

Doc. 300.3.1

Date: 8/9/2023

External Evaluation Report (Departmental)

- **Higher Education Institution:**
The Cyprus University of Technology
- **Town:** Pafos
- **School/Faculty:** Faculty of Tourism Management, Hospitality and Entrepreneurship of The Cyprus University of Technology in Pafos
- **Department:** Management, Entrepreneurship and Digital Business
- **Department's Status:** New
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Entrepreneurship and Digital Business – (BSc)

Programme 2

In Greek:

Programme Name

In English:

Entrepreneurship and Small and Medium Enterprise Management – (MSc)

Programme 3

In Greek:



Programme Name

In English:

Entrepreneurship and Digital Business – (PhD)



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 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
	Management: Entrepreneurship and Digital Business (240 ECTS, 4 Years, Bachelor Degree)
	Management: Entrepreneurship and Small and Medium Enterprise Management (90 ECTS, 1.5 years Full Time or up to 3 years Part Time, MSc)
	Management: Entrepreneurship and Digital Business (240 ECTS, 3-8 Years, PhD)

A. Introduction

This part includes basic information regarding the onsite visit.

Click to enter text.

The review panel had a very informative meeting on the Pafos campus of the Cyprus University of Technology on September 4-6, 2023. This was a very well-organized event with considerable attention to detail on the documents made available and the willingness to provide additional documentation well required. We began our onsite visit with a tour of the new building. It was a now holds barred tour, with all details of the new structure exposed and made available for inspection. The facilities appear to be excellent and better than most new such facilities that we've seen in many countries, inclusive of much wealthier countries. We're impressed by the facilities available to academics, support staff, and students. Of note are the single use offices available to all faculty, which is critically important for optimal achievement in teaching, research, and engagement. Teaching facilities are excellent. But we would suggest more interactive small classroom space would be very useful for enhancing the student experience. We would also comment on the excellent social space available and would suggest that the café be open on a daily basis as a critical space of interaction, networking, and downtime. We met Department leaders, staff and students, all of whom were forthcoming. The documentation suggests that the department itself will provide excellence in teaching, research and engagement with inventive plans for future development. The department is embedded in an institution which is itself excellent in all required dimensions. We are impressed by the resources available for teaching and research, with concrete plans for future growth to meet market demand. Research facilities and support are second to none in terms of funds and even with respect to teaching obligations—easily matches what's found in 'leading' international universities. We would suggest that much more could be done to recruit more female academics and more formal processes be put in place to protect graduate students from possible poor behaviour by academics when it does take place. We also note that there is no strong incentive in the promotion process to incentivize excellence in teaching. Research excellence appears to trump excellence in teaching. Some universities, that value teaching and the student experience, have teaching excellence as a necessary condition. Also, more formal processes to support poor teaching would be recommended. The department has a very strong budget position given government subsidies, but it would be helpful if the department and university can locate other sources of income to protect itself from the uncertainties of government policy. We note that university leaders are thinking this through. But the sooner the better. More effort should be made to attract visiting academics be they Greek or English speaking to enhance teaching and research excellence. Also, more formal mechanisms should be in place to connect the department with external stakeholders. Overall, this is an excellent department in Pafos, with impressive opportunities for future development and growth.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Morris Altman	Chair of Panel & Dean and Research Chair, School of Business	University of Dundee, UK
Kyriaki Kosmidou	Professor	Aristotle University of Thessaloniki, Greece
Patrick Mikalef	Professor	Norwegian University of Science and Technology, Norway
Simos Chari	Associate Professor	The University of Manchester, UK
Christos Kolympiris	Associate Professor	The University of Warwick, UK
Ms. Niki Makri	Student-member	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *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 (including SWOT analysis)
- 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 (including SWOT analysis)		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.	5
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.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Overall, the department achieves high levels of compliance in mission and strategy. It would benefit from more formal processes to link the Department with its stakeholders. An advisory Board would be welcome. Given the Department's orientation, having interdisciplinary-oriented economists would be important especially with regards to tourism and marketing. Having a decision-making lab and a digital social media lab would add considerable value to the department.

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).

There is compatibility. No major issues here.

Provide suggestions for changes in case of incompatibility.

[Click to enter text.](#)

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.	4
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.	4

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

There are high levels of communication with the community and there are considerable efforts to assure social benefits accruing to society. But this can be improved upon by more formal processes linked with pertinent society stakeholders. One notes that this appears to be the case with regards to hospitality and tourism. It is not clear (or at least not fully documented) how effective the Department's communications with its graduates are. More details would be required. What are examples of the processes in place? But students expressed satisfaction with Department communication thus far at least with regards to the Limassol campus.

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.	5
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.	5

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

Both teaching and research are considered. Teaching is given high weight (which is positive) compared to many other Departments/Universities. Also there is an effort to hire individuals who fit within a collegial environment. Staff are recruited based on expected procedures for top-ranked universities. Funding is excellent and, specifically, towards improving the quality of programmes. There is a limitation, given Greek instruction, in attracting students from abroad. But examples were provided on efforts to recruit Cypriot students, including initiatives to locate funds so recruitment can take place within the Department. Also, some recruitment efforts were discussed for the Greek market. But this was not elaborated upon. Beyond Greeks, plans are in the works to develop programmes that can be taught in English. One hopes that the Department remains aggressive in this domain.

Additionally, write:

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

Mainly Cypriot students

Findings

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

Both teaching and research are considered. Teaching is given high weight (which is positive) compared to many other Departments/Universities. Also there is an effort to hire individuals who fit within a collegial environment. Staff are recruited based on expected procedures for top-ranked universities. Funding is strong and, specifically, towards improving the quality of programmes.

There is a limitation, given Greek instruction, in attracting students from abroad. But examples were provided on efforts to recruit Cypriot students, including initiatives to locate funds so recruitment can take place in a Department specific manner. Also, some recruitment efforts were discussed for the Greek market. But this was not elaborated upon. Beyond Greeks, plans are in the works to develop programmes that can be taught in English. .

Strengths

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

Excellent process with regards to hiring academics. Excellent funds. Also, innovative practices to attract high quality students in Cyprus.

Areas of improvement and recommendations

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

Clarity on the process wherein funds are allocated to improve the quality of programmes. Maintain efforts to develop English languages programmes, to attract a more diverse body of students. This might also serve to increase income to the Department and University.

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.	4
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	4
2.1.4.2	Research	5
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	4

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

The documents demonstrate that the department complies at a high level. But it is not at all clear how, guards “against intolerance of any kind or discrimination against students or staff.” It is not clear how ‘society’ feeds back to the Department and its programmes with regards to the interests of ‘society’. There appears to be informal mechanisms or the case might be that formal mechanisms are not communicated fully. Either way, tut this is inadequate, we believe.

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, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
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 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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5

2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	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.	4
2.2.12	The Department analyses and publishes graduate employment information.	2
2.2.13	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
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	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
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	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.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5

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

The evidence on quality assurance is very strong and clearly articulated, as well as transparent. There is a student survey in place which students are well incentivized to complete. And these results are processed and addressed through the QA committee. This is an excellent process. But other ways of assessing quality might be introduced such as peer review and external reviews (perhaps similar to the external examiners process in the U.K) . Plagiarism is largely dealt with through turn-it-in. But this is insufficient given new innovative ways of cheating. This gap should be addressed. Also, the Department is non-compliant with: “The Department analyses and publishes graduate employment information.” This can be easily addressed. But it is an important gap.

Findings

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

The evidence on quality assurance is very strong and clearly articulated, as well as transparent. There is a student survey in place which students are well incentivized to complete. And these results are processed and addressed through the QA committee. This is an excellent process. But other ways of assessing quality might be introduced such as peer review and external reviews. Plagiarism is largely dealt with through turn-it-in. But this is insufficient given new innovative ways of cheating. This gap should be addressed. Also, the Department is non-compliant with: “The Department analyses and publishes graduate employment information.” This can be easily addressed. But it is an important gap.

Strengths

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

Excellent infrastructure, overall. Student feedback is accessed and addressed within a formal framework. Learning resources are very strong in the Department/University. Doctoral students per faculty is well monitored so that academics do not spread her time too wide.

Areas of improvement and recommendations

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

Analyse and publish graduate employment information. It would be helpful if PhD students have a pool of funds available that go beyond conferences (which is now the case). Currently additional funds might be available only at the discretion of the supervisor.

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		
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.	5
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.	5
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.	5
3.9	The Department analyses and publishes graduate employment information.	2
3.10	The Department has appropriate procedures for dealing with students' complaints.	4
3.11	Internationalization of the Department and external collaborations.	3

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

The evidence provided in the documents and during our discussions demonstrates at a high level across the board. One point that stands out is that the Department has mechanisms in place to deal with student complaints, faculty misconduct, etc. One serious gap is that the Department does not analyse and publish graduate employment information. This can be easily addressed.

Findings

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

The evidence provided in the documents and during our discussions demonstrates at a high level across the board. One point that stands out is that the Department has mechanisms in place to deal with student complaints, faculty misconduct, etc. One serious gap is that the Department does not analyse and publish graduate employment information. This can be easily addressed.

Strengths

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

One point that stands out is that the Department has mechanisms in place to deal with student complaints, faculty misconduct, etc. Student complaints and concerns are dealt with appropriately and appears embedded in the culture of the Department and programmes.

Areas of improvement and recommendations

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

One serious gap is that the Department does not analyse and publish graduate employment information. This can be easily addressed.

Please select what is appropriate for the following assessment area:

Assessment area	
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	Intended learning outcomes, 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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The evidence provided supports compliance at a very high level in all categories apart from 4.1.2. Employers, are not actively involved, in a formal and consistent manner, on the programmes' review and development. This can be easily addressed.		
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.	5
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.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The evidence provided supports compliance at a very high level in all categories..		

Findings

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

The review of the department yields an assessment consistent with our assessment of the university. For example, the number of students can be easily accommodated in current space, with a combination of traditional large classrooms and flat smaller classrooms; the feedback process appears to be timely and adequate with considerable concern shown for the students' experience; the assessments appear to relate to a mapping from intended learning outcomes; and student-centred learning using a blended approach and interactive teaching in tutorial are in place.

Strengths

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

The number of students can be easily accommodated in current space, with a combination of traditional large classrooms and flat smaller classrooms. Hence applied and theoretical learning is facilitated. Plus is a modern student lab as well. Feedback process appears to be timely and adequate with considerable concern shown for the students' experience. Speedy and appropriate feedback is what students demand as high priority universally. The assessments appear to relate to a mapping from intended learning outcomes. Fundamentally important to a high level student learning experience is that academics test them on what they are told they should know. Student-centred learning using a blended approach and interactive teaching in tutorial are in place. We know that this is best practice.

Areas of improvement and recommendations

One point of concern is that there is no formal mechanism wherein external stakeholders, including employers, are actively involved in the programmes' review and development. More space to accommodate interactive student learning (flipped classrooms) would be 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		
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.	5
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.	3
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.	5
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.	5
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.	5
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.

The evidence makes it clear that excellence is achieved in the area of teaching staff, from qualifications, number of staff per students, an acceptable core to part-time staff ratio, better than most institutions. And the part-time are highly quality, fit-for-purpose. Space for faculty is excellent and better that of leading universities (QS and THE rankings). In terms of visiting professors, there is a gap. Such professors can enrich programmes and research. Efforts to improve this area would be welcome. Visiting professors can be invited internationally to provide guest lecturers, for example. Because of the Greek language requirement for teaching,

international scholars can be invited guest lecture on their research, co-lead workshops, and mentor staff.

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

30 percent of of teaching is some by externals (part time).

Currently about 7 academics, 4 more in the process of being hired.

No visiting professors.

Findings

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

The EEC identified during the visit to the Cyprus University of Technology that full-time, special scientists and special teaching staff appear to have the relevant and required qualifications, sufficient professional experience and expertise for teaching the individual subjects. This ensures the quality of teaching. There are 7 full-time academics and they are planning to recruit 4 more during this academic year. The ratio of special teaching staff to the total number of teaching staff is below the CYQAA's recommended threshold. In addition, the ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and by part-time teaching staff relative to the number of subjects taught, is satisfactory. The ratio of the number of students to the total number of teaching staff is sufficient as well. Finally, the university does not employ Visiting Professors due to legislation and language barriers .

Strengths

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

Although the number of teaching staff is adequate, there is a need for academic staff with specialisation in innovation, entrepreneurship, and digital business to cover the new programmes that will be offered by the Department of Management, Entrepreneurship and Digital Business. Moreover, there is a quite adequate amount of special teaching staff and special scientists. The qualifications of the teaching personnel are of very high level and there are appropriate formats and initiatives for them to develop and improve their skills and competencies once hired.

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 suggests the Cyprus University of Technology to: (a) incorporate teacher training seminars to ensure that the teaching staff utilized state-of-the-art didactic approaches and designs and develops the courses based on universal access principles; (b) ensure that the upcoming hiring processes will recruit individuals (preferably females) with expertise in innovation and



entrepreneurship; and (c) to actively seek to employ Visiting Professors (with background in the Greek language) to complement the current academic staff .

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	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.	5
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.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
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.	5
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.	5
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.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

Findings

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

The EEC finds that the research projects and publications are area specific and of rather high standards. One gap is the lack of clarity on the process whereby research is integrated in and affects teaching as well as impacting on knowledge transfer.

Strengths

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

The department seems to have a very strong research profile with a good publication output and quality publications. In addition, the Department provides adequate facilities and equipment to cover the staff and students' research activities. Moreover, there is very good seed-funding and incentives in place for the academic staff to perform high quality research and be part of the broader academic community.

Areas of improvement and recommendations

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

The department should seek new hires and the basic annual research funding should be enhanced. Applying for research grants from various EU and national sources is important. These provide opportunities for new collaborations with researchers and other institutions. The department must focus on the quality and not in the quantity of the research work produced.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	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		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
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.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
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's budget is relative to its mission and adequate for the implementation of strategic planning. Its financial resources are quite enough to support its functions. Moreover, the department follows efficient management in order to develop academically and research wise, whereas its external audit and the management of its finances are ensured.

Findings

The overall resource base is excellent and is aligned to mission and the strategic direction of the university in Pafos. The department is very well resourced (financially) by the institution/government and has a decent student base with anticipated growth of students, focusing on the domestic or home population. The budget appears to be very well managed, and the leadership is able to

articulate their budgetary position. The department in conjunction with the university, however, should probably expend more resources and energy to diversify its income sources given possible changes and reversals in government policy. From our conversations during the site visit the department working with the university appears to be moving in this direction; perhaps such diversification can be more explicitly articulated.

The department is financially supported largely by the university via the government.

Strengths

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

The department has resources to ensure that academic and research activities are carried out to the best extent possible. There has been strong financial support for establishing the new faculty in Pafos. In addition, the investments have yielded strong returns to the local community. The processes for auditing are also transparent and done on a regular basis, and there is good planning in terms of present and future budgeting.

Areas of improvement and recommendations

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

It appears that annual funding for research has diminished in real terms and should be increased.

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, the department of Management, Entrepreneurship, and Digital Business, Cyprus University of Technology is highly compliant.

Areas of improvement include:

- a. Improving the gender balance in the Department (more active and strategic effort in this area)
- b. Pay **more** attention to teaching excellence in the hiring and promotion process to incentivize excellence in teaching and learning and enhance the student experience, It is appreciated that the Department looks for candidates that are collegiate . But one assure that this is not a way for protecting the status quo.
- c. Hiring academic staff (taking gender diversity into account) in the areas where the school is lacking expertise (e.g., entrepreneurship and innovation)
- d. Establish external advisory boards for developing and reviewing programmes and informing research and informing revisions of programmes to meet market and community needs.
- e. Improve the knowledge exchange process between the university's research and society at large. More focus on formal networks.
- f. Make efforts to attract visiting international scholars who can enrich the research and teaching environment of the school; it should be noted that visiting scholars (non-Greek and Greek speaking) can be attracted to Pafos' campus at little cost to provide guest-talks, research seminars to PhD students, and research collaborations. More efforts to attract Greek speaking scholars would also be welcome
- g. Diversify income sources where possible. One note that the Department is making efforts in this direction through executive type education and working towards teaching in Limassol. More focus on online delivery would be helpful, but this requires an investment in studio type facilities.
- h. Maintain efforts to develop English languages programmes, to attract a more diverse body of students. This might also serve to increase income to the Department and University.
- i. Improve mechanisms to deliver positive socio-economics impact given the excellent research and teaching capabilities in the Pafos campus.
- j. Ensure that there more small classrooms for interactive teaching
- k. Assure that the cafeteria space is open to create a social space for students, academics, and support staff
- l. Continue providing optional modules for Phd students taking advantage of partnerships with other universities.
- m. Analyse and publish graduate employment information.
- n. It would be helpful if PhD students have a pool of funds available that go beyond conferences (which is now the case). Currently additional funds might be available only at the discretion of the supervisor.



- o. Incorporate teacher training seminars to ensure that the teaching staff utilize state-of-the-art didactic approaches and designs and develops the courses based on universal access principles



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Morris Altman	
Kyriaki Kosmidou	
Patrick Mikalef	
Simos Chari	
Christos Kolympiris	
Ms. Niki Makri	

Date: 8/9/2023

