

Doc. 300.1.2

# Higher Education Institution's Response

Date: 24/01/2022

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

## In Greek:

“Ηλεκτρολογική και Ηλεκτρονική Μηχανική (4 χρόνια/240ECTS, Πτυχίο)”

## In English:

“Electrical and Electronic Engineering (4 years/ 240ECTS, B.Sc.)”

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study 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 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.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Computer Science and Engineering of European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the undergraduate programme of study Electrical and Electronic Engineering (B.Sc.).

It is with great pleasure that the Department and the School of Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and implementation of the programme. In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the newly accredited programme is of high quality.

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## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### **Areas of improvement and recommendations:**

*In order to make the evaluated programme more student informed, the department may want to build more mechanisms to ensure that the students are informed about the department's actions and changes to the programme. For example, during the terms, regular staff-student meetings can be useful to provide bi-directional communication channels between the department and the students. Such meetings also help the department to detect any potential issues at a very early stage.*

### **Response by EUC:**

We would like to thank the EEC for their valuable suggestions relating to the students' regular/timely updates about the Department's actions and changes to the programme teaching and assessment and for recommending regular communication between students and staff.

Currently the Department employs a number of policies and actions regarding the above recommendations such as:

#### **1.1. SMS services for announcements**

Any last-minute changes in classes such as rescheduling, change of room or even cancellation is done through SMS directly to the students in order to minimise inconvenience.

#### **1.2. Departmental Council Undergraduate Representative**

A student from our Electrical and Electronic Engineering program is currently a member of the Departmental Council (student representative) that brings forward matters/issues from UG students (see Appendix 1 presenting the procedure on electing a student representative on our Council of the Department). Students are generally represented in all bodies of the University (Schools, Departments, Senate, Internal Quality Assurance Committee, etc).

#### **1.3. Students' Feedback on their Learning Experience**

Towards the end of each semester the students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey pertains all aspects of the course and the overall learning experience of the student (hence named the Survey on 'Student Feedback on their Learning Experience' -SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. The information received are aggregated in a different way based on the type of question. Questions that have a specific scale of grading (e.g., from 0-5) are averaged. All answers to questions that require text input are simply appended as one large paragraph. These results are then forwarded to faculty to review and act accordingly. The Chairperson of the Department also reviews the aggregated information per course and makes recommendations where needed. The Chairperson also identifies students with Low GPA and ensures that these students are aware of the role of GPA and the impact of low GPA on the progress of their studies

Program (for more information about the various ways that students can provide feedback please see: Appendix 2 for procedures for supporting students with low GPA, Appendix 3 on Student Feedback on their learning activities, Appendix 4 on Student Feedback on their learning experience and Appendix 5 on the student survey ).

#### **1.4. Freshmen and Spring Department's Welcome Day**

Every new academic year, the Department is organising two welcome events (one for Fall semester and one for Spring) for our new students to meet and talk to their instructors. This has been postponed the last couple of years due to the pandemic but we are planning reintroducing it during the Spring Semester 2022.

#### **1.5. Student Advising**

**Student Advisors:** Each student is assigned an Advisor (called Student Advisor) by the Department of Enrolment, responsible for assisting the student in defining and developing realistic study goals, in keeping with his/her abilities, skills, interests, and career aspirations. Advisors are also responsible for ensuring the student is aware of university regulations and policies.

Student Advisors are full-time employees of the Student Advising Center, which assigns students to individual Advisors. A first meeting is arranged to discuss the student's interests and career objectives, and to decide on course options. A Registration Form is then completed and signed by both parties, to be submitted to the Office of the Registrar.

Students are encouraged to contact their Student Advisor at any time during the academic year. However, it is mandatory to meet at least once a semester to discuss course options. Meetings may be arranged during office hours or by appointment. The Student Advising Center is located at the ground floor of the West Block building.

Student Advisors are responsible to:

- Provide accurate information about academic policies, university regulations, program requirements, procedures, and other university information;
- Assist students in monitoring and evaluating their academic progress and keep track of students' performance;
- Know about specific course sequences that are required in the major - particularly those taught by other Departments; determine that the student has had adequate preparation (e.g., prerequisite courses) for courses that are recommended;
- Assist students in deciding how to utilize their elective courses to best meet their goals;
- Match students' needs with available resources and make appropriate referrals;
- Keep track of any changes in degree programs or requirements;
- Help students prepare paperwork necessary to meet program requirements, such as adding/dropping courses, withdrawal from courses, course substitutions, waivers and application for graduation;



- Discuss how course work is applicable to careers;
- Keep careful records of each advising session and of the advice given to students;
- Conduct personal interviews with students (giving emphasis to the newcomers) throughout the academic year to identify any educational, social, or physical problems affecting students' adjustments and if required to provide appropriate counselling and orientation;
- Provide the necessary information to old students and existing ones on laws and/or changes concerning tertiary education;
- Assist with the promotion of the University and participate in special events (such as Orientation).

Most importantly, the Student Advising Centre contacts our students at least once every semester to ask if there are issues pending with their registration process, adjustment issues, orientation issues, financial issues and whether they have any other issues.

#### **Additional Actions:**

We recognise that actions and changes in our programs and how these are communicated to our students can further improve. To achieve this, we are now additionally implementing the following:

1. Engage our undergraduate students when planning for every semester: (a) Request from the students to select which (major elective) courses they wish to be offered in the following semester. Students will be informed early in advance about the outcome of the selection process and which courses will be offered early in advance.
2. EUC Online student portal for immediate update of the students on schedule changes, on cancellation of existing courses, classroom changes, new course offering (this is currently under development and will be delivered during the next academic year 2022-2023).
3. Make sure that any future comments/feedback are clearly addressed in the next program evaluation review (PER) of our program and taken into account during the redesign process of the program (for more information about the PER procedures and template please see Appendix 6).
4. Introduce an online group on Blackboard (LMS) where students from our Electrical and Electronic Engineering program will be able to raise matters. In order to have a direct way of reaching out to our students we have established a group on Blackboard Learn with all our Electrical and Electronic Engineering students. The group is called "ELE001 Electrical and Electronic Engineering Program" that aims to do improve communication with/between students and provide them with information regarding news, events, internship projects available, activities of the program or the Department. Figure 1 illustrates our first message to our BSc Electrical and Electronic Engineering students on the newly created platform on Blackboard. (LMS).

The screenshot shows a Blackboard course page for 'CPV.ELE001 Electrical and Electronic Engineering Program'. The 'Messages' tab is selected, showing one unread message from 'Konstantinos Katzis (You)' to 'All course members'. The message content is as follows:

Dear all. Welcome to our new platform ELE001 for communicating, planning our next semester(s) and discussing topics about your studies, courses, job opportunities and anything related to your academic program of Electrical and Electronic Engineering. You can use this platform to communicate with your fellow students too.

Good luck with your exams and see you in Spring 2022.

Dr Konstantinos Katzis  
Program Coordinator BSc Electrical and Electronic Engineering

Below the message, there is a text input field with the placeholder 'Type a message' and a checkbox for 'Send an email copy to recipients'.

Figure 1 ELE001 Electrical and Electronic Engineering – Blackboard platform

## 2. Student – centred learning, teaching and assessment

(ESG 1.3)

### **Areas of improvement and recommendations:**

*Not many areas of improvement were detected for this program.*

*Consider getting student feedback during the term/semester to benefit the students and courses in the ongoing term/semester.*

*Consider a proactive strategy for increasing the number of BSc students.*

*Consider how the process can be made easier when the students have to choose elective courses for a given semester.*

### **Response by EUC:**

We would like to thank the EEC for their valuable suggestions introducing a proactive strategy for increasing the number of B.Sc. Electrical and Electronic Engineering (ELE) students and to enable the students to choose elective courses for a given semester in an easy and practical way.

#### **2.1. Regarding considering a proactive strategy for increasing the number of B.Sc. students**

There are a number of actions /strategies that we are currently employing at EUC to attract new students. These are described below.

##### **1.1.1 Scholarships: EUC offers a number of scholarships and student as presented below:**

###### **High School Scholarships:**

A limited number of High school scholarships are awarded to outstanding graduating students from Cypriot High Schools and cover tuition during a student's first year of studies. More specifically, the scholarships offered are as following:

- 75% Scholarship for the first academic year of study to candidates with an average grade of 19 or above on their High School Leaving Certificate
- 50% Scholarship for the first academic year of study to candidates with an average grade of 18 or above on their High School Leaving Certificate
- 25% Scholarship for the first academic year of study to candidates with an average grade of 17 or above on their High School Leaving Certificate

The scholarships are open to all academic programs of study offered at EUC excluding the Bachelor of Medicine, Dental Surgery, Occupational Therapy and Biomedical Sciences.

###### **Scholarships to existing students:**

###### a) Academic Excellence Scholarship

Annually awarded to the top ranked undergraduate students of the University. The scholarships are awarded to eligible candidates as follows:

Tuition Scholarship	Grade Point Average (G.P.A.)
40%	4.00
20%	3.90-3.99
10%	3.80-3.89

### b) Alumni Scholarships

European University Cyprus awards 10% scholarship for all years of study to relatives of EUC alumni (children, spouse, and brother/sister). The alumni scholarships are open to all academic programs of study offered at EUC excluding the Bachelor of Medicine, Dental Surgery, Occupational Therapy and Biomedical Sciences.

### c) Athletic Scholarships

Athletic scholarships are offered to exceptional members of European University Cyprus sport teams. The scholarships are performance-based, covering 5-25% tuition fees. The European University Cyprus Athletics Office establishes guidelines for the award of these scholarships. Students interested in this type of scholarships must complete the Athletic Scholarship Application form and submit it to the Athletic Department of the University.

#### 1.1.2 Marketing Office:

The University and the Department continue to grow by attracting a consistently - but steady -larger number of students from China. Collaboration agreements have already been secured with universities in China for undergraduate students (e.g. Minjiang University) who are now enrolled in our B.Sc. in Electrical and Electronic Engineering program. Activities on promoting our programme by the EUC Marketing office are described in section 4.1 of this document.

#### 1.1.3 Career Open Days:

The European University Cyprus Career Center has been organising (on an annual basis), a Career Exhibition at its premises. The Exhibition is part of the strategic pillars of European University Cyprus for targeted actions that broaden each sector associated with the employability of students and graduates of the university. The Exhibition aims to inform students about trends in the labour market, internships and opportunities for full-time or part-time employment. Please view below the table presenting the number of IT participants (companies) in the Career Fairs in the last 4 years. The trend indicates sustainability of the participants (repetitive participation) and growth in participation.

Year	IT Company Participation
2017	8
2018	10
2019	14
2020	14

Below are the links for the two most recent Career Fairs:

- <https://euc.ac.cy/en/events/20th-annual-career-exhibition-at-european-university-cyprus/>
- <https://euc.ac.cy/en/events/19th-annual-internship-and-career-exhibition/?nowprocket=1>

Furthermore, our Career platform CSM, has hosted in one year, 78 vacancies in IT and 43 in Electrical Engineering positions.

#### 1.1.4 EUC's alumni network

To further strengthen and capitalise on its strong alumni network, under the umbrella of the University's Career Centre, the Department engages with its alumni on a number of grounds, as follows:

- Through the CSM platform used by 38 companies which are led by EUC Alumni and multiple international companies. The CSM Career platform empowers Alumni, years after graduation to source Career Development opportunities and remain informed about upskilling and retraining events.
- A monthly Career Newsletter promoting events, current issues and vacancies is distributed. The Newsletter is sent to 23,780 students and Alumni.
- Through a dedicated website for our Alumni (<https://alumni.euc.ac.cy/>), where Alumni may obtain information on numerous actions, activities and initiatives. To further enhance the value of the EUC Alumni website, the website is currently being re-engineered to address more effectively the needs of its Alumni and it will incorporate an Alumni Business directory as well. Through this website, the Alumni Association has a strong presence on Social Media, as well.
- Connected with alumni through LinkedIn, whereby through the platform, alumni is informed about the Career Center's services and is also encouraged to consider recruiting among peers. In doing so, the Career services promote interconnectivity among graduates as well.
- The Career Center is currently extending its efforts through creating Alumni Chapters in other countries. To date it has mobilized a Greek Alumni Chapter. In doing so, more alumni can interconnect and use the existing structures and opportunities, but even more importantly extend the Career Center's international identity. A more externally focused Alumni approach policy helps the engagement of more International Alumni stakeholders.
- Presenting on an annual basis the Career Center Services and platforms through the Alumni LLLP (Annual Alumni Life Long Learning Program), essentially acting as a reminder to alumni throughout the world to use the Career Services platforms for their recruiting needs.



- Under the Life Long Learning Program, various seminars/webinars, on a plethora of topics, from business-related to engineering issues are delivered, to further strengthen alumni relations. Here is the link to the online webinar schedule for 2022 <https://euc.ac.cy/en/careers/alumni-association-lifelong-learning-program/>.

These efforts maintain an open communication channel with our alumni, enable the constant provision of valued information/activities to alumni and enhance their bonds and base for a mutually-beneficial collaboration.

## **2.2. Regarding making it easier for the students to choose elective courses for a given semester, currently the Department employs a number of policies and actions such as:**

- Student Advising at EUC as this is described in this document in Section 1 - Study programme and study programme's design and development under "1.5. Student Advising".
- The B.Sc. Electrical and Electronic Engineering academic program is available on our website listing all courses syllabi where the students can find all relevant information regarding pre-requisite and co-requisite courses. The following link provides the list of courses and all syllabi of our B.Sc. Electrical and Electronic Engineering program:

<https://euc.ac.cy/en/programs/bachelor-electrical-and-electronic-engineering/>

- Academic Staff Availability: All instructors are available in person and via email/telephone throughout the semester. Instructors have six (6) office hours per week (fixed timeslots) where student can drop in and discuss any matter they wish.
- SMS services for announcements: Any last-minute changes in classes such as rescheduling, change of room or even cancellation is done through SMS directly to the students in order to minimise inconvenience.

### **Additional Actions:**

We recognise that actions and changes in our programs and how these are communicated to our students can further improve. To achieve this, we have taken the following actions:

1. Engage our UG students when planning for every semester: (a) Request from the students to select which (major elective) courses they wish to be offered in the following semester. Students will now onwards be informed early in advance about the outcome of the selection process and which courses will be offered early in advance.
2. Student Advising Centre already contacts our students at least once every semester to ask if there are issues pending with their registration process, adjustment issues, orientation issues, financial issues and whether they have any other issues.
3. EUC Online student portal for immediate update of the students on schedule changes, on cancellation of existing courses, classroom changes, new course offering (this is currently under development and will be delivered during the next academic year 2022-2023).

4. Introduce an online group on Blackboard (LMS) where students from our Electrical and Electronic Engineering program will be able to raise matters. In order to have a direct way of reaching out to our students we have established a group on Blackboard Learn with all our computer engineering students. The group is called “ELE1 Electrical and Electronic Engineering Program News” that aims to do just improve communication with/between students and provide them with information regarding news, events, or activities of the program or the Department.
5. Use of existing structures, tools and platforms, such as the Erasmus program to promote our Electrical and Electronic Engineering program to other countries (to attract students from abroad and make them ambassadors of our program as well as encourage our students to visit other universities abroad and share their experience with us – see Appendix 7 that describes our Erasmus policy).

### 3. Teaching staff

(ESG 1.5)

#### **Areas of improvement and recommendations:**

- (a) *The teaching load of 12h/week is too high and should be reduced for all members of academic staff that are active in research. A reasonable distribution of workload should be 30% teaching, 50% research and 20% administration.*
- (b) *The number of teaching staff should gradually increase over time with new hirings that will strengthen specific areas of specialization and also expand research activities.*
- (c) *The research and publication output of some academic staff members should improve, to align with the anticipated expectations for an international university.*
- (d) *Support for junior staff member should be provided at departmental level. It can include special provisions for newly appointed members of staff, moderate teaching load during the first two years to develop their own research agenda, financial support for equipment purchase, and space for their research activities. A committee exclusively for junior staff can be set, accelerating their development through mentoring and guidance.*
- (e) *Positions of visiting professors with high qualifications and international reputation should be considered for teaching specific topics, in-line with the Department's needs.*

#### **Response by EUC:**

We would like to thank the EEC for their valuable suggestions regarding the teaching load, the number of teaching staff and their research output as well as provide support to junior staff members and to aim to attract visiting professors with high qualifications and international reputations. The following sections provide an answer to each of the points (a-e) listed above.

#### **3.1. Research and Publication Output (points: a,c)**

Increasing the quality of the research output is a central pillar in both the University's and the Department's strategy. To this end, the Department promotes research synergies of its faculty, through the School's research centers and through research clusters of common research interests. With respect to the latter, from Spring 2021, the Department started investing further through organizing twice a year, a research meeting/workshop, whereby faculty discuss their research agenda, further promoting research synergies among the Department's members, but also supporting less active faculty and offering assistance.

This culture of high-quality research output is supported by a number of EUC's research support policies and mechanisms, including among others a policy on Teaching Hour Reduction (THR) (see Appendix 8 presenting the Internal Regulation Research Policy), the Sabbatical leave scheme, the "Annual Awards for Excellence in Research", as well as the available budgets for conference participation and membership in scientific and professional societies, and the Ph.D. Scholarships Award Scheme.

In particular, the University recognizes and supports the need for the Faculty's engagement in systematic and consistent research activities and career advancement. Consequently, to motivate,

support and enhance the faculty's research activities, the University has adopted the THR policy, which is part of the wider University Research Policy (Appendix II). Through the THR policy, faculty members who have a contractual obligation of 12 teaching hours per semester, may, through this provision, have a reduced workload of either 6 or 9 hours per semester.

Following the introduction of the THR policy, the research activities of full-time faculty have substantially increased. This is evident from the steady increase in both the number of faculty who are granted a THR, and the parallel increase in research activities.

For instance, during the Fall 2021 semester, 75 full-time faculty members obtained a THR, 43 of which had a three (3) hour reduction, and 32 faculty members were granted a six (6) hour reduction. During the past 5 years these figures increase steadily on an annual basis. A number of the Department's faculty has systematically capitalized on the particular policy, while every year additional faculty members are eligible for the THR.

The figure below demonstrates the steady increase in the number of THRs per semester (2014 to date).

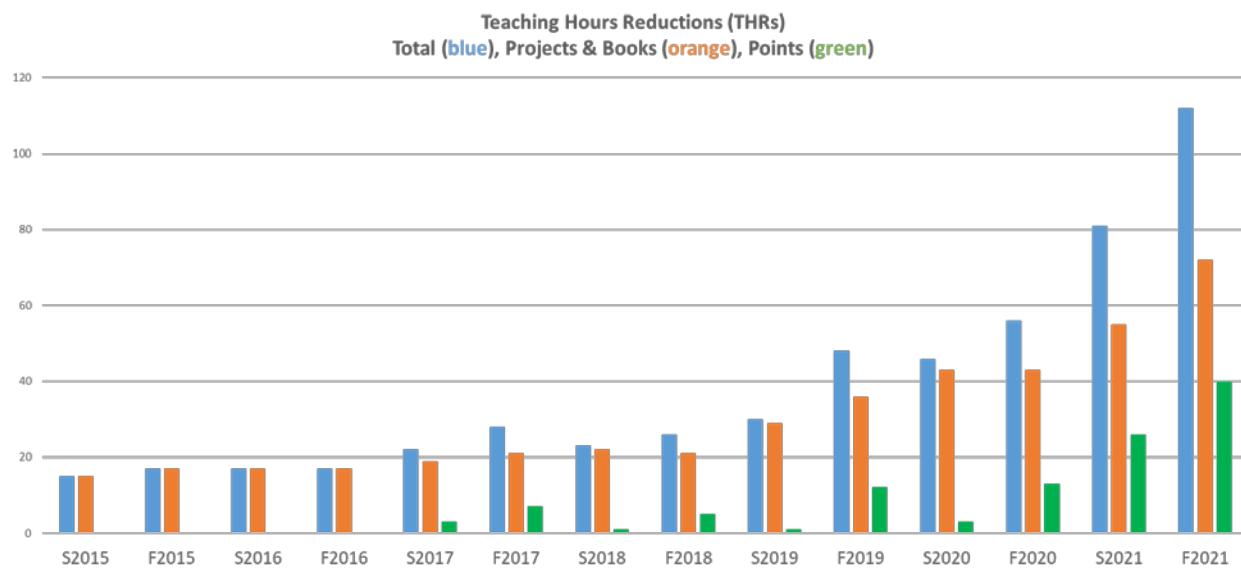
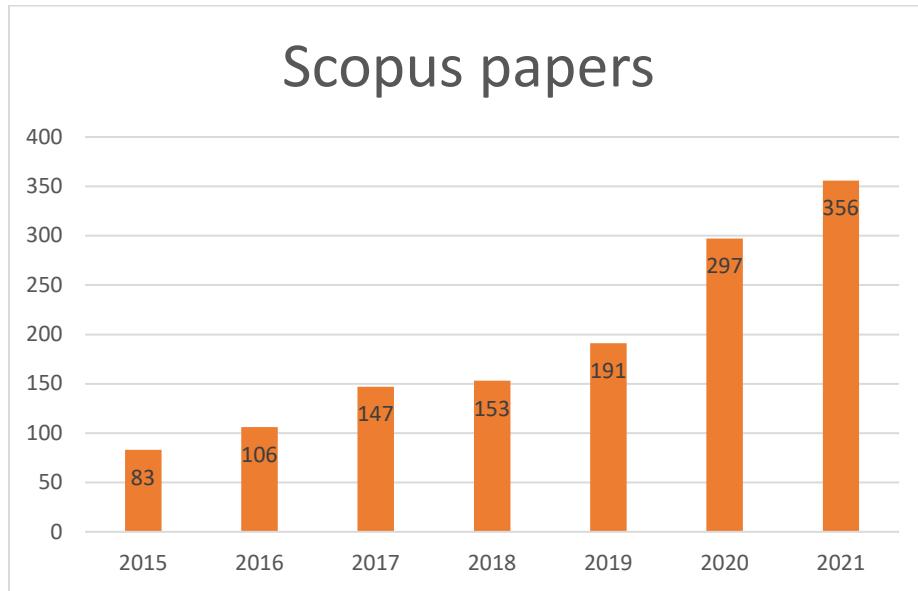


Figure 2 Teaching Hours Reductions (THRs) Total (blue), Projects & Books (orange), Points (green)

The THR policy has led into a boost of not only the quantity but also the quality of research output. Specifically, in the last five years, the University's output in Scopus indexed paper journals has quintupled as much. That is, for the years 2018, 2019, 2020 and 2021, the University's publications in Scopus indexed journals is of the order of 153, 191, 297 and 356, respectively. On the basis of this track record, and provided that the University maintains the benchmark of 150 high quality journal articles in the years 2021 και 2022, it fulfils the criteria for the Times Higher Education World rankings in 2023.

The figure below depicts the steady increase in the number of University's output in Scopus indexed paper journals per calendar year (2011 to date).



*Figure 3 EUC Scopus Papers Output*

Moreover, the positive effect of the THR policy is evident from the strong growth in the research activity of the University as measured through competitive external research projects. Such funding has quadrupled during the last 5 years.

Apart from the cumulative nature of the THR policy, this high research culture is supported through the recently introduced Sabbatical leave scheme. The Sabbatical leave scheme aims at encouraging faculty members to engage in scholarly research and international networking, and it is granted with full remuneration. Sabbatical leave is granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value. At the end of the Sabbatical period, the faculty member must submit a detailed report on the research activities performed under that period.

In addition, the "Annual Awards for Excellence in Research" may be seen as a further motivation for faculty to engage in high quality research. Specifically, two faculty members are awarded these Awards, on the basis of the quality and impact of their research. These two awards are:

The "**EUC Research Award-Young Researcher**", is awarded to young researchers that have demonstrated the ability to perform high-quality research. The Award aims to enhance young scientists' research activity who have shown an ability to produce significant and internationally recognized achievements from the early stages of their career.

The "**EUC Research Award-Distinguished Researcher**" is granted to excellent scientists with extensive research experience who have demonstrated significant and internationally recognized research results. The Award aims to appraise and promote the work and personality of these distinguished scientists who honour European University Cyprus through their high-quality research and its impact.

To be eligible, full-time faculty members must be nominated by February 28 of each year. The nominations are assessed by a special committee, comprised of both internal and external members.

A series of other incentives is also employed, so as to encourage and support full-time faculty in their research activities, as outlined below:

Based on their research profile and activities (at the time of hiring), newly hired full-time faculty members may be granted a THR from the very first semester of employment.

The University has also introduced the Ph.D. Scholarships Award Scheme. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. The scholarships are awarded to faculty members who fulfil the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field. All full-time faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award. The Ph.D. scholarships are awarded to the most promising candidates of any nationality. They cover the tuition fees of new Ph.D. students for the whole duration of their studies. Five (5) such scholarships have been announced for the academic year 2021-22.

Following the Ph.D. scholarships award scheme, the University enhances Ph.D. students with the Policy for the Award of Scholarships for publishing a Scopus paper. This scheme awards scholarships to Ph.D. students who have presented an article to a Scopus Conference or published a paper in a Journal indexed by Scopus. The scholarships are in the form of a tuition fee exemption.

In addition, an annual budget of 1470 Euro is available for each full-time faculty member, for participation in local and/or international conferences.

A further, annual budget of the order of 120 Euro is available for each full-time faculty member, for subscription in scientific and professional associations.

In line with the EEC's recommendation to provide further academic support especially for academic writing and for top journal article submissions, in addition to the said synergies amongst faculty, the Department is setting up a series of research talks (Department of Computer Science and Engineering Colloquium) in Spring 2022 where all staff can share, present and discuss their research ideas to receive feedback on their work.

For more information about our research policy please see Appendix 8 on Internal Regulation Research Policy.

### **3.2. Number of teaching staff (point b)**

The number of teaching staff will increase based on the increase of the number of students enrolled in the program. We aim our future staff to strengthen specific areas of specialization, expand research activities and engage our students with the local industry.

### **3.3. Improve Research and Publication Output (point c)**

As described in section 3.1 "Research and Publication Output (EEC comments: a,c)" of this document, it is now possible for all academic staff to participate through ongoing and future

research projects, thus improving their research track record and to meet the anticipated expectation for an international university.

### **3.4. Support for junior staff member (point d)**

Support of junior staff is achieved through the frequent training (especially for new professors) provided by the university.

According to Section 7 (see Appendix 8 – Internal Regulation Research Policy) “Award of a THR by accumulation of points” of our Research Policy document: “New faculty members can also get THRs under this scheme from the first semester of their employment. The points accumulated from their publications in the five (5) years prior to their appointment will be taken into account.”

The University focuses on attracting top faculty candidates whose background and academic activity will have a direct impact on the University as a whole and will further leverage its three academic pillars: Teaching, Research and Community Service. During the development of the recruitment strategy for the academic staff, the University takes into consideration several factors that may affect the quantity and quality of faculty. These include the increasing number of students enrolled in a program, new programs offered, faculty approaching retirement and potential replacements.

The University offers a number of incentives that make the institution attractive and welcoming to new and existing faculty members, such as: (a) the University’s Research Policy (the University’s policy promoting research by offering –among other- reduction of teaching hours to faculty for academic writing and participation or coordination of research programs, (b) the rigorous staff selection process, (c) the University’s clear dedication to the support of the professional growth of its staff through the academic leave policy and the faculty professional development policy through the offering of faculty development programs for new and existing faculty members as well as part-time academic staff, (d) the constant commitment to offering a comfortable, safe and fully equipped work environment through the continuous upgrade of the University’s facilities (including the Library) with up-to-date technological equipment and state-of-the-art facilities. All of these serve as evidence and incentives that EUC in general is a welcoming professional home for academic staff of high calibre. In terms of employment relations, the University offers fringe benefits (e.g. healthy insurance and pension scheme). All academic staff are expected to maintain an academic workload that incorporates teaching, research and community contribution. Maintenance of research activity is key to knowledge renewal and contributes heavily to the evidence-based practice and principles that cut across the various programmes of study. In addition, participation in scholarship is expected of all faculty members and is judged in part by quantitative measures including publications, citations, h-index, senior authorship, and reputation among the leaders of their respective fields. Senior faculty have achieved and maintained a national and international reputation for their scholarship. Faculty members are expected to participate actively in scientific presentations at national and international meetings.

### **3.5. Consider positions for visiting professors (point e)**

Visiting professors with high qualifications and international reputation are always welcome for the benefit of our students and program. We have already one (1) distinguished Professor visiting us from University of Cyprus who will be with us between 2021-2022. Moreover, the international

aspect is further pursued through the Erasmus exchanges of faculty. To this end, the University and the Department in particular, has paved the way since 2018. Specifically, since 2018, the University has held every year, an International Erasmus week. This will be further pursued and actively ensure that such visiting lecturers span across all the programs of the Department. Consequently, the International Week that was cancelled due to the COVID-19 pandemic, is rescheduled for April 2022.

#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

##### ***Areas of improvement and recommendations***

*As a young University, an area of improvement is to attract more students to the programme. This can be done through participating in educational exhibitions or advertising the academic achievements of the University as well as the opportunities as a BSc graduate.*

*Another recommendation is to make specific actions and find a way to make the programme more attractive to women.*

##### **Response by EUC:**

We would like to thank the EEC for their valuable comments regarding attracting more students to the programme especially female students. The university has been participating proactively in organising numerous educational exhibitions, school visits. In addition, the Department has been particularly active in STEM related promotion events through our Robotics Club and Erasmus projects such as (NeReLa and EL-STEM) in both primary schools and high schools. Nevertheless, our campaign has changed due to the pandemic and we had to communicate through online events which are not as interactive nor effective. The following paragraphs describe the strategies we follow to advertise, promote and attract students to our university. These actions are implemented by our Marketing Office and Admissions Office.

##### **4.1. Actions from Marketing Office**

Part of the strategy of our Marketing office is to provide awareness and to increase enrolment for our programs. More specifically, our Marketing office organises / prepares:

- Virtual presentations, Roadshows and Open Days
- The video of the department <https://www.youtube.com/watch?v=Wk32RqkhOhM>
- Global Support Fund <https://euc.ac.cy/en/global-support-fund-for-international-students/>
- High School Scholarships (see Section 1.1.1 Scholarships on page 8 in this document):
- Facebook promotion (advertising) as illustrated in Figure 4:



Figure 4 Promotion of our BSc Electrical and Electronic Engineering program on Facebook

Here is also a list of published articles on local newspapers (in Greek) advertising our Department's programs:

ON AIR DATES	PUBLISHED ARTICLE LINK - CYPRUS media-Summer 2021
22-Jul	<a href="https://www.philenews.com/koinonia/eidiseis/article/1249763/pliroforiki-oi-perizitites-eidikotites">https://www.philenews.com/koinonia/eidiseis/article/1249763/pliroforiki-oi-perizitites-eidikotites</a>
25-Aug	<a href="https://protathlima.cyprustimes.com/uncategorized/pliroforiki-oi-perizitites-eidikotites/">https://protathlima.cyprustimes.com/uncategorized/pliroforiki-oi-perizitites-eidikotites/</a>
02-Sep	<a href="https://cyprustimes.com/uncategorized/pliroforiki-oi-perizitites-eidikotites/">https://cyprustimes.com/uncategorized/pliroforiki-oi-perizitites-eidikotites/</a>
14-Sep	<a href="https://avant-garde.com.cy/articles/impossible-works/pliroforiki-oi-perizitites-eidikotites">https://avant-garde.com.cy/articles/impossible-works/pliroforiki-oi-perizitites-eidikotites</a>

#### 4.2. Actions from Admissions Office

At European University Cyprus we realize that for some students financial aid can greatly affect their decision whether or not to attend university. For this reason, our advisors at the Student Advising Center provide all relevant information on aid and scholarships, benefits and respective processes and responsibilities. EUC recognizes that each student's financial situation is unique and for this reason, we have developed policies and procedures to treat each student fairly and equally. Financial aid provide support based on students' personal circumstances where as our scholarships are usually awarded on merit. For more information about our scholarships please see "Section 2 Student – centred learning, teaching and assessment " on page 8 - or visit our website at: <https://euc.ac.cy/en/admissions/finance-aid/scholarship-aid/>

#### 4.3. Actions from University related to Gender Equality

Moreover, the University is currently organizing the adoption of policies that promote diversity, inclusiveness, equality and cooperation within its community of students and staff, a necessary prerequisite for success in education and research. It is worth mentioning that recently on 09.12.2021 the Senate has approved the EUC Gender Equality Plan (EUC-GEP), demonstrating the University's commitment to advancing gender equality across a number of areas. The development, implementation, monitoring, and evaluation of EUC-GEP falls under the responsibilities of the Senate Ad-Hoc Committee on Gender Equality. In the Committee there is a representative of the Student Union.

## 5. Learning resources and student support

(ESG 1.6)

### Areas of improvement and recommendations

*It is important to improve teaching with external visiting staff to enrich teaching and connect it with the industry.*

*Also, more courses should be offered with the support of labs like power systems and antenna communications.*

### Response by EUC:

We would like to thank the EEC for their valuable comments regarding improving teaching by attracting external visiting staff to enrich teaching and connect it with the industry as well as to support more of our existing courses with laboratories.

#### 5.1. Regarding external visiting staff

We have been working on enriching our team of academics by inviting people from industry to teach and/or organise joint workshops on new technologies. Below you can find a list of our most recent actions:

##### MoU with local industry:

- We have recently signed a Memorandum of Understanding (MoU) with a local R&I company (CyRIC) that their employees can and are encouraged to organise workshops and training programmes for our students. We have already organised a hackathon/workshop for our students on the 3<sup>rd</sup> of December 2021. The topic was Technical and Social Sensor Aggregation for Smart Environment Enhancement Project Workshop using LoRaWAN IoT technologies. This was part of a joint research project ([www.feed2iot.eu](http://www.feed2iot.eu)) we are currently running with the company.
- We have signed an MoU with a satellite operator (Hellas Sat) where our students may participate in joined projects, internship projects and senior projects. We have recently submitted two research proposals with this company and we hope that these projects will give the opportunity to our students to actively participate in parts of these (or future) projects.
- We are currently running two joint senior projects with Embio diagnostics in adding IoT functionality in some of their latest products (B.E.LD). The CEO of the company is teaching at our university on a part-time basis (<https://embiodiagnostics.eu/>).
- Our Industrial Advisory Board has been particularly helpful in getting us in closer to the local /international industry and its needs from the point of view of our Engineering students' skills and knowledge.

Regarding “more courses should be offered with the support of labs” (such as Power Systems, Introduction to Communications Systems, Microwave and Optical Transmission, etc.), it should be noted that the major and major elective courses (except all laboratory-based courses such as ECE220, ECE330 ECE310 and ECE401, Internship Project ECE419 and the Senior Design Project

ECE496) of the program, allocate 20% of their grade on assignments/lab work. Instructors may use any software/hardware tool available in our laboratory or suggest new ones, in order to demonstrate examples, conduct experiments or assign new coursework to their students. Our laboratories currently contain ten benches, each equipped with two networked PCs connected to a server specially configured for the engineering lab, a microprocessor training board, a dual trace oscilloscope, a function generator, a triple output power supply, and a pair of 4.5-digit multi-meters. In addition to the laboratory equipment, we have recently purchased a number of LoRaWAN platforms and gateways for IoT experimentation where students can work on their Internship or Senior Projects. Ideally, three students work in a group on each bench, although there is enough space to accommodate a maximum of four students on each bench. Our university currently has 28 licenses for running MATLAB across the campus. Furthermore, we are planning purchasing CST Studio Suite to be used in courses with Antennas design/simulations and EM field simulations. Instructors are therefore encouraged to offer active learning through combination of project-based learning with problem-based learning using our existing software and hardware facilities as well as connections with industry.

## 6. Additional for doctoral programmes

(ALL ESG)

### *Areas of improvement and recommendations*

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

N/A

### Response by EUC:

N/A



## 7. Eligibility (Joint programme)

(ALL ESG)

N/A

## B. Conclusions and final remarks

The members of the EEC committee found the academic programme in BSc in Electrical and Electronic Engineering to be compliant in all examined aspects. The existing course offerings provide a balance between engineering fundamentals and practice. Moreover, active learning is encouraged through lab work and other means presented by the faculty.

We would like to thank the Committee for their time and valuable comments and recommendations. Our response provides a detailed description on how these recommendations have been addressed either through existing mechanisms within the University and Department or by introducing new mechanisms based on your suggestions.

Starting with section 1 “Study programme and study programme’s design and development” - page 4, we provide a detailed description of existing student mechanisms and how these provide relevant information about the Department’s actions and changes to the programmes, as well as how we engage our students in planning our academic program and through which means they can provide feedback and suggestions about their courses. Furthermore, we present some new tools to support bi-directional communication, such as the newly created course on Blackboard Learn Ultra to allow all students of the program to communicate with each other or simply to share their thoughts with us.

Section 2 “Student – centred learning, teaching and assessment” on page 8 elaborates on how to make it easier for students to choose elective courses but also how to increase our students through various means such as promotional material, scholarships etc.

Section 3 “Teaching Staff” on page 13 focuses on how new and existing staff can make use of our research policy mechanisms to increase their research publication output. Also, how with our recently introduced scheme, new faculty members can also get teaching hour reduction from the first semester of their employment. We also discuss how we attract visiting researcher and our plans to expand this further using the Erasmus week.

In Section 4 “Student admission, progression, recognition and certification ” on page 19, we explain how our marketing office promotes our program, to attract more students to the programme (men and women) and how this is achieved through educational exhibitions or advertising the academic achievements of the University.

In Section 5 “Learning resources and student support” in page 22, we discuss the importance of having external visiting staff in our Department and how this has been achieved so far. We also describe how instructors can make use of our existing laboratories to offer their courses with the support of labs.

We are positive that your recommendations will improve the quality of education we provide to our students, improve communication and planning overall and make our academic program more functional and attractive.



**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Konstantinos Katzis	Program Coordinator	
Dr. Marina Appiou Nikiforou	Chairperson, Department of Computer Science and Engineering	
Dr. Panagiotis Papageorgis	Dean, School of Sciences	

**Date:** 24.1.2022



- The nominating and setting of the terms of reference for the formation of task forces outside the domain of existing standing committees to research issues/matters pertinent to the conduct of the Department's business;
- Issues to be discussed at standing committees, such as design/revision of academic/curricular programs;
- Issues/Proposals forwarded by other members of the Department for general discussion;
- The establishment of policies and procedures for hearing student grievances, which are consistent with the policies of the University.

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

### **Section 1. Membership**

The Council of the Department shall consist of the following:

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

Each elected member of the Council (except the student representatives) shall serve a two-year term and may be re-elected/re-nominated. The student representatives shall serve an one-year term.

### **Section 2. Council Meetings**

The Department Council shall hold a meeting at least once per semester. Ordinarily at least one week's notice shall be given of a forthcoming meeting and an agenda shall be circulated.



## INTERNAL REGULATION ON

### **"EUC's PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT AVERAGE (GPA)"**

**71<sup>st</sup> Senate Decision: 7 February 2020**

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Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D.-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
  - (1) ***For first year students at the end of the 1<sup>st</sup> semester of their studies or for students included in the list for the first time:***

Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

**(2) *For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:***

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

**(3) *For students who exhibit the phenomenon on a continuous basis:***

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

**For the School of Medicine (undergraduate degrees) in more specific:** The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

**3. The Department of Enrollment:**

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

Encl.: (1) Sample Letters (Greek and English version)  
(2) Sample Letter of Probation (School of Medicine)  
(3) Sample Letter of Dismissal (School of Medicine)  
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

**Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)**

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

.....  
Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....  
Κοσμήτορας,  
Σχολή .....

Κοιν.:  
-Συντονιστής/τρια Προγράμματος Σπουδών  
-Πρόεδρος Τμήματος

European University Cyprus  
6 Diogenous str, 2404 Engomi,  
P.O.Box 22006, 1516 Nicosia, Cyprus  
Telephone: +35722559514  
Fax: +357 22559515

Date XXX

Student's Name: xxxxx  
ID: xxxx  
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48<sup>th</sup> Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson  
Acting Dean  
School of Medicine  
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine  
Professor Loizos Symeou, Vice-Rector of Academic Affairs  
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus  
6 Diogenous str, 2404 Engomi,  
P.O.Box 22006, 1516 Nicosia, Cyprus  
Telephone: +35722559514  
Fax: +357 22559515

Date XXX

Student's Name: xxxxx  
ID: xxxx  
Program: Doctor of Medicine, MD

Re: Letter of Dismissal  
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48<sup>th</sup> Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson  
Acting Dean  
School of Medicine  
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine  
Professor Loizos Symeou, Vice-Rector of Academic Affairs  
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις ..... από το Φθινοπωρινό Εξάμηνο 201...., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202.... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδο σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλους του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας διθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος ....., να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολούθηση των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτειά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος ..... παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών

### **Questionnaire**

#### **"STUDENTS' FEEDBACK ON THEIR LEARNING EXPERIENCE"** **(Conventional Programs of Study)**

Dear Students,

The main goal of European University Cyprus is to offer quality academic programs tailored to your needs so that we meet all conditions for acquiring the necessary knowledge and skills, as set out in each program. In this context, we ask for your help and cooperation in evaluating your whole experience in relation to the course you are taking during the current academic semester.

Completing this confidential questionnaire is very important as it gathers useful information for the best possible course design and delivery. Of particular value are the comments that you can include at the end of the questionnaire. Therefore, please take a few minutes to answer the open-ended questions in the last section.

It takes no more than 15 minutes to complete the questionnaire.

Thank you for your participation.

#### **Section Q**

**Please indicate your answer by ticking (✓) the relevant box:**

Q1: What is the mode with which you attend this course F2020 semester:

1. Fully online
2. Blended (some sessions online and some face-to-face on campus)
3. Fully face-to-face on-campus
4. Mixed modalities according to the COVID-19 conditions (i.e. it started in one way and during the semester it changed)

*Thinking of your overall educational experience at European University Cyprus during Fall 2020 Semester:*

Q2: How satisfied are you in **general?**

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

Q3: a. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied at All and 10= Completely Satisfied)? OR tick (✓) the last column in case it did not apply to you.

	<b>0 =Not at All Satisfied</b>				<b>10 = Completely Satisfied</b>	<b>I DID NOT NEED TO COMMUNICATE WITH</b>
1. I am satisfied with my communication with the administrative personnel of my School						.....
2. I am satisfied with my communication with the course coordinator of my program of studies						.....
3. I am satisfied with my communication with my Student Advisor						.....
4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University						.....

b. And to what extend do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied and 10= Applies Completely)?

	<b>0 =Not at All Satisfied</b>					<b>10 = Completely Satisfied</b>
5. I am satisfied with the operation of the Blackboard learning platform (for those who had their classes on Blackboard Learn)						
6. I am satisfied with the operation of the Moodle Learning platform (for those who had their classes on Moodle)						
7. I am satisfied with the tools of the Blackboard learning platform (for those who had their classes on Blackboard Learn)						
8. I am satisfied with the tools of the Moodle Learning platform (for those who had their classes on Moodle)						
9. I am satisfied with the teleconferencing system Blackboard Collaborate						

*Thinking of this particular course:*

Q4: How satisfied are you in relation to **the information** that was provided to you by the University regarding **the mode of delivering of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5
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Q5: How satisfied are you in relation to **guidance** provided by your instructor regarding the **delivery of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

**Section A. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)**

	<b>0 = Does Not Apply at All</b>				<b>10 = Applies Completely</b>
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)					
2. The instructor prepares and organizes the class in a way that facilitates learning					
3. The instructor teaches the course material/content in a clear way					
4. The instructor teaches the course in an interesting way					
5. The instructor is prepared for every class					
6. The instructor seems enthusiastic and enjoys teaching this course					
7. The course learning outcomes and objectives (as stated in the course outline) are met					
8. The course reading materials (books, articles, handouts) are useful					
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process					
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date					
11. The instructor often makes use of technology in his/her teaching					
12. The activities I participated in, were suitable in meeting the course objectives					
13. The instructor encourages students to ask questions and participate in discussion					
14. The assignments I completed, were suitable for the course objectives					
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)					
16. The instructor keeps control of the class during the teaching session					
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner					
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process					

19. The instructor is on time for the beginning and the ending of the class					
20. I find the Instructor's attitude towards students respectful and polite					
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students					
22. I find that the instructor shows genuine concern for my learning					
23. I would take classes from this instructor again					

**Section B. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)**

	0 = Does Not Apply at All				10 = Applies Completely
1. The course content meets my expectations					
2. The course contributed to the development of my ability to think critically					
3. The course provides guidance on how I can develop professional competencies					
4. The course helped me develop abilities and skills related to my program of study and/or my broader education					
<b>The following two questions should be answered only for the practical/lab courses:</b>					
5. The practical/lab sessions correspond to the theoretical content of the course					
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course					

**Section C. Please respond to the following open-ended questions:**

1. Write down one or two positive characteristics of the course
2. Suggest one or two changes for the improvement of the specific course
3. Write down one or two positive characteristics of the instructor of this course
4. Suggest one or two ways that the instructor of this course can improve his/her teaching
5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)

**The following two questions must be answered only for courses with practical/lab sessions**

6. In your opinion, is the duration of the practical/lab sessions and the number of instructors sufficient/adequate?
7. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?

**Questionnaire**  
**“Student Feedback on their Learning Experience”**

### **Overview**

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus (EUC) to continuously improve student learning outcomes and learning experience. EUC has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their learning experiences, per course and per academic semester. The findings from the analysis of the questionnaire survey are utilized in various ways, including:

- a. the Program Evaluation Review (PER) process of programs of study, which aims at programs' ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as reflective practice, expert/peer review, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programs of study evaluation (for more about the PER procedure, please see PER Internal Regulation).
- b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programs of study, the *SFLE* provides a key component in academic staff professional development leading to enhanced quality of learning and teaching at EUC. More specifically the results from the individual reports are discussed between the Instructors, the Chairperson of the Department and if needed with the Dean of the School in a climate of peer review and if needed support and guidance is provided.
- c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development program. More specifically selected results from these evaluations are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs.

### **Scope**

This procedure applies to all EUC students attending undergraduate and master programs of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of *Student Feedback on Learning Experience (SFLE)* and reporting these results to Faculty members, Chairs, Deans, the Rectorate Office, and relevant University bodies to enable improvement and amendment of teaching practices.

### **Strategic View**

The University's strategic teaching goals, as described in the University Strategic Plan, are supported by achievements in academic programs, course design and teaching practices. The *SFLE* process is designed to offer students' perspective on the way courses are being taught which is an essential element of Quality Assurance processes. As with most university worldwide, students are considered as key stakeholders at EUC.

## **Quality View**

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor related issues, thus contributing on the continuous improvement of academic programs. In addition, the process's rationale is to provide information/data about learning and teaching experience objectives. The survey questions address not only the course and the instructor, but also the unique features of particular forms of learning and teaching such as: digital enhanced learning, clinical/lab teaching, the use of technology, as well the interaction and communication with all learning services provided by the University.

## **Management of Information/Data**

The design, conduct and reporting of *SFLE* respect the rights, privacy and dignity of those contributing to and assessed by the evaluation. *SFLE* information is available to the Faculty member and to the relevant Dean and Chair of Department and is used internally through PER process and Program Committee.

Student responses are anonymous and confidential.

## **Frequency**

The *SFLE* takes place for limited period (two last weeks prior final exam period) in accordance of the semester's schedule.

## **Monitoring**

The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the Internal Quality Committee, to ensure it enhances the quality of learning experience at the University.

## **Responsibilities**

### ***Vice Rector***

- The Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- Initiates *SFLE* per academic semester.
- Evaluates and monitors the *SFLE* procedure.
- In conjunction with the Internal Quality Committee is responsible for the appropriate design, delivery, evaluation and improvement of the *SFLE* methodology.

### **Deans of Schools – as per Annex 13 of University Charter**

- Determine the appropriate learning and teaching evaluation program for the academic staff and programs.

### **Chairs of Department - as per Annex 13 of University Charter**

- Communicate the outcomes of the *SFLE* to all instructors discuss critical issues.

### **Program coordinators - as per Annex 13 of university Charter**

- Each program coordinator must incorporate and present the *SFLE* results in it's PER report.

**Instructors - as per Annex 13 and Appendix F of university Charter**

- All instructors are responsible to engage students in filling in the *SFLE*.
- Full time faculty members must include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation and personal development, as per University Charter guidelines.

**Students**

- Are responsible for providing constructive feedback on the their learning and teaching experience by filling in the *SFLE*.

**An example of the data that are reviewed by Departments**

**F2020**

**School of Humanities, Social and Education Sciences**

**Department of Education Sciences**

QUESTION	Average score
1. Enrolled students per course (average class size)	16.0
2. Responded to the survey	11.3
1a. Enrolled students (%)	92.89
2a. Responded to the survey (%)	72.45
Q2: How satisfied are you in general? (1-5)	4.06
Q3a.1. I am satisfied with my communication with the administrative personnel of my School (0-10)	7.83
Q3a.2. I am satisfied with my communication with the course coordinator of my program of studies	8.04
Q3a.3. I am satisfied with my communication with my Student Advisor	8.09
Q3a.4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University	7.61
I am satisfied with the operation:	
Q3b.5. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	7.97
Q3b.6. of the Moodle Learning platform (for those who had their classes on Moodle)	8.46
I am satisfied with the tools:	
Q3b.7. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	8.04
Q3b.8. of the Moodle Learning platform (for those who had their classes on Moodle)	8.33
Q3b.9. I am satisfied with the teleconferencing system Blackboard Collaborate	8.09
Q4: How satisfied are you in relation to the information that was provided to you by the University regarding the mode of delivering of this course during Fall Semester 2020? (1-5)	4.16
Q5: How satisfied are you in relation to guidance provided by your instructor regarding the delivery of this course during Fall Semester 2020? (1-5)	4.36
<b>Instructor</b>	
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)	8.70
2. The instructor prepares and organizes the class in a way that facilitates learning	8.65
3. The instructor teaches the course material/content in a clear way	8.60

4. The instructor teaches the course in an interesting way	8.44
5. The instructor is prepared for every class	8.98
6. The instructor seems enthusiastic and enjoys teaching this course	8.76
7. The course learning outcomes and objectives (as stated in the course outline) are met	8.71
8. The course reading materials (books, articles, handouts) are useful	8.80
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process	8.69
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date	8.77
11. The instructor often makes use of technology in his/her teaching	8.67
12. The activities I participated in, were suitable in meeting the course objectives	8.66
13. The instructor encourages students to ask questions and participate in discussion	8.96
14. The assignments I completed, were suitable for the course objectives	8.84
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)	8.87
16. The instructor keeps control of the class during the teaching session	9.07
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner	8.69
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process	8.65
19. The instructor is on time for the beginning and the ending of the class	9.06
20. I find the Instructor's attitude towards students respectful and polite	9.09
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students	8.91
22. I find that the instructor shows genuine concern for my learning	8.93
23. I would take classes from this instructor again	8.61
<b>Course</b>	
1. The course content meets my expectations	8.48
2. The course contributed to the development of my ability to think critically	8.49
3. The course provides guidance on how I can develop professional competencies	8.58
4. The course helped me develop abilities and skills related to my program of study and/or my broader education	8.56

5. The practical/lab sessions correspond to the theoretical content of the course	n/a
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course	n/a

## **Procedures on ‘Student Feedback on their Learning Experience’.**

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus to continuously improve student learning outcomes and learning experience. The University has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The *SFLE* takes place during the two last weeks prior the final examination period according to the semester’s schedule.

*The Scope of SFLE:* The *SFLE* procedure applies to all EUC students attending undergraduate and master programmes of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of the *SFLE* data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

*The Strategic View of SFLE:* The *SFLE* process is part of the University’s Strategic Plan and is designed to offer students’ perspective on the way courses are being taught as an essential element of internal quality assurance processes. As with most universities worldwide, at EUC students are considered key stakeholders.

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programmes. The survey questions assess not only the course and the instructor, but also the unique features of particular forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting students’ learning experience.

The findings from the analysis of the questionnaire survey are utilized in various ways, including:

a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes’ ongoing monitoring and evaluation (*for further information please see Appendix 5; Internal Regulation on EUC’s Programme Evaluation Review*). The *SFLE* findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programmes of study, the *SFLE* provides a key component in academic staff’s professional development leading to enhanced quality of learning and teaching at EUC. More specifically the findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students’ feedback by the *SFLE*. In this way, there is a continuous improvement of teaching quality in the Department.

c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development programme. More specifically selected findings from the *SFLE* findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs, as well during the panning of in-School/Department academic staff professional development activities.

*The Management of Information/Data of SFLE:* The design, conduct and reporting of *SFLE* respect the rights, privacy and confidentiality of all parties involved. Student responses are anonymous.

*The Monitoring of SFLE:* The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the University's Internal Quality Committee, to ensure it enhances the quality of learning experience and culture at the University.

**Responsibilities of stakeholders involved in the implementation of SFLE:**

- a. The Office of the Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- b. The Dean of each School and the Chairpersons of each School's Departments communicate the outcomes of the *SFLE* to all instructors and discuss with them critical issues concerning overall findings.
- c. Each programme coordinator incorporates and presents the *SFLE* results in each programme's PER report.
- d. All instructors are responsible for engaging students in filling in the *SFLE*. Additionally, full-time faculty members include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation, as per University Charter guidelines.
- e. Students are responsible for providing their feedback on their learning experience for each course they attend by participating in the *SFLE* process.



## **INTERNAL REGULATION ON**

### **EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE**

**62<sup>nd</sup> Senate Decision: 28 January 2019**

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## **Program Evaluation Review (PER) Procedures**

### **1. Rationale and Scope**

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

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

## **2. Sources of Information**

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

<b>STAKEHOLDER</b>	<b>SOURCES OF INFORMATION</b>	<b>DOCUMENTATION</b>
<b>Students</b>	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
<b>Alumni</b>	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
<b>Faculty Members</b>	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
<b>Professionals – Industrialists</b>	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
<b>University Management</b>	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
<b>Other</b>		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

### **(a) Program Committee:**

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (as *EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

**(b) School or Department or Program Advisory Board:**

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

**(c) Expert Review Panel (ERP):**

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

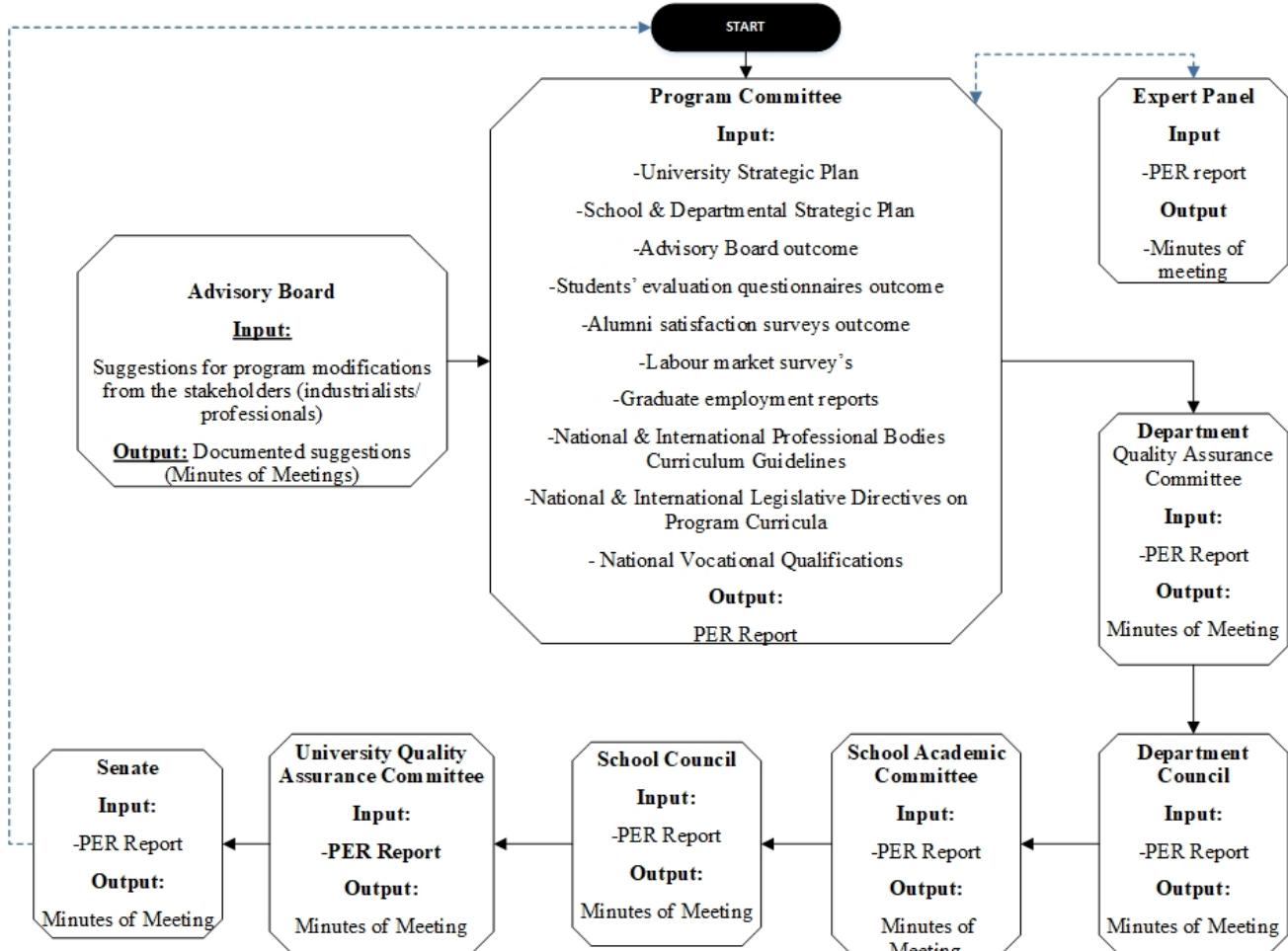
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

### **3. The PER Process**

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

**Diagram: PER Procedure**



#### 4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

## **Program Evaluation Review (PER) Template**

***“Program Title”***

**School of X**  
**Department of X**

Last Review Date: DD/MM/YY

## **1. Background/Contextual Information**

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

*(Provide references wherever this is applicable / appropriate, see Section ....)*

## **2. PER methodology**

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

*(Provide references wherever this is applicable/appropriate, see Section ...)*

## **3. PER Data Sets & Other Sources of Information**

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

## **4. Curriculum Structure, Objectives, and Learning Outcomes**

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders' (students, alumni, professionals) considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

*(Provide references this is applicable / appropriate, see Section 2)*

## **5. Teaching and Learning**

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

*(Provide references wherever this is applicable / appropriate, see Section 2)*

## **6. Sustainability**

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

*(Provide references wherever this is applicable / appropriate, see Section 2)*

## **7. SWOT Analysis**

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

<b>Strengths</b>	<b>Weaknesses</b>
1. Strength x 2. Strength y	1. Weakness x 2. Weakness y
<b>Opportunities</b>	<b>Threats</b>
1. Opportunity x 2. Opportunity y	1. Threat x 2. Threat y

## **8. Proposed Program Modifications**

Identify the proposed program modifications by providing the necessary documentation on the following areas:

### **I. Program modifications:**

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

### **II. Course(s) modifications**

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

### **III. Program quality control mechanisms**

### **IV. Other (Specify)**

## **9. Implementation Plan**

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.

## Erasmus Policy Statement

International engagement is a key educational strategy for improving the quality of teaching and research at European University Cyprus (EUC), in turn enhancing the University's overall reputation.

Following its award of University status in 2007, EUC has advanced to become one of the leading universities in Cyprus and has developed a network of international partnerships/networks with EU and non-EU states. EUC is a comprehensive University, which comprises five Schools (Medicine, Sciences, Law, Business Administration and Humanities, Social and Education Sciences) and a Distance Education Unit. EUC has one of the three Schools of Medicine and the only program in Dentistry on the island. Research activity at the University has increased by a factor of around 10 in the last decade, as measured by publications in peer-reviewed journals and external research funding. The University hosts the only Microsoft Innovation Center in Cyprus, one of 110 in the world. EUC is also one of around 500 organizations in Europe which have been awarded the EU 'HR Excellence in Research' badge.

The Partnerships and Networks of the University have been chosen on the basis of:

- a. Proven innovative capacity,
- b. Confirmed efficacy of knowledge and experience,
- c. Demonstrated commitment to 'quality service' for students and society,
- d. The significant competence and skills they bring to the overall workforce,
- e. Pursuit of excellence, in line with its academic mission and strategic priorities.

The University has developed a Strategic Plan, following consultations with academic staff, students, the senior management team and members of the University Council. Based on the founding principle of being an open university, EUC promotes internationalization in accordance with its distinctive qualities.

Moreover, EUC has entered into international cooperation agreements with the EU, Mediterranean, Pacific Rim and Eurasia regions that are at the forefront of Cyprus' international strategy. Meanwhile, EUC promotes internationalization within local communities by taking advantage of the state's geographical location in the Eastern Mediterranean. The Office of the Vice Rector of Research and External Affairs, in close cooperation with the Committee on International Relations, Programs and Mobility which includes representatives from all Schools of the University and key Administrative Departments, drives EUC's internationalization strategy, fostering network memberships and partnerships and promoting international mobility for students and staff. More specifically, part of the EUC's Internationalization Strategy is to offer its staff and students a strong platform for international recognition, research collaboration and joint transdisciplinary programs, workshops and student opportunities in Europe and the rest of the world. It does this through membership/partnership with principal institutions, which, consequently, have an immense range of target groups.

The EUC internationalization strategy identifies seven key drivers for the institution to continue to be amongst the leading universities of the region:

1. Embed internationalization into EUC core activities,
2. Attract the best students, academics and researchers through sustainable recruitment processes,
3. Develop new forms of cross-border synergy,
4. Increase and sustain high quality strategic academic and professional partnerships/networks,
5. Build learning and teaching mobility more systematically into curricula,
6. Continue to internationalize the curriculum,
7. Cultivate our international alumni to develop a strong network of EUC graduates around the world, contributing to and benefitting from their close connection with our university.

There is currently a remarkable diversity of international partnerships in place across the University. The aim is to develop at least three prominent international partnerships per year. These will be expanded at a number of educational levels and will combine research, learning and teaching.

As the global research and innovation scene is changing rapidly, EUC has adopted a strategy aiming at:

- a. Building and promoting a knowledge triangle (education, research and society/business),
- b. Efficient mechanisms for supporting excellence.

Synergy with EU and non-EU countries is accomplished through a number of major university memoranda. Special weight is given to joint activities, which are important for the development of new programs, particularly at graduate level. Many bilateral and multilateral projects, including EU funded projects, identify EUC as an internationally acclaimed institution both in teaching and research. EUC has participated in more than 250 projects in recent years, funded by a number of national, EU and international programs and organizations. Current sources of funding include Horizon 2020,

Erasmus+, Directorates General of the European Commission, the European Space Agency, the Cyprus Research and Innovation Foundation, and other governmental bodies.

Whilst working to promote teaching and training, the EUC strategy for the organization and implementation of international projects focuses on:

1. A cooperation model for development, which aims to meet regional needs.
2. An educational strategy generated by the academic community to meet the needs of EU and non-EU institutions.
3. Training for lecturers and professionals from EU and non-EU countries.
4. Carrying out cutting-edge joint teaching programs with organizations, research groups and researchers.

The EUC strategy places exceptional emphasis on promoting the development of joint interdisciplinary programs. EUC maintains excellent relations with domestic and international academic institutions and has established regular cooperative mechanisms for personnel exchanges and/or running joint projects that perform innovative education activities. The faculty members have accumulated rich international experience by paying visits to, or teaching in, foreign universities, teaching in joint programs and participating in international conferences. In addition, every year EUC sends an increasing number of undergraduate and graduate students abroad. A vast number of distinguished scholars, domestically and internationally, serve as honorary, visiting or guest professors at EUC.

Under the internationalization strategy and, primarily, within the “EU Modernization Agenda for Higher Education”, EUC energetically pursues major multilateral projects through mobility and cross-border synergies. As synergies bring excellence, they also link research, teaching and learning programs with business. Meanwhile, they provide staff and students with opportunities for a dynamic contribution in multidisciplinary projects both at regional and international level. Consequently EUC, by adopting the priorities of the “Modernization Agenda”, has a strong regional and international impact on the networks/partnership programs offered in all disciplines.

This successful cross-organizational synergy has been realized through, inter alia:

- a. Incentives for multidisciplinary, and
- b. Reduction of regulatory and administrative barriers to affiliations between EUC and public-private stakeholders.

However, more is needed to maximize the contribution of Europe's higher education systems to innovative, sustainable and inclusive growth, and modernization of their policy objectives is therefore needed. Thus, EUC has adopted the five priorities of the “Modernization Agenda” so as to remain an attractive institution and partner of choice.

Additionally, EUC governance fosters efficient and up to date methods of management, based on an accurate appraisal of the educational environment in which universities operate, in Cyprus and abroad. In addition to the expected impact, we intend to continuously accomplish positive transformation as a result of the “Modernization Agenda”:

1. In strengthening quality through mobility and cross-border actions, some matters are prioritized, whilst others occur organically,
2. The systems by which Departments and Schools accomplish specific goals differ noticeably. Some aspects, for instance, of the “Modernization Agenda” seem simpler than others. Frequently, when procedures are examined in isolation, they appear to be the logical way to accomplish the priorities, but complexities emerge from the interactions between the actors. Some of these interactions hide divergences in the priorities of different actors,
3. One essential reason that the knowledge triangle is of pressing concern is the perpetuation of a severe economic crisis. Despite the fact that the triangle promises many benefits for improving quality and efficiency, its strategic execution can be very convoluted, particularly for business actors, due to problems of cost.

EUC will continue to expand and enhance priorities within the “Modernization Agenda” to further:

- a. Advance and improve international exchange and cooperative arrangements,
- b. Promote internationalization in parallel with the ‘knowledge triangle’
- c. Carry out cutting-edge joint research with EU and non-EU organizations, groups and researchers,
- d. Accept first-class students and faculty,
- e. Integrate international perspectives into all study and research programs and administrative support matters.



## **INTERNAL REGULATION ON RESEARCH POLICY**

**54<sup>th</sup> Senate Decision: 21 December 2017**

**60<sup>th</sup> Senate Decision: 2 October 2018**

**70<sup>th</sup> Senate Decision: 13 December 2019**

**80<sup>th</sup> Senate Decision: 28 January 2021**

**86<sup>th</sup> Senate Decision: 14 October 2021**

**87<sup>th</sup> Senate Decision: 9 December 2021**

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## INTRODUCTION

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

The policy is guided by the following broad objectives:

- 1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.
- 2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.
- 3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.
- 4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.
- 5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.
- 6) The transfer of research-based knowledge to EUC students

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

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

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

## **1. EUC Research Ethics Policy**

### **1.1 Scope and Purpose**

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.
2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.
3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

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

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

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

## **1.2 General Principles**

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

## **1.3 The Definition of Human-Related Research**

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

## **1.4 Vulnerable Participants**

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

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

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

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

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

### **2.1 Code of ethical conduct in research**

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

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

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

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

## **2.2 Openness in research**

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

## **2.3 Integrity**

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

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

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

## **2.4 Misconduct in research**

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

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

## **2.5 Wide dissemination of Research Results**

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

## **3. Intellectual Property Policy**

### **3.1 Introduction**

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

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

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

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

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

### **3.2 Definitions**

#### **For the purposes of this Policy:**

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

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

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

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

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

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

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

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

### **3.3 Intellectual Property Regulations**

#### **3.3.1 Responsibility**

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

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

### **3.3.2 Identification of IP (including duty of confidentiality)**

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

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

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

#### **Patent**

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

#### **Copyright**

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

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

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

### **Moral rights**

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

### **Performing rights**

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

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

### **Database Right**

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

### **Industrial Designs**

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

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

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

### **Domain Names**

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

### **Trade Marks**

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

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

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

#### **3.3.4 Coverage of the Regulations**

##### **1. Whom does this IP Policy apply to?**

- **Employees:**

By persons employed by the EUC in the course of their employment.

- **Students:**  
By student members in the course of or incidentally to their studies at EUC.
- **Non-employees contracted to the EUC:**  
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

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

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

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

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

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

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

The terms of such agreements may be subject to negotiation.

### 3.3.5 Exceptions to the Regulations

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

- oral presentations at conferences;
  - posters for presentation at conferences; and
  - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
  3. Students – undergraduate and/or postgraduate.

### **3.3.6 Disclosure of IP**

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
  - any IP of potential commercial value arising from their work;
  - the ownership by a third party of any IP referred to or used for their work;
  - any use to be made of existing EUC IP during their work;
  - any IP which they themselves own which is proposed to be used by the EUC.
2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
  - i. apply for patents or other protection in relation to the Disclosable Work; and
  - ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

### **3.3.7 Ownership of IP**

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

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

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:
  - i. Any work generated by computer hardware/software owned/operated by the EUC.
  - ii. Any work generated that is patentable or non-patentable.
  - iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
  - iv. Any work that is registered and any unregistered designs, plant varieties and topographies.
  - v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
  - vi. Know-how and information related to the above
  - vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
  - viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
  - ix. Material for projects specifically commissioned by the EUC
  - x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
  - xi. Study guides created by an Instructor for the University

### **3.3.8 Modus Operandi for Commercial Exploitation of the IPR**

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

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

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.
4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
  - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
  - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
  - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

### **3.3.9 IPR protection**

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

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

### **3.3.10 Revenue Sharing Mechanism**

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

### **3.3.11 Leaving the EUC**

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

### **3.3.12 Applications to use the EUC's IP**

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.
2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

### **3.3.13 Breach of the Regulations**

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.
2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

### **3.3.14 Discretion to assign/license back**

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

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

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

### **3.3.15 Amendments to the Regulations**

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

### **3.3.16 Death**

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

### **3.3.17 Disputes**

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

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

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

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

#### **4. Offices, Committees and Centres for Research**

##### **4.1 Vice Rector for Research and External Affairs**

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

##### **4.2 Senate Research Committee**

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

##### **4.3 Research Foundations and Centres**

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

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

#### **4.4 Research Office**

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

#### **4.5 EUC Research & Innovation Management Board**

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

### **5. Rules Governing External Research Programmes**

#### **5.1 Suggested procedure for submitting and implementing a funded research project**

The following rules apply for externally funded research projects:

##### **5.1.1 Submission of research proposals:**

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

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

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

### **5.1.2 Project implementation**

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

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

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

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

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

### **5.1.3 Financial issues concerning externally funded research projects**

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

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

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

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

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

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

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

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

#### **5.1.4 University research fund**

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

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

- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards
- (f) The funding of PhD scholarships
- (g) Development of Infrastructure related to the research activity of the University.
- (h) Funding of the activities of the Research Office of the University
- (i) Open Access Publication Fees
- (j) Any other activities pertaining to the wide dissemination of research-generated outputs

## **6. Rules Governing Internal Research Awards**

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

### **6.1 Purpose**

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

### **6.2 Eligibility for the awards**

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

### **6.3 Application Procedure**

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

#### **6.4 Selection and Evaluation Procedure**

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

For the evaluation, the following criteria are applicable:

##### **Research Activity 40%**

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

##### **Curriculum Vitae 40%**

- Qualifications and achievements of the Applicant.

##### **Future Research 20%**

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

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

### **7. Teaching Hours Reduction for Research Purposes**

The University rewards members of staff who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below.

A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. An exemption may be considered for Deans and Chairs.

All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will take into account scheduling constraints and other considerations for the sustainable development of research activity at the university. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.

## **7.1 Award of a THR for participation in research projects**

Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research for the full duration and until the completion of relevant funded projects. Should their application meets with success, funded project coordinators are entitled to a three-hour teaching reduction per semester for the whole duration of the project, whereas research partners are eligible for a THR equivalent to at least one third of the duration of the project.

Based on the policy of the University with regard to THR requests, Faculty, research and Other Teaching Personnel (OTP) members are expected to submit a written request to the Chairperson of his/her Department before the beginning of the academic year/semester. The Chairperson will process the THR request by way of making a relevant recommendation to the Dean of School. The Dean will then forward his/her recommendation to the Vice Rector for final approval. After the deadline expires, applications for teaching hours reduction will not be accepted.

The deadlines for submitting a request for teaching load reduction per semester are the following:

For the Fall Semester: 1st of May

For the Spring Semester: 31st of October

If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU etc) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. The research project should commence at least one month before the beginning of the next semester for the THR to be awarded.

## **7.2 Award of a THR for writing a book**

A three-hour teaching reduction per semester will be awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. A total of two THR allocations (maximum 6 credits) will be made under the scheme for each book contract. The same deadlines and application procedure apply as in the scheme described in section 7.1.

### **7.3 Award of a THR by accumulation of points**

A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 100 (one hundred) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.

Note that members of staff may consider the year 2016 as the starting point for calculating points accumulated through research. The calculation of points will be valid after it has been approved by the Dean of the School and the Vice Rector for Research and External Affairs.

New faculty members can also get THRs under this scheme from the first semester of their employment. The points accumulated from their publications in the five (5) years prior to their appointment will be taken into account.

## **8. Equipment Acquired through Internal and External Funding**

### **8.1 Equipment acquired through University funds**

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

### **8.2 Equipment purchased through external funding**

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

leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

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

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

### **8.3 Provision of computing equipment by MIS**

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

## **9. Policy on Research Staff**

### **9.1 Introduction**

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

### **9.2 Definitions of Roles**

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

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

#### **9.2.1 Job Description for the Position of Research Associate**

##### **9.2.1.1 Overall Role**

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

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

#### **9.2.1.2 Key Responsibilities**

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on

- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

### **9.2.1.3 Skills and Qualifications**

Education: Level Bachelor and/or Master's in the Programme Area

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

Ability to present and communicate research results effectively to a range of audiences

### **9.2.1.4 EUC Pertaining Benefits**

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

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

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

## **9.2.2 Job Description for the Position of Research Fellow**

### ***9.2.2.1 Overall Role***

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

### ***9.2.2.2 Key Responsibilities***

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.

- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

#### ***9.2.2.3 Skills and Qualifications***

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies.

#### ***9.2.2.4 EUC Pertaining Benefits***

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

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

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

#### ***9.2.3. Job Description for the Position of Senior Research Fellow***

### **9.2.3.1 Overall Role**

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

### **9.2.3.2 Key Responsibilities**

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development
- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

### **9.2.3.3 Skills and Qualifications**

Education: Level PhD in the Programme Area

Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.

Experience of successful supervision of students

Experience in a leadership role in a Research Group/Centre or Laboratory

#### **9.2.3.4 EUC Pertaining Benefits**

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

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

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

### **9.3 Procedures for Appointment**

#### **9.3.1 Selection and Search Procedures**

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

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

#### **9.3.2 Criteria for the Appointment to Rank of Research Associate**

Minimum qualifications as described in Section 9.2.1.

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

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

## **9.4 Honorary Research Staff**

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

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:

- a copy of the person's CV
- a citation that should include:
  - a description of contributions to teaching
  - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
  - rationale for offering the association
  - the start date and end date of the association

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

The honorary research titles that can be awarded are:

#### **9.4.1 Honorary Principal Research Fellow**

Will have made an outstanding contribution to teaching and research

#### **9.4.2 Honorary Senior Research Fellow**

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

#### **9.4.3 Honorary Research Fellow**

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

#### **9.4.4 Honorary Research Associate**

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

### **9.5 Intellectual Property Rights**

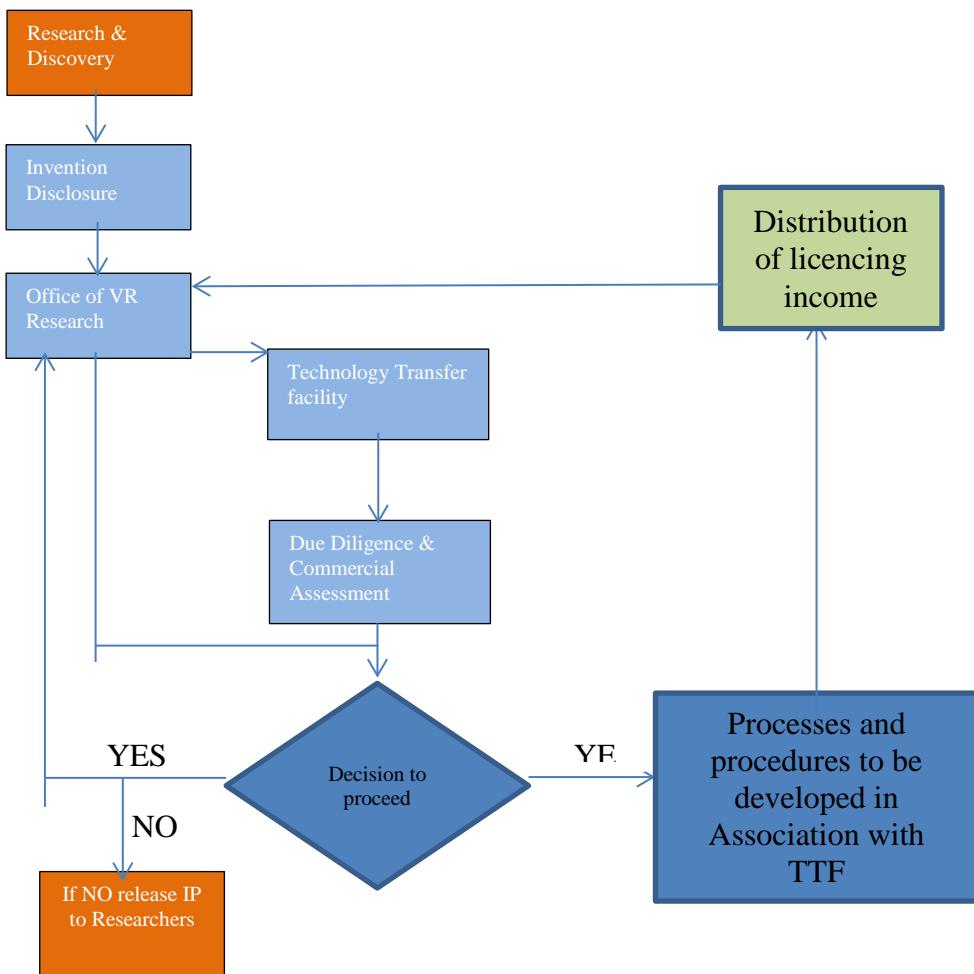
All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

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

### **9.6 Involvement of Research Staff**

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

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



## **Appendix B:**

### **Invention Disclosure Guidelines**

#### **Invention Disclosure Form - Example**

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

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

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.
15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.
16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

## **Appendix C:**

### **Suggested Revenue Sharing Scheme**

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

**Table C1**

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

## **Appendix D**

### **D1. Points accumulation from Research**

Table D1 details the evaluation categories which will be used for the calculation of research points allocated to EUC researchers. The table has been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments, not on the estimation / calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general
3. It is apparent that specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly “averaging” the weight of these accomplishments, so that the scheme can be operational and fair.
4. The term “national”, when used in association with a conference, refers to one which is local in nature (i.e. only researchers from Cypriot Universities and other Cypriot research establishments participated in it).
5. The term “international”, when used in association with a conference, refers to one which is international in nature (i.e. researchers from Universities and other research establishments from at least two countries participated in it).
6. The term “national”, when used in association with a publication refers to one published by a Cypriot university or other Cypriot academic publishing house.
7. The term “international”, when used in association with a publication refers to one published by an international university or other international academic publishing house.

Where a publication of any type (conference, journal, book chapter, monograph, textbook, book, or other) concerns two or more authors, the following points' calculation rules will apply: For cases up to (and including) two (2) authors, full points are awarded to the author in consideration. For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered. The minimum points that an author will be awarded cannot be smaller than 50% of the full points' allocation for the category considered.

**Table D1**

Points	Conferences	Journals	Books	Research Projects	Other*
5	1. Presentation of poster / article in national conference (refereed) 2. Presentation as invited keynote speaker (refereed national conference)			1. Unsuccessful submission of funded research proposal in national / international organization (research partner)	Member of scientific / conference organizing committee (national / international)
10	1. Presentation of refereed poster / article in international conference (refereed) 2. Presentation as invited keynote speaker (refereed international conference) 3. Editor of national conference proceedings (refereed)	1. Publication of refereed journal article (journal not in ISI / Scopus / ACM / IEEE/etc.) 2. Editor of refereed journal special issue (journal not in ISI / Scopus / ACM / IEEE/etc.)	Publication of refereed book chapter (national)	1. Unsuccessful submission of funded research proposal in national organisation (project coordinator)	General Chair or Program Chair of refereed national conference
15	1. Editor of international conference proceedings (refereed)		Publication of refereed book chapter (international)	1. Unsuccessful submission of funded research proposal in international organization (project coordinator)	General Chair or Program Chair of refereed international conference

**Table D1 (continues)**

Points	Conferences	Journals	Book Chapters / Editors	Research Projects	Other*
20		1. Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	Editor of refereed book / book series		
25		1. Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			

\* For these categories only 50% of the points will be accumulated

## **D2. Points accumulation from Research / Department of Arts**

Due to the nature of the research conducted in the Department of Arts, Table D2 has been produced to address the research output of the Department. For all other research outputs such as journal papers, conferences, books, etc. the European University Cyprus' "Points' accumulation" table given in section D1 must be followed.

**Table D2**

Points	Other				
	Performance /Exhibition (Artist)		Creative works		Workshop/Seminars/Festivals /Competitions/ Broadcasts/Residencies
	Music	Graphic Design/Visual Arts	Music	Graphic Design/Visual Arts	
5	<b>A01</b> Performance - National level (partial performance)	<b>A02</b> Participation in local group exhibition	<b>A03</b> Composition for up to 4 musicians		<b>A04</b> <ul style="list-style-type: none"> <li>• National Performance or Broadcast of a composition/arrangement</li> <li>• Adjudication of Competition</li> <li>• Invited workshop / art lecture in national conference/festival</li> </ul>
10	<b>A05</b> Performance - International level (partial performance)  Part of ensemble studio recording/ less than 3 tracks	<b>A06</b> Participation in international group exhibition	<b>A07</b> Composition from 5-10 musicians	<b>A08</b> Publication design (national/international) - booklets covers	<b>A09</b> <ul style="list-style-type: none"> <li>• International Performance or Broadcast of a composition/arrangement</li> <li>• Competition Finalist</li> <li>• Invited workshop / art lecture in international conference/festival</li> <li>• Invited Artist (Workshop)</li> </ul>
15	<b>A10</b> Performance - National level (entire concert) Performance with Large Ensemble  Part of ensemble studio recording/ more than 3 tracks	<b>A11</b> Editor of exhibition catalogue (national/international)	<b>A12</b> Composition for 10 musicians and above	<b>A13</b> Publication design (international) - books and exhibition catalogues	<b>A14A</b> <ul style="list-style-type: none"> <li>• Competition Winner</li> <li>• Invited Artist (Festival – duration more than three days)</li> </ul> <b>A14B</b> Chair of international arts/music festival

20	<b>A15</b> Performer – International level (entire concert) /  Solo studio Recording (CD) less than 3 tracks	<b>A16</b> Participation in national solo exhibition	<b>A17</b> Composition for Symphonic Orchestra	<b>A18</b> Commissioned work by government/museum/ other cultural institution	<b>A19</b> Participation in funded international residency
25	<b>A20</b> Solo studio Recording (CD) more than 3 tracks	<b>A21</b> Participation in international solo exhibition	<b>A22</b> Publication of a composition (Score/CD) by an International Music Publishing House /Recording company	<b>A23</b> Project: Curation of national / international exhibition	

## **Appendix E**

### **JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE**

#### **Head of EUC Research Office**

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

#### **Duties and Responsibilities of the Head of Research Office**

##### **1. JOB SUMMARY**

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

##### **2. DUTIES AND RESPONSIBILITIES**

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

###### **a. Contribution to Academic Excellence**

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

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

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

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

**c. Relations with other Academic Entities**

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

**d. Staff Governance**

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

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