ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ
ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

HELLENIC REPUBLIC

H.Q.A.A.

HELLENIC QUALITY ASSURANCE AGENCY
FOR HIGHER EDUCATION

EXTERNAL EVALUATION REPORT

FINAL
DEPARTMENT OF BUSINESS ADMINISTRATION

UNIVERSITY OF MACEDONIA

SEPTEMBER 2010

External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Business Administration of the University of Macedonia consisted of the following five (5) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor **George J. Papaioanou,** Hofstra University NY, USA

   Coordinator

2. Professor , **Ioannides Christos,** Bath University, UK

3. Professor **Assimakopoulos Dimitris** , Grenoble Ecole de Management, France

4. Professor **. Basil J. Janavaras,** Minnesota State University, USA

5. Dr. **Athanasiadis George**, ex Manager of Air Liquid Hellas, GREECE

N.B. The structure of the "Template" proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction

    I. The External Evaluation Procedure

- Dates and brief account of the site visit.
- Whom did the Committee meet ?
- List of Reports, documents, other data examined by the Committee.
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the External Evaluation Committee.

II. The Internal Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence reviewed and provided
- To what extent have the objectives of the internal evaluation process been met by the Department?

A. Curriculum
To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH

- What are the goals and objectives of the Curriculum? What is the plan for achieving them?
  - According to the Internal Evaluation Report(SER) the goals are:
    - The theoretical and specialized practical professional education of managers for private and public sector organizations.
    - The mission of the Department is the development of capable managers of private and public organizations of all types and sizes for domestic and international companies.
  - The objectives of the Department are:
    - To provide a curriculum designed to satisfy the changing needs of organizations and at the same time it adheres to the principles of quality education observing human values and rights.
    - To provide high quality services designed to ensure the exceptional professional career of the graduates for both in private and public sector organizations.
    - To prepare students to attend graduate study programs.

- How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?
  - The curriculum objectives were determined in accordance with the applicable laws pertaining to the establishment of the Department.
  - The objectives have been also influenced to a great extent by the faculty with some input from private sector companies and public institutions. In addition, student opinions were solicited and facilitated.
  - Some of the factors considered were the needs of the local economy, market and institutional needs.
  - The curriculum is set according to the legal framework at all levels. However, we encountered no evidence of applying appropriate international standards, e.g., with regard to the doctoral program.
- Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?
  - In general, the selection of courses and the structure of the curriculum appear to meet the Curriculum objectives. We have no documented evidence that the curriculum satisfies the needs of the society.

- How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?
  - The curriculum was decided primarily by the faculty with some input from regional private and public sector institutions.

- In addition, the curriculum was influenced by faculty availability and expertise and other Departmental resources.
- Furthermore, all stake holders designated by law were consulted.
- Curriculum proposals and ideas are submitted and discussed at the general faculty meetings of the department. However there is no formal and systematic procedure for curriculum evaluation and revision. There is no evidence of on-going involvement of the Committee on Curriculum Restructuring as delineated in the Internal Evaluation Report.

IMPLEMENTATION

- How effectively is the Department's goal implemented by the curriculum?
  - In general, the goals are met through the offering of a wide portfolio of undergraduate and graduate courses.
  - At the graduate level there is an absence of prerequisite courses aiming at preparing non-business majors for graduate studies in business. The level of instruction in the Master's in Information Systems is not advanced enough for student with the relevant undergraduate background.
- How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?
  - The curriculum compares with similar programs in Greece. The curriculum of the Master's programs mimics similar programs abroad. Although there is self-study requirement for doctoral students, there are no doctoral level courses required for the preparation of doctoral students.
  - The number of undergraduate courses is excessive compared with similar programs abroad. Specifically the degree requires seven courses per semester and overall the degree is awarded after the successful completion of 51 courses.

- Is the structure of the curriculum rational and clearly articulated?
  - The structure of the undergraduate curriculum does not clearly specify the core courses and electives along with the sequence of course offerings so that the students know in advance their complete program of studies. The Catalogue, with the list of courses for the year, is not a sufficient guide for students.
- Is the curriculum coherent and functional?
  - Although the curriculum appears coherent, the lack of prerequisites hinders instructional effectiveness and student learning in upper level courses.

- Is the material for each course appropriate and the time offered sufficient?
  - The time offered for instruction appears to be sufficient. But the Evaluation Committee was not able to secure the required information to evaluate the adequacy of course materials (e.g., course syllabi).
- Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?
  - In general, the resources are border- line sufficient but fragile. Given the number of students enrolled in all programs, undergraduate to doctoral, there is a definite need for additional faculty lines, with particular attention at protecting the quality at the undergraduate level. Although the computer labs are adequate for graduate level students, there is a need for additional computers for undergraduate student.
- Has the unit set a procedure for the revision of the curriculum?
  - The Department submits and votes curriculum proposals in the general faculty

meeting of the Department. The committee for curriculum restructuring described in the Internal Evaluation report has not been activated yet on an ongoing basis.

RESULTS

- How well is the implementation achieving the Department's predefined goals and objectives?
  - o Information provided to the Committee showed that the implementation process used to achieve the Department's goals and objectives is satisfactory in some respects. There is greater need to improve communications with both private and public sector institutions and alumni for the purpose of obtaining feedback regarding the rate of student employability and success in the marketplace and their individual careers.

- If not, why is it so? How is this problem dealt with?

- Does the Department understand why and how it achieved or failed to achieve these results?
  - o There is no formal mechanism. Nonetheless, faculty have the opportunity to gather information through their professional contacts with commerce, industry and public officials.

IMPROVEMENT

- Does the Department know how the Curriculum should be improved?

  - o Yes but there is no formal mechanism for initiation, implementation and monitoring of continuous improvement.

- Which improvements does the Department plan to introduce?

  - o The Department is planning to rationalize the number of courses in the undergraduate program.

  - o They are also planning to create functional areas, such as Marketing, Management, etc, in order to provide a more focused, in-depth and specialized education.

  - o The Department plans to revise the Guide of Studies to more effectively articulate the curriculum objectives and struct

B. Teaching

APPROACH:

Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?

Please comment on :
- Teaching methods used
  - The teaching methods include lectures, case studies, student presentations and team projects.
- Teaching staff/ student ratio
  - The number of undergraduate students admitted over a four-year period is in excess of 1,300 augmented by several thousands of additional students with incomplete courses. However there are only eighteen (18) full time faculty members. Therefore many required courses have a ratio of over 300 students per instructor.
- Teacher/student collaboration
  - According to the input we received from students, access to faculty during office hours and other times, collaboration seems to be quite satisfactory.
- Adequacy of means and resources
  - The aforementioned number of students and faculty makes abundantly clear that instructional support is unsatisfactory. We also noted that there is a need for additional computers to serve the undergraduate students. Furthermore, there is a need for additional classrooms. The expansion of the number of classrooms will allow the creation of tutorial sections for large classes. Smaller classes will also facilitate the instructor-student interaction and enhance learning.
- Use of information technologies
  IT is used at all levels of instruction. Both undergraduate and graduate students make extensive use of computer labs for course assignments and independent research.
- Examination system
  - The terms and conditions of final exams are satisfactory. The feedback from students strongly suggests, and we entirely concur, that they would like to have more than one exam such as a mid-term, or a minimum of three. This however presupposes that the instructional staff will increase as also pointed out earlier.
  - Students and faculty showed a great concern for the delayed distribution of textbooks which take place just before the examination period.

IMPLEMENTATION

Please comment on:
- Quality of teaching procedures
  - Faculty follow generally accepted teaching procedures.
  - Student and faculty feedback indicated that teaching efficacy is frequently compromised by lack of discipline and other distractions during the class period.
- Quality and adequacy of teaching materials and resources.
  - Faculty distribute to students lecture notes and books both in print and online for

the undergraduate and Master's courses.
- Quality of course material. Is it brought up to date?
  - Students reported that some textbooks are outdated. Further investigation revealed that in such cases lecture notes close the gap and provide up-to-date information.
- Linking of research with teaching
  - There is some evidence that research undertaken by instructors is directly associated with teaching subjects and integrated into the course.
- Mobility of academic staff and students
  - The Department has an extensive record of student exchanges for various programs. In contrast, the number of exchanges involving faculty is limited.
- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources
  - The Department uses student evaluations of teaching and course content and studying materials. The data provided to the Committee indicate that evaluation score are very favourable (Most Means are above 4,00 on a scale of 1 – 5, five being the best. This is true for both undergraduate and graduate courses).

RESULTS

Please comment on:
- Efficacy of teaching.
  - The documented evidence in the Internal Evaluation raises questions about the efficacy of teaching and learning. Specifically the data show the rate of successful completion of courses is in the vicinity of 50 - 70%. Whether the grading of student work is discriminating of their learning is somewhat challenging as indicated by the exceptionally high course grades shown in Grade Lists provided by the Department. For example, 74% of the recent MBA dissertations achieved the grade EXCELLENT and for one third within this group the maximum mark 10 was awarded. During a random inspection of a number of postgraduate courses mark lists no failure rate was recorded. For a number of courses the proportion of scripts awarded EXCELLENT was exceeding 50%. The same pattern of exceptional high grades is witnessed in grading lists provided to the team. We requested a sample of evaluations of doctoral dissertations which were not provided.

- Discrepancies in the success/failure percentage between courses and how they are justified.
  - The data show that the majority of students in all courses complete their courses successfully.
- Differences between students in (a) the time to graduation, and (b) final degree grades.
  - The evidence is that undergraduate students have attained an average final grade of 6.75 in recent years. According to the Internal Evaluation the average number of years to complete the undergraduate degree is 5.
- Whether the Department understands the reasons of such positive or negative results?
  - The instructors appeared to be proud and confident of their teaching effectiveness, quality of students and positive results.

IMPROVEMENT
- Does the Department propose methods and ways for improvement?
  - The Department would like to increase the number of faculty members.
  - The Department plans to explore methods of improving the distribution of textbooks in collaboration with the Library services.
- What initiatives does it take in this direction?
  - The Department plans to take the necessary steps for accomplishing the above stated improvements.
  - The department plans to introduce a series of research seminars presented by faculty and doctoral students for the purpose of improving the research familiarity and capabilities of students and communicating the latest research.

C. Research

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

- What is the Department's policy and main objective in research?

The Department does not have a stated research policy. It relies on the spontaneous creation of ad hoc research teams / labs to conduct research and apply for research funding. The department has not appointed a research director / co-ordinator and there is no research committee either. However there is a University wide research committee whose main objective is the management of allocation of funds. In addition we did not find that there was a Doctoral Program Director of Studies and the allocation and management of supervision relies on the constitution of supervising committees as they emerge case by case. Overall there is not a single strategic research direction or an embedded research culture to encourage publications, doctoral research and funding for external research contracts. We have encountered individual members / labs that they have been successful in attracting external research funding and publishing based on their research.

- Has the Department set internal standards for assessing research?

The Department does not set or have an explicitly stated policy for assessing research. It appears that the department values the volume rather than the quality of research output at this stage. In July 2009 the University published an extensive list of internationally recognised titles of journal publications and classified them appropriately in to four categories (A, B, C, D, in descending order). In this publication there is explained in some depth the methodology for the classification of journals and we do not know with certainty whether this University publication has been accepted

as the quality metric for the research output. In addition it came to our attention that such issues were discussed internally back in December 2008 but no firm conclusion was reached.

IMPLEMENTATION

- How does the Department promote and support research?

The Department funds attendance for two scientific conferences abroad and one scientific conference within Greece every year. This policy aims to encourage increased communication with the relevant scientific communities at home and abroad. We were led to believe that the publications were deemed an important metric for internal promotion and new appointments to the faculty. The department has also hosted doctoral students who are supported by scholarships awarded by the Greek Scholarship Foundations and other programs such as Herakleitos and Pened. Very recently the department circulated a paper regarding the management of the Doctoral program and the recruitment criteria for new students. It appears however that there is not yet an established post for the Degree Program Director.

The department has enough human resources that can be used for the support of research projects through the Specialist Administrative Personnel whose contractual obligations include such support.

The University has recently introduced a generous incentive scheme for publications in high ranking journals where they offer 4000 Euros for articles in a class A journal and smaller sums for publications in B and C category journals (see University list of journals published in 2009).

- Quality and adequacy of research infrastructure and support.

The Department has the exclusive use of dedicated laboratories serving the following areas of research activity:
a) operations research
b) information systems
c) human resource management and
d) a general lab for the whole department

The Labs' equipment is modern. The rooms are well maintained and clean and there is a dedicated technician for assisting the smooth work of the labs. The software is somewhat dated but it appears adequate for the research and teaching carried out by these labs.

There is a University wide Library that provides good access to all the major databases of full text journals such as Business Premier, Science Direct, Sage, etc. The Library has international connections and can access through inter-library loans further information if required. In terms of data sources there is good access to Greek sources of data such as Icap some similar international databases but due to limited resources databases providing high frequency financial data and other similar data cannot be accessed today. Overall the Library provides excellent support for the research effort of the Department. The personnel are well informed and willing to provide help and advice when requested.

- Scientific publications.

  Between 2003 and 2008 the Department reported 126 journal publications and 82 books and book chapters. Faculty members attended 300 conferences where they were speakers and presented papers. We were not presented with additional information covering the years 2009 and 2010.

- Research projects.

  We were given information regarding research projects led by faculty, or including them as collaborators from 1993 to 2000 and from 2000 till 2008. We were not given the monetary value of these projects nor the budget allocated to the labs / members of staff for both periods.

  In the first period 27 such projects were recorded. About half of these projects were supported by the European Social Fund and the European Commission. The remaining were funded by State Organizations such the local government and central government and few private sector companies.

  In the second period 65 projects were recorded of which seven were funded by the EC. A number of projects were funded by the University of Macedonia and other State Organizations. A few of them were funded by the European Parliament and other international scientific networks.

- Research collaborations.

  Members of faculty collaborate in a broad range of research activities with other members of staff within the University, other Greek HEIs, and government and private sector organizations. There are also external links with European and US Universities, and additional institutions such as the European Parliament, VA Connecticut Health Care Systems, ISSOWV, etc. Such collaborations have resulted in the acquisition of research funding and the production of research output.

RESULTS

- How successfully were the Department's research objectives implemented?

  In the absence of an explicitly articulated research policy and strategy it was proven somewhat challenging to reply to this question. However we detected a strong willingness to undertake and carry out research across the faculty with emphasis both on quantity and more importantly quality of results.

- Scientific publications.

  In the first instance, we base our assessment of the quality of scientific publications on the University published list of journal rankings across each disciplinary area.

  Out of the 126 journal articles reported a very modest number can be considered as

high ranking falling within the top two categories A and B. A number of publications appeared in the lower categories C and D. A number of journal publications appeared in titles of journals not listed in the internal catalogue or in other similar lists that University Departments consult and deploy abroad.

A few of the non-referee publications have appeared in volumes published by well recognized scientific publishers, such as Springer. Forty-three non-referee publications (i.e., book chapters) appeared in commemorative volumes published by the University of Macedonia Press.

- Research projects and collaborations.

We feel that we had insufficient information to evaluate the results of the research projects and collaborations undertaken by the Department. We assume that some of the results stemming from the research projects were presented in the Conferences noted above.

- Is the Department's research acknowledged and visible outside the Department? Rewards and awards.

Based on a comparative quantitative analysis that was conducted and published by the University of Macedonia in the fall of 2009 covering all publications of 5 Departments in Business Administration in Greece, the performance of the Department was ranked third in a variety of indexes, although the period considered for the different departments was unequal. Overall, the data show a total of only 22 citations in scholarly journals from 2003 to 2008.

IMPROVEMENT
- Improvements in research proposed by the Department, if necessary.

The Department in conjunction with the University has taken a number of steps to improve the quality of research output. It has added the funding for the participation to an additional international conference. It has put forward the list of journal rankings whose credibility seems widely accepted and also implemented an incentive scheme rewarding publications in top quality journals.

Initiatives in this direction undertaken by the Department .

D. All Other Services

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

- How does the Department view the various services provided to the members of the academic community (teaching staff, students).

    The Department is convinced that its resources cannot adequately provide the required level of support to the current student numbers. The faculty expressed the wish for a drastic reduction in undergraduate student numbers entering via the national University exams and further reduction to the number of students transferring to the Department from other institutions. At the same time, the Department plans for the expansion of postgraduate taught programs in conjunction with other University departments and other Universities in the Balkan region. Given these plans for expansion in postgraduate programs there is an urgent need for parallel increase of faculty numbers. Unless additional faculty members are appointed in the near future, it is quite possible that the level of services provided will deteriorate further.

The Faculty judges the level of support from the administrative and other departmental services at best as marginal. Given the number of administrative support by EDIP and ETEP staff, it appears that the ratio of faculty and administrative staff is appropriate. The administrative support provided by the Secretariat Services Department appears to be tested by the relative large of number of students and volume of work. For example the Secretariat Services Office is open only for two hours. We found that the services provided by the library and dedicated IT labs are of high quality.

- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?

    It appears that there is no clear policy for simplifying administrative procedures. The current procedures lead to delays in the delivery of appropriate teaching materials although there is extensive use of the Compus electronic platform for distributing teaching materials. In addition there are user guides for class web, student web and working with the Secretariat that are clearly useful for familiarizing students with these procedures. Some of the additional procedures are processed electronically through the Secretariat and administrative staff. However we did not detect organized mass communication via course registration electronic lists that would facilitate the co-ordination between staff and students.

- Does the Department have a policy to increase student presence on Campus?

    There is no stated policy in this direction. De facto students are classified as active and inactive. We gather active students are present on campus and attend lectures and tutorials. The central position of the University in the city of Thessaloniki and the regular presence of most members of staff provide a lively environment for the student body to be present and constitute a lively academic community.

IMPLEMENTATION
- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).

  The Secretariat of the Department consists of a small number of well trained and experienced personnel that carry out effectively a broad range of tasks, such as the booking of lecture theaters, the issuance of various certificates and taking minutes, and the processing of faculty recruitment. There is a single two hour slot for students to access the secretariat daily and this has created a tension with the student body. The choice of the Secretariat's opening hours is imposed by the University and for the majority of the certificates demanded by the students the response time is prompt. It seems that there is no clear line of reporting for the Secretariat.

- Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).

  The Library services are to be commended. The undergraduates have the exclusive use of a computer lab and the same applies to postgraduate students in taught programs that have dedicated IT labs. The hardware is state of the art but the software is somewhat dated especially for specialist packages. We also found that the University operates a student placement office with some degree of success in terms of identifying opportunities for students to work. In addition the University offers help with CV writing skills and a broad range of opportunities for athletic and cultural activities.

RESULTS
- Are administrative and other services adequate and functional?

  Within the resource constraints that the University and Department face, the support services perform adequately. However there seems to be a constant risk for rapid deterioration given the potential in student numbers, both undergraduate and postgraduate, and the limited increase in the Faculty. Moreover there seems to be in place a very rigid framework for the deployment of appropriate resources to the pressing issues of the different support services, e.g., Library, Secretariat.

- How does the Department view the particular results.

  The Department is fully aware of the limitations and fragility of the support infrastructure. There are limited by the availability of resources, the entanglement of chains of authority, and the absurd rigidity of the funding mechanisms.

IMPROVEMENTS
- Has the Department identified ways and methods to improve the services provided?

  The Department is aware of the limitations to improve the services provided on its own initiative alone. They have identified and actively seek the support of the University to implement some of the necessary changes to safeguard and improve the quality of services to all the stakeholders.

- Initiatives undertaken in this direction.

None is evident.

Collaboration with social, cultural and production organizations

Please, comment on quality, originality and significance of the Department's initiatives.

The Department has been engaged for several decades with the local and regional business community and it has undertaken a number of research projects / consultancy on their behalf. They have also been involved with the public administration at regional and national levels carrying out a large number of projects. Members of the alumni have served in public office and have pursued further studies in reputable Universities abroad. It is worth noting that the Department has not developed yet an Alumni office and there is not a comprehensive database with all past graduates and their current employment.

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E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors
For each particular matter, please distinguish between under- and post-graduate level, if necessary.

Please, comment on the Department's:

- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.

  It became apparent during our discussions with members of staff at all levels and students that the most important inhibiting factor at the state level is the legal framework dictates policy and procedures at all levels of the University's functions.

  The current interpretation of certain laws allows for behaviour by certain groups that creates a climate of fear and intimidation that prevents the implementation of best practices in higher education.

  At the Institutional and Departmental levels there is a lack of checks and balances evidenced in the absence of internal governance structure and procedures as exemplified by the work of committees and monitoring bodies.

  Short-, medium- and long-term goals.

  The Department has no stated strategy at all time horizon. However it emerged that the Department is in the process of developing a strategic plan. Part of this plan calls for the increase in faculty members and the development of graduate programmes to establish their presence in the Balkan region.

  Plan and actions for improvement by the Department/Academic Unit

  The Department expressed the intent to re-evaluate/rationalise the undergraduate curriculum and raise the quality of their research output.

- Long-term actions proposed by the Department.

  At this stage there is no evidence in the Internal Evaluation report on long-term planning. The Department is aware the formation of functional areas in cognate areas of sufficient critical mass is required for the establishment of a thriving research culture.

F. Final Conclusions and recommendations of the EEC

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

Conclusions and recommendations of the EEC on:

- the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement

The present situation of the Department seems of adequate quality for Greek standards. In our view the Department falls short compared to European and US academic institutions. To address the quality gap the Department needs to undertake the following:

A: To establish a mechanism to formulate, implement and monitor policy. Specifically the Department needs to activate on an on-going basis a) a curriculum committee b) a research committee c) a strategic planning committee.

B: The Department needs to develop clearly articulated statements regarding its mission/vision and educational goals per degree and include them in the Study Guide and other departmental documents. This is of special importance to students who need to understand clearly the educational objectives of their chosen programme of studies.

C: The Department needs to expand the scope of its recruitment and hiring to include "new and diverse blood" from doctoral programs from external institutions in Greece and abroad

and reduce in-breeding.

SPECIFIC RECOMMENATIONS:

A: Curriculum and Teaching

(i)The Department must consolidate and rationalise the breath of its undergraduate course portfolio.

(ii)Consider the introduction of functional specialisation (i.e. Marketing, Finance, etc) at both Undergraduate and Graduate levels.

(iii)Introduce timely distribution of books; mid-term examinations; practical projects; pre-requisites.

(iv)Consider the introduction of distance education

(v) Reflect on grading policies and standards

(vi) Expand and enhance the internship programme as well as the placement services

(vii) Limit the number of times of re-examination for a given course to two and specify the time limit to one academic year.

B: Research

 (i) Develop and implement a clear research strategy and policy to sustain the improvement of the quality of research output.

(ii) Introduce measurable research output for each member of faculty over a fixed time period, e.g., 4 publications over 5 year, with a minimum quality threshold according to international standards.

(iii) Establish Department / University- wide doctoral program properly managed and monitored by a Degree program director and ensure the integrity of research practices.

C: All Other Services

(i)Acquire space for classrooms with adequate seating capacity and A/V facilities

(ii)Provide additional PCs to the Library and Undergraduate Computer Laboratories

(iii)Provide appropriate databases for teaching and research in all cognate areas of the Department

(iv)Improve the sanitary conditions of public toilets

(v)Encourage of the formation and support student business clubs for networking and career development

(vi)Establish an alumni association

(vii)Develop and maintain data regarding the employment of the graduates

(viii)Require advanced student registration for seating every examination.

- the Department's readiness and capability to change/improvement
    - (i)   The proposed establishment of internal governance rules and procedures will facilitate the Department's readiness to change, improve and become more reflective and responsive.
    - (ii)   Establish formal channels of communications with external stake-holders e.g. private and public sector organisations to enhance the Department's capability to respond to the ever-changing needs of society.

- the Department's quality assurance.

(i) Establish a mechanism that will provide the Department with information regarding the suitability of graduates for the 'workplace'.

(ii) Establish a mechanism to inform the Department how well it meets its objectives in all areas of performance such e.g. teaching, research, services to students etc

The Members of the Committee

        Name and Surname   Signature

1. _____

2. _____

3. _____

4. _____

5. _____