Doc. 300.1.2

Higher Education Institution's Response

- **Higher Education Institution:**

  Ctl Eurocollege

- **Town: Limassol**

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Σπουδές στην Πληροφορική (2 έτη, 120 ECTS, Δίπλωμα)

  In English:

  Computer Studies (2 years, 120 ECTS, Diploma)

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

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

- **Concentrations (if any):**

  In Greek: N/A
  In English: N/A

eua EUROPEAN UNIVERSITY ASSOCIATION   INQAAHE   EDEN

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
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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)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

Some form of "Pastoral Care" should be offered to the students in order to assist them during their studies and to advise them in case of need. A typical system provided by other institutions is the allocation of an academic mentor to each student with periodic meetings (e.g., once per semester). This type of support is complementary to the general academic support already given on the content of a course by the lecturers.

Reply from the Institution

The comment has been noted and the College has proceeded in updating the Counselling procedure shown below. Following the recommendation of the EEC "Academic mentoring" has been included in order to support further the students (**Addition in bold**).

Additionally, we would like to mention that Office hours are offered to all students. The Office hours are set for 2 hours after the completion of a given class once a week. The exact time is decided by the Lecturer. The office hours for each course are published in the Course Outline which is accessible to student as from the first week from the beginning of classes. The office hours may be adjusted according to any special needs of the students.

Further to the above, we would like to mention that:

The **Academic Dean** among other duties is also responsible for:

1. Giving accurate and timely academic advice to all students.

The **Head of field** among other duties is also responsible for:

1. Providing mentoring and support to all students of the field.

The **Programme Coordinator** among other duties is responsible for:

1. Giving accurate and timely academic advice to all students.

The **Lecturer** among other duties is responsible for:

1. Providing accurate and timely feedback to students.

Counselling procedure

All Students are assisted by the skillful counselling services offered by CTL Eurocollege at no extra cost. The Students can discuss matters related to their studies, progress and private life, on an individual basis. In cases where the progress of a student is handicapped due to special circumstances, a personal approach is extended by CTL Eurocollege to assist them in overcoming the problem.

Counselling Services team

The Counselling Services team consists of experienced members of the academic personnel of the College. The team provides academic and career counselling to students.

The counselling services team is comprised of the following members:

1. The Academic Dean
2. Heads of Fields
3. Programme Coordinators
4. The student Counsellor

Academic Mentoring

The Academic mentors provide academic guidance and pastoral care to students related to their studies and give them a chance to discuss their experiences and help them succeed in their studies.

The Academic Committee is responsible for assigning members of the Faculty as Academic mentors. Their names are published on the web platform as well as on the announcement boards and are available to all students requiring mentoring.

Tutorial System

A System of tutorial assistance is in operation. It gives all students the opportunity to work in very small groups with the assigned Tutor and discuss matters related to their individual subject.

Student Counselling on personal matters

Student Counselling on personal matters is available for all CTL Students at no extra cost and is provided by a licensed clinical psychologist. The aim of this service is to make sure that our Students feel supported by the College on all levels, academic and personal. This service also aims to help Students realize the cause of their problems and find the different options to overcome them.

Appointments can be arranged during the week (09.00-18.00) by sending an email to the following address:

counseling@ctleuro.ac.cy

Student Counselling Service holds regular self-development group-workshop sessions, which address issues like anxiety, time management, psychological preparation for exams and many more. Students receive a certificate of participation at the end of each session.

Comment of the Committee

More hands-on activities can be offered to build up practical experience and skills.

Reply from the Institution

The comment has been noted and we would like to mention that students are provided with hands – on activities in sixteen (16) out of the twenty one (21) compulsory and optional core courses of the programme of study.

Taking into account the comment of the EEC the College proceeded in offering more lab hours to students. Lab hours are published on the announcement boards and on the web platform and are supervised by qualified Lab assistants who assist the students.

Furthermore, the College maintains an Azure Cloud service subscription and user accounts are created for each student. Students can access applications remotely without time or duration limitations providing opportunity for further hands-on activities and practical training.

Additionally, students must write assignments once or twice a week, as part of their assessment providing the opportunity for more practical training.

Comment of the Committee

It could be useful to have in place policies on business continuity and disaster recovery for all labs.

Reply from the Institution

The comment has been noted and the College has established a Business Continuity and Disaster Recovery Plan for the two Computer Labs shown below.

Business Continuity and Disaster Recovery Plan for the Computer Labs

The design of the particular plan is concentrated on three (3) pillars: 1) Building and Premises, 2) Data Center, 3) Applications.

Building and Premises

Emergency Plans for Evacuation in case of fire, earthquake, threatening person, bomb threat and explosion are published on the College's website, in the Lecturer's and Students' handbooks and on the announcement boards. Emergency exit plans are placed in all classrooms.

In case of Labs disaster (LAB 1 and LAB 2) there is an alternative place (ERC: Electronic Research Center, located on the Middle Floor) which is adequately equipped and able to be used as an alternative training place for a period of time. In the ERC there are 9 Desktops with the same characteristics and functionality as LAB 1 and LAB 2. Moreover in the ERC teaching equipment (e.g: whiteboard, projector etc.) is available.

In addition to the above, we provide seven (7) Laptop computers available to students and Faculty in case of an emergency situation.

Data Center

The College maintains a yearly subscription with PC-Gear IT Services Ltd, which is responsible for installing, maintaining, backing up and restoring services provided by the College.

In case that Lab's equipment disaster occurs, the appointed external partner is responsible for replacing the equipment and fully recover the functionality of the Lab(s) within 5 working days. The alternative appointed place (ERC) is used for this period of time.

Applications

A hard disk clone of computers in LAB 1 and LAB 2 exists and this can be replicated on new devices in case of replacement. Moreover, the College maintains a licensed subscription with CRISONS Ltd for Education Microsoft Azure Cloud Services through which all practical courses that require special equipment and/or special software are delivered through this service. In case of Lab(s) disaster special equipment and applications are still accessible through ERC or any other computer devices remotely.

Comment of the Committee

Formal training for lecturers on teaching practices should be offered. It should be mandatory for newly appointed junior staff and available to all academic staff as an opportunity for professional development.

Reply from the Institution

The College taking into account the comment of the EEC has proceeded in updating the procedure "Recruitment of Faculty Staff" shown below **(Addition in bold)**:

Recruitment of Faculty Staff

The College philosophy is to employ highly qualified Faculty with the necessary academic background, research activities, teaching skills, knowledge of curriculum design, pedagogy and subject content.

The College policy is to employ Faculty with PhD qualification, recent attested research work and publications in high impact academic journals. The maximum percentage of faculty staff having the same qualifications as the Programme level must not exceed 30% as specified by the existing law.

The College employs full time and part time lecturers. The maximum percentage of part time lecturers is 50% of the total number of Faculty staff teaching in a programme of study as specified by the existing law.

On completion of the "Planning for new semester" by the Academic Office which is approved by the Dean and the AF Director, a need for recruiting new Faculty members may arise.

If this is the case the Dean notifies the HR Officer to activate the recruitment process. The HR Officer and the Dean specify minimum of qualifications and work experience needed to fulfil the criteria for employment.

The Dean sends by mail the "Lecturer's Handbook" to the new member of the Faculty staff together with the "New Faculty Staff" form from the Ministry of Education and Culture.

The handbook explains the procedures and the formalities that the staff needs to follow. The new Faculty Staff form must be completed and returned to the Dean as soon as possible.

The Dean introduces the new member to all other staff and gives him/her a tour in the College premises. The Dean is responsible for mentoring and supporting the new members of the Faculty staff.

All new members of the Faculty are offered a formal training by the Head of Field introducing and explaining the teaching methodology and the importance of promoting soft skills as well as hard skills to students.

During the training the Technical Infrastructure as well as the Library resources are presented to the Faculty. Guidance is provided regarding courses that include practical training. The formal training takes place prior the commencement of classes for each semester.

Comment of the Committee

Further cooperation with industry can be established so as to enrich the program. In particular, consideration should be given to the possibility of obtaining some certifications currently offered to the students as part of their studies, at no additional cost.

Reply from the Institution

The comment has been noted and taking into account the suggestion of the EEC the Academic Committee in collaboration with the Head of the Field have decided that the two students with the highest academic performance in a particular course aligned with professional certification examinations are offered the opportunity to take the external examinations with no additional cost. This is announced by the Lecturer in class who is a certified trainer for the particular course.

The College is continuously trying to establish and maintain business links with organisations and companies of the local and international market in order to increase the employability and internship opportunities of its students.

The current Business link list is shown below:

Forex companies:

Windsor Broker and IQ Option Europe Ltd

Scope Markets

Law firms:
Costas Tsirides & Co LLC
Panikos A. Leonidou & Co Advocates & Legal Consultants
Andreas Savva & Partners LLC Advocates – Legal Consultants
Elias Neocleous & Co LLC)
Petros Yiannakos & Associates LLC

Hotels
Atlantica Hotels
Forest Park Hotel
Curium Palace Hotel
Sylva Hotel

Catering Industry
Pizza Hut
Burger King
Subway sandwiches
Corina snacks

Telecommunications
CYTA
Cablenet

IT companies
PC Gear
Fularo Online media and Communication Services

Shipping Companies
Lavar Shipping Ltd

2. Student – centred learning, teaching and assessment
   (ESG 1.3)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

The program and some of its courses are oriented to the MS and Cisco certifications. However, the certification tests do not seem popular with the students. An analysis of the factors hindering the students to take the tests should be carried out in order to identify possible solutions (incentives, extra support). The department should aim at increasing the number of students taking the Certification tests.

Reply from the Institution

The comment has been noted and the College took action to rectify this. In order to increase the number of students taking professional certification examinations proceeded in offering the opportunity to take external examinations for professional certifications with no additional cost.

Please refer to the **Reply from the Institution on page 7.** This information is published in class by the Lecturer who is certified trainer for the particular course.

Comment of the Committee

An internal and formal moderation process for all assessment elements of the courses should be introduced within the department.

Reply from the Institution

The comment has been noted and the College taking into consideration the comment of the EEC has updated the procedure "Issuing of Examination Papers" shown below: (**Addition in bold**)

Issuing of Examination Papers

An Examination Board is formed at the beginning of every academic year by the Academic Dean having the following duties:

1. To review the content of the examinations both Final and Midterm together with the marking scheme. The meeting may take place after working hours. If this is the case both full time and part time staff is paid according to a fixed administration rate. The Board is responsible for safeguarding the appropriate level of all examinations. The Lecturer is informed in case any corrections are necessary.

2. To check for consistency in marking throughout all subjects, with the random sampling method per subject. If the second marking has more than +5 or -5 marks difference, the Lecturer would be requested to justify this. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all examination papers. The procedure is repeated with the random sampling method to ensure the appropriate marking has been applied.

The Examination Board includes two (2) representatives from each Field of Study, the Head together with a member of the Faculty.

Comment of the Committee

The department should consider the establishment of an industrial advisory board (IAB) including members from the department and from local industry. The IAB should have periodic meetings (e.g., once per semester) to allow an exchange of opinions on relevant topics for a continuous program review, such as employment needs of the relevant industry and technological advances that can change quite rapidly in this field.

Reply from the Institution

The comment has been noted and the College proceeded in drawing the new procedure shown below:

Industrial Advisory Board (IAB)

The Industrial Advisory Board (IAB) is comprised of academic and professional members of the Faculty as well as professionals from the local industry.

The purpose of the IAB is to provide valuable input and knowledge regarding the advancements and needs in the field of computing. The IAB is responsible for providing guidance regarding technological advances, employment needs and other relevant topics of the industry.

The Head of the Computing Field is responsible for forming the IAB. The board meets at the beginning of each academic year. The percentage of modifications on an accredited programme cannot exists the 10% within the period for which accreditation is valid.

The IAB is comprised of the following members:

The Head of the Computing Field
The programme Coordinator
One academic member of the Faculty
One professional member of the Faculty
Two professionals from the Industry
Quality Assurance Officer (without voting right)

Comment of the Committee

The PC laboratories would benefit from some improvements (e.g., larger monitors and a policy to upgrade computers).

Reply from the Institution

The comment has been noted and we would like to mention that the computer labs are continuously upgraded. Please see below the corresponding procedure:

Quality Assurance As Regards Learning and Student Resources

On completion of the academic year, the Academic Dean, the Academic Committee, the QA Committee and the Librarian meet to review the quality of the learning and student resources provided to students.

At the meeting, the participants:

1. Confirm the efficacy of the lecture rooms and their facilities.
2. Certify the renewal of the electronic library subscription.
3. Verify that the databases provided to students and staff through the electronic library are sufficient.
4. Substantiate that the databases support the research and development strategy set by the college.

5. Verify the renewal of magazines and journal subscriptions that support the programmes of study.
6. Corroborate that the library collection has been suitably enriched.
7. Establish that all library books are updated regularly and that all books mentioned in the syllabi are included in the library collection.
8. Confirm that the computer lab equipment is of the latest technology.
9. Certify that the building facilities are of an appropriate level and equally accessible to all students.
10. Verify that building facilities comply with the Health & Safety Regulations.
11. Confirming that the College complies with General Data Protection Regulation.
12. Verify that support services provided to students are of a high standard.

Please refer to **Annex 1 Technical Infrastructure.**

Comment of the Committee

The courses should adopt a light-weight questionnaire mid-way to give lecturers immediate feedback, which can be addressed in the latter half of the course. This will complement the more weighty end-of-course questionnaire for course evaluation. Students will also see that their feedback is actively addressed during the course.

Reply from the Institution

The comment has been noted and the College proceeded in drawing the new procedure shown below. This information has been included in the Lecturer's Handbook and is included in the introductory letter sent by the Academic Dean to all Faculty at the beginning of each semester

Mid-term Student Feedback

Lecturers assigned with courses that include practical and hands-on activities must conduct an anonymous survey between their students immediately after the completion of the mid-term examination.

The Mid-term Student Feedback aims in collecting targeted and specific information from students which is extremely important for improving the teaching methodology used by the Lecturer.

Students complete a questionnaire during class hours and place it in a box.

The Lecturer is responsible for giving direct feedback to Students, discuss and make improvements if necessary.

MID-TERM STUDENT FEEDBACK QUESTIONAIRE

COURSE TITLE:

NAME OF LECTURER:

Please rate on a scale from **1 Indicating Strongly Disagree** to **5 Indicating Strongly Agree.**

The course outline is followed as described weekly.

| 1 | 2 | 3 | 4 | 5 |

O   O   O   O   O

The course is interesting and challenging.

| 1 | 2 | 3 | 4 | 5 |

O   O   O   O   O

The course contains interesting and challenging topics.

1   2   3   4   5

O   O   O   O   O

More practical training is required.

1   2   3   4   5

O   O   O   O   O

This course requires more effort and time in comparison with other subjects of the same field.

1   2   3   4   5

O   O   O   O   O

Accurate and timely feedback is provided form the Lecturer.

1   2   3   4   5

O   O   O   O   O

Recommendation of improvements for the **content** of this course:

_____

_____

_____

Please write any additional comments

_____

_____

_____

10. Effective teaching methods are used.

1   2   3   4   5

O   O   O   O   O

11. Group discussion and team work take place in class.

1   2   3   4   5
O   O   O   O   O

12. Case studies and/or Scenarios aiming to develop critical thinking and problem solving skills are used.

1   2   3   4   5
O   O   O   O   O

13. Creativity is enforced and students are encouraged to find alternative solutions on a given topic.

1   2   3   4   5
O   O   O   O   O

Recommendation of improvements for the **teaching/pedagogical approaches** followed in this course:

_____

_____

_____

Additional comments:

_____

_____

_____

Comment of the Committee

Student feedback should be aggregated (without personal information) and communicated back to the students.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** regarding the Mid-term Student Feedback procedure *on pages 11-13.*

Additionally, the College taking into account the comment of the Committee has proceeded in revising the "Lecturer and Course Evaluation by students" procedure shown below **(Addition in bold):**

Lecturer and Course Evaluation by students

The QA Officer conducts an anonymous survey among students at the end of each semester.

Students are requested to complete anonymously the evaluation prior to the completion of classes of each semester. The evaluation is completed with an online survey development tool and is sent to students by e-mail one month prior the completion of classes. The QA Officer is responsible for collecting and presenting the data during the Annual Programme Review meeting.

The lecturers must ensure that the evaluations are completed in class during this period. The lecturer should leave the classroom when the survey takes place, so as to allow the evaluation process to run smoothly and in a non-biased way.

The QA Officer transfers the results of the questionnaires to a formula, which sums up the percentage scored for each Lecturer and Course. The data is presented on a graph. The graphs for all courses are saved on a pdf document stating only the course code. The document is uploaded on the web platform for a period of fifteen (15) days and is accessible to all students and Faculty.

The results are handed in to the Dean, who requests the Academic Committee and the QA Committee to meet at the end of the semester to discuss the results of the students' evaluation, the Dean's evaluation and the self-appraisal evaluations.

The Dean sends a separate report to each Lecturer stating results with constructive feedback and suggestions for improvement. The report is passed on to the AF Director and the QA Officer.

Action is taken when necessary to ensure high quality teaching and student satisfaction. The Dean is responsible for monitoring Lecturers with low scores. During this time, the lecturer is placed under probation. The Dean visits the classes on a regular basis to evaluate the Lecturer.

3. Teaching Staff
(ESG 1.5)

FINDINGS

Comment of the Committee

There are some central procedures to support staff induction and staff development. However, these are not systematically structured and there is no training activity menu.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution on page 6.**

Comment of the Committee

There is a good student-staff ratio and a very positive relation between teachers and students. Considering that there is no formal training offered to teaching staff, the department should introduce a scheme for peer-review of teaching enabling good practices to be shared.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** *on page 6.*

In addition to the above, the College has proceeded in drawing the new procedure shown below:

Peer review guidance

Peer review is a supportive process that promotes good practices to be shared among Lecturers. All Lecturers are highly encouraged to invite at least once a year, another Lecturer of the same Field of Study to attend their class.

The two Lecturers will have the opportunity to discuss and exchange ideas and views in regards to effective teaching methodologies and learning approaches. Peer review, results to achieve positive student learning outcomes and at the same time promotes an individual's personal and professional development.

Lecturers share parts of their practice with their peer review partner. This may be through:

• direct observation of activities

• provision of documentation

• student work and other evidence

• open discussion

They then take part in a constructive dialogue where both Lecturers seek to facilitate a productive conversation exploring ways to improve, recognizing limitations, making action plans.

This information has been included in the Lecturers' Handbook.

Some teaching staff members do not have a doctoral degree and some are in the process to obtain one. Research activities should be promoted and supported more.

Reply from the Institution

The comment has been noted and we would like to refer to the following:

1. Faculty staff in research programmes

The College policy is to continuously improve in the field of research therefore it provides the following incentives as shown below:

- Provides a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.
- Provides financial support to academic staff participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.
- Provides funds for academic and professional memberships/subscriptions
- Reduces the number of teaching hours (3-6) of Lecturers involved in research programmes, or when working on their PhD thesis.
- Provides long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.
- Faculty members are placed and paid according to the ranking scale of the institution.
- Promotes faculty members to a higher ranking based on their qualifications, teaching & research experience.
- Approves paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.
- Grants bonuses to academics for publishing quality articles in highly ranked academic journals
- Grants bonuses to academics who publish articles in professional journals.
- Encourages staff financially and technically to promote their research findings by using social media and other communication media to Businesses, Organisations and Communities.
- Invests in new technology (software and hardware), books and other resources to support staff in conducting research.
- Allocates budget for developing projects and research papers during and after working hours at the institution.

Requirements

The College Administration requires that academics to publish one paper in high impact academic journal, one article on conference proceedings and participate in at least one international conference every year. In addition, it is recommended that faculty and staff engages in research projects with international partners from institutions, businesses, public agencies and communities.

2. Assessment of Faculty applications for funding

CTL Eurocollege and the Research Office promote the transparency and fairness towards the Faculty and other staff at the institution. Members of the staff must send a written application to the Head of Research if they are interested in:

- participating in research programmes.
- participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.

- having professional membership / subscription.
- reducing the number of teaching hours in order to be involved in research programmes, or when working on their PhD thesis.
- requesting long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.
- requesting paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.
- requesting bonus for publishing a quality article in highly ranked academic journal or professional journal
- requesting support for any research related issue.

All the necessary information and documents to support the application are submitted to the Head of Research. The Head of Research requests the Research Committee to meet and discuss the applications.

The Committee examines all applications and supporting documents and decides on the approval of an application. If an application is not adequately supported by the documentation or information submitted, the applicant is requested to re-submit.

The decision of the Committee is based on the following:

Criteria for assessing Faculty members' applications for funding:

1. Theme of the conference, workshop or seminar

2. Place and duration of the event

3. Cost of the event

4. Number of publications of the applicant

5. Academic and professional interests of the applicant

6. Academic network involvement (projects, papers etc) of the applicant

7. Volunteer activities of the applicant

3. Research Evaluation Criteria Scheme

CTL Eurocollege in order to promote the transparency and fairness towards the Faculty and Researchers has issued the Research Evaluation Criteria scheme as shown in the table below.

On completion of the academic year the Head of Research invites the Research Committee and the QA Committee to meet and discuss the evaluation of Researchers. The scores are included in the Faculty Evaluation completed by the Academic Dean and carry the 15% of the total marking scheme.

Researchers can earn points for their publications in peer review journals, publications in books, publications of papers in conference proceedings, publications of abstract in conference proceedings and publications in periodicals.

Publications of papers in conference proceedings, publications of abstract in conference proceedings and publications in periodicals are highly encouraged. Nevertheless, are awarded with a limited/maximum number of points are shown in the table below.

In order to promote and encourage the publications in high impact internationally recognized journals and the publications in books the scheme awards higher number of points.

Type Of Activity	Evaluation Scale	Max Points To Be Awarded
Publications in peer review journals (50>=) impact factor	65 points	Unlimited
Publications in peer review journals (50<) impact factor	30 points	Unlimited
Publications in books	65 points	Unlimited
Publications of Paper in conference proceedings	20 points	40
Publications of Abstract in conference proceedings	10 points	10
Publications in periodicals	10 points	10

Description of the evaluation

Excellent	65>=	
Very Good	>=40	<65
Good	>=30	<39
Average	>=10	<29
Below Average	<10	

4. **Please see below the List of EU calls:**

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LIST OF EU CALLS

The EU calls we submitted already.
The deadline for their submission is October 5th, 2021:

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1. "Dare to play like a kid!" under the Erasmus+ program KA1 Youth Exchange – together with IASIS NGO (Greece, http://www.iasismed.eu/) and one Bulgarian and one Macedonian partner.

2. "Self-development, analysis, and self-growth regarding mental health issues" under the Erasmus+ program KA1 Youth Exchange in Italy together with IASIS NGO (Greece).

3. "Toxic relationships and relationships to parents, partners, friends" under the Erasmus+ program KA1 Youth Exchange in Estonia together with IASIS NGO (Greece).

4. "Green tourism/sustainable tourism" under Erasmus+ small scale project with Italian partner (https://asteres.it/).

5. Accredited projects for mobility of learners and staff in vocational education and training (KA121-VET) together with Romanian partner https://www.salto-youth.net/tools/otlas-partner-finding/organisation/asociatia-pentru-educatie-si-formare-asef.7234/

The EU calls we are working on currently.
The deadline for their submission is <u>November 3rd, 2021:</u>

1. Title of a call: "<u>Mental Health and Digitalization</u>" - Small-scale partnership together with IASIS (<u>http://www.iasismed.eu/</u>), a project budget will be discussed, two partners only.

2. Title of a call: "<u>EduTransform</u>" - Small-scale partnership together with Social Hackers Academy (<u>https://socialhackersacademy.org/</u>); a project budget will be discussed, two partners only.

3. Title of a call: "<u>Frameworks for an updated tourism and hospitality branch – Digitalization in the Field of Hospitality and Tourism</u>" – together with Gewerkstatt from Germany (<u>https://www.gewerkstatt.de/</u>) and partners from Greece, Italy, Poland; a project budget will be 400.000 Euros (the CTL Eurocollege is the first partner, and our German partner is a coordinator).

4. "<u>Coding and Digital Skills for Special Education Students</u>" - The project is for students with special education needs. In this sense. Our team will work on the result in relation to - carry out digital coding activities for Special Education students. Erasmus+ KA210 strategic partner, the CtL Eurocollege will be a coordinator, working together with Romanian partner, Polish partner, and Turkish partner.

Answered call:

• At the same time, we are expecting the European Commission Committee to evaluate a call "<u>Network of Towns</u>" (<u>http://www.dicaonlus.it/</u>) – Small-scale Partnership.

<u>We are preparing and organizing task around Horizon project below:</u>

• Under the Horizon Europe Programme – Pillar II – Cluster 4 "<u>Digital, Industry and Space</u>" Work Programme 2021-2022, a topic under the call "A digitised, resource-efficient and resilient industry 2021" - HORIZON-CL4-2021-RESILIENCE-02 has opened for the submission of proposals. The deadline for the submission is 25 January 2022, 17h00 (CET).

5. **Please see below the recent Publication List:**

ACADEMIC JOURNALS

Published papers and chapters

1. Malkawi E., Khayrullina M. (2021). Digital human skills form the corporate economy and business development. *Ekonomicko-manazerske spectrum, Volume 15, Issue 1*, pp. 64-74 https://ems.uniza.sk/wp-content/uploads/2021/06/EMS_1_2021_06_Malkawi_Khairullina.pdf

2. Afxentiou G., Melanthiou Y. (2021). Reengineering the organisation design of wine businesses. In D. Vrontis, Y. Weber, A. Thrassou, R. Shams, E. Tsoukatos (Eds), *"Business Under Crisis: Contextual Transformations and Organisational Adaptations"*. Palgrave Macmillan.

3. Konstantinou D., Parmaxi A., Zaphiris P. (2021). Mapping research directions on Makerspaces in Education. *Educational Media International*. https://doi.org/10.1080/09523987.2021.1976826

4. Miguel, C., Pechurina, A., Kirkulak-Uludag, B., Hadjielia Drotarova, M., Dumančić, K., Načinović Braje, I., Giglio, C. (2021). Crisis management during the COVID-19 pandemic: A study of the short-term rental market sector in Europe. *International Journal of Hospitality Management*.

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10. Afxentiou G. (2019). Restructured organizational design: The secret sauce in a food manufacturer's recipe for growth. *Global Business and Organizational Excellence*, 38(5), p.27–32. https://doi.org/10.1002/joe.21948.

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1. *Hadjielias, E., Christofi, M., Christou, P., & Drotarova, M. "Digitalization and customer value in tourism: The role of digital agility" (R&R; 2nd Round; Technological Forecasting and Social Change).*

2. *Miguel, C., Pechurina, A., Kirkulak-Uludag, B., Hadjielia Drotarova, M., Dumančić, K., Načinović Braje, I., Giglio, C. "Crisis management during the COVID-19 pandemic: A study of the short-term rental market sector in Europe". (R&R; 2nd Round; International Journal of Hospitality Management).*

3. *Liasidou S., Afxentiou G., Malkawi E., Antoniades G.*
   Attesting to hotel employees' professionalism: views and perceptions of managers -Cornell Hospitality Quarterly.

4. *Afxentiou D,. Malkawi E. Antoniades G.*
   Managing stress as a blueprint to leadership effectiveness –Tourism and Hospitality Management.

5. *Sáha T., Weber C., Stukalina Y., Afxentiou G., Lepik K.L., Urmanaviciene A., Sáha P. (2021). The Role of Entrepreneurial Universities in Regional Knowledge Spillover and Social Innovation - International Journal of Knowledge-Based Development (IJKBD). Saha N.*

6. *Karfakis, N. "The agency debate in actor-network theory and post-humanism - A critical assessment".*

7. *Digital Making and Soft Skills Development: A pilot study*
   <u>*Description*</u>
   Students from the Computing Field of CTL EUROCOLLEGE who were enrolled in the Introductory Programming class during the Spring 2021 semester, participated in this study. Preliminary research findings, collected through self and peers assessment, demonstrated significant improvement of their Soft Skills (6Cs: Collaboration, Critical Thinking, Connectivity, Creativity, Cultural Respect, and Connectivity). The Digital Making activities were including programming tasks using Arduino and MicroBit Technologies along with handcrafts, aiming to develop a smart artifact which can solve a real life problem.

8. *Karfakis N*. (2021) Remote work and the future of work. *Ctl Eurocollege SST Research Journal*. p. 48-50. Limassol, Cyprus.

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1. Title: Critical thinking digital skills in higher education.
   Authors: Antoniades G., Malkawi E.
   Conference: The 14th Annual EuroMed Academy of Business (EMAB) Virtual Conference "Contemporary Business Concepts and Strategies in the new Era", Nicosia, Cyprus.
   Accepted Abstract for Presentation and Publication at Conference Proceedings
   September 22-24, 2021.

2. Title: The Social Innovation Ecosystems in Businesses Create Sustainable Societies.
   Authors: Afxentiou G.
   Conference: The 14th Annual EuroMed Academy of Business (EMAB) Virtual Conference "Contemporary Business Concepts and Strategies in the new Era", Nicosia, Cyprus.
   Accepted Abstract for Presentation and Publication at Conference Proceedings

September 22-24, 2021.

3. Title: Entrepreneurs' Well-being in the Spectrum of a Crisis.
   Authors: Afxentiou G.
   Conference: The 14th Annual EuroMed Academy of Business (EMAB) Virtual Conference "Contemporary Business Concepts and Strategies in the new Era", Nicosia, Cyprus.
   Accepted Abstract for Presentation and Publication at Conference Proceedings September 22-24, 2021.

4. Title: Factors Affecting Leisure Time of Women with Underage Children.
   Author: Antoniades G.
   Conference: FIKUSZ 2020 XV, Symposium for Young Researchers, Budapest, HUNGARY.
   Accepted Paper for Presentation and Publication at conference proceedings November 20, 2020.

5. Title: Digital learning Environment in Higher Education: New Global Issues.
   Authors: Malkawi E., Khayrullina M.
   Conference: 20th International Scientific conference "Globalization and its Socio-Economic Consequences".
   Accepted Paper for Presentation and Publication at conference proceedings 21 - 22 October 2020.

6. Title: An Innovative Organisational Design of Small and Medium Wineries.
   Authors: Afxentiou G.
   Conference: Cyprus Institute of Marketing (CIM) 3rd Annual Academic Conference "Entering New Era", Nicosia, CYPRUS.
   Accepted Developmental Paper for Presentation and Publication at conference proceedings 26 September 2020.

7. Title: The Role of Entrepreneurial Universities in Regional Knowledge Spill over and Social Innovation.
   Authors: Saha N., Sáha T., Weber C., Stukalina Y., Afxentiou G., Lepik K.L., Urmanaviciene A., Sáha P.
   Journal: XV edition of IFKAD
   Conference: IFKAD Conference, 9-11 September 2020, Matera, ITALY.
   Accepted Paper for Presentation and Publication at the Fifteen Annual ISI Conference Proceedings of the IFKAD 2020.

8. Title: The Relation of Stress Management and Leadership Effectiveness in the Hotel Industry of Cyprus.
   Authors: Afxentiou G., Malkawi E., Antoniades G.
   Journal: EuroMed Academy of Business, September 18-20, 2019.
   Conference: Twelfth Annual EuroMed Conference, Thessaloniki, GREECE.
   Accepted Abstract for Presentation and Publication at the Twelfth Annual ISI Conference Proceedings of the EuroMed Academy of Business 2019.
   ISBN: 2547-8516

9. Title: The Role of Stress Management in Managerial Decision Making: Cyprus Hotel Industry.
   Authors: Malkawi E., Afxentiou G., Antoniades G.
   Journal: EKA University of Applied Sciences Journal, April 24-26 2019.
   Conference: Emerging Trends in Economics, Culture and Humanities, Riga, LATVIA.

Accepted Abstract for Presentation and Publication at the Conference Proceedings of the International Scientific Conference (etECH2019).
ISBN: 978-9984-24-222-4

10. Title: Makerspaces: The Way to Develop the Learning and Innovation Skills (4c's) of the 21st Century.
Authors: Konstantinou D.
Journal: EKA University of Applied Sciences Journal, April 24-26 2019.
Conference: Emerging Trends in Economics, Culture and Humanities (etECH2019), Riga, LATVIA.
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ISBN: 978-9984-24-222-4

11. Title: The Impact of Stress Management on Leadership Effectiveness in the Hotel Industry of Cyprus.
Authors: Afxentiou G., Malkawi E., Antoniades G.
Journal: The Market: International Journal of Business, 5 April 2019.
Conference: Second Annual Conference of the Cyprus Centre for Business Research, Limassol, CYPRUS.
Accepted Abstract for Presentation and Publication at the Second Annual Conference Proceedings of the International CIM Conference 2019.

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- Fourteenth EuroMed Annual Virtual Conference , September 22-24 2021
"Contemporary Business Concepts and Strategies in the new Era"

- Academy of Management 81st Annual Virtual Conference ,July 30 – August 3 2021
"Bringing the manager back in management"

- University of Novi Sad, Serbia , June 28 - 30 2021
International Virtual Conference on ICT enhanced Social Sciences
and Humanities (ICTeSSH) 2021. Conference website: https://ictessh.uns.ac.rs/

- Virtual Conference by the Portugal Presidency of the EU 2021, 14 April 2021
European Universities: Pioneering Transformation in Education, Research and Innovation

- 1st ASEM Lifelong Learning Hub Virtual Forum, 13-15 October 2020
Future Directions in Lifelong Learning: creating a vision for Lifelong Learning Research, Policy & Practice in Asia & Europe

- Cyprus Institute of Marketing (CIM),Nicosia, CYPRUS, 26 September 2020
3rd Annual Academic Conference
Entering New Era

- Sheffield University Management School, Centre for Regional, 1-3 September 2020
Economic and Enterprise Development (CREED), Sheffield, UK
Virtual 12th International Social Innovation Research Conference (ISIRC) 2020
Social innovation and enterprise for more prosperous, fair and sustainable societies

Conference website: https://isircconference2020.com/

- 80th Virtual Annual Meeting of the Academy of Management (AOM), 7-11 August 2020
  20/20 Broadening Our Sight
- 2020 R&D Management Symposium (Virtual event), 4-5 August 2020
  Invention to Innovation. Creating the Conditions for Impact
  Simon Fraser University, Charles Chang Institute for Entrepreneurship
  https://www.sfu.ca/changinstitute/events---outreach/randm2020.html

- SHIINE COST ACTION 18236, Novi Sad, SERBIA , January 15-17 2020
  Multi-disciplinary Innovation for Social Change

- 1st Doctoral Colloquium 2019, Nicosia, CYPRUS, December 7 2019
  European University

- 15th ASEF Classroom Network, Tokyo, JAPAN, November 25-29 2019
  Education for Sustainable Development and Artificial Intelligence: The Role and Readiness of Teachers

- SNJ (Service National de la Jeunesse) , Luxemburg, BELGIUM, November 4-9 2019
   Makerspaces in Digital Youthwork

- Colloquium/Symposium, Berlin, GERMANY, October 24-25 2019
   1st Doctoral students Campus Macromedia University

- ENRESSH. COST ACTION 15137, Valencia, SPAIN, September 17-18 2019
  Network for Research Evaluation in the Social Sciences and the Humanities

- EuroMed Academy of Business, Thessaloniki, GREECE , September 18-20 2019
   12th Annual EuroMed Academy of Business (EMAB) Conference, Business
    Management Theories and Practices in a Dynamic Competitive Environment

- 'Death & Culture III' conference, University of York, the UK September 3-4 2020

- Ekonomikas un kulturas augstskola (EKA), Riga, LATVIA , April 24-26 2019
   International Scientific Conference (etECH2019), Emerging Trends in
  Economics, Culture and Humanities

- Cyprus Institute of Marketing (CIM), Limassol, CYPRUS , April 5 2019
  2nd Annual Conference of the Cyprus Centre for Business Research, Re-Inventing
   Tourism

- ENRESSH. COST ACTION 15137, Podgorica, MONTENEGRO, March 7-8 2019
   European Network for Research Evaluation in the Social Sciences and the Humanities

- Academy of Management (AOM), Tel Aviv, ISRAEL , December 17-19 2018
   From Start-up to Scale-up Strategies: Coping in a Volatile Business Environment

- ENRESSH. COST ACTION 15137, Ljubljana, SLOVENIA, July 10-11 2018
  European Network for Research Evaluation in the Social Sciences and the Humanities

- EURAM Conference 2018 ,Reykjavik, Iceland , June 20 2018
  'How to write and publish a good paper'

- ENRESSH. COST ACTION 15137, Lisbon, PORTUGAL , March 3-4 2018
  European Network for Research Evaluation in the Social Sciences and the Humanities

- ENRESSH. COST ACTION 15137, Zagreb, CROATIA, February 5-9 2018
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- Michael, N. (2020). The impact of creating an HR Digital Workplace: What does it mean for the HR Professionals. ΑΝΘΡΩΠΟΣ & ΕΡΓΑΣΙΑ, 1450 – 2895. Nicosia, CYPRUS: CyHRMA (Cyprus Human Resource Management Association). http://www.cyhrma.org/

- Siamarou, A. (2020). Compacting Covid-19 with 5G telemedicine. *Cyprus mail newspaper,* [Online]. Available at: https://cyprus-mail.com/2020/06/06/compacting-covid-19-with-5g-telemedicine/ [Accessed: 6 June 2020].

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AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

The EEC has identified a lack of training support for staff and therefore, it recommends the development of a systematic central support menu with regards to staff induction, mentoring and further development.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 6** and **on pages 16-26.**

Further to the above, we would like to mention that the College in order to provide further development offers seminars to its Faculty. The most recent seminars are shown below:

30/9/2021	Research Boundaries Seminar 2 Stepping out of your comfort zone 11.00-14.00	Dr Elias Hadjielia Dr Michael Christofi
13/9/2021	Research Boundaries Seminar 1 Stepping out of your comfort zone 16.30 – 19.00	Dr Maria Hadjielia Drotarova
11/12/2020	The Lecturer: A Cultivator of Soft Skills For Students	Department of Professional studies

Additionally, we would like to refer to the following:

1. **Staff Development and Support**

The aim of Staff Development and Support is to provide professional growth and renewal in order to improve morale, increase efficiency and encourage greater institutional effectiveness.

Staff Development:

- Encourages growth and career development of employees
- Improves skills and knowledge that can be immediately applied at work
- Increases motivation and job satisfaction
- Creates a network of colleagues for problem-solving and support

- Promotes communication

The College supports and encourages the participation in conferences, research activities, seminars and/or trainings.

With Staff Development the following are achieved:

- Employees with upgraded skills
- Employees working to their full potential and equipped to deal with the changing demands of the workplace
- Employees with higher morale
- Career satisfaction
- Creativity and motivation
- Increased productivity and responsiveness in meeting College objectives

2. **Career Development and Progress**

The professional career development of the Academic Staff members and their involvement in research, either on an individual basis or under the umbrella of CTL Eurocollege, as well as their participation in research programmes in collaboration with other Higher Education Institutions is something which is very much encouraged by CTL Eurocollege management.

The following career scale gives a clear picture of the professional development of our Academic Staff members. In constructing the scale three parameters were taken into consideration: academic qualification, teaching experience in Higher Education Institutions, and participation in research programmes combined with publication activity in recognized international academic journals or other media of recognized value.

The College Administration requires that academics to publish one paper in high impact academic journal, one article on conference proceedings and participate in at least one international conference every year. In addition, it is recommended that faculty engages in research projects with international partners from institutions, businesses, public agencies and communities.

Evaluation of faculty for the ranking

An internal process is in place concerning the ranking evaluation of the faculty. A committee that is consisted of one faculty member (Associate or Professor) from the home institution and two external examiners (Associate or Professor) from local and international institutions evaluates the prospective faculty member for job advancement. The committee examines the candidates based on designed criteria, prepares and submits a report to the college administration. The criteria includes the number and the quality of the publications (H index factor), the academic journals, involvement in the community, professional initiatives in research, peer reviewing assignments and student project supervision. The college administration takes a decision on the advancement and benefits of the prospective faculty member based on the Committee report.

Code Scale	Scale Description	Scale Point	Annual Gross Rate € (12 months)	Annual Gross Range € (12 months)	Qualifications/Experience	Publications Articles /Researches
101	**Professor**	1	37,200	37,200-38,400	Holder of **PhD**, plus 11 years teaching experience after the acquisition of a PhD title from a recognised University	International recognition of the candidate's scientific work Publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant

						research. Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities.
		2	38,400		11 + years TE after the acquisition of a PhD title from a recognised University	Evidence of further development in research activities International recognition of the candidate's scientific work Publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities
102	**Associate Professor**	1	28,800	28,800-34,800	Holder of **PhD**, plus 7 years teaching experience after the acquisition of a PhD title from a recognised University	Publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities Indication of international recognition of the candidate's contribution in specific research fields such as research reports, invitations for scientific speeches, assignments of article evaluation, research proposals or doctoral theses, participation in scientific journal publication committees or

						participation in convention organizing.
		2	33,600		8-9 years TE after the acquisition of a PhD title from a recognised University	Evidence of further development in research and publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities Indication of international recognition of the candidate's contribution in specific research fields such as research reports, invitations for scientific speeches, assignments of article evaluation, research proposals or doctoral theses, participation in scientific journal publication committees or participation in convention organizing
		3	34,800		10-11 years TE after the acquisition of a PhD title from a recognised University	Evidence of further development in research and publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities Indication of international recognition of the candidate's contribution in specific research fields such as research reports, invitations for scientific speeches, assignments of article evaluation, research proposals or

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						doctoral theses, participation in scientific journal publication committees or participation in convention organizing
103	**Assistant Professor**	1	24,000	24,000-26,400	Holder of **PhD**, plus 3 years teaching experience after the acquisition of a PhD title from a recognised University	Evidence of research and original publications in valid international scientific journals, or other publications of recognized value that forebode important contribution to science
		2	25,200		4-5 years TE after the acquisition of a PhD title from a recognised University	Evidence of further development in research and original publications in valid international scientific journals, or other publications of recognized value that forebode important contribution to science
		3	26,400		6-7 years TE after the acquisition of a PhD title from a recognised University	Evidence of further development in research and original publications in valid international scientific journals, or other publications of recognized value that forebode important contribution to science
104	**Senior Lecturer**	1	16,800	16,800-21,600	Holder of **PhD** with no teaching experience	Participation in Conferences and submission of abstracts/papers in conference proceedings
		2	18,000		3-5 years TE after the acquisition of a PhD title from a recognised University	Participation in Conferences and submission of abstracts/papers in conference proceedings
		3	19,200		6-8 years TE after the acquisition of a PhD title from a recognised University	Participation in Conferences and submission of abstracts/papers in conference proceedings
		4	20,400		9-11 years TE after the acquisition of a PhD title from a recognised University	Participation in Conferences and submission of abstracts/papers in conference proceedings
		5	21,600		11+ years TE after the acquisition of a PhD title from a recognised University	Participation in Conferences and submission of abstracts/papers in conference proceedings

105	**Lecturer 1**	1	14,400	14,000-19,200	Holder of **MA or MSc** with no teaching experience	NA
		2	15,600		3-5 years TE	NA
		3	16,800		6-8 years TE	NA
		4	18,000		9-11 years TE	NA
		5	19, 200		11+ years TE	NA
106	**Lecturer 2**	1	12,000	12,000-16,800	Holder of **BA or BSc** no teaching experience	NA
		2	13,200		3-5 years TE	NA
		3	14,400		6-8 years TE	NA
		4	15,600		9-11 years TE	NA
		5	16,800		11+ years TE	NA

Professor

The Associate Professor qualifications are a prerequisite and in addition:

Minimum requirements:

- Holder of PhD, plus 11 years teaching experience after the acquisition of a PhD title from a recognised University.

- International recognition of the candidate's scientific work.

- Publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research.

- Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities.

Associate Professor

For the position of Associate Professor, the Assistant Professor's qualifications are a prerequisite, and in addition:

Minimum requirements:

- Holder of PhD, plus 7 years teaching experience after the acquisition of a PhD title from a recognised University.

- Publication of articles in prestigious international scientific journals or monographs and books of recognized publishing houses that substantiate remarkable self-reliant research.

- Ability to promote research which includes supervising of postgraduate students, guidance or important contribution to research programs or securing external funding for research activities.

- Indication of international recognition of the candidate's contribution in specific research fields such as research reports, invitations for scientific speeches, assignments of article evaluation, research proposals or doctoral theses, participation in scientific journal publication committees or participation in convention organizing.

Assistant Professor

For the position of Assistant Professor, the following are required:

Minimum requirements:

- Holder of PhD, plus 3 years teaching experience after the acquisition of a PhD title from a recognised University.

- Evidence of research and original publications in valid international scientific journals, or other publications of recognized value that forebode important contribution to science.

Senior Lecturer

For the position of Senior Lecturer the following are required:

Minimum requirements

- Holder of PhD with no teaching experience.

- Participation in Conferences and submission of abstracts/papers in conference proceeding

Lecturer 1

For the position of Lecturer 1:

Minimum requirements

- Holder of MA or MSc.

Lecturer 2

For the position of Lecturer 2:

Minimum requirements

- Holder of BA or BSc.

Comment of the Committee

The EEC has also realised that there are no procedures for staff peer review and therefore it recommends the development and implementation of a relevant procedure for peer-review of teaching that enables good practices to be shared.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 15.**

Comment of the Committee

In particular, a minimum of didactic & pedagogical training should be compulsory to all newly appointed junior staff.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 6**.

Comment of the Committee

Research activities should be promoted and supported more.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 16-32.**

4. Student admission, progression, recognition and certification
(ESG 1.4)

FINDINGS

Comment of the Committee

In addition, the EEC has observed that there are clear policies and procedures supporting students' feedback, however this feedback does not return to the students.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 11-14**.

Comment of the Committee

There are not many female students. The gender gap is a general and important issue to be addressed. This can be achieved, for example, with a targeted marketing campaign.

Reply from the Institution

The comment has been noted and we would like to mention that the College in its efforts to attract more female students in the field of computing has taken the following actions:

1. Is offering a specific number of scholarships to female candidate students of local private and public schools.
2. Changed the cover photo of the field of study showing a female figure. Please follow the link below:

http://www.ctleuro.ac.cy/en/1-academic-affairs/academic-fields

3. Decided to use female figures in the promotion of the programme including flyers, street boards, advertising GIFS.

Further to the above, we would like to mention that the Head of the Computing Field is in the Advisory Board of the Fe-STEM funded programme for the involvement of females in STEM education. The programme is a co-funded by the Erasmus+ programme.

In addition to the above, we would like to refer to the "Application for Employment" procedure shown below:

Application for Employment

Diversity and inclusion are core values at Ctl Eurocollege. We believe adherence to these values creates an environment that best allows our students, faculty and staff to learn, work and develop.

Ctl Eurocollege does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, physical disability and pregnancy. The College does not consider any of the above attributes when applying its employment policies.

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

One area of improvement is the number, quality and gender balance of the admitted students. This is a well-known problem in STEM education. The EEC recommends that the institute tries to increase the number of students, and particularly female and well qualified students.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** above on **page 34.**

Comment of the Committee

Furthermore, to help the students' progression, procedures supporting students' feedback should take place on a continuous basis and throughout the semester, and not only in the last two weeks of each semester. Moreover, after the analysis of the feedback, the feedback should be returned to students and discussed, otherwise the students do not directly benefit from the changes that might happen.

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 11-14**.

Learning Resources and student support

(ESG 1.6)

AREAS OF IMPROVEMENT

Comment of the Committee

The process of student appeals that ends up to the disciplinary committee should make sure that students have the right to bring a representative of their choice to hearings with the academic dean.

Reply from the Institution

The comment has been noted and the College proceeded in updating the procedure "**Violation of Student rights and responsibilities'** shown below**. (Addition in bold).** Please also see below the "Students rights and responsibilities" as published in the students' handbook, in the prospectus, on the website and announcement boards.

Students Rights and Responsibilities

The Student Welfare and Activities Officer is responsible for informing students about their rights and responsibilities. Students must be aware of their rights and responsibilities.

Rights and Responsibilities are published in the students' handbook, the College's Prospectus, on the website and announcement board.

Students' Rights

Every Student has the right to equitable treatment by the College. Specifically, Students should have the right to:

- Freedom of expression, discussion, religion or assembly.
- Fair treatment.
- Dignified treatment regardless of race, colour, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion or physical characteristics.
- Protection from capricious decision making.
- Access to policies that affect them.
- A balanced and fair system of dispute resolution.
- Participation in Associations and Committees.
- Protection of their personal data and confidentiality in personal issues.
- Quality education.
- Receiving any information regarding the Programme of Study they are registered with, as well as all Courses included in the Programme of study.
- Being informed about the structure of examination papers two weeks prior to the date of the examination by their lecturers.

Students' Responsibilities

As with any community, the College has established standards of conduct for its members. As members of the College community, CTL Students' responsibilities are:

- To abide by the State, District or Municipal laws, so far as these are relevant to Student conduct
- To act consistently with the values of the College and abide by its rules and regulations
- To respect any College property or facility
- To avoid any unauthorized entry/presence

- To avoid any unauthorized use or misuse of facilities, equipment, material or service
- To avoid any misuse of library or computer resources
- To refrain from any verbal or physical abuse
- To refrain from any harassment of any other Student or member of the Faculty or Administration
- To refrain from alcohol or drugs
- To comply with College guidelines

Violation of Student rights and responsibilities

The Student Welfare and Activities Officer and the QA Officer are immediately informed when a violation of student rights and responsibilities occurs. The Officers informs the Dean.

The Dean calls a meeting of the Disciplinary Committee. At the meeting decisions are taken according to the seriousness of the offence. **At the meeting students involved in the case may be accompanied by a representative of their choice**. The Committee gives instructions to the Officers to act according to the decision taken. The case is monitored.

The Student Welfare and Activities Officer records the incident in the "Violation of student rights and responsibilities" spreadsheet. On the spreadsheet the following information is shown:

- name of student/member of staff
- registration number of student
- passport/Id number
- country of origin
- Programme of study
- semester of study
- records of incident
- guidelines given
- monitoring details
- review

The spreadsheet is updated every week and the review is sent to the Dean and the QA Officer for a period of one month. A written warning is given.

According to the weekly Review the Academic Dean requests the Disciplinary Committee to meet again.

Violation of any Student rights and responsibilities will be brought before the Disciplinary Committee

Penalties imposed may be:

- Exclusion from activities
- Exclusion from using facilities
- Payment of damage
- Reduction of grade
- Expulsion for a period of time
- Permanent expulsion from College

Expulsion for a period of time or permanent expulsion from College is imposed when:

- Disruptive or abusive behavior, such as verbal harassment and consistent vulgarity.
- Physical abuse of another, including assault and rape.
- Intimidation or stalking another member of the College community, including hazing.
- Vandalism, graffiti, or defacing College or personal property in any other way

- Possession of weapons on College property.

The Student Welfare Officer updates the spreadsheet and the decision of the Committee is sent to the Academic Office. The Academic Office updates, if necessary, the performance, semester, academic reports and attendance record. The performance report is sent to Faculty members. The updated attendance record is put in the lecturers' file.

If expulsion for a period of time is decided, the student is under probation for two semesters by the Disciplinary Committee. The Student Welfare and Activities Officer monitors the student and sends an updated review to the Disciplinary Committee, the QA Officer and the Dean on a weekly basis for a period of one month.

The decision on whether the Committee should meet again to take further action depends on the findings stated in the review.

If permanent expulsion is decided, the student has to interrupt his/her studies. All departments are notified.

Student hands in to the Librarian, student's card, borrowed books if any and pink slip in case of International student.

Comment of the Committee

In addition, student members to the various committees should be selected by the body of the students without faculty involvement.

Reply from the Institution

The comment has been noted and the College took action to rectify this by revising the procedures of the Committees that include students shown below. (**Addition in bold).**

The College Council is comprised of the following members:

One representative of the Board of Governors
The Executive Director
The Administration and Finance Director
The Academic Dean
Two Heads of Fields of studies
Two members of the Faculty staff
Two members of the Student union **(the student union is responsible for selecting their representatives. Candidate students must have good academic performance (≥3.00) with no discipline issues).**

The Academic Committee is comprised of the following members:

The Academic Dean
Two Programme Coordinators
The Heads of the Fields of study
One member of the Faculty staff
One member of the Student Union **(the student union is responsible for selecting their representative. Candidate students must have good academic performance (≥3.00) with no discipline issues).**

The Disciplinary Committee is comprised of the following members:

The Academic Dean
Heads of Fields of studies
Two members of the Faculty staff
Two members of the student Union **(the student union is responsible for selecting their representatives. Candidate students must have good academic performance (≥3.00) with no discipline issues).**

The Administrative Committee is comprised of the following members:

The Executive Director
The AF Director
The Academic Dean
Two Heads of Fields of Study
One member of the Faculty staff
One member of the student Union **(the student union is responsible for selecting their representative. Candidate students must have good academic performance (≥3.00) with no discipline issues).**
Two members of the Administrative staff

The H & S Committee is comprised of the following members:

The Administration & Finance Director
The Academic Dean
Two members of the Administrative staff
Two members of the Faculty staff
One member of the Student Union **(the student union is responsible for selecting their representative. Candidate students must have good academic performance (≥3.00) with no discipline issues).**

The Quality Assurance Committee is comprised of the following members:

The Academic Dean
The Administration & Finance Director
Three members of the Faculty staff with important scientific work and extensive academic experience
One member qualified in Quality Assurance
Two members of the Student Association **(one undergraduate and one postgraduate student. The student union is responsible for selecting their representatives. Candidate students must have good academic performance (≥3.00) with no discipline issues).**

1. **Additional for doctoral programmes**
   (ALL ESG)

N/A

2. Eligibility (Joint programme)
   (ALL ESG)

N/A

B. Conclusions and final remarks

Comment of the Committee

- *Some form of "Pastoral Care" should be offered to the students in order to assist them during their studies and to advise them in case of need.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 3-4.**

Comment of the Committee

- *More hands-on activities can be offered to build up practical experience and skills.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 4-5.**

Comment of the Committee

- *Formal training for lecturers on teaching practices should be offered. It should be mandatory for newly appointed junior staff and available to all academic staff.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 6.**

Comment of the Committee

- *Further cooperation with industry can be established so as to enrich the program. In particular, the department should consider the establishment of an industrial advisory board.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 7-8 and on page 10.**

Comment of the Committee

- *Considerations should be given to the promotion and uptake of the industry certifications offered to the students, aiming at increasing the number of students taking the Certification tests.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 7.**

Comment of the Committee

- ***An internal and formal moderation process for all assessment elements of the courses should be introduced within the department.***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 9.**

Comment of the Committee

- ***The PC laboratories would benefit from some improvements (e.g., larger monitors and a policy to upgrade computers).***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 10-11.** Please also refer to **Annex 1 Technical Infrastructure**.

Comment of the Committee

- ***The courses should adopt a light-weight questionnaire mid-way to give lecturers immediate feedback.***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 11-13.**

Comment of the Committee

- ***Student feedback should be aggregated (without personal information) and communicated back to the students.***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 11-14.**

Comment of the Committee

- ***An internal process of peer-review of teaching should be adopted.***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 15.**

Comment of the Committee

- ***Research activities should be promoted and supported more.***

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 16-32.**

Comment of the Committee

- *The number, quality and gender balance of the admitted students should be given consideration.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **page 34.**

Comment of the Committee

- *The process of student appeals that ends up to the disciplinary committee should make sure that students have the right to bring a representative of their choice to hearings with the academic dean.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 36-38.**

Comment of the Committee

- *Student members to the various committees should be selected by the body of the students without faculty involvement.*

Reply from the Institution

The comment has been noted. Please refer to the **Reply from the Institution** on **pages 38-39.**

The Administration of Ctl Eurocollege would like to express its gratitude to The Cyprus Agency of Quality Assurance and Accreditation in Higher Education as well as to the External Evaluation Committee for the positive and constructive comments made in the external evaluation report regarding the programme of study "Computer Studies (2 years, 120 ECTS, Diploma). After taking into account the comments and suggestions of the External Evaluation Committee, the Internal Quality Assurance Committee of the Institution has taken the necessary measures outlined in this document.

C. Higher Education Institution academic representatives

Name	Position	Signature
Andreas Papathomas	Executive Director	
Lakis Papathomas	Administration and Finance Director	
Dora Konstantinou	Academic Dean	
Dr Elena Malkawi	Head of the Business Field	
Marianna Papathoma	QA Officer	

Date: 27/10/2021