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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.3.2

Date: 05/09/2025

Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**
  European University Cyprus
- **Town: Nicosia**
- **School/Faculty: School of Sciences**
- **Department: Department of Computer Science and Engineering**
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Πτυχίο στην Επιστήμη των Υπολογιστών
In English:
Computer Science (4 academic years, 240 ECTS, Bachelor (B.Sc.))

Programme 2
In Greek:
Επιστήμη των Υπολογιστών (18 μήνες, 90 ECTS, Μάστερ (M.Sc.))
In English:
Computer Science (18 months, 90 ECTS, Master (M.Sc.))

Programme 3
In Greek:
Επιστήμη των Υπολογιστών (3 ακαδημαϊκά έτη, 180 ECTS, Διδακτορικό (Ph.D.))
In English:
 Computer Science (3 academic years, 180 ECTS, Doctorate (Ph.D.))

- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗ
REPUBLIC OF CYPRUS

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].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the Department in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

   - *the findings, strengths, areas of improvement and recommendations of the EEC*
   - *the deficiencies noted under the quality indicators (criteria)*
   - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

- **1.1 Mission and strategic planning**
- **1.2 Connecting with society**
- **1.3 Development processes**

Comments from the External Evaluation Committee (EEC):

1. *The EEC recognises that the development of a vision, a mission statement, and a strategic plan, does not happen overnight — but, rather, is an iterative process of refinement, requiring the time necessary for all senior faculty members to contribute to the emerging of a consensus. With that in mind, the EEC recommends that the Department engages defining and executing a process towards the development of an ambitions vision, formulating a mission statement, and presenting to the EUC leadership a strategic plan in order to ensure the necessary support for successful realisation of the plan.*
2. *With the above mentioned vision and strategic plan as a prerequisite, the EEC recommends that the Department also incorporates a strategic plan for faculty recruitment — with a particular eye to the sought scientific profile and required seniority.*
3. *In parallel, the EEC recommends commencing work on a staff development plan for faculty members already in the Department.*
4. *The EEC recommends that the Department also present its scientific, innovation, and service activities to the general public and potential students, in the style of international research intensive universities.*

Institutional Response:

We express our appreciation to the EEC for their comprehensive evaluation and constructive recommendations, that prompted thoughtful reflection within the Department. We are committed to addressing all areas of improvement identified in the report and to strengthening our academic, research, and administrative operations in line with European and national quality standards.

1. A Mission and Vision Statement has been approved (by the Department, the School and EUC leadership), and published on the University's webpage here, clearly reflecting the Department's goals, values, and its role in preparing future-ready graduates in alignment with emerging digital trends such as AI, cybersecurity, and data science. This statement was developed through an iterative, consultative process involving all senior faculty members, ensuring broad consensus and shared commitment, which aligns with the EEC's emphasis on inclusive and gradual refinement of strategic documents. Please find the new Mission and Vision Statement in Annex I.

   Building upon this foundation, a comprehensive Strategic Plan has been developed and structured around distinct strategic pillars, measurable objectives, timelines, and stakeholder-specific goals. This plan includes short-, medium-, and long-term priorities addressing academic excellence, research growth, industry collaboration, faculty development, and student success. Directly responding to the EEC's request for clarity and direction, the departmental planning now incorporates a defined academic identity with emphasis on interdisciplinary research and societal

impact. The Department's planning is focused on educating technology professionals equipped to tackle current and future societal challenges. This is reflected in our strategic direction toward AI, cybersecurity, and data science; our commitment to interdisciplinary research; and our curriculum's emphasis on innovation and societal relevance. Our public engagement, industry collaboration, and alignment with digital transformation agendas further demonstrate our academic character and societal impact. The Strategic Plan was formally presented to the EUC leadership to secure their endorsement and support for successful realization of the objectives. It is important to highlight that, within our University, strategic planning is typically managed at the School level. However, in response to EEC recommendations, our Department is pioneering this effort by developing and submitting such a detailed strategic document, exceeding standard institutional expectations. Please see Annex II: Strategic Plan_DCSE.

2. Addressing faculty recruitment, in line with the EEC's recommendation, recruitment of a professorial-level faculty member in Computer Science is included in our immediate priorities. This strategic hire is planned for the upcoming academic term, with the position to be publicly announced and aligned with the Department's areas of growth. With an eye on the sought scientific profiles (i.e. AI for this first hiring), the Senate has approved the opening of the following positions: a) Faculty position in Artificial Intelligence (Any Rank); b) Faculty position in Computer Science (Any Rank); c) Faculty position in Robotics and Rehabilitation (Lecturer or Assistant Professor). These hirings are expected to significantly enhance the Department's teaching and research capacity, particularly in areas aligned with curricular innovation and emerging technological domains. The Department of Human Resources currently posted these positions on the EUC website, with the application deadline set for February 1, 2026. The positions have been advertised here.

In parallel, two additional full-time faculty members have already been appointed and will officially join the Department on September 1st, 2025. These are a) Dr. Constantinos Psomas, appointed as Assistant Professor in Data Science / Big Data and b) Dr. Iacovos Ioannou, appointed as Assistant Professor in Software Engineering. These appointments respond directly to the Department's curricular needs and research priorities, particularly in areas that are both high in demand and strategically aligned with the Department's development plan. They will play a crucial role in expanding instructional capacity, supporting student engagement, and advancing research excellence.

3. Recognizing the importance of ongoing professional growth, the University is committed to supporting its faculty by providing different opportunities. The EUC's mentoring framework for new academic staff provides structured support through on-boarding, one-on-one senior mentorship (often focused on providing constructive student feedback), peer group collaboration, and reflective professional portfolios, all designed to foster professional growth and seamless integration into the University and local professional community (see details in Annex III: IR 32 - EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff). It is also important to mention that the "Performance Appraisal of Faculty and Special Teaching Personnel" internal regulation at EUC mandates a biennial, developmental review process focused on professional growth through self-assessment and constructive feedback in teaching, research, and service. Appraisals are submitted online, reviewed by a preset departmental committee, and discussed individually with each staff member, culminating in agreed-upon goals and recommendations for further self-improvement, with reports shared across University leadership for ongoing development planning (see Annex IV for the internal

regulation IR 26. EUC IR Performance Appraisal of Faculty & STP). Additionally, the University provides faculty development seminars, webinars, and workshops to enhance skills and knowledge. Moreover, there is an approved budget for traveling and presenting to international conferences for each faculty member through the internal regulation for research activities (see Annex V: IR 31. Internal Funding for Research Activities). Regarding faculty promotion, eligible faculty members may apply annually each October, following the criteria outlined in the University Charter (page 74-79), Faculty members are responsible for managing their own promotion processes, which can also be highlighted during the personal interviews with the departmental committee as part of the biennial self-assessment evaluation mentioned above.

4. The Department also acknowledges the importance of communicating its research, innovation, and service contributions to the broader public and future students.
The Department regularly organizes open lectures and seminars featuring our faculty members as well as visiting scholars. These events are open to the public and provide a platform for the dissemination of current research findings and the promotion of academic dialogue beyond the university setting (See for example the recent S2025 Freshmen event, where an industrial partner presented to students the Cybersecurity workforce needs, he discussed the European Cybersecurity Skills Framework (ECSF) from ENISA, presented the results of various research projects on cybersecurity education and initiated a dialogue with students).
The Department shares accessible summaries of its latest research publications through newsletters, blog posts, and video content. The University's website is the responsibility of the Marketing & Communications Department and to that extend, we actively collaborate with this Department by providing timely material for publication on the "News and Events" webpage and other digital channels. These materials are designed to communicate complex findings in a clear and engaging manner to non-specialist audiences, including prospective students and the general public. The University also uses short videos and promotional spots to highlight key events; for instance, a feature on the recent School graduation ceremony was disseminated via the X-platform.

We have submitted a recent proposal to organize a under the CYPRUS - EUDIS DEFENSE HACKATHON 2026 at EUC and we are awaiting the results of the competition. The EUDIS Defence Hackathon is a high-impact, EU-wide initiative that operates as both an innovation engine and incubator for defence solutions—particularly responding to Ukraine's battlefield needs. Such events foster creativity and collaboration among students, while also engaging external participants from schools, industry, and the broader community.

Moreover, EUC and the Department of Computer Science and Engineering, has been a consistent sponsor of the Cyprus Cyber Security Challenge (CCSC) for the past four years. This national initiative, organized under the umbrella of the Cyprus Computer Society and ECSC (European Cybersecurity Challenge), brings together talented young individuals from across the country to compete, learn, and showcase their cybersecurity skills. Through this sponsorship, EUC reinforces its commitment to promoting digital literacy and cybersecurity excellence and actively encourages student participation and collaboration. EUC students have the opportunity to work alongside peers from other Cypriot academic institutions, engaging in hands-on problem-solving, real-world simulation exercises, and team-based learning. Though this initiative, both technical skill development and inter-institutional cooperation is achieved, while also positioning EUC as a proactive contributor to the national cybersecurity talent pipeline.

The Department is involved in various community outreach projects in which the faculty have voluntarily completed. Such initiatives are digital literacy workshops and cybersecurity awareness campaigns (in collaboration with the National Cybersecurity Coordination Centre (NCC-CY), contributing to societal well-being and promoting digital inclusion.

The Department conducts regular outreach activities with local schools, including visits, live demonstrations, and interactive presentations in an effort to spark interest in scientific fields like computer science and engineering and introduce secondary school students to the opportunities available within our Department.

In addition, the Department has hosted several free or subsidized training seminars for teachers, professionals, and public sector employees. One recent example was the organization of a professional development event on the "Safe use of the Internet", the use of "Online Tools in Teaching and Learning" in collaboration with the Pedagogical Institute (the study guide of ME02 – Safe use of the internet can be found here and the landing page of all programs can be found here). These seminars serve to share academic expertise with in-service teachers and support lifelong learning and professional upskilling.

Faculty members are actively involved in public discourse, participating in forums, roundtables, and media appearances to discuss key scientific and societal issues. For example, during recent cyberattacks in Cyprus, our faculty member Dr. Yianna Danidou was featured in the news, providing expert commentary on the topic (see article and podcast video from the local newspaper *Politis*. Moreover, our faculty members actively participate in numerous panel and roundtable discussions, each contributing insights within their respective areas of expertise. This engagement, in our view, helps raise awareness of our work and reinforces our role as a contributor to national and international debates.

This long-term engagement also aligns with EUC's broader strategy of supporting initiatives that bridge academia with industry and national cybersecurity goals, contributing to the cultivation of a digitally resilient society.

On top of the above, different suggestions have been provided to the Marketing & Communications Department which are going to be evaluated in order to see which can be exploited further. Looking ahead, starting in the 2025–2026 academic year, the Department will launch an annual public event of Computer Science and Engineering Faculty & Students to showcase faculty and student projects, aligned with the communication style of leading research-intensive universities (this is an approved item in the approved Budget for the academic year 2025-26). These activities will be coordinated with the University's Marketing & Communications Department and promoted through digital and physical channels.

To strengthen visibility and drive enrolment in **Computer-related** programs, **European University Cyprus (EUC)** has implemented a **comprehensive and targeted marketing strategy** focused on both digital and in-person engagement.
A key pillar of this strategy involves **targeted overseas school visits**, during which EUC representatives host **presentations in English-speaking schools** to showcase its computer-related programs. These interactive sessions provide prospective students with a clear understanding of the university's academic offerings, facilities, and career pathways—

positioning EUC as a top destination for technology-focused studies in Europe. Likewise, a similar approach is implemented for the local market and includes public and private schools.

EUC also benefits from a **well-established international agent network**. These trained education consultants serve as trusted advisors to students and parents, guiding them through application procedures and highlighting the unique advantages of EUC's tech-focused programs and English-language instruction.

In addition, EUC actively participates in **international education fairs** and student recruitment expos, presenting its technology-related programs to students worldwide. These events enable face-to-face engagement with prospective applicants and help strengthen EUC's global brand presence in key target markets.

On the digital front, the University invests in **highly targeted Google Ads campaigns**, optimized to reach students searching for undergraduate and postgraduate studies in Computer Science, AI, and Cybersecurity. Campaigns are designed using performance data to target relevant demographics and keywords with high conversion potential.

To complement this, EUC publishes **native articles** on leading educational platforms and digital media outlets. These feature **program spotlights**, helping establish EUC as a forward-thinking institution in technology education and increasing organic visibility across key markets.

EUC enhances visibility by showcasing the achievements of **faculty and students**, with a focus on **research, innovation**, and academic impact. Faculty projects and student accomplishments—such as awards, internships, and participation in international events—are promoted through the University's **website, social media**, and **marketing campaigns**. These success stories strengthen EUC's reputation as a forward-thinking institution and inspire prospective students to explore its academic offerings.

The University also utilizes the **Unibuddy platform**, where prospective students can connect in real-time with current EUC student ambassadors enrolled in computer-related disciplines. These conversations provide authentic, peer-to-peer insight into student life, program content, and career outcomes, enhancing trust and engagement during the decision-making process.

As part of its broader outreach strategy, EUC organized two impactful **summer initiatives in 2025** that significantly promoted its science and technology-related disciplines and fostered early engagement with future students.

- The **third Summer Science Academy**, organized by the **Centre of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SOSCIEATH)**, targeted students aged 15–16. Through **hands-on experiments, workshops, seminars, and campus tours**, participants were introduced to key scientific disciplines and encouraged to explore careers in research and technology.

- In parallel, and in **collaboration with the Cyprus Ministry of Education**, EUC hosted a **one-week summer program** for **senior technical high school students**, offering direct exposure to **Computer Science and technology-related fields**. The program emphasized **experiential learning**, including practical sessions and lab work, providing students with a deeper understanding of potential academic and career paths. Notably, this marks the **third consecutive year** EUC has hosted this initiative.

Together, these efforts reflect a **strategic, multi-channel approach** to increasing visibility, strengthening engagement, and **attracting students to EUC's computer-related programs**—ultimately contributing to the university's enrolment growth and leadership in digital education.

2. Quality Assurance

Sub-areas

2.1 System and quality assurance strategy
2.2 Quality assurance for the programmes of study

Comments from the EEC:

1. *Quality Assurance (QA) is based on practices and processes which are codified as a set of rules and regulations which govern all aspects of the operations of the Department in a transparent manner, ranging from admissions, conduct of examinations, promotions, support for disability, leave of absence, award of degrees, and dispute resolution. The EEC recommends that in addition to the central University QA Committees and regulations, the Department should ensure that its ad-hoc policies be formalised into internal QA regulations, documented to conform with University ones as well as being customised to its unique requirements. For example, the Departmental regulations for examinations in Medicine will be different from those of Computer Science.*

2. *In the interest of staff, students and administrators, these QA regulations for the Department should be documented and available publicly on the internet. This will be viewed positively as an asset that the visibility of rules and regulations encourages transparency and their fair application to the overall benefit of the Department.*

3. *Smaller departments, such as this Department, tend to have administrative practices which are held in the memory of long-standing members which are disseminated in emails and shared in online repositories only visible to a few. Such systems neither scale well as Departments expand, nor is this a fair way of running Departments. The EEC suggests that these administrative practices be captured by formalised and written QA regulations, and prominently displayed on the Departmental website. The EEC recommends that these administrative practices so formalised cover the entire gamut of operations in the Department ranging from examinations to promotions to dispute resolution.*

Institutional Response:

1. The Department acknowledges and fully supports the EEC's recommendation to formalize and publicly document internal Quality Assurance (QA) procedures that reflect both University-wide regulations and the specific needs of the discipline of Computer Science and Engineering. A first version of a Faculty Departmental Handbook has been created (please see Annex VI), which includes all QA-related processes and will function as the Department's formal QA Manual starting in September 2025. The Departmental Handbook in its current form, has been expanded to function as a comprehensive QA Manual, now including codified internal procedures across key areas such as:
   - Student admissions and progression
   - Examination scheduling and conduct
   - Assessment and grading practices
   - Leave of absence and resit policies
   - Faculty evaluation and promotion criteria
   - Dispute resolution and grievance handling

- Research and ethics policies
- Disability and student support services

These internal QA regulations have been tailored to the needs of Computer Science and Engineering, in alignment with the standards and expectations of the field. This ensures differentiation from QA frameworks in other disciplines (e.g., Medicine), as noted by the EEC and which have been developed in alignment with the central EUC QA policy to conform to the broader institutional standards for transparency, ethics, and continuous improvement.

2. The Department worked with the University's administration to ensure that these QA procedures are published on the University's website here under the Departmental Handbook. This will enhance transparency, accessibility, and stakeholder confidence.

3. Recognizing the limitations of informal and memory-based practices, particularly in smaller departments, the Department has begun the process of consolidating all internal procedures into formal, written regulations within this handbook and in-line with the University's Charter. These are now being migrated from internal emails and repositories into official, structured documentation governed by version control and review.

In addition, the Department has now developed an online shared repository (with the use of MS Sharepoint) designed to serve as an internal hub for all essential information and resources. This repository brings together key documentation, forms, templates, internal regulations, and other important materials relevant to the Department's academic and administrative operations. It aims to enhance accessibility, streamline communication, and ensure that all faculty members have up-to-date and easy access to the resources they need.

The repository will be managed and maintained by the Vice-Chairperson of the Department along with the School Administrator to ensure consistency and oversight. However, all staff members will have the ability to contribute by uploading relevant documents and sharing information that supports the Department's work. This collaborative approach is expected to strengthen internal coordination and foster a more efficient and organized academic environment as per EEC's comments.

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3. Administration

Comments from the External Evaluation Committee (EEC):

1. *The management of any University Department should be structured for efficient management of its activities in order to avoid a single point of failure (such as personal emergency, illness, etc.) as most decisions currently rest with the Head of Department. To this end, the EEC, suggests:*
- Supporting the Head of Department with two new posts for Director of Teaching and Director of Research for policy and planning to complement the day-to-day administrative functions of Programme Co-ordinators of the BSc, MSc and PhD programmes.
- That the Director of Teaching would include responsibilities for policy decisions on new courses to be offered in the next academic year; acting on the feedback provided by students in the previous year to improve the taught courses; planning student recruitment; interacting with the marketing Department; ensuring resources are available for the courses planned for the next academic year.
- The Director of Research with responsibilities for policy decisions on planning new research areas of strategic interest to the Department in which to invest time and resources; plan proposals that members of Department should be involved; aggregate members with cognate interests into groups for productive interactions; plan for new PhD studentships to increase the cohort of doctoral students.
2. *The EEC strongly encourages the Department to invest time and resources in developing of a 5-year strategic plan going forward, which charts out its ambition to becoming the leading teaching and research centre in the Eastern Mediterranean.*

Institutional Response:

1. The Department fully agrees with the EEC's recommendation to decentralize academic leadership and avoid over-reliance on a single decision-maker. In line with the University Charter and School Bylaws (Annex 12), the Department actively operates through two standing committees:
   - The Committee on Academic Programmes, which oversees academic planning, course development, curriculum evaluation, and student feedback — fulfilling the intended role of a Director of Teaching.
   - The Committee on Research, which guides strategic research planning, facilitates collaborative project development, and shapes the Department's research priorities — reflecting the responsibilities of a Director of Research.

   These committees are defined in the Charter, include formal election procedures, and function with representation from all academic levels. Their outputs are directly integrated into the Department's Strategic Plan and biannual review cycle. In the event of absence or emergency, the committee-based structure ensures decision-making continuity. While director-level appointments are not permitted under the University governance model, the structure and responsibilities of these committees provide the same strategic oversight and continuity envisioned by the EEC.

2. The Department has integrated the work of both committees into its ongoing Strategic Planning process and Quality Assurance cycle, ensuring their outputs are aligned with the Department's goals for growth and impact. Furthermore, as part of the Strategic Plan, the Department is implementing a five-year roadmap with milestones related to teaching excellence, research output, student recruitment, and stakeholder engagement, as explained in our response in Section 1: *Department's academic profile and orientation* of this report.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

Comments from the External Evaluation Committee (EEC):

1. *The Faculty members were spending 12 contact hours per week on teaching, which, although the norm in private universities in Cyprus, is nevertheless excessive compared to European University standards. This does not include hours devoted to marking assignments and returning feedback; setting and marking the final examination; and, demonstrating in the Lab. These excessive hours are counterproductive in developing the research potential of their staff.*
2. *The Faculty members would benefit from support for marking, and demonstrating in the laboratory in the form of graduate Teaching Assistants.*
3. *Given the small size of the Teaching Staff, many of them are teaching a diverse set of courses.*
4. *The MSc course should make the individual project compulsory (currently it is an elective and student can take two other courses instead). The project is a major piece of independent work undertaken by the student which prepares them well for their future job.*
5. *The structure of the PhD is a strange hybrid by superimposing the American system of qualifying examination onto an European model. The Department should rationalise its structure.*
6. *The Department has a commendable ambition going forward of 10 PhD students per year resulting in a steady state of 30 students. The source of funding for these students is unclear. One option is to create Teaching Assistantships to support the delivery of the 3 teaching programmes, and also freeing the staff to concentrate on their research.*
7. *The Teaching Staff should enforce strictly the policy of returning marks and feedback on assignments within 2 weeks of their submission date.*
8. *The syllabus of the courses taught in the BSc and MSc in Computer Science course look dated and would benefit from being freshened with modern material and new courses to reflect significant recent progress in the field.*
9. *The Department should plan for increasing their student numbers both of home (albeit in a competitive market) and overseas students. The EUC has a number of advantages: it is located in the Eastern Mediterranean within 2 – 3 hours flying distance from major population centres in Africa, Europe and the Middle East; Cyprus is a stable, English-speaking country blessed with good weather which attracts tourists from around the world. The Department should market itself and its courses more effectively to attract overseas students to increase its student numbers and its revenue.*

Institutional Response:

1. We appreciate the Committee's observation regarding the teaching workload of our faculty members. While a teaching load of 12 contact hours per week is standard among private universities in Cyprus, we recognize that it may be considered high compared to European University norms. However, we respectfully submit that the Department of Computer Science and Engineering has already taken significant steps to monitor and manage teaching responsibilities in a way that supports both teaching quality and research productivity. Since

S2023, the University has implemented the Teaching Hour Reduction (THR) system, which provides detailed, transparent tracking of all research-related activities, including conference presentations, publications, funded projects, etc. Analysis of the data gathered through the THR system clearly demonstrates that our Department has the highest total and average THRs used per faculty member across the University, as shown in the accompanying visualizations. While the 12-hour contact norm includes many time-intensive theoretical and practical sessions, our faculty maintain high levels of research engagement, supported by institutional measures such as teaching buyouts and flexible workload planning. Although more support from the University in reducing teaching loads or providing additional resources would be greatly appreciated, the Department remains committed to sustaining both teaching excellence and research advancement under the current framework.

We present below a Figure with the Teaching Hour Reduction (THR) load used per Faculty per Semester for the Department of Computer Science and Engineering from Spring 2023 to Spring 2025. You can clearly see that most of the faculty get at least 1 THR per semester, which means that they teach three or less courses. There are only three people with no reduction. One of them is the Rector (Professor Andreas Efstathiou) who has no teaching duties anyhow, the other one is a faculty member (Dr Anastasia Ioannou) who had duties in Minjiang, China during this period so no reduction applied (but she will get one during Fall 2025), and one faculty member (Dr Katerina Papanikolaou) who indeed had no reduction.

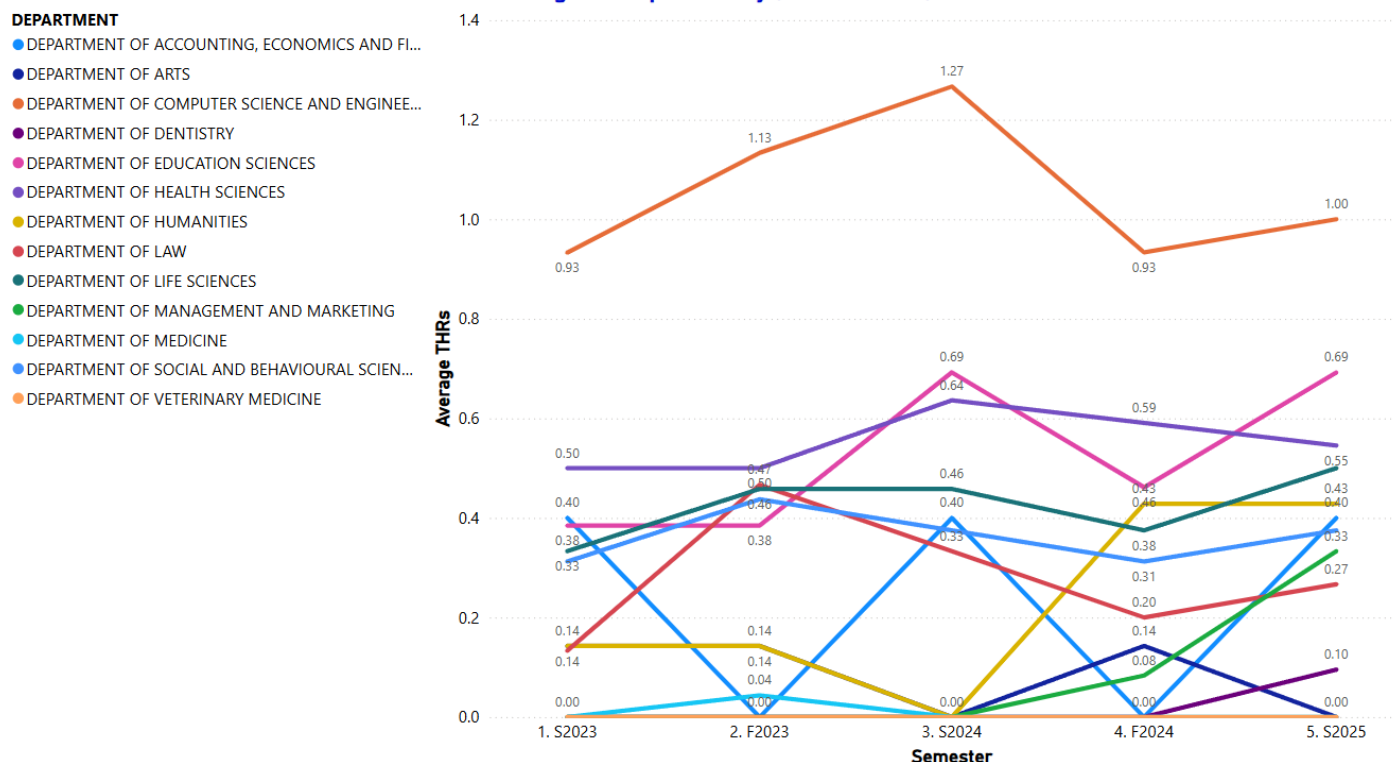THRs Used per Faculty - Computer Science & Engineering (S2023-S2025)
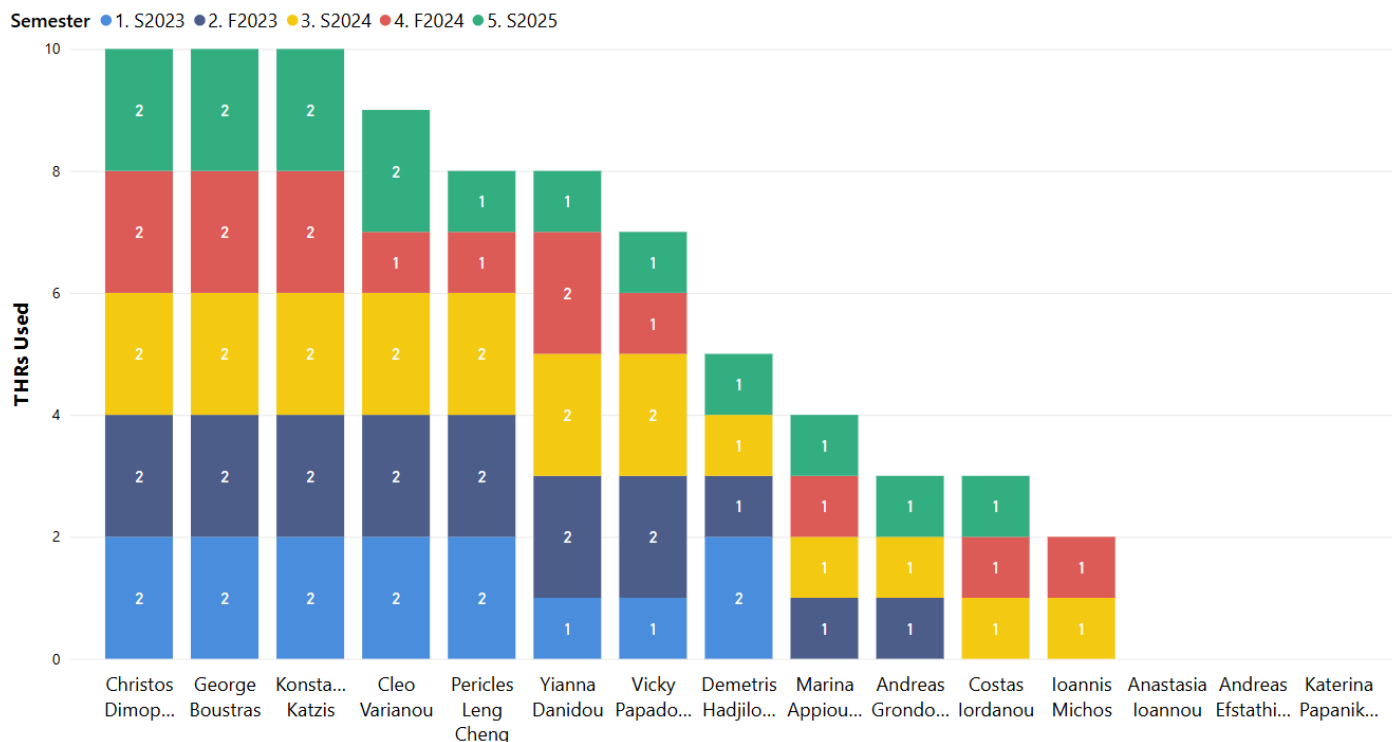
Additionally, find below some graphics, showing the use of THRs of each Department of the University. As you can see, the Department of Computer Science and Engineering (orange line) has the highest Totals in the University, in terms of THRs used every semester.

Total THRs per Department (S2023–S2025)
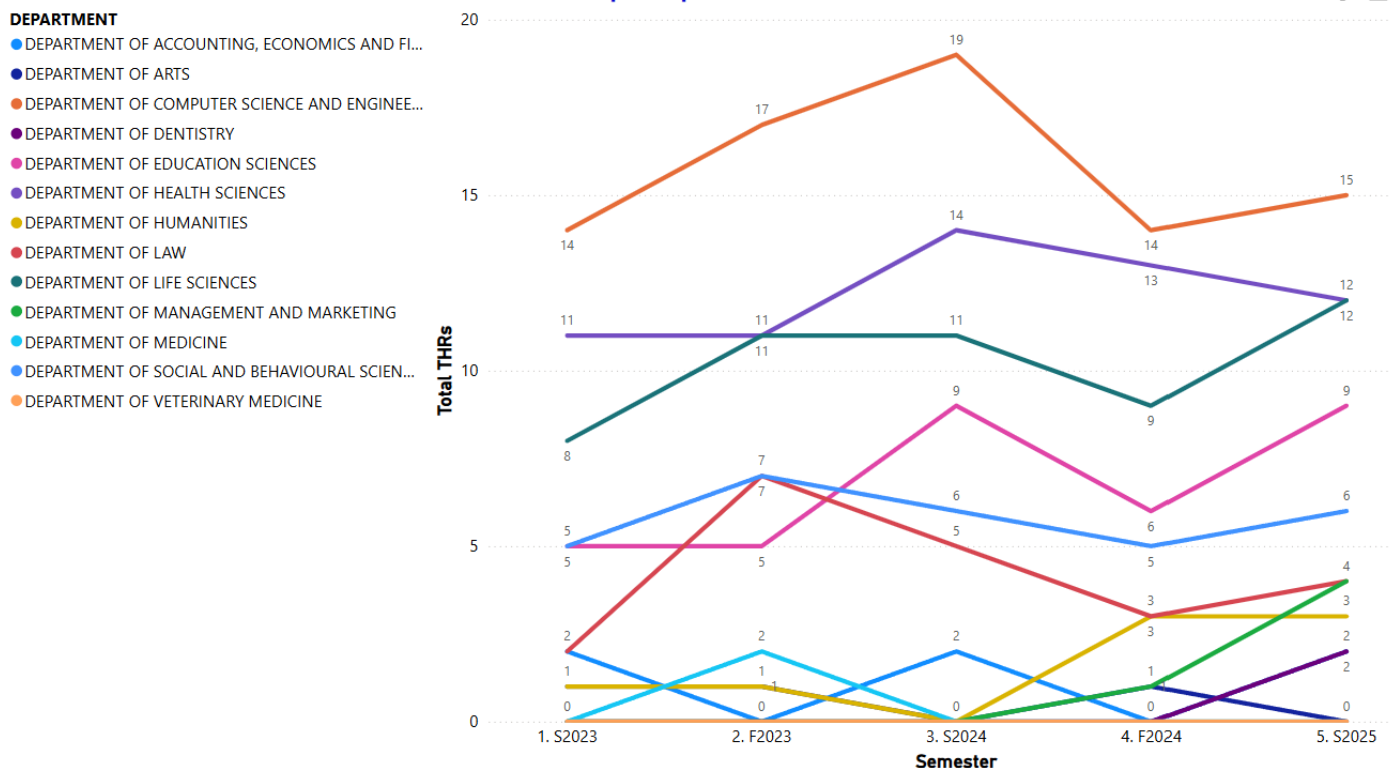
Moreover, in the figure below, you can see that the average THRs per Faculty per Department during Spring 2023 until Spring 2025. The Department of Computer Science and Engineering (orange line) has an average of 1 THR per semester.

Average THRs per Faculty (S2023–S2025)

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2. Regarding graduate Teaching Assistants we thank the EEC for this valuable recommendation. We fully agree that faculty members would benefit from additional support in marking and laboratory demonstrations through the use of graduate teaching assistants. In fact, the Department of Computer Science and Engineering has previously implemented this approach by engaging Ph.D. students as teaching assistants, with very positive results. This initiative not only helped alleviate the teaching and marking burden on faculty but also provided doctoral students with meaningful teaching experience and professional development opportunities. Given its success, the University plans to expand this practice. As mentioned below in point (6), the University intends to broaden the use of Graduate Teaching Assistant (GTA) positions as a sustainable approach to support Ph.D. enrolment, improve the quality of teaching, and alleviate faculty workload—especially in modules that are laboratory-based or heavily focused on coursework. We believe that the expansion of the practice of teaching assistants would significantly enhance both teaching effectiveness and research productivity within the Department.

3. It is true that, given the relatively small size of the teaching staff, many academic staff members are required to teach a diverse range of courses. While this presents certain challenges, the Department has aligned course assignments with each faculty member's expertise, academic background, and research interests. However, in order to meet the curricular needs of the Department and deliver a comprehensive programme of study, some level of flexibility is always necessary. Teaching quality is also strengthened through mechanisms such as the Peer Observation and Review of Teaching Framework (Annex VII – IR 36), which offers constructive peer feedback and developmental support to faculty members. Faculty members have consistently demonstrated a strong commitment to adapting as needed while still upholding their teaching load, as required. The Department remains focused on maintaining high-quality instruction across all areas of the curriculum. Therefore, to address these pressures and strengthen both our teaching and research capacity, the Council of the Department of Computer Science and Engineering, in its meeting on 14/07/2025, reviewed the Department's academic staffing needs and decided to recommend the opening of the following full-time faculty positions:
   - Faculty position in Artificial Intelligence (Any Rank) – to commence in Fall 2026
   - Faculty position in Computer Science (Any Rank) – to commence in Spring 2026
     Faculty position in Robotics and Rehabilitation (Lecturer or Assistant Professor) – to commence in Fall 2026.

   In addition, we are pleased to report that two new faculty members have already been appointed and will officially join the Department on 1st September 2025:
   - Dr. Constantinos Psomas, as Assistant Professor in Data Science / Big Data
   - Dr. Iacovos Ioannou, as Assistant Professor in Software Engineering

   These recent appointments and upcoming new positions are expected to reduce the current teaching load per faculty, provide additional subject-matter expertise, and support the Department's ongoing efforts to balance teaching excellence with research productivity.

4. Thank you for the constructive suggestion regarding the M.Sc. programme of study to make the thesis compulsory. We fully agree with the importance of the individual project as a key component of postgraduate education, providing students with essential experience in independent research and practical problem-solving. In response to this recommendation, we have revised the structure of the M.Sc. programme and made the thesis component compulsory

for all students. This change reinforces our commitment to academic rigor and better prepares our graduates for professional and research-based roles. Further details regarding this modification can be found in the separate response submitted for this specific programme of study. Please refer to the response document of the M.Sc. in Computer Science.

5. The Ph.D. structure has been reviewed to better align with the European standards and the Department is preparing a separate detailed report on the matter which will be submitted along this document. Please refer to the response document of the Ph.D in Computer Science.

6. We appreciate the EEC's recognition of the Department's ambition to sustain a Ph.D. total of approximately 30 active students and acknowledge the concern raised regarding funding. While there is no blanket funding model for all doctoral students, the Department supports doctoral education through multiple mechanisms. A key institutional scheme is the annual award of competitive Ph.D. scholarships administered by the Office of the Vice Rector for Research and External Affairs (see Annex VIII: IR 34. on Ph.D. Scholarships Award system). These scholarships are granted to faculty members who demonstrate outstanding research productivity — based on high-impact publications, external funding, and research leadership — and are intended to support top-tier Ph.D. candidates under their supervision. This scheme fully covers tuition fees for the duration of the student's studies and serves as both an incentive for research excellence and a driver of doctoral programme growth. The University plans to expand the scheme of PhD scholarships. In parallel, the Department has previously engaged doctoral students as Graduate Teaching Assistants (GTAs), providing them with opportunities to contribute to undergraduate instruction and assessment while receiving practical training. Several PhD students in the past received support from research projects carried out by members of the Department of Computer Science & Engineering. As noted above, the University plans to expand the practice of GTA positions as a sustainable way to support Ph.D. enrolment, enhance teaching delivery, and relieve faculty workload, particularly in laboratory and coursework-intensive modules. In addition, faculty members are also encouraged to engage with European doctoral training initiatives, such as the Marie Sklodowska-Curie Doctoral Networks, which offer competitive external funding for structured PhD training across institutions. Funding for PhD students can also be obtained from the 'Excellence Hubs' program funded by the Research & Innovation Foundation in Cyprus as well as by projects funded by the European Space Agency. The Department had recent success in all of these programs and is continuously seeking more funding. These opportunities, if implemented, would contribute to the long-term sustainability and internationalization of the Department's doctoral programme and further diversify the funding landscape for PhD students.

7. We acknowledge the importance of timely feedback and thank the EEC for highlighting the recommendation regarding a two-week turnaround for assignments. Department members agreed during their Departmental Meeting on 03/09/2025 that providing timely feedback to students is vital in the learning process. Starting from Fall 2025 the Department has established and will use a new policy that will enforce a maximum of 15 calendar days return on any graded coursework (Annex IX - Policy on Timely Return of Graded Work). The policy has been incorporated in the Departmental Handbook and uploaded at the online shared repository (through SharePoint). This expectation is regularly communicated during Department meetings and through the Committee on Academic Programmes. Faculty are also reminded of the value of timely feedback in supporting student learning and engagement. Where feasible, individual instructors aim to meet the two-week guideline, particularly in smaller classes and coursework-

heavy modules. The Department through the Program Coordinators, will continue to monitor practices informally and promote a culture of timely and constructive assessment return.

8. The EEC's recommendations served as a valuable spark for initiating a structured review of the B.Sc. and M.Sc. programmes in Computer Science. In response, and in line with our commitment to maintaining an internationally competitive curriculum, the Department is undertaking a focused update process. This review aims to integrate recent advancements in fields such as artificial intelligence, cloud computing, machine learning, large language models, internet of things, and cybersecurity, ensuring that our course offerings remain aligned with global academic and industry trends. The first phase of updates has already begun as part of the current programme evaluation and accreditation procedures, while the future plans of the Department include a more granular review according to CSC2023 recommendations. The process is coordinated by the Committee on Academic Programmes, with active input from faculty and external stakeholders. Please refer to the B.Sc. and M.Sc. programmes in Computer Science responses for more details.

9. To strengthen visibility and drive enrolment in Computer-related programs, European University Cyprus (EUC) has implemented a comprehensive and targeted marketing strategy focused on both digital and in-person engagement. Notably, the Department has completed a four-year partnership with Minjiang University in China, delivering there two of its programmes of study as franchise and providing quality assurance and academic support to students who are treated as part of the international student body at EUC. Building on this successful experience, a new academic partnership is currently being prepared with a second institution with the Nanjing University of Posts and Communications, with the goal of offering again as franchise two of the programmes that the EEC has reviewed (the B.Sc. and the M.Sc. in Computer Science) expanding academic exchange, programme delivery, and cross-border collaboration. These initiatives contribute meaningfully to the University's strategic objective of enhancing international outreach and represent a significant opportunity to diversify and grow the Department's student base through structured overseas academic relationships. In addition to these collaborations, the Marketing & Communications Department has adopted a **multi-channel marketing strategy** to strengthen visibility and attract students to its computer-related programs. As outlined in Section 1 these efforts include
    - Promoting across media faculty research, student awards, internships, and international achievements to highlight EUC's innovation and impact
    - Boosting online visibility and credibility through targeted Google Ads campaigns, native articles on educational platforms, and promotion of faculty/student achievements.
    - EUC representatives visit overseas and local schools to present programs, while international education agents guide students and parents through applications. Participation in global education fairs further enhances international exposure.
    - Using platforms like Unibuddy which allow prospective students to connect with EUC ambassadors for peer-to-peer insights.

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5. Teaching Staff

Comments from the External Evaluation Committee (EEC):

The lack of CS staff at a Professorial level is a result of a lack of investment, a lack of succession planning or a lack of appropriate staff development, which the EEC recommends be remediated, for the following reasons:

- The lack of an authoritative subject specific leader is limiting the strategic thinking, the input and planning, the ownership, accountability and responsibility of the decision-making in relation to the future direction(s) of the CS unit.
- The appropriateness of subject representation and its voicing at Faculty and University's levels is not optimal.
- There are two areas requiring leadership. One is related to the strategic planning and execution for sustainable growth as a teaching provider and the other one is related to the strategic planning and execution for sustainable growth and staff development as a research organisation for knowledge and income generation.
These two roles can be undertaken by one or two staff members having the appropriate skillset. Given there is a Department's target for increasing the number of PhD students and for bettering the quantity and quality of staff publication, income and knowledge genera3on track records, additional staff is required.

To this end, the EEC recommends:
1. *One or more appointments in CS at professorial level — either as an external appointment or as an internal promotion — to provide strategic leadership on teaching and research masers.*
2. *Development of a Departmental vision that is based on sustainable growth of both teaching and research — linked to higher targets in terms of research students, knowledge and income generation accomplishments, additional staffing will be required*
3. *Identifying and producing additional staff development opportunities and motives to support internal staff promotion and progression.*

Institutional Response:

We appreciate the EEC's thorough analysis and constructive recommendations regarding the teaching staff of the Department of Computer Science and Engineering. The issues raised are well taken, and we acknowledge the importance of establishing stronger leadership, fostering internal staff development, and planning for sustainable academic growth in both teaching and research.

1. To answer the recommendation relating to faculty appointments in CS at professorial level, the University and the Department fully recognize the need to strengthen the academic leadership at the professorial level within the Department of Computer Science and Engineering. This absence is not due to a lack of interest or effort, but rather a reflection of past institutional constraints and staff composition. With strategic support now in place, the Department is moving proactively to reverse this trend. To this end, the Department Council, in its meeting on 14/07/2025, reviewed the current and future staffing needs and formally recommended the opening of three new full-time faculty positions, including a senior academic post. The recommended positions are:

- Faculty position in Artificial Intelligence (Any Rank) – to commence in Fall 2026
- Faculty position in Computer Science (Any Rank) – to commence in Spring 2026
  Faculty position in Robotics and Rehabilitation (Lecturer or Assistant Professor) – to commence in Fall 2026.

These planned positions are complemented by two new full-time academic appointments already secured and commencing on September 1, 2025:
- Dr. Constantinos Psomas – Assistant Professor in Data Science / Big Data
- Dr. Iacovos Ioannou – Assistant Professor in Software Engineering

These recent appointments and upcoming faculty positions are expected to significantly reduce the teaching burden on current staff, promote research development, and contribute to a sustainable vision for the Department. The professorial-level position, in particular, is expected to reinforce academic leadership and support both key areas identified by the EEC: the advancement of the Department's teaching provision and the development of a stronger research profile focused on knowledge generation and external funding.

2. Moreover, based on the EEC recommendation outlined in the first part of this Report, the Department has now developed a comprehensive Strategic Plan 2025–2030 (Annex II), which clearly articulates its mission, vision, values, and strategic goals. The development of this plan was initiated and shaped in response to the recommendations raised by the current EEC, demonstrating the Department's proactive and constructive engagement with the evaluation process. The strategic plan directly addresses the dual priorities identified by the EEC: sustainable growth in both teaching and research. It includes targeted actions for increasing postgraduate and Ph.D. student numbers, enhancing research productivity, and strengthening partnerships with industry and society for knowledge and income generation. The plan also outlines measurable indicators and concrete supporting actions for faculty development, professorial-level recruitment, interdisciplinary research collaboration, and student engagement in research. It serves as a foundation for the Department's long-term development and a clear reflection of its commitment to academic excellence, leadership, and institutional impact.

3. To support internal staff development and promotion, the University is committed to offering various professional development opportunities. This includes mentoring schemes, targeted support for grant applications, incentives for research productivity, and participation in national and international academic networks (as previously mentioned). Staff development is also guided by a formal Performance Appraisal process every two years (Annex IV), ensuring reflective professional growth aligned with University-wide objectives. These initiatives aim to build capacity within the existing staff and create clear pathways for internal promotion to senior academic ranks, fostering continuity, leadership stability, and succession within the Department.

In particular, the EUC Faculty are offered various opportunities for professional development. These include the following:

1. **EUC Professional Development Programme for its newly hired academic staff:**

   This is a **35-hour Induction Professional Development Program offered to all newly hired academic staff**. It is offered in the Fall Semester every academic year (September to October) and it is annually revised based on the feedback provided by participants on the evaluation questionnaire delivered at the end of the program. The content of the program focuses on various aspects on teaching and learning in tertiary education. Upon completion of the program,

participants are granted a certificate of attendance and participation issued by the Office of the Vice Rector of Academic Affairs. Consideration is made for the external accreditation of the program as a Graduate Certificate in Tertiary Teaching.

As of the academic year 2021-22 25 these hours are provided through the "New to Teaching Programme" of Advance Higher Education (HE). The "New to Teaching Programme" of Advance HE programme aims to nurture and develop contemporary professional learning, with a particular focus on the basis of effective teaching practice, incorporating the latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. The programme models approaches and activities in teaching, positioning the participants as a learner in online spaces and inviting them to reflect critically on the experiences in order to enhance their own teaching practices.

The Programme is offered online with synchronous and asynchronous activities which consist of a mixture of whole cohort/collaborative/individual activities. It is divided into six learning blocks of 3-4 hours of study each week, over six weeks; a 2-hour live interactive session and approximately 1-2 hours of directed study. Each live session is recorded and the resources are made available to participants of Advance HE's learning platform.

By engaging with this programme participants are able to:

- Model effective communities of practice for learners.
- Create inclusive learning and study plans.
- Design clear and achievable learning outcomes.
- Evaluate a range of impactful assessment activities and tools.
- Reflect on existing teaching approach in order to develop plans to enhance future practice.
- Apply an appropriate range of digital tools to different contexts that enhance student learning.

The table below presents the content of the **35-hour Induction Professional Development Programme for all newly hired academic staff**.

EUC Faculty Professional Development Programme for All Newly Hired Academic Staff

A/A		HOURS
1.	Orientation Session Fall 23	5
2.	Advance HE "New to Teaching Programme"	25 hours
3.	Induction to Blackboard Learn Ultra	2
4.	Research Policies and Procedures at EUC	2
5.	Faculty Professional Learning Communities (FPLCs)	1
	TOTAL HOURS	**35 Hours**

2. EUC Ongoing Professional Development Programme

The **EUC Ongoing Professional Development Programme** is addressed for both full-time and part-time academic staff and is offered throughout the year. Participation is voluntary. The content and topics for the program are decided based on:

a) the feedback and written evaluation of the EUC Professional Development Program for its newly hired Faculty (presented above), e.g.

- Testing, grading and evaluating in higher education
- Project based learning
- Assessment in small and large classes

b) requests of contemporary issues and initiatives of the Schools and academic Departments, e.g.

- Simulations in Higher Education
- From lecturing to engaging - examples of turning challenges into opportunities.

3. EUC Professional Development Programme on Innovative Strategic Interventions

This consists professional development for both full-time and part-time academic staff on issues related to the introduction of EUC/School/Department-wide innovations or on EUC/School/Department wide projects, e.g.:

- Quality Assurance Processes (e.g. Programmatic, Departmental and Institutional Accreditation)
- Faculty Professional Learning Communities
- Digital Enhanced Learning (D.e.L.).

These programs are mainly workshop-type and might include action research and reflection activities. The table below demonstrates all Professional Development activities offered under the scheme 2 and 3 above.

EUC Ongoing Professional Development Programme & **EUC Professional Development Programme on Innovative Strategic Interventions**

A/A		HOURS
1.	Induction to Blackboard Learn Ultra	2
2.	Research Policies and Procedures at EUC	2
3.	Faculty Professional Learning Communities (fPLCs)	1
4.	Conducting online/remote examinations with Proctorio (I)	1

5.	Conducting online/remote examinations with Proctorio (II)	1
6.	Identification of Research Funding Opportunities and Proposals' Writing Strategy Hints & Tips (focus on Horizon Europe)	2
7.	Research Project Management	2
8.	Implicit (Unconscious) Gender Bias in Academia	2
9.	Conducting online/remote examinations with Proctorio (III)	1 ½
10.	Sexual Harassment in Higher Education	2
11.	Induction to Blackboard Learn Ultra (III)	1 ½
12.	Integration of the Gender dimension in Research and Teaching (STEM Sciences)	1 ½
13.	Integration of the Gender dimension in Research and Teaching (Social Sciences)	1 ½
14.	Integration of the Gender dimension in Research and Teaching (Biomedical Sciences)	1 ½
15.	Conducting online/remote examinations with Proctorio (IV)	1 ½
16.	Conducting online/remote examinations with Proctorio (V)	1
17.	Developing learning, teaching and assessment practice using AI	8
18.	Conference on Gender Leadership in Academia	4

We are confident that these measures will address the committee's concerns and contribute to the long-term academic vitality, leadership, and research standing of the Department of Computer Science and Engineering.

6. Research

Comments from the External Evaluation Committee (EEC):

1. *The EEC recommends that additional motivators for publication be established, to foster an increase, and more qualitative, scientific output, published in better venues — and, consequently, to foster staff development and career development opportunities.*
2. *The EEC also recommends development of Departmental research policies, to complement those from the University, capturing the specificities of the field of Computer Science.*
3. *Finally, the EEC strongly recommends identifying that the Department fully takes advantage of the ability to publish in Open Access venues.*

Institutional Response:

The Department is grateful for the valuable recommendations provided by the EEC concerning the enhancement of research publication incentives, the development of departmental research policies, and the promotion of Open Access publishing.

1. The Department acknowledges the importance of fostering increased and high-quality scientific output published in reputable venues. The University's comprehensive Research Policy (Annex X – EUC Research Policy) provides a strong foundation for supporting research activities and staff development. Complementing this, the University administers some award schemes and performance recognition initiatives that serve as effective motivators, including:
   - The Internal Funding for Research Activities scheme, which provides targeted financial support for faculty research projects (Annex V)
   - The Annual Awards for Excellence in Teaching (Annex XI – IR09) and Annual Awards for Excellence in Research (Annex XII – IR10), which recognize outstanding faculty achievements
   - The Performance Appraisal of Faculty & Special Teaching Personnel (STP), which integrates research productivity as a key evaluation criterion (Annex IV).

   In addition, the Department actively supports research engagement through internal mentorship, guidance on securing external funding, and opportunities for academic development, as previously mentioned. Additional faculty training is overseen by the Faculty Professional Development Committee (Annex XIII: IR 40. EUC IR VRAA Office Committees), which helps align pedagogical and research competencies. These combined efforts contribute to a dynamic research environment that encourages continuous improvement and professional growth.

2. Regarding the development of departmental research policies, the Department acknowledges the potential value in articulating policies that reflect the unique characteristics of Computer Science research. Nevertheless, given that the existing University-level Research Policy adequately addresses our current research needs and the Department operates without constraints that would necessitate additional regulation, the formulation of separate departmental policies is not considered essential at this time, as the University Research Policy already provides sufficient flexibility to accommodate the methodological and interdisciplinary nature of Computer Science research. However, the Department remains open to revisiting this matter should future circumstances indicate the need for more tailored guidelines.

In addition, the Office of the Vice-Rector of Research and External Affairs is in the process of revising this current Research Policy to reflect discipline-specific research needs, including Computer Science, upon consultation with all relevant Departments and Schools.

3. Finally, the Department is fully committed to leveraging opportunities for Open Access publishing. Faculty members are regularly informed by University Library services about initiatives such as the Science and Technology of Advanced Materials (STAM) 100% APC waiver programme, which facilitates Open Access publication through the NIMS Institutional Repository. Moreover, awareness is raised regarding the Taylor & Francis APC waiver scheme for the years 2025 and beyond. To further support Open Access publishing, the Department has allocated a dedicated budget to cover article processing charges in cases where external funding or waivers are not available. Through these measures, the Department ensures that its academic staff have adequate resources to disseminate their research openly and effectively.

These efforts complement the Department's growing portfolio in areas such as AI, cybersecurity, and machine learning, where open dissemination enhances both visibility and collaboration opportunities.

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7. Resources

Comments from the External Evaluation Committee (EEC):

1. *Produce an annual monitoring report alongside financial requirements to support the vision for a sustainable growth both in teaching and research*
2. *Provide more investment to support the implementation of the growth vision*

Institutional Response:

1. Every February the Department Council in collaboration with the Program Coordinators of the Department, meets to discuss and determine the needs of the Department in terms of organization of events, smooth operation of individual Programs of study, research needs, acquisition of equipment and infrastructure aligned with the Department's Strategic Plan. Based on the generated report the Department's budget is prepared and submitted to the School. The School's budget is then compiled and submitted to the Department of Finance & Accounts for discussion and final approval by the end of May. Upon approval of each School's budget by the University's Senate, they become in effect from July 1st for each academic year.

Following EEC's recommendation, the Department Council will closely monitor the implementation of all tasks included in the budget and prepare an annual monitoring report by the end of each academic year, which will outline the degree of implementation and register any pending issues that need further action during the next budget cycle. As part of this process, the Department Chair will disseminate an internal budget report summarizing the previous academic year's expenditures and resource utilization, which will inform budget planning for the following year. This practice will ensure that financial planning remains data-driven and aligned with the Department's teaching and research strategic goals.

2. While final financial allocations and investment decisions are made centrally by the University, the Department actively contributes to the budgeting process and has already submitted documented requests for additional faculty positions and enhanced research support (see Sections 1 and 5). These requests are based on a forward-looking capacity analysis and academic rationale aimed at sustaining and expanding the Department's educational and research impact. The Department will continue to work in close collaboration with the University's leadership to ensure that financial resources are aligned with its long-term academic vision.

We acknowledge the importance of robust computational infrastructure, particularly GPU clusters, for the effective delivery of courses and research in Machine Learning and related fields. In response to the committee's observation, we would like to clarify that EUC already leverages high-performance computing resources through a multifaceted approach. Firstly, we maintain a strong and ongoing collaboration with the Cyprus Institute, which provides us with access to their advanced GPU-enabled cluster and supercomputing infrastructure. This partnership enables both our students and faculty to work on computationally intensive projects with state-of-the-art resources, particularly in the context of postgraduate education and applied research.

In addition, EUC operates its own in-house supercomputing infrastructure, located on university premises, which supports primarily research activities across several departments. This system can and will be used for teaching purposes as well for undergraduate and graduate-level coursework, including machine learning, artificial intelligence, and data science modules.

Looking ahead, the University is committed to continually strengthening its computing capacity. As such, beginning this academic year, we will introduce a dedicated annual budget line for the expansion and upgrading of our computing infrastructure, with a particular focus on GPU cluster development. This will ensure that our facilities remain aligned with evolving technological and pedagogical demands.

B. Conclusions and final remarks

Comments from the External Evaluation Committee (EEC):

The EEC recognises that the most valuable asset of the Department is its faculty members, who demonstrated to the EEC, and were acclaimed by students and stakeholders, for their dedica3on, availability, and commitment to the Department and its programmes. The EEC appreciated that the Department works in a collaborative and collegial manner on both research and in offering the Bachelors, Masters, and Doctoral programmes.

The EEC recognises the quality of the educational programmes on offer, as evidenced by both the student satisfaction, and by the documented employability of graduates.

Notwithstanding, the EEC has found that the three programmes offered by the Department — BSc in Computer Science, MSc in Computer Science, and PhD in Computer Science — will benefit from maintaining relevance and currency to reflect technological and scientific developments. The EEC has provided detailed examples of improvements in the separate report assessing these programmes.

The EEC recognises that the faculty members are committing considerable time to delivering the courses in these programmes — at the detriment of their ability to also conduct ground-breaking research, publish high-impact papers, and thus advancing their research careers. Towards this end, the EEC strongly recommends that efforts be made to enable individual professional development of the faculty members by increasing their time available to do research and write grant proposals. This can, for example, be accomplished through reducing the "outside-classroom-time" that each faculty member spent for a class-hour on ancillary activities (marking, lab demonstrations, etc.) by employment of PhD students as Teaching Assistants.

The Department presently is small — with an ambition for growth. To enable that this growth is viable and harmonious, the EEC recommends a codification of the current practices of the faculty members — and, notably, the establishment of a "Departmental Handbook" with QA procedures, faculty member development policies, etc.

The faculty members of the Department have legitimate ambitions for growth. Towards this end, the EEC strongly recommends that EUC supports the Department by giving it the means (TAs, PhD fellowships, senior faculty recruitment, and career advancements) that it needs.

Concordant with the Departmental ambition for growth, the EEC learned from the industrial stakeholders that they would be able to easily hire considerably more graduates than are currently produced per year. Thus the EEC strongly recommends EUC to amplify the assistance that the marketing Department gives to the Department, so as to increase the intake of both Cypriot and international students.

Overall the EEC finds that the Department and the faculty members are of high quality. However the EEC also finds that the time-pressure on the faculty members, from research and — in particular — from teaching duties, has implied that they haven't had the head-space to plan effectively the future strategies for the Department and the programmes. Consequently, the recommendations in this report should be enable them to judiciously act upon them as appropriate.

![ΔΙΠΑΕ CYQAA logo] **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
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Institutional Response:

The Department of Computer Science and Engineering sincerely thanks the External Evaluation Committee (EEC) for its constructive feedback, collegial engagement, and thoughtful recognition of the dedication and quality of our faculty, programmes, and graduates. We are especially grateful that the EEC highlighted the collaborative and student-centered culture of our academic staff, which is a cornerstone of the Department's ethos.

We welcome the EEC's endorsement of our educational programmes and its affirmation of our faculty's commitment to both teaching and research. As noted throughout this report, the Department has already begun addressing the Committee's suggestions through the development of a strategic plan, targeted faculty recruitment, the restructuring of degree programmes (including the M.Sc. thesis and the Ph.D. model), the formalization of internal processes via a Departmental Handbook, and the establishment of mechanisms for monitoring and quality assurance.

We acknowledge the pressures faced by academic staff due to teaching workloads and ancillary responsibilities, and we appreciate the EEC's specific recommendations in this area. As described earlier, we are advocating for the institutionalization of graduate Teaching Assistantships to relieve workload and foster research output. In parallel, the Department's Strategic Plan includes clear provisions for staff development, mentoring, and research support, as well as for expanding the PhD programme through internal scholarships and international partnerships.

We also recognize the importance of amplifying our outreach, particularly with regard to international student recruitment and industry collaboration. The Department is actively supporting the University's internationalization strategy and expanding its academic partnerships abroad. The inclusion of an annual public departmental event and closer collaboration with the Marketing & Communications Department further align with the EEC's recommendation for greater visibility and engagement.

Finally, we fully agree with the EEC that strategic planning must be a deliberate and focused process. The Department has already responded to this call by completing and submitting a five-year Strategic Plan and initiating a biannual review process to ensure alignment of academic, research, and operational objectives with institutional priorities.

In closing, we extend our sincere gratitude to the EEC for their encouragement and guidance. We are confident that the actions described in this report will empower the Department to pursue its ambitions for sustainable growth, academic excellence, and increased societal impact.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Apostolos Zaravinos	Dean, School of Sciences	*Apostolos Zaravinos* Apostolos Zaravinos (Sep 5, 2025 10:51:03 GMT+3)
Dr. Yianna Danidou	Chair, Department of Computer Science and Engineering	*Yianna Danidou* Yianna Danidou (Sep 5, 2025 12:47:51 GMT+3)
Dr. Andreas Grondoudis	Coordinator, B.Sc. Computer Science	
Dr. Vicky Papadopoulou Lesta	Coordinator, M.Sc. and Ph.D. Computer Science	

Date: 05/09/2025

Department of Computer Science and Engineering

Mission: Provide high-quality, inclusive education in Computer Science and Engineering, fostering critical thinking, innovation, and employability. Empower students and faculty through excellence in teaching, interdisciplinary research, and by cultivating strong industry and societal partnerships aligned with emerging digital challenges.

Vision: To become a regional and international leader in computer science and engineering education, research, and innovation - fostering ethical, inclusive, and sustainable technological advancements that transform lives and industries.

Values:
Striving for the highest standards in teaching, research, and professional conduct
Promoting equal opportunities and a supportive environment for all students and staff
Embracing emerging technologies and foster creativity in solving real-world challenges
Build strong partnerships with industry, academia, and the broader community to enhance learning and impact
Prioritizing student success, development, and well-being
Fostering a mindset of continuous development among students, alumni, and staff

STRATEGIC PLAN 2025-2030
Department of Computer Science and Engineering

1. Mission – Vision – Values

Mission: Provide high-quality, inclusive education in Computer Science and Engineering, fostering critical thinking, innovation, and employability. Empower students and faculty through excellence in teaching, interdisciplinary research, and by cultivating strong industry and societal partnerships aligned with emerging digital challenges.

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Values:
Striving for the highest standards in teaching, research, and professional conduct
Promoting equal opportunities and a supportive environment for all students and staff
Embracing emerging technologies and foster creativity in solving real-world challenges
Build strong partnerships with industry, academia, and the broader community to enhance learning and impact
Prioritizing student success, development, and well-being
Fostering a mindset of continuous development among students, alumni, and staff

STRATEGIC PLAN
Department of Computer Science and Engineering

1.1. Priorities

1.1.1. Immediate Priorities

1.1.1.1. Targeted recruitment of faculty at the Professor level to enhance academic expertise and enable sustainable growth

1.1.1.2. Recruit current (high performing) students to support our labs / workshops / open days for a fee / scholarship

1.1.1.3. Enrich and strengthen student recruitment policies – Reinforce current Marketing approaches

1.1.1.4. Strategic engagement of study programs (both faculty and students) with industry and society to promote Department's brand name

1.1.1.5. Further enhance student employability

1.1. Priorities

1.1.2. Short-Term Priorities

1.1.2.1. Development and improvement of short and long-term marketing plans per Program of Study and maintain communication with the Department of Marketing

1.1.2.2. Strengthening of capacity for the accommodation of enrollment growth and external accreditation activities (faculty hiring / infrastructure development)

1.1.2.3. Creation of additional research centers and synergies, for promoting interdisciplinary research and attract funding

1.1.2.4. Strengthen the synergies between the existing Programs of the Department

1.1. Priorities

1.1.3. Long-Term Priorities

1.1.3.1. Strengthening of research capacity and output by strengthening the synergies between existing research centers and the collaborations with external research centers

1.1.3.2. Increase the number of students enrolled in the Departmental Programs in a sustainable manner, ensuring that the services offered will remain on a high-quality level

1.1.3.3. Assign and monitor Quality Indicators within the Functions and Activities of the Department

1.1.3.4. Further enhance and solidify the already strong societal impact of the Department both on a national and international basis

1.1.3.5. Foster stronger engagement and collaboration with alumni and stakeholders

1.1.3.6. Enrich and strengthen engagement with industry and society

STRATEGIC PLAN
Department of Computer Science and Engineering

2. Research and Creative Activities

2.1. Goal: Increased Engagement of Students in Research Activities

Commitment:

2.1.1. Student-focused positions established by Research Centers or Research Projects

Indicators and success: 1) Number of students involved in research projects, internships, etc., 2) Number of completed research Thesis projects and presentations / publications by students

Supporting Actions: 1) Small budget available for students for a period of 3-months employment. This scheme could also be linked to the provision of scholarships and to internship courses
2) Provide faculty development programs to support integrating research into teaching
3) Host an annual undergraduate research symposium to showcase student work and celebrate achievements.

2. Research and Creative Activities

2.2. <u>Goal:</u> All academic staff to participate research activity.

Commitment:

2.2.1. Support academic staff in their efforts to increase research activities specifically in areas such as artificial intelligence, cybersecurity, robotics, data science, computer networks, software engineering, embedded systems, and related fields.

Indicators and success: 1) Number of academic staff participating in research projects, publications, or funded grants in the Computer Science / Computer Engineering domain 2) Number of publications conference presentations, and grant submissions in specialized areas like machine learning, cloud computing, blockchain, robotics, and IoT

Supporting Actions: 1) Establish regular academic staff research meetings for sharing best practices and mutual support focused on advanced topics in CS/CE
2) Encourage faculty-student collaborative projects leading to publishable outcomes in CS/CE conferences and journals (e.g., IEEE, ACM, Q1/Q2 journals, open access)
3) Promote faculty participation in technical workshops and training on grant writing, publishing in top-tier CS/CE venues, and staying current with technological trends (e.g., AI safety, quantum computing, privacy-preserving technologies)
4) Promote interdisciplinary research that integrates CS/CE with fields like health informatics, finance tech, education technology, and environmental computing
5) Provide institutional support and incentives for collaboration with the tech industry, startups, national research bodies, and international research networks in CS/CE domains.

2. Research and Creative Activities

2.3. Goal: Improved Research output

Commitment:

2.3.1. Increase the Department's annual research output in core and emerging areas of Computer Science and Computer Engineering (e.g., AI, cybersecurity, big data, cloud computing, IoT, robotics, embedded systems, quantum communications)

2.3.2. Secure increased levels of external research funding and competitive grants relevant to the CS/CE domain

2.3.3. Establishment of a collaborative research environment that results faculty co-authoring multidisciplinary or multi-institutional publications in areas such as digital health, fintech, smart cities, and autonomous systems

Indicators and success: 1) Number and quality (impact factor, h-index contribution, Scopus/WoS citations) of peer-reviewed journal articles, conference papers, and technical reports published annually in CS/CE venues (e.g., IEEE, ACM, Springer, Elsevier). 2) Total number and value of externally funded projects awarded to the department in CS/CE fields. 3) Number of invited talks, keynote presentations at CS/CE conferences, and awards received by faculty 4) Number of graduate students involved in CS/CE research projects contributing to publications.

Supporting Actions: 1) Prioritize hiring of new research-active faculty with strong publication records to boost departmental research capacity 2) Invest in laboratory facilities, computing resources, and software tools essential for cutting-edge research in computer science and engineering. 3)Provide ongoing professional development focused on research skills, grant writing, and publication strategies

4) Organize thematic research seminars and internal brainstorming sessions focused on CS/CE innovation areas, such as explainable AI, edge computing, or blockchain systems

5) Promote student involvement in research via thesis projects, research assistantships, and co-authored conference papers in CS/CE domains.

STRATEGIC PLAN
Department of Computer Science and Engineering

3. Education / Teaching

3.1. Goal: Achieve Educational Excellence

Commitment:

3.1.1. Implementation of Digital Enhanced Learning methodologies

3.1.2. Promote experiential student learning

Indicators and success: Success defined as increase in Faculty performance evaluation by students, increase in class attendance, retention and graduation rates

Supporting Actions: 1) Improvement of the platform for increased student feedback participation
2) Train faculty in digital enhanced learning technologies
3) Accordingly adjust course content and learning activities

3.2. Goal: Introduce peer-student supporting activities with the aid of high-ranking students

Commitment:

3.2.1. Hire final-year or post-graduate students as teaching assistants

Indicators and success: Higher student grades, fewer student failures

Supporting Actions: 1) Allocation of budget to support teaching assistants 2)Evaluate this through questionnaires

3. Education / Teaching

3.3. Goal: Improve Student Satisfaction

Commitment:

3.3.1. Promote students' class involvement and interaction with peers and instructor.

3.3.2. Motivate students to participate in course evaluation

3.3.3. Encourage students to resolve daily issues with instructors

Indicators and success: Success defined as increase in Faculty performance evaluation by students and reduce number of grievance committees indicating poor performance/misconduct

Supporting Actions: 1) Improvement of the platform for increased student feedback participation
2) Encourage student teamwork peer-teaching activities

3.4. Goal: Improve teaching skills of faculty

Commitment:

3.4.1. Encourage and motivate faculty to attend seminars/trainings in order to enrich their teaching material, methodology and tools used in the courses they teach

Indicators and success: 1) Increase of students learning experience and satisfaction 2)Increase of students GPA and grades at the courses they attend

Supporting Actions: 1) Financial support of academic staff to attend seminars/trainings in order to enrich the teaching material, methodology and tools utilized in the courses they teach.
2) Provide interesting and up-to-date faculty development seminars by the university

STRATEGIC PLAN
Department of Computer Science and Engineering

4. Widening Engagement and Reputation

4.1. Goal: Increase participation of students in local and international competitions in the corresponding thematic areas per Program of Study

Commitment:
4.1.1. All project-based courses leading to participation in competitions, events, widening activities

Indicators and success: At least 5 students per year, per Program of Study, participating in local and international competitions

Supporting Actions: Budget available for the implementation of small-scale competitive projects

4. Widening Engagement and Reputation

4.2. Goal: Faculty actively involved in scientific, outreach and other activities promoting science locally and worldwide

Commitment:

4.2.1. Encourage and support faculty participation in domain-specific scientific and outreach activities such as organizing and attending international conferences, workshops, hackathons, coding competitions, tech fairs, and summer schools related to fields like Artificial Intelligence, Cybersecurity, Software Engineering, Robotics, and Emerging Technologies.

4.2.2. Collaborate with EUC's Marketing Department to promote these scientific and outreach activities to the broader public through digital media, press coverage, and institutional campaigns, showcasing the Department's research, achievements, and social contribution.

Indicators and success: 1) Organization or co-organization of at least one international Computer Science / Computer Engineering conference, symposium, or workshop every 2–3 years by the Department 2) Implementation of at least one major outreach activity annually (e.g., public lecture series on AI ethics, cybersecurity awareness days, school coding visits, Girls in Tech events) 3) Participation in or coordination of at least one summer school every 2–3 years focused on a CS/CE theme (e.g., AI for Youth, IoT Bootcamp, Cybersecurity Fundamentals, Summer Academy of Sciences), either independently or as part of EUC's broader summer school offerings.

Supporting Actions: Financial and time support of the academic staff to participate in these kind of activities

4. Widening Engagement and Reputation

4.3. Goal: Developing a profile of Sustainable Corporate Social Responsibility

Commitment:

4.3.1. Enhance Department's brand name

4.3.2. Build trust between faculty, students and society

Indicators and success: Success defined as increase in public interest and interaction with social bodies

Supporting Actions: 1) A minimum of one high-impact event for society/general public per program per year
2) A minimum of one open day/promotional event per program per year
3) Approval of pertinent budget

4.4. Goal: Engagement with Industry and Society

Commitment:

4.4.1. Reinforcement of current relationship with Social bodies and organizations of public benefit through outreach activities

4.4.2. Establishment of agreements with local industry and professional bodies

Indicators and success: Success defined as increase in established collaborations, agreements. Increase in students internship placements and employability rates. Improvement of social recognition. Number of outreach activities.

Supporting Actions: 1) Maintain and strengthen current Industrial Advisory Boards
2) Develop a more influential network within Industry and Society
3) Approval of pertinent budget for outreach activities

5. Academic Personnel (Faculty, Staff etc.)

5.1. Goal: Recruitment of additional Faculty Members

Commitment:

5.1.1. Hire new high-rank staff to support current and future programs of study

5.1.2. All programs to increase percentage of teaching covered by full time faculty without any additional duties.

Indicators and success: Increase in permanent faculty to student ratio as well as full-time to part-time faculty ratio

Supporting actions: 1) Approval of pertinent budget in Human Resource department
2) Permanent faculty to student ratio as well as full-time to part-time faculty ratio should be assigned as quality indicators

5. Academic Personnel (Faculty, Staff etc.)

5.2. Goal: Continuous and sustainable faculty development

Commitment:

5.2.1. Promote participation of full-time and part-time faculty in faculty development programs

5.2.2. Encourage faculty to participate in international conferences, seminars and workshops

5.2.3. Encourage faculty to register and participate in internationally-recognized professional organizations

Indicators and success: Success defined as increased percentage of faculty within goal

Supporting actions: 1) Allocate budget for individual faculty development schemes
2) Organization of new faculty development programs, such as in digital enhanced learning teaching methodologies

5.3. Goal: Increase employee satisfaction

Commitment:

5.3.1. Improve working conditions and environment within Department

5.3.2. Enhance team spirit and synergy between colleagues

Indicators and success: Self-evaluation reports showing increased average employee satisfaction

Supporting actions: 1) Decrease administrative workload of faculty
2) Implement more efficient working practices
3) Organize off-work activities to enhance bonding between employees

6. Growth / Development

6.1. Goal: Departmental Growth

Commitment:

6.1.1. Increase in number of enrolled students international students, talented students, and minorities

6.1.2. Increase in number of full time academic and administrative staff

Indicators and success: Success defined as increase in total student enrollment, increase in full-time personnel

Supporting Actions: 1) Promote differential growth strategies
2) Highlight competitive advantages of our programs
3) Strategic recruitment of high-level new faculty and talented students

6. Growth / Development

6.2. Goal: Continuous development in response to changing societal needs and competition

Commitment:

6.2.1. Developing / reviewing / updating programs on a continuous basis and based on needs assessments

6.2.2. Increase hirings to retain and optimal ratio of administrators:full time faculty:students

Indicators and success: Success defined as increased percentage of programs within goal.

Supporting Actions: 1) Fast-track approval of relevant actions by Senate / HR Department
2) Allocation of pertinent hiring budget from Human Resource department

6.3. Goal: Increase engagement faculty with students

Commitment:

6.3.1. Encourage faculty and staff interaction

6.3.2. Enhance coupling of teaching with research activities under the supervision of academic instructors

6.3.3. Encourage students to meet faculty during office hours

Indicators and success: Success defined as improved engagement of faculty with students.

Supporting Actions: 1) Faculty availability and willingness to meet students
2) Development of faculty-student synergies in teaching and research
3) Organize bonding events between faculty and students where we will engage students and enhance their sense of belonging to both the department and the university

STRATEGIC PLAN
Department of Computer Science and Engineering

7. Student Success and Academic Excellence

7.1. Goal: Increase graduate student employability success by familiarizing them with the currently used technologies.

Commitment:
7.1.1. Faculty to become aware of more practical aspects of digital enhanced learning methodologies
7.1.2. Further improve student practical placement schemes by establishing additional agreements with industrial partners
7.1.3. Digital enhanced learning teaching methodologies to be incorporated in courses

Indicators and success: Increase in percentage of graduate student employability

Supporting Actions: 1)Academic staff should be trained in modern technological tools and industrial applications so that they can incorporate relative material in their courses.
2) Targeted internships in industry and job market for students giving practical knowledge, experience and creating market network.
3) Use of technological tools offer by Microsoft Innovation Center at EUC
4) Incorporation of Ai tools in educational methodologies

7. Student Success and Academic Excellence

7.2. <u>Goal:</u> Pursuing individualized student success and satisfaction

Commitment:
7.2.1. Limitation of student withdrawals / drop-outs per course per year

7.2.2. Limitation of student failure per course from semester 2 and onwards

7.2.3. Further improve performance of exceptional students

Indicators and success: Success defined as yearly decrease in student drop-out/failure rates and further improvement in top student performance

Supporting Actions: 1) Closely monitor progress of students with low GPA and implement specific actions during semesters to improve their performance
2) Engage exceptional students in peer-teaching activities
3) Use of MSc and PhD students as teaching assistants for undergraduates
4) Involve MSc and PhD students in ongoing research projects

European University Cyprus

INTERNAL REGULATION:

EUC FRAMEWORK ON MENTORING SCHEME FOR NEWLY HIRED FULL-TIME ACADEMIC STAFF AND/OR PART-TIME ACADEMIC STAFF

89th Senate Decision: 7 April 2022

EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff

Basic Premises of Mentoring:

A Mentoring program is based upon providing a support system to promote a symbiotic interchange and it embraces the primary pillars of the mentor concept:

Manages the relationship
Encourages
Nurtures
Teaches
Offers mutual respect
Responds to the Mentee's needs

Mentoring is based on promoting a synergetic purposeful conversation and reflection on experience with aim to:

1. Challenge
2. Motivate, and
3. Inspire.

The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision.

The principles applied include:

Synergy:
- Enriching for both mentor & mentee;
- It's all about learning – not teaching;
- Mentee is empowered to take responsibility of their life.

Relationship:
- Mentoring is a "power-free" partnership;
- Develop mentee's independent thinking –not make them independent.

Uniqueness:
- This is not coaching or counselling;
- Provides direction to channel efforts;
- Nourishes ideas.

Mentoring Schemes

1. Introduction/Induction/On-Boarding/Orientation Program

Basic Premises:
- Aims to familiarize newly hired academic staff (both full-time and part-time) with the educational model of the School and the Department, the basic principles and means of teaching, as well as the rules and policies of European University Cyprus.
- The School/Department introduces its programs' curriculum, the facilities and other necessary information for the newly hired academic staff to integrate effectively and quickly into the programs of study.
- As we have professionals, we began to include support information for their integration into the Cyprus professional community.
- On-boarding is offered when instructors first start. In addition, many instructors who have participated in on-boarding programs are recruited to help with the orientation of new part- or full-time staff. The process of "see one, do one, teach one", further supports their understanding, but more importantly encourages engagement and investment into the program.

2. Dyad Mentoring

Structure Meetings around the Survey on "Students Feedback on their Learning Experience" (SFLE)
- Novice newly hired academic staff can actively be mentored by a senior member of the faculty or leader/line manager.
- Upon receipt of students' feedback/evaluations/surveys, a one-on-one meeting is scheduled to discuss the outcomes.
- While the meeting is designed around the students' feedback, it provides the opportunity for a mentor-mentee discussion that includes not only teaching, but also research, professional development and personal dilemmas, and/or goals.
- By planning the meeting aims to discuss teaching, research, development and personal dilemmas, and goals based on review of students' feedback outcomes, the new members are able to reflect on their personal development. The aim is not only to improve their teaching skills under close supervision, but to help the member become more engaged and invested, and ultimately satisfied.
- At the end of this programmed meeting, a form is co-signed that outlines the items discussed for teaching, research, professional development, etc., including:
  1. Observations/outcomes from students' feedback
  2. Goal-development

3. Goal-activity alignment.
4. Goal-time alignment.

3. Peer-Mentoring Model

- Peer-groups form a critical basis of peer-mentoring. Peer-groups offer:
  1. Psychosocial support: friendship, confirmation, emotional support, empathy;
  2. Mutual professional development;
  3. Collaborative problem solving.
- Schools/Departments can support peer or near-peer mentoring by introducing new members into the networks of the School/Department. This is typically done, by putting new members into committees of the School or Department. Members can be rotated among different committees, until they find a network niche that they feel comfortable in (this part will take careful monitoring by the leadership of the Department/School.)
- Hence, the School/Department encourages peer mentoring by the construction of ad-hoc committees:
  1. This creates deliberate networks – giving a "jump-start" to individual networking;
  2. This creates common goals among the committee/network members;
  3. This ensures peer or near-peer mentoring by frequent meetings imposed by their roles in the committee.
- Finally, by participation in these committees, the newly hired academic staff is introduced and exposed to the other aspects of their duties.

Portfolios

- An electronic portfolio system may include CV material, publications prizes, etc., but reflection and professional development outline as discussed with mentor and advisors.
- Mentoring is a crucial component for portfolio learning, as they assist not only in successfully compiling the information that goes in the portfolio, but also understanding outcomes and devising goals.
- A portfolio is a "living document" that includes both CV – type material, as well as reflection upon goals, key experiences, etc.
- The typical CV update material, included in a Portfolio are:

Contact Information

Biographic Information

Goals
- Educational goals
- Professional goals
- Personal goals

Professional Development
- Educational history
- Certifications
- Memberships
- Awards/recognitions
- Leadership

Achievements
According to year & discipline
e.g. End of placement report and feedback

Academic Courses
- Courses taken by semester
- End of semester report and feedback

Service
Professional service
Community service
Employer service

Conference Attendance

In-Service Professional Development

Scholarly Activity
- Presentations
- Publications
- Research

Curriculum Vitae
- The second section is designed as "reflective portfolio", to support learning, personal growth and achievement.
- The aim is to be widely used in the assessment of professional learning, as it promotes individuals to review their outcomes and reflect.

Portfolios as a Mentoring Model
- Self-Assessment of Professional Growth through Reflective Portofolios:
  - This involves establishing a critical reflection and learning plan (self-directed learning plan)
  - The portfolio will provide space for reflective pieces by each individual, to reflect on performance, set goals, etc.
  - By creating a safe and supportive environment for candid reflection, this will facilitate structured meetings with a mentor/leader, for feedback on experiences and goals by senior mentors.
  - This will also provide the opportunity to discuss development and design of strategic prompts, so that the individual can move forward in their career path.
  - Portfolios are also effective in promoting leadership development.
- Mentoring Portfolios

- Mentoring enhances the feedback process and stimulates reflection by individuals
- During individual meetings based on the portfolio, mentors, as well as mentees are stimulated by input to introduce subjects for discussion
- Individual meetings begin with highlight the main themes of the previous meeting, and formulating agreements for the upcoming period
- Small group (peer group mentoring) are useful for learning to discuss experiences, developing reflective skills and sharing experiences.

INTERNAL REGULATION

"PERFORMANCE APPRAISAL OF FACULTY AND SPECIAL TEACHING PERSONNEL"

75th Senate Decision: 7 April 2022

97th Senate Decision: 25th July 2023

The Senate approved the following Internal Regulation which revises and substitutes the existing Charter provisions on 'Internal Regulations on Faculty Ranking and Conditions of Service' (Annex 6, Article 6). The "***Performance Appraisal of Faculty and Special Teaching Personnel***" Internal Regulation supports and facilitates the process of self-improvement of the EUC Faculty and Special Teaching Personnel by focusing on the appraisal and developmental nature of the process. It takes place every two years and is submitted online by all Faculty and Special Teaching Personnel through the University's HRIS system.

1. Purpose of Performance Appraisal

The main purpose of the Performance Appraisal process is the professional development of Faculty and Special Teaching Personnel. The Performance Appraisal process aims to support and facilitate Faculty and Special Teaching Personnel self-improvement through helpful and constructive feedback and critical self-assessment. The Internal Regulation enables short and long-term professional planning and development with self-improvement as the ultimate aim. The process aims at a "tailored" self-directed self-improvement through critical reflection and identification of areas of strength and weaknesses; the process further aims to appraise the individual's development, performance and attainment of goals within the scope of the individual's field, areas of expertise and scholarly activities.

With this Internal Regulation, Faculty and Special Teaching Personnel will engage in the process of Performance Appraisal every two years as a positive force towards continued professional development and accomplishment. The appraisal process will record the Faculty's performance in the areas of (i) Teaching, (ii) Research[1], and (iii) Service to the University, Community, and Profession.

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[1] For Special Teaching Personnel, research involvement and activity will be considered an additional advantage.

Each Faculty and Special Teaching Personnel will submit a Performance Appraisal every two years (See Appendix: Faculty & Special Teaching Personnel Performance Appraisal Report). Section A of the Performance Appraisal Report will be submitted to the Chairperson of the Department by the announced deadline.

2. Performance Appraisal Categories

2.1 Teaching
Effective teaching at European University Cyprus is a standard that cannot be compromised. It involves mastery of the subject matter, the ability to intellectually stimulate students, and effectiveness in communicating the skills, methods and content of one's discipline and specialization area. It entails a spirit of scholarly involvement necessary in continually revising courses and the undertaking of efforts to sustain a high level of teaching potential and constant improvement of teaching skills. Effective teaching also implies ongoing and constructive engagement with colleagues with the goal of intellectual development and improvement of teaching methodology and material. Furthermore, the constant improvement of coursework and program development is attained by participation in academic professional development training, schemes, programs, seminars, and colloquia organized by the University and/or other educational institutions.

In Section A of the Performance Appraisal Report, the Faculty and Special Teaching Personnel should discuss their accomplishments in courses taught, and activities aimed at sustaining and improving teaching effectiveness. The effort and energy applied in activities, such as course development, course revision, and/or development of new technologies, instructional publications, activities, methodology and/or teaching material to enhance the learning environment should also be noted. Faculty serving in professional programs should outline teaching within their professional service when relevant (e.g., clinical teaching in medicine, dentistry, physiotherapy, nursing, psychology, etc.). Attention also needs to be paid to accessibility and student academic guidance and support, as well as to summaries of student evaluations and feedback reports.

2.1 Research
Research output is a fundamental requirement at European University Cyprus. Research encompasses the pursuit of pertinent questions with the utilization of methodologies and discipline learning, is closely informed by thorough investigation, and aims at academic advancement and the accumulation of new knowledge. Furthermore, research should also serve an academic interest that extends beyond the boundaries of the immediate University community.

Research output can take many forms, such as:
- published research: article(s) in scholarly periodical(s), chapter(s) in scholarly publication(s), book(s), paper(s) presented at professional conference(s);
- contribution in research conference/event organization, seminars and workshops; and/or

- other forms of curatorial and practice-based research (these categories may include among others composition and conducting of music works, performance, digital media, design, and exhibitions).

In Section A of the Performance Appraisal Report, the Faculty (and Special Teaching Personnel on an optional basis) should prepare a statement/list that discusses/presents current research that is completed or still in progress. The Faculty is encouraged to note the degree and kind of support received from the University (e.g., teaching load reduction, time-off, research grant, etc.) that contributed to the successful completion of his/her scholarly endeavors. In this Section, the Faculty could also indicate what they consider as their future needs and how the University may accommodate and/or support them.

2.3 Service to the University, Community and Profession
Service to the University, Community and Profession encompasses a wide range of contributions made by a Faculty member to their academic institution, surrounding community and respective professional field. It may involve active engagement in activities that benefit various areas that would count as instances of professional development. As educators, Faculty need to pursue professional development in activities that improve instructional and research capabilities, qualifications, etc. The quality of contributions, not merely the numbers of committees and assignments, remains a significant consideration. The University also values contributions to planning, governance, and leadership in achieving the goals of the University, working with students outside the classroom and, wherever appropriate, making the University resources accessible to the wider community.

In Section A of the Performance Appraisal Report, the Faculty and Special Teaching Personnel should prepare a statement that discusses contributions made to the University and the local and wider community in the area of service. Activities such as committee memberships and offices held; providing mentorship and guidance to students, professionals, or society; collaborating with community organizations; participating in outreach programs, and actively contributing to professional and academic associations, committees pertaining to higher education formed and appointed by the government; contribution to event organization; training activity; reviews of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies; participation in education/training programs and pursuing of additional qualification/degrees; outreach activities, classroom work, and/or work with students outside the classroom should be outlined. Activities demonstrating involvement in community service and commitment to social responsibility, such as membership in community organizations and volunteer work should be noted. Also, other activities that extend the resources of the University to the wider community should be presented.

3. Performance Appraisal Process

3.1 The Performance Appraisal process will be based on the Appraisal Categories stated above, which are informed by the University's mission, purpose, strategy and objectives.

3.2 A Performance Appraisal Review Committee will be set up every second year by each Department. The Performance Appraisal Review Committee will consist of three members:
1. The Chairperson of the Department. In case the Department Chairperson does not hold the rank of Professor or Associate Professor, s/he will be replaced by another Professor of the Department following elections by the body of Professors of the Department. In Departments where there is no Faculty at the rank of Professor, the Chairperson will be replaced by an Associate Professor following elections by the body of Associate Professors of the Department. In Departments where there is no Faculty at the rank of Professor or Associate Professor, the Chairperson will be replaced by a Professor from another Department of the same School whose field of specialization is as close as possible to the Department's specialization. In this case, the assignment of the Committee member will be made by the Dean of the School and will be effective for a two-year term.
2. Two Professors of the Department elected by the body of Professors of the Department for a two-year term; in case the Department has no adequate Faculty at the rank of Professor, the members of the Committee will be elected from the body of Associate Professors of the Department. In case the Department has no adequate Faculty at the rank of Professor or Associate Professor the rest of the Committee members will be selected from the Professors of the other Departments of the same School whose field of specialization will be as close as possible to the Department's specialization. In this case, the assignment of the Committee member(s) will be made by the Dean of the School and will be effective for a two-year term.

3.3 The Performance Appraisal Review Committee should elect the Chair in its first meeting.

3.4 In case the appraisee is a member of the Performance Appraisal Review Committee, he/she cannot participate in the process. In this case (and only in this case) the Performance Appraisal Review Committee becomes a two-member committee.

3.5 The Performance Appraisal Review Committee is in charge of conveying the expectations of the Performance Appraisal process to Faculty and Special Teaching Personnel.

3.6 Section A of the Performance Appraisal Report document (See Appendix: Faculty & Special Teaching Personnel Performance Appraisal Report) will be used for recording an individual's performance, which will be completed and signed by each Faculty and Special Teaching Personnel and submitted

to the Performance Appraisal Review Committee via the Chairperson of the Department by the announced deadline every second year. The Chair of the Department witnesses through signature the validity of the content of the Performance Appraisal Reports-Section A submitted by the Faculty and Special Teaching Personnel and subsequently forwards it to the Chair of the Performance Appraisal Review Committee for the initialization of the appraisal process.

3.7 The Performance Appraisal Review Committee will carry out jointly the appraisal review of each Faculty member and Special Teaching Personnel member every two years.

3.8 The Performance Appraisal Review Committee will review the Performance Appraisal Report-Section A, give instructions for clarification/remedy in cases of ambiguity, verify the outcome of the appraisal of each Faculty and Special Teaching Personnel, and provide recommendations.

3.9 The Performance Appraisal Review Committee jointly will meet with each Faculty and Special Teaching Personnel to discuss the outcome of the review process and their recommendations before the end of the academic year. The Performance Appraisal Review Committee and the involved Faculty or Special Teaching Personnel should jointly fill in and sign the Performance Appraisal Report-Section B at the time of their meeting. The Faculty/Special Teaching Personnel may add her/his own comments.

3.10 The Performance Appraisal Report-Section B, based on the above stated Performance Appraisal Categories, will take the form of supportive and constructive feedback with specific agreed goals to be reached by the end of the following Performance Appraisal period.

3.11 Upon completion of the appraisal process, the final documents reach the School Administration Office, the Chairperson of the Department, the Dean of the School, the Vice Rector of Academic Affairs, and the Director of Human Resources before the end of the academic year.

3.12 The Committee also submits via its Chair to the Department Council a memo report on the overall professional development needs of the Department to be presented and discussed at the respective Department Council.

APPENDIX

FACULTY & SPECIAL TEACHING PERSONNEL
PERFORMANCE APPRAISAL REPORT

<u>**SECTION A:**</u>

(To be completed by the Faculty/Special Teaching Personnel member)

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

Please record your activities of your individual performance relating to each of the following categories during the <u>last two academic years</u>. In doing so, please refer to the activities/actions described in the Internal Regulation of the "Performance Appraisal of Faculty and Special Teaching Personnel".

1. **TEACHING**

A) **Courses, Student Academic Advising, Support and Accessibility, and Supervision** (provide a list of courses taught, thesis and dissertations supervised, and briefly describe the provisions made to enhance the accessibility of your courses, your academic advising, etc.)

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B) **Quality & Effectiveness** (briefly describe your teaching methodology, explaining in particular the effort undertaken for quality, innovation, and effectiveness. If relevant, provide information on course design, documentation, development and revisions, instructional publications, material production, teaching resources, program development and revisions, instructional innovation, appropriateness of assessment, etc.)

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C) **Willingness, Cooperation and Flexibility**

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D) **Other**

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2. RESEARCH

A) Refereed Journal Publications (authors, year, article title, journal tile, volume, issue, pages; in the language of the publication).

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B) Refereed Book Publications (authors, year, book title, city; publisher; in the language of the publication).

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C) Refereed Book Chapter Publications (authors, year, chapter title, book title, pages; in the language of the publication).

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D) Funded Research Projects (duration of project, title, funding body, total funding of project, role in the project*).

*Project Role: i.e. Principal Investigator, Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, etc.

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E) Other Refereed Research Activities** (including   in the categories of curatorial and practice-based research, such as composition, conducting of music works, performance, digital media, design, and exhibitions)

   **do not include conferences and dissemination activities

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3. SERVICE TO THE UNIVERSITY, COMMUNITY AND PROFESSION

A) **Service to the University** (e.g. program coordination, administration responsibilities, committee memberships, event organization, etc., at the program, Department, School and University level)

[ ]

B) **Service to the Community** (e.g. committee memberships, event organization, etc. outside the University -locally and internationally)

[ ]

C) **Service to the Profession and Self-Development (e.g. review activities, professional development activities, etc.)**

[ ]

D) **Other Service (e.g. funded activities or work, consultancy projects)**

[ ]

Date of Submission:..

_____
Signature of the Faculty/Special Teaching Personnel member

_____
Signature of the Chairperson of the Department confirming the validity of the content of the Performance Appraisal Report

Date:..

Please jointly fill in and sign at the time of your meeting with the involved Faculty member/Special Teaching Personnel Section B of the Appraisal Report. The Performance Appraisal Review Committee provides its recommendations and the involved Faculty/Special Teaching Personnel member may add comments in the last section of the Report.

The Report is based on the Appraisal Categories described in the Internal Regulation of the "Performance Appraisal of Faculty and Special Teaching Personnel" and aims to provide supportive and constructive feedback with specific agreed goals to be reached by the end of the following Performance Appraisal period.

1. <u>TEACHING</u>

<u>**Overall Appraisal of Teaching:**</u>

<u>**Agreed goals to be reached by the end of the two-year Performance Appraisal period:**</u>

2. <u>RESEARCH</u>

<u>**Overall Appraisal of Research:**</u>

<u>**Agreed goals to be reached by the end of the two-year Performance Appraisal period:**</u>

3. <u>SERVICE TO THE UNIVERSITY, COMMUNITY AND PROFESSION</u>

<u>**Overall Appraisal of Service to the University, Community and Profession:**</u>

<u>**Agreed goals to be reached by the end of the two-year Performance Appraisal period:**</u>

Comments for Overall Performance Appraisal:

By the Performance Appraisal Review Committee:

By the Faculty/Special Teaching Personnel member
(Comments may include suggestions on how the Department/School/University may support her/him to improve her/his performance by the end of the Performance Appraisal period):

Comments by Review Committee Member:

Date of Meeting: ....

_____
Signature of the Chair of the Performance Appraisal Review Committee

_____   _____
Signature of Members of the Performance Appraisal Review Committee

_____
Signature of the Faculty/Special Teaching Personnel member

European University Cyprus

INTERNAL REGULATION ON INTERNAL FUNDING FOR RESEARCH ACTIVITIES

95th Senate Decision: 3 May 2023

1. Purpose

The purpose of this internal regulation is to describe how faculty[1] members may use internal funding to engage in scholarly research, international networking and other academic activities that will increase their scholarly achievement towards the University research policy.

2. Eligibility

The funding described below is available to permanent faculty members only and covers the period between July 1st and June 30th of the following year.

Each faculty member is entitled to a sum of 1,800 Euro which s/he may use for the following activities:

1. Membership Subscriptions in local and/or international associations or societies.
2. Participation in local or international conferences (exceptionally, for attending only a conference/seminar and not presenting a paper the faculty member is entitled up to 500 Euros maximum).
3. For funding a Ph.D. student supervised by the faculty member to present a paper at a conference which will be published in Scopus indexed proceedings or which is expected to lead to a paper submission in a Q1 or Q2 journal[2].
4. For covering Research proposal for EUC budget 150K writing expenses to a third party upon presentation of an invoice for projects (pre-approval from the Vice Rector of Research & External Affairs required).

Notes

1. All the above require prior approval by the Chairperson and Dean of the School following a positive recommendation by the School ad-hoc Committee. These should be secured at least two (2) weeks prior to the claim taking effect, following the procedure presented in the Appendix.

---

[1] In exceptional cases Special Teaching Personnel (STP) with proven research activities may be eligible. This will be decided through the procedure described in Note 1.

[2] Q1 and Q2 are based in the ranking of a journal that belongs to a specific or particular field of discipline. A journal can be divided into four different quadrants starting with Q1, Q2, Q3, and Q4. EUC uses the Scimago Index.

2. Conference funding may be used for online participation as well.

APPENDIX

APPLICATION PROCEDURES FOR INTERNAL FUNDING FOR RESEARCH ACTIVITIES

The following concerns application procedures for internal funding for the participation of EUC Faculty in research activities.

If an absence leave is required the procedure described in this document should be finalized **before** the applicant submits her/his application in the Workday platform as customary and needs to be finalized **two (2) weeks** prior to the research activity.

1. A three-member ad-hoc Committee for Internal Funding Research Activities consisting of faculty in the rank of Associate Professor or Professor (hereafter 'Committee') shall be established in each School and should examine all Applications. The composition of the School Committee is decided by the School Council. The Committee serves for a duration of three years, starting from the date of the last elections for the Dean's position. Any necessary change in its composition during this period is decided by the School Council.

2. The Faculty member needs to submit the following to the Committee (cc the Chairperson and the Dean of the School):

    i. Justification for the application to the Committee (use the attached Faculty Application Form) which needs to includes ALL relevant information.
    ii. Description of how the claim will benefit the faculty/program /Department/School/University.
    iii. In case of conferences
        a. Type of conference (needs to be organized by learned societies, such as learned academies, scholarly societies, academic associations, etc.);
        b. Advisory, scientific, organizational board/s (that shows international participants);
        c. Previous conference locations-either European or international;
        d. Conference proceedings (needs to be listed either in library catalogues or Science Citation Index, Scopus, INSPEC, etc.);
        e. Link to the conference website
        f. The approved proposal of the applicant.

3. The Committee meets as soon as possible after receiving an application and examines the application. In doing so it might require additional information/documentation by the applicant.
4. The Committee submits a standardized suggestion report to the Chairperson and to the Dean of the School explaining the rationale for the approval or rejection of the application.

5. The Chairperson and the Dean of the School validate the suggestion of the Committee through email to the applicant sent by the Dean (cc the Chairperson and the Committee) or refers the suggestion through email back to the Committee.
6. In the event of rejection, the Committee informs the applicant (who may ask for the re-examination of the decision and submit additional information to support her/his application) and then responds to the Chairperson and the Dean who will then submit their final decision through email to the applicant (cc the Committee).

Faculty Application form for Internal Funding for Research Activities

Type of activity:

1. Membership Subscriptions in local and/or international associations or societies.
2. Participation in local or international conferences (exceptionally, for attending only a conference/seminar and not presenting a paper the faculty member is entitled up to 500 Euros maximum).
3. For funding a Ph.D. student supervised by the faculty member to present a paper at a conference which will be published in Scopus indexed proceedings or which will lead to a paper submission in a Q1 or Q2 journal[3].
4. For covering Research proposal writing expenses to a third party upon presentation of an invoice (prior approval by the Vice Rector of Research & External Affairs is mandatory).

To the School Ad-hoc Committee for Internal Funding Research Activities:

With regard to my application for funded academic activities, I hereby submit the following documentation:

Amount claimed:

Name:

Signature: **Date:**

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[3] Q1 and Q2 are based in the ranking of a journal that belongs to a specific or particular field of discipline. A journal can be divided into four different quadrants starting with Q1, Q2, Q3, and Q4. EUC uses the Scimago Index.

Committee Report

on the Faculty Application …………..

to use ………….. from the EUC Internal Budget for Research Activities

Date:

The Committee of the School of ….., suggests the approval/rejection of the above application. The evaluation of the Committee was based on the evaluation of the following criteria:

Please tick (√) as appropriate

The application was submitted in due course	
The activity establishes worthwhile academic significance	
For conferences:	
a. Type of conference (needs to be organized by learned societies, such as learned academies, scholarly societies, academic associations, etc.); b. Advisory, scientific, organizational board/s (that shows international participants); c. Previous conference locations -either European or international; d. Conference proceedings (needs to be listed either in library catalogues or Science Citation Index, Scopus, INSPEC, etc.); e. Link to the conference website f. The approved proposal of the applicant.	
Other:	
Overall evaluation:	

Names:

Signatures: **Date:**

School of Sciences | Department of Computer Science and Engineering

FACULTY DEPARTMENTAL HANDBOOK

*This handbook is property of European University Cyprus/ Department of **Computer Science and Engineering** and is intended to be used by the Full-Time, Special Teaching Personnel and Part-Time Academic Staff of the Department.*

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Acknowledgements

This handbook was prepared in response to the 2025 External Evaluation Committee (EEC) review. It reflects departmental policies and practices in alignment with European University Cyprus internal regulations, strategic goals, and quality assurance procedures.

Table of Contents

1 Introduction

The Department of Computer Science and Engineering (DCSE) at European University Cyprus (EUC) is committed to excellence in teaching, research, and service to the academic and wider community. This Faculty Handbook outlines the key responsibilities, procedures, and support mechanisms in place for the Department's faculty. It reflects the University's values of innovation, inclusiveness, academic integrity, and alignment with European quality standards.

In terms of scope, this comprehensive manual encompasses all facets of departmental operations, including but not limited to: undergraduate and postgraduate program administration, faculty recruitment and development protocols, research governance structures, and student support mechanisms. It is designed to serve as both a reference document for current practices and a strategic roadmap for continuous improvement. This document is created in direct response to the 2025 External Evaluation Committee report of the Departmental evaluation.

This handbook operates in conjunction with numerous institutional policies and internal regulations (IR), most notably the EUC Quality Assurance Manual (IR 19) and the Program Evaluation Review procedures (IR 07/08). To access the specific EUC Internal Regulations mentioned in the description please follow the link EUC Internal Regulations.

Where applicable, specific departmental adaptations of university-wide policies have been implemented to address the unique requirements of computer science education and research. All Department related documents can be found in the shared space at https://euccc.sharepoint.com/sites/SharePointSite-DepartmentofComputerScienceandEngineering/SitePages/ProjectHome.aspx .

1.1 Departmental Mission & Vision

Guided by our commitment to excellence and innovation, the Mission, Vision, and Values of the Department of Computer Science and Engineering serve as the foundation for all strategic decisions and initiatives. These core principles reflect our dedication to advancing knowledge, fostering technological leadership, and creating meaningful impact through education, research, and collaboration.

Mission: Provide high-quality, inclusive education in Computer Science and Engineering, fostering critical thinking, innovation, and employability. Empower students and faculty through excellence in teaching, interdisciplinary research, and by cultivating strong industry and societal partnerships aligned with emerging digital challenges.

Vision: To become a regional and international leader in computer science and engineering education, research, and innovation - fostering ethical, inclusive, and sustainable technological advancements that transform lives and industries.

Values:

- Striving for the highest standards in teaching, research, and professional conduct
- Promoting equal opportunities and a supportive environment for all students and staff
- Embracing emerging technologies and foster creativity in solving real-world challenges
- Build strong partnerships with industry, academia, and the broader community to enhance learning and impact
- Prioritizing student success, development, and well-being
- Fostering a mindset of continuous development among students, alumni, and staff

These principles are implemented through our comprehensive Strategic Plan 2025-2030, which specifies measurable objectives, resource allocation strategies, and key performance indicators across all departmental functions.

1.2 Summary of Strategic Plan 2025-2030

The Strategic Plan 2025–2030 outlines a comprehensive roadmap for the Department of Computer Science and Engineering (henceforth the Department) at European University Cyprus to achieve academic distinction, research excellence, and societal impact.

The strategic priorities are structured across short-, medium-, and long-term horizons. Immediate priorities (2025–2026) focus on strengthening academic leadership through targeted recruitment of senior faculty, enhancing student employability via modernized curricula, and deepening industry engagement. Short-term objectives (2026–2028) emphasize infrastructure development, research center expansion, and tailored marketing strategies to support enrollment growth. Long-term goals (2028–2030) aim to solidify the Department's research

output, international reputation, and societal impact through measurable quality indicators, alumni engagement, and interdisciplinary collaborations.

A central pillar of the plan is the advancement of research and innovation, with specific targets to increase high-impact publications, secure competitive funding, and integrate students into research activities. Concurrently, the plan prioritizes educational excellence through the adoption of digital-enhanced learning methodologies, teaching assistant programs, and iterative assessment models to improve student outcomes and satisfaction.

Engagement and reputation-building are addressed through participation in international competitions, public outreach events, and partnerships with industry and societal stakeholders. Faculty development is another critical component, with commitments to reduce administrative burdens, provide professional growth opportunities, and foster a collaborative work environment.

Overall, the plan reflects a forward-looking approach to addressing contemporary academic and technological challenges while fostering a culture of excellence and inclusivity.

For implementation details and metrics, see the full Strategic Plan (found on Department's SharePoint).

2 Governance and Organizational Structure

2.1 Definition of the Department Members

2.1.1 Membership

The Department consists of all full-time faculty who have been appointed under the Charter and the Internal Regulations of the University and who hold the rank of professor, associate professor, assistant professor, or lecturer, as well as all full-time special teaching personnel who likewise have been appointed under the rules of the University (and who hold the rank of full-time Instructor or Senior Instructor). The student constituency of the Department shall be all students who have declared a major or major preference in an academic program of the Department.

2.1.2 Voting Rights

All members eligible to serve on departmental committees have voting rights for all business and elections of the pertinent committees they serve on. Each eligible member shall have one vote in Committee meetings and in Departmental business and elections.

2.1.3 Responsibilities

Department members are responsible to the Chairperson of Department for the exercise of their duties. The responsibilities of the academic members of the Department are primarily in the areas of teaching, engaging in scholarly activity and research in their field of expertise, and providing service specifically to the Department and generally to the School/University as well as to the community.

More specifically Department members are responsible among others for the following:

- Conduct of the educational program of the Department
- Evaluation and implementation of modifications to existing programs
- Design and development of new programs
- Academic support for the student body
- Full participation in Departmental affairs
- Action according to the Internal Regulations

2.2 Officers of the Department

2.2.1 Chairperson

The Chairperson of Department is the chief academic and administrative officer of the Department, and is responsible for the academic operations, the general welfare and the development of the Department. He/she is the Chair of all Department and Department Council meetings (unless he/she designates a faculty member to preside).

The Chairperson of Department shall be a faculty member at the rank of Assistant Professor, with demonstrable experience in teaching and research/scholarly activity, with appropriate management and communicative skills and with a commitment to learning, research, and community service. The Chairperson of Department provides leadership to the departmental members and support to the students within the Department's programs/discipline(s), and also represents the Department in School and University affairs. (The description of the duties and responsibilities of the Chairperson of Department can be found in the EUC Charter, Appendix A).

The Chairperson of Department is an elective post with a two-year term of office. The Chairperson of Department may serve for a maximum of three terms.

2.2.2 Vice Chairperson

The Vice Chairperson of Department has those functions of the Chairperson of Department delegated to him by the Chairperson of Department, and all functions of the Chairperson of Department in his absence or temporary incompetence, and shall be elected (by simple majority) for a period of two years according to the provisions of the Departments Bylaws. The Vice Chairperson of Department may serve for a maximum of three terms, of which no more than two can be consecutive.

2.2.3 Program Coordinator

The term of service of a Program Coordinator shall be for two years with the possibility of re-appointment. The selection, appointment and duties of the Program Coordinator are in (EUC Charter, Appendix B) accordance with the policies of the 'University'.

The Program Coordinator assists the Chairperson of Department on matters pertaining to the academic program(s) that he/she coordinates.

The duties and responsibilities of the program Coordinator are as follows:

- To manage the process of his/her program evaluation by coordinating the preparation of PER process;
- To ensure that the faculty teaching on the program is well aware of all aspects pertaining to updating and further development of the program;
- To organize the timing and agenda of the annual meeting of the Program Advisory Board;
- To take into consideration the suggestions of the PER process and Advisory Board, student feedback, expert opinion and administration input and initiates action plans for revision, update and further development of the program;
- To promote and monitor internationalization of program through the Erasmus
- mobility of faculty and students within the program;
- To ensure that the quality of his/her respective educational program(s) is maintained, by primarily reviewing the course outlines and the examination papers;
- To review, revise and update course syllabi as necessary, in co-operation with the pertinent faculty members;
- To ensure that any revisions or program changes enhance academic and professional recognition of the program;

- To identify needs and make appropriate recommendations on course offerings and teaching allocations to the Chairperson of the Department;
- To advise students and obtain their feedback on matters pertaining to the program;
- To carry out other tasks assigned to him/her by the Dean and/or Chairperson of the Department according to needs arising from the implementation of the University's quality assurance program;
- To participate at the School Council, by invitation of the Dean;
- To attend meetings with other coordinators as hold by the Chairperson of the Department and/or Dean of the School;
- To ensure communication of program's profile and competitive advantage to all relevant internal and external stakeholders.

In fulfilment of the above duties and responsibilities the program coordinator will be assisted by faculty members teaching in the program and the Chairperson of the pertinent department.

2.3 The Council of the Department

The Council shall be the primary decision-formulating body of the Department, exercising governance authority over academic programs and policies allowed by the rules of the University. The Council of Department shall deal with matters as follows:

- Department planning and development;
- Department policy issues;
- Department annual budgets and support/facility requirements;
- Department Faculty development;
- Department Organizational/Structural changes/requirements;
- The nominating and setting of the terms of reference for the formation of task forces outside the domain of existing standing committees to research issues/matters pertinent to the conduct of the Department's business;
- Issues to be discussed at standing committees, such as design/revision of academic/curricular programs;
- Issues/Proposals forwarded by other members of the Department for general discussion;

- The establishment of policies and procedures for hearing student grievances, which are consistent with the policies of the University.

The decisions/recommendations of the Council of Department are subject to approval by the Council of School.

2.3.1 Membership

The Council of the Department shall consist of the following:

- all full-time faculty members;
- one elected representative of the Special Teaching Personnel who is elected by simple majority from their own number;
- student representatives who are elected from their own number and in number that equals 20% of the other members of the Council of Department. The student representatives are elected by simple majority by the students who are registered in one of the academic programs of the pertinent department and receive their academic advising from academic members of the Department. The student members shall not receive papers or be concerned with discussion on appointments, promotions and matters affecting the personal position of faculty members or other teaching or non-teaching personnel of the Department or the admission and academic assessment of individual students. The Chair of the meeting may decide in any case of doubt whether a matter is one to which this paragraph applies and his decision shall be final. Each elected member of the Council (except the student representatives) shall serve a two-year term and may be re-elected/re-nominated. The student representatives shall serve an one-year term.

2.3.2 Council Meetings

The Department Council shall hold a meeting at least once per semester. Ordinarily at least one week's notice shall be given of a forthcoming meeting and an agenda shall be circulated. Meetings may be requested by the Chairperson of Department or by a majority of Council members. It is expected that meetings shall be arranged so as to accommodate the attendance of all Council members. A quorum shall consist of two thirds of the membership. The Chairperson (or other presiding officer designated by the Chairperson) shall vote on matters only in case his/her vote can affect the result, i.e., the presiding officer shall cast the winning vote in case of a tie.

The Chairperson of Department may invite others (whether within or outside of the University) to attend any scheduled meeting. The exact role of the guest is left to the Chairperson – but the guest shall not have voting power.

Minutes of the proceedings of the meetings shall be kept and circulated to all members. At the next meeting the minutes shall be submitted for approval or amendment. A copy shall also be filed in the Department files.

Decisions reached in Department Council meetings shall be communicated to the Dean for final approval.

2.4 Department Meetings

The Department shall meet at least once during each semester. Special meetings may be called by the Chairperson of Department or upon request of three (3) voting members of the Department with one week's advance notice.

An agenda and supporting documents for each meeting shall be prepared by the Chairperson of Department and distributed prior to each meeting. The Chairperson shall preside over the meeting or, in his/her absence, the Chairperson shall designate a faculty member to preside.

Meetings of the Department shall be open only to members of the Department unless for particular meetings guests are invited. At the invitation of any member, people from other Schools within the University, students, administrators, staff or invited external experts on issues on the agenda may attend meetings. The Chairperson must be notified in writing of the invitation of guests at least three days prior to the meeting, and approve the invitation.

A quorum shall consist of 50% of the voting members of the Department.

A motion, to become effective, shall require a simple majority vote of the (voting) members. (The Chairperson shall vote on matters only in case his/her vote can affect the result, i.e., he or she shall cast the winning vote in case of a tie).

Proposals raised at any meeting shall be referred to the agenda of the next meeting unless a two-thirds majority of those present and voting shall determine that the proposal is of such immediate importance as to suspend the rules or that it is a continuation of a matter already before the body and not a new topic.

A secretary shall be appointed by the Chairperson of the meeting to provide an accurate record of the proceedings of each meeting. This record shall be distributed to the members of the Department after the meeting; and at the next meeting they shall be submitted for approval or amendment. A copy shall also be filed in the Department files.

2.5 Department Committees

Ad hoc Departmental committees, as advisory committees, report to the Department (through the Chairperson of the Department). The Chairperson of the Department shall designate membership of committees to appropriate academic members (based on nominations received), whereas the final composition of the committees is subject to final approval of the Department Council. A quorum of the standing or ad hoc committee consists of two thirds of its members. All decisions reached in standing committees are subject to approval during Department Council meetings.

The Department, from time to time, may establish various standing or ad hoc committees, as well as sub committees, which are deemed necessary, aiming to the smooth operation of the Department.

2.6 Department Research Units/Groups

The Department may form research groups aimed at creating opportunities for organizing linkages between research interests and at promoting effectiveness of academic performance. In such cases the Chairperson appoints coordinators (on an annual basis) for the smooth operation of the group(s).

2.7 Participation in School standing committees

Faculty members of the Department, participate in the following School's standing committees:

Senate	School Council	Committee on Research	Committee on Academic Programs	Quality Assurance Committee	Grievance Committee
2 faculty members + 1 STP	Dept Chairs + 2 faculty members + 1 STP	2 faculty members	2 faculty members excluding Chair and Program coordinators which are ex-	Departmental Committees – Chair+1 faculty member + 1 student rep	2 faculty members + 2 admin. members & 1 student rep that will be

			officio members + 1 STP		appointed by the Rector

2.8 University Employee Handbook

This Departmental handbook provides specific guidelines and policies relevant to the Department of Computer Science and Engineering. For comprehensive information regarding broader university-wide employment policies, terms and conditions of employment, benefits, and general workplace conduct, all faculty and staff members are directed to consult the official **European University Cyprus Employee Handbook**. This HR document serves as the primary reference for all employees of the University and can be found here.

3 Teaching & Learning Support

3.1 Teaching Hour Reduction system (THR)

The standard teaching load is 12 contact hours per week. However, faculty engaged in active research may qualify for Teaching Hours Reduction (THR) based on a university-wide point system governed by the Office of the Vice Rector for Research and External Affairs. THR may be granted (and not only) for:

- Participation in funded research projects.
- Publication of peer-reviewed books and articles.
- Organization of conferences or recognized scholarly activity.

THR points remain valid for five years and are reviewed by an ad-hoc committee.

Faculty members are expected to contribute to teaching, research, and community service. Each faculty is responsible for:

- Delivering high-quality instruction and continuously updating course content.
- Engaging in peer-reviewed research and academic publication.
- Supporting student learning and advising.
- Participating in departmental and university committees.
- Maintaining ethical standards in academic conduct.

The details of this process can be found in IR01 Research policy, section 7.

The Department also follows the guidelines to govern the ethical, responsible, and effective use of Generative Artificial Intelligence (GenAI) within its teaching and learning framework. These guidelines emphasize fostering a human-centric, inclusive, and transparent approach that enhances creativity, personalized learning, and accessibility while addressing inherent risks such as academic dishonesty, data privacy concerns, biased outputs, and environmental impact. They advocate for structured student training, faculty engagement, clear communication of AI usage policies, and adherence to legal standards such as GDPR. The guidelines also encourage the integration of GenAI as a pedagogical tool to augment—not replace—academic judgment, ensuring that its use supports critical thinking, academic integrity, and ongoing innovation in educational practices at EUC. For more details refer to IR41.

3.2 Peer Observation and Review

Peer observation and review are integral to maintaining and enhancing teaching quality, especially given the diverse courses taught by faculty members. This process provides constructive feedback and fosters continuous pedagogical improvement. (Refer to IR 36: Peer Observation and Review of Teaching).

3.3 Teaching Evaluation and Student Feedback

Student Feedback on Learning Experience (SFLE) surveys are regularly conducted at the end of each Fall and Spring semesters to gather valuable student input, which informs course improvements and faculty development initiatives.

Once the survey is completed, a compiled report is sent to the instructor by the Departmental secretary. These reports are also released to the Chair of the Department for review and further actions. The reports are then saved and processed during the Performance Appraisal of Faculty & special teaching personnel (STP) process, Faculty promotion evaluation process as well as Program Evaluation Review (PER) process. Additionally, the University offers two awards for Excellence in Teaching (for details see IR 09). The awards refer to the nominee's teaching performance during the preceding academic year. Each award comprises financial support for the awardees' professional development activities. These awards are for full time faculty and STP.

3.4 Grading and Feedback Policies

3.4.1 Timely Feedback and Grade Return Policy

The Department is committed to timely and constructive feedback to enhance student learning.

- **Policy**: Faculty members must strictly enforce the policy of returning marks and feedback on assignments within two weeks of their submission date. This policy is available at the Department's SharePoint.
- **Rationale**: Timely feedback is crucial for student learning, allowing students to understand areas for improvement and apply feedback to subsequent assignments.
- **Procedure**: Instructors are expected to adhere to this timeline for all graded assignments, quizzes, and projects. Any unforeseen delays should be communicated to students with a revised return date.

3.4.2 Final Exams Appeals Procedure

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar.

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

3.5 Use of Course Outline Template and Assessment Rules

Assessment criteria and grading mechanisms are clearly communicated to students via the Course Outline, which is distributed to students at the beginning of each course both in class and on the online platform (BlackBoard Learn Ultra). The Course Outline specifies the types

of assignments, their weighting in the final grade, and expectations around interactive exercises, exams, and continuous assessment. Grading rubrics and percentage breakdowns are included for both graded and non-graded activities, and students are also informed of minimum passing requirements, exam formats, and academic integrity expectations. This ensures that evaluation standards are publicly available and clearly communicated to students from the outset of the semester.

All assignments are uploaded to the Blackboard learning management system in a dedicated 'Assignments' folder within each course shell. Information about the specific task is given in detail, which is visible to students all the time from when they are initially informed of the assignment up until final submission, so that expectations and assessment criteria are fully transparent. 6. All course material and assessments on BlackBoard Learn Ultra will remain on the platform for 14 months. Once this time frame expires the course material will be removed from the platform.

GRADING SYSTEM:

UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

(a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.

(b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.

(c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.

(d) Grades of "F" will be computed into the student's cumulative grade point average.

(e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit

4 Quality Assurance (QA) and Assessment

The Department of Computer Science and Engineering is committed to rigorous quality assurance (QA) and continuous improvement across all its operations, aligning with the European University Cyprus Quality Assurance Manual (IR 19). The Department ensures that its internal QA regulations are formalized, documented, and publicly accessible to conform with University policies while being customized to its unique requirements, directly addressing EEC recommendations.

DCSE's quality assurance is aligned with ESG 2015 and overseen by:

- Program Committees and Advisory Boards
- The Departmental Quality Assurance Committee
- The University Quality Assurance Committee (CIQA)

4.1 Overview of QA structure

Quality assurance within the Department operates at multiple levels:

- University-Level: Oversight by the Internal Quality Assurance Committee (CIQA).

- School-Level: Oversight by the School Council.

- Departmental-Level: Key committees include the Department Council, the Program Committee, and the Departmental QA committee.

This structured framework ensures comprehensive monitoring of academic standards and operational effectiveness and is detailed in the EUC Quality Assurance Policy and Manual (IR 19). The Department ensures its practices are fully aligned with this overarching university policy.

4.2 Departmental QA Processes

The Department is committed to rigorously and continuously monitoring the effectiveness of its quality assurance procedures to assure they operate in accordance with good practice and maintain academic standards. The establishment of this "Departmental Handbook" with QA policies and procedures further strengthen this commitment. The Department's specific contributions to quality assurance are integrated throughout this handbook, particularly in sections related to curriculum development, teaching assessment, and faculty performance. The Department maintains robust internal QA procedures for its core academic activities. These include:

- **Examinations**: Procedures for examination paper setting, moderation, and secure handling, ensuring fairness and consistency.
    - Templates for examination papers (midterm and final) are distributed through the Departmental secretary.
    - Each faculty prepares, proctors, and grades the exam, uploads grades (see the HR Faculty Handbook here for more details on the duties of the faculty).
    - Exam papers are overseen by the Program coordinator and copies of these are kept in the Department's repository.

- **Resit Examinations**: Clear policies and procedures for student eligibility and conduct of resit examinations (see IR 06). The Resit Final Examination is carried out as follows:
    - For Conventional Programs of Study/Courses, it takes place once per academic year prior to the beginning of the new academic year as defined by the academic calendar and it applies only to courses in which the student failed during the Fall Semester and/or the Spring Semester of the preceding academic year.

o For E-Learning Programs of Study/Courses, it takes place during the three final examination periods of the E-Learning Programs of Study (i.e., end of Fall Semester, end of Spring Semester and end of Summer Session) and it will apply only to the courses in which the student failed during the immediately preceding semester.

A student is eligible for a Resit Final Examination when s/he:

1. Has failed a course (i.e. has received an F grade in a course).

2. Has received a total grade in the range of 50-59 (for undergraduate courses) or 60-69 (for masters' courses).

3. Has no outstanding "I" in the other requirements of the specific course (i.e. mid-term, assignments) by the time s/he applies for a Resit Final Examination.

4. Has submitted a written application to the Department of Enrollment (along with the participation fee of 75 euro per course (this fee applies to courses in Conventional Programs of Study/courses), after he/she has been informed about his/her eligibility for a Resit Final Examination by the Department of Enrollment after the official announcement of the final grades of the respective semester.

In order for a student to successfully pass the failed course by taking a Resit Final Examination, the following must apply:

1. The student takes the Resit Final Examination on the specified date. Failure to do so implies the student's disqualification from participating in a Resit Final Examination of the specific course on any other date or on any of the following Resit Final Examination specified dates.

2. The student scores in the Resit Final Examination the mark of at least 60% for an undergraduate course and at least 70% for a masters' course and for the courses of the Doctor of Medicine (M.D.). Regardless of the result of the Resit Final Examination, the maximum final grade that a student may receive for the specific course is the grade of D for undergraduate courses and the grade of C for masters' courses and courses of the Doctor of Medicine (M.D.).

- **Senior Project and Master Thesis guides**: Clear policies, procedures, and templates for student eligibility and conduct of project/thesis are available. Both guides (one for Senior project and one for Master thesis) explain the procedures and state deadlines and deliverables. All templates, forms, and guides can be found at the

- **Use of Course Outline Template and Assessment Rules**: All courses must adhere to the University's standard course outline template, which specifies learning outcomes, assessment methods, and grading criteria. Faculty are required to clearly communicate assessment rules to students at the beginning of each semester.
- Program Updates: A formalized process for reviewing, revising, and updating course syllabi and academic programs, ensuring alignment with contemporary advancements and learning outcomes (see section 4.3 below).

4.3 Program Evaluation Review (PER)

The Department actively participates in the University's Program Evaluation Review (PER) process, as outlined in the EUC P.E.R. Procedures and Template (IR 07/08). This systematic review encourages excellence in academic programs by aligning teaching, learning, and curriculum with program missions and ensures compliance with European Higher Education Area standards. The Department utilizes the P.E.R. framework to continuously assess and enhance the quality and effectiveness of its programs.

The PER framework fosters systematic, evidence-based evaluation of academic programs to:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education; CY.Q.A.A./Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης; ΔΙ.Π.Α.Ε.);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

The Department is required to conduct a comprehensive program review using the PER procedures every five (5) years, with allowance for earlier reviews when significant changes arise. The PER process to be followed is illustrated in the diagram below.
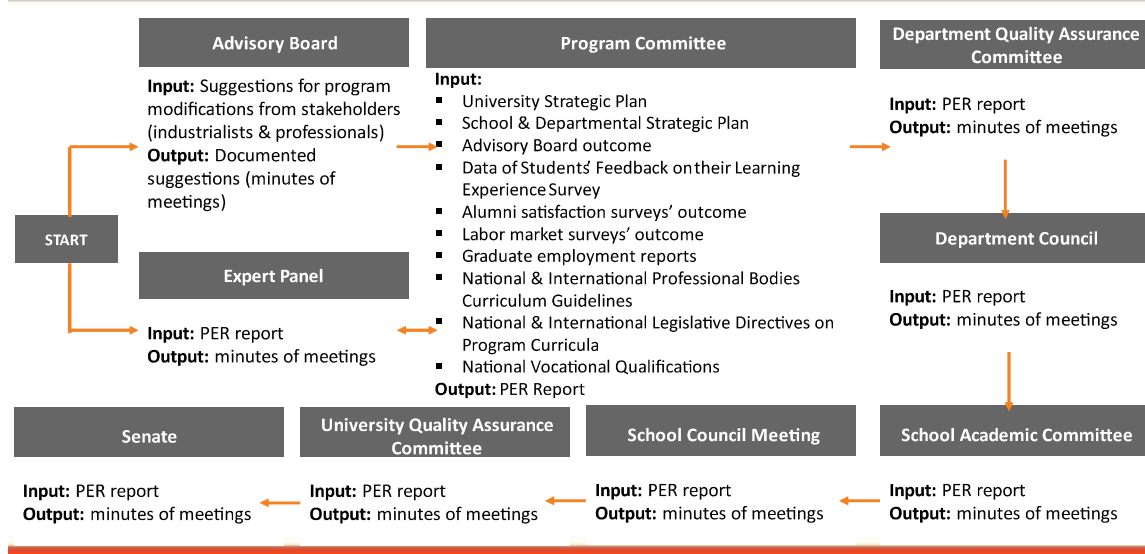
For implementation details and metrics, see the full Internal Regulation on Program Evaluation Review (P.E.R.) Procedures and Template.

5 Student Support and Policies

The Department is committed to providing a supportive and inclusive environment for all students, ensuring their academic success and well-being. This section outlines key policies and support mechanisms.

Academic staff are expected to comply with university policies on:

- Academic Integrity and Ethics (see Charter and relevant IRs)
- Disability and Student Support (via the C.S.S.E.N.)
- Appeals for exams and grading (through the Registrar)
- Data Protection (GDPR compliance and research data handling)
- Harassment, bullying, and respectful conduct in teaching

Relevant information is detailed in the EUC Employee Handbook and institutional regulations.

5.1 Admission and Advising Policies

- **Admissions**: The Department adheres to the University's admission criteria, ensuring a fair and transparent process for all applicants. Specific program entry requirements are clearly communicated to prospective students.

- **Academic Advising**: All students are assigned an academic advisor from the University. Advisors provide guidance on course selection, academic progression, career planning, and refer students to other university support services as needed. Regular advising meetings are encouraged to monitor student progress and address concerns

5.2 Disability and Inclusion Framework

The Department is dedicated to creating an accessible and inclusive learning environment. It adheres to University policies (refer to relevant IR on Disability Support) regarding reasonable accommodations for students with disabilities, ensuring equal opportunities in all academic activities. Faculty members are informed about procedures for providing accommodations and support.

5.3 Appeals Procedure

Students have the right to appeal academic decisions (e.g., grades, academic standing) based on established University procedures. The Department ensures that all appeals are handled fairly, transparently, and in accordance with University Internal Regulations. Students are guided through the process by their academic advisors or the Department Administrator.

5.4 Student Grievance Procedure

Any student grievances not covered by the appeals procedure can be formally raised through the University's grievance procedures (refer to relevant IR 27 on The Management of Complaints/Grievances) which establishes procedures for managing complaints and grievances, applicable to all students, academic and administrative personnel, and visitors. It addresses various types of complaints, including academic issues, harassment, and sexual harassment. The procedure consists of two stages: Stage 1 involves mediation by the Conflict Resolution Committee, while unresolved cases are escalated to the School Grievance Committee in Stage 2. Confidentiality is maintained throughout the process, and complainants have the right to appeal decisions to the Vice Rector of Academic Affairs. The Department is committed to addressing student concerns promptly and constructively, maintaining an open-door policy while ensuring formal channels are available when necessary.

5.5 Academic Integrity and Data Protection

5.5.1 Academic Integrity

The Department upholds the highest standards of academic integrity. Students are expected to adhere to the University's policies on plagiarism, cheating, and other forms of academic misconduct. Faculty members are responsible for educating students on these policies and for reporting violations. (Refer to relevant University IR on Academic Integrity). To support these efforts, the Department employs Turnitin for all assignments and projects submitted through the Learning Management System (LMS). Furthermore, the Department adheres to the European University Cyprus Guidelines for the Use of Generative Artificial Intelligence (GenAI) in Teaching and Learning, ensuring that AI technologies are integrated responsibly and ethically to uphold academic honesty (see IR41).

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way they can avoid any unintentional dishonesty.

5.5.1.1 Originality

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

5.5.1.2 Academic Dishonesty

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

5.5.1.3 Plagiarism

Plagiarism is representing the work of somebody else as one's own. It includes the following:

(a) submission of another student's work as one's own;

(b) paraphrasing or summarizing without acknowledgement of source material;

(c) direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;

(d) submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

5.5.1.4 Cheating

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

(a) collaboration beforehand if it is specifically forbidden by the instructor

(b) verbal collaboration during the examination, unless specifically allowed by the instructor;

(c) the use of notes, books, or other written aids during the examination, unless specifically allowed by the instructor;

(d) the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;

(e) the use of codes or signals to communicate with other students in the examination room;

(f) looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;

(g) passing on any examination information to students who have not yet taken the examination;

(h) falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;

(i) pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

5.5.1.5 Collusion

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

(a) representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;

(b) representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;

(c) willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

5.5.1.6 Fabrication

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

(a) invention of data;

(b) willfully omitting some data to falsely obtain desired results

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

(a) requiring rewriting of a paper containing some plagiarized material;

(b) lowering of a paper or project grade;

(c) giving a failing grade on a paper;

(d) lowering a course grade;

(e) giving a failing grade in a course;

(f) referring the case to the Senate for further action that may include academic suspension or expulsion.

Should an instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.

One can find the relevant academic regulations in the following link https://euc.ac.cy/en/academics/academic-regulations/

5.5.2 Data Protection

The Department adheres strictly to the University's data protection policies and the General Data Protection Regulation (GDPR) regarding student personal data. Faculty and staff are trained on handling sensitive information, ensuring confidentiality and privacy.

6 Faculty Development and Appraisal

The Department is committed to fostering a vibrant academic environment that supports the continuous professional growth, scholarly productivity, and overall well-being of its faculty

members. This commitment is underpinned by a comprehensive framework for appraisal, professional development, and strategic recruitment.

6.1 Performance Appraisal Framework

Faculty performance appraisal is a vital component of professional development, governed by University Internal Regulation 26 ("Performance Appraisal of Faculty and Special Teaching Personnel"). This regulation mandates a biennial, developmental review process focused on professional growth through self-assessment and constructive feedback across three key areas:

- Teaching Excellence: Evaluated through student feedback, innovation in pedagogy, and peer observation.
- Research Productivity: Assessed based on peer-reviewed publications, citations, research funding secured, and overall scholarly impact.
- Contribution to Academic Governance and Community Service: Recognition for active participation in departmental, school, and university committees, as well as engagement with the wider community.

The appraisal process includes:

- A Departmental Performance Appraisal Review Committee, composed of senior academic staff (Professors or Associate Professors, or appointed equivalents where necessary), oversees the process.
- Faculty complete an online Performance Appraisal Report (Section A), submitted biennially to the Department Chair and subsequently to the Review Committee.
- The Review Committee conducts an evaluation, provides feedback, and meets individually with appraisees to discuss outcomes and jointly prepare Section B of the report, which includes agreed goals for the forthcoming appraisal period.
- The process fosters a dialogic and supportive environment aimed at professional development rather than punitive measures.

The completed appraisal documents are forwarded through school administration channels, and the Review Committee provides a departmental developmental report to inform broader academic planning.

The appraisal process encourages faculty to reflect on their achievements, set future goals, and identify areas for further development. For more details and full description see IR 26, found in Appendix C.

6.2 Professional Development and THR

The University provides various opportunities and resources for faculty growth:

- Induction Program: New faculty members participate in a 35-hour induction program, which includes orientation, technology training (e.g., Blackboard Learn Ultra), and seminars on research policies and procedures.

- Advance HE 'New to Teaching' Programme: This program offers foundational pedagogical training for newly appointed academic staff.

- Seminars, Webinars, and Workshops: Regular professional development sessions are organized by the office of the Vice-Rector of Academic Affairs to enhance teaching methodologies, research skills, and other professional competencies.

- Conference Attendance and Research Development: An approved budget exists for faculty to travel and present at international conferences, supported by an internal regulation for research activities. This promotes dissemination of research findings and networking.

6.3 Mentoring

Mentoring is a cornerstone of faculty development, particularly for newly hired academic staff. The University offers structured support through:

- The Mentoring Scheme for Newly Hired Faculty (IR 32): This scheme provides structured support including onboarding assistance, one-on-one mentorship from senior faculty, and peer group collaboration.

- Peer Observation and Review of Teaching (IR 36): This process, while serving as a quality assurance mechanism, also functions as a developmental tool, providing constructive feedback on teaching practices.

6.4 Faculty Promotion Procedures

Faculty members undergo performance appraisal every two years based on teaching, research, and service. The process is governed by Internal Regulation 26 and includes self-assessment, peer review, and departmental feedback. Eligible faculty members can apply for promotion annually based on criteria outlined in the EUC Charter (Annex 6, pages 74–79). Promotion is merit-based and evaluated on:

- Excellence in teaching (student feedback, innovation, peer review)

- Research productivity (publications, citations, impact)
- Contribution to academic governance and community service

The Department supports faculty in preparing their promotion dossiers through the School Administrator and provides guidance on career progression pathways through the Performance Evaluation Process.

6.5 Sabbatical

The University recognizes the importance of dedicated time for intensive research and scholarly activity. Policies regarding sabbatical leave and other forms of academic leave are in place (refer to relevant IR15 on Sabbatical Leave), allowing faculty members to pursue significant research projects, writing, or advanced study. Sabbatical Leaves are granted for planned travel study, formal education, research, writing of papers, monographs and books or other activities of academic value.

A Sabbatical Leave, as distinguished from a terminal leave, a leave without compensation, or a leave for reasons of health, is defined at European University Cyprus as a leave for encouraging faculty members to engage in scholarly research and international networking that will increase their scholarly achievement or their capacity for service to the University internationalization policy. A Sabbatical Leave is not granted for taking regular academic or other employment with a financial advantage elsewhere. (See IR15. EUC Policy on Sabbatical Leave).

7 Research and Funding

The Department of Computer Science and Engineering is dedicated to fostering a vibrant research culture, encouraging innovation, and promoting the dissemination of high-impact scholarly work. The Department adheres to the Research Policy of the University (see relevant IR 01).

7.1 Publication Incentives

The Department and University offer various incentives to encourage and reward high-quality research output, including:

- Internal Research Awards: Mechanisms to recognize and reward faculty for significant publications and research achievements (see IR10).

- Travel and Conference Funding: Financial support for faculty to present their research at reputable international conferences (as detailed in Section 6.2 through the Department's budget).
- Research Metrics Recognition: Recognition of publications in high-impact journals and conferences (included in the THR policy).

7.2 Funding Schemes

Faculty members are encouraged to actively seek external research funding. The University provides support for identifying and applying for grants from various sources, including:

- National Funding: Calls from the Research & Innovation Foundation (RIF) in Cyprus, including programs like 'Excellence Hubs'.
- European Union Funding: Opportunities through Erasmus+, Horizon Europe, Marie Skłodowska-Curie Actions, and other EU programs.
- International Collaborations: Encouragement for faculty to engage in research projects with international partners and secure funding from global organizations (e.g., European Space Agency projects).
- University Seed Funding: Internal competitive grants to initiate new research projects or pilot studies (see IR31).

7.3 Research Ethics and Open Access

All research conducted within the Department must adhere to the highest ethical standards and principles of academic integrity, consistent with the University's Ethics and Values Statement and the University's Charter (Annex 3). Researchers are required to obtain necessary ethical approvals for projects involving human subjects, animal welfare, or sensitive data. The Department provides guidance on ethical considerations and ensures compliance with national and international research ethics guidelines.

The Department supports the principles of Open Access to research publications and allocates a dedicated amount of its annual budget specifically to this purpose. Faculty members are encouraged to publish their work in open access journals or deposit their peer-reviewed manuscripts in institutional or subject-specific repositories, adhering to funder and university open access policies.

8 External and Industrial Engagement

The Department recognizes the critical importance of strong ties with industry, alumni, and the wider community to enrich its academic programs, enhance student employability, and increase its societal impact.

8.1 Advisory Board Involvement

The Department maintains an active Advisory Boards for all its program of studies comprising leading professionals from industry, academia, and relevant organizations. This board provides invaluable external perspectives on curriculum relevance, industry needs, and emerging trends, ensuring that the Department's programs remain current and responsive to the demands of the job market.

8.2 Alumni and Industry Connections

The Department fosters strong relationships with its alumni, who serve as mentors, guest lecturers, and potential employers for current students. Active engagement with industry partners through internships, collaborative projects, and guest speaker series enriches the student learning experience and facilitates career opportunities.

8.3 Outreach, EU projects, and Internationalization

The Department is committed to amplifying its outreach efforts, particularly with regard to international student recruitment and industry collaboration. This commitment aligns with the University's broader internationalization strategy and includes:

- Expanding Academic Partnerships Abroad: Developing collaborations with international universities for student and faculty exchange, joint research, and dual degree programs. Currently the Department offers the following fully-accredited degree programs at the International Digital Economy College (IDEC) of Minjiang University in Fujian, China:
  - Computer Engineering (4 Years/240 ECTS, BSc)
  - Electrical and Electronic Engineering (4 Years/240 ECTS, BSc)

  A second collaboration in China has been announced with Nanjing University of Posts and Telecommunications (NJUPT)for the offering of
  - Computer Science (4 Years/240 ECTS, BSc)

- o Computer Science (1.5 Years/90 ECTS, MSc)
- Participation in EU Projects: Actively seeking and participating in European Union-funded research and educational projects (e.g., Erasmus+, Horizon Europe) to enhance international collaboration and secure additional resources.
- Collaboration and Visibility: Collaborating closely with companies and organizations through active Memorandum of Understanding (MoU).

9 Contact points and Administration Support

For efficient communication and access to support services, faculty members can utilize the following key contacts:

- Chair, Department of Computer Science and Engineering: For all academic and administrative matters related to the Department.
- Vice Chairperson: For delegated functions and in the absence of the Chairperson.
- Program Coordinator (BSc, MSc, PhD): For program-specific academic matters.
- Administrators: For day-to-day administrative support, room bookings, general queries.
- Dean, School of Sciences: For School-level academic and administrative matters.
- Vice Rector for Academic Affairs: For university-wide academic policies and procedures.
- Quality Assurance Office: For matters related to internal and external quality assurance.
- Research Office: For support with research grant applications, ethical approvals, and research policies.
- Human Resources Department: For employment-related matters, benefits, and staff welfare.
- IT Services: For technical support, network access, and software issues.
- Library Services: For access to academic resources, databases, and research support.

The Department's and School's Administrative staff is the following:

Ms. Anna Stavrou

Administrative Assistant of the Department
Email: ann.stavrou@external.euc.ac.cy

Telephone: 22-713293

Ms. Flora Theodorou

School Administrator

Email: f.theodorou@euc.ac.cy

Telephone: 22-713205

In addition, for any further information or policies, you may refer to the EUC charter, at the link EUC Charter.

All EUC Internal Regulations (IR #) are available at the internal SharePoint Site – Rectorate Office under the link here.

European University Cyprus

INTERNAL REGULATION:

EUC FRAMEWORK ON PEER-OBSERVATION AND PEER-REVIEW OF TEACHING FOR FULL-TIME AND PART-TIME ACADEMIC STAFF

89th Senate Decision: 7 April 2022

EUC Framework on Peer-Observation and Peer-Review of Teaching for Full-Time and Part-Time Academic Staff

Peer-observation of teaching for development purposes is:

> *A collaborative and reciprocal process whereby one peer observes another's teaching (actual or virtual) and provides supportive and constructive feedback. Its underlying rationale is to encourage (continued) professional development in teaching and learning through critical reflection, by both observer and 'observee'. It may also include 'observation' and feedback of non-classroom aspects [such as] a staff member's approaches to teaching and learning, including module or course design and documentation, teaching resources, appropriateness of assessment, etc.* (Lublin, 2002, p.5)

Peer-Observation of Teaching for development purposes is NOT:

- the same as teaching observation, and should not involve an unequal power balance (i.e., it should not involve your line manage/your supervisor/Chairperson/Dean observing you teach);
- a judgmental process, primarily carried out for quality assessment or evaluative reasons.

What is Peer-Observation of Teaching for?
Peer-observation can be perceived as a collaborative faculty learning process, as both peer observer and observee learn from each other and the results are further disseminated in the Department, School and University.

Among other things, peer-observation of teaching allows both peer observer and observee to:
- Develop their own reflective practice;
- Share good teaching practices;
- Gain new ideas and fresh perspectives about teaching;
- Enhance their own teaching skills;
- Improve the quality of the learning experiences made available to students.

Peer-observation of teaching may also:
- Raise the profile of teaching and learning within your Department;
- Enable Departments to demonstrate a commitment to enhancing teaching quality for external evaluation processes.

What is Peer-Review of Teaching for?
While there is a range of possible foci for peer-review of teaching, the reflective dialogue is most effective when it follows the steps below. Please note that, dependent upon the topic of the review, the data collection stage may merge with the reflective dialogue session.

Peer-review should form an integral part of all teaching activities carried out in a variety of teaching settings. It is crucial that it is perceived as and implemented in a developmental manner with no judgemental elements included. A strong element is one of reflection with the reviewer entering into a reflective dialogue with the reviewee. In many situations people feel more comfortable if they identify 'peer partners' where they each review the other's teaching with mutual gain.

Strengths
- Opportunity to share and critique different teaching practices and styles;
- Appreciation of the importance of internal refection and consideration of personal teaching philosophies;
- The overall confidence gained from the process.

Possible Barriers
- Fear: The reluctance of faculty members to employ peer-review of teaching to improve teaching could stem from the fear of being reviewed by peers and the potential impact of critical feedback toward their relationships;
- Uncertainty about what should be reviewed. This can be resolved if all previous steps are followed;
- Lack of time to participate in peer-review activities;
- Potential that the activity can be biased.

Action plan
- Initial introduction to the concept to all faculty through central workshops (one month of dissemination, one month for implementation of workshops);
- Schools, Departments, Programs develop individual plans of peer-review of teaching (frameworks of what elements are necessary to be evaluated, what are the "accepted" per discipline teaching styles (3 months).
- Piloting the peer-review of teaching process (3 months). Piloting can start from junior to senior faculty, or the other way around.
- Implementation of Scheme at the level of Program, Department and School (School and Department discretion)

Step 1: Advance Meeting

Reviewer
- Meet your peer partner (the reviewee) to discuss the context, purpose and scope of the peer review.
- Try to find out what is important in the reviewee's view of teaching.

Reviewee
- Use the meeting to establish the ground rules for the process including the extent to which confidentiality applies.
- Try to find out what is important in the reviewer's view of teaching.
- Discuss your learning styles and approaches.

Step 2: Discuss the Focus of the Peer Review

Reviewer
- Establish what evidence/data would the reviewee like you to collect to support the reflective dialogue.
- Identify how and when this data will be collected, e.g. will you sit in a room mapping teacher/learner activity for an hour or will you read all the formative comments written on a piece of work?

Reviewee
- You need to consider whether you wish to have a specific aspect of your teaching reviewed or are you trying out something new?

Step 3: Collect the Evidence

Reviewer
- Collect the data or any evidence that will support the reflective dialogue.
- The evidence may also include a search of the related generic and/or subject-specific literature.
- You may want to consider what is recognised as good practice within that speciality teaching? What theory underpins this practice?

Step 4: The Reflective Dialogue

Reviewer
- Help the reviewee to explore their practice, its underpinning assumptions and effects on learning based upon the evidence collected.
- It is good practice to adopt a 'question-only' approach. This will help maximise the reflective practice and forestall the urge to say 'Well, I would have….'!

Reviewee
- As the meeting concludes, it is helpful for both parties to exchange 'gains' from the peer review process. This is an opportunity for you both to acknowledge the contribution of the other to your learning.
- If you workplace does not require outcomes for dissemination, it might be appropriate to consider how to disseminate features of your peer review findings/process/innovations that would be of interest to others e.g. meetings, newsletters, teaching sessions.

Step 5: Implications for Your Practice – The Key Step

Reviewer
• Document how the process has informed your own teaching practice.

Reviewee
• Record/write a reflective account of the effects on your teaching of undertaking the peer review process.

INTERNAL REGULATION ON
Ph.D. SCHOLARSHIPS AWARD SCHEME

37th Senate Decision: 16 June 2015

99th Senate Decision: 6 December 2023

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1. Introduction

This document describes the scheme for the annual award of a number of Ph.D. scholarships at European University Cyprus. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. This is usually measured in terms of high impact publications, coordination or participation in research projects, etc. The Scholarships are awarded to faculty members who fulfill the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field.

2. Eligibility for the awards

All faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award provided that: (a) they have not been awarded a Ph.D. scholarship under this scheme in the past three years, or (b) they do not have a Ph.D. student, as a main supervisor or co-supervisor as indicated during the scholarship selection process, who has been awarded a Ph.D. scholarshipunder this scheme and continues to be registered in the program at the time of application for the award.

3. Terms of the awards

The Ph.D. scholarships will be awarded to the most promising candidates of any nationality. They cover the tuition fees of the Ph.D. students for the duration of their studies.

4. Application procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced in the Fall Semester of the academic year. Application materials will be available from the Office of the Vice Rector for Research and External Affairs and the proposals should be submitted electronically to the Office of the Vice Rector. The proposal should have a permanent EUC faculty member as the main Ph.D. supervisor. Only one proposal may be submitted per faculty member.

5. Selection criteria for the awards

The steps of the selection process are simple, and they safeguard the fundamental goal of the scheme which is to reward research excellence.

The proposals submitted by faculty members of all Departments will be ranked according to the points calculated with the points accumulation system described in Appendix A. Faculty from the Departments of Law and Arts and Humanities will be ranked separately. The awards will be made to the Faculty whose proposals rank the most highly.

The Office of the Vice Rector for Research and External Affairs will ensure that for every twelve (12) awards made to faculty members of all Departments one (1) will be allocated to faculty members from the School of Law or the Department of Arts and Humanities (alternately).

6. Announcement of the awards and selection of Ph.D. candidates

The announcement of the awards will be issued by the Office of the Vice Rector for Research and External Affairs together with the PhD Call for Applications for new entries for the following academic year. The Faculty of the successful proposals are then expected to offer the scholarship to the most promising Ph.D. candidate in their field in the intake of the coming academic year (Fall or Spring).

The Faculty recipient of the Award and the Ph.D. student who is a recipient of a Ph.D. scholarship under this scheme should submit a joint yearly progress report to the Office of the Vice Rector of Research and External Affairs by the 30th of June each year for the duration of the Award.

Appendix A

Point calculation system for Ph.D. Scholarship Awards

This Appendix describes the point calculation system which will be used for selecting Faculty for the Ph.D. scholarship awards.

The point calculation system awards points by considering the research activity of Faculty in the past five (5) years.

- **Scopus document in the past five (5) years**: 30 points per document

- **Scopus citations to documents published in the past five (5) years**: 2 points/citation (Sciences) or 4 points/citation (Social Sciences)

- **Participation in research projects–National:**

Principal investigator (PI) of the whole project	EUC Coordinator of the project	Participant in the project
50	20	10

- **Participation in research projects–EU funded:**

Principal investigator (PI) of the whole project	EUC Coordinator of the project	Participant in the project
100	40	20

Example: A faculty member published three (3) Scopus papers (Sciences) in the past five (5) years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI. What are his/her total points?

The total points are calculated as follows:

Papers: 3*30=90pts

Citations:
(10+1+3)*2=28pts

Project: 50=50pts

Total points 90+28+50=168pts

Departmental Policy on Timely Feedback and Grade Return

Policy Title: Timely Return of Graded Work and Feedback Policy

Effective Date: Fall Semester 2025

1. Purpose

This policy aims to ensure that students receive graded coursework and constructive feedback in a timely manner, which is critical for their academic development, and maintains a fair and transparent educational environment. Prompt feedback allows students to understand their performance, learn from mistakes, and apply insights to subsequent assignments, thereby enhancing their overall learning experience.

2. Scope

This policy applies to all teaching staff (full-time and part-time) within the Department of Computer Science and Engineering who are responsible for grading student coursework and providing feedback in all undergraduate courses offered by the Department.

3. Policy Statement

All graded semester-time assignments, and the midterm examination along with relevant feedback, **must be returned to students within a maximum of fifteen (15) calendar days** from the official submission deadline for the respective assignment. This timeframe applies to all courses, regardless of class size or assignment type (excluding semester-long projects). The return date is defined as the date when grades and feedback are made accessible to students via the official Learning Management System (LMS).

4. Responsibilities

- **Instructors:**
    - Adhere strictly to the 15-day turnaround policy for all graded work.
    - Utilize the university's Learning Management System (LMS) for assignment submission, grading, and feedback delivery to ensure accurate tracking and accessibility for students.
    - If unforeseen circumstances (e.g. illness, exceptionally large and complex grading loads) may impede adherence to this policy then the instructor must proactively:
        - Seek support from the Program Coordinator or Department Chair
        - Notify students that the work has been received but feedback will be delayed
- **Program Coordinator or Department Chair:**
    - Monitor compliance with this policy across all departmental undergraduate courses using data from the LMS.
    - Provide support and resources to instructors to facilitate timely grading (e.g., guidance on efficient grading strategies, allocation of teaching assistant support where appropriate and available).
    - Address instances of non-compliance promptly by reminding instructors of the policy and possible consequences.

5. Monitoring and Compliance

Compliance with this policy will be systematically monitored through the university's Learning Management System (LMS), which tracks assignment submission dates and the dates grades and feedback

are released to students. The Program Coordinator or Department Chair will receive one report per semester on adherence to this policy.

6. Consequences of Non-Compliance

Consistent or egregious non-compliance with this policy will be considered a serious matter and will:

a. For full-time personnel: **negatively impact the teaching effectiveness component of an instructor's performance appraisal and recorded in the respective promotion procedure.**
b. For part-time personnel: **negatively impact the selection of the instructor for further collaboration**.

7. Support and Resources

The Department is committed to supporting instructors in meeting this policy. Resources and guidance on efficient grading practices, effective feedback strategies, and appropriate utilization of LMS tools will be made available. Instructors facing challenges are encouraged to consult with the Program Coordinator or Department Chair for assistance and solutions.

INTERNAL REGULATION ON RESEARCH POLICY

54th Senate Decision: 21 December 2017
60th Senate Decision: 2 October 2018
70th Senate Decision: 13 December 2019
80th Senate Decision: 28 January 2021
86th Senate Decision: 14 October 2021
87th Senate Decision: 9 December 2021
92nd Senate Decision: 29 September 2022

Table of Contents

INTRODUCTION

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.

2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.

3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.

4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.

5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.

6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. **EUC Research Ethics Policy**

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.

2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.

3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

    It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly

with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on http://www.bioethics.gov.cy .

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
   - Minimal risk of harm to participants and researchers;
   - Potential for benefit to the society;
   - Maintenance of the dignity of participants:
   - Minimal risk of harm to the environment;
   - Voluntary informed consent by participants, or special safeguards where this is not possible;
   - Transparency in declaring funding sources;
   - Confidentiality of information supplied by research participants and anonymity of respondents;
   - Acknowledgement of assistance;
   - Appropriate publication and dissemination of research results;
   - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
   - Direct involvement through physically invasive procedures, such as the taking of blood samples
   - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
   - Indirect involvement through access to personal information and/or tissue
   - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
   - Infants and children under the age of eighteen
   - People with physiological and/or psychological impairments and/or learning difficulties.

- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (http://www.nih.gov).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

2.5 Wide dissemination of Research Results

The results of publicly-funded research must be widely disseminated. Wide dissemination can be achieved through teaching, publication, knowledge transfer, or other scientific endeavours which enable open access and ensures availability of knowledge and benefits produced in the framework of research. The dissemination of publicly-funded research is monitored by the Dean of each School and pertinent information is submitted to the Vice Rector through the School Annual Report.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organization.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximize the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2 Definitions

For the purposes of this Policy:

Creator - "Creator" shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – "Disclosable Work" shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator's reputation. This work is characterized by the IP rights it generates.

Intellectual Property Policy – "IP Policy" is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organization – "Organization" for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

The Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

The EUC Research & Innovation Management Board (thereafter EUC – RIMB) – is the entity within EUC responsible for the management of knowledge transfer activities and the re-investment of potential revenue in non-economic research activities.

Technology Transfer Facility – "TTF" for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require

support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC's employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):

- Inventions (whether or not patentable);
- Methodologies;
- Software;
- Databases;
- Educational/training materials and tools;
- Modelling tools;
- Solutions to technical problems; and
- Design/artistic products.

3.3.3 A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognized way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorized copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a license is agreed it remains the property of the Creator, unless s/he creates the work 'in

the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognize an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorized copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorized copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002 This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colors, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialization for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorized copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonized with EU Standards applicable in trade mark protection.

EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.4 Coverage of the Regulations

1. **Whom does this IP Policy apply to?**
    - **Employees:**
      By persons employed by the EUC in the course of their employment.

- **Students:**

  By student members in the course of or incidentally to their studies at EUC.

- **Non-employees contracted to the EUC:**

  By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

2. **Sabbatical, Seconded, Visiting Academics and others:**

   By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.

3. **Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.**

   The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorized for this purpose by the EUC-RIMB.

   Issues that will be addressed in such agreements include, but will not always be limited to:

   - ownership of Foreground IP;
   - licences to Foreground IP for uses outside the project;
   - ownership of Background IP;
   - licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
   - allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
   - publications arising from the relevant project or activity and the rights arising from such projects or activities.

   The terms of such agreements may be subject to negotiation.

3.3.5   Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as "Creator Copyright Works":
   - artistic works;
   - text and artwork for publication in books;
   - articles written for publication in journals;
   - papers to be presented at conferences;
   - theses and dissertations;

- oral presentations at conferences;
- posters for presentation at conferences; and
- musical scores.

2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.

3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
   - any IP of potential commercial value arising from their work;
   - the ownership by a third party of any IP referred to or used for their work;
   - any use to be made of existing EUC IP during their work;
   - any IP which they themselves own which is proposed to be used by the EUC.

2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
   i. apply for patents or other protection in relation to the Disclosable Work; and
   ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
   - Who created the IP?
   - Was the IP created in the course of the Creator's employment?
   - Are there any contractual conditions that affect ownership?

2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:

    i.   Any work generated by computer hardware/software owned/operated by the EUC.
    ii.   Any work generated that is patentable or non-patentable.
    iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
    iv.   Any work that is registered and any unregistered designs, plant varieties and topographies.
    v.   Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
    vi.   Know-how and information related to the above
    vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
    viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
    ix.   Material for projects specifically commissioned by the EUC
    x.   All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
    xi.   Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC-RIMB handles the commercial exploitation of any results obtained under research conducted at EUC (unless this entitlement is relinquished). The Office of the Vice Rector of Research and External Affairs has the responsibility for the administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.

2. The Creator/s shall notify the Office of the Vice Rector for Research and External

Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.

3.   The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.

4.   The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
- the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
- the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
- the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.

5.   Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.

6.   The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by

any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.10 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.11 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.

2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.

2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

1. If the EUC-RIMB does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in.

    However, the EUC-RIMB shall not assign its IP if it considers that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.15 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.16 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.

2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.

The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.

4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.

5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centers. The Senate suggests to the University Council the formation of new foundations and research centers or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document. The job description for the Head of Research Office is presented in Appendix E.

4.5 EUC Research & Innovation Management Board

The Board is appointed by the EUC Senate and is composed by the Vice Rector of Research and External Affairs, the Head of the EUC Research Office, and a senior member of the faculty with an established research and funding securing record. The Board decides independently on research activities and research projects and reports to the Senate.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case.

This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are signed by the Vice Rector for Research and External Affairs,.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for

inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the EUC Research & Innovation Management Board and are subject to the final approval of the Senate. These funds can be used to finance solely non-economic research activities such as:

(a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.

(b)   The administration costs associated with providing support services to academic researchers.

(c)   Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.

(d)   Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.

(e)   The funding for the University's Internal Research Awards

(f)   The funding of PhD scholarships

(g)   Development of Infrastructure related to the research activity of the University.

(h)   Funding of the activities of the Research Office of the University

(i)   Open Access Publication Fees

(j)   Any other activities pertaining to the wide dissemination of research-generated outputs

6.   Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1   Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2   Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3   Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

6.4   Selection and Evaluation Procedure

The selection is made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:
Research Activity 40%

- Quality of the results of the Applicant's research activity and their importance at an international level.
- Publications of the Applicant's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

- Suggested framework of activity for the continuation of the applicants' work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

7. Teaching Hours Reduction for Research Purposes

Introduction

The University rewards full time faculty members who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded based on a point scheme as described below.

A THR of three (3) hours per week is awarded on a semester basis to full time faculty once they accumulate 100 (one hundred) points. For every 3 hours THR awarded, 100

points will be automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a faculty member will simply remain at his/her disposal for a period up to 5 years. After this period the ad-hoc committee (see below) will review the unused balance and adjustments will be made according to the faculty member's level of research activity, teaching and other duties at EUC.

A faculty member may be awarded points for THR under more than one of the categories described below if he/she is eligible. The minimum teaching per semester can be reduced down to six (6) hours per week based on the accumulated points. Deans and Chairs may reduce they their teaching load by maximum three (3) hours per week.

All allocations of THR points under the categories outlined below will be made after a review of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs[1]. The Committee will meet at an appropriate time in each semester in order to review the THR point allocation in time for the preparation of the schedule of classes for the next semester. The Committee reserves the right to restrict the number of THRs granted in a semester if there are budgetary constraints.

Based on the policy of the University with regard to THR, faculty members are expected to submit the relevant information in a designated platform prior to the following dates:

For the Fall Semester: 1st of May
For the Spring Semester: 31st of October

After the dates above, each staff's record of points will be updated in the designated platform.

Dates for informing the Office of the Vice Rector of Research and External Affairs by the Deans of the Schools about the points used for the subsequent semester:

For the Fall Semester: 15th of June
For the Spring Semester: 15th of December

Any remaining points from the old THR system will be transferred to the new one when the new system is launched.

Newly hired full-time faculty members can get THR points accumulated from their publications in the five (5) years prior to their appointment and may be eligible for THRs from the first semester of their employment at EUC upon relevant approval by the ad-hoc committee.

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[1] The ad-hoc committee is chaired by the Vice Rector for Research and External Affairs and members are the HR Director and a senior faculty appointed by the Senate following recommendation by the Vice Rector for Research and External Affairs.

Categories of Academic/Research Activities:

A. THR for Participation in Funded Research Projects

Faculty members are eligible to apply for points for THR when participating in funded research projects. According to the level of involvement in a research project relevant points will be awarded (see Appendix D).

If a research grant is awarded while an academic semester is in progress, points will become effective prior to the beginning of the next semester.

B. THR for Writing a Book

Points for writing a book (monograph) will be awarded upon submission of a publishing contract by a reputable academic publisher after going through a blind peer-review process. The points received may be seen in Appendix D. If a book contract is awarded while an academic semester is in progress, the relevant points will become effective prior to the beginning of the next semester, during which the teaching load reduction will be applied.

C. THR for other academic/research activities, conferences, publications and citations

THR points are awarded for other academic activities, including conferences, publications and citations. The points received may be seen in Appendix D.

D. THR from Patents

THR points are awarded for patents and the points received may be seen in Appendix D.

8.   Equipment Acquired through Internal and External Funding

8.1   Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of externally funded projects to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) remains property of the University for the exclusive use for research related activities and remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

The EUC Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the EUC Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3 Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9. Policy on Research Staff

9.1 Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2   Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1 Job Description for the Position of Research Associate

9.2.1.1   Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2   Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research

activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on
- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

9.2.1.3 Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area
Experience and Skills:
Basic research skills and knowledge of research techniques
Ability to analyse and write up data
Ability to present and communicate research results effectively to a range of audiences

9.2.1.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2   Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and

approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.
- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 1-3 years relevant experience.
The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies*.*

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development

- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.
Experience of successful supervision of students
Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library
All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfils the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centres is enhanced by the involvement and collaboration in the Research Centres' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:
- a copy of the person's CV
- a citation that should include:
    - a description of contributions to teaching
    - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
    - rationale for offering the association
    - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5   Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6   Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.
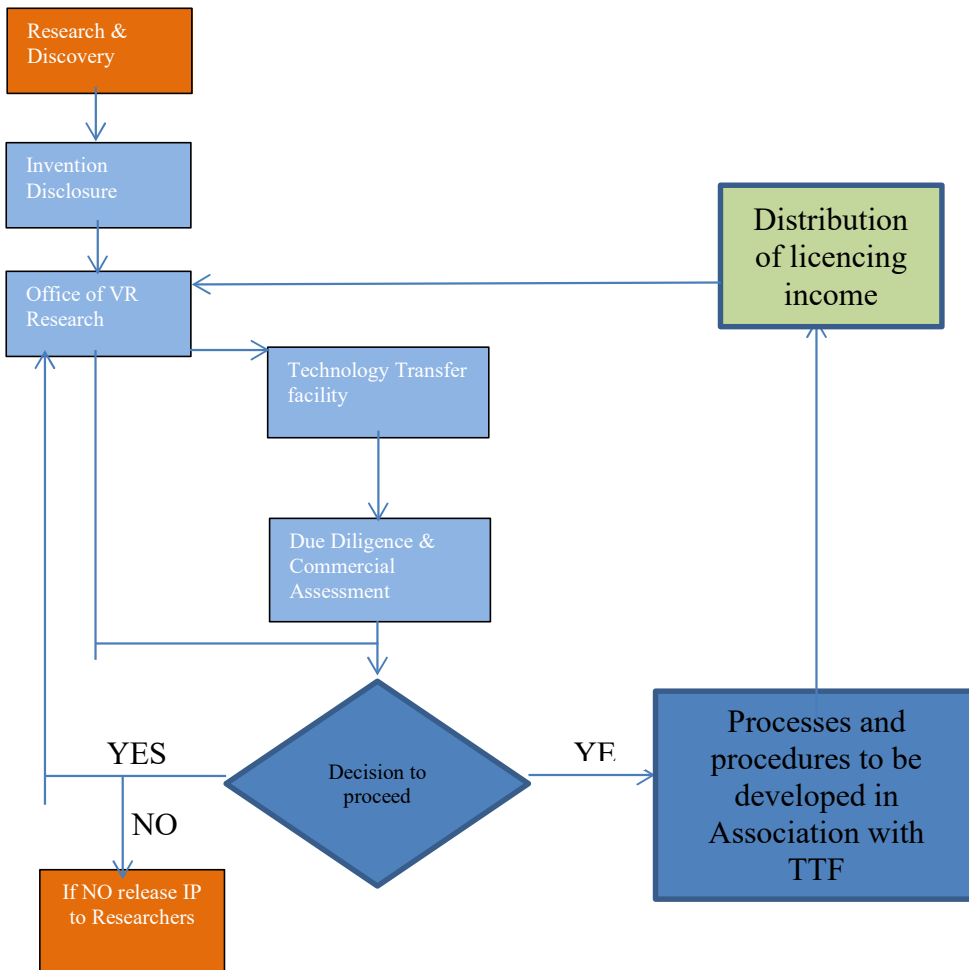
Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example
An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
    a. Their names and if any are foreign nationals;
    b. Who their employer is; are any contracts or arrangements in place?
    c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
    a. What do you think your invention is?
    b. What will your invention be used for?
    c. What are the advantages of your invention and how does it improve on the present situation?
    d. What is new about your invention?
    e. How and why does it work? What is the science behind the invention
    f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g. including third party support, Material Sales or Transfers, patient consents.

    For inventions that include software, please provide the following additional information.

13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.

15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.

16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue. Payments are overseen by the EUC-RIMB, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

Points Accumulation

The table below detail the evaluation categories which will be used for the calculation of THR points allocated to EUC academic staff members. The tables have been constructed taking into account the following:

1.   The points awarded are based on the evaluation of research accomplishments and on the estimation/calculation of hours spent during the implementation of a research activity.
2.   A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general.
3.   Specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly "averaging" the weight of these accomplishments, so that the policy can be operational and fair.

Tables

A. Participation in Funded Research Projects

Consortium Coordinator. According to the duration of a running project as indicated in the initial grant agreement.	100 points/ per six months
EUC Local Coordinator. According to the duration of a running project as indicated in the initial grant agreement.	50 points/ per six months
For the first two categories there is a cap of 200 points per request.	

Researcher in a funded project.
According to the duration of a running project as indicated in the initial grant agreement.
Formula
[% of total EUC person months in the project allocated to the researcher] x 100
 	
Cap of 100 points per request
Example 1
 	
  X faculty is allocated 25% of the total EUC person months in a 24-month project
 	
Calculation: 25% x 100 = 25 points (Four requests may be made for this project for a total of 100 points in two years)
 	
Example 2
 	
  X faculty is allocated 17% of the total EUC person months in an 18-month project
 	
Calculation: 17% x 100 = 17 points (Three requests may be made for this project for a total of 51 points in one and a half years)
	Points allocated according to the level of involvement

B. Writing a Book (monograph)

200 points	For the duration of the contract as specified in the initial agreement with the publisher

C. Participation in other academic/research activities, conferences, publications and citations

	Type of academic/ research activity
5	Presentation of a refereed poster/article in a peer-reviewed conference
5	Book chapter (part of a team of authors) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Publication of refereed journal article (journal not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Editor of refereed journal special issue (journal not indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Editor of refereed journal special issue (journal indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Book chapter (lead author) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
10	Part of the Editorial team of a refereed book in a reputable publisher
25	Lead editor of refereed book in a reputable publisher
	Publications
25	Publication of refereed journal document[2] (journal in ISI, Scopus, ACM, IEEE, etc.)
	Unsuccessful submissions for funded projects
5	Unsuccessful submission of funded research proposal (Local EUC partner coordinator) (Lead EUC faculty only).
10	Unsuccessful submission of funded research proposal (Consortium/project coordinator) (Lead EUC faculty only).
	Citations to Scopus-indexed publications with EUC affiliation (from 1.1.2016)
1.00 per citation	Social Sciences and Humanities
0.50 per citation	All other Sciences

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[2] Journal articles, article reviews, conference proceedings and book chapters

D. Patent

200 points	Per approved patent

Note for Scopus publications

Where a Scopus publication concerns two or more authors, the following points' calculation rules will apply:
- For cases up to (and including) two (2) authors, full points are awarded to the author(s) in consideration.
- For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered.
- The minimum points that an author will be awarded cannot be smaller than **75%** of the full points' allocation for the category considered.

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

The Head of EUC Research Office is the chief administrative officer of the Office and is accountable/ reports to the Vice Rector of Research and External Affairs. He/she is ex officio member of the Senate Research Committee and a member of the EUC – Research & Innovation Management Board. He/she provides leadership in the services provided by the Office to the research community of the University and is responsible for the overall management of the Office's resources and staff. He/she acts as agent of the Office in executing the EUC Research Administration procedures, and serves as the medium of communication for all official business of the Research Office with other University authorities and bodies and the public. The Head of Research Office has ultimate responsibility for the general operation and development of the Office.

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

The Head of Research Office reports to the Vice Rector of Research and External Affairs. He/she has the overall responsibility for the smooth and effective functioning of the Research Office, and is responsible for the coordination and the development of the Office's operations.

2. DUTIES AND RESPONSIBILITIES

The key areas of duties and responsibilities of the Head of Research Office are as follows:

a.   **Contribution to Academic Excellence**

- Promotes, encourages and supports academic excellence through the University's participation in funded research projects and other research activities.
- Contributes to the achievement of goals pertaining to research within the university as set by the Vice Rector of Research and External Affairs
- Provides ongoing support to the Vice Rector of Research and External Affairs for the implementation of the University's Research Policy and improvement of research outputs and performance.
- Implements, in cooperation with the Vice Rector of Research and External Affairs, the procedures of the University (Research Administration Procedures) concerning the submission of proposals and the administration of projects funded by national, European and international funding agencies and other bodies. Ensures that new academic staff are made aware of these procedures and facilitates for their smooth adaptation to the environment.

- Overviews the operations of the Research Office as follows:
  I. Monitoring of national, European, and international funding opportunities and dissemination to faculty and researchers
  II. Administrative support provided during the submission of research proposals and during the management of a wide range of research projects
  III. Organization of presentations and training sessions for the EUC faculty, other teaching personnel, and researchers affiliated with the University
  IV. Organization of outreach events aiming at the wide dissemination of research outputs produced by the University (e.g. Research Days)
  V. Contribution to University Quality Assurance processes
- Accepts/undertakes additional responsibilities/functions/duties as may be assigned by the Vice Rector of Research and External Affairs and the University in general.

b.   **Internal processes, procedures and controls**

- Assumes responsibility for the department's overall performance and ensures that tasks are executed effectively and on time according to the relevant policies
- Reviews and recommends changes for the adaptation or improvement of existing institutional policies and procedures related to research.
- Prepares relevant reports and/or documents for quality control purposes and alignment with the directives of funding organizations
- Safeguards personal and other confidential information and acts as the GDPR Data Protection Officer of the Research Office

c.   **Relations with other Academic Entities**

- Serves as an ex officio member of the Senate Research Committee and the EUC – Research & Innovation Management Board.
- Represents the Office in its working relationship with other Schools, departments, academic units within the University.
- Participates in all decisions about the operation of the Research Office
- Serves on various committees as set forth in Internal Regulations
- Encourages inter-disciplinary links within the University, as well as collaborative links in research activities with other Universities and research organizations
- Represents the University in professional matters external to the University setting, i.e. relevant to the University's relations with research stakeholders, funding agencies, and partner institutions.

d.   **Staff Governance**

- Oversees and makes decisions on the allocation of the Research Office's personnel's tasks

- Assesses and ensures the effectiveness of all personnel in a continuous quality improvement
- Serves as liaison with the Director of Human Resources and oversees the development of staff in the Research Office
- Articulates the University policies and procedures to the Office's personnel and ensures that all involved parties have the same level of understanding of the Office's policies and procedures, and offers relevant support as needed
- Maintains good working relationships with the Office's personnel
- Holds regular meetings with the Office's personnel to review, inform and consult on administrative and strategic development issues pertinent to the Office
- Identifies resource needs (staff, infrastructure, other) for the Research Office in cooperation with the Vice Rector of Research and External Affairs.

INTERNAL REGULATION ON

EUC's ANNUAL AWARDS FOR EXCELLENCE IN TEACHING
(IN MEMORY OF DR. MARY ELEFTHERIADOU)

63rd Senate Decision: 13 March 2019
70th Senate Decision: 13 December 2019
75th Senate Decision: 29 July 2020
91st Senate Decision: 21 July 2022

ANNOUNCEMENT OF AWARDS

The Office of the Vice Rector of Academic Affairs announces that it will be accepting on an annual basis by a date to be announced by her/his Office, nominations for two awards for Excellence in Teaching. The awards will refer to the nominee's teaching performance during the preceding academic year. Each award will comprise of financial support for the awardees' professional development activities. These awards are for full time faculty and special teaching personnel (STP). Nominations may be made either by self-nomination, by peer-nomination or by student nomination. For the latter, five (5) students should endorse the nomination. All nominations should be made using the Excellence in Teaching Nomination Awards Form (attached) and should be duly signed by all whose names appear on the Form.

All nominations will be evaluated by a Teaching Awards Panel consisting of:
- the Rector,
- the Vice Rector of Academic Affairs,
and the following ad-hoc members:
- two external faculty and two internal faculty nominated by the Rectorate
- one student representative nominated by the Student Union.

The Teaching Awards Panel chaired by the Vice Rector of Academic Affairs will review the nominations and make a shortlist. The shortlisted candidates will then be invited for a short interview with the awards panel on their work and answer questions.

CRITERIA FOR TEACHING AWARDS

Nominees will be judged against the criteria/behaviors-activities described in the European University Cyprus Charter Appendix F, pages 116-125, and which are presented in the Excellence in Teaching Nomination Awards Form (attached).

PROCEDURE

All nominations (self-nomination, peer-nomination or student nomination) should be made in **English** using the Excellence in Teaching Nomination Awards Form (attached), and should contain documentation on as many of the following items that apply for the nominee's case (reflecting to their teaching of the preceding academic year):

1. The nominee's teaching approaches, special strengths, teaching innovations, and impact on student learning and development with evidence of the nominee's success in promoting better student learning.
2. Innovative design and/or delivery of a course or modules at an undergraduate or postgraduate level. Samples of excellent or innovative teaching materials, such as course handouts, project descriptions, and assignments that describe the innovation.
3. Honours and awards for teaching, for example from student societies or professional organizations.
4. Letters of support or of recommendation from colleagues who have direct knowledge of the candidate's teaching abilities and achievements.
5. Work with colleagues that promotes better teaching (e.g. presenting seminars on teaching, acting as a mentor to newly hired colleagues, organizing workshops for teaching assistants).
6. Evidence of major contribution to curriculum development.
7. Innovation in assessment and feedback.
8. Embedding digital enhanced learning and teaching approaches.
9. Inclusive teaching, learning and assessment.
10. Strengthening student engagement.
11. Embedding employability skills.
12. Evidence for engaging students in research and for developing synergies between teaching and research.
13. Academic support for students.
14. Any other relevant material that is not included on this list.

Upon submission of nominations, in case that a nomination is a peer-nomination or a student nomination, the nominees will be notified by the Office of the Vice Rector of Academic Affairs to indicate whether they accept the nomination, and if so, to provide any additional documentation referring to the items above for which their peers/students could not have access to. For the submission to be valid, the Office of the Vice Rector of Academic Affairs will add in the nomination package the following documents:

1. A statement by their Chairperson and Dean (of the academic year the Award refers to) that the nominee during the academic year that concerns the Awards was consistently maintaining her/his Office Hours and was available to meet and guide her/his students.
2. The nominee reports of the Questionnaire on "Student Feedback on their Learning Experience" from the academic year that concerns the Awards and the previous year.

INTERNAL REGULATION ON

EUC's ANNUAL AWARDS FOR EXCELLENCE IN RESEARCH

70th Senate Decision: 13 December 2019

92nd Senate Decision: 29 September 2022

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1. Introduction

This document outlines the procedure for Research Awards to European University Cyprus faculty who distinguish themselves in their research activity. The awards aim to reward research excellence and nurture a research culture at the University.

The Office of the Vice Rector of Research and External Affairs announces that it will be accepting on an annual basis by a date to be announced by her/his Office, nominations for two awards for Excellence in Research.

The following awards will be made:

- "EUC Research Award – Young Researcher"
- "EUC Research Award – Distinguished Researcher"

2. EUC Research Award – Young Researcher

2.1 Nomination

The nominated researchers for the "EUC Research Award – Young Researcher" will have a maximum of ten (10) years of experience since the completion of their PhD and up to the announcement date of the Call. Extensions are possible under certain circumstances for career breaks for maternity or paternity leave, military service or documented sick leave.

The Faculty should be nominated by another faculty member and nominees should be aware of the nomination at the time of submission. There is no restriction on the number of young researchers a person may nominate for the Award.

2.2 Selection

The selection will be made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

- Quality of the results of the Young Researcher's research activity and their importance at an international level.
- Publications of the Young Researcher's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

In case the level of nominated researchers is seen as unsatisfactory, the committee maintains the right not to grant the Award.

3. EUC Research Award – Distinguished Researcher

3.1 Nomination

The "EUC Research Award – Distinguished Researcher" is granted to excellent scientists with extensive research experience, who have demonstrated significant and internationally recognized research results. The Award aims to appraise and promote the work and personality of these distinguished scientists who honour European University Cyprus through their high-quality research and its impact.

The nominated researchers for the "EUC Research Award – Distinguished Researcher" must hold a PhD and have a minimum of ten (10) years of research experience since the completion of their PhD and up to the announcement date of the Call.

The researchers should be nominated by another faculty member and the nominee should be aware of the nomination at the time of submission. There is no restriction on the number of researchers a person may nominate for the Award.

3.2 Selection

The selection will be made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

- Quality of the most important research results of the nominee, with emphasis on the last five (5) years, their importance and impact at an international level.

- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the

international market and patent registration, as well as publications in distinguished international scientific journals, books, chapters in books or monographs and presentations in high impact international conferences.

European University Cyprus

Committees of the Office of the Vice Rector of Academic Affairs

107th Senate Decision: 5 February 2025

Based on:

- Section 8 of the EUC Charter (page 11) for the creation of other Units/Centers, namely stating "There shall be other Units/Centers, etc. (in this Charter called "Unit(s)") [....] and their structure, organisation, functions and procedures will be laid down in the Unit(s) Bylaws";

- The developments, requirements, quality assurance provisions and needs of EUC programmes of study, academic personnel and students across the EUC Schools;

the following three (3) **Committees of the Office of the Vice Rector of Academic Affairs** (formerly functioning under the Committee on Internal Quality Assurance-C.I.Q.A.) are established:

1. "**E-Learning Programmes of Study Committee**" (in the place of the Distance Education Unit and in replacement of the formerly named "Pedagogical Planning of E-Learning Programmes of Study Standing Committee")
2. "**Digitally Enhanced Learning (D.e.L.) Committee**" (formerly named Digitally Enhanced Learning-D.e.L. Ad- Hoc Committee)
3. "**Faculty Professional Development Committee**" (formerly named Faculty Professional Development Standing Committee).

The Internal Regulations of the three committees are enclosed.

Encls. 3

Internal Regulations of the European University Cyprus (EUC)

"E-Learning Programmes of Study Committee"

107th Senate Decision: 5 February 2025

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1. E-Learning at European University Cyprus

European University Cyprus has always met the differing educational needs of society by using the most up-to-date teaching and learning methodologies and tools. As part of the Purpose, Mission, and Objectives of the University, as stated in the Charter, since 2013, EUC has offered fully recognised E-Learning Bachelor's and Master's programmes of study. The University aims to provide access to education for as many people as possible, particularly those who may not have had otherwise the opportunity to attend an on-campus programme of study. In this way, the University responds to the contemporary and growing needs of society for learning through alternative education programmes and it promotes equal opportunities and access to education.

Academic personnel of the EUC Departments and Schools teaching in E-Learning programmes of study have prolonged experience of instruction in higher education and research in their fields of study. All academic personnel receive onboarding and continuous professional development and training in e-learning, particularly in the use of up-to-date communication technologies for teaching and learning in online higher education settings. This combination of academic personnels' proficiency in their discipline, prolonged experience in e-learning, combined with the cutting-edge and continuously upgrading infrastructure of EUC guarantees the quality of EUC's E-Learning programmes of study.

2. Mission of the "E-Learning Programmes of Study Committee"

The **"E-Learning Programmes of Study Committee"** is established in order to improve the learning experience of EUC E-Learning students through its active and qualitative support of the University's E-Learning programmes of study.

The Committee's mission is to ensure that the EUC e-learning principles and teaching philosophy are vital elements in all aspects of the University's academic and administrative policies and actions related to EUC's E-Learning programmes of study. The Committee is thus involved in all internal quality assurance procedures related to the University's E-Learning programmes of study and is responsible for supporting Schools offering E-Learning programmes of study in:

- **Guidance in monitoring and evaluation**: Support the E-Learning programmes of study in meeting quality assurance standards, their academic goals, and student needs.
- **Pedagogical planning**: Support Departments and Schools through the procedures of the Office of the Vice Rector of Academic Affairs in the development of new E-Learning programmes and their Study Guides to reflect innovative teaching practices and align with the University's academic vision and EUC's e-learning principles and teaching philosophy.
- **Educational material design**: Support academic personnel in the creation and evaluation of Study Guides and teaching materials for E-Learning programmes of study to ensure they are engaging, effective, and suited to the digital environment.
- **Student support and feedback**: Submit proposals and suggestions to the "Digitally Enhanced Learning Committee" (D.e.L.) for the development and use of digital tools; propose procedures to the Committee on Internal Quality Assurance (C.I.Q.A.) aiming at the continuous support and the gathering of feedback from students to improve their learning experience; provide initial/onboarding training to the E-Learning students on using the EUC educational platform; provide ongoing training to the E-Learning students to address technological advancements; support and guide the E-Learning students during the examination periods.
- **Technology and digital tools**: Collaborate with the "Digitally Enhanced Learning Committee" (D.e.L.) in promoting among the academic personnel of E-Learning programmes of study the effective use of teaching and learning technologies, and digital resources to enrich the educational process.
- **Resource Access**: Collaborate with the EUC Library in ensuring that both students and academic personnel have access to quality educational materials and resources.
- **Academic personnel training**: Provide technical training and ongoing support on the use of the EUC educational platform to academic personnel in collaboration with/the support of the Department of Information Systems and Operations, thus ensuring that all academic personnel offering E-Learning courses are proficient in utilising all its capacities and features, and enhancing the delivery of high-quality E-Learning instruction; submit proposals and suggestions to the "Faculty Professional Development Committee" for the offering of continuous professional development activities for elevating the pedagogical quality of instruction across all E-Learning programmes of study.

3. Structure and Organisation

3.1 Governance

- The **"E-Learning Programmes of Study Committee"** runs under and is accountable to the Office of the Vice Rector of Academic Affairs.
- Each Department Council through its School Council appoints one E-Learning programme of study coordinator per programme of study who will constitute the **"E-Learning Programmes of Study Committee"**. Each coordinator will serve for a term of two (2) years with the possibility of renewal.
- A **Chair of the "E-Learning Programmes of Study Committee"** is appointed by a three-member Committee, constituted by the Rector, the

Vice Rector of Academic Affairs and the Chief Executive Officer. The Chair of the **"E-Learning Programmes of Study Committee"** must demonstrate solid experience in e-learning instruction, oversees all academic functions of the Committee to succeed in its Mission, coordinates with the Vice Rector of Academic Affairs in setting up regular meetings of the Committee to submit proposals for achieving its Mission, submits to the Office of the Vice Rector of Academic Affairs its Minutes and its annual activity report, which are then submitted to the Committee on Internal Quality Assurance (C.I.Q.A.) for discussion and relevant decisions.

- Two students (one undergraduate and one postgraduate) of the body of students in the EUC E-Learning Programmes of study are appointed by the Deans of the two Schools with the largest number of E-Learning students (in consultation with the Student Union) to represent the student body within the Committee.
- The Committee in its first meeting elects a Vice Chair from its academic personnel members who has all the duties of the Chair in his/her absence.

3.2 Administrative Personnel Support

E-Learning Programmes of Study share the same administrative services and support as the Conventional Programmes of Study and follow the same academic and administrative procedures with Conventional Programmes of Study unless otherwise decided (e.g., Resit of the Final Examination policy). For instance, the **"E-Learning Programmes of Study Committee"** receives administrative support to succeed in its Mission for the E-Learning programmes of study of EUC and for implementing its approved recommendations to C.I.Q.A. by coordinating with the respective administrative offices and departments of the University, such as the Department of Information Systems and Operations, the Department of Enrollment, the Registrar's Office, and the Library.

Internal Regulations of the European University Cyprus (EUC)

"Digitally Enhanced Learning (D.e.L.) Committee"

107ᵗʰ Senate Decision: 5 February 2025

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1. Digital Teaching and Learning at EUC

In the rapidly evolving landscape of higher education, digital tools have become indispensable for enhancing teaching and learning. They offer innovative ways to deliver content, engage students, and foster collaboration, enabling institutions to meet the diverse needs of today's learners. From interactive simulations to collaborative platforms and personalised learning systems, these technologies empower academic personnel to create dynamic and meaningful learning opportunities. The successful integration of digital teaching and learning tools into higher education requires more than access to technology; it demands support for academic personnel in redesigning the teaching approaches and enriching their courses. By equipping academic personnel with the resources, training, and guidance needed to effectively utilise these digital technologies (along with the academic personnel's proficiency in their discipline and prolonged experience in learning and instruction, combined with the cutting-edge infrastructure of EUC), EUC ensures that digital tools are not just supplemental but transformative, paving the way for deeper engagement, improved outcomes, and lifelong learning, guaranteeing the quality of EUC's programmes of study.

2. Mission of the Committee

The "**Digitally Enhanced Learning (D.e.L.) Committee**" is established to enhance the learning experiences of EUC students by elevating the pedagogical quality of instruction across all programmes of study and courses (both conventional and e-learning) through the effective integration of digital technologies that provide added value in teaching and learning. The integration of digital teaching and learning technologies focuses on improving the quality of instruction beyond merely incorporating technological tools into everyday teaching. It focuses on leveraging digital tools to transform courses, creating innovative and meaningful learning experiences that add real value for all students.

The Committee aims to provide EUC students with enriched learning opportunities characterised by deeper engagement, practical relevance, and cutting-edge knowledge in their fields of study. Furthermore, the Committee strives to transform student learning across all programs by incorporating digital technologies in teaching and learning that supplement, rather than replace,

pedagogical value, thereby creating a more engaging and impactful educational experience. The Committee is thus involved in all internal quality assurance procedures related to the University's programmes of study and is responsible for supporting Schools in:

- **Professional Training for Digital Tools**: Support academic personnel to integrate digital technologies effectively by submitting proposals and suggestions to the "Faculty Professional Development Committee" for the offering of structured training programs focused on essential digital tools. By providing continuous professional development, academic personnel can enhance their ability to create engaging, technology-supported learning experiences for students.
- **Technological and pedagogical training for digital teaching and learning:** Submit proposals to the "Faculty Professional Development Committee" for the offering of training opportunities for the EUC academic personnel to bridge pedagogy with technology to ensure meaningful learning experiences, align digital tools with instructional strategies, learn to use technology to promote student-centered learning, improve engagement, and enhance critical thinking rather than merely replacing traditional teaching methods with digital alternatives.
- **Investigation and identification of academic personnel's needs for digital learning tools**: Collect data to assess academic personnel's specific challenges and needs related to digital learning tools. By gathering data on their experiences, difficulties, and aspirations for digital teaching, the Committee can tailor its initiatives in order to provide targeted training, resources, and support.
- **Identification of new digital learning tools for Higher Education**: Continuously monitor and evaluate emerging digital tools that can enhance teaching and learning; additionally, pilot programs to test the effectiveness of new tools before institution-wide adoption, thus ensuring they provide real value to both academic staff and students.
- **Support the development of digital course content and educational resources**: Support academic personnel in creating high-quality digital learning materials for their courses, thus enhancing the accessibility and flexibility of the learning resources.

3. Structure and Organisation

3.1 Governance

- The "**Digitally Enhanced Learning (D.e.L.) Committee**" runs under and is accountable to the Office of the Vice Rector of Academic Affairs.
- Each Department Council through its School Council appoints one (1) representative to the **"Digitally Enhanced Learning (D.e.L.) Committee"**. Each Department representative will serve for a term of two (2) years with the possibility of renewal.
- A **Chair of the "Digitally Enhanced Learning (D.e.L.) Committee"** is appointed by a three-member Committee constituted by the Rector, the Vice Rector of Academic Affairs and the Chief Executive Officer. The Chair of the Committee must demonstrate solid experience in the pedagogical methodology of digital technologies in teaching and learning, oversees all academic functions of the Committee to succeed in its Mission, coordinates with the Vice Rector of Academic Affairs in setting up regular meetings of

the Committee to submit proposals for achieving its Mission, submits to the Office of the Vice Rector of Academic Affairs its Minutes and its annual activity report, which are then submitted to the Committee on Internal Quality Assurance (C.I.Q.A.) for discussion and relevant decisions.

- Two students (one undergraduate and one postgraduate) of the body of students in the EUC Programmes of study are appointed by the Deans of the two Schools with the largest number of conventional students (in consultation with the Student Union) to represent the student body within the Committee.
- The Committee in its first meeting elects a Vice Chair from its academic personnel members who has all the duties of the Chair in his/her absence.

3.2 Administrative Personnel Support

The **"Digitally Enhanced Learning (D.e.L.) Committee"** receives administrative support to succeed in its Mission and for implementing its approved recommendations to C.I.Q.A. by coordinating with the respective administrative offices and departments of the University, such as the Department of Information Systems and Operations.

Internal Regulations of the European University Cyprus (EUC)
"Faculty Professional Development Committee"

107th Senate Decision: 5 February 2025
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1. Academic Personnel Professional Development at EUC

Academic personnel of the EUC Departments and Schools have prolonged experience of instruction in higher education and research in their fields of study. All academic personnel receive ongoing professional development and training in e-learning, particularly in the use of up-to-date methodologies for teaching and learning. This combination of academic personnel's proficiency in their discipline and prolonged experience in learning and instruction, combined with the cutting-edge infrastructure of EUC, is what guarantees the quality of EUC's programmes of study.

2. Mission of the Committee

The **"Faculty Professional Development Committee"** is established for improving the learning experience of EUC students through providing active and qualitative pedagogical support to the University's academic personnel teaching in all EUC programmes of study.

The Committee's mission is to ensure that EUC's teaching and learning principles as well as philosophy are maintained in all elements of the University's programmes of study. The Committee is, thus, involved in all internal quality assurance procedures and decisions related to the academic personnel's professional development and is responsible for supporting Schools in offering in-house professional development. The Committee's main responsibilities include:

- **Pedagogical enhancement**: Enhance the pedagogical knowledge and skills of academic personnel, as this will ultimately contribute to the overall improvement of the educational experience of EUC students.
- **Compulsory inductive academic personnel training**: Organise, offer, evaluate, and update the compulsory onboarding training offered to newly hired academic personnel upon their employment at EUC. This training focuses on the use of up-to-date methodologies for effective teaching and learning. Upon completion of the training, participants receive a certificate which describes the courses attended/successfully completed.
- **Continuous academic personnel training:** Organise, offer, evaluate and update the EUC Continuous Professional Development (CPD) Programme

and the EUC Professional Development Programme on Innovative Strategic Interventions offered to all (newly hired and existing) academic personnel, aiming at the delivery of ongoing/continuous professional development activities and actions for all academic personnel.

- **International collaboration**: Support the collaboration of EUC with international bodies and organisations working to support academic personnel's professional development (e.g. Advance HE).
- **Educational material design**: Support academic personnel in the creation and evaluation of teaching materials to ensure they are engaging, effective, and that they use technology and digital applications aiming at adding value to the quality of teaching and learning.

3. Structure and Organisation

3.1 Governance

- The **"Faculty Professional Development Committee"** runs under and is accountable to the Office of the Vice Rector of Academic Affairs.
- Each Department Council through its School Council appoints one (1) representative to the **"Faculty Professional Development Committee"**. Each Department representative will serve for a term of two (2) years with the possibility of renewal.
- A **Chair of the "Faculty Professional Development Committee"** is appointed by a three-member Committee, constituted by the Rector, the Vice Rector of Academic Affairs and the Chief Executive Officer. The Chair of the Committee must demonstrate solid experience in teaching and learning principles as well as the philosophy of the University's programmes of study, oversees all academic functions of the Committee to succeed in its Mission, coordinates with the Vice Rector of Academic Affairs in setting up regular meetings of the Committee to submit proposals for achieving its Mission, submits to the Office of the Vice Rector of Academic Affairs its Minutes and its annual activity report, which are then submitted to the Committee on Internal Quality Assurance (C.I.Q.A.) for discussion and relevant decisions.
- Two students (one undergraduate and one postgraduate) of the body of students in the EUC Programmes of study are appointed by the Deans of the Schools (in consultation with the Student Union) to represent the student body within the Committee.
- The Committee in its first meeting elects a Vice Chair from its academic personnel members who has all the duties of the Chair in his/her absence.

3.2 Administrative Personnel Support

The **"Faculty Professional Development Committee"** receives administrative support to succeed in its Mission and for implementing its approved recommendations to C.I.Q.A. by coordinating with the respective administrative offices and departments of the University, such as the Department of Human Resources, the Department of Information Systems and Operations, etc.