

LIMASSOL INTERNATIONAL UNIVERSITY

(a progression of CIIM)

FACULTY HANDBOOK

NICOSIA, DECEMBER 2020

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INTRODUCTION

The Teaching and Research Faculty (TRF) of the Limassol International University (LIU) falls into two broad categories: 1) resident academic faculty and 2) visiting faculty with an academic rank who reside elsewhere, but visit the institution regularly and are an integral part of the University's teaching and research resources. The resident academic faculty category includes as a subcategory, Research Faculty; that is, faculty with promising research agendas that are offered teaching reductions to amplify the likelihood of materializing their research programmes. The University also engages Special Teaching Faculty (STF) who are commonly involved in teaching, rather than research and account for less than 30% of the total Faculty.

It is the University's policy that all TRF will have academic qualifications comparable to faculty at leading universities (i.e. a doctorate degree and research publications). A few exceptions are made in subjects where a PhD is not customary or where required skills are closely connected with first-hand professional

experience. In such cases, the faculty in question will be professionally qualified and under no circumstances they will exceed 10% of the faculty.

A. RESIDENT ACADEMIC FACULTY

1. Rights and Responsibilities

The workload of a resident academic faculty is allocated between i) teaching, ii) research, iii) administrative and other duties and iv) outreach and leadership.

i. Teaching (30%)

Resident academic faculty members have a teaching load of 40 ECTS and the following teaching, examination and final project supervision responsibilities:

- (a) teach their courses at the appropriate level, matching leading universities,
- (b) deliver the content and use the teaching and assessment methods that will achieve the objectives and intended learning outcomes of the course, as described in the course descriptors, the curriculum, and the University's Student Handbook,
- (c) incorporate their research in their teaching as well as other frontier research,
- (d) set and grade the examinations for the courses they teach and provide feedback to the students,
- (e) supervise students' final projects (theses).

Office Hours

Resident academic faculty members are responsible for making time available to students and are expected to keep regular office hours. Given the relatively small number of resident faculty more physical presence of the faculty in the University is expected than it is customary in larger academic institutions.

ii. Research (30%)

It is expected that resident academic faculty members conduct frontier research in their own area(s) of special interest. Frontier research may take the form of working papers that will eventually find home in international peer-reviewed journals, books, or applied research (e.g. international publications of monographs based on applied research, book chapters in international books, internationally published case studies, or international conference presentations & proceedings). Working papers need to be deposited first in the University's repository as discussion papers. Each School should maintain their own discussion paper series. Each publication will be graded by the Research Committee of each Department based on the respective journal rankings [each school should provide the specific website]. Faculty members are also encouraged to present their work in (internal and external) seminars and attend workshops/conferences addressing their own special areas of interest. The University also places a high priority on grant applications to secure funds for academic research. Collaborative research arrangements with researchers in Cyprus, EU and abroad are very much encouraged.

Academic Freedom

Resident academic faculty are expected to produce substantial amount of research at the University. Freedom in research is fundamental to the advancement of knowledge. The faculty members have the freedom to choose their area of research and to publish such research free of any constraints.

Collaborative research arrangements with researchers in Cyprus, EU and abroad are also encouraged. The Research Centre mobilizes additional financial resources for research and brings to the attention of the faculty new research opportunities (For more information please see the institution's Research Handbook.)

iii. Administrative and other duties (30%)

Active participation in the various committees that represent the major decision forums of the University, and one's School and Department. Participation in committees is mandatory for resident faculty members and it is fairly distributed among them. Resident faculty may be required to participate in the decision and implementation of diverse projects, such as, managing programmes, developing co-operative relations with other institutions, developing marketing strategies, interviewing potential job candidates, participating in open days and other activities. Resident faculty may also be called upon to assume certain administrative responsibilities, such as to serve as Programme Directors. Faculty members without administrative responsibilities as Directors of Programmes, Departments or Centres have their administration duties reduced by 20% and their research requirements and teaching load increase by 10% to 40% respectively.

iv. Outreach and Leadership (10%)

The faculty member evaluation is also based on his/her involvement in outreach and leadership activities such as: a) organizing conferences or research seminars on themes related to his/her field of teaching and research; b) participating in a leadership and/or policy role such as a member of a Board, Council or Commission; c) carrying-out other community outreach activities such as competitions, surveys, public lectures, and other events that attract wide public participation and media attention; d) writing articles in the print and electronic media and make appearances on radio, TV and digital media about economic, business and social issues.

Substitution

The above allocations are indicative averages. In practice, it is recognized that teaching, research and administrative skills and performance vary among the faculty. While there is a strong institutional preference that all resident faculty engage in all these activities in the indicated proportions, prolific researchers may request and assigned a reallocation of their workload, in order to do less teaching (and less administration) and more research. Likewise, outstanding teachers may assume more teaching in exchange for reduced administration and research. Shortfall in the points earned from one set of duties can be made up by taking more in another set of duties provided that a minimum threshold of 50% in each set of duties is achieved, and the written approval of the Department Chairperson and the School Dean is secured in advance.

Emphasis on Excellence

The School and the Department provide significant incentives to support faculty and exemplify their research and/or teaching skills. These include:

- Reduced teaching and administration workload for new faculty candidates with solid research record and ambitious research and publication profile.
- Faculty can buy back part of their teaching time to focus more on their research and research programmes by drawing on the Department's Research Fund. For this, they must apply to the Department Chairperson with a request for workload reallocation from teaching and/or administration towards research and correspondingly increase the weight of research in their evaluation. Their application must be accompanied with an outline of their research and publication plans.
- Research and conference participation allowances are competitively awarded by the Department out of its Research Fund to faculty based on research proposals and invitations to present research papers to conferences respectively.
- Awards for outperforming faculty in research publications and teaching quality, awarded by the School/University on the recommendation of the Senate.

Research Faculty

Research faculty is a sub-category of the resident academic faculty with a drastically reduced teaching load (under 50% and, in rare cases, with no teaching at all), which applies only to eminently accomplished and highly published academics carrying out frontier research of great scientific significance, that enhances appreciably the University's reputation. In addition, the post requires successful research grant applications of significant merit and budget. The appointment to a research faculty position can be in any academic rank but normally at the rank of full professor, in the case of star academics, or at the level of a newly-hired lecturer or assistant professor, in the case of highly promising junior academics with an ambitious research agenda and solid funding prospects (e.g. ERC grants) (In the latter case, the teaching load reduction will be for the first two years of the appointment, renewable depending on performance, and finances).

2. Faculty academic ranks

The academic ranks of the resident academic staff are the following:

- a. Lecturer
- b. Assistant Professor
- c. Associate Professor
- d. Professor (also referred to as Full Professor)

In addition, there may also be positions for professors Emeriti, special teaching staff, academics on temporary secondment to the University, such as postdoctoral fellows or research assistants on contract as well as other positions of association and honorary positions with the University that do not fall clearly in either the resident faculty or the visiting faculty category. For example, the Research Centre may engage research fellows and research associates.

The qualifications of resident faculty in different academic ranks is as follows:

Lecturer

For the post of Lecturer, the qualifications required are a doctoral degree (PhD) awarded by a recognized university and evidence of competence in University research and teaching.

Assistant Professor

For the post of Assistant Professor, the qualifications required are those required for the post of lecturer and strong evidence of independent research and teaching with original publications in international, peer-reviewed journals or other publications of acknowledged merit.

Associate Professor

For the post of Associate Professor, the qualifications required shall be the qualifications required for the post of assistant professor, the publication of top-tier papers in international scientific peer-reviewed journals as well as successful grant applications as a principal investigator. Publications must be commensurate in quality and quantity with those required at other international institutions. In addition, it requires at least five years teaching experience at the undergraduate and/or postgraduate level.

Professor

For the post of Professor, the qualifications required shall be those for the post of associate professor and scientific work of international recognition, but the quantity, quality and reputation must be truly outstanding. Appointment to full professorship via the research path calls for the same qualifications and accomplishments as at other leading international schools.

The posts of Professor and Associate Professor path are filled on a 3-5-year contract, renewable. The posts of Assistant Professor and Lecturer are filled on a 2-3-year contract, renewable.

Faculty on contract must be given three-months' notice prior to the termination of their contract as to whether or not it will be renewed. A faculty member may also terminate his/her contract by giving three-months' notice in writing.

Tenure is not available during the stage of the initial University license, but it might be considered once the final license is granted. Faculty tenure, if and when it becomes available, will require a) outstanding performance by the highest international standards as judged by one's international peers, and b) an ad hoc process with blind letters, voting by the tenured faculty and the Senate and approval by the University Council. The criteria for eligibility are the same as those of leading universities: outstanding publication record and international reputation as one of the world leaders in his/her field. The granting of tenure is also contingent on the financial condition of the University and the availability of indefinitely funded chairs.

3. Evaluation of Resident Faculty

Each member will undergo an annual evaluation of his/her performance before May 15th of each year. The Performance Review will cover the one-year period since the last annual review. In early April, the member will set the goals for the year with the help of his/her mentor. In a year's time, not only the member will set the new goals for the year, but will also self-evaluate him/herself given the goals set earlier. The School's Dean, assisted by the Department Chairperson in consultation with the mentor of the faculty member being reviewed will carry out the evaluation and grade the member. Specifically, the faculty member being reviewed will be given a grade on each of teaching, research, administration, outreach and leadership where 1=Significantly Below Expectations; 2=Below Expectations; 3=Met Expectations; 4=Exceeded Expectations; 5=Significantly Exceeded Expectations. Then, a weighted average based on the contractual allocations will be calculated. A member that exceeded or significantly exceeded expectations will be rewarded with an increase in the pay scale, to the extent that resources permit. A member that underperformed or significantly underperformed will be given a warning and if such poor performance occurs again, the faculty member will be dismissed subject to the 3-months' notice.

The main criteria for the performance review of faculty, which will serve as major guidelines, are research, teaching, administrative duties as well as outreach and leadership:

1. The faculty member is evaluated based on his/her teaching evaluations, realization of learning outcomes in the courses taught, classroom feedback, new course development, supervision of final projects and theses, and advising and mentoring of students.
2. The faculty member is evaluated based on the number and quality of his/her publications, pipeline of research projects, presentations in workshops/conferences and research funding applications and success rate.

3. The faculty member is evaluated based on his/her participation in administrative duties including department, programme or project leadership and participation in the department's/school's, university's governance, committees and programmes as well as in proposing improvements of administrative procedures.
4. The faculty member is finally evaluated based on his/her involvement in outreach and leadership activities such as: participating in a leadership and/or policy role such as a member of a Board, Council or Commission; carrying-out other community outreach activities such as competitions, surveys, public lectures, and other events that attract wide public participation and media attention; writing articles in the print and electronic media about economic, business and social issues.

4. Promotion of Resident Academic Faculty

Resident academic faculty may apply for promotion - either for a new position or as part of a progression within their existing appointment. The School's Faculty Selection and Promotions Committee (FSPC) may also initiate the process if in the judgement of the committee a particular member of the faculty appears to meet merit consideration.

The FSPC manages the process of assessment of resident faculty for promotion. This committee will take up references, review the applicant's past record of performance including research publications and presentations, successful grant applications, teaching and administrative contributions and request any further information as it may deem necessary. They will assess the faculty members' qualifications relative to the stated requirements of the position in question. Faculty members, who have the rank to which promotion is sought and above, vote on the promotion recommendation of the FSPC. The approved by the FSPC recommendation will be forwarded to the University Selection and Promotion Committee (SPC) chaired by the Vice Rector for Academic Affairs which is the decision making body for the promotions of the Faculty members. The Committee has also the right to request further references, or to call the applicant for an interview. It is understood that the decisions of the SPC are subject to approval of the Senate, who retains the right to send back to the SPC a case for re-examination purposes.

5. Teaching Elsewhere

Speeches and the occasional short lectures of couple of days' duration elsewhere are permitted with the consent of the School's Dean, but regular lectures at competing institutions are allowed only in exceptional circumstances. Lectures in collaborating institutions are allowed as part of institutional and programmatic collaborations and faculty mobility with the approval of the School's Dean.

6. Grievance Procedure

Faculty members have the right to a fair review of any complaint or request arising during their employment with the University. A faculty member may file a formal grievance to the Chairperson of his/her department. The Chairperson of the department will have an informal meeting with the grievant in order to try to settle the grievance. If a solution that is acceptable to the grievant is not reached, then, the complaint will be escalated to the Dean of the School who will also meet with the grievant to find an agreeable solution. However, if a solution is not reached the complaint will be escalated to the level of the Rector, who will appoint

- A special review committee, consisting of three members of the Senate, which will attempt to resolve the grievance. The Vice Rector for Academic Affairs will chair the Committee.
- If the grievance remains unresolved, then, the committee will make its recommendations in writing to the complainant, the School's Dean, the Rector.

- The Rector as chairman of the Senate, after consideration of the grievance committee's recommendations, will inform, in writing, the grievant, as well as the School's Dean and Rector of the University of his/her decision.
- Should either party be dissatisfied with this decision, they may appeal, to the Council President, who will review the grievance and communicate the final decision to the complainant, the School's Dean and the Rector of the University.

7. Research Faculty Benefits and Privileges

Research budget

There is a Research Fund from which research faculty may request funding for research expenses (e.g. purchase of datasets, funding for experiments, attending workshops/conferences). Prior to securing funding, the faculty member needs to complete an application where the purpose of the funding is explicitly indicated.

Membership in Professional Organisations

Faculty members are encouraged to join and participate in professional organisations.

Faculty development

The University encourages continuing education and professional development of faculty members by allowing them the opportunity, as the requirements and resources of the University permit, to attend classes (in line with faculty members' professional interests) at other institutions and by waiving tuition and fees for classes, which are taken at the University. For details and procedures see Appendix on ***"Pedagogical Training and Continuous Professional Development Plan"***.

Intellectual Property

All publications (books, reports, articles) written by Faculty members should mention the name of the University. All material of a publishable nature developed by faculty is their own property. All such material developed while employed by the University may be used by the University for research and/or teaching purposes at no charge.

Annual leave

Annual faculty leave is six weeks per year, 4 weeks of which should be taken between 15th of July and the 1st of September.

Sabbatical leave

Sabbatical leave may be granted to a Faculty member in order to improve or develop his/her professional capabilities. To become eligible for sabbatical leave, faculty members must have served a minimum of seven years as resident faculty members of the University. Following the first sabbatical leave faculty must work at the University for a minimum of 7 years before granted a second sabbatical. During the sabbatical leave faculty should be engaged in substantial research and other related work. During the sabbatical period, the Faculty member enjoys the same level of financial remuneration that he/she had at the start of his/her sabbatical period. The faculty member needs to complete an application where the purpose of the sabbatical leave is explicitly indicated. A Faculty member who has benefited from a sabbatical period is committed to continue working with the University for a further period equal to that of the sabbatical period, otherwise is obliged to return the same level of financial remuneration that he/she received during the sabbatical leave. Decisions on sabbatical leave are made by the School's Dean in consultation with the Department Chair and taking into account the requirements of the University and its financial situation.

Leave without pay

Leave without pay may be granted for an extended period due to illness or injury. The duration of leave without pay shall not exceed one academic year. In special circumstances, the School's Dean may extend such leave up to a total of two (2) academic years.

Faculty is eligible for leave without pay after two (2) years of continuous employment.

Leave without pay for academic purposes and training may be granted for a continuous period of one year (or more) by decision of the School Council.

Leave without pay for personal reasons may be sanctioned by the School's Dean for a maximum period of 10 consecutive days. Leave without pay for any longer period requires approval of School Council. Annual leave and sick leave do not accrue during leave without pay.

Sick leave:

In case that the faculty member becomes temporarily incapacitated for work due to sickness or injury, the University must be informed immediately. The faculty member is entitled to sick leave as provided by Cyprus Law.

Maternity and paternity leave

The faculty member is entitled to maternity leave of 18 consecutive weeks or to such other period provided by the laws and regulations of the Republic of Cyprus. The faculty member shall notify his/her Department, School and the Human Resources Office in writing by or during the 15th week before the expected week of the child's birth regarding (a) the fact that she is pregnant, (b) the week the child is due and (c) the intended commencement date of the maternity leave.

The faculty member is entitled to paternity leave of 2 consecutive weeks during the first 16 weeks of the birth or adoption of his child or such other period provided by the laws and regulations of the Republic of Cyprus. The faculty member shall give 3 weeks written notice to his/her department as regards his intention to get such leave.

Parental leave:

The faculty member, in case and as long as he/she has a child under 8 years old, is entitled to parental leave of 18 weeks or to such other period provided by the laws and regulations of the Republic of Cyprus. The faculty member shall give 3 weeks written notice to the University as regards his/her intention to get such leave.

Leave due to force majeure:

The faculty member is entitled to 7 days of leave due to force majeure or to such other period provided by the laws and regulations of the Republic of Cyprus.

Provident fund:

After the first year of employment, the faculty member is entitled to join the University's provident fund. Membership is optional, provided that the laws and regulations of the Republic of Cyprus do not require otherwise. The University's contribution is 0.5% on the faculty member's gross salary, and may

change from time to time according to its sole discretion. Faculty member's contribution can be from 4% to 10% of his/her monthly gross salary, according to his/her choice.

Group Health Insurance

Full time resident faculty members are automatically covered by the General Health System of Cyprus according to the provisions of the Cyprus Law.

Military leave

Faculty members are entitled for military leave with pay for any number of working days that they spend for training and other duties as ordered by the military.

Social Security

The University's resident faculty members are part of the Cyprus governments' social security scheme.

B. VISITING ACADEMIC FACULTY WITH AN ACADEMIC RANK

The Visiting Academic Faculty with an Academic Rank are not visiting faculty. Their relationship with the institution is a long-term one; they return year after year for many years, several times a year, to teach, do research, advise students, participate in committees and conferences and deliver executive education. They are closely integrated with the resident faculty through twinning arrangements and generous incentives for joint research and publications. They serve on School, Department and University committees, they are consulted on academic issues, such as curriculum design, standards and faculty recruitment. They collaborate with resident faculty for both teaching and research purposes. In short, they are an integral part of the University with a long-term commitment to the institution and promote collaborations between their home institutions and the University at institutional, programmatic, faculty and student level where possible.

1. Rights and Responsibilities

i. Teaching

Visiting academic faculty with academic rank are contracted to teach courses and engage in research. They are contractually required to do:

- Teach their courses at the same level and standard of they teach at their home institution
- Deliver the content and use the teaching and assessment methods that will achieve the objectives and intended learning outcomes of the course as described in the course descriptors, the curriculum, and the University's Student Handbook,
- Incorporate their research in their teaching as well as other frontier research,
- Set and grade the examinations for the subject they teach and provide feedback to the students,
- Maintain communication and contact with students long past the course delivery and examination
- Supervise students' final projects (theses).

ii. Research

The visiting academic faculty member is expected to continue to be an active researcher publishing in top academic journals in her/his field and will be rewarded accordingly for research publications in which the affiliation with the University is explicitly acknowledged. Furthermore, the visiting faculty member, is expected to form close ties with the university resident faculty for the purpose of collaborating in research and publications. Joint research with CIIM faculty is highly valued and appropriately rewarded. Visiting faculty members are invited to participate in the application and/or

implementation of research programmes and tenders under the umbrella of the University. The visiting faculty member will help prepare, in collaboration with University Research Centre, the part the research or tender proposal corresponding to his/her field of expertise.

iii. Administrative and other duties

Visiting faculty participate in University, School and Department Committees and as advisors to Academic bodies, officials and programmes.

iv. Outreach and Leadership

The visiting faculty member is expected to be involved in outreach activities such as public lectures and other events that attract wide public participation and substantial media attention; writing articles in the print and electronic media about economic, business and social issues with explicit reference to the University as to enhance its public image.

2. Evaluation of Visiting Faculty

The teaching and research performance of the Visiting academic faculty with academic rank will be evaluated with the same criteria used to evaluate the resident academic faculty, with only quantitative adjustment for their part-time engagement. Each visiting faculty member will undergo an annual evaluation of his/her performance before May 15th of each year. The Performance Review will cover the one-year period since the last annual review.

The School's Dean, assisted by the Department Chairperson carry out the evaluation and grade the visiting faculty member. Specifically, the faculty member being reviewed will be given a grade on teaching, research, administration, outreach and leadership where 1=Significantly Below Expectations; 2=Below Expectations; 3=Met Expectations; 4=Exceeded Expectations; 5=Significantly Exceeded Expectations. Then, a weighted average based on the contractual allocations will be calculated. A member that exceeded or significantly exceeded expectations will be rewarded with an increase in compensation, to the extent that resources permit. A member that underperformed or significantly underperformed will be given a warning and if such poor performance occurs again, the faculty member will be dismissed subject to the 3-months' notice.

The main criteria for the performance review of visiting faculty, which will serve as major guidelines, are research, teaching, and outreach

- The faculty member is evaluated based on his/her teaching evaluations, realization of learning outcomes in the courses taught, classroom feedback, new course development, supervision of final projects and theses, and advising and mentoring of students.
- The faculty member is evaluated based on the number and quality of his/her publications, pipeline of research projects, presentations in workshops/conferences, and research collaborations with resident faculty.
- The faculty member is evaluated based on his/her participation in administrative duties including department, programme or project leadership and participation in the department's/school's, university's governance, committees and programmes as well as in proposing improvements of administrative procedures.
- The faculty member is evaluated based on his/her involvement in outreach activities such as public lectures and other events that attract wide public participation and substantial media attention; writing articles in the print and electronic media about economic, business and social

issues. For points to be earned there should be explicit reference to the University as to enhance its public image.

3. Criteria for Selection

It is a university policy to select visiting faculty with a proven research and teaching record from reputable universities. New visiting faculty positions are advertised in international academic media. Applications received are reviewed by the School's Faculty Selection and Promotion Committee to assess the applicant's:

- Appointment with academic rank at a reputable international university
- A very strong publication record in academic research and an ambitious current and future research agenda
- A minimum of five (5) years of related teaching experience and outstanding teaching skills as evidenced by both student and peer evaluations
- Appreciation for the institution's mission, vision, strategic objectives, and differentiation
- Absence of conflict of interest or other ethical issues that might adversely affect the reputation of the University
- Willingness to acknowledge the contribution of the hosting University in his/her work, to collaborate on research with resident faculty, to help establish institutional links and cooperation with his/her university.
- Contribution to broadening the diversity of visiting faculty body in terms of nationality, gender, experience, school of thought, etc.

The School Faculty Selection and Promotion Committee (FSPC) manages the process of assessment of prospective visiting faculty. This committee will take up references, review the applicant's past record of performance including research publications and presentations and successful grant applications, teaching evaluations and request any further information as it may deem necessary. The prospective candidate will be interviewed, to ascertain evidence of suitability, interest and availability. The FSPC makes recommendations to the School Dean and the Department Chair for the appointment of visiting faculty with the same academic rank they have in their home institutions.

4. Grievance Procedure

Visiting faculty members have the right to a fair review of any complaint or request arising during their engagement with the University. A faculty member may file a formal grievance to the Chairperson of his/her department. The Chairperson of the department will have an informal meeting with the grievant in order to try to settle the grievance. If a solution that is acceptable to the grievant is not reached, then, the complaint will be escalated to the Dean of the School who will also meet with the grievant to find an agreeable solution. If the visiting faculty member is not satisfied, a final appeal may be made to the Rector of the University whose decision shall be final.

C. SPECIAL TEACHING FACULTY (STF)

The Special Teaching Faculty (STF) are commonly involved with teaching, rather than research. In their qualifications, a doctorate degree is not a requirement but strongly preferred. They have specified roles in teaching, tutoring or advising students on final projects. STF will not exceed 30% of the number of the TRF members of the University. They are selected by the Department Chairperson in consultation with the Programme Director approved by the School Dean, to teach a specific course for one or more semesters. The criteria for their selection are their educational qualifications (preferably Doctorate degree but at the minimum a Master degree), field expertise, teaching experience and excellent communication skills. Their appointments are under fixed employment agreements.

The ranks of STF are as follows:

Associate Lecturer

The title of Associate Lecturer requires a Master's degree, preferably a Doctorate and have a record of professional experience of seven (7) years in the field of instruction or related full-time teaching in accredited institutions of tertiary education or related industry experience.

Assistant Lecturer

The title of Assistant Lecturer will ordinarily be used to designate appointment of persons who hold a Bachelor Degree (preferably a Master) or a relevant professional qualification and have a record of professional in-the-field experience of instruction five (5) years).

D. Academic Freedom

Limassol International University adopts the following statements on academic freedom for all its faculty:

- a. All faculty members of the University, both resident and visiting are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.
- b. Faculty members of the University are entitled to freedom in the classroom in discussing their subject. It is expected that such discussion will be related to their subject.
- c. University faculty members are citizens, members of a learned profession, and staff of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

APPENDIX 1. Faculty Evaluation Policy

1. All Faculty members will be evaluated on an annual basis. The purpose of the evaluation is to assess each Faculty member contribution to the Institution as well as his/her performance in teaching, research, and service.
2. Evaluation of Faculty rests with the Department Chairperson and the School Dean. The evaluation takes place in April-May of each year.
3. Each member will undergo an annual evaluation of his/her performance before May 15th of each year. The Performance Review will cover the one-year period since the last annual review. In early April, the member will set the goals for the year with the help of his/her mentor. In a year's time, not only the member will set the new goals for the year, but will also self-evaluate him/herself given the goals set earlier.
4. Faculty members must submit by early April the Faculty evaluation form to the Dean for review (refer to Appendix 4 below).
5. The annual evaluation is reviewed and discussed with the concerned Faculty member in a formal meeting session set by the School Dean and the Department Chairperson by the end of April.
6. Final evaluation and recommendations must be submitted by the Dean to the School Council by May 15th for further action, if required.

7. The result of the evaluation will be used to improve the performance of the Faculty member and thus to enhance the educational programs of the School. It will also help in assessing the individual Faculty member needs in regard to professional development.
8. Finally, it will serve as the basis for any financial increment or promotion to rank when such prospects exist.
9. In each area of evaluation, the faculty is assessed on a scale of 1 to 5, where 1 is excellent and 5 is unsatisfactory. Please refer to Appendix, Faculty Performance Review.
10. When the result of the Annual Performance Review is considered “unsatisfactory”, corrective measures will be adopted in consultation with the concerned faculty member. The corrective measures will consist of an appropriate professional development plan to improve the Faculty’s performance in areas deemed necessary. Sufficient resources will be allocated to support the plan.

APPENDIX 2. LIU Faculty Professional Development Policy

The University adheres to the principle of professional growth and has established policies to keep current and improve Faculty skills and body of knowledge.

All faculty members are expected to engage in professional development activities that upgrade their expertise and competencies as scholars in their respective fields of specialization as well as in their teaching capabilities.

Funds are allocated by the university in its annual budget for professional development of Faculty, as well as administrative staff depending on availability.

Specifically, the University encourages participation in the following activities:

- Training workshops organized by the School or any third party
- Attendance to Seminars and national and international conferences and colloquiums
- Membership to professional associations
- Sabbatical leave

Pedagogical Training & Continuous Professional Development Plan

The Professional Development Plan (PDP) outlines the goals, required skill and competency development, as well as objectives a faculty member will need to accomplish. The PDP is created by Learning and Development Manager (LDM) working closely with the faculty member to identify the necessary skills and resources to support the faculty member's career goals and course's needs. This plan will have as an aim to empower early career faculty members as well as to broadly support all faculty members to further develop their professional knowledge on how to improve their classroom practice. In this way they will be involved in a Continuous Professional Development (CPD) scheme.

Academic staff must be able to demonstrate that they are keeping abreast of new knowledge, techniques and developments related to their roles, and be keenly aware of the changing higher education landscape. PDP will not take place only when a faculty member is identified as requiring improvement. PDP will be reviewed on an on-going basis throughout the year, with at least one interim review discussion between the faculty member and supervisor prior to the end of the yearly performance review period.

PDP Stages

PDP is a planned process where the staff is responsible for determining what they need to learn, and for managing and undertaking their own CPD activity. The LDM is responsible for encouraging and

supporting staff, and providing feedback, as appropriate. Professional development is a continuing process of assessment, analysis, action, and review. Thus, learning objectives should be based on clear identifiable outcomes, and serve organisational as well as individual goals

In order for the PDP to be followed a selection of common learning and development tools will be used as described below (also see Diagram 2):

STAGE A – Diagnostic Assessment

1. Request of an initial self-assessment from the faculty member.

The faculty member will complete a self-assessment of their interests, skills, values, and personality. When evaluating the staff member's responses, we keep these questions in mind:

- What skills, career opportunities, technologies interest the individual?
- Do those skills/interests/goals support the school's needs and the programme's goals?
- What are the short and long term steps to get there?

Timeframe: Beginning of the academic year before the initiation of courses.

2. Initial Seminar on Teaching Approaches.

The early career faculty members will participate in a day seminar which will focus on the development of pedagogic knowledge. This seminar is designed to provide rich foundation in evidence-based teaching strategies and research based principles about the ways to reach learning outcomes. The seminar is designed to offer a supportive and collegial atmosphere in which the faculty members will have the opportunity to discover new teaching approaches. The seminar will offer the opportunity for the attendees to:

- Enhance their knowledge of learning theory and its implications for teaching.
- Discover the variety of teaching approaches and learning.
- Discover the ways to offer constructive feedback (with reference to formative and summative assessment).
- Identify practical, evidence-based classroom teaching strategies to increase teaching effectiveness.
- Distinguish the teaching methods which lead to passive and active learning (lectures, case studies, problem based learning, portfolios, group work, role-play, stimulation, blended learning, etc.).

Timeframe: Beginning of the academic year before the initiation of courses.

3. Lesson Observations.

The faculty member will have the opportunity to observe, be observed and co-teach with a senior faculty member. In this way the new faculty members will get involved in a process that will affect their learning in different ways which include "processes such as coaching, peer support, teacher research, mentoring, modelling, external expertise and observation" (Cordingley et al., 2005b, p.30). Before the observation of the lesson the academic members will meet to discuss the lesson plan in detail in order to be able to meet after its completion to evaluate it in detail. In this way the faculty will engage collaboratively in planning, putting into practice, observing, evaluating and reflecting on their lessons (Sam, 2003). The product of this collaborative planning is a written lesson plan that describes in detail the design of the lesson. The programme provides opportunities for the educational system to learn from its own faculty's experiences and provides an avenue for top-down influence and guidance while academics have the opportunity to influence the curriculum.

Timeframe: From the first session of the course (will be repeated three times).

4. Develop an assessment report of the faculty's skill level and assess the department's and school's needs.

Based on the faculty member's self-assessment, their work record and class observations, the Learning and Development Manager in collaboration with each Mentor will determine the faculty member's skill level in the following categories:

- Subject Knowledge.
- Pedagogic Knowledge.
- Classroom management
- Technical skills: skills needed to get the job done.
- Social skills: how do they work with others?
- Aptitudes: natural talents; special abilities for doing, or learning to do, certain kinds of things.
- Attitude: outlook, feelings, mind-set, way of thinking, and point of view.

In order for professional development to be successful, the faculty member's needs and interests must be applied to address school's objectives. The faculty member's career path must align with the school's workforce needs. In creating a professional development plan, consider the following goals:

- Institute's goals
- Departmental goals
- Team goals
- Individual goals

Timeframe: At the completion of Steps 1-3.

STAGE B – Professional Development Opportunities

5. Explore development opportunities with the staff member.

Explore the CPD opportunities available at Limassol International University (LIU) with the faculty member. Some examples include:

- Professional Development Seminars - The Professional Development Seminars (PDS) will be a number of seminars dedicated to providing professional development training programs and resources for faculty that supports identified needs across the University. The PDS offer long-term training programs with a tailored curriculum designed to develop skills and capabilities needed to fill identified needs across the University. Also, these seminars will be dedicated to offer support to develop their work and IT skills.
- [Mentorship](#) – New Faculty members will be paired with mentors for a range of actions including interviews, shadowing, observations, tutorials, observations, etc. Each faculty will be assigned a mentor. Mentors will be selected based on their role in the organization, subject knowledge, ability to meet with participants at least once per month, and willingness to participate in required training and check-in sessions. Mentors will:
 - Provide guidance on setting and achieving developmental goals.
 - Share insight into building and maintaining effective professional relationships.
 - Insight into work culture and workplace expectations.
 - Mentor/Mentee partnerships will last for a minimum of six months.
- Portfolios - A portfolio will provide evidence of whether or not the academic member have achieved what was set out to achieve, and provides evidence of the development. It is an ongoing record of learning needs, activities and outcomes, and a useful historical record on which to reflect. Unless you record this on a regular basis you will find that much of the learning, particularly the less formal learning, is forgotten. The portfolio should consist the following:
 - Current job and work context.
 - CV
 - Key work responsibilities
 - Departmental context and organisational structure
 - Membership of professional bodies

- Reflections on learning. This should be an annual activity during which we will ensure that all learning activities have been recorded, and analyse the following:
 - How far have these activities contributed to my career goals?
 - What difference have they made to me, my job, my colleagues?
- Recording learning. Include results from feedback received, training record, and prior reports.

Timeframe: These will start during fall and will be repeated in spring. It will be based on the assessment report developed at Step 4 and Step 6.

6. Record and analyse the staff member's progress

Collect feedback from the faculty member about their development progress to assist in identifying what the faculty member is doing well, build on their skills, correct any challenges that may arise, and assist them develop new skills and abilities that will improve professional performance and outcomes. Record dates, events, expectations, and the impact of action steps on their development. Make sure to record:

- Observations of enhanced skills or knowledge and how they were applied.
- Progress towards goals and objectives.
- Observations where skills / knowledge could be applied - use for future discussion.
- Students feedback sheets

Faculty member's self-evaluation form (Refer to appendices section).

Timeframe: At the end of each term.

STAGE C- Final Evaluation and Professional Development Actions

With the completion of Stages A and B the LDM will use the results to deliver a final report (Refer to appendices section) to schedule further professional development actions (based on Step 5).

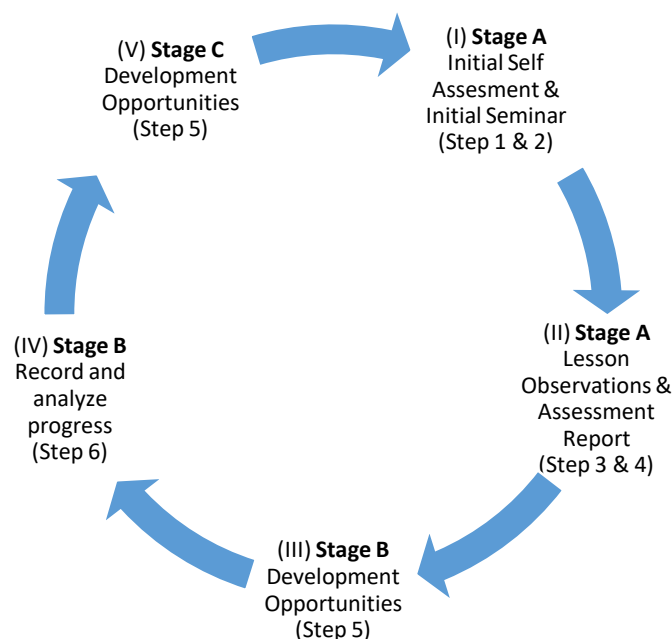


Diagram 1: Professional Development Plan

APPENDIX 3. LIU Policy Statement on Assessment and Feedback

The Assessment and Feedback Policy sets out the School's principles and procedures that ensure that the academic standards of LIU awards of credit and qualifications are set and maintained at the appropriate level and that students' performance is equitably evaluated against this standard. The policy also reflects LIU's commitment to provide explicit, transparent and accessible assessment information to students, staff, external examiners, external accreditors and others, such as employers, who have an interest in the quality and standards of assessment at LIU. The policy is informed by LIU's strategic aims to:

- Enable students to fulfil their academic potential
- Promote professional development
- Equip students for lifelong learning

The policy applies to all assessments of learning outcomes conducted as part of a LIU programme, award or qualification. The policy applies to all forms of assessment regardless of the mode of delivery. The policy applies to all those engaged with the assessment and feedback processes and procedures.

A: Assessment

- Providing assessment which is constructively aligned, enabling students to demonstrate their achievement of module learning outcomes.
- Designing and assessing module learning outcomes at the appropriate level, with assessment tasks and assessment criteria appropriate to the learning outcome(s) with which they are associated.
- Ensuring that the volume, timing and method of assessment enables effective and appropriate measurement of the achievement of learning outcomes such that:
 - Assessment methods acknowledge different learning styles and are appropriate to the learning outcomes and subject matter.
 - Assessment volume is commensurate with the credit weighting of the module without over-assessing the student with repeated testing of the same learning outcome.
 - Assessment timing allows for timely, appropriate feedback and feed-forward to improve the student's performance in subsequent assessment tasks.
 - Assessment method is clearly defined prior to the start of the module.

B: Marking and moderation

- Providing clear assessment criteria that relate to the task and to the learning outcomes being assessed, and which are open and available to staff, students and examiners.
- Developing assessment criteria specific to the assessment task and module level.
- Marking criteria must indicate threshold standards required for a pass and, where appropriate, indicate the difference in achievement required at the key thresholds in the marking range.
- Ensuring that marking criteria cover the full marking range (0 – 100%) and enable clear distinction between individual student achievement.
- Establishing moderation procedures to ensure that marking and grading of assessments is done with fairness, consistency and transparency. In certain difficult or marginal cases and in cases involving conflict, a second marker or external examiner is assigned to moderate.

C: Feedback

- Providing feedback on all assessment tasks (including examinations, assignments and projects) to students. In group assessments, a copy of the feedback must be given to each group member.
- Ensuring that feedback is timely, constructive and developmental.

- Enabling students to develop good academic practice through a feedback dialogue as part of the assessment process.
- Providing feedback to students which explains why the mark has been given and how their performance may be improved.
- Providing appropriate marking information to second markers and External Examiners which enables them to verify how assessment procedures and process are being followed, and how the mark awarded has been achieved.

D: Developing and managing academic integrity

- Designing assessment and assessment practices that reduce opportunities for cheating or plagiarism.
- Developing assessment criteria to engage students with both the process of completing the assessment as well as the completed product of the assessment task.
- Providing formative assessment and feedback that encourage the development of good academic practice and engagement with principles of academic honesty.
- Providing opportunities through formative assessment and feedback for students to develop their understanding of the processes involved in making academic judgements.
- Ensuring that procedures for academic misconduct are applied fairly and consistently across all programmes and in a timely manner to all students.

APPENDIX 5. FACULTY PERFORMANCE REVIEW FORM

| | | | |
|---------------------|--|--------------------------------------|--|
| Faculty Name: | | | |
| Area: | | | |
| Courses: | | | |
| | | | |
| Total Credit Hours: | | | |
| Program | | | |
| | | | |
| Semester: | <input type="checkbox"/> Fall 20__ 20__ | <input type="checkbox"/> Spring 20__ | <input type="checkbox"/> Summer I 20__ <input type="checkbox"/> Summer II |

| |
|---|
| Administrative / Program Responsibilities |
| |
| |

| |
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Rate the following on a 5 points scale with 1 being Excellent and 5 being Poor

| Academics | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| B.1 Demonstrates teaching competence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B.2 Demonstrates an in-depth & current knowledge of his/her subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B.3 Providing clear course objectives & course ILO | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B.4 Communicate clearly with the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B.5 Ensures students active participation in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B.6 Maintains appropriate course files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contribution to The Institute | 1 | 2 | 3 | 4 | 5 |
| C.1 Participates & contributes to various administrative & support service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C.2 Actively engages in Student's advising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C.3 Serves on Institute's committees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C.4 Participates in the Institute general activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C.5 Actively engaged in student's Internship supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research and Professional Development | 1 | 2 | 3 | 4 | 5 |
| D.1 Conducts research leading to publication of articles , cases and books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D.2 Participates in conference and workshops related to his/her discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D.3 Actively engaged in professional organization related to his/her fields of expertise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summary | 1 | 2 | 3 | 4 | 5 |
| E.1 Teaching & Advising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E.2 Institutional Participation & Contribution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E.3 Research & Publications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E.4 Professional Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|------------------------------|
| Analysis and Recommendations |
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|--------------|--|-----------|--|------|--|
| Faculty Name | | Signature | | Date | |
| School Chair | | Signature | | Date | |
| Dean | | Signature | | Date | |

LIU Faculty Annual Plan

| | | | |
|----------------|--|--|--|
| Faculty Name: | | | |
| Area: | | | |
| Program : | | | |
| | | | |
| Academic Year: | | | |

| Teaching | Course/Project | ECTS | Class contact hours |
|----------------------------------|----------------|------|---------------------|
| Repeat Courses | | | |
| New Courses | | | |
| Final Project/Thesis Supervision | | | |
| Other | | | |

| Research and Development | Planned | Completed | Observation |
|-------------------------------------|---------|-----------|-------------|
| Publications | | | |
| Research in progress | | | |
| Research grants | | | |
| Professional Development Activities | | | |
| Case Studies | | | |
| Instructional Innovation/ Software | | | |
| Other | | | |

| Service | Activity | Engagement hours | Observation |
|--|----------|------------------|-------------|
| Committees | | | |
| Administrative responsibilities (programme directorship, etc.) | | | |
| Internship Supervision | | | |
| Outreach activities | | | |

Initial Self-Evaluation Form

| SELF-EVALUATION FORM | | |
|--|----------------|-------------|
| This form can be used in lieu of conducting a Self-Assessment based upon specific performance expectations (planning and preparation, lesson management/environment, teaching style, instruction methods, professional responsibilities). This form can be used to generate discussion about general aspects of the job. | | |
| Name: | Date: | Department: |
| Title: | Review Period: | |
| Please complete the questions listed below and return to the LDM. As you complete the form, consider your own personal qualification as it relates to your current job description. | | |
| 1. Do you understand the requirements of your job? Yes ___ No ___ If no, what aspects of your job need clarification? | | |
| | | |
| 2. What are your strengths (the things you do well) and how do you put them to use in your position? | | |
| | | |
| 3. What are your weaknesses (the things you don't do so well) and how do they impact your job? | | |
| | | |

| |
|--|
| |
| 4. What would help you enhance your performance (training, equipment, etc.)? |
| |
| 5. What are your career plans? |
| |
| 6. What are your expectations for the coming evaluation period? |
| |

Personal Development Plan
(To be completed by the LDM)

| | | |
|----------|-----------|--------|
| Surname: | Forename: | Title: |
| | | |
| Faculty: | Date: | |
| | | |

| Training/development needed | How the need is to be met | Target date | Date achieved |
|-----------------------------|---------------------------|-------------|---------------|
| | | | |

| | |
|-------------------------|-------|
| Signature Staff Member: | Date: |
| Signature of Reviewer | Date: |

(Source: <https://www.ppd.admin.cam.ac.uk/files/pd26.pdf>)

Professional Development Report

| | | |
|----------|-----------|--------|
| Surname: | Forename: | Title: |
| | | |
| Faculty: | Date: | |
| | | |

Summary

Post-Review Self-Evaluation Form

| | | |
|--|----------------|-------------|
| POST-TRAINING SELF-EVALUATION | | |
| This form can be used in lieu of conducting a Self-Assessment based upon specific performance expectations (planning and preparation, lesson management/environment, teaching style, instruction methods, professional responsibilities). This form can be used to generate discussion about general aspects of the job. | | |
| Name: | Date: | Department: |
| Title: | Review Period: | |
| Please complete the questions listed below and return to the LDM based on your performance evaluation. As you complete the form, consider your own personal performance as it relates to your current job description and expectations for the review period. | | |
| 1. Do you understand the requirements of your job? Yes ____ No ____ If no, what aspects of your job need clarification? | | |
| | | |
| 2. List the expectations for the review period and assess how well you have succeeded in meeting each expectation. Attach a separate sheet if necessary. | | |
| | | |
| 3. What changes in duties or priorities did you face during the review period and how did you handle them? | | |
| | | |
| 4. What are your strengths (the things you do well) and how do you put them to use in your position? | | |
| | | |

| |
|--|
| 5. What are your weaknesses (the things you don't do so well) and how do they impact your job? |
| |
| 6. What would help you enhance your performance (training, equipment, etc.)? |
| |
| 7. What are your expectations for the coming evaluation period? |
| |
| 8. How would you rate your overall performance for this review period? Tick the appropriate answer. |
| Outstanding ____ Exceeds Expectations ____ Meets Expectations ____ Below Expectations ____ Unsatisfactory ____ |