations are expected to lead to in the future? In regard to industry collaboration, not much information is conveyed on the types of links or how the department intends to build and utilize such relationships in a strategic manner. There is therefore scope for improvement with respect to these domains.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

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

All in all, the recruitment processes set out from university level are sound and structured. However, the provision of resources to the department (for example in relation to student numbers) is not transparent and the department seems understaffed.

Additionally, write:

- Expected number of Cypriot and international students

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

A significant focus is on attracting greater numbers of international students and furthering the diversity of the student population. The entry criteria does not appear to place clear emphasis on the level of quality of award in respect to the MBA or PhD which does raise some doubt on the quality of student intake.

Findings

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

Following a presentation of the re-alignment of the Department within the school (going from 5 to 3 departments), there is no doubt that there is a solid strategic direction set from the Dean. A next step would be to ensure that the results of development and strategic processes are used in a systematic manner to improve the department going forward.

Strengths

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

There are sound procedures relating to for example recruitment of staff from the university level.

Areas of improvement and recommendations

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

The governance structure described on pages 8 and 9 of the Department reports are in some respects problematic. Who is the boss of who? To mention a couple of examples: The Dean is also a head of the MBA program, so both under and over the Head of Department. In addition, most full-time employees figure as a part of the Department Council. The same goes for the Internal Quality Assurance Committee which would appear especially problematic given the remit of the committee.

There should be greater transparency depicting the connection between student-numbers and funding levels and a strategy for recruitment: which fields are your priorities for recruitment in the coming 12, 24, 36 months? Overall, in respect to goals and objectives across the Department there would be much benefit from a linked and more defined plan and associated KPIs over different time horizons.

Recruitment process descriptions were described in very detailed manners. But what is the overall strategy of the department, how is it going at the present, and how will you improve in the future? It would be worthwhile considering these points.

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

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

2. Quality Assurance

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

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	N/A
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

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

Overall, the quality assurance strategy seems competent. However, it was unclear as to how the Department worked strategically and systematically with the quality of its connections with society. Quality assurance does not cover the connection with society

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	3
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5

	2.2.12.2	Library	5
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		3
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		2
2.2.19	There is a clear policy on authorship and intellectual property.		N/A

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

While we were given some good examples of the use of different pedagogical delivery methods, the pedagogical reflections were in instances found to be superficial; for example the descriptions of the use of Problem-Based Learning, which is a distinct pedagogical methodology. This is an area that could be improved upon.

Graduates employment could be analysed more regularly and should track the employment trajectory of the graduates of a given program over time especially at the MBA level.

PhD students are largely self-funded and appear to be provided limited support in terms of being able to attend conferences.

Given the high teaching loads and administrative responsibilities, there would be some concern over the ongoing capacity of faculty to provide high quality PhD supervision; considering especially the amount of PhD students in relation to the amount of full-time academic staff.

Findings

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

The Department is generally very strong in the quality assurance dimension. In some instances it needs to be more systematic in its analysis, for example relating to graduate employment.

Strengths

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

Generally strong procedures in place and in line with the university practices.

Areas of improvement and recommendations

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

Consideration should be given to supporting doctoral candidates attend relevant academic conferences.

Consideration should be given to collecting more systematic and regular data on graduates.

The area of workloads and staffing need attention as this could lead to quality assurance issues of programmes.

Please ✓ 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 Quality assurance for the programmes of study	Compliant

3. Administration (ESG 1.1, 1.3, 1.6)

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

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

Quality indicators/criteria		1 - 5
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	3
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	3
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

As the department council more or less includes all full-time academic staff it is difficult to assess the decision-making capabilities of it versus the line-management structure of the university. For this reason, a score of 3 has been entered to represent its presence.

There is also a lack of transparency with regard to the feeding of resources from university level to department level.

Findings

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

The examples of administration indicated a very efficient Department and a great sense of teamwork between academics and administrative staff.

Strengths

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

Very good administrative set-up, which also reflects the advantages of being a smaller Department, and a Department with good co-working.

Areas of improvement and recommendations

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

The governance structure needs to be looked at. In addition, the descriptions provided in the evaluation material indicate a structure of monitoring, through senate, council and committees, of, for example, quality of teaching, course development, research evaluation etc. that is very complex considering the size of the university. It was also unclear as to whether all of these were working effectively and necessary.

Please select what is appropriate for the following assessment area:

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

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

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

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

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

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>While students and other external stakeholders appear to have some input in programme reviews, this didn't appear as an especially strong and structured process.</p>		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	3
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

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

The Department provided a very strong case for many of our high ratings. There could be greater clarity on the admission criteria on some programmes (e.g. role of degree award level for PhD programme). There could have been some greater granular detail provided on assessments and criteria used in marking.

Findings

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

Student involvement seemed very good and the assessment tasks appeared varied although we didn't receive great detail on specific assessment tasks.

Strengths

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

In general, the Department seemed very sound in this category

Areas of improvement and recommendations

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

It was not entirely clear how the Department ensured a structured, regular feedback from external stakeholders on which it was possible to make decisions for improving the educational activities.

Greater clarity on assessments tasks and marking criteria would have been welcome.

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		1 - 5
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 Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
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.	5
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.	4
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.	3
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

Judging from the amount of courses each full-time staff member runs and the amount of degrees, the workload on them is something that needs to be addressed. The continued sustainability of running all module, programmes and being research active are questionable based on current staffing levels.

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

(Department to provide this data)

Findings

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

The processes for allocating teaching staff are well-described, however, there are some concerns as to the understaffing of programs and this may result in too few staff per student.

Strengths

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

The department shows itself as a team-based workplace with a good spirit and very collegial mindset.

Areas of improvement and recommendations

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

Teaching loads should be considered going forward as a poor balance in teaching load versus research time will make it difficult to attract the best candidates for future positions. One example is that there may be potential for creating greater synergies between the MBA programs in order to reduce the direct teaching load per student because it would enable more students per class. It is strongly recommended that consideration is given to workload and staff resource issues.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	4
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	Don't know
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	Don't know

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

The department does mention research in its mission, but it does not describe in detail the types of impacts that are in focus or how it seeks to enhance the research potential of for example the younger growing staff.

Findings

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

The Department staff are overall quite research active. Some of course more than others, but the level of activity is good. The current table distinguishes between the categories 1-10 publications, 11-20 publications and above 20. The table provided could instead depict the number of items published pr. year pr. staff member, but perhaps in an anonymized fashion. Also, an anonymized H-index would be useful to see the breadth and depth of the research activeness in the Department. There are several question marks in the above survey which is due to us not being provided with information in relation to such aspect thus we can legitimately make a determination on level of compliance.

Strengths

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

Increasing research output trajectory as evidenced by substantial positive trend in the number of Scopus indexed publications over the past 5 years.

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 a worry whether the full-time academic staff have enough time allocated for research purposes with the teaching loads and administrative burdens laid upon most of them.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	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		
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

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

The Department is currently looking to hire more full time staff and the trend is that better candidates are applying to the available positions. It is positive that more staff are being hired. This is crucial for the continued improvement of the Department our concerns over workloads and resource availability.

Findings

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

The Department comes across as a unit with high spirits and teamwork that help to lift teaching and administrative burdens. Many of the full-time staff have some sort of administrative burden relating to educational management.

The worry here might be that they do not have enough periods of time completely free of teaching and admin that would enable them to focus on research.

Strengths

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

The Department is innovative in developing its studies and the students are overall very satisfied with the way things are run.

Areas of improvement and recommendations

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

From a management perspective it is recommended to work on creating synergies in teaching; especially between the MBA specializations; and also to create research space by organising for periods of no administration and completely free of teaching for research staff.

Please ✓ what is appropriate for the following assessment area:

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

D. Conclusions and final remarks

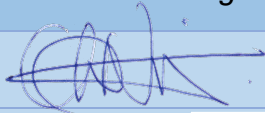


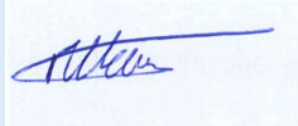
Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

Overall, we believe the Department is in a strong position and it is one that has clearly been on a journey of growth and improvement. This visit demonstrated very clearly a highly committed and collegial academic and administrative staff base who are passionate to the provision of high-quality education. We commend this.

We however have concerns over whether the continued growth and improvements are sustainable unless there is a) increased resourcing (staffing) and b) consideration given to rationalisation of some courses.

As the strategic objectives were not reinforced with clear targets or KPIs there is a danger that growth continues unabated which could be detrimental in the long run if this is not accompanied with increased resources.

E. Signatures of the EEC

Name	Signature
Christian Nielsen	
Cleopatra Veloutsou	
Anthony McDonnell	
Panos Ntoas	

Date: 23.11.2020