

Doc. 300.1.2

Higher Education Institution's Response

Date: 06/07/2021

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)
In Greek:
ΝΟΜΙΚΗ-ΕΛΛΗΝΙΚΟ ΔΙΚΑΙΟ (4 έτη/240 ECTS, LLB)
In English:
LAW-GREEK LAW (4 years/240 ECTS, LLB)
- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
In Greek:
In English:



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

The School of Law of European University Cyprus (EUC or University hereafter) wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the LLB program of study (Program).

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

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations

The following areas of improvement and recommendations have been identified:

1. It remains unclear if policy for quality assurance guards against intolerance of any kind or discrimination against the students or staff. This aspect could be considered by implementation of an independent complaint body.
2. It remains unclear if the program of study is designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS. Past examinations with proposed solutions could be published on the University's website.
3. No pass rates could be found on the University's website. Pass rates could be published on the University's website.
4. It remains unclear if students and staff are involved in providing and analyzing information and planning follow-up activities regarding student evaluation, so that the feedback loop is closed (1.4). A survey per semester based on student's/alumni's questionnaires regarding information for the effective management of the program could be implemented.

Responses by EUC:

1. Policy against discrimination

We would like to thank the EEC for pointing this out and we welcome the Committee's recommendations which provide the opportunity to the School of Law to extend with more information about the measures EUC has taken in order to address this issue:

1.A. Zero-Tolerance discrimination policy. An Internal Regulation on Harassment and Bullying Policies is been implemented at EUC since November 2018 (please see attached policy in Appendix I).

The purpose of this Policy is to state the University's position of the Zero Tolerance of Harassment and Bullying and to raise awareness amongst the University community of behaviour that would be considered "Harassment" and "Bullying". It provides guidance on informal and formal means of dealing with Harassment and Bullying when it occurs. This Policy applies to all registered students of the University (part-time and full-time conventional and distance learning), all members of staff and faculty and all visitors to the University.

The aim of the Policy is to:

- Promote a positive environment in which staff and students are treated fairly and with respect;
- Take a zero-tolerance approach to all incidents of bullying and harassment;
- Ensure all members of the University community understand their responsibility to contribute to the creation and maintenance of an environment free from bullying and harassment;
- Provide a framework of support for staff and students and for both parties involved in any complaints or allegations;
- Provide a mechanism to resolve issues;
- To ensure that the University abides by or takes into account relevant laws and regulations, in particular, the Equal Treatment in Employment and the Workplace Law of 2004

(58(I)/2004) and the Equal Treatment of Men and Women in Employment and the Workplace Law of 2002 (205(I)/2002).

1.B. Implementation of an Independent Complaint Body at the University level:

The University has a clear two stage Complaints Procedure to address informal and formal concerns or complaints (please see attached procedure in Appendix I). In brief, this consists of:

- Stage 1 Early Resolution
- Stage 2 Formal Complaint

Stage 1. The Complainant submits an informal complaint to the Chairperson of the Department and Administrator of the School. If the Chairperson is either the complainant or the person the complaint is filed against, then the complaint is submitted to the Dean. If the Dean is involved, then the complaint is submitted to the Rector. The Complaint Document must provide information on:

- a) The nature of the concern;
- b) The supporting evidence;
- c) Any actions taken to try to resolve the complaint;
- d) Any outcome/resolution the complainant is seeking.

Stage 2. The Chairperson after reviewing the informal complaint forwards this to the Bullying and Harassment committee. The Committee then evaluates whether the complaint can be resolved through mediation (Stage 1: Early Stage Resolution). The members of the EUC Center of Applied Psychology and Personal Development (ΚΕ.ΨΥ.ΠΑ.) can offer mediation services.

If mediation in resolving the issues fails or the nature of the complaint is assessed by the Bullying and Harassment Committee as very serious, then the case is forwarded to the Grievance Committee (Stage 2: Formal Complaint), which is constituted by the Senate Faculty Affairs Committee as a second-level body to examine grievances by faculty members and staff (EUC Charter Annex 11. Senate Bylaws, Chapter VII.3, article VII, section I.3, p. 210).

The Grievance Committee should reach a decision within 30 calendar days of receiving the Formal Complaint. The Grievance Committee informs the Rector, the Dean, or the Chairperson in writing upon the decision. The Rector, the Dean, or the Chairperson informs all individuals involved upon decision in writing.

1.C. Implementation of an Independent Complaint Body at the School level. Additionally, according to the EUC Charter Provisions each School has a standing Grievance Committee (please see attached Appendix II). This Committee aims at promoting non-discrimination and objective and good administration and proper decision-making at the School. The Committee acts as a forum for hearing and examining relevant grievances by School members, staff and students majoring in a program of the School. The Grievance Committee consists of five members:

- Two full-time School members not on-probation appointed by the Dean of School;
- Two administrators appointed by the Rector; and

- One student representative nominated by the Students' Council and approved by the Rector. Students' representatives participate only when the Committee examines students' grievances

2A. Correspondence of exams' and assignments' content to the level of the program and the number of ECTS.

Each course is carried out in at least sixteen (16) weeks as per The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.) regulations. Thirteen (13) weeks are teaching weeks. Two (2) final examination weeks then follow. Throughout the 13-week teaching period, students need to attend, a weekly three (3) hour lecture that is compulsory (attendance – participation is graded with 10%). During each lecture, the instructor introduces students to the theoretical background of the topic under discussion, presents the main legal framework (including legislation and case law), discusses with students related fundamental issues and proceeds to the implementation of various group activities such as brain storming regarding possible answers to a theoretical question and/or solving legal problem questions. The material for each lecture (powerpoint presentation and/or handouts, reading materials) is shared with students beforehand, through the course page on Moodle, so that they have a chance to study it, prepare questions and discuss these during the next lecture (approximate weekly study time is estimated at 10 hours – excluding assignment preparation time).

For each course, students need to carry out an individual, in most cases, assignment that is usually accompanied by a short oral presentation. This assignment (both written essay and oral presentation) is graded with 40% of the overall grade of each course. The type and nature of each assignment, along evaluation rubrics for assignments and weight attached to each one, is presented to students, at the start of the semester through the course outline. As an example, such a graded assignment may require preparing an answer to a theoretical question (for instance, discussion of a quote from an academic article or judgment or discussion of a legislative proposal) which involves extended research, rational analysis and critical thinking. Other graded assignments may include responding to a problem question, which involves comprehensive understanding of the legal issues found therein and effective legal techniques in resolving these legal issues using relevant statutory law and case law. Preparing this assignment, gives the students the opportunity to conduct research, either individually and/or in groups (in case of a group assignment), on a specific topic using the University library as well as electronic resources (approximate time for assignment preparation –written essay and oral presentation - 40 hours).

When the students' written assignments are submitted, these are automatically checked through Turnitin (<https://www.turnitin.com/>) for plagiarism. Moreover, instructors proceed promptly (within 15 days at the latest) in providing the assignment grade as well as detailed feedback that the student needs to take into account for his/her better preparation of the final exam. Feedback can be given either on an individual basis (especially for individual assignment) or to the whole group of participants as well (in case of a group assignment).

After this 13-week learning period is completed, students take the final exam for each of their courses (allocated percentage at 40%). The final exam assesses in a comprehensive way the level at which students have acquired the theoretical knowledge covered in the course, as well as the degree to which they have developed the skills in critical analysis aimed at by the course (approximate time for exam preparation and exam time - 53 hours).

2.B Publishing past examinations with proposed solutions on the University's website.

The School of Law has thoroughly discussed the EEC suggestion on publishing past examinations with proposed solutions on the University's website. Despite the possible merits of this practice, the School noted that this is a policy which is not followed by the universities in Cyprus in general. The School would definitely reconsider this suggestion should CY.Q.A.A. announces a relevant decision or recommendation which will be applied by all universities.

3. Publishing pass rates on the University's website

Similarly to the issue above, the School of Law, has thoroughly discussed the EEC suggestion on publishing past rates on the University's website. Despite the possible merits of this practice, the School noted that this is a policy which is not followed by the universities in Cyprus in general. The School of Law would definitely reconsider this suggestion when CY.Q.A.A. announces a relevant decision or recommendation that will be applied by all universities in Cyprus and/or Law programs of study.

4. Involvement of student and staff in providing and analyzing information and planning follow-up activities regarding student evaluation, so that the feedback loop is closed. Survey per semester based on student's/alumni's questionnaires regarding information for the effective management of the program

4A. Provision and analysis of information and planning follow-up activities regarding student evaluation

When course assignments are submitted, instructors proceed promptly (within 15 days at the latest) in providing the assignment grade as well as detailed feedback to the students. Students needs to take into account the feedback provided by the instructor for their better preparation of the final exam. Feedback can be given either on an individual basis or to a whole group of students (in case of a group assignment), as well as to the whole class (in case of general remarks, that have to be taken into consideration by everyone). When deemed necessary, the instructor may ask the student to have a one-to-one meeting to discuss important issues of the graded assignment, that need to be thoroughly taken into account by the student. More specifically, for a legal problem question, that a student has received a low or fail grade, the instructor may ask the student to work on similar, non-graded, problem questions. The instructor will then examine the answer(s), in order to confirm that the student has understood well how he/she needs to respond to such questions in the future. Such a one-to-one meeting or the answering of similar questions with feedback, may be requested, additionally, by the student himself/herself. Feedback is additionally provided to students, again on an individual basis as well as to the whole class (in case of general remarks) after the completion of the final exam of each course.

4B. Survey on 'Student Feedback on their Learning Experience' – (SFLE)

A survey per semester based on student's questionnaires regarding information for the effective management of the program is already in place. More specifically, the 'Survey on 'Student Feedback on their Learning Experience' (SFLE), (please see the Fall 2020 version of the said Survey in Appendix III) is executed in the following manner:

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

A detailed description of the procedures involved is provided below:

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

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

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

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

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

a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

b. In addition to the use of the SFLE findings in the process of changes and development of EUC programmes of study, the SFLE provides a key component in academic staff's professional development leading to enhanced quality of learning and teaching at EUC. More specifically the findings from the individual reports are discussed between the instructors and the Dean of the

School in a constructive peer review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students' feedback by the SFLE. In this way, there is a continuous improvement of teaching quality in the School.

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

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

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

Responsibilities of stakeholders involved in the implementation of SFLE:

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

4C. Independent annual employability survey for alumni

Regarding alumni, the European University Cyprus Employment and Career Office conducts an independent annual employability survey. The survey assesses graduates' employment levels, salary levels, relatedness of occupation and program of study, required period for employment, occupation classification by major groups, occupational analysis, economic sectors in which alumni work as well as multiple other parameters. The graduates have the opportunity to provide feedback on their level of satisfaction regarding their experience at the University.

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

The following areas of improvement and recommendations have been identified:

1. Practical training: If there is a possibility, the university could offer short internships, which support the theoretical courses (a program like the “Volontariat” at the UZH).
2. We would encourage the institution to establish a system of peer-review for drafting exam papers to ensure fairness and consistency across assessments.
3. We would recommend that the department considers the implementation of rubrics for teachers as well as students so students could use them for self-assessment purposes before submitting a task for assessment.

Responses by EUC

1. Practical training

There is a course which is placement which is the practical training in a law office or in a law-related public sector department. PLC300L is the course code.

2. A peer-review system for drafting exam papers to ensure fairness and consistency across assessments.

The School of Law of EUC, supports academic freedom for its Faculty members and at the same time encourages them to develop and engage in opportunities for critical thinking and personal growth. Based on this philosophy, it strongly encourages its Faculty members who are teaching and researching in the same areas of Law, to work together in preparing both midterm and final exam questions. Through this procedure, Faculty members discuss about important topics covered through the semester, exchange ideas and ensure that fairness and consistency is achieved through the questions that are finally inserted in the exam papers. Additionally, after the final exams grading process is completed, the School of Law Grade Approval Committee, reviews and approves the final grades, of each course and if needed, makes comments and recommendations.

Furthermore the University already has in place a “Final Exams Appeal’s Procedure” followed by the School. The “Appeal’s procedure” allows any student who believes that the grade received in the Final Exam is different from what was expected, to ask for a re-evaluation of his/her final examination to a second examiner other than the original instructor. Before requesting a re-evaluation, the student must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar within four (4) weeks from the date the results are announced. The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination to a second examiner. In the case of major discrepancy between the instructor’s evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

3. The implementation of rubrics for teachers as well as students so students could use them for self-assessment purposes before submitting a task for assessment.

Taking into account the recommendations of the EEC, rubrics have been prepared by all instructors, adjusted according to their course requirements and are currently being incorporated at the end of each Study Guide, as Annex I (please see Appendix IV – Evaluation Rubrics for Assignments and Appendix V - Evaluation Rubrics for LLB495 Undergraduate Thesis).

These rubrics present, in practice, a specific set of weighted assessment criteria that instructors will use to grade students' assignments, *inter alia*, referencing style, sources, theoretical understanding, critical thinking and originality. The Study Guide incorporates these rubrics, which will be available to the students on the platform page of the Program from the beginning of each semester.

The introduction of rubrics, safeguards, the quality of feedback and boosts consistency among markers. Furthermore, it guides students on assessment/marking criteria, regarding the preparation of their assessments well in advance, allowing them to evaluate their own work as well as understand how and why they were given a specific grade by their instructor(s). Moreover it introduces ways for students to improve in future assignments or similar tasks.

3. Teaching staff (ESG 1.5)

The following areas of improvement and recommendations have been identified:

We believe that the department should reconsider balance between research, teaching and administration especially regarding the junior academic staff in order to help them fulfil their research potential. This would also fit with the department's own mission.

Response by EUC

Increasing the quality of the research output is a central pillar in both the University's and School's strategy. In practice, the culture of high quality research output is supported by a number of EUC's research support policies and mechanisms, including among others a policy on Teaching Hour Reduction (THR), the Sabbatical leave scheme, the "Annual Awards for Excellence in Research", as well as the available budgets for conference participation and membership in scientific and professional societies, and the Ph.D. Scholarships Award Scheme.

Teaching Hours Reductions (THR) through the University Research Policy

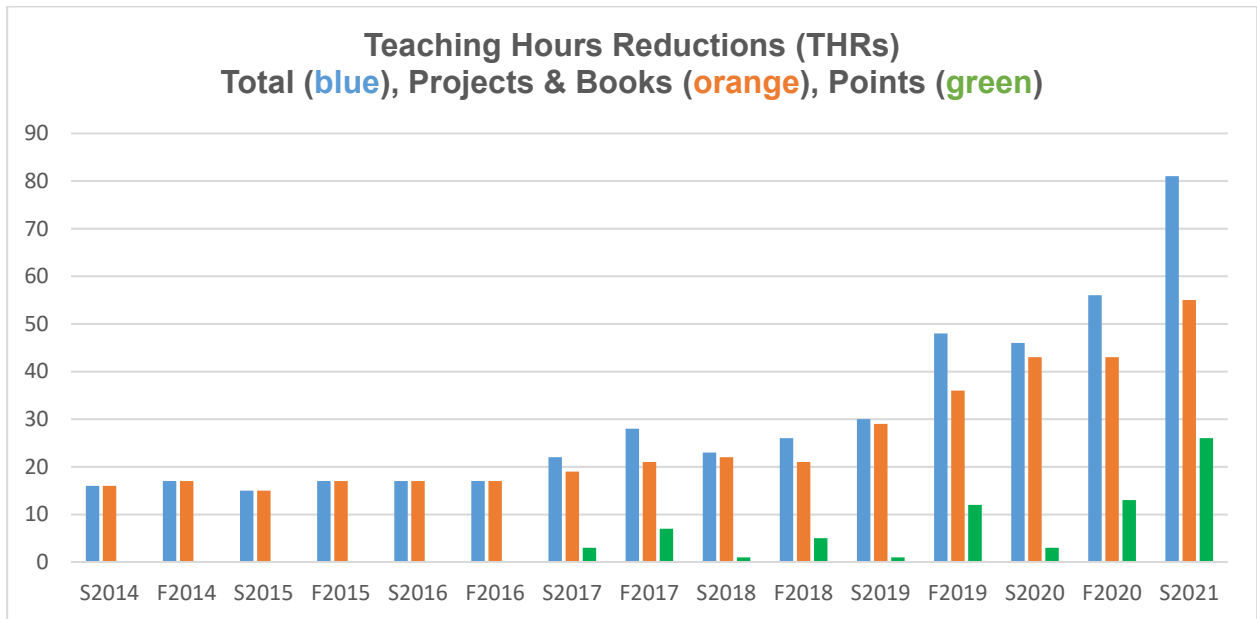
The University recognizes and supports the need for the Faculty's engagement in systematic and consistent research activities and career advancement. Consequently, it gives incentives to faculty to carry out quality research through its Policy for Teaching Hours Reductions (THR) which is described in section 7 of the EUC Research Policy (see attached Appendix VI). Through the THR policy, faculty members who have a contractual obligation of 12 teaching hours per week and per semester, may, through this provision, have a reduced workload of either 6 or 9 hours per semester.

Faculty can get a THR either for participation in a funded research project, or for writing a book or by accumulation of points according to their publications, participation in conferences, submission of proposals etc.

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

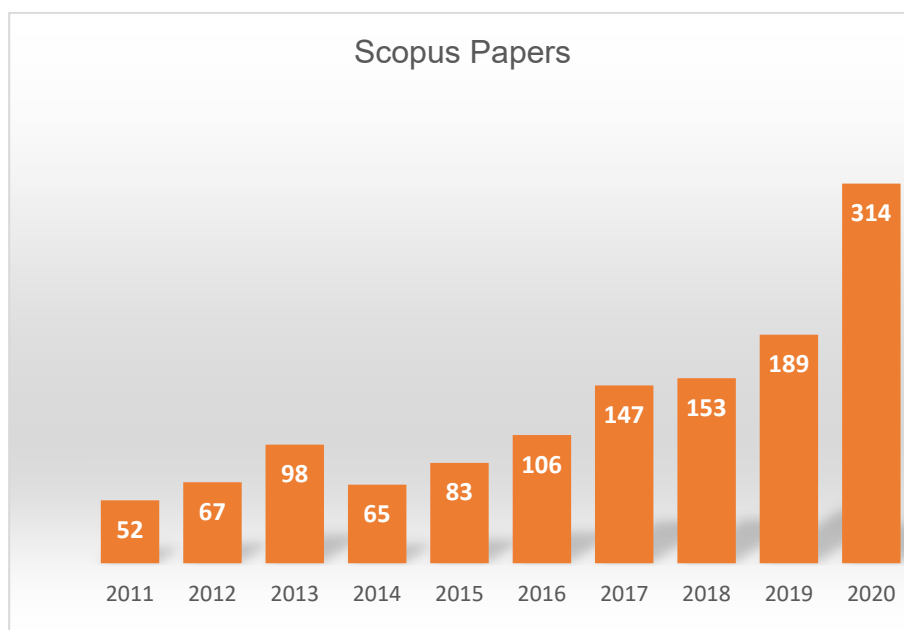
For instance, during the Spring 2020 semester, 35 full-time faculty members obtained a THR, 19 of which had a three (3) hour reduction, and 16 faculty members were granted a six (6) hour reduction. Within a year, the percentage of full-time faculty that was awarded a THR increased by 69% (February 2020–February 2021), whereby in the Spring 2021 semester alone, 59 full-time faculty members were granted a THR: 37 members obtained a three (3) hour reduction, and 22 faculty members were granted a six (6) hour reduction. A number of the School's faculty has systematically capitalized on the particular policy to get a reduction in their teaching, while every year additional faculty members are eligible for the THR. For instance, in the Fall 2020 semester, a six (6) hour reduction was granted to Dr. Christiana Markou (faculty member) and in the Spring 2021 semester a three (3) hour reduction was granted to Dr. Markou once again. For the Fall 2021 semester, Dr. Christiana Markou and Dr. Thalia Prastitou Merdi have already applied for a THR.

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



The THR policy has led into a boost of not only the quantity but also the quality of research output. Specifically, in the last five years, the University’s output in Scopus indexed paper journals has **quintupled** as much. That is, for the years 2018, 2019 και 2020, the University’s publications in Scopus indexed journals is of the order of 156, 192 and 314, respectively. On the basis of this track record, and provided that the University maintains the benchmark of 150 high quality journal articles in the years 2021 και 2022, it fulfils the criteria for the **Times Higher Education World rankings** in 2023.

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



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

Sabbatical Leave Scheme

The Sabbatical Leave scheme aims at encouraging faculty members to engage in scholarly research and international networking, and it is granted with full remuneration (see attached Appendix VII. EUC Sabbatical Leave Policy). Sabbatical leave is granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value. At the end of the Sabbatical period, the faculty member must submit a detailed report on the research activities performed under that period.

Annual Awards for Excellence in Research

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

- **The "EUC Research Award-Young Researcher"**, is awarded to young researchers that have demonstrated the ability to perform high-quality research. The Award aims to enhance young scientists' research activity who have shown an ability to produce significant and internationally recognized achievements from the early stages of their career.
- **The "EUC Research Award-Distinguished Researcher"** is granted to excellent scientists with extensive research experience who have demonstrated significant and internationally recognized research results. The Award aims to appraise and promote the work and personality of these distinguished scientists who honour European University Cyprus through their high-quality research and its impact.

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

Other incentives

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

- Based on their research profile and activities (at the time of hiring), newly hired full-time faculty members may be granted a THR from the very first semester of employment. The Department encourages junior academic staff to apply for a 3 hours or 6 hours THR, supports their application when submitted and, in case such a THR is granted, it takes all necessary actions to facilitate them to implement it.
- The University has also introduced the Ph.D. Scholarships Award Scheme. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. The scholarships are awarded to faculty members who fulfil the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field. All full-time faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award. The Ph.D. scholarships are awarded to the most promising candidates of any nationality. They cover the tuition fees of new Ph.D. students for the whole duration of their studies. Five (5) such scholarships have been announced for the academic year 2021-22.
- In addition, an annual budget of 1470 Euro is available for each full-time faculty member, for participation in local and/or international conferences.
- A further, annual budget of the order of 120 Euro is available for each full-time faculty member, for subscription in scientific and professional associations.

4. Student admission, progression, recognition and certification

(ESG 1.4)

The following areas of improvement and recommendations have been identified:

It would be useful to have information on declined applicants in the future.

Response by EUC:

Declined applicants. The Office of Admissions records each applicant's data during and after the admission procedure on a Customer Management System (CRM).

As Table 1 below presents, regarding the LLB (conventional program of study), most cases who eventually do not get admitted are those who withdraw their applications during admission or even before registration. More specifically, the main reasons for withdrawals are the following: to eventually choose to register in another (mainly state) university in Greece, to decide to postpone her/his study in order to retake the national examination in order to enter a state university in Cyprus or Greece in the following year, due to lack of time to proceed with tertiary education studies, due to personal-health, and due to financial reasons.

Table 1

Degree	Year	No of applications	No of rejected/withdrawals	% of rejected/withdrawals
LLB Law, Greek Law	2017	89	25	28%
	2018	90	31	34%
	2019	95	31	32%
	2020	63	13	21%



5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations

The Department & the University are doing excellent work across all four dimensions

No areas of improvement and recommendations were indicated by the EEC



6. Additional for doctoral programmes
(ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

The Committee believes that the proposed programme is clearly compliant with the applicable standards of assessment and gladly recommends its verification. The documentation in the application pack was very thorough and informative, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant, open, and constructive.

Enthusiastic and committed teachers who teach in their area of expertise created a properly designed learning environment and regular events. Research and teaching appear to strengthen each other and could create fruitful collaborations with wider society. The networks of the academic staff and the university offer opportunities for further developments in societal and academic collaborations.

The excellent library facilities, support structures, buildings and ICT services look likely to enhance students' learning experience. We were particularly impressed with the work of the LLB Co-ordinator (Dr Charalampos Stamelos).

We appreciate the Department's great commitment to excellence and we would like to wish a lot of success with the new programme of study.

Response by EUC:

It is with great appreciation that the School of Law noted the positive feedback of the EEC; we carefully considered the EEC insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In previous pages, we provided all details in how we addressed all recommendations for improvement suggested by the EEC.

As far as the final summative remarks of the EEC above we would like to sincerely thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the School of Law made a focused effort to address each of the EEC's recommendations. As such, we believe that these actions enhance the quality of the Program. By making these changes, we believe that we are now able to offer a significantly improved program of study which is in line with the European Qualifications Framework and which builds on our strengths and our readiness to implement the program in an attractive student-friendly environment.

We summarize in brief some of the major adaptations described in more depth above. According to the suggestions of the EEC, we have now implemented rubrics for instructors as well as for students that could be used them for self-assessment purposes before submitting a task for assessment. This safeguards the quality of feedback and boosts consistency among markers. Furthermore according to the suggestions of the EEC, the School of Law, aims to encourage even more, junior academic staff to apply for a three (3) hours or six (6) hours THR, support their application when submitted and, provided that this is granted, to take all necessary actions to facilitate them to implement it. Moreover within the previous sections we have provided extended information on our policy against discrimination; the correspondence of exams' and assignments' content to the level of the Program and the number of ECTS; the policies that are already implemented at our University that help to maintain a good balance between research, teaching and administration; as well as further information on declined applicants and the annual review of the Program.

In closing, we would like to say that the School of Law found the EEC's candid discussions, a constructive learning process. We all believe that this review was a positive experience and feel that



we were provided with important input on how to move effectively forward. In addition, we have thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following its review and attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's comments and suggestions, we are convinced that our Program will be able to more effectively ensure the learning outcomes of its students. In this regards, we are grateful to the EEC for their candid discussions regarding our programme, and the insightful comments and suggestions throughout their report.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Charalampos Stamelos	Program Coordinator LLB School of Law	
Dr Konstantinos Tsimaras	Dean School of Law	

Date: 06/07/2021



INTERNAL REGULATION ON
HARASSMENT AND BULLYING POLICY OF THE EUROPEAN
UNIVERSITY CYPRUS

61st Senate Decision: 6 November 2018

Introduction

Scope:

The purpose of this Policy is to state the University's position of the Zero Tolerance of Harassment and Bullying and to raise awareness amongst the University community of behaviour that would be considered Harassment and Bullying. It provides guidance on informal and formal means of dealing with Harassment and Bullying when it occurs. This Policy applies to all registered students of the University (part-time and full-time conventional and distance) all members of staff and faculty and all visitors to the University.

The Policy (in a summarized version) will appear on all Course Outlines, whilst a referral to it will be included on the employs contracts. The full version will be uploaded on the University's webpage.

The aim of the Policy is to:

- Promote a positive environment in which staff and students are treated fairly and with respect;
- Take a zero tolerance approach to all incidents of bullying and harassment;
- Ensure all members of the University community understand their responsibility to contribute to the creation and maintenance of an environment free from bullying and harassment;
- Provide a framework of support for staff and students and for both parties involved in any complaints or allegations
- Provide a mechanism to resolve issues
- To ensure that the University abides by or takes into account relevant laws and regulations, in particular, the Equal Treatment in Employment and the Workplace Law of 2004 (58(I)/2004) and the Equal Treatment of Men and Women in Employment and the Workplace Law of 2002 (205(I)/2002).

The European University abides by the fact that every one of its members is entitled to work and study in a supportive environment that values and promotes personal dignity. The university is thus committed to creating and maintaining a positive work and study environment for all members of its community, and as such it takes all reports of harassment and bullying extremely seriously. The University encourages an informal resolution wherever possible, nevertheless all complaints of harassment or bullying will be regarded seriously and may lead to disciplinary action. Formal complaints will be investigated initially by the Bullying and Harassment Committee, to ensure the procedure is thorough and fair to all parties involved. The Committee will assess whether the complaint needs to be forwarded to the Disciplinary Committee or can be resolved informally.

Individuals who bring a complaint, or act as witnesses to a complaint, under this policy will be protected from victimization or unfavourable treatment arising as a result of bringing the complaint.

What is bullying?

Bullying constitutes behavior which is

- Deliberate
- Has an intent to harm
- Is repeated over time, and
- There is an imbalance of power between victim and bully.

For bullying to have occurred, all four features must be present. For instance, a legitimate work-based request could be deliberate (i.e. purposeful in its intent), repeated, and have a perceived detrimental effect on the staff member's psychological or physical health. However, it would not be unreasonable, since we need to make requests of others in order to get work done. The request does not constitute bullying, as not all four features are present.

Some examples of **bullying** could include:

- Violence
- Shouting
- Sarcasm
- Constant destructive criticism
- Ignoring or ostracising
- Patronising comments
- Setting a person up for failure with impossible workloads and deadlines.

Harassment:

Harassment is unwanted behaviour which has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating, or offensive environment. Harassment might be related to:

(a)

- Age
- Disability;

- Race;
- Sex;
- Gender reassignment;
- Religion or belief; or
- Sexual orientation

(b)

Sexual Harassment

(c)

Treating an employee or student less favourably because he or she rejects sexual harassment related to sex or gender reassignment or submits to it (tolerates it or allows it to happen).

Victimization

Victimization is when a person is mistreated because they have made, or intend to make, a complaint of discrimination (including harassment or bullying), or have helped another person to make a complaint by providing evidence or information. Victimization can count as unlawful discrimination and result in disciplinary action, regardless of the outcome of the original complaint.

Procedure for filing a complaint involving a student (student/faculty, faculty/student, administrator/student, student/administrator, administrator/faculty, faculty/administrator)

The University has a clear 2 stage Complaints Procedure to address informal and formal concerns or complaints. In brief this consists of:

Stage 1 Early Resolution

Stage 2 Formal Complaint

1. The Complainant submits an informal complaint to the Chairperson of the Department and Administrator of the School. If the Chairperson is either the complainant or the person the complaint is filed against, then the complaint is submitted to the Dean. If the Dean is involved, then the complaint is submitted to the Rector. The Complaint Document must provide information on:
 - a) the nature of the concern;
 - b) the supporting evidence;
 - c) any actions taken to try to resolve the complaint;
 - d) any outcome/resolution the complainant is seeking
2. The Chairperson after reviewing the informal complaint, forwards this to the Bullying and Harassment committee. The Committee then evaluates whether the complaint can be resolved through mediation (Stage 1: Early Stage Resolution). Mediation services can be offered by the members of KEPSYPA.
3. If mediation in resolving the issues fails or the nature of the complaint is assessed by the Bullying and Harassment Committee as very serious then the case is forwarded to the Grievance Committee (Stage 2: Formal Complaint) where the Charter based procedures are set in motion(https://intranet.euc.ac.cy/intranet/includes/secure_file.cfm?ID=13&menu1)

D=5201). The Grievance Committee should reach a decision within 30 calendar days of receiving the Formal Complaint.

4. The Grievance Committee informs the Rector or Dean or Chairperson in writing upon the decision
5. The Rector or Dean or Chairperson informs all individuals involved upon decision in writing.

Procedures relating to individuals (e.g., administrator/administrator) answering to HR will be provided at a later time with the collaboration of HR.

Appendix II: Charter - Annex 12 School Bylaws

CHARTER: ANNEX 12 SCHOOL BYLAWS (*EUC CHARTER p.213*)

... Omitted

ARTICLE VI. COMMITTEES OF THE SCHOOL: GENERAL PRINCIPLES
(*EUC CHARTER p.218*)

Section 1. Standing Committees

Standing Committees are: the Committee on Academic Programs the Committee on Research; and the Grievance Committee.

... Omitted

Section 3. Grievance Committee (*EUC CHARTER p.221,222*)

a. Purpose

The Grievance Committee shall promote non-discrimination and objective and proper administrative action and decision making at the School. The Committee acts as a forum for hearing and examining relevant grievances by School members, staff and students majoring in a program of the School.

b. Membership

The Grievance Committee shall consist of five members: two full-time School members not on probation appointed by the Dean of School; two administrators appointed by the Rector; and one student representative nominated by the Students' Council and approved by the Rector. Student representatives shall participate only when the Committee examines students' grievances. 222 E.U.C. European University Cyprus

c. Voting

All members of the Committee have voting rights for all Committee business and elections. Each eligible member shall have one vote in Committee meetings and in Committee elections and other relevant business.

d. Quorum

A quorum shall consist of two-thirds of the voting members. Members on official leave or excused from a particular meeting by the Dean of School are not counted in determining the quorum.

Notes: In the case that the Grievance Committee or any of the involved parties (after the decision reached by the pertinent School Grievance

Committee) wish to proceed with the matter further, they can do so by sending the matter into a second – level disciplinary body, accordingly:

- (a) For matters concerning/involving a professional misconduct by a faculty member, the matter is forwarded to the Senate Committee on Faculty Affairs, whereas;
- (b) For matters concerning/involving misconduct by a student, the matter is forwarded to the Senate Committee on Student Affairs.

Appendix III: Survey on 'Student Feedback on their Learning Experience'

Questionnaire

“STUDENTS’ FEEDBACK ON THEIR LEARNING EXPERIENCE”

(Conventional Programs of Study)

Dear Students,

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

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

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

Thank you for your participation.

Section Q

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

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

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

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

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

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

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

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

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

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

Thinking of this particular course:

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

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

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

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

19. The instructor is on time for the beginning and the ending of the class					
20. I find the Instructor's attitude towards students respectful and polite					
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students					
22. I find that the instructor shows genuine concern for my learning					
23. I would take classes from this instructor again					
Section B. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)					
	0 = Does Not Apply at All				10 = Applies Completely
1. The course content meets my expectations					
2. The course contributed to the development of my ability to think critically					
3. The course provides guidance on how I can develop professional competencies					
4. The course helped me develop abilities and skills related to my program of study and/or my broader education					
The following two questions should be answered only for the practical/lab courses:					
5. The practical/lab sessions correspond to the theoretical content of the course					
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course					

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

1. Write down one or two positive characteristics of the course

2. Suggest one or two changes for the improvement of the specific course

3. Write down one or two positive characteristics of the instructor of this course

4. Suggest one or two ways that the instructor of this course can improve his/her teaching

5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)

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

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

7. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?

Appendix IV: Evaluation Rubrics for Assignments

School of Law
LAW-GREEK LAW (4 years/240 ECTS, LLB)

Evaluation Rubric for Assignments

Feedback form							
Course Code							
Student's Full Name and Registration Number							
Assessment Criteria for Assignment	Excellent 90%+	Very good 80-89%	Good 70-79%	Above average 65-69%	Average 60-64%	Failure 59%-0	Comments
1. Structure, grammar-punctuation-spelling (GPS), word limit (5%)	The essay is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed. Minor GPS mistakes may be present.	The essay is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed. Minor GPS mistakes are observed.	The essay's organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed. Some GPS mistakes.	There is some organisation of the material, but the essay lacked a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear. Important GPS mistakes.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed. Numerous GPS mistakes.	Hardly ever possible to discern the essay's structure and organisation. Numerous GPS mistakes.	
2. Referencing Style (OSCOLA, Harvard, Vancouver) (10%)	Excellent use of selected referencing style in text and in reference list with only trivial oversights.	Minor mistakes in text or in reference list.	A number of mistakes in text and/or in reference list.	Major mistakes in text and/or in reference list.	Limited attempt in using the selected referencing style.	Absence of selected referencing style basic rules.	
3. Relevant Sources (10%)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use of	Very good number of scientific sources and relevant to the discussed topic. Very good use of sources in text.	Appropriate number of scientific sources and moderately relevant to the discussed topic. Good use of sources in text.	More scientific sources were needed and the existing are moderately relevant to the discussed	Limited number of scientific sources and not entirely relevant to the discussed topic or non-scientific	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or non-scientific.	

	sources in text.			topic. Moderate use of sources in text.	sources were used. Inadequate use of sources in text.	Inappropriate use of sources in text.	
4. Understanding of theory / legal framework, Links between theory and practice, use of research findings (60%)	All the material is directly relevant to the essay title. Evidence of excellent understanding and knowledge of topic discussed. The discussion develops excellently throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Almost all the material is directly relevant to the essay title. Evidence of good understanding and knowledge of topic discussed. The discussion develops very well throughout the essay using evidence to support arguments. Appropriate links between theory, practice and research.	Some of the material is moderately clear and relevant to the essay title. The discussion develops moderately well throughout the essay using only some evidence to support arguments. Some appropriate links between theory, practice and research.	Important aspects of the material may not be directly relevant to the essay title. The discussion is not inclusive and does not develop thoroughly. Presents little concern for the justification of links between theory, practice and research.	The material is not directly relevant to the essay title. Little evidence of relevant knowledge. Makes only limited or inadequately appropriate links between theory, practice and research. May present own views of the material without any attempt to properly justify it.	The essay does not follow the given instructions or the material deviates from the title. Very little or irrelevant knowledge and inadequate links between theory, practice and research.	
5. Critical analysis (15%)	Excellent presents and analyses the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a very good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Evidence of a good discussion and analysis of the strengths and weaknesses of theory, research findings, practical applications, and their interplay.	Makes some attempt to critically evaluate theory, research findings, practice and their interplay.	Limited attempt to critically evaluate theory, research findings, practice and their interplay.	Assertions without critical concern for evidence.	

General Comments

							FINAL GRADE
Instructor	Dr ...						
Signature		Date					

Νομική Σχολή

ΝΟΜΙΚΗ-ΕΛΛΗΝΙΚΟ ΔΙΚΑΙΟ (4 έτη/240 ECTS, LLB)

Πίνακας διαβαθμισμένων κριτηρίων (rubrics) για εργασίες

Έντυπο Αξιολόγησης							
Κωδικός μαθήματος							
Όνομα φοιτητή/φοιτήτριας Αρ. Εγγραφής							
<u>Κριτήρια Αξιολόγησης</u>	Άριστα 90%+	Πολύ καλά 80-89%	Καλά 70-79%	Άνω του Μετρίου 65-69%	Μέτρια 60-64%	Αποτυχία 59% -0	Σχόλια
1. Δομή, Γραμματικά, Συντακτικά και Ορθογραφικά λάθη & Όριο λέξεων (ΓΣΟ) (5%)	Η εργασία έχει εξαιρετική οργάνωση και σαφή δομή. Υπάρχει μια ομαλή μετάβαση μεταξύ των παραγράφων. Τα περισσότερα στοιχεία έχουν μια λογική ακολουθία και εκφράζονται με σαφήνεια. Ανεπαρκής ΓΣΟ λαθών ή ανεπαίσθητος αριθμός σχετικών λαθών.	Η εργασία έχει πολύ καλή οργάνωση και δομή. Υπάρχει μια ομαλή μετάβαση μεταξύ των παραγράφων αλλά όχι στην πλειοψηφία τους. Τα περισσότερα στοιχεία εκφράζονται με σαφήνεια. Πολύ μικρός αριθμός ΓΣΟ λαθών.	Η οργάνωση και δομή της εργασίας παρουσιάζουν μια μετριότητα όπως και η μετάβαση μεταξύ των παραγράφων. Κάποια στοιχεία δεν εκφράζονται με σαφήνεια. Υπαρξη κάποιου αριθμού ΓΣΟ λαθών.	Η εργασία είναι οργανωμένη ως ένα βαθμό αλλά στερείται σαφούς δομής. Η μετάβαση μεταξύ των παραγράφων δεν είναι ομαλή και αρκετά στοιχεία δεν είναι σαφή. Υπαρξη σημαντικών ΓΣΟ λαθών.	Η δομή και η οργάνωση είναι προβληματικές. Η μετάβαση μεταξύ των παραγράφων γίνεται απότομα και αρκετά παρουσιάζουν σύγχυση. Μικρή προσπάθεια για αποφυγή ΓΣΟ λαθών.	Είναι αδύνατη η διάκριση της δομής και της οργάνωσης. Ανεπαρκής προσπάθεια για αποφυγή ΓΣΟ λαθών.	
2. Χρήση συστήματος παραπομπών (OSCOLA, Harvard, Vancouver) (10%)	Άριστη χρήση του επιλεγμένου συστήματος παραπομπών στο κείμενο και λίστα αναφορών.	Μικρός αριθμός λαθών στο κείμενο και λίστα αναφορών.	Αριθμός λαθών στο κείμενο ή/και λίστα αναφορών.	Μεγάλος αριθμός λαθών στο κείμενο ή/και στην λίστα αναφορών ..	Έγινε μικρή προσπάθεια στην ακολουθία του επιλεγμένου συστήματος παραπομπών.	Ανεπαρκής χρήση του επιλεγμένου συστήματος παραπομπών.	
3. Επαρκής αριθμός επιστημονικών πηγών και ορθή χρήση τους στην εργασία (π.χ., παραπομπές εντός κειμένου και στην λίστα	Εξαιρετικός αριθμός πηγών. Όλες οι πηγές είναι άμεσα σχετικές με το θέμα και έχουν	Πολύ καλός αριθμός πηγών. Σχεδόν όλες οι πηγές είναι άμεσα σχετικές με το θέμα και έχουν	Ικανοποιητικός αριθμός πηγών. Κάποιες πηγές είναι σχετικές με το θέμα και έχουν	Θα έπρεπε να είχαν χρησιμοποιηθεί περισσότερες πηγές. Αρκετές πηγές δεν	Έχουν χρησιμοποιηθεί ελάχιστες πηγές οι οποίες δεν είναι άμεσα σχετικές με το θέμα.	Ανεπαρκής αριθμός πηγών οι οποίες δεν είναι σχετικές με το θέμα.	

βιβλιογραφικών αναφορών) (10%)	χρησιμοποίηση ορθά.	χρησιμοποίηση ορθά.	χρησιμοποίηση ορθά.	σχετίζονται άμεσα με το θέμα και θα μπορούσαν να χρησιμοποιηθούν επαρκέστερα.			
4. Κατανόηση της θεωρίας / νομικού πλαισίου και σύνδεση της/του με την θεωρία και την πράξη, χρήση των ευρημάτων της έρευνας (60%)	Όλο το υλικό είναι άμεσα σχετικό με τον τίτλο της εργασίας. Εξαιρετική κατανόηση και γνώση του θέματος της εργασίας. Η ανασκόπηση εξελίσσεται πολύ εύστοχα σε ολόκληρη την εργασία με ύπαρξη σαφών συμπερασμάτων και παραδειγμάτων σύνδεσης θεωρίας-πράξης-έρευνας.	Σχεδόν όλο το υλικό είναι άμεσα σχετικό με τον τίτλο της εργασίας. Ικανοποιητική κατανόηση και γνώση του θέματος της εργασίας. Η ανασκόπηση εξελίσσεται εύστοχα σε ολόκληρη την εργασία με ύπαρξη σαφών συμπερασμάτων και παραδειγμάτων σύνδεσης θεωρίας-πράξης-έρευνας.	Κάποιο από το υλικό είναι σχετικό με τον τίτλο της εργασίας. Η ανασκόπηση εξελίσσεται μετρίως σε ολόκληρη την εργασία με ύπαρξη σχετικά εύστοχων συμπερασμάτων και παραδειγμάτων σύνδεσης θεωρίας-πράξης-έρευνας.	Σημαντικά στοιχεία του υλικού δεν είναι πλήρως σχετικά με τον τίτλο. Η ανασκόπηση δεν είναι περιεκτική και δεν εξελίσσεται όπως θα αναμενόταν με ελάχιστα παραδείγματα σύνδεσης θεωρίας-πράξης-έρευνας.	Το υλικό δεν είναι σχετικό με τον τίτλο και η σύνδεση θεωρίας-πράξης-έρευνας αποδεικνύεται μόνο σε μικρό βαθμό. Ενδεχόμενη παρουσία προσωπικών απόψεων επί του υλικού χωρίς καμία προσπάθεια ορθής τεκμηρίωσης.	Η ανασκόπηση δεν ακολουθεί τις οδηγίες ή το υλικό είναι εκτός θέματος και ανεπαρκής ή απύσχητη σύνδεση θεωρίας-πράξης-έρευνας.	
5. Κριτική Ανάλυση (15%)	Άριστη κατανόηση των περιορισμών αλλά και εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	Πολύ καλή κατανόηση των περιορισμών αλλά και της εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	Καλή κατανόηση των περιορισμών αλλά και της εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	Γίνεται κάποια προσπάθεια για κατανόηση των περιορισμών και της εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	Πολύ μικρή προσπάθεια κατανόησης των περιορισμών αλλά και της εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	Καμία προσπάθεια για κατανόηση των περιορισμών ή εφαρμογής κριτικής σκέψης σε θεωρητικά, πρακτικά και ερευνητικά ζητήματα της εργασίας.	

Γενικά Σχόλια

				Τελικός Βαθμός
Διδάσκων/ Διδάσκουσα	Δρ ...			
Υπογραφή		Ημερομηνία		

Appendix V: Evaluation Rubrics for *LLB495 Undergraduate Thesis*

School of Law

Law (4 Years/240 ECTS, LLB- Greek Law):

Evaluation Rubric for “LLB495 Undergraduate Thesis”

Feedback Form for LLB495 Undergraduate Thesis							
Student's full name							
Registration number							
Supervisor's name							
<u>Assessment Criteria</u>	Excellent 90%+	Very good 80-89%	Good 70-79%	Above average 65-69%	Average 60-64%	Failure 59%-0	Grade
1. Referencing Style used (OSCOLA, Harvard, Vancouver)	Excellent use of selected referencing style in text and in reference list with only trivial oversights.	Few minor mistakes in text and/or in reference list.	Minor mistakes in text and/or in reference list.	Major mistakes in text and/or in reference list.	Limited attempt in using the selected referencing style.	Absence of selected referencing style basic rules.	
2. Structure that has logical sequence throughout the thesis	The thesis is excellently organised and follows a clear structure. There is a smooth transition between paragraphs. Points in discussion have a logical flow and are clearly and succinctly expressed.	The thesis is well structured and organised. There is a smooth transition between paragraphs but not in all paragraphs. Most points are clearly expressed.	The thesis' organisation and structure are not moderately clear. There is a moderately smooth transition between paragraphs but not in all paragraphs. Some points are not clearly expressed.	There is some organisation of the material, but the thesis lacks a clear structure. The transition of paragraphs is not smooth as expected and many points are unclear.	There is a limited structure and a problematic organisation of material. The transition of paragraphs is abrupt. There are several confusing points which are also unclearly expressed.	Hardly ever possible to discern the thesis' structure and organisation.	
3. Grammar-punctuation-spelling (GPS), word limit	No GPS mistakes are found.	Minor GPS mistakes are observed.	Some GPS mistakes.	Important GPS mistakes.	Minor effort to avoid GPS mistakes.	Insufficient effort to avoid GPS mistakes.	
4. Adequate number of scientific sources and correct use in the thesis (eg, references in the text and in the list of bibliographic references)	Excellent number of scientific sources and accurately relevant to the discussed topic. Excellent use	Very good number of scientific sources. Almost all sources are relevant to the discussed topic. Very	Appropriate number of scientific sources and moderately relevant to the discussed	More scientific sources were needed and the existing are moderately relevant to the	Limited number of scientific sources used and the existing ones were not entirely relevant to	Inappropriate number of sources. Irrelevant sources to the discussed topic and/or	

	of sources in text.	good use of sources in text.	topic. Good use of sources in text.	discussed topic. Moderate use of sources in text.	the discussed topic or non-scientific sources were used. Inadequate use of sources in text.	non-scientific. Inappropriate use of sources in text.	
5. Topic's originality	Excellent	Very good	Good	Above Average	Average	Failure	
6. Understanding, coherence and composition in the presentation / analysis of the legal framework and relevant academic sources (e.g. correct use of sources, logical and clear conclusions, accompanying examples in the main points etc.)	All the material is directly relevant to the thesis title. Evidence of excellent understanding and knowledge of topic discussed. The discussion develops excellently throughout the thesis using examples to support arguments.	Almost all the material is directly relevant to the thesis title. Evidence of good understanding and knowledge of topic discussed. The discussion develops very well throughout the thesis using examples to support arguments.	Some of the material is moderately clear and relevant to the thesis title. Average understanding and knowledge of topic discussed. The discussion develops moderately well throughout the thesis using only some examples to support arguments.	Important aspects of the material are not directly relevant to the thesis title. The discussion is not inclusive and does not develop thoroughly.	The material is not directly relevant to the thesis title. Little evidence of relevant knowledge.	The thesis does not follow the given instructions or the material deviates from the title.	
7. Indication of understanding of methodological issues (e.g. detailed procedure, clear research design, proper presentation of tools and adequate analysis of research ethics issues, if any).	Excellent understanding and presentation of all methodological issues.	Very good understanding and presentation of methodological issues.	Good understanding and presentation of methodological issues with minor omissions.	Average understanding and presentation of methodological issues with several omissions.	Partial understanding of the methodological issues with a significant number of omissions.	Insufficient understanding and presentation of the methodological issues.	
8. Communication of the results in the discussion, ability to draw logical conclusions and demonstration of critical thinking	Excellent communication of the results in the discussion which is progressing very well. The discussion draws the right conclusions and there is a very good demonstration	Very good communication of the results in the discussion which is progressing well. The discussion draws the right conclusions and there is a good demonstration	Good communication of the results in the discussion which is progressing relatively well. There is some indication of correct conclusion	Although an attempt is made to communicate the results, the discussion is not thorough. Some effort for critical thinking.	Very little evidence of good communication of the results in the discussion without demonstrating critical thinking.	Insufficient communication of the results in the discussion and absence of critical thinking.	

	n of critical thinking.	tion of critical thinking.	ns while effort is made to demonstrate critical thinking.				
9. Understanding of the thesis' limitations and the practical application of its results	Excellent understanding of the thesis' limitations and the practical application of its results.	Very good understanding of the thesis' limitations and the practical application of its results.	Good understanding of the thesis' limitations and the practical application of its results.	An attempt is made to understand the thesis' limitations and the practical application of its results.	A minor attempt is made to understand the thesis' limitations and the practical application of its results.	No attempt is made to understand the thesis' limitations and the practical application of its results.	

General Comments

Νομική Σχολή

Νομική (4 έτη/240 ECTS, LLB- Ελληνικό Δίκαιο)

Πίνακες διαβαθμισμένων κριτηρίων (rubrics) για το μάθημα «LLB495 - Πτυχιακή Εργασία»

Έντυπο Ανατροφοδότησης Πτυχιακής Εργασίας							
<u>Αναφορά</u>							
Όνοματεπώνυμο Φοιτητή/τριας							
Αρ. Εγγραφής							
Επιβλέπων/α/ουσα Καθηγητής/τρια							
<u>Κριτήρια Αξιολόγησης</u>	Άριστα 90%+	Πολύ καλά 80-89%	Καλά 70-79%	Άνω του Μετρίου 65-69%	Μέτρια 60-64%	Αποτυχία 59% - 0	Βαθμός
1. Χρήση συστήματος παραπομπών (OSCOLA, Harvard, Vancouver)	Άριστη χρήση του επιλεγμένου συστήματος παραπομπών στο κείμενο και λίστα αναφορών.	Πολύ μικρός αριθμός λαθών στο κείμενο ή/και λίστα αναφορών.	Μικρός αριθμός λαθών στο κείμενο ή/και λίστα αναφορών.	Μεγάλος αριθμός λαθών στο κείμενο ή/και στην λίστα αναφορών.].	Περιορισμένη προσπάθεια στην ακολουθία του επιλεγμένου συστήματος παραπομπών.	Ανεπαρκής χρήση του επιλεγμένου συστήματος παραπομπών.	
2. Δομή η οποία έχει λογική ακολουθία σε όλη την πτυχιακή εργασία (π.ε.)	Η π.ε. έχει εξαιρετική οργάνωση και σαφή δομή. Υπάρχει μια ομαλή μετάβαση μεταξύ των παραγράφων. Τα περισσότερα στοιχεία έχουν μια λογική ακολουθία και εκφράζονται με σαφήνεια.	Η π.ε. έχει πολύ καλή οργάνωση και δομή. Υπάρχει μια ομαλή μετάβαση μεταξύ των παραγράφων αλλά όχι στην πλειοψηφία τους. Τα περισσότερα στοιχεία εκφράζονται με σαφήνεια.	Η οργάνωση και δομή της π.ε. παρουσιάζουν μια μετριότητα όπως και η μετάβαση μεταξύ των παραγράφων. Κάποια στοιχεία δεν εκφράζονται με σαφήνεια.	Η π.ε. είναι οργανωμένη ως ένα βαθμό αλλά στερείται σαφούς δομής. Η μετάβαση μεταξύ των παραγράφων δεν είναι ομαλή και αρκετά στοιχεία δεν είναι σαφή.	Η δομή και η οργάνωση είναι προβληματικές. Η μετάβαση μεταξύ των παραγράφων γίνεται απότομα και αρκετά στοιχεία παρουσιάζουν σύγχυση.	Είναι αδύνατη η διάκριση της δομής και της οργάνωσης.	
3. Γραμματικά, Συντακτικά και Ορθογραφικά (ΓΣΟ) λάθη. Όριο λέξεων	Ανυπαρξία ΓΣΟ λαθών ή ανεπαίσθητος αριθμός σχετικών λαθών.	Πολύ μικρός αριθμός ΓΣΟ λαθών.	Υπαρξη κάποιου αριθμού ΓΣΟ λαθών.	Υπαρξη σημαντικού αριθμού ΓΣΟ λαθών.	Μικρή προσπάθεια για αποφυγή ΓΣΟ λαθών.	Ανεπαρκής προσπάθεια για αποφυγή ΓΣΟ λαθών.	

<p>4. Επαρκής αριθμός επιστημονικών πηγών και ορθή χρήση τους στην π.ε. (π.χ., παραπομπές εντός κειμένου και στην λίστα βιβλιογραφικών αναφορών)</p>	<p>Εξαιρετικός αριθμός επιστημονικών πηγών. Όλες οι πηγές είναι άμεσα σχετικές με το θέμα και έχουν χρησιμοποιηθεί ορθά.</p>	<p>Ικανοποιητικός αριθμός πηγών. Σχεδόν όλες οι πηγές είναι άμεσα σχετικές με το θέμα και έχουν χρησιμοποιηθεί ορθά.</p>	<p>Σχετικά καλός αριθμός πηγών. Κάποιες πηγές είναι σχετικές με το θέμα και έχουν χρησιμοποιηθεί ορθά.</p>	<p>Θα έπρεπε να είχαν χρησιμοποιηθεί περισσότερες πηγές. Αρκετές πηγές δεν σχετίζονται άμεσα με το θέμα και θα μπορούσαν να χρησιμοποιηθούν επαρκέστερα.</p>	<p>Έχουν χρησιμοποιηθεί ελάχιστες πηγές οι οποίες δεν είναι άμεσα σχετικές με το θέμα.</p>	<p>Ανεπαρκής αριθμός πηγών οι οποίες δεν είναι σχετικές με το θέμα.</p>	
<p>5. Αυθεντικότητα θέματος</p>	<p>Άριστη</p>	<p>Πολύ καλή</p>	<p>Καλή</p>	<p>Άνω του μετρίου</p>	<p>Μέτρια</p>	<p>Αποτυχία</p>	
<p>6. Κατανόηση, συνοχή και σύνθεση στην παρουσίαση και ανάλυση του νομικού υπόβαθρου και των σχετικών ακαδημαϊκών πηγών (π.χ. ορθή χρήση πηγών, λογικά και σαφή συμπεράσματα, συνοδευτικά παραδείγματα στα κύρια σημεία, κλπ.)</p>	<p>Όλο το υλικό είναι άμεσα σχετικό με τον τίτλο της π.ε.. Εξαιρετική κατανόηση και γνώση του θέματος της π.ε.. Η ανασκόπηση εξελίσσεται πολύ εύστοχα σε ολόκληρη την δ.ε με ύπαρξη σαφών συμπερασμάτων και παραδειγμάτων.</p>	<p>Σχεδόν όλο το υλικό είναι άμεσα σχετικό με τον τίτλο της π.ε.. Καλή κατανόηση και γνώση του θέματος της π.ε.. Η ανασκόπηση εξελίσσεται εύστοχα σε ολόκληρη την π.ε. με ύπαρξη σαφών συμπερασμάτων και παραδειγμάτων.</p>	<p>Κάποιο από το υλικό είναι σχετικό με τον τίτλο της π.ε.. Μέτρια κατανόηση και γνώση του θέματος της π.ε. Η ανασκόπηση εξελίσσεται μετριώς σε ολόκληρη την π.ε. με ύπαρξη σχετικά εύστοχων συμπερασμάτων και παραδειγμάτων.</p>	<p>Σημαντικά στοιχεία του υλικού δεν είναι πλήρως σχετικά με τον τίτλο. Η ανασκόπηση δεν είναι περιεκτική και δεν εξελίσσεται όπως θα αναμενόταν.</p>	<p>Το υλικό δεν είναι σχετικό με τον τίτλο και διαφαίνεται περιορισμένη γνώση του θέματος.</p>	<p>Η π.ε. δεν ακολουθεί τις οδηγίες που έχουν δοθεί ή το υλικό είναι εκτός θέματος.</p>	
<p>7. Ένδειξη κατανόησης των Μεθοδολογικών ζητημάτων (π.χ. λεπτομερής διαδικασία, σαφής σχεδιασμός έρευνας, ορθή παρουσίαση των εργαλείων και επαρκής ανάλυση των ηθικών ζητημάτων έρευνας, εάν υπάρχουν).</p>	<p>Άριστη κατανόηση και παρουσίαση όλων των μεθοδολογικών ζητημάτων.</p>	<p>Πολύ καλή κατανόηση και παρουσίαση των μεθοδολογικών ζητημάτων.</p>	<p>Καλή κατανόηση και παρουσίαση των μεθοδολογικών ζητημάτων με μικρές παραλείψεις.</p>	<p>Μέτρια κατανόηση και παρουσίαση των μεθοδολογικών ζητημάτων με αρκετές παραλείψεις.</p>	<p>Μερική κατανόηση των μεθοδολογικών ζητημάτων με σημαντικό αριθμό παραλείψεων.</p>	<p>Ανεπαρκής κατανόηση και παρουσίαση των μεθοδολογικών ζητημάτων.</p>	
<p>8. Επικοινωνία των αποτελεσμάτων στη συζήτηση, ικανότητα διεξαγωγής λογικών συμπερασμάτων και επίδειξη κριτική σκέψης</p>	<p>Άριστη επικοινωνία των αποτελεσμάτων στη συζήτηση η οποία εξελίσσεται πολύ ορθά. Από τη συζήτηση αποβαίνουν ορθά</p>	<p>Πολύ καλή επικοινωνία των αποτελεσμάτων στη συζήτηση η οποία εξελίσσεται ορθά. Από τη συζήτηση αποβαίνουν ορθά</p>	<p>Καλή επικοινωνία των αποτελεσμάτων στη συζήτηση η οποία εξελίσσεται σχετικά ορθά. Υπάρχει κάποια</p>	<p>Παρόλο που γίνεται προσπάθεια επικοινωνίας των αποτελεσμάτων η συζήτηση δεν είναι ενδελεχής. Πολύ μικρή προσπάθεια</p>	<p>Πολύ λίγες ενδείξεις ορθής επικοινωνίας των αποτελεσμάτων στη συζήτηση χωρίς επίδειξη κριτικής σκέψης.</p>	<p>Ανεπαρκής επικοινωνία των αποτελεσμάτων στη συζήτηση και απουσία κριτικής σκέψης.</p>	

	συμπεράσματα και γίνεται πολύ καλή επίδειξη κριτικής σκέψης.	συμπεράσματα και γίνεται καλή επίδειξη κριτικής σκέψης.	ένδειξη ορθών συμπερασμάτων ενώ γίνεται κάποια προσπάθεια επίδειξης κριτικής σκέψης.	για κριτική σκέψη.			
9. Κατανόηση των περιορισμών της διπλωματικής εργασίας και των πρακτικών εφαρμογών των αποτελεσμάτων της	Άριστη κατανόηση των περιορισμών της μελέτης αλλά και των πρακτικών εφαρμογών των αποτελεσμάτων της.	Πολύ καλή κατανόηση των περιορισμών αλλά και των πρακτικών εφαρμογών των αποτελεσμάτων της.	Καλή κατανόηση των περιορισμών αλλά και των πρακτικών εφαρμογών των αποτελεσμάτων της.	Γίνεται κάποια προσπάθεια για κατανόηση των περιορισμών και των πρακτικών εφαρμογών των αποτελεσμάτων της.	Πολύ μικρή προσπάθεια κατανόησης των περιορισμών αλλά και των πρακτικών εφαρμογών των αποτελεσμάτων της.	Καμία προσπάθεια για κατανόηση των περιορισμών ή των πρακτικών εφαρμογών των αποτελεσμάτων της.	

Γενικά Σχόλια



INTERNAL REGULATION ON

RESEARCH POLICY

54th Senate Decision: 21 December 2017

60th Senate Decision: 2 October 2018

70th Senate Decision: 13 December 2019

80th Senate Decision: 28 January 2021

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Introduction

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

The policy is guided by the following broad objectives:

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

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

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

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

1. EUC Research Ethics Policy

1.1 Scope and Purpose

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

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

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on <http://www.bioethics.gov.cy>.

1.2 General Principles

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

1.3 The Definition of Human-Related Research

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

1.4 Vulnerable Participants

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

- People with physiological and/or psychological impairments and/or learning difficulties.
- People in poverty
- Relatives of sick, or recently–deceased, people

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

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

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

2.1 Code of ethical conduct in research

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

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

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

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

2.2 Openness in research

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

2.3 Integrity

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

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

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

2.4 Misconduct in research

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

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

3. Intellectual Property Policy

3.1 Introduction

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

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organisation and will directly contribute to the financial position of the EUC if its commercial value is realised.

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

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

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

3.2 Definitions

For the purposes of this Policy:

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

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

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

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

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

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

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

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

1. It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC’s employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):
 - Inventions (whether or not patentable);
 - Methodologies;
 - Software;
 - Databases;
 - Educational/training materials and tools;
 - Modelling tools;
 - Solutions to technical problems; and
 - Design/artistic products.

2. A Summary of the main classes of IPR is listed below:

Patent

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

Copyright

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

Copyright may be assigned to a third party, but until that point or until a licence is agreed it remains the property of the Creator, unless s/he creates the work 'in the course of his/her employment', in which case it is the property of the employer.

Moral rights

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

Performing rights

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

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

Database Right

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

Industrial Designs

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

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

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

Domain Names

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

Trade Marks

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

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

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

3.3.3 Coverage of the Regulations

1. Whom does this IP Policy apply to?
 - Employees:
By persons employed by the EUC in the course of their employment.
 - Students:
By student members in the course of or incidentally to their studies at EUC.
 - Non-employees contracted to the EUC:
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.
2. Sabbatical, Seconded, Visiting Academics and others:
By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.
3. Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.
The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorised for this purpose by the EUC.
Issues that will be addressed in such agreements include, but will not always be limited to:
 - ownership of Foreground IP;
 - licences to Foreground IP for uses outside the project;
 - ownership of Background IP;
 - licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
 - allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
 - publications arising from the relevant project or activity and the rights arising from such projects or activities.

The terms of such agreements may be subject to negotiation.

3.3.4 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as “Creator Copyright Works”:
 - artistic works;
 - text and artwork for publication in books;
 - articles written for publication in journals;
 - papers to be presented at conferences;
 - theses and dissertations;
 - oral presentations at conferences;
 - posters for presentation at conferences; and
 - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
3. Students – undergraduate and/or postgraduate.

3.3.5 Disclosure of IP

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

3.3.6 Ownership of IP

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

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

3.3.7 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC is entitled to commercially exploit any result obtained under its aegis (unless this entitlement is relinquished). The Office of the Vice Rector for Research and External Affairs has the responsibility for administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for

- commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.
2. The Creator/s shall notify the Office of the Vice Rector for Research and External Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.
 3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC and the TTF has an interest to protect and exploit the relevant IPR.
 4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC and TTF decide to protect and exploit the IPR, it is understood that:
 - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
 - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
 - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
 5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC may assign all its rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
 6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.8 IPR protection

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

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

3.3.9 Revenue Sharing Mechanism

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

3.3.10 Leaving the EUC

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

3.3.11 Applications to use the EUC's IP

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

3.3.12 Breach of the Regulations

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

3.3.13 Discretion to assign/licence back

1. If the EUC does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in. However, the EUC shall not assign its IP if they consider that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

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

3.3.14 Amendments to the Regulations

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

3.3.15 Death

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

3.3.16 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.
The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.
3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

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

4.2 Senate Research Committee

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

4.3 Research Foundations and Centres

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

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

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project

(commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case. This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

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

5.1.2 Project implementation

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

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

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

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

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

5.1.3 Financial issues concerning externally funded research projects

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

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

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

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

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

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

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

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the Senate Research Committee and are subject

to the final approval of the Management of the University. These funds can be used to finance such activities as:

- (a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.
- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards such as PhD scholarships
- (f) Development of Infrastructure related to the research activity of the University.
- (g) Funding of the activities of the Research Office of the University.

6. Rules Governing Internal Research Awards

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

6.1 Purpose

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

6.2 Eligibility for the awards

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

6.3 Application Procedure

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

7. Teaching Hours Reduction for Research Purposes

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

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

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

7.1 Award of a THR for participation in research projects

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

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

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

For the Fall Semester: 1st of May
For the Spring Semester: 31st of October

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

7.2 Award of a THR for writing a book

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

7.3 Award of a THR by accumulation of points

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

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

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

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project

is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

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

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

In the unlikely event that a faculty or research personnel obtains equipment via external funding that is not processed through the University's budget, the status of the equipment should be negotiated with the Vice Rector to determine ownership and responsibility for repair and replacement. Faculty or research personnel are encouraged to seek outside funding to upgrade, or replace their research equipment.

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

8.3 Provision of computing equipment by MIS

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

9. Policy on Research Staff

9.1 Introduction

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

9.2 Definitions of Roles

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

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

9.2.1 Job Description for the Position of Research Associate

9.2.1.1 Overall Role

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

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

9.2.1.2 Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broadbased/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;

- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on
- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyse and interpret the results of their own research

9.2.1.3 Skills and Qualifications

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

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

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

9.2.1.4 EUC Pertaining Benefits

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

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

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

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

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

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

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broadbased/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant

information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;

- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
 - Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
 - Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
 - Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
 - Develop research objectives, projects and proposals.
 - Conduct individual or collaborative research projects.
 - Identify sources of funding and contribute to the process of securing funds.
-
- Act as principal investigator on research projects.
 - Manage and lead a team of researchers to achieve the aims of a research project.
 - Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
 - Ensure that research results are recorded, analysed and written up in a timely fashion.
 - Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
 - Prepare and present findings of research activity to colleagues for review purposes.
 - Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
 - Prepare progress reports on research for funding bodies when required
 - Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

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

9.2.2.4 EUC Pertaining Benefits

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

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

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

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

9.2.3 Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

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

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development

- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area

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

Experience of successful supervision of students

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

9.2.3.4 EUC Pertaining Benefits

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

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

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

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

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

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

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the

researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

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

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

9.4 Honorary Research Staff

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

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

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

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

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

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

9.4.3 Honorary Research Fellow

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

9.4.4 Honorary Research Associate

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

9.5 Intellectual Property Rights

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

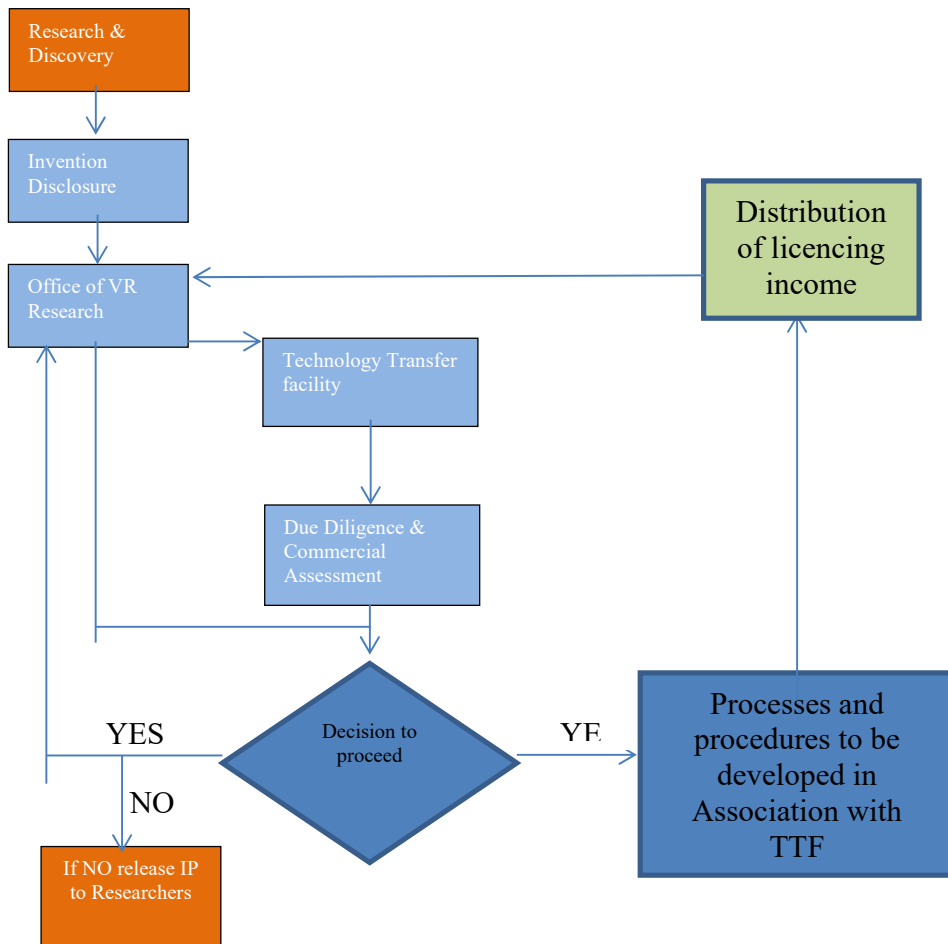
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment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

9.6 Involvement of Research Staff

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

Appendix A:

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



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

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

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

For inventions that include software, please provide the following additional information.
13. Application name and version number.

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

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue for the EUC. Payments are made at the Organisation's sole discretion, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Central Budget	Allocated to the Creator'/s School of Study or Department Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

D1. Points accumulation from Research

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

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

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

Table D1

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

Table D1 (continues)

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

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

D2. Points accumulation from Research / Department of Arts

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

Table D2

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

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



INTERNAL REGULATION ON

SABBATICAL LEAVE

73rd Senate Decision: 22 May 2020

Policy on Sabbatical Leave

1. Purpose

The objective of a Sabbatical Leave is to increase a faculty's value to the University and thereby improve and enrich its programs. Such leave is not regarded as a reward for service or as a vacation or rest period occurring automatically at stated intervals. Sabbatical leaves are granted for planned travel/study, formal education, research, writing of papers, monographs and books or other experience of academic value.

A Sabbatical Leave, as distinguished from a terminal leave, a leave without compensation, or a leave for reasons of health, is defined at EUC as a leave for encouraging faculty members to engage in scholarly research and international networking that will increase their scholarly achievement or their capacity for service to the University internationalization policy. A Sabbatical Leave is not granted for taking regular academic or other employment with a financial advantage elsewhere.

2. Terms

A Sabbatical Leave is granted to a faculty member, beginning September 1, for the usual teaching terms (i.e., September to June complete) of one academic year (two semesters). However, as an alternative, a faculty member who has qualified for a full year of Sabbatical Leave may apply for such sabbatical to be divided into two terms falling within a six-year period, each such term representing one semester.

The cost of replacing a faculty member during Sabbatical Leave is to be kept as low as possible by arrangements such as rotating courses, employing part-time academic staff, and making internal adjustments in the academic Departments concerned. In all cases, the relevant School must give the final approval for the implementation of the Sabbatical Leave in a particular semester so that the smooth operation of the academic programs offered by the School is not affected by severe staff shortage.

3. Procedure for Granting a Sabbatical Leave

Application for a Sabbatical Leave should be made by the faculty member and submitted to the Department Chairperson no later than December 1, preceding

the academic year in which the leave will be carried out. The faculty member should submit the completed application form which will include a plan of activities during the Sabbatical Leave. Letters of acceptance from the institutions which will host the faculty member during his/her leave should also be attached.

The Department Chairperson must forward the application with an accompanying recommendation to the appropriate Dean by the following December 15. The recommendation shall include a statement of the proposed method of handling the normal duties of the faculty member while on leave.

The Dean must forward each application and the accompanying recommendation of the Department Chairperson, together with the Dean's own recommendation, to the Office of the Rector by January 15.

The Office of the Rector will forward all applications to the Chair of the Ad-hoc Committee which will evaluate the proposals. The Ad-hoc Committee will consist of the Vice-Rector of Research & External Affairs (chair), the Vice-Rector of Academic Affairs and the Director of Human Resources. The evaluation procedure for the awards is described in the following section.

4. Evaluation Procedure for the Sabbatical Awards

The Committee will decide each year the number of new sabbatical awards which will be made to the whole University. This will not be less than 3% of EUC faculty in the current academic year.

The Committee will determine the number of new sabbatical awards which will be made to each School in the current academic year. To do this, the Committee will consider the proportion of sabbatical leave awards which have been made to faculty members of each School of the University in the last three years including the current academic year. The Committee will ensure that with the new awards this proportion for each School does not deviate by more than 20% from its proportion of faculty members. Deviations exceeding 20% from these proportions may be allowed in the first three years of the implementation of the policy (starting academic year: 2020-21).

Once the number of new sabbatical awards to each School is determined, the Committee will select the applicant(s) from each School who have the highest number of points as calculated with the scheme described in Appendix A (below).

Applicants will be notified about the outcome of their application by March 15.

5. Sabbatical Leave and Sponsored Research

A faculty member is entitled to supplement the salary provided by the University during the period of leave with funding provided by an institutional, national or international source for academic activities.

6. Eligibility

Eligibility for a Sabbatical Leave is limited to full-time faculty members who have achieved tenure rights and who have completed six years of full-time service as faculty at European University Cyprus. In general, at least six years must elapse between consecutive sabbaticals.

At the end of a sabbatical leave, the faculty member should forward to the Department Chairperson and the Dean copies of a report on activities undertaken during the period of the leave.

Chairs of Departments, Deans of Schools, Vice-Rectors and the Rector are not eligible for a sabbatical leave award during their term of office.

Appendix A

Point calculation system for Sabbatical Awards

This Appendix describes the point calculation system which will be used for selecting the candidates in each School which will be awarded a Sabbatical Leave (see section 4).

The point calculation system awards points by considering the research activity of faculty in the past 5 years.

- Scopus document in the past 5 years: 30 points
- Scopus citations to documents published in the past 5 years: 2 points per citation
- Successful research proposals–National:

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
50 points	20 points	10 points

- Successful research proposals–European Union

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
100 points	40 points	20 points

Example: A faculty member published 3 Scopus papers in the past 5 years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI. What are his/her total points?

The total points are calculated as follows:

Papers: $3 \times 30 = 90$ pts

Citations: $(10+1+3) \times 2 = 28$ pts

Proposals: $50 = 50$ pts

Total points $90+28+50=168$ pts