Doc. 300.1.2

Higher Education Institution's Response

Date: 29/5/2021

- **Higher Education Institution: University of Nicosia**

- **Town: Nicosia**

- **Programme of study**

   In Greek:

   Επιστήμες Αγωγής   (3-4 ακαδημαϊκά εξάμηνα, 1,5-2 ακαδημαϊκά χρόνια, 90-120 ECTS, Μάστερ, Εξ Αποστάσεως)

   - Εκπαιδευτική Ηγεσία και Διοίκηση (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Θεωρία, Πρακτική και Αξιολόγηση Διδασκαλίας (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Ειδική/Εφαρμοσμένη Ειδική Εκπαίδευση (3-4 ακαδημαϊκά εξάμηνα, 1,5-2 ακαδημαϊκά χρόνια,90-120 ECTS)

   - Εκπαιδευτική Τεχνολογία (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Διδακτική των Μαθηματικών και των Φυσικών Επιστημών (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Διδακτική της Γλώσσας και της Λογοτεχνίας (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Τέχνες και Εκπαίδευση (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

   - Μουσική παιδαγωγική (3 ακαδημαϊκά εξάμηνα, 1,5 ακαδημαϊκά χρόνια, 90 ECTS)

In English:

Education Sciences (3-4 semesters, 1,5-2 academic years, 90-120 ECTS, MEd, E-Learning)

- Educational Leadership and Administration (3 semesters, 1,5 academic years /90 ECTS)
- Theory, Practice and Evaluation of Teaching (3 semesters, 1,5 academic years /90 ECTS)
- Special/Applied Special Education (3-4 semesters, 1,5-2 academic years, 90-120 ECTS)
- Educational Technology (3 semesters, 1,5 academic years /90 ECTS)
- Teaching of Mathematics and Physical Sciences (3 semesters, 1,5 academic years; 90 ECTS)
- Teaching of Language and Literature (3 semesters, 1,5 academic years /90 ECTS)
- Arts and Education (3 semesters, 1,5 academic years /90 ECTS)
- Music Education (3 semesters, 1,5 academic years /90 ECTS)

- **Language(s) of instruction: Greek**

- **Programme's status:** Currently Operating

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) 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, <u>without changing the format of the report</u>:*

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

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

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

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.8, 1.9)

We refer to the evaluation report of the External Evaluation Committee (EEC) for the MEd Programme of the Department of Education, which was prepared following an online visit of the University of Nicosia by the members of the EEC on February 15th 2021.

We would like to thank the EEC members for their constructive and insightful work during the evaluation of the Programme and the productive discussions during the online evaluation.

The MedDL programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the MEdDL programme has a clear purpose and clear objectives, as well as explicit intended learning outcomes. The Committee acknowledged that the selection of modules is well designed and facilitates the professional development of the students.

The EEC has further confirmed that all information regarding the programme of study is readily accessible through the University's website. The university publishes programs, selection criteria, intended learning outcomes, teaching, learning and assessment procedures, course descriptions, etc. In the web, there are also information about life at university, facilities, academic and leisure activities, calendar, learning opportunities as program exchanges etc. etc. There is also a Student's Handbook that gathers the links to the websites with essential information for students.

The EEC has also confirmed that the qualification system is clear and well delimited, and in accordance with regulations. The feedback is provided at a suitable time. Students have different kinds of tutorial/orientation support to progress in their studies successfully, to help them with different kinds of problems (disabilities, emotional issues, etc.) or enjoy the academic life. The courses involve different types of student-centred methodologies and activities to develop students' skills. Students manifest their satisfaction with the courses' methodology. The assessment typically includes different evidences: exams, presentations, exercises, individual and group works, etc.

In the EEC's report it was furthermore confirmed that the University and the School of Education apply adequate quality assurance controls on many levels, including the MEdDL programme. There are quality assurance measures for both teaching and students. The teaching is evaluated by internal and external evaluators and must achieve a certain quality, which is a measure to support responsibility in meeting a certain standard. The quality is measured and evaluated according to predefined criteria and the policy for quality assurance facilitates the progression of students. There are sufficient mechanisms in practice to ensure academic integrity and to combat fraud (Turnitin).

The EEC has confirmed that there is a procedure to deal with students' grievances and petitions through the Department of Academic Affairs. Also, the EEC acknowledged that students can dispute their semester grades, one month after the announcement of results, and that they can present non-academic complaints electronically (Student Portal) or personally to the Head of the Department of Student Affairs.

Areas of improvement and recommendations

1. *The EEC has further made suggestions for improving the MEdDL. The EEC has noted that there is neither budget nor recognition time to develop innovative projects. Teachers have some overloads in teaching responsibilities. Even it's supposed that their dedication per week doesn't exceed 9 hours, they teach three different subjects every semester and this diversity is very demanding. In the application report, there was mentioned that there was a prize for teaching quality but during the visit we found that was never implemented.*

Response/Action

The comments of the EEC are noted and fully appreciated. All faculty at the Department of Education receive six hours per week research time release, and nobody teaches more than nine hours per week. Most of the faculty teach one or two different subjects per semester. Our faculty are experts in teaching methodology and very often apply innovative teaching approaches. Recently a team of the department designed / configured the teaching lab of the Department. The University funded this project.

With regards the prize for teaching quality we would like to inform you that the process for this is described in our internal regulations (Chapter 6) and we plan to implement it in the following years. We attach herein the relevant extract (Appendix I).

2. *The EEC further noted that the Department reports about 89% of employability rates, but they do not know in which kind of jobs the students are employed.*

Response/Action

We are in agreement with this comment and we will add a further question in the questionnaire we give to our graduates asking about the kind of job they do.

3. *The EEC pointed out that the bibliography included in the description of the courses of the program is not up to date.*

Response/Action

All course descriptions are updated with up to date bibliography and they are attached to this response.

4. *In addition, the EEC noted that the website doesn't provide public information about pass rates, or graduate employment information (seminars, internships, etc.). According to the standards, it is necessary to include information about graduate employment support and key performance indicators in the web so that they can be consulted by general public and especially potential candidates for student and faculty recruitment … The dropout rates are neither provided nor discussed in the form. Moreover, in the application form there isn't information about the student profile - apart from if they come from Cyprus or Greece (as for example gender and age), their progression and satisfaction.*

Response/Action

This comment is noted. According to the practice in Cyprus followed by all Universities such information is not published on our websites. We will discuss this suggestion at the Rectors conference with all Universities in Cyprus and the Agency for Quality Assurance and Accreditation in Higher Education.

5. *A further comment by the EEC was that students didn't know which students were their representatives, they feel that teachers were so supportive that they can just explain them any problem or to the coordinator any problem and for that they needn't students representatives.*

Response/Action

As a University we always want to listen and take into account our students' voices. In all University bodies (Council, Senate, School and Department council) there are student representatives. As a University we do not want to interfere in student's affairs. Students through their Student's Union elect their representatives in the different bodies of the University and the Students' Union is responsible for informing students about their representatives in the various bodies. *In the Department Council we have 2 student representatives. We will encourage MEdDL students to be more actively involved in the election process. At the same time we have decided to have a Board of MEd Studies meeting every semester so that we meet with MEdDL student representatives and discuss the issues pertaining to them. We need to point out that being a student-cantered university with open-door policy we are always available on an ad-hoc basis to meet with our students.*

6. *Another recommendation of the EEC was the support and promotion of teaching innovation projects with a specific budget and recognition. This will provide the University more recognition in their efforts to provide high quality education.*

Response/Action

Teaching innovation is considered during the self-assessment and peer review process which takes place every two years. Furthermore it is a criterion for the teaching prize award and is considered during the ranking/promotion process. We take on board your suggestion and we will submit a proposal to the Senate for a Teaching Innovation prize.

2. Teaching, learning and student assessment
   (ESG 1.3)

The MEdDL has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the process of teaching and learning of the MEdDL is in compliance and that the program supports students' individual and social development.

It is further noted that the learning activities, exercises and projects of the MEdDL are designed to promote collaboration among students in which they apply their knowledge to solve complex problems. A variety of digital tools are used to support collaborative online learning. Using weekly topics and assignments in the courses is a good practice in the context of distance learning. The size of the classes limited to 30 students per section allows the instructors to work in close contact with the students providing the guidance and the encouragement needed especially in distance learning settings.

Areas of improvement and recommendations

   1. *The EEC has also made suggestions for further improvement. The EEC recommended that synchronous lectures should be offered not too often, emphasis should be placed on asynchronous delivery (e.g. asynchronous discussions in Moodle or (professionally) recorded video-lectures) to provide flexible learning opportunities independent of time and space.*

Response/Action

The suggestion of the EEC is positively received. In general, we offer three synchronous lectures per course per semester. We provide flexible learning opportunities independent of time and space because all lectures are video-recorded and students can watch them any time they want. We also work very hard to improve interactivity between the lecturer and the students, among the students and the students with the learning material.

   2. *The EEC noted that apart from learning together in the classes, further opportunities for international experiences for the distance learners could be explored. The model of comprehensive virtual internationalization in higher education might be helpful to improve the international experience.*

Response/Action

This is a very interesting suggestion and we will increase our efforts to improve the international experiences of our students.

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Teaching Staff

(ESG 1.5)

The MEdDL has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the teaching staff consists of highly qualified and internationally educated employees, who are capable to ensure quality and sustainability of teaching and learning. The teaching staff is highly committed to their teaching tasks and support and supervise students, they have a very good research profile and performance. Some of the research outputs are visible in top international journals. These researchers can attract projects and grants and involve other colleagues and students.

Areas of improvement and recommendations

1. *The EEC has also made suggestions for further improvement. It has been recommended that the promotion of the innovation with budged, hours and recognitions, could improve the program quality and that international practice would suggest that not more than around 50 % of the teaching load is done adjunct faculty members.*

Response/Action
As per our previous response we agree with the proposal for teaching innovation.

We agree that there is an international practice in conventional programs, that no more than around 50% of the teaching load is done by adjunct faculty. We fully adhere to this. In Distance Learning programs and open universities, however, the majority of teaching staff are adjunct faculty.

2. *It has also been commented that by providing faculty with some hours could help to engage in research, which will improve the reputation of the Department and programs.*

Response/Action

All faculty at the Department of Education receive 6 hours per semester of research time release. They are all active in research. The research output of the department is good and it contributed significantly to the university's effort to be ranked among the 1000 best Universities in the world, according to the Times Higher Education World University Rankings 2021.

3. *The EEC has further noted that our faculty should be further involved in research activities.*

Response/Action
All faculty at the Department of Education are involved in research and publications. They also participate in local, regional and international conferences. We have a very good record of publications and an impressive record of winning external research funded projects. We believe that there is room for improvement in this area and we will continue to strive to become better.

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3. Students
(ESG 1.4, 1.6, 1.7)

The MEdDL has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the regulations regarding student admission are pre-defined and that the access policies, admission processes and criteria are implemented consistently and in a transparent manner.

The EEC has noted that students' progress is continuously assessed throughout the semester, utilizing various methods and techniques. The EEC has also noted that the University of Nicosia is committed to educational excellence that encompasses inclusive access to higher education, providing an equal-opportunity, open education system that fosters teaching and learning. Students are always at the centre of attention and the University facilitates a student-centred learning environment that promotes active self-learning and imparts life-long learning skills and competences to students. In addition to the academic support students receive from the faculty and their respective academic department they also receive individual support through various services and departments.

Areas of improvement and recommendations

1. *The EEC has made recommendations and remarks for further improvement. It has been commented that the teaching language should be international, so it can attract international students all over the world.*

Response/Action

This recommendation is part of the Department's strategy for development at the postgraduate level (Master's and Doctoral Degree programmes). We have already started preparing some programs with English as the language of instruction.

2. *The EEC has also recommended that the University needs to hear the students' voice, so they need a representative to be known to all the students.*

Response/Action

We fully agree with this. We would like to repeat our response made herein to a similar comment. As a University, we always want to listen and take into account our students' voices. In all University bodies (Council, Senate, School and Department council), there are student representatives. As a University, we do not want to interfere in student's affairs. Students through their Student's Union elect their representatives in the different bodies of the University and the Students' Union is responsible for informing students about their representatives in the various bodies. In the Department Council, we have 2 student representatives. We will encourage MEd students to be more actively involved in the election process. At the same time, we have decided to have a Board of MEd Studies meeting every semester so that we meet with MEd student representatives and discuss the issues pertaining to them. We need to point out that being a student-cantered university with open-door policy we are always available on an ad-hoc basis to meet with our students.

3. *Another recommendation by the EEC was for students to have the opportunity to take more elective courses from other specializations, so they can extend their general knowledge.*

Response/Action

Again, we fully agree with this recommendation. This is a policy that we had in the past, but we had to differentiate it because DOATAP (the Greek NARIC) did not accept the choice of courses from other specializations. Most of the students in the program are from Greece and DOATAP requirements are critical for them.

4. *A final recommendation of the EEC in this section was to give the student evaluation in the middle of the semester, implement procedures for improvement, and give the same evaluation at the end of the semester to see if the opinion of students has changed.*

Response/Action

We always give the student evaluation questionnaire at the end of the semester but we can consider the option of giving the questionnaire twice in the semester.

4. Resources
(ESG 1.6)

The MEdDL has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the teaching and learning resources are adequate. The EEC has also confirmed that there are various units involved in the development of distance learning courses and faculty support: the Pedagogical Support Unit (PSU), the e-Pedagogical Support Unit (e-PSU), the Distance Learning Unit (adminstrative), the Technology Enhanced Learning (TEL) Center (technical training, Software), and the Mediazone Center. The e-PSU works together with faculty members in an instructional design team to develop DL courses, the Distance Learning Unit provides administrative services of DL students and maintains the LMS Moodle, the TEL-Center offers technical training and evaluates new software, and the Mediazone Center produces audio and visual media, animations etc. to complement the learning material in DL courses. Faculty training, guidance and support to develop and teach distance learning courses is provided by the Pedagogical Support Unit and the e-PSU Unit. They jointly offer a Teaching Certificate Program for faculty members that comprises four modules or levels.

The EEC has noted that students feel very well supported and are very satisfied with the institutional academic and administrative student support services. The organisational and technical support infrastructure operates in a professional way. There are no serious issues related to the overall DL course development and student support systems.

Areas of improvement and recommendations

1. *The EEC has recommended that it is strange that there are two separate pedagogical support units, one for conventional face-to-face classes and one for distance and e-learning programs (PSU and e-PSU). The university should consider merging these two units, creating a bigger central unit that also includes the TEL services.*

Response/Action

We have already created a new unit called 'Faculty Training and Development Unit' and placed these two units under its umbrella (see Appendix II) as sub units. The reason why we have two separate units is because the Agency for Quality Assurance and Accreditation in Higher Education specifically requested the existence of ePSU, a center fully specifically dedicated to Distance Learning/Online delivery and thus it should exist on its own.

5. Additional for distance learning programmes
(ALL ESG)

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6. Additional for doctoral programmes
   (ALL ESG)

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7. Additional for joint programmes
(ALL ESG)

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B. Conclusions and final remarks

We wish to thank the EEC for the professionalism they showed during the execution of their duties. The detailed discussion of all issues pertinent to the degree under evaluation, led to a fruitful discussion between the members of the EEC and the official representatives of the University and faculty members of the programme. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for further improving the programme. The demanding set of questions allowed us to elaborate on the pedagogical foundations of the programme and expand upon the content of the application form.

We have assessed and reviewed carefully the EEC report. We are pleased to note that the report is extremely positive, and we thank the EEC for their positive comments. We thank the external committee for concluding that it is very supportive of the MEdDL programme and did not identify and instances of non-compliance. We also thank the EEC for its clear positive evaluation.

We fully acknowledge that all programmes are always amenable to further improvement, and indeed we have been constantly working towards further improving our programme since it was initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously into account. We have considered these suggestions and provided herein the actions taken in order to incorporate them.

We thank again the EEC for the positive evaluation of our programme and the suggestions/recommendations made.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof Panayiotis Angelides	Vice Rector for Academic Affairs and Program Coordinator	
Prof Elena Papanastasiou	Dean of School of Education	
Dr Marina Rodosthenous	Chair of the Department	
Dr. Christiana Karousiou	Assistant professor Quality Assurance Committee Representative	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 28 May 2021

UNIVERSITY OF NICOSIA

INTERNAL REGULATIONS

CHAPTER SIX: FACULTY MATTERS AND POLICIES

September 2020

INTERNAL REGULATIONS
CHAPTER SIX: FACULTY MATTERS AND POLICIES

TABLE OF CONTENTS

6.0 FACULTY MATTERS AND POLICIES

6.4 Faculty Ranking and Promotion: General Policy, Procedure, Criteria and Special Provisions

6.4.1 General Policy for Faculty Ranking and Promotion

The University of Nicosia adopts a general statement that ranking and promotion of Teaching Research Faculty (TRF) should be based on three main pillars:
  (a) Research, publications, and scholarly work;
  (b) Teaching and Learning;
  (c) Service/contribution to the University/profession/community

It also adopts an inclusive rather than exclusive philosophy that considers the whole performance and achievements of faculty, obviously with different weights for various elements and ranks.

More specifically,

  (a) Candidates applying for initial ranking or promotion should well document all their achievements in research and scholarly work, teaching and service,

  (b) Every candidate should have an acceptable level in all three pillars.

Special Teaching Faculty (STF) initial ranking and promotion is mainly based on academic qualifications and/or professional/industry experience.

6.4.2   Procedure for Initial Ranking and Promotion

The procedure for the initial ranking and promotion of the University faculty is the following:

 (a) All new faculty members and existing faculty members applying for initial ranking or promotion must submit the Application Form for Faculty Ranking/Promotion to the Vice-Rector for Faculty and Research (VRFR) by the middle of November of each year (invitation/call for applications is sent by the end of the second week of the Fall Academic Semester by the VRFR). Newly hired faculty members must apply for initial ranking at the next call for applications, following their hiring. In exceptional cases, following the recommendation of the Head of Department and Dean of School and upon the approval of the Rectorate, a Ranking and Promotion Committee (RPC) may be formed earlier; that is before the applicant has formally joined the university and provided that the offer is made to the candidate and s/he accepted all the other terms and conditions. The application is accompanied by the applicant's appraisal documents which must include a CV with a list of publications and copies of the most significant published articles. Additionally, applicants may include a research statement, publication citation indices and impact factors, student evaluations, class observations, faculty evaluation reports, teaching material developed, and recommendation letters by externals.

 (b) The VRFR consults with the School Dean and the Head of the Department and forms the Ranking and Promotion Committees (RPCs) and the Recommendation Sub-Committees.

Each RPC consists of the VRFR who chairs the Committee without vote and five members out of whom at least four are of the same academic discipline as the candidates for initial ranking and promotion (senior faculty members and at least two external members from other Universities). All members of an RPC should hold a rank at least equal to the highest rank for which the candidates apply. The candidate is informed by the VRFR for the RPC composition and has the right to request the exclusion of particular members; the request should be appropriately substantiated. The VRFR in consultation with the School Dean and the Head of Department evaluates the request and, if needed, the RPC composition is amended. RPC members are invited to Declare Interest. The Recommendation Sub-Committee consists of three members of the RPC, out of whom at least one is external, and is responsible for preparing a report with a recommendation to the RPC with regards to the assignment of ranks/the promotion of the candidates. The recommendation should be properly documented.

(c) The RPC reviews each application and all supporting evidence and invites the applicant for an interview. Applicants in the clinical rank may be invited for an interview at the discretion of the RPC. The RPC may, at its sole discretion, request additional evidence, including the appraisal of the applicant's suitability by external referees before reaching a decision. A decision for initial ranking/promotion is taken by an absolute majority vote, i.e. at least three (3) votes. All initial ranking/promotion decisions by the RPC must be sufficiently substantiated.

(d) The Senior Vice Rector (SVR) and the Vice-Rector for Academic Affairs (VRAA) confirm that the process for the ranking and promotion of faculty followed the due procedures and regulations.

(e) The decisions of the RPCs together with the Report by the SVR and the VRAA are sent to the Senate for approval.

(f) The Senate members have every right to access the RPC's minutes, as well as any other material related to all applications well in advance before the Senate meeting regarding the ratification of the RPC's recommendations. The promotions/initial appointments to ranks are approved by the Senate which has the right to refer back to the RPCs cases that may need to be re-examined.

The Council confirms that the process for the ranking and promotion of faculty followed the due procedures and regulations. Applicants are informed in writing about the decisions by the end of June, by the office of the VRFR.

Initial rankings/promotions to a rank are backdated to November of the previous year, the time that the applicant has applied for ranking/promotion. There will be no financial benefits or teaching release benefits for the backdated period as these will become effective on July 1st.

(g) The applicant should have access to the entire file of his/her case. Decisions may be appealed by the applicant within fifteen (15) days from their official announcement. Well documented appeals should be sent to the Rector. The Rectorate then decides whether to forward the appeal to the Appeals Committee. The composition of the Appeals Committee is totally different from the composition of the RPC, i.e. no member of the (original) RPC can be a member of the Appeals Committee.

(h) Faculty members who are refused promotion may apply again in two years from the time of submitting their last application. This is not valid for initial ranking, so if for example someone has

applied for the rank of Assistant Professor but ranked as Lecturer, then the applicant needs to wait for 3 years before applying for promotion.

6.4.3 Ranking and Promotion Criteria for all Faculty Except the Departments of Architecture, Design and Multimedia, and Music and Dance.

A) Teaching Research Faculty (TRF)

The requirements for each TRF rank are listed below. Guidelines of the elements included under Research and Publications, Scholarly Work, Teaching, and Service and Contributions are provided in Section 6.4.7

(a) Lecturer (time in the rank of Lecturer before promotion is 3 years)

An appointee to the rank of Lecturer must hold a Doctorate. There must be potential for high level of teaching, for publications from his/her Doctoral research and for a successful academic career.

Minimum requirements:
- A Doctorate
- Potential for high level teaching and scholarly work

(b) Assistant Professor (time in the rank of Assistant Professor before promotion is 4 years)

The appointee should have qualities suggesting a high level of teaching ability in the relevant academic field and should demonstrate quality research and scholarly work.

Minimum requirements:
- A Doctorate
- At least three years of autonomous higher education teaching experience and/or research after the award of his/her doctorate
- Evidence of high-level teaching and scholarly work
- Original publications in international refereed journals, books and conference proceedings

(c) Associate Professor (time in the rank of Associate Professor before promotion is 4 years)

In addition to having the requirements for the Assistant Professor rank, the appointee should have a high level of competence in teaching and advising in the relevant academic field, should have demonstrated significant research and scholarly work leading ideally to international recognition in his/her field and show promise of continued productivity, and competence to direct and promote research. In addition, the appointee should have served the profession or the community in some useful way.

Minimum requirements:
- A Doctorate
- At least seven years of autonomous higher education teaching experience and research after the award of his/her doctorate
- Evidence of high-level teaching and scholarly work

- Continued research productivity with original publications in international refereed journals, books and conference proceedings
- Evidence of instructing and/or promoting research through projects or supervision of research staff or graduate students
- Professional service with contributions to the promotion of teaching and administrative work of the University as well as service to the profession and the community

(d) Professor

In addition to having the requirements for the Associate Professor rank, the appointee should have established international reputation for research, scholarly work and a high level of teaching. There must also be evidence of continuing relevant and effective professional service.

Minimum requirements:
- A Doctorate
- At least eleven years of autonomous higher education teaching experience and significant research after the award of his/her doctorate
- Evidence of high-level teaching and scholarly work
- Continued research productivity with original publications in international refereed journals, books and conference proceedings
- Evidence of instructing and/or promoting research through projects or supervision of research staff or graduate students
- Professional service with contributions to the promotion of teaching and administrative work of the University as well as service to the profession and the community

B) Special Teaching Faculty (STF)

The requirements for each STF rank are listed below:

(a) Assistant Lecturer (time in the rank of Assistant Lecturer before promotion is 7 years)

An appointee to the rank of Assistant Lecturer must hold a bachelor's degree or a relevant professional qualification plus experience in the field of specialization.

(b) Associate Lecturer

An appointee to the rank of Associate Lecturer ordinarily must hold either a master's degree or a bachelor's degree (or post-graduate diploma) plus ten years of relevant full-time teaching in accredited institutions of tertiary education or relevant industry experience.

6.4.4 Ranking and Promotion Criteria for Faculty in the Departments of Architecture, Design and Multimedia, and Music and Dance.

For the faculty in the Departments of Architecture, Design & Multimedia and Music & Dance, a master's degree is considered as a Terminal Degree. For the faculty of the Department of Architecture, a Professional Degree in Architecture is required. For the Departments of Design & Multimedia and Architecture, a Doctorate Degree is required for the fields of History and Theory. For the Department of Music & Dance, a Doctorate Degree is required in the fields of Music Education, Musicology, Music

Theory and Analysis, Composition, Conducting, Dance Education, Dance History, and Dance Studies/Cultural Studies. For the fields of Music Composition, Conducting and Performance, research and publications is equivalent to composing, conducting and having works performed in internationally or nationally recognized venues, by internationally or nationally recognized soloists and/or ensembles, and/or recorded by recognized labels.

A) Teaching Research Faculty (TRF)

The requirements for each TRF rank are listed below. Guidelines of the elements included under Research and Publications, Scholarly Work, Teaching, Service and Contributions, and Creative/Professional Accomplishments are provided in Section 6.4.7.

(a) Lecturer (time in the rank of Lecturer before promotion is 3 years)

An appointee to the rank of Lecturer must hold a terminal degree in the relevant field and teaching/professional experience. There must be potential for high level of teaching and for publications and distinguished creative/professional accomplishments for a successful academic career. Submission of a portfolio is required.

Minimum requirements:
- A Terminal Degree in the relevant field
- At least five years (zero years for Doctorate holders) of autonomous higher education teaching/professional experience and/or research after the award of his/her terminal degree
- Potential for high level teaching and scholarly work (Doctorate holders); high level of teaching and scholarly work (those not holding a Doctorate)
- Evidence of publications; furthermore, for those not holding a Doctorate, evidence of distinguished creative/professional accomplishments is also required

(b) Assistant Professor (time in the rank of Assistant Professor before promotion is 4 years)

The appointee should have qualities suggesting a high level of teaching ability in the relevant academic field, and should demonstrate quality research/creative accomplishments, scholarly work, and professional creativity in his/her field. Submission of a portfolio is required.

Minimum requirements:
- A Terminal Degree in the relevant field
- At least eight years (three years for Doctorate holders) of autonomous higher education teaching/professional experience and/or research after the award of his/her terminal degree
- Evidence of high-level teaching and scholarly work
- Original publications in international refereed journals, books and conference proceedings; furthermore, for those not holding a Doctorate, distinguished creative/professional accomplishments are also required

(c) Associate Professor (time in the rank of Associate Professor before promotion is 4 years)
In addition to having the requirements for the Assistant Professor rank, the appointee should have a high level of competence in teaching and advising in the relevant academic field, should have demonstrated significant research and scholarly work leading ideally to international recognition

in his/her field and show promise of continued productivity, and competence to direct and promote research/creative accomplishments. In addition, the appointee should have served the profession or the community in some useful way. Submission of a portfolio is required.

Minimum requirements:
- A Terminal Degree in the relevant field
- At least twelve years (seven years for Doctorate holders) of autonomous higher education teaching/professional experience and research after the award of his/her terminal degree
- Evidence of high-level teaching and scholarly work
- Continued research productivity with original publications in international refereed journals, books and conference proceedings; furthermore, for those not holding a Doctorate, distinguished creative/professional accomplishments of international recognition are also required
- Evidence of instructing and/or promoting research/creative work through projects or supervision of research staff or graduate students
- Professional service with contributions to the promotion of teaching and administrative work of the University as well as service to the profession and the community

(d) Professor

In addition to having the requirements for the Associate Professor rank, the appointee should have established international reputation for research and/or creative accomplishments, scholarly work and a high level of teaching. There also must be evidence of continuing relevant and effective professional service. Submission of a portfolio is required.

Minimum requirements:
- A Terminal Degree in the relevant field
- At least sixteen (eleven years for Doctorate holders) years of autonomous higher education teaching/professional experience and research after the award of his/her degree
- Evidence of high-level teaching and scholarly work
- Continued research productivity with original publications in international refereed journals, books and conference proceedings; furthermore, for those not holding a Doctorate, distinguished creative/professional accomplishments of international recognition are also required
- Evidence of instructing and/or promoting research/creative work through projects or supervision of research staff or graduate students
- Professional service with contributions to the promotion of teaching and administrative work of the University as well as service to the profession and the community

B) Special Teaching Faculty (STF)
The requirements for each STF rank are listed below:

(a) Assistant Lecturer (time in the rank of Assistant Lecturer before promotion is 7 years)

An appointee to the rank of Assistant Lecturer must hold a bachelor's degree or a relevant professional qualification plus experience in the field of specialization.

(b) Associate Lecturer

An appointee to the rank of Associate Lecturer ordinarily must hold either a master's degree in the relevant field or a bachelor's degree (or post-graduate diploma) plus ten years of relevant full-time teaching in accredited institutions of tertiary education or relevant industry experience.

6.4.5 Medical School Clinical Track Faculty (CTF)

A. Definition

1. Clinical faculty hold positions through which they contribute to advancing best teaching practices, educational leadership, and clinical scholarship of the Medical School. They hold faculty ranks as Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

2. Clinical faculty members engage in teaching, service, and scholarship.

3. Clinical faculty members participate in the faculty governance process as defined by the Medical School, receive usual faculty benefits with the exception of sabbaticals, and undergo periodic reviews of their performance. They are not eligible for tenure.

B. Clinical Track Ranks

The Clinical Track includes four ranks: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The working title (Assistant Professor, Clinical Track) is used on all appointment and promotional correspondence and the curriculum vitae. Routine correspondence (e.g., patient correspondence, scholarly work, etc.) can use shorter working titles, e.g. Assistant Professor without identifying track. The official title (Clinical Assistant Professor) will be reflected in university human resources databases.

Time in rank alone is NOT sufficient for advancement in rank. To obtain a faculty position in the clinical track for persons without a Medical Degree, a terminal degree in their field is expected.

(a) Clinical Instructor

A Clinical Instructor is fully trained to provide clinical care and is qualified to participate in educational programs at the University of Nicosia Medical School. Appointment to this rank requires evidence that the individual has received an appropriate medical and graduate medical education and documentation of full clinical competence. Certification by the relevant professional board must be pending or completed, recognizing that exceptions for some internationally trained physicians may be granted by the Medical School. Evidence of competence in clinical and didactic teaching is expected. Letters from individuals with firsthand knowledge of the candidate are helpful in documenting the candidate's clinical competency, suitability for an academic medical environment, potential as a teacher and clinical role model, and potential for growth in clinical and scholarly areas. Publications in a candidate's professional field are encouraged but not required. Instructor appointments are made by the department chair or unit head, within the constraints of University appointment procedures, and must be approved by the Clinical Dean.

(b) Clinical Assistant Professor

A Clinical Assistant Professor has excelled in clinical care and teaching, and these are the primary requirements for appointment or promotion to this rank.

1. Clinical work
Clinical excellence is documented by letters, which may be from local sources and must attest to the quality of clinical service. Certification by a relevant professional board or the equivalent is a usual expectation at this rank, although this qualification may be in progress at the time of appointment according to the requirements of the relevant professional board; exceptions for some internationally trained physicians may be granted by the Medical School.

2. Teaching
Quality of teaching is usually documented by objective teaching evaluations from the learner groups that are being taught (medical students, residents, fellows, undergraduate and graduate students as well as peer education), letters, and awards. If the candidate comes from an outside institution, letters describing the teaching efforts and quality are required.

3. Scholarship
An Assistant Professor should show progress toward becoming scholarly engaged in their field. On the Clinical Track, invited presentations as well as publication of articles in professional journals, chapters, reviews, abstracts, textbooks, videotapes, or other educational materials are evidence of scholarly contributions and are usual features of faculty at this rank.

4. Service
The candidate's organizational service, if present, to his or her department should be documented. For faculty members with predominantly clinical effort, several years of postgraduate clinical experience (post residency or post fellowship) combined with excellent teaching evaluations may qualify for promotion or appointment at this level, although some evidence of scholarly contribution is generally expected as noted above. New faculty members with evidence of distinct clinical expertise may also be appointed at this level.

(c)   Clinical Associate Professor

A Clinical Associate Professor has excelled in teaching and clinical work and has achieved a regional or national reputation in his or her area of expertise. Peer-reviewed published scholarship and service to the institution, regional or national organizations is expected. The associate professor signals the passage into medical academia's senior rank. Individuals at this rank are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. Typically, a reputation of this sort is documented by letters from impartial external sources.

1 Clinical work
As an Associate Professor on the clinical track, development as a clinician has progressed to the point of establishing broad interdepartmental and regional recognition by professional colleagues for clinical expertise. This is usually documented in letters from colleagues and peers who attest to the clinical excellence. Appointment or promotion to this rank requires board certification or the equivalent (although occasional exceptions for some internationally trained physicians may be granted by the Medical School).

2. Teaching

Evidence of continued valuable contribution to medical education is expected. This may be through customary teaching situations (lectures, clinical instruction of students and residents, mentorship pairing, or scholarly work with trainees including formal evaluations to assess quality) or through the preparation of educational materials, including educational brochures and learning aids, textbook chapters, reviews, videotapes, web based learning, and other instructional interfaces. Teaching evaluations from all learner groups should be available. Administration and organization of teaching programs are also valued activities, and creativity in their execution can be documented by letters from appropriate knowledgeable faculty, students, and peers.

3. Scholarship
The candidate should have produced scholarship that influences knowledge and/or clinical care. Scholarship should include peer – reviewed papers, but may also include books, book or web-based chapters, or some other mode of communicating results and ideas.

4. Service
Administration or leadership at the school level or at local, regional, or national organizations are a typical feature of this rank.

(d) Clinical Professor

Appointment and promotion to this highest rank in the Clinical Track requires continued outstanding teaching, mentoring and clinical service. A national/international reputation is expected in scholarship, research or teaching.

A Clinical Professor has many products of their scholarly activity and will have a substantial record of first author and/or senior-author publications in peer-reviewed journals that have resulted in broad peer recognition in their area of expertise. Service in regional or national specialty societies or boards is the norm. Institutional citizenship is expected of a Senior Clinical Faculty.

C. Criteria for Appointment and Promotion in the Clinical Track

The criteria for appointment and promotion in the Clinical Track will be applied with an emphasis on the impact of the nominee on his or her professional environment. This impact may be in the teaching arena, in professional activity usually manifested by clinical care, in institutional citizenship (organizational, administrative, community, or volunteerism for example), or in scholarship and research.

1. Clinical Work
A clinical faculty member has usually significant clinical responsibilities and a high level of clinical competency is expected in all ranks. Clinical excellence may be documented by letters from faculty and current or former colleagues as well as former trainees. Letters typically attest that the nominee is considered by the medical community as a clinical resource, is sought out for clinical expertise, and has a strong referral base. By their nature these letters will often come from sources that have personal knowledge of the individual's clinical skills and character. A clinician is a role model for medical students and must demonstrate outstanding compassionate patient care, collegiality, integrity, professional excellence, respect for diversity, engagement in community, and commitment to individual learning and scholarship.

2. Teaching

Successful teaching of medical students and residents is an important component of the Clinical Track. In the senior ranks, sophisticated and broad-based educational achievement is expected with the creation/ integration of new (clinical) knowledge and the teaching of other teachers.

Educational excellence may be demonstrated in a variety of settings. Some faculty will have assigned responsibility for teaching individual medical students and house officers one-on-one in the course of delivering clinical care or for organizing and leading clinical educational programs. The educational roles of other clinical faculty may involve a broad range of educational activities targeted at diverse audiences such as organizing or participating in local or regional CME activities or developing patient education tools, health profession education modules, or public health education programs. Objective evaluation of teaching from all learner groups should be available. In addition to the usual peer sources, letters from former trainees or from colleagues may document educational impact in special circumstances.

In the Adjunct Clinical Track, sufficient involvement in the educational program of the department is defined as a minimum of *30 hours of direct participation* in clinical education per year or an *equivalent contribution* to the academic mission of the Medical School, as documented by the department chair or unit leader.

3. Scholarship

Promotion to the senior levels of the Clinical Track requires scholarly engagement and productivity. Excellence in scholarship or academic achievement is evidenced by published peer-reviewed and other creative work, participation in grant-funded research, success in training graduate and professional students in scholarly methods, participation and leadership in professional associations, and in editing of professional journals. The ideal clinical professor is a scholar, engaged in life-long professional learning related to some clinical aspect of the human condition. Written evidence of scholarship may also include chapters, review articles and other creative ways to education. Individual scholarship is an essential part of the clinical professoriate, as it professes its work through instruction and role modeling for the next generation of physicians.

4. Service

Many organizational service activities are expected of more senior faculty in the Clinical Track, such as participation in committee work, IRB, administrative tasks, counseling, and special training programs.

Medical staff activities (such as leadership of or service on a quality assurance, risk management, or review committees) also pertain to this type of service. In addition, the University expects many of its staff to render extramural services to relevant professional organizations other schools, industry, governmental agencies, and the public at large.

Examples include:
- Memberships and offices held in professional societies.
- Continuing participation and leadership roles in medical service organizations (e.g., Cancer Society, Planned Parenthood, Cyprus Red Cross).
- Public service activities that relate to the health of the general public.

Usually a promotion is based on a balance between all 4 areas discussed above. In exceptional circumstances a faculty member may have had a profound effect on his or her environment in the role

of clinician, educator and/or with extensive administrative responsibilities. This may qualify the candidate for appointment or promotion to a senior level, with such extraordinary service offsetting to some degree the usual expectation of scholarly activity. In this case, letters of support must explain the individual's impact with great detail and specificity.

6.4.6 Special Provisions

(a) Exceptional cases: Faculty members can apply for initial ranking/promotion as an exceptional case. Examples of exceptional cases may include among others: 1) faculty members who do not have enough years of experience but have an outstanding research record with a long list of important and internationally recognized publications (e.g., high impact peer-reviewed journal articles/books/significant grants/awards) or creative/professional work, as guided by the ranking/promotion criteria; 2) faculty members who have previous years of service in other institutions which cumulatively with the years of experience at the University, fill the required years of experience; etc. Once a faculty member is ranked under the "exceptional case" clause 1), then he/she is not required to satisfy the requirement regarding the total number of years after the award of his/her terminal degree for promotion.

(b) Transfer of rank: Faculty members wishing to retain the rank of Professor held from another University should apply to the Senate, submitting the necessary documentation. It is at the discretion of the Senate to accept the rank held by the faculty member, utilizing criteria such as accreditation and reputation of the University, etc.

6.4.7 Guidelines of the Elements Included under Research and Publications, Scholarly   Work, Teaching, Service and Contributions, and Creative/Professional Accomplishments

The following list presents the different areas of achievements expected of faculty members. The items under the five main categories are only indicative and not exhaustive. A candidate is not expected to demonstrate achievement/involvement in all items under a category.

(a)   Research and Publications

Journal articles
Books written
Books edited
Chapters/cases/articles in books
Conference proceedings
Citations of published work
Grants received (amount, duration, competitive or non- competitive, role, etc.)

(b)   Scholarly Work

Journal editorship
Journal guest special editions
Membership in journal advisory/editorial boards
Membership in professional associations
Supervision of theses and doctoral dissertations
Book, journal and conference paper reviewer
Conference chair or member of the organizing committee
Conference session chair or discussant

International visiting appointments
Consultancies
Collaborations
Involvement in international or local research centers
Honors and distinctions received

(c)   Teaching

Student evaluations
Peer/Head/Dean observations and evaluations
Course/curriculum development
On-line material
Teaching material/resources
Instructor's manual
Innovative methods in teaching
Documented responsive and reflective teaching practice
Membership on examination boards
Involvement in professional development (training courses, seminars, etc.)

(d)   Service and Contributions

Administrative (academic) position(s) held
Contribution to the department/school/university
Participation in department/school/university events and functions
Mentoring of new faculty
Articles in newspapers and professional magazines
Public lectures and invited talks
Community service
Professional practice (work in applied field)

(e) Creative/Professional Accomplishments (for faculty in the Departments of Architecture, Design and Multimedia, Music and Dance.)

Significantly original and imaginative accomplishment in the arts or professions
Creative production in the fields of architecture, the arts and design.
Public exhibition of work
Reproduction of work in publications or online
Commissioned works
Competitions/Awards
Panel/juries
Lectures/invitations to present
Faculty serving in consulting capacity to academies, committees, publishing houses, private industry or business etc.
Performance-oriented activities (concerts/recitals, choreography portfolio, production/artistic direction, recordings).

6.5 Policy on Research Time Release (RTR) from Teaching

6.5.1 Rationale

All faculty members are expected to be involved in research as part of their duties. To facilitate their ongoing involvement in major research activities and projects, full-time faculty may apply for Research Time Release (RTR) from their teaching workload when involved in research. The office of Vice-Rector for Faculty and Research (VRFR) administers and supervises the RTR procedure.

RTR will be granted by the Research Committee (RC) on an individual basis using the eligibility guidelines and criteria specified in this document.

6.5.2 Eligibility

Teaching Research Faculty (TRF)

Full-time Teaching Research Faculty (TRF) who engage in academic research may apply for 3 or 6-hour RTR in their teaching load by submitting the Application Form and an up-to-date CV.

Special Teaching Faculty (STF)

STF may normally apply for a 3-hour RTR if they are formally engaged in doctoral studies and are carrying out doctoral research. Only in special cases, will RTR be granted for non-doctorate related research.

Doctorate-related RTR may be extended for a period up to 5 years, subject to a satisfactory annual progress report and upon the recommendation by the doctoral student's faculty advisor.

In the last year of doctoral studies, the faculty may apply for an additional 3-hour RTR (total of 6 hours), if so warranted. Such release may be claimed only once.

6.5.3 Application

A hard copy of a completed Application Form accompanied by an up-to-date Curriculum Vitae (CV) must be submitted to the Office of the VRFR by the specified deadline. No application forms will be accepted after the deadline. Faculty members may be invited to a short meeting with the RC if deemed necessary.

Faculty members who will request RTR for externally funded research must also submit a copy of the funded grant proposal with relevant documentation showing their involvement.

Those who have been granted or will request RTR for their PhD Thesis must also submit the following documents as appropriate:

(a) Copy of their initial registration in a doctoral program.
(b) A letter from their doctoral supervisor stating the project and/or progress or stage of the applicant's research together with a brief description of the remaining work to be undertaken and the expected time for completion.

(c) A letter describing what has been achieved in the previous academic year as well as a statement of what is expected to be achieved in the following year.

6.5.4 Evaluation of Applications

Applications will be evaluated by the RC based on the research activities and the faculty member's past research record as documented on the CV. The criteria apply to all Schools, but each School may weigh the criteria in the light of departmental specificities and needs.

Minimum Requirements for 3-Hour RTR

- Approximately and on average 1 to 2 research publications per year, depending on the field and the nature of the publication. The publication may take any of the following forms: a chapter in a refereed book, an article in a refereed journal, publication in international refereed conference proceedings. Evidence (letter of acceptance, reviewers' comments) should be submitted. Also, award of a research grant as a primary investigator or major collaborator and submission of a well-documented research grant proposal (such submission may be counted only once) may justify a 3-hour Research time Release.

- Documented record of progress of research for faculty members engaged in PhD research.

Minimum Requirements for 6-Hour RTR

- In addition to the minimum requirements for the three-hour teaching time release, faculty members are expected to show a sustained record of research and scholarly activity over a period.
- Research output significantly above the requirements for the three hours release, or if the faculty members are involved in a major project requiring a heavy toll on their time, may justify allowance of a further three hours teaching release.
- Faculty members engaged in creative work are expected to show a sustained record of creativity in art and design, music or literature, mass media (e.g. television, cinema, etc.), published or publicized in forums of acknowledged standing over the last five years.
- In the case of co-authorship in any of the above publications there must be indication of substantial contribution/involvement of the applicant.

N.B. For cases falling in between 3- and 6-hour RTR, the faculty members may be granted 9 hours RTR per year (6 hours for one semester and 3 hours for another semester).

6.5.5 Research Time Release Process

1st week of February The VRFR announces the initiation of the RTR process and the appropriate deadlines.

Mid-February Faculty members submit the application material to the VRFR, who then formulates and chairs the RTR Committee. All applications are then forwarded to the RTR Committee.

End of February	The RTR Committee meets and evaluates all applications.
Mid-March	The RTR Committee prepares the lists of faculty members and time release granted. A brief rationale is given for not granting the requested RTR. The VRFR announces the RTR results and the deadline for appeals.
End of March	Letters of appeal are sent to the Office of the Rector.
Mid-April	The VRFR is responsible for coordinating the Appeals Committee meetings and for giving the notifications on the Appeals Committee decisions.

Copies of the Application forms, list of hours allocated, and letters of appeal are kept by the Heads of Departments, the Dean's Office and the VRFR.

6.5.6 Policy for Appeals

Faculty members have two weeks after the announcement of the results of their Application to appeal to the Appeals Committee by sending a letter to the Office of the Rector.

In this letter, the faculty members must justify the disagreement with the decision of the Research Committee and provide any further relevant documentation that supports their argument.

The Appeals Committee reviews the application and the appeals letter and decides as to the outcome of the appeal in light of the new evidence, documentation or information supplied. The decision of the Appeals Committee is final.

The decision of the Appeals Committee is announced to the faculty member by the VRFR.

6.6 Faculty Performance Appraisal, Self-Assessment and Evaluation Report

6.6.1 Faculty Performance Appraisal

On the last week of June an email is sent out to all faculty by the Office of the VRFR asking faculty to submit their application to the office of their School Dean during the last week of September.
Each full-time member of the faculty will participate in a performance appraisal and evaluation as part of an ongoing process of professional development and growth, which is normally carried out every year for faculty on probation and every other year for tenured faculty.

 This performance appraisal includes a faculty self-assessment report comprised of two parts (Teaching Effectiveness and Scholarship and Professional Activities), student evaluations and in-class observations carried out by senior faculty members, where applicable.

It is designed to solicit feedback on the effectiveness of a faculty member as a lecturer and scholar by drawing attention to strengths and weaknesses and relating them to his/her personal goals and objectives and the University's mission.

6.6.2 Procedure for Completing the Performance Appraisal Reports

Section I: Self-Assessment Report
A faculty member must complete and submit the Self-Assessment Report, attach the "Total Semester Evaluation" form for both semesters and the classroom evaluation (if applicable) to the Dean.

Part I: Teaching Effectiveness
   A.   Student Evaluation Summary Report and Faculty Response
   B.   Classroom Evaluation
   C.   Teaching and Assessment methods/Innovations/Recommendations

Part II: Scholarship and Professional Activities
   A.   Scholarship, Research and Publications (be prepared to present evidence, if requested)
   B.   Student/Community Activities
   C.   Academic Planning and Organization
   D.   Personal Development

Section II: Faculty Evaluation Report
The Evaluation Process is the responsibility of the School Faculty Evaluation Committee (SFEC). The SFEC consists of:

   A.   Dean of School (Chair) (when the Dean is evaluated then he/she is replaced by a faculty member of his/her Department holding a higher rank (in the case that the Dean to be evaluated holds the rank of Professor, then the member of the SFEC should also be a Professor); if there is no such faculty in the Department, then a faculty member from a related Department is selected; if there is no such faculty in the School, then a faculty member from another School is selected).

   B.   Head of Department (HD) of the faculty to be evaluated (when the HD is evaluated then he/she is replaced by a faculty member of the Department holding a higher rank (in the case that the HD to be evaluated holds the rank of Professor, then the member of the SFEC should also be a Professor); if there is no such faculty in the Department, then a faculty member from a related Department is selected; if there is no such faculty in the School, then a faculty member from another School is selected).

   C.   A faculty member of the same Department holding a rank higher than the rank of the faculty to be evaluated (in the case that the faculty member to be evaluated holds the rank of Professor, then the member of the SFEC should also be a Professor); if there is no such faculty in the Department, then a faculty member from a related Department is selected; if there is no

such faculty in the School, then a faculty member from another School is selected.

D. A faculty member of the School holding a rank higher than the rank of the faculty to be evaluated (in the case that the faculty member to be evaluated holds the rank of Professor, then the member of the SFEC should also be a Professor); if there is no such faculty in the School, then a faculty member from another School is selected.

The committee will receive the Self-Assessment Report together with the student and classroom evaluations from the Head of Department and conduct their own assessment. The Faculty Evaluation Report (FER) contains an evaluation of teaching effectiveness, an assessment of scholarly and professional activities based on the Self-Assessment, suggestions for professional development and an area for comments by the faculty member. If the faculty member disagrees with the comments/ recommendations of the committee, then he/she can appeal (see Section III).

Section III Appeals

A faculty member has two weeks after receiving the FER (Faculty Evaluation Report) to appeal to the Appeals Committee by sending a letter to the Office of the VRFR.

- In this letter, the faculty member must justify the disagreement with the comments/recommendations of the SFEC.
- The Appeals Committee reviews the application FER and the appeals letter and prepares a report that is attached to the FER. Both parties (faculty member and the SEFC) are given a copy of the report.

The Appeals Committee consists of:
  (a) The Senior Vice Rector (Chair)
  (b) The Vice Rector for Faculty and Research
  (c) The School Dean
  (d) A School Dean from another School
  (e) The Head of Department

An appeal by a member of the Appeals Committee will disqualify this member and an appropriate replacement will be found.

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Appendix 2

Faculty Training and Development Unit

*Prepared by VRFR Prof. Demetris Vrontis*

Ongoing Faculty Training and Development has become of outmost importance for the University of Nicosia. It is a requirement of the Cyprus Agency of Quality Assurance and Accreditation (CYQAA) in Higher Education as well as from many other accreditation bodies and evaluation teams.

Currently, UNIC provides a fragmented response to CYQAA (and other bodies) as training and development, currently offered through different units, departments, schools, etc. Training and Development is not centrally managed and coordinated and therefore lacks a central Training Management System. This has several consequences such as inaccessible information, unnecessary repetition of trainings, increased administration, and faculty workload.

This policy recommends for the creation of a Faculty Training and Development Unit which will be serving as the focal point (working along with existing units) and connecting the different University departments and associated stakeholders.

The Faculty Training and Development Unit will be managed centrally by the Rectorate, through the Vice Rector for Faculty and Research, and the support of a Director who will be appointed for this purpose. The Director of the Faculty Training and Development Unit will be reporting to the Vice Rector for Faculty and Research.

The Faculty Training and Development Unit will be an umbrella unit and will be coordinating all the faculty training and development efforts of the University of Nicosia.

Faculty Training and Development Unit

PSU	e-PSU	TELC	DL LMS Training Unit	Research	Centre of Medical Education
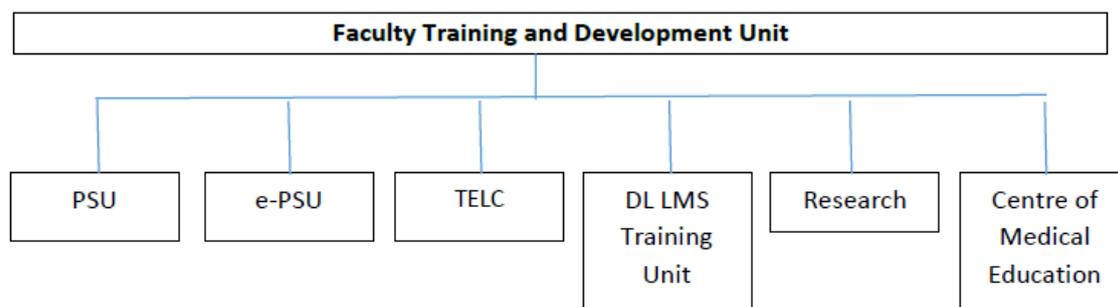
The role of the Faculty Training and Development Unit is to:
- Draft the university's plan and strategy on faculty training and development
- Identify faculty training and development needs necessary for fulfilling their job requirements
- Make available to faculty relevant training and development opportunities that can be linked to educational research and development, curriculum leadership, and educational scholarship
- Coordinate the training and development practices offered by the various training centres/units and evaluate their impacts on the careers of the participants and the institutional environment