

Doc. 300.3.2

Date: 03/02/2026

Higher Education Institution's Response (Departmental)

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

Programme 1

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.)

In English:

Psychology (4 years/240 ECTS, B.Sc.)

Programme 2

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.) – Εξ Αποστάσεως

In English:

Psychology (4 years/240 ECTS, B.Sc.) – E-Learning

Programme 3

In Greek:

Ψυχολογία (3 Έτη/180 ECTS, M.Sc.):

- Κλινική Ψυχολογία
- Συμβουλευτική Ψυχολογία

In English:

Psychology (3 Years/180 ECTS, M.Sc.):

- Clinical Psychology
- Counselling Psychology

Department's Status: Choose status



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. 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, without changing the format of the report:*
 - *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. Given the very high number of students and the variety of programmes offered by the Department, the number of full-time staff is relatively low, and the Committee strongly recommends to increase the number of full-time academic staff to support high standards in research-based teaching and to facilitate the achievement of the EUC's and Department's ambitions regarding international level research.
2. Some of the study programmes were characterized by a very high reliance on external, part-time staff and the Committee recommends that the Department considers the ratio of academic staff to other types of staff across all study programmes.
3. Given the complexity of conducting research at the international level and the goals to strengthen the Department's research profile, the Committee suggests that the Department considers providing mentoring of junior staff for longer periods and include mentoring of research activities.
4. Given EUC's and the Department's ambitions concerning international level research, the Committee suggests that the Department considers how to best incentivize research output (for example in obtaining teaching reductions and for promotions) to continue to develop the Department's research-based teaching and international research reputation. Specifically, articles in international, peer-reviewed, high-quality journals are generally more important to building strong researcher profiles and could be prioritised over other research output.

Institutional Response:

- 1.1 The Department acknowledges the Committee's observation. We fully recognize that increasing the number of full-time staff is essential to maintaining high standards in research-based and teaching. The five-year plan to recruit new full-time faculty has been successfully completed, with five new hires made over the past four years. Additionally, the School has announced two more full-time academic positions to begin in Spring 2026. One of these positions, within our Department, will focus on Cognitive or Social Psychology, while the other will be in Clinical or Counseling Psychology (please see **Annex I** for the positions advertised). In addition, a proposal will be developed with the collaboration of the School and the Department of Human Resources to gradually increase the number of full-time faculty positions the upcoming years. Priority will be given based on each program's needs.

We wish also to clarify that there is stability and continuity of collaboration for the majority of our part-time academic staff. In addition, the University implements the “**Framework on Mentoring of newly hired full-time and part-time academic staff**” which aims to provide mentoring support to all newly hired academic staff (either full-time or part-time) during the first year of their employment at our university (please see **Annexes II and III**)

- 1.2 At the University level full -time and part-time personnel receive 35 hours of compulsory educational training at the beginning of their employment and lengthy training in the utilization of various teaching methods and technology (e.g., Blackboard Ultra Learn, Accessible Technology Design, Content Factory, etc.). In addition, the Department of Psychology and Social Sciences as such provides continuous support to our part-time academic staff in all areas of their academic engagement, including administrative, teaching, and supervisory responsibilities. Specifically, part-time academic staff receive guidance on course design, assessment methods, and the effective use of the university's learning management systems. They are also included in professional development opportunities to ensure consistency and quality in teaching and supervision. Additionally, the Department maintains an open communication channel where part-time academic staff seek assistance from program coordinators, administrative officers, or the Head of Department regarding academic procedures, student issues, or course-related concerns. Mentorship is also available for new part-time instructors to help them familiarise themselves with departmental expectations, policies, and best practices in teaching and student support. Through these initiatives, the Department of Psychology and Social Sciences ensures that part-time faculty feel integrated, supported, and empowered to deliver high-quality education and supervision aligned with the School's academic standards.
- 1.3 The Department also appreciates the Committee's valuable suggestion to strengthen mentoring for junior staff, particularly with respect to research activities. We recognize that sustained and structured mentoring is essential for developing early-career academics. To enable this the Department's currently, senior academic staff are actively engaged in co-developing research initiatives with junior colleagues. For example: one Associate Professor (Dr. Monica Shiakou) and two Assistant Professors (Dr. Constantina Demetriou and Dr. Eleni Epiphaniou) collaborate on an Erasmus+ project focusing on teachers' well-being, self-efficacy, and burnout. Another Assistant Professor (Dr. Panagiotis Parpottas) collaborates with a Lecturer (Dr. Eleni Athanasiou) in the Department on the Erasmus+ project DigiHeal: Healing the Digital Wounds. These collaborations illustrate the Department's commitment to integrating mentoring into research practice by encouraging joint project development, shared authorship, and interdisciplinary teamwork.
- 1.4 The Department fully agrees with the Committee's recommendation to further incentivise research output as a means of enhancing the Department's international research reputation and reinforcing research-based teaching. Over the past two years, research activity has grown substantially, reflected in a marked increase in faculty publications and participation in externally funded projects.

To support and sustain this positive trajectory, the University and Department have implemented several initiatives:

Research Training and Capacity Building: The University Library regularly organizes training sessions in collaboration with major publishers such as Wiley, Taylor & Francis, and others, offering workshops on academic writing, research dissemination, and strategies for increasing research impact.

Open Access Support: The Library actively informs faculty members about opportunities for open access fee waivers and discounted publication options, ensuring that research output reaches a wider international audience. In addition, the Department has allocated a €10,000 annual budget specifically to support open access publications in Scopus-indexed journals, thereby encouraging high-quality, visible research dissemination.

Research Networking and Collaboration: Faculty members actively participate in various COST (European Cooperation in Science and Technology) projects, which enhance opportunities for international networking, collaboration, and innovation. These engagements strengthen research partnerships, promote interdisciplinary research, and increase the likelihood of securing future competitive funding such as Horizon. Some of these COST actions are: CA20104 – PhysAgeNet, CA23153 - Digital Mental Health for Young People (YouthDMH), CA19106 - Multi-Sectoral Responses to Child Abuse and Neglect in Europe, CA19117 Researcher Mental Health Program (REMO), CA21137 - Ethics in Dementia (EDEM), CA23151 - Mediterranean Cancer Screening and Early Diagnosis Network” (Medi-CaSE), CA22114 - TREASURE: Maternal Perinatal Stress and Adverse Outcomes in the Offspring: Maximizing infants' development, CA18138 - Riseup-PPD: Research Innovation and Sustainable Pan-European Network in Peripartum Depression Disorder.

In response to the recommendations of the External Evaluation Committee regarding the enhancement of the Department’s international research reputation, the University, in collaboration with the Department of Marketing, is currently undertaking an update of the whole University’s and the Department’s website (to be launched before the end of the current academic year). As part of this initiative, faculty members will be requested to provide and regularly update their basic academic information, including educational background, postdoctoral training, research interests, and publications. In addition, links to faculty members’ Google Scholar and Scopus profiles will be included. This effort aims to improve the visibility, accessibility, and international recognition of the Department’s research activities and academic expertise.

In addition to this the Department will request and if is possible to be implemented by the University:

- a. **Visibility of Research and Collaborations:** A dedicated section in research will present ongoing international partnerships, Erasmus+ projects, COST actions, funded research initiatives and Erasmus mobility news offering visitors a clearer picture of the Department’s global engagement and interdisciplinary activities.
- b. **Student Testimonials:** The website will feature student and alumni testimonies from different programs sharing their experiences, academic achievements, and career progress. These narratives will illustrate the Department’s commitment to high-quality education and student success in diverse contexts.
- c. **Key Facts and Figures:** A new “Facts and Figures” section will present up-to-date data such as student enrolment numbers, graduation rates and graduate employability percentages. Displaying these metrics will provide prospective students and partners with a transparent view of the Department’s size, diversity, outcomes, and impact.
- d. **Announcements and News:** A regularly updated “News and Events” section will communicate upcoming conferences, public lectures, workshops, and outreach events organized or hosted by the Department, such as the annual Mental Health Day.

2. Quality Assurance

Sub-areas

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

Comments from the External Evaluation Committee (EEC):

1. Research and public outreach appear to be mainly assessed in the staff self-evaluations and considering that societal engagement and research constitute two central pillars of the Department activities, the Committee suggests that the Department further discusses how the quality of these activities is assessed to facilitate the Department's goal to grow their international research reputation and contribute positively to society.
2. Large Language Models are developing fast, and the Committee suggests that the Department further discusses these developments to adapt students' assignments and examinations in order to maintain high standards for student qualifications.

Institutional Response:

- 2.1 The Department appreciates the Committee's insightful recommendation regarding the assessment of research and public outreach activities. We fully recognise that both research excellence and societal engagement are core pillars of the Department's mission and are essential to enhancing our international reputation and contributing meaningfully to society. The University has implemented a "Peer-Observation and Peer-Review of Teaching Mentoring" scheme for academic staff, which aims to provide structured mentoring and developmental feedback through peer-observation of teaching. Within this framework, peer observation is understood as a collaborative and developmental learning process, where both the observer and the observee benefit through mutual reflection and exchange of good practices (please see **Annex IV**).

In addition, academic staff's research activities and societal engagement are formally evaluated every two years through the "Performance Appraisal of Faculty and Special Teaching Personnel" (please see **Annex V**). This structured process serves as both an evaluative and developmental mechanism. During the appraisal, full-time academic personnel receive detailed, constructive feedback from a University Committee on their research output, teaching performance, and community service contributions.

The evaluation takes into account the quality, relevance, and impact of each academic's research, including publications in peer-reviewed journals, participation in funded projects, supervision of student research, and engagement in dissemination activities. Societal engagement is also assessed through evidence of collaboration with professional bodies, schools, NGOs, and participation in public or outreach events that reflect the Department's mission.

Following the appraisal, each faculty member develops an individual professional development plan. This plan outlines clear objectives and actions for the next evaluation

period—such as pursuing research collaborations, enhancing teaching practices, engaging in community outreach, or targeting specific publication goals.

The Department also actively promotes societal engagement through annual public events that align with its mission and faculty expertise — for example, the “Mental Health Day” event, which brings together students, professionals, and members of the community to address current social and psychological issues.

Furthermore, as mentioned in the previous section, the Department’s management allocates a dedicated annual budget to fund these public engagement initiatives and to support faculty participation in peer-reviewed conferences and Scopus-indexed publications. This financial commitment ensures that academic and outreach activities remain visible, impactful, and consistent with the Department’s strategic objectives.

2.2 The Department acknowledges the Committee’s recommendation and fully recognizes the rapid developments in Large Language Models (LLMs) and their impact on teaching, learning, and assessment practices.

The University offers regular Continuous Faculty Professional Development sessions for both full-time and part-time academic staff, focusing on innovative teaching methods and digital tools such as H5P, PollEverywhere, and EasyGenerator. These sessions help faculty design engaging, technology-enhanced learning environments that align with modern educational practices.

In addition, the Department has developed its own AI Policy, which aims to encourage the students’ responsible and ethical use of AI tools in learning and assessment. The policy provides (please see the Policy in **Annex VI**):

Guidelines for students on the acceptable use of AI for academic purposes and **Guidance for instructors** on identifying potential academic misconduct related to AI use and designing assessments that reduce opportunities for malpractice.

In addition, Following the Committee’s recommendations, the Department has implemented two additional targeted trainings for both full-time and part-time academic staff:

- a. A session on Blackboard (BB) Analytics, focusing on how data-driven insights can be used to monitor student engagement and inform improvements in teaching and assessment design. This training session took place on 02/12/2025. Please see the link here: https://euccc-my.sharepoint.com/:v/g/personal/c_kypri_euc_ac_cy/IQCbBNDWRb3mT4jZutOlbxAIAfHn9uDvYgQsc5l0RsNQNnRQ?e=tQrMmU In addition to this workshop, Faculty and external collaborators were encouraged to review previous training around BB analytics on Faculty Professional Development portal. Please see the link here <https://eu-lti.bbcollab.com/recording/839c0e9d505244238e691a4291f3dd85>.
- b. A workshop on developing interactive activities, designed to help instructors create dynamic, participatory learning materials that can be adapted into student assignments and examinations, ensuring more authentic and AI-resilient assessment formats. This training session took place on 02/12/2025. Please see the link here: <https://euccc->



my.sharepoint.com/:v:/g/personal/c_kypri_euc_ac_cy/IQCbBNDWRb3mT4jZutOlbxAIAfHn9uDvYgQsc5I0RsNQnRQ?e=tQrMmU . In addition to attending this workshop, faculty and external collaborators were encouraged to consult previous University training courses on developing interactive activities, which are accessible via the Faculty Professional Development portal. These include the use of PollEverywhere, H5P tool, and EasyGenerator.

3. Administration

Comments from the External Evaluation Committee (EEC):

1. It may be possible to further increase visibility of international activities and outcomes to strengthen the Department's external profile and attractiveness to prospective students and collaborators.

Institutions Response:

- 3.1 The Department appreciates the Committee's constructive suggestion to further enhance the visibility of its international activities and achievements in order to strengthen its external profile and attractiveness to prospective students, collaborators, and partners.

To address this recommendation, the Department and the University are in the process of enriching and restructuring its website to more effectively showcase its accomplishments. Planned enhancements include:

- a. **Comprehensive Faculty Profiles:** The website will include each faculty member's updated information on their research interests, current projects, collaborations, and recent publications. This will help highlight the Department's collective expertise and facilitate connections with international scholars and institutions.
- b. **Visibility of Research and Collaborations:** A dedicated section in research will present ongoing international partnerships, Erasmus+ projects, COST actions, funded research initiatives and Erasmus mobility news offering visitors a clearer picture of the Department's global engagement and interdisciplinary activities.
- c. **Student Testimonials:** The website will feature student and alumni testimonies from different programs sharing their experiences, academic achievements, and career progress. These narratives will illustrate the Department's commitment to high-quality education and student success in diverse contexts.
- d. **Key Facts and Figures:** A new "Facts and Figures" section will present up-to-date data such as student enrolment numbers, graduation rates and graduate employability percentages. Displaying these metrics will provide prospective students and partners with a transparent view of the Department's size, diversity, outcomes, and impact.
- e. **Announcements and News:** A regularly updated "News and Events" section will communicate upcoming conferences, public lectures, workshops, and outreach events organized or hosted by the Department, such as the annual Mental Health Day.

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. Internship placement timing could be better aligned with their operational calendars to enhance placement quality and reduce logistical challenges.

Institutions Response:

- 4.1 The Department appreciates the Committee's useful observation regarding the timing of internship placements and the need to ensure alignment with organizational operational calendars to enhance placement quality and minimize logistical challenges.

In response, the Department has carefully reviewed the structure and logistics of the M.Sc. Practicum and, as a result, has extended the duration of the program from two years to three years. This adjustment provides greater flexibility in scheduling the practicum, allowing students more time to prepare and integrate their academic learning with professional experience.

Furthermore, the Practicum is also implemented in two main periods; from September to January and from February to July; to better correspond with partner organizations' operational cycles. This structure allows for improved coordination between the Department, students, and host institutions, ensuring that placements occur during active periods within organizations and thus provide more meaningful and consistent learning experiences.

5. Teaching Staff

Comments from the External Evaluation Committee (EEC):

1. The current ratio of full-time to part-time teaching staff should be reviewed to enhance stability, consistency, and institutional cohesion.
2. The Department would benefit from strengthening its senior academic profile, as the low presence of professorial-level staff may limit strategic leadership, mentorship capacity, and the visibility of the Department's research and teaching excellence.
3. The student–staff ratio (currently exceeding 1:40 when including all staff members) could be reduced so as to help ensure student experience is not negatively impacted.
4. Increasing the number of full-time, exclusively employed staff would support program continuity, mentoring, and research-informed teaching.
5. It would be recommended that long-term workforce planning should aim to reduce dependency on part-time appointments and ensure sustainable coverage across subject areas.

Institutional Response:

- 5.1 We would like to thank the EEC committee for its valuable feedback on the current ratio of full-time to part-time teaching staff, including the suggestion to increase the number of exclusively employed full-time staff and thereby reduce reliance on part-time appointments (items a, d, and e). These recommendations have been addressed under Section 1: Department's Academic Profile and Orientation.
- 5.2 In addition, we acknowledge the EEC's observation that the Department would benefit from further strengthening its senior academic profile, in order to increase the number of professorial-level staff who can affect strategic leadership, mentorship capacity, and the visibility of our research and teaching excellence. It is important to note that the Department of Psychology and Social Sciences is a recently expanded Department. Over the past few years, the number of full-time academic staff has increased substantially in response to the growth in student numbers and the development of new academic programs. At present, the Department has three Professors (Prof. Kassimeris, Prof. Spyros Spyrou, and Prof. Eleonora-Papaleontiou Louka), who each contribute significantly to research leadership, postgraduate supervision, and departmental strategy. In addition, our academic progression demonstrates a positive trajectory: two faculty members have recently been promoted from Lecturer to Assistant Professor (Dr. Constantina Demetriou, Dr. Giorgos Georgiou), and two others have advanced from Assistant Professor to Associate Professor (Dr. Panagiotis Parpottas and Dr. Paris Vogazianos). These developments reflect the Department's ongoing commitment to strengthening its academic profile, supporting career advancement. The Department prioritises hirings at the Associate Professor and Professor levels, particularly in key areas that support the Department's academic vision and emerging research priorities. And as a Department we will continue to support academic staff for promotion to Associate Professor and Professor ranks.
- 5.3 We acknowledge the EEC's observation that the current student–staff ratio could be further improved to safeguard and enhance the overall student experience. While this ratio reflects the Department's recent and rapid expansion in student numbers and academic

programmes, several quality assurance mechanisms are already in place to support high-quality teaching and learning.

First, student evaluations, collected every semester for both full-time and part-time academic staff, consistently indicate that the vast majority of instructors receive excellent reviews. This positive feedback demonstrates that, despite the current ratio, teaching quality, engagement, and support remain strong across the Department.

Second, to further ensure the consistency and rigour of teaching and assessment, the University provides comprehensive training and mentoring opportunities to all full-time and part-time academic staff. These include workshops on pedagogy and assessment, support in using digital learning tools, peer-observation cycles, and ongoing academic mentoring—all of which contribute to sustaining high standards in teaching and marking.

Third, acknowledging the student-staff ratio the Department continues the recruitment of full-time academic staff in line with student growth and program needs;

5.4 These initiatives are addressed in section 1.1, 5.1, 5.2, 5.3 above.

5.5 These initiatives are addressed in section 1.1 5.1, 5.2, 5.3 above

6. Research

Comments from the External Evaluation Committee (EEC):

1. To enhance its research profile, the Department could upgrade research facilities and equipment to a more advanced level that supports cutting-edge research and better prepares students for doctoral studies.
2. Expand clinical research projects and applied research opportunities to better equip students to engage critically with research throughout their professional careers and advance evidence-based practice.
3. To advance the Department's research profile, clearer thematic research clusters or priority areas would potentially enhance visibility, create interdisciplinary synergies, and attract staff.
4. To advance its research profile, the Department could establish support mechanisms to facilitate external funding applications.

Institutions Response:

- 6.1 We appreciate the EEC's recommendation to enhance the Department's research profile by upgrading its facilities and equipment to support cutting-edge research and better prepare students for doctoral studies. In recognition of this need, the Department has already submitted a proposal for the development of a dedicated Clinical & Research Center that will significantly strengthen both research capacity and student training. **(ANNEX VII)**

The proposed Center will provide an infrastructure where students and staff can:

- a) Conduct experimental and applied research using specialized hardware and software tools such as REDCap, E-Prime, and other data-collection platforms. This will allow students to design, implement, and analyse small-scale experiments that align with contemporary research standards.
- b) Enhance clinical training through the use of video-recorded sessions, structured therapeutic protocols (e.g., Coping Cat), and widely used psychological assessment tools (e.g., Child Apperception Test, House–Tree–Person). This environment will create opportunities for supervised practice, observation, and skill development that are essential for professional preparation.

- 6.2 We welcome the EEC's recommendation to expand clinical and applied research opportunities in order to better equip students to engage critically with research throughout their professional careers and to strengthen evidence-based practice. This aligns closely with ongoing departmental initiatives aimed at enhancing our research and clinical training infrastructure.

As noted above, the Department has already requested the establishment of a dedicated Clinical & Research Center. The proposed Center will allow students and staff to:

- a) Conduct experimental and applied research, using specialized software and hardware such as REDCap, E-Prime, and other platforms that support contemporary behavioural and cognitive research.
- b) Engage in supervised clinical training, utilising video-recorded sessions, therapeutic protocols (e.g., Coping Cat), and standardised assessment tools (e.g., Child Apperception

Test, House–Tree–Person), thereby strengthening competence in evidence-based interventions.

- c) Develop and participate in clinical and community research projects, addressing real-world needs in collaboration with external partners such as hospitals, NGOs etc.

6.3 We appreciate the EEC’s recommendation to strengthen the Department’s research profile by developing clearer thematic research clusters or priority areas. We agree that establishing well-defined research themes can enhance visibility, promote interdisciplinary collaboration, and attract additional academic staff with aligned expertise.

As indicated in Section 3 under Administration, the University and the Department is currently enhancing its website to better showcase its research activities, staff expertise, and research interests. This upgrade will allow for clearer presentation of ongoing projects, collaboration networks, and opportunities for student involvement.

Furthermore, the Psychology Unit will serve as a new addition to the School’s Center of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SoSocietAtH). This Center aims to foster active collaboration among researchers, theorists, academics, practitioners, and the broader public, with the goal of achieving interdisciplinary excellence and promoting meaningful social impact. The inclusion of the Psychology Unit will allow us to:

- a) Position psychology research within broader interdisciplinary frameworks
- b) Increase the visibility of staff expertise and research output through collaborative initiatives
- c) Attract scholars, postdoctoral researchers, and doctoral candidates who share research priorities relevant to the Unit’s research interests.

In response to the recommendations of the External Evaluation Committee regarding the expansion of our Department’s research profile a meeting was held on Thursday, 4 December 2025, with the Dean, the Chair of the Department, and the Director of the Center of Excellence in Research & Innovation. Following the discussion, a comprehensive draft proposal is developed (**ANNEX VIII**) outlining the title, purpose, scope, membership, and anticipated contributions to the overarching objectives of the Centre. The proposal will also detail the webinars that the Psychology Unit will offer to the EUC and to the local communities.

6.4 We appreciate the EEC’s recommendation to advance the Department’s research profile. In direct response to this recommendation, the Department will offer a specialized training for faculty on the 10th of February 2026. This training will provide comprehensive information on national and international funding opportunities and will introduce faculty to tools and initiatives that support competitive funding applications, including brokerage events, the Horizon Hop-On Facility, Bridge to Horizon, and COST Actions.

To ensure timely and continuous access to relevant funding information, faculty members will also be encouraged to subscribe to the national Research and Innovation Foundation’s (RIF) newsletter. This will enable them to stay up to date with current funding calls, networking initiatives, and other important developments.



Furthermore, the University is offering additional specialized training opportunities aligned with the Committee's recommendations. These will include workshops on novice proposal writing, networking and collaboration development, Erasmus+ funding opportunities, and the effective use of AI tools in proposal preparation.

Collectively, these actions reflect the Department's commitment to expanding its research profile and to supporting faculty in securing external funding in accordance with the Committee's recommendations.

7. Resources

Comments from the External Evaluation Committee (EEC):

1. Given the growing student numbers, the Department could secure additional resources, including senior staff positions, to maintain long-term sustainability and safeguard the continued quality of teaching and research.
2. The Department could more actively pursue external funding opportunities, such as European and national grant schemes, to diversify funding sources.

Institutions Response:

- 7.1 For the Committee's recommendations on secure additional resources, including senior staff positions and actively pursue external funding opportunities, these initiatives are addressed in section 1.1,2.1, 3.1, 6.1, 6.3, 6.4. above.

B. Conclusions and final remarks

Comments from the External Evaluation Committee (EEC):

1. The Department of Psychology and Social Sciences is engaged with education, public outreach, and research and as such offers a strong contribution to the European University Cyprus, its students, and Cypriot society.
2. The Department is generally well-functioning with respect to teaching, administration, quality assurance, societal engagement, and student services. The Committee especially noted the pervasive sense of community and shared responsibility across levels of the Department, among staff (academic and administrative), and also including students. We emphasise this as both major achievement of the Department staff and management, and as an important resource for the Department's future development.
3. The EUC and the Department's ambitions to increase the international research reputation, also to support high quality research-based teaching, is commendable and it is realistic if the academic staff is provided with adequate time for research and relevant lab facilities. The current ratio of full-time academic staff in relation to the number of students enrolled in the programme would likely need to be improved in order to facilitate achievement of research-related goals. It will be important to continue to nurture the Department's research culture, and we offer suggestions for how to approach this work in the sections above.

Institutions Response:

The Department would like to express its sincere appreciation to the External Evaluation Committee (EEC) for its thorough review and constructive conclusions. We are grateful for the Committee's recognition of the Department's strengths, its thoughtful analysis of current challenges, and its' clear, forward-looking recommendations. The conclusions provide valuable guidance that aligns closely with our strategic priorities and ongoing initiatives, and they serve as an important framework for further strengthening the quality of our teaching, research, and academic environment.

The Department acknowledges the EEC's concerns regarding the student–staff ratio and reliance on part-time faculty. Increasing full-time academic staff remains a strategic priority to sustain high-quality teaching and research. A five-year recruitment plan has already resulted in new full-time hires, with two additional positions approved to commence in Spring 2026 in Cognitive/Social Psychology and Clinical/Counseling Psychology. Further proposals are underway to gradually expand full-time staffing based on program needs. Despite reliance on part-time staff, the Department benefits from strong continuity and stability, supported by structured mentoring frameworks and compulsory pedagogical training that ensure consistent teaching quality and integration of all academic personnel.

The University and Department provide extensive training and ongoing support for both full-time and part-time faculty, including compulsory induction training, continuous professional development, mentoring, and peer-observation schemes. Junior staff receive targeted research mentoring through active collaboration with senior academics on funded international projects. Teaching quality is further safeguarded through regular student evaluations, peer-review processes, and biennial performance appraisals that assess research output, teaching effectiveness, and societal engagement. These mechanisms foster reflective practice, professional growth, and alignment with departmental and institutional standards.



The Department has made significant progress in strengthening its research profile through increased publications, participation in European COST Actions, dedicated funding for open-access publications, and regular research training initiatives. To further enhance international visibility, the University and Department will upgrade their websites to showcase faculty expertise, research interests, and outputs, including links to Google Scholar and Scopus profiles. In parallel, the Department has proposed the establishment of a dedicated Clinical & Research Center to support advanced research, clinical training, and community engagement. The development of clearer research themes through the Psychology Unit within the University's Center of Excellence will further enhance interdisciplinary collaboration, external funding capacity, and international reputation.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Eleni Eriphaniou	Department Chairperson	
Dr. Constantina Demetriou	Programme Coordinator, Psychology (4 years/240 ECTS, B.Sc.) Conventional and E-Learning	 Constantina Demetriou (Feb 3, 2026 12:01:13 GMT+2)
Dr. Giorgos Georgiou	Programme Coordinator, Psychology (3 Years/180 ECTS, M.Sc.): Clinical Psychology Counselling Psychology	

Date: 03/02/2026

Annex I

Full time position – Clinical or Counselling Psychology

Qualifications Needed:

- Doctorate degree (PhD or Psych.D in the relevant applied field)
- Expertise in Psychological Interventions and Psychotherapeutic models
- Minimum 5 years of previous clinical experience after gaining an applied Master or Doctorate title in Clinical/Counselling Psychology
- An active professional license for the year 2024-2025 from the Cyprus Council of Registration of Psychologists in the specialty of Clinical or Counselling Psychology

Additional experience

- Experience in the application of Psychometric tests (i.e. Intelligence, Personality and Psychopathology tests etc) will be considered an advantage
- The coordination of Applied Academic programs in Clinical/Counselling Psychology and/or Clinical Intern ships//Practicums will be considered an advantage
- Previous teaching experience in the field of Clinical or Counselling Psychology is required.
- Demonstrate a record of research and publications in the field of Psychology.
 - For the rank of Lecturer substantial proof of competence in teaching and research is required
 - For the rank of Assistant Professor at least 3 years of continuous academic and research experience in renowned academic institutions is required

Desirable criteria

- Technology oriented
- Excellent written and oral communication skills
- Fluency in Greek and English
- Very good interpersonal skills
- Global mindset
- Student Oriented
- Innovative
- Team Worker
- Emotionally Intelligent

Candidates should submit the following documents:

- Letter of interest
- Curriculum Vitae
- Proof of qualifications
- 2 letters of reference

Full time position – General Psychology**Qualifications needed:**

- PhD in area relevant to the BSc Psychology – in any field (Neuropsychology, Social Psychology, Developmental Psychology, Cognitive Psychology, Experimental Psychology, Educational Psychology, Clinical Psychology, Counselling Psychology, Health Psychology)
- Masters Degree relevant to Psychology
- B.Sc. in Psychology

Additional experience

- Previous teaching experience in any field of psychology is required.
 - For the rank of Lecturer substantial proof of competence in teaching and research is required
 - For the rank of Assistant Professor at least 3 years of continuous academic and research experience in renowned academic institutions is required
- Demonstrated experience in conducting research, evidenced by a strong track record of publications

Desirable criteria

- Technology oriented
- Excellent written and oral communication skills
- Fluency in Greek and English
- Very good interpersonal skills
- Global mindset
- Student Oriented
- Innovative
- Team Worker

Candidates should submit the following documents:

- Letter of interest
- Curriculum Vitae
- Proof of qualifications
- 2 letters of reference



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:

- M**anages the relationship
- E**ncourages
- N**urtures
- T**eaches
- O**ffers mutual respect
- R**esponds 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 Portfolios:
 - 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:

**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 manager/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 reflection 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 your 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

“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) Research¹, and (iii) Service to the University, Community, and Profession.

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**

SECTION A:

(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 last two academic years. 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.)

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.)

C) Willingness, Cooperation and Flexibility

D) Other

2. RESEARCH

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

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

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

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.

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

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:.....

SECTION B:

(To be jointly completed and signed by the Performance Appraisal Review Committee and the Faculty/Special Teaching Personnel member)

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

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. TEACHING

Overall Appraisal of Teaching:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

2. RESEARCH

Overall Appraisal of Research:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

3. SERVICE TO THE UNIVERSITY, COMMUNITY AND PROFESSION

Overall Appraisal of Service to the University, Community and Profession:

Agreed goals to be reached by the end of the two-year Performance Appraisal period:

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

Annex V

Generative Artificial Intelligence (GenAI) Guidelines – DoSBS

For instructors

(this information is for you and not to be shared with students on the platforms)

As you are surely aware, generative artificial intelligence (GenAI) presents a profound challenge to traditional university assignments such as essays. Tools like ChatGPT, Grok, Claude, and Gemini can generate convincingly human-sounding text, and additional platforms exist specifically to "humanize" AI-generated writing. This reality poses serious educational concerns: if students rely on AI to generate responses, they are not actively engaging in learning and critical thinking is in jeopardy.

However, GenAI can be genuinely helpful when used appropriately. Students can use it for brainstorming, researching, structuring their thoughts, engaging in virtual peer review, and more. Thus, careful guidance and boundaries must be established.

Recommendations for instructors in Addressing Misuse of GenAI:

1. **Statement of Policy:** At the beginning of the semester, provide all students with a clear statement on the acceptable use of GenAI. (Refer to Appendix I)
2. **Provide Clear Assignment Guidelines:** Specify what constitutes unacceptable use of GenAI in all term paper instructions to avoid misunderstandings. (Refer to Appendix I)
3. **Instructor Familiarization:** Test mock assignments through tools like ChatGPT to understand what an AI-generated response looks like for your essay question. This helps instructors develop intuition about typical GenAI-generated writing—often overly smooth, impersonal, or superficial with no critical thinking. **Use your judgment, and if needed, arrange private oral assessments with students to verify understanding before submitting their assignment.**

4. **Use of detection engines:** AI detection engines are not perfect. However, in most cases they provide a strong indication, especially to be used where the instructor detects or feels that the answer comes from an AI program. Such detection engines, in addition to the well-known GPTzero, zeroGPT etc., especially for Greek are the AI detectors: <https://smodin.io/el> and <https://isgen.ai/el>.
5. **Suggestions for Assignments:**
 - a. The wording of the questions should be as “AI proof” as possible. For example, “according to the theory you are taught this week, what do you think Peter should do...” Do not mention which theory(s). Make the topic of your essay more relevant to the material discussed in the course or in a specific week.
 - b. Emphasize questions that require personal judgment. Machines give generic and easily visible answers to personal judgment issues.
 - c. Prefer quizzes with closed questions and time pressure so that they do not have time to ask AI for assistance.
 - d. Implement assignments with AI and non-AI use. E.g. ask students to search a theory, its’ importance etc. using AI and then apply this theory in their daily life. Something they did recently that reflects this theory.
 - e. **For conventional courses:** have more in-class activities which are marked rather than assignments.
6. **Student Declarations:** Require students to sign a declaration regarding GenAI usage before submitting their assignments. Make it clear that failure to turn in the disclosure form with the assignment will result in an automatic zero on the assignment. (See Appendix II.)
7. **Use of Turnitin AI Detector (in our case this will be applied for the English program and for Erasmus courses):** Employ Turnitin’s AI detection feature thoughtfully. The AI indicator at the bottom of the Turnitin report estimates how much text is AI-generated. By clicking the “AI” box, you can view the highlighted AI-detected segments. Note that false positives are rare but possible—**your academic judgment remains crucial**. The department supports instructors in making informed decisions.
8. **Run the same prompt or topic through any GenAI tool:** compare responses. If there’s a strong match in structure, tone, or content, that can support your suspicion. Then move with an oral verification.
9. **Oral Verification for Suspicious Cases:** For cases where there is reasonable doubt, require an oral presentation of the student’s work. Have students explain their arguments, research process, key words they used

or what they meant by X. If a student struggles to explain their own arguments presented in the assignment it may indicate AI usage.

- **If the student refuses the oral exam: assign a grade of zero.**
- **If the oral exam confirms GenAI misuse: assign a grade of zero.**

10. Based on the **Charter** the Penalties and Procedures for Academic Dishonesty, Plagiarism or Cheating include:

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:

- Requiring rewriting of a paper containing some plagiarized material;
- Lowering of a paper or project grade;
- Giving a failing grade on a paper;
- Lowering a course grade;
- Giving a failing grade in a course; (This applies in final exams mainly)
- Referring the case to the Senate for further action that may include academic suspension or expulsion.

Red flags and patterns that may suggest generative AI involvement:

- The writing could be overly fluent, lacking natural variation or minor flaws typically found in student writing.
- Repetitive phrasing or sentence structures. AI will recycle the same sentence structures or word choices.
- Too frequent repetition of conjunctions such as "Moreover," "Therefore," "In conclusion," etc., especially when they are used mechanically.
- Lack of personal voice: The writing can feel impersonal, emotionless, or oddly detached, missing the human touch.
- Superficial analysis: content lacks critical thinking, complexity and contradiction.
- Incorrect or fabricated citations: Some AI tools produce fictional references or mix up title, author, and year. Always verify citations!
- Vague references: You might come across sentences such as "research indicates" or "most scholars agree" without specific references.
- Responses may not align with course-related discussions, readings, or assignments.

- Perfectly structured essays: AI-generated work often follows a rigid intro-body-conclusion structure without the natural variation you'd expect from a developing writer.

Introduction,

Dear Students:

Generative Artificial Intelligence (AI) can be a helpful tool but also raises concerns about academic honesty. To ensure appropriate usage of such tools by students, this course follows the following rules which apply for all graded assignments:

1. Unacceptable Uses:

- Do not use AI to write any part of your graded assignments (e.g., entire essays, paragraphs, thesis statements, or key arguments).
- This rule applies unless explicitly stated otherwise.
- AI-generated text may only be used if it is clearly marked with quotation marks, cited properly, and used to make a point about AI itself.

2. Acceptable Uses:

You may use GenAI tools for:

- **Brainstorming ideas:** AI can help you explore different angles on a topic and suggest questions for further research. However, you must decide which ideas to use and write the final essay yourself.
- **Organizing material:** AI can suggest essay outlines or help structure research notes. However, you must adjust and refine the structure based on your own argument and sources.
- **Finding additional reading:** AI can suggest books, articles, or essays. But AI is not always reliable, so you still need to check sources carefully and do your own research.
- **Refine your writing:** Be very careful with AI tools that help refine your writing. AI suggestions can easily cross the line into unacceptable use.
- **Formatting references:** following APA.

If you want help on grammar or citations without violating the guidelines, try this [request](#):

"I have written an essay and want to improve it before submission. Could you check for grammar mistakes and confirm if my citations follow APA rules? I do not want direct corrections or rewording—just feedback on specific areas that need improvement so I can fix them myself."

3. Questions or Concerns:

If in doubt, ask your instructor. Open dialogue about responsible AI use is encouraged.

4. Assignments That Involve AI Use:

Some assignments will require AI use. These will be clearly marked in the instructions.

- If allowed, you must disclose that you used AI and cite it.

Appendix II – Declaration of Use of GenAI

Instructor Note: This declaration should be submitted as a separate assignment, with the same due date as the term paper. Grading is conditional upon its' submission.

Students must complete this declaration whether or not they used AI:

Student Declaration

I, _____ (student name), declare:

I did not make any use of generative AI in preparing and writing my term paper.

OR

I used the following tool(s): _____ (name of AI tool, e.g. ChatGPT, Claude, Grammarly).

Purpose of AI Use	YES/NO
Brainstorming Ideas	YES/NO
Outlining/Structuring	YES/NO
Discovery of Research	YES/NO
Drafting Content	YES/NO
Grammar and Spellcheck	YES/NO
Paraphrasing or Rewriting	YES/NO
Citation Help	YES/NO
Translation from one language to the other	YES/NO

Proofreading Only	Feedback	YES/NO
Formatting references		YES/NO

I understand that this declaration is a statement of academic integrity and confirms that the submitted work is my own. I am aware that attempting to pass off AI-generated work as my own without disclosure may result in failure.

I acknowledge that if this declaration is not submitted, my assignment will receive a zero.

If I declare no use of AI but the instructor has strong evidence of GenAI use, I understand that I will be asked to give an oral explanation of my assignment.

Signature: _____ Date: _____

Instructor use only

Level of misuse	Example	Transparency	Grade reduction
<input checked="" type="checkbox"/> Minor misuse (unintentional or low impact)	Used AI for grammar, paraphrasing or to generate ideas	Declared honestly	0% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, but limited)	Used AI to help draft parts of the body text or thesis	Declared honestly	10% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, undeclared)	Used AI significantly without informing instructor	Undeclared	11–20% of assignment grade
<input checked="" type="checkbox"/> Severe misuse	Full essay or key arguments generated by AI or has fake sources or citations	Declared or undeclared	100% (zero grade)
<input checked="" type="checkbox"/> Academic dishonesty	Lied in the declaration, fabricated AI usage, or refused oral verification	False declaration	100% + disciplinary action

Draft proposal for the Clinical and Research Center

The aims if to create a centralized Clinical & Research Center to support experimental research and clinical training for students and academic staff.

1. Support experimental and applied research

- Equip the Center with specialized research hardware and software (e.g., **REDCap, E-Prime, and other data-collection platforms**).
- Enable students to design, implement, and analyse small-scale experimental and applied research projects.
- Ensure alignment with contemporary international research standards and best practices.

2. Enhance clinical training and professional skills

- Develop facilities for **video-recorded clinical and training sessions** to support supervision and reflective practice.
- Implement **structured, evidence-based therapeutic protocols** (e.g., *Coping Cat*) within training activities.
- Provide access to **widely used psychological assessment tools** (e.g., *Child Apperception Test, House–Tree–Person*).

3. Strengthen supervision and quality assurance

- Facilitate supervised clinical practice and systematic observation by qualified academic staff.
- Promote structured feedback and skills development aligned with professional competencies.

Proposal for the Department of Psychology to be a Unit in Soscieath

The Psychology Multidisciplinary Unit (PsyMRU) seeks to contribute to and enhance the Centre's mission of promoting interdisciplinary scientific excellence, public engagement, and social impact. By joining the Centre, the Department of Psychology and Social Sciences aims to strengthen collaborative research, support public, student and EUC oriented educational initiatives, and advance the Centre's commitment to Responsible Research, Sustainability, and Innovation.

Rationale for Integrating the Department of Psychology and Social Sciences as a Unit of the Centre

1. Psychology serves as a critical integrative discipline, bridging the Biological Sciences (e.g., neuroscience), Cognitive Sciences (e.g., the study of mental processes), Social Sciences (e.g., behavior within broader social contexts), and Health Sciences (e.g., public health). Rigorous research methods and statistical analysis are fundamental to theory development and the scientific understanding of behavior. As a discipline grounded in empirical research and theory-building, psychology's integration within the Centre would strengthen interdisciplinary collaboration and foster the development of innovative research pathways that connect the humanities, social sciences, public health, and community practice.
2. STEM operates as an independent unit at Soscieath. Psychological knowledge is essential within this context, as an understanding of cognitive processes, human capabilities, and limitations is critical to the effective design and implementation of new technologies in teacher education and broader educational institutions.
3. The Department can make a substantial contribution through the design and delivery of outreach and engagement activities, including webinars, psychoeducational programs, and community workshops. These initiatives would enhance public understanding of mental health, resilience, stress management, and related psychological constructs, thereby supporting individual and community well-being. This enhances the Centre's ability to have a meaningful conversation with society.
4. The Unit will also function as an umbrella structure, coordinating and enhancing the visibility of existing research, training, and public engagement activities within Psychology and Social Sciences, rather than duplicating current initiatives.

Areas of Contribution to the Centre

Research Collaboration and Joint Projects

The Department can lead or co-lead multidisciplinary research initiatives that address:

- Community well-being
- Mental health promotion and prevention
- Behavior change for sustainability (e.g. health behaviors)
- Child and Adolescent Mental Health
- Gender equality
- Digital health – assessment and interventions
- Psychological flexibility and mental health – prevention and intervention

These activities may further support participation in European and international research networks and funding schemes (e.g. Horizon Europe, Erasmus+, COST Actions), enhancing the Centre's international research profile.

Public Engagement Through Educational Outreach

One of the Centre's strengths is its strong offering of webinars and community events. The Department of Psychology and Social Sciences can offer:

- **Evidence-based webinars** for students, educators, parents, professionals, and local communities on topics such as mental health literacy, developmental psychology, developmental psychopathology, personal and workplace well-being, interpersonal communication, resilience, and stress management.
 - The different pathways of antisocial behavior and the importance of early prevention
 - Bullying (Louiza)
 - Resilience (Louiza)
 - Psychological flexibility and mental health (Andria)
- **Skill-building workshops** focusing on psychological first aid, stress management, domestic violence, child protection
 - Always, never, must: Exploring the balance between flexibility and boundaries.
 - Stress management tools (Louiza)
 - Psychological flexibility and emotion regulation skills (Andria)
- **Collaborative events** that integrate psychology with the arts (e.g., performances addressing social issues), humanities (e.g., dialogues on gender equality and ethics), and applied research (e.g., open discussions on translating psychological theory into practice)
- **Undergraduate and postgraduate students' trainings: Interdisciplinary skill development.** This prepares students for **professional practice, doctoral studies, and research careers.**

Career Guidance, Career Development, and Employability

The Department can contribute significantly to research, training, and public engagement activities in the field of career guidance and career development

across the lifespan. Drawing on psychological theory, counselling approaches, and labour market research, this area can support interdisciplinary work on topics such as:

- career development and decision-making,
- transitions across education, training, and employment,
- career adaptability, resilience, and well-being at work,
- employability and lifelong learning,
- vulnerable groups and inclusive career support.

Activities may include interdisciplinary research projects, evidence-based training programmes and workshops for students and professionals, and outreach initiatives that link mental health, education, and work. This area can also strengthen the Centre's international profile through collaboration with European and international networks in career guidance, counselling, and vocational psychology.

Expected Added Value to the Centre

Integrating the Department of Psychology and Social Sciences as a unit will:

- Strengthen the Centre's interdisciplinary profile.
- Expand the breadth and depth of public engagement activities.
- Attract additional external funding through psychology-related and cross-disciplinary grants.
- Enhance the Centre's reputation as a leader in Responsible Research and societal innovation.
- Promote sustainable community well-being.