



INTERNAL REGULATION ON
THE BI-ANNUAL PERFORMANCE APPRAISAL OF FACULTY AND
SPECIAL TEACHING PERSONNEL

75th Senate Decision: 7 April 2022

The “Bi-Annual ***Performance Appraisal*** of Faculty and Special Teaching Personnel” Internal Regulation supports and facilitates the process of self-improvement of the EUC Faculty and Special Teaching Personnel by focusing on its appraisal and developmental nature. It is submitted online by all Faculty and Special Teaching Personnel through the Workday system.

The Internal Regulation will be implemented in June-July 2022 (for the academic years 2020-2022) and upon completion of its first time/pilot implementation, all Schools will be requested again to provide their recommendations for finalization of the procedure in order to revise the EUC respective Charter Internal Regulation.

BI-ANNUAL PERFORMANCE APPRAISAL OF FACULTY AND SPECIAL TEACHING PERSONNEL

The main purpose of the Bi-Annual Performance Appraisal is the professional development of Faculty and Special Teaching Personnel. The Performance Appraisal aims to support and facilitate the process of self-improvement through helpful and constructive feedback and critical self-assessment. The Internal Regulation enables short and long-term professional planning and development, with self-improvement as the ultimate aim. The process should not be associated with any type of penalization. As the process aims at a “tailored” self-improvement, through critical self-reflection and recognition of areas of strength and weaknesses, the metrics used to assess the individual’s development, performance and attainment of goals, are of a qualitative nature and viewed within the scope of the individual’s field, areas of expertise and activities.

6.1. Basic Principles and Standards

6.1.1. Teaching

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

6.1.2. Research

Scholarly output is a fundamental requirement at European University Cyprus. Scholarship may be made public in various forms. All research, however, must involve the deployment of disciplined learning and must be closely informed by thorough research, with the purpose of edifying and serving an academic interest that extends beyond the boundaries of the immediate University community.

Research can take many forms, such as published research in various forms, article(s) in scholarly periodical(s), chapter(s) in scholarly publication(s), book(s), paper(s) presented at professional conference(s), contribution in research conference/event organization or any other form of artistic activity and research (i.e. composition and arrangement of music works, performance and conducting of music works, workshops, master classes, clinics and seminars) or any other equivalent form.

6.1.3. Service to the University, Community, and Profession, and Self-Development

In addition, to supporting the University's mission, purpose and objectives, the University relies on a congenial and collegial relationship among the academic staff. This implies civility in discourse, a respectful attitude and a willingness to undertake professional duties and responsibilities that include teaching load, academic advising, mentoring and support, participation in institutional research, committee work, and other forms of University service. The quality of contributions, not merely the numbers of committees and assignments, remains a significant consideration.

The University values contributions to planning, governance, and leadership in achieving the goals of the University, working with students outside the classroom and, wherever appropriate, making the University resources accessible to the wider community.

Faculty and Special Teaching Personnel are expected to provide significant and extended service to professional societies, committees pertaining to higher education formed and appointed by the government, and academic associations; contribution to event organization; training activity; appraisals of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies: all of these activities would count as instances of professional development. As educators, professional development includes activities and efforts to improve teaching/instructional and research capabilities, qualifications, etc.

6.2. Faculty and Special Teaching Personnel Performance Appraisal

6.2.1. Performance Appraisal

Each full-time Faculty and Special Teaching Personnel will submit a Performance Appraisal every two years (See Appendix: Academic Staff Performance Appraisal Report). The Performance Appraisal Report will be submitted to the Chairperson of the Department by the announced deadline.

6.2.1.1 Faculty

The Faculty shall engage in the process of Performance Appraisal as a positive force towards continued professional development and accomplishment. This initial step in the appraisal process will record the Faculty's performance in the areas of (i) Teaching, (ii) Research, and (iii) Service to the University, Community, and Profession and Self - Development.

6.2.1.2. Special Teaching Personnel

The primary goal and professional responsibility of Special Teaching Personnel is effective teaching. Special Teaching Personnel will be encouraged to grow professionally through scholarly activity and continuous professional development. Involvement of Special Teaching Personnel in research activity will therefore be considered an advantage. Special Teaching Personnel's Service to the University, Community and Profession will also form part of their Performance Appraisal.

6.3. Content of Evaluation Categories

6.3.1. Teaching

Based on the above Basic Principles and Standards, Faculty and Special Teaching Personnel should prepare a statement that details accomplishments in courses taught, and activities aimed at sustaining and improving teaching effectiveness. The effort and energy applied in activities such as course development, course revision, and/or development of new technologies/instructional publication/activities/methodology and/or teaching material to enhance the learning environment should be noted. Attention also needs to be paid to accessibility and student academic support and summaries of student evaluations.

6.3.2. Research

Based on above Basic Principles and Standards, the Faculty (and Special Teaching Personnel on an optional basis) should prepare a list/statement that discusses current research in progress and/or completed. The Faculty is encouraged to note the degree of support received from the University (e.g. teaching load reduction, time-off, research grant, etc.) that contributed to the completion of his/her scholarly endeavors.

6.3.3. Service to the University, Community and Profession, and Self-Development

Based on the above Basic Principles and Standards, Faculty and Special Teaching Personnel should prepare a statement that discusses contributions made to the University and the local and wider community in the area of service. Activities such as committee memberships and offices held, participation in special education/training programs, outreach activities, classroom work, and work with students outside the classroom should be outlined. Activities demonstrating involvement in community service and commitment to social responsibility should be noted, such as membership in community organizations and volunteer work; also, other activities extending the resources of the University to the wider community should be noted.

Significant and extended service in professional societies, committees pertaining to higher education formed and appointed by the government, and academic associations; appraisals of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies; contribution in event organization; participation in training seminars; pursuing of additional qualification/degrees; etc. will be taken into consideration.

6.4. Process of Performance Appraisal

The Performance Appraisal is a feedback evaluation process which provides the basis for the appraisal of the performance of Faculty and Special Teaching Personnel. All involved in the process reaffirm their commitment to the principles of academic freedom.

6.4.1 Performance Appraisal Review Process

6.4.1.1 The Review will be based on the Evaluation Categories stated above, which are informed by the University's mission, purpose, strategy and objectives.

6.4.1.2 A Performance Appraisal Review Committee will be set up every second year by each Department. The Performance Appraisal Review Committee will consist of three members:

1. The Chairperson of the Department (Ex-Officio member). In case the Department Chairperson does not hold the rank of Professor or Associate Professor, s/he will be replaced by another Professor of the Department following elections by the body of Professors of the Department. In Departments where there is no faculty at the rank of Professor, the Chairperson will be replaced by an Associate Professor following elections by the body of Associate Professors of the Department. In Departments where there is no Faculty at the rank of Professor or Associate Professor, the Chairperson will be replaced by a Professor from another Department of the same School whose field of specialization is as close as possible to the Department's specialization. In this case the assignment of the Committee member will be made by the Dean of the School and will be effective for one bi-annual term.
2. Two Professors of the Department elected from the body of Professors of the Department for one bi-annual term; in case the Department has no adequate Faculty at the rank of Professor, the members of the committee will be elected from the body of Associate Professors of the Department. In case the Department has no adequate faculty at the rank of Professor or Associate Professor the rest of the Committee members will be selected from the Professors of the other Departments of the same School whose field of specialization will be as close as possible to the Department's specialization. In this case the assignment of the Committee member(s) will be made by the Dean of the School and will be effective for one bi-annual term.

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

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

- 6.4.1.5** The Performance Appraisal Review Committee is in charge of conveying the expectations of the Performance Appraisal process to Faculty and Special Teaching Personnel.
- 6.4.1.6** The Performance Appraisal Report document (See Appendix: Faculty/Special Teaching Personnel Bi-Annual Performance Appraisal Report) will be used for recording an individual's performance, which will be completed and signed by each Faculty and Special Teaching Personnel and submitted to the Performance Appraisal Review Committee via the Chairperson of the Department, by the announced deadline every second year. The Chair of the Department witnesses through signature the validity of the content of the Performance Appraisal Reports submitted by the Faculty and Special Teaching Personnel and submits the signed document to the Chair of the Performance Appraisal Review Committee for the initialization of the appraisal process.
- 6.4.1.7** The Performance Appraisal Review Committee will carry out jointly the appraisal review of each Faculty member and Special Teaching Personnel member every two years.
- 6.4.1.8** The Performance Appraisal Review Committee will review the Performance Appraisal Report, give instructions for clarification/remedy in cases of ambiguity, verify the outcome of the appraisal of each Faculty and Special Teaching Personnel, and provide recommendations.
- 6.4.1.9** The Performance Appraisal Review Committee jointly, will meet with each Faculty and Special Teaching Personnel to discuss the outcome of the review process and their recommendations before the end of the academic year. The Performance Appraisal Review Committee and the involved Faculty or Special Teaching Personnel should sign the review at the time of their meeting, with the Faculty/Special Teaching Personnel being able to add comments.
- 6.4.1.10** The Review, based on the above stated Evaluation Categories, will take the form of qualitative metrics which provide supportive and constructive feedback with specific agreed goals to be reached by the end of the following bi-annual Performance Appraisal period.
- 6.4.1.11** Upon completion of the appraisal process, the Chair of the Performance Appraisal Review Committee forwards a memo with the final documents to the School Administration Office and the Chairperson of the Department and the Dean of the School. The Committee also submits via its Chair to the School Administration Office and the Chairperson of the Department and the Dean of the

School a general report of the overall professional development needs of the Department.

6.4.1.12 All appropriately completed, signed, and verified documents will be submitted by the Performance Appraisal Review Committees of each School to the Vice Rector of Academic Affairs before the end of the academic year.

6.4.1.13 Appeal/Grievance. Any appeals/grievances that may arise in the procedure will be submitted to the Conflict Resolution Committee of the University. Any member of the Conflict Resolution Committee who is also member of the Performance Appraisal Review Committee will be substituted.

APPENDIX

FACULTY & SPECIAL TEACHING PERSONNEL BI-ANNUAL PERFORMANCE APPRAISAL REPORT

SECTION A:

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

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

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

1. **TEACHING**

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

- B) **Quality & Effectiveness** (briefly describe your teaching methodology, explaining in particular the effort undertaken for quality, innovation, and effectiveness. If relevant provide information on course design, documentation, development and revisions, instructional publications, material production, teaching resources, program development and revisions, instructional innovation, appropriateness of assessment, etc.; as described in Annex 6, 6.1.1. & 6.3.1)

- C) **Willingness, Cooperation and Flexibility**

- D) **Other**

2. RESEARCH

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

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

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

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

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

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E) Other Refereed Research Activities** (e.g. creative work, performances, etc.)

**do not include conferences and dissemination activities)

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3. SERVICE TO THE UNIVERSITY, COMMUNITY, PROFESSION, AND SELF- DEVELOPMENT

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

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

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

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

Date of Submission:.....

Signature of the Faculty/Special Teaching Personnel member

Signature of the Chairperson of the Department confirming the validity of the content of the Performance Appraisal Reports

Date:.....

SECTION B:

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

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

Please report jointly the appraisal review of the Faculty member/Special Teaching Personnel and provide your recommendations. You will then meet with each Faculty/Special Teaching Personnel member to discuss the outcome of the review process and your recommendations before the end of the academic year. The involved Faculty/Special Teaching Personnel member and you will sign the review at the time of your meeting, with the Faculty member/Special Teaching Personnel member being able to add comments.

The Review which is based on the Evaluation Categories described in the Internal Regulation of the “Bi-Annual Performance Appraisal of Faculty and Special Teaching Personnel” and will take the form of qualitative metrics which provide supportive and constructive feedback with specific agreed goals to be reached by the end of the following bi-annual Performance Appraisal period.

All appropriately completed, signed, and verified documents will be submitted by the Performance Appraisal Review Committees of each School to the Vice Rector of Academic Affairs before the end of the academic year.

1. TEACHING

Comments on Teaching and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Overall Appraisal for Teaching

Outstanding	Satisfactory	Needs Further Improvement
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2. RESEARCH

Comments on Research and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Outstanding	Satisfactory	Needs Further Improvement
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3. SERVICE TO THE UNIVERSITY, COMMUNITY, PROFESSION, AND SELF- DEVELOPMENT

Comments on Service and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Outstanding	Satisfactory	Needs Further Improvement
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Comments for Overall Performance Appraisal:

Signature of the Chair of the Performance Appraisal Review Committee

Signature of Members of the Performance Appraisal Review Committee

To be completed by the Faculty/Special Teaching Personnel member:

- **Given my contribution to the Department/School/European University Cyprus/Community/Profession I Agree/Disagree with my performance appraisal review.**
- **I understand why my performance relating to each of the following categories during the last two academic years was appraised the way it was.**
- **The Department/School/University may do the following to help me improve my performance during the following two academic years.**

Signature of the Faculty/Special Teaching Personnel member

APPENDIX

FACULTY & SPECIAL TEACHING PERSONNEL BI-ANNUAL PERFORMANCE APPRAISAL REPORT

SECTION A:

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

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

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

1. **TEACHING**

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

- B) **Quality & Effectiveness** (briefly describe your teaching methodology, explaining in particular the effort undertaken for quality, innovation, and effectiveness. If relevant provide information on course design, documentation, development and revisions, instructional publications, material production, teaching resources, program development and revisions, instructional innovation, appropriateness of assessment, etc.; as described in Annex 6, 6.1.1. & 6.3.1)

- C) **Willingness, Cooperation and Flexibility**

- D) **Other**

2. RESEARCH

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

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

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

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

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

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E) Other Refereed Research Activities** (e.g. creative work, performances, etc.)

**do not include conferences and dissemination activities)

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3. SERVICE TO THE UNIVERSITY, COMMUNITY, PROFESSION, AND SELF- DEVELOPMENT

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

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

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

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

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Date of Submission:.....

Signature of the Faculty/Special Teaching Personnel member

Signature of the Chairperson of the Department confirming the validity of the content of the Performance Appraisal Reports

Date:.....

SECTION B:

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

NAME:

DEPARTMENT:

SCHOOL:

ACADEMIC YEARS:

Please report jointly the appraisal review of the Faculty member/Special Teaching Personnel and provide your recommendations. You will then meet with each Faculty/Special Teaching Personnel member to discuss the outcome of the review process and your recommendations before the end of the academic year. The involved Faculty/Special Teaching Personnel member and you will sign the review at the time of your meeting, with the Faculty member/Special Teaching Personnel member being able to add comments.

The Review which is based on the Evaluation Categories described in the Internal Regulation of the “Bi-Annual Performance Appraisal of Faculty and Special Teaching Personnel” and will take the form of qualitative metrics which provide supportive and constructive feedback with specific agreed goals to be reached by the end of the following bi-annual Performance Appraisal period.

All appropriately completed, signed, and verified documents will be submitted by the Performance Appraisal Review Committees of each School to the Vice Rector of Academic Affairs before the end of the academic year.

1. TEACHING

Comments on Teaching and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Overall Appraisal for Teaching

Outstanding	Satisfactory	Needs Further Improvement
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2. RESEARCH

Comments on Research and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Outstanding	Satisfactory	Needs Further Improvement
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3. SERVICE TO THE UNIVERSITY, COMMUNITY, PROFESSION, AND SELF- DEVELOPMENT

Comments on Service and agreed goals to be reached by the end of the following bi-annual Performance Appraisal period:

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Outstanding	Satisfactory	Needs Further Improvement
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Comments for Overall Performance Appraisal:

Signature of the Chair of the Performance Appraisal Review Committee

Signature of Members of the Performance Appraisal Review Committee

To be completed by the Faculty/Special Teaching Personnel member:

- **Given my contribution to the Department/School/European University Cyprus/Community/Profession I Agree/Disagree with my performance appraisal review.**
- **I understand why my performance relating to each of the following categories during the last two academic years was appraised the way it was.**
- **The Department/School/University may do the following to help me improve my performance during the following two academic years.**

Signature of the Faculty/Special Teaching Personnel member