Doc. 300.3.2

Higher Education Institution's Response

(Departmental)

Date: 22.12.2021

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **School/Faculty: Humanities, Social and Education Sciences**
- **Department: Department of Humanities**
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Programme Name
In English:
Programme Name

Programme 2
In Greek:
Programme Name
In English:
Programme Name

Programme 3
In Greek:
Programme Name
In English:
 Programme Name

- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

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

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

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

The Department of Humanities of European University Cyprus expresses its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the Department of Humanities.

The collegial spirit of the EEC members during the evaluation process created an atmosphere of knowledge-sharing and synergy which allowed the members of the Department of Humanities to share information and respond to questions with enthusiasm. Therefore, it is with great pleasure that we noted EEC's positive feedback. Moreover, we appreciate its insightful recommendations, which provided us with the opportunity to further improve the quality and ensure the future implementation of our programmes.

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 the successful sustainability of our Department.

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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1. Department's academic profile and orientation

Sub-areas

1.1 **Mission and strategic planning**
1.2 **Connecting with society**
1.3 **Development processes**

Areas of improvement and recommendations

While the overall impression in most areas is of work that is good and sometimes excellent, in one or two areas the EEC felt that a more systematic approach is needed:

1. If the Department wishes to fulfil its strategic objective to reach out to a wide range of potential students of different backgrounds and profiles it needs to take a more proactive role to collecting and interpreting the demographic data available from current students to see where the gaps are and use this as a basis for its recruitment strategy to embrace diversity;

2. In a challenging environment for recruiting to humanities degrees, the Department needs to continually review its recruitment strategies, drawing on findings from demographic analysis recommended above, in order to maximize enrolment.

3. If the Department aspires to be more than good, it should regard all ratings less than 5 to be indicative that more work is required.

Response by EUC

The Department would like to thank the EEC for its comments and recommendations. The Department has already considered these and is in communication with the Department of Enrollment, the Department of Admissions and the Office of Student Affairs that are assigned with the task and have the resources for collecting such data. In collaboration with these departments as well as the Department of Marketing, the Department addresses the issues raised by the EEC and implements them in its upcoming activities for student recruitment. More specifically:

1. *The Department wishes to reach out to a wide range of potential students of different backgrounds and profile. Further to the above comments relating to the collection of current student demographic, which we value and we will follow through, all three programs offered by the Department are promoted in Cyprus and Greece mainly. In addition, faculty offer webinars that raise awareness about these programs. These webinars are open to the public internationally, and advertised by the University using all its outlets. Furthermore, the University organizes the Graduate Studies Week where, again, the Department has the opportunity to promote Humanities programs of studies and of course these programs also appear on the EUC website. The Department has already taken on board the relevant suggestion by the EEC and is using relevant information to promote its degrees.*

2. *In terms of students' demographic characteristics, a number of students are from Cyprus, although Greek students form the vast majority and are located all over the area of the Greek state, as well as in other European countries (England, Belgium, France). We also have Greek students from the Middle East (Kuwait) and the United States.*

   Regarding the M.A. in Hellenic Studies in particular, the Greek version of the programme attracts the interest of a certain number of Greeks living abroad. Nevertheless, young Greeks and Cypriots who were born and grew up abroad – those of the second and third generations – were not attracted by the Greek version of the Programme, as they do not have the necessary linguistic background allowing them to enroll in a Programme taught in Greek.

However, the M.A. Hellenic Studies is also offered in English. It is thus open to the worldwide Hellenic diaspora and our aim is to give to young Cypriots and Greeks who are living abroad the opportunity to join the programme.

The Department of Humanities has already contacted the members of the World Organisation for Young Overseas Cypriots (NEPOMAK). Recently (February 2020), the Office of the Presidential Commissioner and European University Cyprus, via their official representatives, Presidential Commissioner Mr Photis Photiou and the then Rector Professor Kostas Gouliamos, respectively, signed a Memorandum of Cooperation. Inter alia, the Memorandum of Cooperation provides for the extension of cooperation with the World Federation of Overseas Cypriots (POMAK), the International Coordinating Committee "Justice for Cyprus" (PSEKA), and the World Organization for Young Overseas Cypriots (NEPOMAK), as well as the co-organisation and implementation of events on issues of common interests, and the implementation of public benefit actions in the context of the social contribution of both sides.

One of the very first actions of the Department of Humanities and of the M.A. Hellenic Studies in the new year 2022, will be the organisation of a Summer School (July 2022) in the form of an intensive Summer Session. One of the aims of this initiative is to address the community of the Hellenic diaspora and offer them the unique opportunity to experience the ancient, medieval, and modern sites, monuments, and culture of Cyprus first-hand, under the guidance of expert professors who are familiar with the country and up to date with the latest research. They will also have the opportunity to be informed about the courses and the concentrations offered by the M.A. Hellenic Studies.

3. *Having carefully considered all areas marked with 4/5 by the EEC, the Department would like to thank the EEC for their positive comments and is keen to continue to improve in these areas. Indicatively, the Department would like to point out the following practices which are in effect, to support our aim for further improvement:*

Low GPA student policy, Absences Mechanism, and Participation Grade
An indicator of academic performance is the Low GPA Policy. Students' academic progress is monitored based on their GPA (Grade Point Average) on a semester basis. Taking into consideration the ECTS load of each student and their semester GPA, Student Advisors at the Advising Centre of the Department of Enrolment come into communication with students to address issues and assist those with low GPA, by monitoring their academic path and discussing ways to improve performance. The same list of students with low GPA reaches the Schools' program coordinators, Chairpersons, and Dean for their perusal. The Department closely monitors and supports students with low GPA by following these procedures as these are described in the EUC Internal Regulation on Low GPA (more information about the processes involved appear in the discussion below; for more details of the procedure please also see the Internal Regulation on "EUC's Procedures for Supporting Students with Low Grade Point Average (GPA)". This policy outlines a framework providing the process and actions to be taken. Information for low GPA students is provided by the Department of Enrolment (per Department and per program of study) twice per year in the beginning of each semester. The policy ensures: 1) the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning students; 2) that students are aware of the role of GPA and the impact of low GPA on the

progress of their studies; 3) increased support provided at the Program, Department and School level; 4) proper implementation of procedures by the Student Advising Centre.
When the process is initiated the following steps are followed for all students:

- *The Department of Enrolment provides the Schools at the beginning of each academic semester with a list of their students with a low GPA (for undergraduate courses a low GPA is anything below 2.0). This includes first year students and students included in the list for the first time.*

- *The Program Coordinator communicates with each affected student, in order to ensure that they are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. students are informed about the role and importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).*

- *All student cases are also presented to the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved.*

Last semester we initiated this process in February-early March and it was repeated after the announcement of the Spring 2021 grades in June. It will also be repeated after the final exams of Fall 2021 in January 2022. Please note that based on the information collected, high achievers are rewarded annually with Academic Excellence Scholarships and Certificates of Excellence (Deans' List).

Further actions are taken by each instructor/advisor, aiming for a timely and early enough diagnosis of the phenomenon of drop-outs and facilitating an effective, early intervention. For example, a policy followed by Faculty is the reporting of absences of students to their Student Advisors. Students' absences for three continuous class meetings are reported by Faculty to Student Advisors who investigate and take further action. This close communication of students with Student Advisors promotes early identification of problematic cases and prevents students from leaving the program. In addition, the number of absences is calculated for each student and are used as part of the students' participation grade, which is stated on all syllabi of the courses offered by the Department of Humanities. Thus, this mechanism motivates students to attend class.

Student satisfaction with the programs of study
As mentioned during the accreditation process, a mechanism is already in place to obtain input from students regarding their courses. 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 to all aspects of the course and the overall learning experience of the student (hence entitled the Survey on 'Student Feedback on their Learning Experience' (SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. The information received is aggregated in a different way based on the type of question. Questions that have a specific scale of grading (e.g., from 0-5) are averaged. All answers to questions that require text input are simply appended as one large paragraph. These results are then forwarded to faculty to review and act accordingly. The Chairperson of the Department also reviews the aggregated information per course and makes recommendations where needed.

The Department confirms that it will continue to make every effort to fully implement the European Standards and Guidelines, and in particular the student-centered approach to the design and implementation of its programmes, with regards to the objectives and the planning of the activities, as well as the evaluations of students.

In this context, we present some indicative standard practices of the Department:

- *Students have the opportunity to evaluate their courses before the end of each semester, through the completion of anonymous questionnaires (see previous section). The results of this evaluation are sent to the Chair of every Department and communicated to each faculty member. Based on the feedback of the students, courses are reviewed and redesigned.*

- *Students actively participate in many different ways (e.g. filling in questionnaires, participating in interviews, etc.) in various committees during the process of Program Evaluation Review (P.E.R.) (e.g. Committee on the Internal Quality Assurance, Advisory Board, Department Council), which is applied to each program of study of the Department. Additionally, students can participate in other committees such as the School Council committee, the Senate council committees, Academic Programs Committees, Grievance committee, etc.*

- *Students are provided with alternative options of introduction of new knowledge and content (e.g., readings, teleconferencing, slide notes, pre-recorded videos, links to external content). They are also given the opportunity to produce authentic work (e.g., conducting small research projects in activities, assignments that avoid reproduction of literature, but entail application of critical thinking through the development of original arguments in their own research papers for various courses).*

- *Students get involved in activities where the learning process involves participation in group activities. Students can develop personal and professional experiences and can build knowledge and skills needed to be able to work effectively within a group.*

- *To ensure that the academic staff of the Department is informed and trained on student-centered approaches, and especially on issues related to the flexibility and diverse needs of the students, the Department in collaboration with the Professional Development Committee of the University has arranged to offer different seminars in the framework of Professional Staff Development. These seminars focus on topics such as e-learning, use of online tools for group work and collaboration, etc.*

- *Students that disagree with the evaluation of the final exam (any format) have the opportunity to appeal for their grade and request re-evaluation. The evaluation is done by a second evaluator (blind review/second examiner process) through a specific process based on the regulations of the University. Based on this process, prior to making this request for re-evaluation, the students must have exhausted all attempts to resolve their disagreement with their instructor (including their right to discuss the content and the answers of the final exam). If these attempts do not resolve the dispute, then students can submit a written request to re-evaluate their exam through the Registration Office within a period of four (4) weeks from the date of announcement of the final exam grades. The Registration Office forwards the request to the Chair of the Department, who after confirming that there is no procedural, typographical or any other technical error, assigns the re-evaluation of the exam to a second evaluator. The re-evaluation is carried out anonymously. In case there is a large grade discrepancy between the two evaluations, the average of the two scores is given as the final grade of the final examination. The*

grade change that occurs as a result of this procedure must be approved by the Dean of the School.

- *Each full-time instructor dedicates a minimum of six hours of counselling every week through the institution policy of 'Office Hours'. These hours are distributed across weekdays and are communicated from the beginning of the semester to the students. Students are actively encouraged to make the most of this opportunity to meet with their instructor and discuss any issues, problems, ideas, etc. Similarly, all part-time academic staff makes themselves available for consultation with students, following arrangement between student-instructor.*

- *In addition to the above established practices, the Department adopts further practices with the goal of promoting and strengthening student-centered learning. One example is the multiple options for engagement. A student can have regular contact with the instructor through consultation meetings, and with coordinators(s) of the programmes, for topics such as their performance or the course of their studies. Another example is the continuous polling of students by both Faculty and Student Advisors to assist them in their courses, or in any other issues branching from their academic or personal life. These supporting activities of Faculty and Student Advisors aim to keep students involved, interested, and happy.*

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2. Quality Assurance

> **Sub-areas**
>
> **2.1   System and quality assurance strategy**
> **2.2   Quality assurance for the programmes of study**

*The Department would like to thank the EEC for their positive comments in section **System and quality assurance strategy.***

Areas of improvement and recommendations

1. Improve embedding of anti-discrimination measures in all aspects of Department's work.

2. Systematise the capture and analysis of graduate employment data. Given many of the students are already in employment, capturing the professional motivations for study may also help refine the provision of the department.

3. Student Evaluation Questionnaire: Consider the equality/non-discriminatory implications of the invitation to students in C3 to provide "two positive characteristics of the instructor of this course". This is very general and open to interpretation as a comment on personality (which is very subjective and likely to be influenced by subconscious bias). Question C4 asks for "one or two ways the instructor can improve his/her teaching". Consider rephrasing question C3 to direct attention to professional practices/teaching rather than 'characteristics'.

Response by EUC

1. *The Department is highly committed to maintaining anti-discrimination practices in all its conducts across the University and this is considered standard practice by all members of staff. The Department uses gender sensitive language regardless of the language of communication (Greek/English) and it is very sensitive to issues of race, sexuality, disability and age, among others, and actively promotes equality both through the content of its courses as well as in its conduct. Further to the established practice by Department members, the University has established a Harassment Policy (please see the Policy in Appendix I) and a Sexual Harassment Policy (please see the Policy in Appendix II) which involves a series of training seminars on the matter, and has passed a Gender Equality Plan (please see the Plan in Appendix III) to ensure that staff and students are treated equally and are able to work in a safe environment that does not tolerate discrimination of any kind. Furthermore, members of the Department have been actively involved in the development of these policies to be applied across the University and will be taking part in the training seminars offered on these important issues either as participants or as trainers due to their own research and academic work.*

2. *EUC has been conducting employability Surveys since its inception. Prior to graduation, students are requested to provide their written consent, in order to be included in Employability surveys, due to GDPR regulations. Surveys tract career pathways only on graduates who released written consent. The recent introduction of the GDPR regulations creates a framework that everyone must adhere and respect but automatically decreased our access to all Alumni. It has been difficult to profile our graduates for the past 2-3 years as they have not given consent to be contacted for surveys after they graduate. Due to GDPR we are not allowed to contact them since we do not have their permission. We shall continue to encourage graduates to consent and participate in the EUC Annual Employability survey.*

3. *The Department understands the point raised by the EEC and has communicated this to the university committee designing the course evaluation questionnaires (Committee of Internal Quality Assurance/C.I.Q.A.). The Department has been informed by the appropriate committee that when the questionnaire will be administered using our new platform in S2022 the C3 will be re-phrased as follows:*

> *"two positive characteristics of the Instructor's teaching..."*

3. Administration

The Department would like to thank the EEC for their positive comments in section **3. Administration**.

Areas of improvement and recommendations

1. There is a reluctance of students to participate in the administrative operation of the Department. At the present, the Department has not found satisfactory ways to deal with this problem.

2. The International profile of the Department needs to be strengthened. This is very important, especially in the newly established MA in Hellenic Studies.

Response by EUC

1. *As already pointed out in Section 1 of this document, students actively participate in many different ways (e.g. filling in questionnaires, participating in interviews, etc.) in various committees during the process of Program Evaluation Review (P.E.R.) (e.g. Committee on the Internal Quality Assurance, the Advisory Board, the Department Council), which is applied to each program of study of the Department (as described in the initial evaluation application submitted -200.1). Additionally, students participate in other committees such as the School Council, Senate committees, Academic Programs Committees, Grievance committees, etc. The Department strongly encourages student participation in Department Council meetings although it may not force them to do so. There is a further challenge in the case of the Department of Humanities in that most of its students follow programs offered via e-learning, thus, in all likelihood, they are unable to attend meetings physical or online as they may be working at the time of the meeting.*

2. *The Department understands and agrees with the EEC's recommendation on this matter and has already taken steps to enhance its international profile, particularly with regards to some of its programs, such as the M.A. in Hellenic Studies. More specifically, in the period preceding the EEC's visit, the M.A. Hellenic Studies, enhanced its international character by:*

   (1) establishing a research centre, namely the History, Archaeology and Art, Education and Heritage Management Research Unit (https://soscieath.euc.ac.cy/index.php/history-archaeology-and-heritage-management-mru/);
   (2) preparing and signing Memoranda of Understanding (MOUs) with reputable research centres abroad (e.g. with the Centre of Cypriot Studies of the University of Belgrade in Serbia);
   (3) establishing a series of invited research-based lectures offered (in Greek and English) by colleagues and researchers from abroad (ΙΣΤΟΡΙΑΙ-Online Public Conferences);
   (4) participating in international projects (https://soscieath.euc.ac.cy/index.php/projects-7/).

   It is also noted that initiatives and preparations towards a systematic cooperation with Universities and Institutions, Erasmus mobilities, internships in foreign institutions, the organisation of the Summer School in 2021 – were undertaken, but the unprecedented circumstances of the COVID-19 pandemic prevented the programme from organising international activities involving travelling and working in situ.

In the period following the EEC's visit, the MA Hellenic Studies initiated and is currently in the process of signing the following agreements:

- *Memorandum of Understanding (MOUs) between Multidisciplinary Research Unit, History, Archaeology and Heritage Management with the Hellenic Society for Near Eastern Studies (http://www.hsnes.org/)*

- *Memorandum of Understanding (MOUs) between the Multidisciplinary Research Unit, History, Archaeology and Heritage Management (https://soscieath.euc.ac.cy/index.php/history-archaeology-and-heritage-management-mru/) and the Museology Research Laboratory (MRL-IU) of the Ionian University (https://ilam.ionio.gr/en/research/laboratories/mouseiologialab/)*

- *Erasmus Agreement between the Department of Humanities (MA Hellenic Studies) of the European University Cyprus and the Department of Archives, Library Science and Museology (MA Management of Cultural Information) of the Ionian University.*

- *Erasmus Agreement between the Department of Humanities (MA Hellenic Studies) of the European University Cyprus and the Department of History of the University of Belgrade.*

Further to the above actions, the Department would like to add that Members of the Department teaching on the B.A. English Studies have also undertaken training on Virtual Learning Exchange offered by the Utrecht Network and intend to develop such exchanges that take advantage of the e-learning environment.

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4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

The Department would like to thank the EEC for its positive comments in area **4. Teaching and Learning**

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.
1. Distance learning is dependent on good technological support. Mechanisms for quick resolution of any barriers to participation need not only to be in place but known and accessible to students.
2. The excellent level of student support is based on relatively low numbers. If the Department scales up its numbers as it wishes to, better systems will need to be in place to maintain this.

Response by EUC

1. *The Department agrees with the EEC's comment on the existence of mechanisms for resolution of any barriers to participation to be both in place and known to students.*

   The Distance Education Unit (DEU) provides the administrative support for the E-Learning programmes of study of EUC. The Unit supports both students and academic staff of EUC's E-Learning programmes of study, by ensuring quality access to educational materials and technological resources. Students receive initial instruction in the use of the educational platform from the DEU, as well as ongoing advice, and if they have issues with the technology or delivery of their courses (not the academic content) then they bring these up with the DEU. The Unit also helps coordinate the production of training materials and courses, as well as coordinating with other administrative elements of the University, such as the Office of the Vice Rector of Academic Affairs, the Department of Information Systems and Operations, the Department of Enrollment, and the Registrar's Office. The mission of the DEU is to ensure that e-learning is a vital element in all aspects of the University's academic and administrative policies and actions.

   Following registration in our e-learning programmes, students receive a letter by the Distance Education Unit (DEU) of the University, including instructions for the e-learning programmes of study (please see document in Appendix IV). In this letter, students are informed about the following:
   a. *access to the e-learning Blackboard Learn Ultra platform*
   b. *navigation/using the e-learning Blackboard Learn Ultra platform*
   c. *evaluation of courses*
   d. *other important information for the EUC E-Learning programmes of studies*

In this communication, the student is offered important information about the e-learning platform itself as well as an introduction to how the philosophy of the e-learning programmes.

2. *The Department is indeed proud of its high-level student support to which members of staff are committed to. The Department understands the EEC's comment regarding the effectiveness of the current approach due to relatively low numbers but wishes to assure the EEC that mechanisms are in place to ensure that staff have all the necessary guidance to continue offering the same high-quality support to students regardless of the number of registered students in its programmes. All receive a document that is intended primarily for all academic staff involved in course design and teaching on the E-Learning programmes of study at European University Cyprus. The document introduces the essential elements of the pedagogical principles and teaching philosophy employed on all E-Learning courses at EUC (please see the document in Appendix V). This serves as a valuable guide to members of staff to follow the educational model provided by the University.*

   Furthermore, to improve the coordination between full-time faculty and part-time scientific collaborators/special scientists, in addition to its current efforts of organising meetings for part-time staff, the Department has participated in a university wide initiative under an Ad-Hoc Committee which was set-up by the Senate in March 2020 to design and adopt a Mentoring Scheme for all its part-time academic staff. The Mentoring scheme, which is aimed at all part-time academic staff, is based on promoting a synergetic, purposeful conversation and reflection on experience amongst all instructors.

   In particular, the scheme ensures that newly hired part-time academic staff are provided with all the necessary information and support once they commence their cooperation with the Department and throughout their collaboration. To this effect, it entails an Orientation Program, so as to effectively integrate part-time academic staff in the culture and the programs of the Department, as well as continuous, active mentoring by a senior member of the Department, who serves as a course coordinator. Such mentoring spans across an array of activities, from course content and course delivery to dealing with students' issues and complaints.

   Hence, through investing in our part-time academic staff, future collaboration becomes both more effective and efficient, which will in turn positively affect the workload of full-time faculty, by reducing in the longer term their workload.

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5. Teaching Staff

The Department would like to thank the EEC for its positive comments in area **5. Teaching Staff***.*

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.
1. In Hellenic Studies at least, despite the recent appointment of a faculty member, the balance is still too weighted towards part time teachers.

Response by EUC

1. *In the M.A. in Hellenic Studies there are two full time staff members: Dr. Charis Xinari and Dr. Panos Christodoulou who has been hired more recently. In addition, although the part-time staff contracts are on a semester-basis, there is a stability and continuity for almost all the Scientific Collaborators. It is important to highlight the high quality of the instructors, who are competent academics and professionals, with research interests that reside in a wide range of specialisations within Hellenic Studies (History, Archaeology and Art, Education and Heritage Management), and who are respected and recognized in their fields, both at a national and an international level. What is even more noteworthy is that our Scientific Collaborators have actively participated in the foundation of the Programme (2018), and almost all of them have created the course that they are currently teaching. In this context they have strong links with the Department and the M.A. Hellenic Studies and are active participants in the intellectual life of European University Cyprus. Additionally, the list of courses and sections which are offered each semester, are prepared in consultation with the student advisors at the Department of Enrolment. This allows the course coordinators plenty of time to cover the needs without any complications. More so, vacancies in specific course subjects are advertised every March-April for the subsequent academic year. This enables us to have a steady pool of professionals who are hired and can cover the needs of our programs.*

6. Research

The Department would like to thank the EEC for its positive comments in area **6. Research.**

Areas of improvement and recommendations
1. *The department has a research policy and it benefits from the overall framing of the research policy of the university, however it could be more ambitious and targeted in its strategic research planning, aiming at international research excellence, along the lines that the university has set itself.*

Response by EUC

1. *Increasing the quality of the research output is a central aim in both the University's and the Department's strategic plan. To this end, the Department promotes research synergies of its faculty, through the School's research centers and through research clusters of common research interests. With respect to the latter, from Spring 2022, the Department will be investing further through organizing twice a year, a research meeting/workshop, whereby faculty discuss their research agenda, further promoting research synergies among the Department's members, but also supporting and assisting less active faculty. The first, online meeting is planned for February 2022.*

   This culture of high-quality research output is supported by a number of EUC's research support policies and mechanisms, including 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.

   In particular, the University recognizes and supports the need for the Faculty's engagement in systematic and consistent research activities and career advancement. Consequently, to motivate, support and enhance the faculty's research activities, the University has adopted the THR policy, which is part of the wider University Research Policy (Appendix VI). Through the THR policy, faculty members who have a contractual obligation of 12 teaching hours per semester, may, through this provision, have a reduced workload of either 6 or 9 hours per semester.

   Following the introduction of the THR policy, the research activities of full-time faculty across 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 Department's faculty has systematically capitalized on the particular policy, while every year additional faculty members become eligible for the THR.

*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 312, 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.*

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

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

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

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

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

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

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

- *Based on their research profile and activities (at the time of hiring), newly hired full-time faculty members may be granted a THR from the very first semester of employment.*
- *The University has also introduced the Ph.D. Scholarships Award Scheme. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. The scholarships are awarded to faculty members who fulfil the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field. All full-time faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award. The Ph.D. scholarships are awarded to the most promising candidates of any nationality. They cover the tuition fees*

of new Ph.D. students for the whole duration of their studies. Five (5) such scholarships have been announced for the academic year 2021-22.

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

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

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

The Department would like to assure the EEC that is committed to research of high international standards and has already established collaborations with organisations and universities abroad in order to promote both the research activity of its members of staff as well as the involvement of its students in these research activities. Recent developments involving the M.A. in Hellenic Studies mentioned in a previous section are testament to that. Furthermore, the variety of research interests of the members of staff (gender and queer studies, American and indigenous literature, linguistics, history, media studies, among others) make it difficult for the Department to have a single research focus, however, the staff in collaboration with their respective programmes of study, set out ambitious research goals within the frameworks available to them such as opportunities for funded research.

7. Resources

The Department would like to thank the EEC for its positive comments in area **7. Resources**.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.
1. Limited financial resources available for research.
2. Limited funding from European programs.

Response by EUC

1. *The Department would like to refer to the Research Policy of the University which involves teaching load reduction on the basis of a points system for both publications and research projects as well as to the annual sum of 1470 per permanent member of staff for participation in conferences both locally and abroad. In more detail:*

   - *Based on their research profile and activities (at the time of hiring), newly hired full-time faculty members may be granted a THR from the very first semester of employment.*
   - *The University has also introduced the Ph.D. Scholarships Award Scheme. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. The scholarships are awarded to faculty members who fulfil the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field. All full-time faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award. The Ph.D. scholarships are awarded to the most promising candidates of any nationality. They cover the tuition fees of new Ph.D. students for the whole duration of their studies. Five (5) such scholarships have been announced for the academic year 2021-22.*
   - *Following the Ph.D. scholarships award scheme, the University enhances Ph.D. students with the Policy for the Award of Scholarships for publishing a Scopus paper. This scheme awards scholarships to Ph.D. students who have presented an article to a Scopus Conference or published a paper in a Journal indexed by Scopus. The scholarships are in the form of a tuition fee exemption.*
   - *In addition, an annual budget of 1470 Euro is available for each full-time faculty member, for participation in local and/or international conferences.*
   - *A further, annual budget of the order of 120 Euro is available for each full-time faculty member, for subscription or membership in scientific and professional associations.*

2. *The Department would like to point out that members of the Department are already involved in funded research. More specifically, members of the Department have received funding for research by being involved in five (5) KA3 and KA2 Erasmus+ co-funded programs and are currently awaiting results for more such proposals while also investigating potential collaborations for future research. However, securing funding for further research activities remains a strategic goal of the Department which fully intends to utilize its networks to secure further collaborations leading to securing external funding.*

B. Conclusions and final remarks

EEC Comments:

The EEC finds the Department to be effectively organized and to provide high quality education which benchmarks well with similar departments worldwide. It has particular strengths in its student-centred approach and up to date and responsive curriculum. Its research is engaged and innovative and it provides an important focus for cultural and literary activity in Cyprus, through events and publications. It was made clear to the EEC that the Department is located in a university with ambitions to significantly improve its performance and international standing over the next period and is clearly on track to do so. While the overall picture is one of compliance and therefore a pleasing result, the Department and the University would be wise to look carefully at the relatively few areas where the sub standards were judged partially compliant and indeed at those where the sub standards were judged numerically at 4 rather than 5. One of the issues that must be noted is a need for more careful documentation of relevant demographic data on students and tracking of graduate destinations which can then inform strategic policy development. One of the reasons for the relative lack of systematicity in collecting this data lies perhaps in the quite small student numbers so far in the core programmes. However, if the Department is successful in increasing student numbers as it aims to, it will have to be more systematic in all aspects of its work and strategic planning to preserve the attractive and friendly student-centred approach with scaled up numbers. With regards to the preponderance of 4s over 5s, it might be tempting to take the overall compliance rating as a message to carry on as before. However, the EEC is of the view that, if the Department is to contribute fully to EUC's strategic goals it needs to be sharper in its strategic planning and systems, while not losing the friendly student centred ethos. So it should be looking carefully at all areas rated 4 rather than 5 and considering strategies for improving them through its ongoing strategic planning. Quality is not an either/or or yes/no attribute but rather a zone of continuous improvement. This said, the EEC wishes to congratulate the Department on its work so far and wish it well in its future development.

Response by the EUC

We would like to sincerely thank the EEC for the positive feedback and its constructive recommendations. The Department was delighted to see that much of the work and contributions to University life and to society such as the various cultural activities, the publication of a highly respected literary journal and the multiplicity of community-based activities, have been appreciated by the EEC. Moreover, our student-centred approach to learning is something that we take great pride in.

However, the Department is committed to progress, develop and improve and thus highly values all recommendations by the EEC, including those areas that were graded with 4/5. We take these as areas in which the Department is found to comply with the European Qualifications Framework and as encouragement to continue to improve in these areas by improving on our existing practices and/or establishing new ones. We fully understand that a potential increase in student numbers— one of our strategic goals—will require a more systematic handling of some aspects of both recruitment and handling of each case, and we are committed to establishing those practices that will allow us to grow as a Department in keeping with our student-centred character.

As described in the previous sections of the report, the Department of Humanities made a focused effort to address each of the EEC's recommendations. As such, we believe that these actions enhance the overall workings of our Department. The suggestions of the EEC have given us the opportunity to highlight our strengths and readiness to implement all our programmes in an attractive student-friendly environment. By making these changes, we believe that our Department is in a better position to offer programmes of study which are in line with the European Qualifications Framework.

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Stavros Stavrou Karayanni	Dean, School of Humanities, Social and Education Sciences	
Dr. Charis Xinari	Chairperson, Department of Humanities	

Date: 22/12/2021

European University Cyprus

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 the 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&menuI

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.

INTERNAL REGULATION ON

EUC SEXUAL HARASSMENT POLICY

61st Senate Decision: 6 November 2018

The Policy Statement

European University Cyprus tries to maintain a safe and productive work environment, free of any form of harassment. Thus, the University prohibits harassment, including sexual harassment in the workplace, whether it is committed by management, colleagues, customers and/or students (in respectively to the part it involves). Employees are therefore required to conduct themselves in a manner that does not violate the University's harassment policy and report all sexual harassment that they believe occurs either against them.

Any person found to have sexually harassed another will face disciplinary action. All complaints of sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimized for making such a complaint.

Definitions

Harassment is unwanted behavior, which is hostile and/or offensive to the recipient or others, and which is not justified by the professional and/or working relationship. Such behavior may be physical, verbal or non-verbal.

Harassment often involves the abuse of power. Although harassment is most commonly sexual or racial, people may also be harassed for other reasons, such as disability or age, or simply because someone has taken a personal dislike to them.

- Disability Harassment is unwanted behavior of a hostile or offensive nature a person's disability.
- Racial Harassment is unwanted behavior of a hostile or offensive nature based on race or ethnic origin or expression by a person of one racial or ethnic origin against a person of another.
- Sexual Harassment is unwanted behavior of a sexual nature or behavior of a hostile or offensive nature based on gender or sexuality.

Different kinds of situations can produce different experiences, and differences in attitudes and cultures can mean that what is perceived as harassment by one person may not be seen as such by another. However, the common link is that such behavior is unwanted by the recipient or others, and would be regarded as harassment by any reasonable person. Any difficulty in defining what constitutes harassment should not deter

anyone from complaining of behavior which causes them distress, nor should they be deterred by embarrassment, intimidation or fear of publicity. The sensitivity of harassment complaints and the need for confidentiality will be respected.

Examples of conduct or behavior which constitute sexual harassment include, but are not limited to:

All students, staff, contractors and visitors, and anyone acting on behalf of the University, will respect the rights of others and will refrain from:

- unwanted behavior that is not justified by the professional and/or working relationship, such as intimidating behavior;
- unwanted physical conduct, such as unwelcome touching or invasion of personal space;
- unwanted verbal conduct, such as unwelcome sexual advances, racist comments, remarks about disability, derogatory name calling, slogans, insults, ridicule of a person for differences, stereotyping, offensive jokes, abuse, threats or questions or comments of a personal nature;
- unwanted non-verbal conduct, including sexually suggestive gestures, staring and leering;
- conduct that, ridicules, intimidates or abuses, undermines or undervalues an individual because of characteristics such as her/his sex or sexuality, disability or race, including derogatory or degrading remarks or insults or offensive comments about appearance or dress;
- unwanted non-verbal conduct, including the display, storage or transmission of offensive material;
- abuse of power relations, such that individuals receive unfair treatment based on characteristics such as age, culture, disabilities, ethnic origin, gender, race, religion or sexuality;
- any incitement to commit any of the above behavior;

Outside complaints mechanisms
A person who has been subject to sexual harassment can also file a complaint to the nearest police station.

Sanctions and disciplinary measures
The nature of the sanctions will depend on the gravity and extent of the harassment. Suitable deterrent sanctions will be applied to ensure that incidents of sexual harassment are not treated as trivial.

Implementation of this policy
European University Cyprus will ensure that this policy is easily accessible by all concerned. It will be included in the staff handbook. It is the responsibility of every manager to ensure that all his/her employees are aware of the policy.

European University Cyprus

INTERNAL REGULATION ON

EUC Gender Equality Plan

87th Senate Decision: 9 December 2021

EUC Gender Equality Plan

87th Senate Decision

9 December 2021

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Preface from the Rector, Prof. Andreas Efstathiou

European University Cyprus considers the adoption of policies that promote diversity, inclusiveness, equality and cooperation within its community of students and staff a necessary prerequisite for success in education and research. These policies improve the quality of education which we provide to our students and also broaden the scope and opportunities for pioneering and responsible research and innovation at the University. The development of strong research and innovation activity at the University is considered central to its ambition to become a hub of Academic Excellence in the region.

Recent developments with the COVID-19 pandemic have made the adoption of policies on diversity, inclusiveness and equality even more pressing. At European University Cyprus we fully support the initiative of the European Commission to make the development of an institutional Gender Equality Plan (GEP) a precondition for participation in Horizon Europe projects from 2022. We are therefore pleased to present the GEP we have developed for the period January 2022 - December 2024 which is the result of a coordinated effort by our community and which we believe will take our University a long way towards promoting gender equality. The plan describes in detail an assessment of the current situation at the University and the proposed measures and actions.

Sincerely,

Prof. Andreas Efstathiou
Rector

Preface from the CEO and President of the Council, Dr Christoforos Hadjikyprianou

At European University Cyprus, we take great pride in our people. Currently engaging more than 900 employees in academic and administrative functions, we genuinely believe that the University's success and transformation to a leading regional hub of academic excellence over the years has been built on the hard work, engagement and passion of its people. The recent challenges that arose due to the COVID-19 pandemic have shown that, collectively, we can respond swiftly and adapt our "modus operandi" as needed, while remaining committed to our values and priorities. It is for this reason that European University Cyprus continuously invests on its people as numerous awards and accreditations indicate.

The current Gender Equality Plan, the first to be implemented at European University Cyprus, demonstrates our commitment, not only to gender equality, but also to the continuous enhancement of our organizational culture towards a work environment where everybody can fulfil their true potential and achieve a healthy work-life balance. Gender equality is already considered a non-negotiable core value of our University, while zero tolerance to all forms of discrimination is at the forefront of our operations. We are confident that the actions designed for the current "EUC Gender Equality Plan" will pave the way for substantial and sustainable change in the integration of gender in all facets of European University Cyprus.

Sincerely,

Dr Christoforos Hadjikyprianou
CEO & President of the Council

Introduction

European University Cyprus (EUC) was founded in 2007 and has its roots in Cyprus College, which was established in 1961. Today, European University Cyprus operates five Schools, namely, the School of Business Administration, the School of Humanities, Social and Education Sciences, the School of Law, the School of Medicine, and the School of Sciences, with the mission to educate students for successful careers and life achievement, to understand and serve the needs of society, and to create knowledge through research and innovation. European University Cyprus is committed to promoting gender equality and preventing discrimination in all its operations.

The creation of knowledge through research and innovation are among the University's top priorities in its current strategic planning, while strong emphasis is placed on linking teaching with research and carrying out public outreach activities, aiming at increasing the interest of young people and the wider public in scientific endeavours. The research activity of the University as measured by its success in securing external research funding and authoring peer-reviewed journal publications has quadrupled in the last five years. Research activity is primarily carried out by a number of research centers, laboratories, and other kinds of specialized settings such as clinics and innovation centers with funding secured through the European Commission (i.e. Horizon2020, Erasmus+, Directorates General), the Cyprus Research and Innovation Foundation, and other prestigious research funding organizations such as the European Space Agency and Max Planck Institute.

Research conducted by EUC falls under the responsibility of the Vice-Rector of Research and External Affairs, who is also responsible for the smooth implementation of the University's Research Policy (Annex 1). Research and innovation (R&I), being one of the University's strategic priorities, can significantly benefit from actions aiming to promote, enhance, and ultimately achieve gender equality within the University. The present plan details the University's Gender Equality goals for the period January 2022 - December 2024, while it is expected that many of the goals featured in the plan will take the form of permanent established practices.

EUC Gender Equality Plan

The EUC Gender Equality Plan (EUC-GEP) has been approved by the Senate on 09.12.2021 and ratified by the University Council, demonstrating the University's commitment to advancing gender equality across a number of areas. More specifically, the EUC-GEP focuses on the following five (5) interrelated thematic areas:

> a. Work-life balance and organisational culture
>
> b. Gender balance in leadership and decision-making
>
> c. Gender equality in recruitment and career progression
>
> d. Integration of the gender dimension into research and teaching content, and
>
> e. Measures against gender-based violence including sexual harassment.

For each of the five thematic areas, the Plan includes a brief description and aim, an assessment of the current situation through quantitative and qualitative baseline data, and the course of action with objectives, actions, and indicators. A **Communication Plan**[1] will be developed for better dissemination of the Plan's objectives and actions to the university community and beyond. In addition, a **Monitoring and Evaluation Plan** will be developed in collaboration with the University's Committee on Internal Quality Assurance (C.I.Q.A.) to enable key stakeholders to review and potentially adjust the plan's objectives and actions to allow for improvement and optimization of the results. Embedding measures and practices in the normal structure and procedures of the University will further contribute to the achievement of sustainability.

Appendix 1 will serve as a template, where the following details will be provided for each action of each thematic area: name of person(s) responsible for implementation, dates of implementation, outcomes including indicators, obstacles faced, and finally, remarks for future planning. The evaluation findings on the progress made towards gender equality, as well as the identification of new areas that require attention will form the basis for the development of the subsequent versions of EUC-GEP.

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[1] Such a plan can involve the development of key messages, production and distribution of promotional material, promotion of internal and external events, scientific communication/ participation in relevant international conferences and symposia.

The development, implementation, monitoring, and evaluation of EUC-GEP falls under the responsibilities of the **Senate Ad-Hoc Committee on Gender Equality** (established on 09.12.2021 as a Senate Ad Hoc Committee following the recommendation of the Vice-Rector of Research and External Affairs). The composition of the Committee on Gender Equality is as follows:

- Vice-Rector of Research and External Affairs (Chair)
- Faculty members: One representative from each School (preferably with gender expertise)
- Representative of the Research Office
- One Representative of Human Resources
- One Representative of the Senate Committee on Internal Quality Assurance
- Representative of the Student Union

The Committee on Gender Equality has the following responsibilities:

- Contributes in the development of EUC-GEP
- Presents the Plan's rationale, aims, and objectives to decision-making bodies of the University, ensuring that support is granted for the Plan's implementation
- Raises awareness and facilitates the promotion of EUC-GEP within the university community, including faculty, researchers, administrators, and students
- Develops and executes a Communication Plan to give constant visibility to the EUC-GEP.
- Takes concrete steps for the successful implementation of proposed actions and makes specific provisions for monitoring
- Identifies obstacles and provides suggestions to overcome them according to state of the art literature
- Evaluates the final outcomes and makes recommendations for future actions that could further contribute to gender equality
- Meets at least once per semester for the fulfilment of the aforementioned responsibilities.

Training and capacity-building activities for various stakeholders involved in different thematic areas constitute a major component of this Plan. Both internal and external gender experts will be considered as trainers for such purposes. Several capacity building activities and resources are available through EC-supported structures, such as the Gender Equality Academy (https://ge-academy.eu) and European Institute for Gender Equality (https://eige.europa.eu/gender-

mainstreaming/toolkits/gender-equality-training), while experts across Europe may be found through EuroGender's directories (https://eurogender.eige.europa.eu/). In cases where specific needs arise that cannot be accommodated by the aforementioned structures, the University is committed to provide the necessary resources for the planning and organization of specialized activities to address those needs or for competence development, subject to decisions made by the Committee on Gender Equality. Employees at all levels who participate in capacity building activities will be expected to act as multipliers/agents for the transmission of knowledge and best practices to fellow colleagues. Activities targeting academic personnel will be incorporated in the existing Faculty Development Programme (see p.10), whenever possible.

A. Work-life balance and organisational culture

Work-life balance is a key component in the promotion and advancement of gender equality within any organization. Measures to support work-life balance ensure that all employees feel supported and have equal opportunities to reach their objectives and advance their careers in parallel to the responsibilities outside the organization, including family and other caring responsibilities. A respectful and welcoming organizational culture is sensitive to the gendered roles and responsibilities that both women and men are expected to assume in the specific economic, social, and cultural context. European University Cyprus is taking the work-life balance of its employees into significant consideration, as illustrated by a number of policies and measures.

Assessment of the current situation

Full-time academic personnel regulate their own non-teaching time, taking into consideration that part of their professional responsibility includes activities which must necessarily take place before or after classes. Full-time academic personnel are entitled to leave corresponding to the academic year: Christmas and Easter holidays, as well as the full month of August. The administrative personnel are expected to work at a reduced workload of 37 hours per week, with three working afternoons. Administrative personnel are entitled to more than 25 days of annual leave (incl. Christmas and Easter holidays), depending on years of employment, compared to 21 days required by national law.

All university employees are entitled to a total of 10 days of Sick Leave, with a maximum of five (5) days without a medical certificate, as well as to two (2) days of Bereavement Leave. Both administrative and academic full-time personnel members are eligible for parental leave (including maternity and paternity leave) as dictated by the current employment law and regulation directives (Annexes 2 & 3). The University supports its employees by covering a percentage of 25% of their remuneration that is not covered by governmental support in the cases of maternity and paternity leave. The University values the wellbeing of its employees and demonstrates understanding in cases where family emergencies may take place.

In the case of fixed-term researchers, the University extends their employment contracts in cases where they have been absent due to maternity, paternity or parental leave in order to support long-

term research work and ensure that research projects are finalized. Overall, fixed-term researchers usually have complete autonomy in terms of working hours and place of work according to the tasks associated with their workload. In September 2017, European University Cyprus was awarded the 'HR Excellence in Research' Logo, acknowledging EUC's commitment for the provision and support of a stimulating and favorable working environment for researchers in line with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

The University rewards members of full-time academic staff who excel in research by awarding them Teaching Hours Reduction (THR). According to the Research Policy, a THR may be awarded if the member of faculty fulfils the conditions in one or more of the three following schemes: a. participation in funded research projects, b. authoring of a book, c. accumulation of points based on research activity (e.g. publications, conference presentations). A member of faculty 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. All allocations of THR under the three schemes are offered after a recommendation of an ad-hoc committee chaired by the Vice-Rector of Research and External Affairs.

Further to the above, European University Cyprus provides free of charge counselling to all employees. Employees in need of personal counseling can contact the Center of Applied Psychology and Personal Development (KE.PSY.P.A.), which offers psychological and counselling services to the EUC personnel, to arrange a confidential, one-to-one meeting with a qualified professional. This service helps individuals cope with any emotional and psychological challenges. A counselor is available on campus for consultation by appointment, throughout the academic year.

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
A.1	Awareness Raising	Training and capacity building for HR personnel and other relevant decision-makers for the promotion of a shared and more widespread work-life balance culture	Number of participants

A.2	Flexible working arrangements (administrative personnel and faculty who holds administrative posts)	Implementation of a Feasibility Study to assess how flexible temporal and spatial working arrangements (e.g. flexible working time and teleworking) may impact departmental processes, procedures and practices	Feasibility Study & Presentation to the Committee
A.3	Support faculty members after family-related breaks	Introduction of a "Small Research Grants" scheme (budget to be provided by Internal Research Grants – Annex 1)	Number of grants awarded
A.4	Enhance employees' wellbeing	Organization of workshops for the development of skills necessary for the attainment of work-life balance (e.g. stress management, resilience building, effective communication skills, critical thinking skills)	Number of workshops organized Number of participants Evaluation of workshops

B.Gender balance in leadership and decision-making

Despite legal and institutional changes, women remain underrepresented in academic and administrative leadership and decision-making positions in universities and research institutions across Europe (She Figures, 2019). European University Cyprus acknowledges that gender balance in leadership and decision-making requires more than just equal participation of men and women in terms of numbers. The re-examination of decision-making structures and processes along with an analysis of the considerations and obstacles faced by women in each specific organization cultural, as well as efforts towards women's empowerment are imperative for achieving gender balance in decision-making.

Assessment of the current situation

The **Senate** is the supreme academic authority of the University and it is responsible for the academic work of the University, both in teaching and research, and for the regulation and superintendence of the education discipline of the students of the University. The composition of the Senate is as follows: Rector; Vice-Rectors; Deans of Schools; CEO & President of the Council; two faculty members and one representative of the Special Teaching Personnel from each academic School (elected among the full-time academic personnel body of each School); one student representative from each School (elected by the student body of the School). The supreme governing body of the University is the **University Council**, which is the body responsible for the management and administration of the revenue and property of the University and, subject to the powers of the Senate, has general control over the conduct of the affairs of the University. Out of the 13 members, one member is an Ex-officio Member (Rector), nine are appointed by the Board of Directors, and the rest are elected. Table 1 shows the current composition of the aforementioned bodies. Women represent 35.7% of the Senate and 7.6% of the Council.

Table 1

	Men	Women	Total
Senate	18	10	28
Council	12	1	13

The aforementioned bodies work in close collaboration with both the Academic and the Administrative Management for the smooth and successful implementation of the University's objectives. The **Academic Management** consists of the Rector, Vice-Rectors, Deans, Deputy Deans, Chairpersons and Vice-Chairpersons. The Rector and the Vice-Rectors are elected for a period of four years and may serve for a maximum of two terms. Table 2 presents gender-segregated data for these positions. In the current academic year (2021-2022), women constitute 34.3% of the academic management. The **Administrative Management** consists of the Chief Executive Officer, the Director of Marketing & Communications, the Director of Information Systems & Operations, the Chief Financial Officer, the Director of Enrolment Management and the Director of Human Resources (currently two women and four men).

Table 2

	Men	Women	Total
Rector	1	0	1
Vice-Rectors	2	0	2
Deans	4	1	5
Deputy Deans	4	1	5
Chairpersons	5	6	11
Vice-Chairpersons	7	4	11
TOTAL	**23**	**12**	**35**

The **Senate Committee on Research** is the responsible body for reviewing and making decisions for research programs, and for facilitating the promotion of research among faculty members, and the conduct of research in general at the University (including research by students at the undergraduate and graduate level). The Committee's composition is as follows: Vice-Rector of Research (Chair); all Deans of Schools; Department Chairpersons (one from each School); Faculty members (one from each School); 1 Special Teaching Personnel Member (Senate Member); Representative of the Research Centre; Representative of Administration. Its members serve for a two-year term. The Senate Committee on Research for the current academic year consists of 7 women and 11 men (39% and 61% respectively).

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
B.1	Awareness Raising	*Training: Unconscious/ implicit bias and Gender bias in leadership and decision-making* Deepening the understanding of gender bias and tackling resistances to gender equality Trainees: Academic and Admin. Decision-makers Senate Committee on Gender Equality	Number of participants
B.2	Identification of barriers for women's representation in leadership and decision-making	Survey to assess the structural, institutional and individual barriers	Number of survey participants Mapping main barriers and designing further actions to tackle them
B.3	Increase the representation of women in leadership and decision-making bodies	Scouting, i.e. actively seeking, identifying and encouraging women candidates suited to roles in decision-making and leadership positions.	Number of women candidates for leadership and decision-making positions

C.Gender equality in recruitment and career progression

Research at the European level consistently shows that women face various barriers in their career paths in research and innovation (European Commission 2020). While it is generally accepted that 'merit' and 'excellence' are key criteria for the assessment of candidates for academic positions, these concepts are not gender-neutral, but rather, they are influenced by unconscious or implicit bias. Critically reviewing the existing recruitment, selection and career progression policies for faculty and researchers at all levels and identifying and remedying biases becomes imperative for organizations aiming to develop and cultivate a culture of equality and diversity. In addition, European University Cyprus acknowledges that gender equality in recruitment and career progression is inextricably linked with other GEP actions (i.e. work-life balance and organizational culture and gender balance in leadership and decision-making) that can largely contribute to the advancement of equal opportunities for a successful career in academia and research.

Assessment of the current situation

European University Cyprus is an equal opportunity employer. Discrimination based on any individual characteristics (e.g. age, colour, gender, disability, marital status, national origin, race, religion and sexual orientation) is prohibited and covers all areas of employment including hiring, promotions, compensation, benefits, education/training, and termination of employment (Annexes 2 & 3). The information presented in this thematic area targets academic and research staff, is in accord with the University's priorities.

Recognizing the University's commitment to excellence in teaching and research and aiming at ensuring the recruitment, selection, and appointment of faculty members with high potential and ability, the Senate adopts specific and transparent faculty selection procedures (Annex 4). The faculty vacancies are announced at the University career page, in local press, and through academic job search portals such as Euraxess and ResearchGate. Once a specific faculty vacancy is announced, the Dean of the pertinent School, in consultation with the Chairperson of the pertinent Department, forms a Faculty Selection Committee consisting of a minimum of three full-time faculty members who hold a higher rank to the one the candidate is considered for[2]. The final composition of the

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[2] Except for the rank of Professor, for which the faculty members should hold the rank of Professor.

Faculty Selection Committee is approved by the Council of the pertinent Department. The evaluation and selection of candidates for interviews is based on the following criteria:

a. Specialization or/and professional activities

b. Teaching experience/skills

c. Research

d. References

e. Publications

f. Service to the community/society

g. National/International academic recognition of accomplishment/ achievements

h. Teaching potential and communicative abilities

i. Invitations to teach due to reputation/or/and key note speeches

j. Evidence of effective postdoctoral, graduate and undergraduate supervision

k. New courses developed; involvement in curriculum development

l. Compliance/Compatibility with the wider University Culture

The Faculty Selection Committee ensures that selection criteria and methods of assessment are applied consistently for all candidates. Recognizing the aim of the University to prevent discrimination and in order to be compliant with Cyprus and EU legislation, the Senate reaffirms the commitment to non-discrimination in employment decisions. Through the Faculty Selection Report, the Faculty Selection Committee evaluates candidates according to the set criteria and makes recommendations according to the policies, as to the acceptability, strengths, and weaknesses of the candidates. The Faculty Selection Report is subsequently evaluated and approved or rejected accordingly by the Departmental Council, the School Council, the Senate, and, lastly, by the University Council.

Faculty engage in the process of self-evaluation bi-annually as a positive force towards continued professional development and accomplishment. This review process demonstrates the faculty member's performance in the areas of (i) Teaching, (ii) Scholarship/Research, and (iii) Service to the University, Community, and Profession and Self Development. The University allocates funds

annually in order to assist faculty members to enhance their scientific domain by appealing in pertinent academic or/and professional development activities and, thus, achieving forms of excellence in the three-fold mission of teaching, research and service to the community. In addition, the Office of the Vice-Rector of Academic Affairs is responsible for implementing the "Faculty Professional Development Program", which holds, since 2021, the prestigious Advance Higher Education membership logo. The Program consists of 35 hours of professional development for newly hired Faculty and Special Teaching Personnel, for full-time faculty and for part-time scientific collaborators. Specifically, three (3) academic staff professional development schemes are organized, offered, evaluated, and revised, as follows:

- Professional Development Program for its newly hired academic staff
- Ongoing Professional Development Program
- Professional Development Program on Innovative Strategic Interventions

Topics include, but are not limited to, teaching methodologies, evaluation processes, e-learning tools and methods, ethics in research, personal data management in research, and open science.

Advancement in rank is not merely a matter of routine or seniority, but it is based primarily on merit. More specifically, advancement in rank depends upon the faculty member meeting the six criteria listed below:

a) Fulfilment of the minimal criteria for appointment to rank. Any Faculty member hired through the faculty selection and appointment procedure must complete at least three (3) years of service to the appointed rank, in order to be eligible for promotion.
b) Positive and substantial evidence of high competency in teaching.
c) Evidence of positive contribution(s) to the overall development of the individual's program area and Department.
d) Evidence of service to the University and Community in general.
e) Membership and participation in professional or learned societies of national or international significance.
f) Research and scholarly publications or recognized creative work in the individual's field.

Faculty Members who consider themselves eligible for promotion have the responsibility to follow the procedures specified in the University Charter. The application for promotion is reviewed by the Committee on Promotion, which consists of two full-time faculty members from each Department of the School and one representative faculty member from each of the other Schools of the University.

All Committee members should hold a higher rank to the one the candidate is considered for, while an external reviewer, who is also a full-time active academician in the discipline of the candidate and holds an academic rank higher or equal to the rank for which the faculty member is being considered, should also participate in the process. The final decision and report of the Committee on Promotion is forwarded consecutively to the Departmental Council, the Council of School, the Senate, and the University Council, which ratifies the decision.

The percentage of women faculty members of different ranks, as well as the percentage of researchers across the University's five Schools are presented in Table 3. Overall, in the current academic year, women constitute 25% of Professors at the University, 39% of Associate Professors, 43% of Assistant Professors, 50% of Lecturers, 60% of Special Teaching Personnel, 60% of Fixed-term Researchers and 51% of PhD students. The corresponding percentages according to SHE figures (2018) are as follows:

- Professors (Grade A): 13% national average and 24% EU average
- Associate Professors (Grade B): 32% national average and 39% EU average
- Assistant Professors, Lecturers and Fixed-term Researchers (Grade C): 40% national average and 46% EU average
- Special Teaching Personnel and PhD students (Grade D): 47% national and 47% EU average

Table 3

	Business Admin.		Humanities, Social & Education Sciences		Law		Medicine		Sciences	
	M	W	M	W	M	W	M	W	M	W
Professors	100%	0%	67%	33%	100%	0%	73%	27%	67%	33%
Associate Professors	67%	33%	33%	67%	60%	40%	100%	0%	62%	38%
Assistant Professors	86%	14%	57%	43%	33%	67%	56%	44%	50%	50%
Lecturers	50%	50%	17%	83%	67%	33%	62%	38%	50%	50%

Special Teaching Personnel	67%	33%	17%	83%	-	-	-	-	50%	50%
Fixed-Term Researchers	-	-	19%	81%	50%	50%	40%	60%	54%	46%
PhD Students	35%	65%	28%	72%	63%	38%	-	-	50%	50%

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
C.1	Identification of barriers for career progression	Survey mentioned in B.2 to be formulated in such a way to include elements assessing the structural, institutional, and individual barriers for career progression.	Number of survey participants Mapping main barriers and designing further actions to tackle them
C.2	Awareness raising	*Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion* Deepening the understanding on unconscious bias, analyzing the main imbalances and biases in recruitment and promotion in research and academia (vertical and horizontal segregation, gender pay gap, international mobility), and reviewing best practices. Trainees: Administrative and Academic Management Senate Committee on Gender Equality HR Personnel Research Office Personnel	Number of participants
C.3	Establishment of gender equality guidelines for recruitment and promotion	Gender balance in recruitment and promotion committees when possible, or at least inclusion of a minimum number of women Targeted advertising of calls: Advertising positions actively amongst networks of women	Inclusion of relevant clauses in the Charter (in its revised form)

		Sensitivity towards career breaks due to family and health-related reasons when assessing research output	
		Non-traditional career paths due to extenuating circumstances are taken into account when assessing research output	
C.4	Enhance visibility of women's achievements and contributions	Establishment of "Annual Award for Early-Career Women Researchers"	Number of grants awarded

D.Integration of the gender dimension into research and teaching content

European University Cyprus is committed to taking the necessary steps for the integration of the gender dimension into research and innovation, educational priorities and outputs, and service to the community/society. The University acknowledges that striving for gender equality by incorporating the gender dimension in its strategic planning brings added value in the implementation of the University's strategic pillars including research and teaching excellence.

Assessment of the current situation

A number of faculty members, mainly from the School of Humanities, Social and Education Sciences, are either gender experts or address the dimension of gender in their work as reflected in their research and teaching practices. Several academic and administrative departments have recently adopted gender-sensitive communication, a practice that the University aims to gradually implement across the institution. Furthermore, the University has a considerable portfolio of EU funded projects aiming at gender equality in an array of topics. Indicatively, faculty members are currently participating in the following Erasmus+ projects aiming at tackling diverse challenges and promoting gender equality:

- ASTRAPI - Active Strategies for Prevention and handling Sexual Harassment Incidents (2019-1-CY01-KA204-058414): https://astrapi-project.eu/
- Behind Sexting - Intergenerational Digital Sex Education (2020-1-CZ01-KA201-078399): https://www.behindsexting.eu/
- EMERGENT - Gender awareness and implementation strategies in STEM Education (2018-1-ES01-KA201-050770): https://emergent.home.blog/
- FAST - Fast prototyping and entrepreneurial skills to promote female founded start-ups in STEM (2019-2-CY02-KA205-001594): https://www.fasterasmus.com/en/)
- FemSTEAM Mysteries - A Role-Model Game-Based Approach to Gender Equality in STEAM (2020-1-CY01-KA201-066058): https://www.femsteam.eu/
- ESOI - European Safe Online Initiative (612184-EPP-1-2019-1-BE-EPPKA3-IPI-SOC-IN): https://europeansafeonline.eu/

Importantly, the research community of the University is becoming increasingly aware of the funding bodies' requirements for the integration of the gender dimension into research, both at the European and the national level. For example, the Cyprus Research and Innovation Foundation (RIF), which is the national research and innovation funding agency, targets the integration of gender dimension into R&I through a number of measures, such as encouraging women to apply as Coordinators in all Calls and Programmes, requiring gender-balanced research teams, and raising awareness and competence for applicants to identify whether or not a gender analysis is necessary in research content.

Course of Action

	OBJECTIVES	**ACTIONS**	**INDICATORS**
D.1	Identification of current practices	Survey mentioned in B.2 to be formulated in such a way to include elements assessing the integration of the gender dimension into research and teaching content	Number of survey participants Mapping current practices and designing further actions to enhance them
D.2	Awareness raising	*Training: Unconscious/ implicit bias* Deepening the understanding on unconscious bias Trainees: Faculty Special Teaching Personnel Scientific Collaborators Fixed-term researchers PhD students	Number of participants
D.3	Capacity building:	*Trainings: Integration of the gender dimension into teaching[3]*	Number of participants

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[3] Best Practices for the Integration of the gender dimension into research and teaching content can be found at

		Tailored trainings for each discipline to ensure that sex and gender analysis is considered in the design and outputs related to teaching.	
	Integrating gender into teaching	Trainees:	
		Faculty	
		Special Teaching Personnel	
		Scientific Collaborators	
		Fixed-term researchers	
		PhD students	
D.4	Capacity building: Integrating gender into research	*Trainings: Integration of the gender dimension into research* Tailored trainings for each discipline to increase awareness of how gender analysis affects the design, methodologies and outputs of research. Trainees: • Faculty • Special Teaching Personnel • Scientific Collaborators • Fixed-term researchers • PhD students	Number of participants
D.5	Capacity building: Integrating gender into teaching and research	Development of discipline-specific sections in the University's virtual professional development area, that will contain resources (i.e. handbooks, guidelines, tools, online training modules) dedicated to the integration of the gender dimension into teaching and research	Number of faculty members accessing each section
D.6	Encouragement for the inclusion of gender dimension in research	Award of a PhD Scholarship for work focusing on gender perspectives	Number of applicants

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https://eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox

E. Measures against gender-based violence including sexual harassment

European University Cyprus has clear institutional policies on sexual and other forms of harassment. The behaviour and conduct expected by the University's employees is highlighted in a number of documents and communicated frequently to personnel. A culture of zero tolerance for any kind of harassment is enforced.

Assessment of the current situation

European University Cyprus has in place a **Sexual Harassment Policy** (Annex 5), which details behaviors constituting harassment, complaint mechanisms, and sanctions and disciplinary measures. The University aims to maintain a safe and productive work environment, free of any form of harassment whether it is committed by management, colleagues, customers and/or students. Employees are therefore required to conduct themselves in a manner that does not violate the University's harassment policy and to report any form of harassment that they believe occurs against them.

In addition, the **Code of Conduct and Ethics** (Annex 6) sets out principles of integrity and ethical behavior and the staff's responsibilities to each other, students, suppliers, stakeholders, the public and the environment. The Code of Conduct and Ethics, which applies to every University employee, defines a course of action for employment-related issues including harassment, discrimination, bullying or other interpersonal conflicts. The Code highlights the employees' obligation to maintain the University's reputation for ethical conduct by taking action to prevent violations of the law or the Code, while there is a zero tolerance policy for retaliation. Any retaliation against a person who raises a Code concern honestly or participates in a Code investigation, is a violation of the Code and grounds for disciplinary action, including dismissal.

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
E.1	Awareness Raising	*Training: Gender-based violence in academic and research institutions* Deepening the understanding of sexual harassment as an expression of power	Number of participants

		dynamics and gender-based violence, examining prevention policies and reviewing best practices Trainees: • Administrative and Academic Administration • Committee on Gender Equality • HR personnel • Heads of departments/units (incl. research centers)	
E.2	Awareness Raising	Dissemination of **Sexual Harassment Policy** within the organization via various channels	Channels through which the Policy has been disseminated

Annexes

- EUC Research Policy
- Employee Handbook – Administrative Function
- Employee Handbook – Teaching Function
- EUC University Charter
- Sexual Harassment Policy
- Code of Conduct and Ethics

Sources

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European Commission (2021). Horizon Europe Guidance on Gender Equality Plans (GEPs). Available at https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

European Institute for Gender Equality (2016). Gender Equality in Academia and Research (GEAR tool). Available at: https://eige.europa.eu/gender-mainstreaming/toolkits/gear

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TARGET (2018). Taking a Reflexive approach to Gender Equality for institutional Transformation: Gender equality monitoring tool and guidelines for self-assessment. Available at https://cordis.europa.eu/project/id/741672/results

Appendix 1.

A. Work-life balance and organisational culture

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training and capacity building for HR personnel and other relevant decision-makers for the promotion of a shared and more widespread work-life balance culture					
2. Implementation of Feasibility Study to assess how flexible temporal and spatial working arrangements may impact departmental processes, procedures and practices					
3. Introduction of a "Small Research Grants" scheme					
4. Organization of workshops for the development of skills necessary for the attainment of work-life balance					

B. Gender balance in leadership and decision-making

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in leadership and decision-making					
2. Survey to assess the structural, institutional and individual barriers					
3. Scouting					

C. Gender equality in recruitment and career progression

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion					
2. Establishment of gender equality guidelines for recruitment and promotion					
3. Establishment of "Early-Career Women Researchers Awards"					

D. Integration of the gender dimension into research and teaching content

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion					
2. Establishment of gender equality guidelines for recruitment and promotion					
3. Establishment of "Early-Career Women Researchers Awards"					
4. Development of discipline-specific sections in the University's virtual professional development area, with resources dedicated to the integration of the gender dimension into teaching and research					

E. Measures against gender-based violence including

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Gender-based violence in academic and research institutions					
2. Dissemination of Sexual Harassment Policy within the organization via various channels					

Instructions for the E-Learning Programs of Study of European University Cyprus

Dear Students,

The instruction period for the Fall Semester F2021 has commenced (4th of October) and there are some important matters relating to your studies of EUC E-Learning programs of study that you have selected.

ACCESS TO THE E-LEARNING BLACKBOARD LEARN ULTRA PLATFORM

The whole teaching and learning process takes place on the Blackboard Ultra Learn platform, part of our Virtual Campus. You can log in to the Blackboard Ultra Learn platform by using the following link: https://myeuclogin.euc.ac.cy

Once you have clicked the link, you will be asked for your Username and Password.

Your **Username** is the email address that the university has created for you, which was sent to your personal email with the subject **"Your University Credentials."** You were sent this email when your first payment was processed, along with your registration number.

You will also be asked to enter your **Password** in the relevant field. This was provided in the same email as your Username.

If you follow the instructions correctly and you still have difficulties with your connection to the Blackboard platform, please send an email to the following email address: support@euc.ac.cy This is the address for technical support on th Blackboard platform. You are kindly requested to avoid contacting your instructors or the Distance Education Unit staff on this issue, as they will not be able to assist you.

NAVIGATION/USING THE E-LEARNING BLACKBOARD LEARN ULTRA PLATFORM

When you connect to Blackboard Learn Ultra, you will be able to view the virtual classes of the courses that you have selected. For more guidance regarding Blackboard, please click the link below:

EVALUATION OF COURSES

50% of the final grade in each course corresponds to the graded Weekly Self-Assessment & Interactive Exercises/Activities and assignments that are submitted during the semester. The remaining 50% corresponds to the final exam.

The final examinations for the **Bachelor** and for the **Master Programs of study will take place between the 21st–23rd of January 2022.**

IMPORTANT INFORMATION TO REMEMBER

The pedagogical model of EUC has one central element: supporting the student on their learning journey. The proper preparation of learning activities is essential for this support. Learning activities are directly affected by three fundamental elements, with a different level of intensity and participation each time. These elements are collaboration (between students and students-instructors), guidance and support (from the academic and the administration personnel, respectively), and resources (learning environment, contents, tools, etc.).

European University Cyprus E-Learning programs of study are based on both synchronous and asynchronous communication, allowing each one of you to organize your study according to your needs and schedule. During **synchronous** communication you will have the opportunity to participate in teleconferences organized by the instructor, to interact with your classmates, and to resolve any questions immediately (it must be noted that the teleconferences are videotaped and students can watch them on a convenient time). **Asynchronous** communication employs the platform tools to ensure that each of you can achieve the learning goals of the class according to your personal schedule.

In the e-classes on Blackboard Learn Ultra (i.e. the electronic page for each course you are enrolled into) you will find posted the Course Outline of each course, the Study Guide, the basic textbook (and/or readings). In addition, for each week of the semester, notes/supporting material/exercises/activities relating to the weekly topic are being posted. The aim of the Study Guide is to ensure that the expected interaction between students, student and instructor, student and the material is achieved. The Study Guide is a living document that will be updated/adapted/differentiated by renewing sources, exercises, activities, etc. The material for all weekly activities of each course is fully outlined and it includes electronic references which the student will access electronically via the University's library. Moreover, criteria for the evaluation and self-assessment of the work of students are also defined.

<u>You are requested to pay special attention to the material given to you by your instructors.</u>

As the Director of the Distance Education Unit, I am always available to support and assist you with everything you need. However, in order for you to receive faster and more effective response, I would like to inform you of the following:

- For matters related to the content of the courses, please contact your instructors. Their contact details are available in the Course Outline of each of your courses.
- For academic support, please contact the coordinator of your program of study. Their details can be got from the EUC website or from the Secretary of your school.
- For choosing your courses each semester, please contact your individual Student Advisor.
- For technical matters (connection to the platform, access codes, etc.) please contact support@euc.ac.cy
- For verification letters, please contact Ms. Loukia Koutsogeorgopoulou (L.Koutsogeorgopoulou@euc.ac.cy) and Ms. Chrystalla Constantinou (Ch.Constantinou@euc.ac.cy).
- For matters related to final exams, please contact Ms. Chara Panayioti (C.Panayioti@euc.ac.cy) and Ms. Melina Christodoulou (Me.Christodoulou@euc.ac.cy).

It is very important that you direct your requests to the right people. Doing so will allow us to assist and aid you as swiftly and efficiently as possible, and prevent you from losing valuable time.

Note that the University will **only use your University email address** for contacting you with information relevant to your studies. It is each student's responsibility to check their University email regularly.

Finally, an extremely important note on e-classes. No matter how many commitments you have, since you have decided to join this program, you need to connect to the Blackboard platform regularly in order to catch up. If you do not do so, you will not be able to meet the requirements of the course.

Dr. Paraskevi Chatzipanagiotou

Director, Distance Education Unit

European University Cyprus

The EUC E-Learning Programmes of Study

A Note on this Document

This document is intended primarily for all academic staff involved in course design and teaching on the E-Learning programmes of study at European University Cyprus (EUC). The document introduces the essential elements of the pedagogical principles and teaching philosophy employed on all E-Learning courses at EUC. The document breaks down into the following sections:

1. Introduction to e-learning at EUC
2. The Distance Education Unit
3. The EUC e-learning pedagogical model
4. The main principles of e-learning:
   a. Learner-centred learning design
   b. Inclusive design
   c. Co-design
   d. Interactive and collaborative learning
5. Support for e-learning at EUC
   a. Learning resources
   b. Academic guidance and support
   c. Administrative support
6. The fundamental structure of EUC's E-Learning Courses
   a. Course structure
   b. Synchronous meetings
   c. Asynchronous communication
   d. Course assignments
   e. Final exams
7. Student assessment in E-Learning courses
8. Programmes' quality assurance

1. Introduction to e-learning at EUC

European University Cyprus (EUC) has always met the differing educational needs of society by using the most up-to-date tools. As part of this mission, since 2013, EUC has offered fully recognized E-Learning Bachelor's (undergraduate) and Master's (postgraduate) programmes of study. The aim is to provide access to education for as many people as possible, particularly those who may not have had otherwise the chance to attend a programme of study.

Academic staff of the Departments and Schools teaching on E-Learning programmes of study have prolonged experience of instruction in tertiary education and research in their fields of study. All instructors receive ongoing professional development and training in e-learning, particularly in the use of communication technologies for teaching and learning. This combination of instructors' proficiency in their discipline, prolonged experience in e-learning, combined with the modern infrastructure of EUC, is what guarantees the quality of EUC's E-Learning programmes of study.

2. The Distance Education Unit

The Distance Education Unit (DEU) provides the administrative support for the E-Learning programmes of study of EUC. The Unit supports both students and academic staff of EUC's E-Learning programmes of study, by ensuring quality access to educational materials and technological resources. Students receive initial instruction in the use of the educational platform from the DEU, as well as ongoing advice, and if they have issues with the technology or delivery of their courses (not the academic content) then they bring these up with the DEU. The Unit also helps coordinate the production of training materials and courses, as well as coordinating with other administrative elements of the University, such as the Office of the Vice-Rector of Academic Affairs, the Department of Information Systems and Operations, the Department of Enrollment, and the Registrar's Office. Its mission is to ensure that e-learning is a vital element in all aspects of the University's academic and administrative policies and actions.

3. The EUC e-Learning Pedagogical Model

E-learning at EUC works according to a flexible pedagogical model that considers the needs of the student, the requirements of the discipline, and the technological infrastructure. It promotes best practice in instructional design and educational delivery, and provides useful guidelines against which instructors can assess their own educational practices.

This model follows the latest pedagogical guidelines and recommendations for the design and development of E-Learning programmes of study distributed by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.), including announcements of CY.Q.A.A. on 29.4.2020 and 4.5.2020 on E-Learning programmes of study, Study Guides and e-learning interactive activities. The model is regularly updated to ensure compliance with all requirements of the national framework. The EUC pedagogical model also takes

into consideration the requirements and special characteristics of the legislation of countries other than Cyprus from which EUC E-Learning programmes of study have a large number of students (e.g. Greece), as well as the fundamental functioning principles of the Open University of Cyprus, the Hellenic Open University, and other international Open Universities.

The **Blackboard Learn Ultra platform** is the environment that provides access to learning resources and content and supports the students' interaction with the material, their instructors and their classmates.

4. <u>The main principles of e-learning</u>

The EUC Pedagogical Model is based on the following learning principles:

- Learner-centred learning design
- Inclusive design
- Co-design
- Interactive and collaborative learning

Each of these principles are described below.

a. Learner-Centred learning design

The student holds a predominant position in the EUC pedagogical model. The entire process revolves around designing areas and resources to enable the student's learning. Information related to the E-Learning programmes of study are publicly available and objectives and expected learning outcomes of the courses as well as grading policies are available to all students and potential students. At the beginning of each semester, during the first meeting with students in courses, each instructor goes through her/his course outline and discusses with students the course content, learning process, activities and assignments. Students have the opportunity to make suggestions and customizations, bearing in mind that the fundamental content and objectives of the course cannot be altered as these were accredited by CY.Q.A.A. Meaningful learned-centred learning is also achieved by taking account of students' background, professional and prior education experiences, as well as taking advantage of opportunities for customization of the e-learning experience and learning activities based on students' own needs and interests. Finally, towards the end of each semester, students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey pertains all aspects of the course and the overall learning experience of the student (hence named the Survey on 'Student Feedback on their Learning Experience' -SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. The information received are forwarded to faculty to review and act accordingly. The Chairperson of the Department also

reviews the aggregated information per course and makes recommendations where needed.

b. Inclusive design

The inclusive design implementation of Universal Design for Learning (UDL) principles is one of the main concerns of the programme design and development of all EUC programmes of study. The UDL principles in EUC's E-Learning programmes of study are implemented as shown in the table below:

UDL Principles	Activities and Course Design	Means, Technology and Tools
Provide options for Engagement	-Organisation of the course in weeks/themes/units with indicative timeframe for study -Facilitation of self-paced learning/study -Regular contact with instructor in a variety of ways -Assignments and learning activities linked to personal experiences, background, professional status, etc. (e.g. variations of practical experience, assignments linked to own experiences and work environment) -Compulsory and optional activities -Opportunity to choose some graded activities over others. -Options for individual and group activities and assignments -Options for authentic work (e.g. conducting small research projects in activities, assignments that avoid reproduction of literature but entail practical/implementation sections) -Variety in assessment methods (e.g. projects, portfolios, quizzes, open-ended questions, public dialogue discussions, discussion forum)	-LMS Blackboard Learn Ultra with accessibility features -Study guides available in various forms (word document, pdf) as well as content structured on platform follows the study guides -LMS build-in communication tools (e.g. discussion forums, chat options and messaging) -Options for communication off platform (e.g. blogs, personal IM, social network closed groups, video channels)
Provide options for Representation	-Alternative options of introduction of new knowledge and content (e.g. readings, teleconferencing, slide notes, pre-recorded videos, links to external content) -Both English and Greek literature (for programmes offered in Greek) -Uses of Glossary (in some courses that terminology is especially important) -Use of synchronous and asynchronous content connection activities (e.g. wikis, presentations, mind-mapping)	-Videos (accessible where possible) -Text on platform (online documents) -Visuals (e.g. diagrams, images, mind-maps) -Hyper-titles where possible -Recorded teleconferencing meetings available to all

Provide options for Action and Expression	-Synchronous and asynchronous options for interaction (student-student, student-instructor, student-content, student-platform) though various channels -Variety in assessment methods (e.g. projects, portfolios, quizzes, open-ended questions, public dialogue discussions, discussion forum) -Variety of types of questions in final exams (by regulation all need to be written exams) -Creative assignments (e.g. presentations, repositories of resources, peer review activities) -Assignments broken in consecutive sections/parts during the semester (one building on the other)	-Interactive videos -Interactive (user-controlled) content (e.g. though authoring tools such as H5P) -Alternative accepted modes of communication (e.g. email, IM, discussion forum, chat, social media closed groups) -Alternative accepted modes of class participation (e.g. written, auditory, video presentations) -Access to Assistive Technology and reasonable adaptations through the Committee for the Support of Students with Disabilities and/or Special Educational Needs (Ε.Φ.Ε.Ε.Α.)

In addition to the above, inclusive e-learning design takes into consideration the students' workload (including assignments, examinations, learning outcomes and course literature) calculated in accordance with the ECTS of each course, and involves a variety of assessment methods that enable students to engage with and practice diverse skills and meet varying challenges. Various forms of written and oral examinations and assignments support the learner's general competencies. These include both individual and group work.

Where appropriate and possible, in order to ensure interconnections between theories and practice, syllabi comprise both theoretical and practical content; in particular, instructors are encouraged to develop assignments and examinations where students are required to use their experience gained from practice, in order to connect theory with practice. Finally, instructors provide support adjusted to students' individual abilities, learning needs and learning opportunities.

The University's annual Faculty Development Programme provides development training activities in inclusive design, as well as in differentiation and UDL in higher education.

c. Co-design

The instructors and the course coordinators, under the supervision and guidance of each program coordinator, regularly update their study guides to incorporate insights from ongoing training in learner-centred and inclusive design. Moreover, at the beginning and around the middle of the semester the program coordinator invites the instructors to a meeting to exchange opinions on students' issues and course delivery.

d. Interactive and collaborative learning

E-learning at EUC is designed in ways to promote interaction in various levels (learner-learner, learner-instructor, learner-content, learner-technology). The ultimate goal is to enhance the interaction between students and the learning that can only occur among motivated individuals working together. Interactive learning

is a hands-on/real life approach to education founded upon building student engagement through guided social interaction connected with existing knowledge and their own experience and interests, with carefully designed and structured activities to facilitate learning in groups and challenge students to develop practical skills.

Interactive learning seeks to enhance the interaction between learners and:

1. the course materials
2. the instructor
3. their peers

Interactive learning emphasizes the active engagement of the learner in enrichment activities which aim at the practical and critical application of the theoretical knowledge. When interactive learning takes place within the contexts of student-material interaction, the student should be able to receive immediately feedback during her/his interaction with the course materials, and thus interactive learning will provide self-assessment opportunities. Interactive learning is, thus, a hands-on, real-life approach to education founded upon building activities to facilitate learning individually and/or in groups, challenging students to develop and apply practical scientific-specific skills and knowledge which are meaningful, connected to their existing theoretical knowledge, personal experiences, interests and (academic and professional) goals. The focal point of interactivity is always on the skills of learners, not the capabilities of the technology that seeks to facilitate learning.

Self-assessment and interactive exercises/activities are presented on a weekly basis. Such activities uphold the interest of students, motivate consistent participation and long-term engagement. Examples of such interactive exercises are the following:

- role playing

- simulations

- real-life scenarios

- learning tools

- online discussions for debating

- the use of visualization tools to come to a specific outcome

- brainstorming activities for answering a theoretical question

- problem-solving questions in groups

- preparing group PowerPoint presentations (e.g. after watching a video or studying a specific source)

- answering quizzes and peer reviewing assignments of other students, etc.

Gamification strategies are also embedded in EUC's E-Learning programmes of study. In addition, great emphasis is placed on communities of learning and collaboration. Learning collaboratively refers to using teamwork, through communication and discussion with the instructor and other student mates, to solve problems, develop projects, create products, either independently or jointly, etc. The construction of new knowledge is combined with the professional and personal experience of students, individual and group research processes and activities, knowledge management via the Blackboard Learn Ultra tools, etc. Collaboration is intertwined, supplemented and complemented with independent and autonomous learning, a necessary and needed condition of deep learning which is combined in a flexible way with other methodological approaches.

5. <u>EUC support for e-learning:</u>

Through guidance and support, each student receives personalized attention according to their needs, from the first day of their enrolment in an E-Learning programme of study. EUC supplies the following supportive structures and resources for students on their e-learning courses:

a. Learning resources
This can include educational materials expressly designed to support and convey the learning content, but it might also include other types of open educational resources and tools (either text, media, multimedia, digital documents, e.g. audible content, motion pictures, spreadsheets, photos, pdfs, graphics, etc. or material created by the students themselves), etc. EUC's pedagogical model is flexible and can be adapted to the special characteristics and objectives of each course.

b. Academic guidance and support
Students are guided and supported in all their academic activities by the instructors teaching in the E-Learning programmes of study. Course instructors provide tutoring and mentoring on the content of student's courses and their evaluation and assessment. The course instructor is the person in charge for the teaching and learning process of each course. They provide students with all the necessary information and resources for the delivery of the course. They are the persons responsible for the students' evaluation, as well as for the management of the learning content.

In addition, in alignment with relevant CY.Q.A.A. guidelines and respective open university international practices, for each course a Course Coordinator is appointed. Their role is to coordinate the course in case there are more than one sections regarding issues of content, design and elaboration of the learning activities, procedures and student evaluation.

The Program Coordinator is the person in charge of the structure and the content of each program, as well as for resolving conflicts between instructors and the students or between the students and the administrative services of the University.

c. Administrative support

Students are also supported by Student Advisors and the members of the Distance Education Unit who counsel them on administrative related issues, the planning of their study, problem resolution, and decision-making issues (e.g. course selection and enrolment, the registration and payment of tuition fees, etc.).

6. The fundamental structure of EUC E-Learning Courses

a. Course structure

Each course is carried out over 13 weeks, followed by a final exam week. Throughout the 13-week teaching period, up to six synchronous teleconferences are organised. The first of these is always scheduled for the first week of the semester after the orientation/familiarisation week (during which students become familiar with the **Blackboard Learn Ultra platform** and spend time studying the Course Outline and Study Guide of their courses); and the last is always scheduled in the last two weeks of the semester (always before the final examination week). The rest of the synchronous teleconference dates are set by the instructor of each course in coordination with the students in order to best accommodate their availability and needs. Though Study Guides and the Course Outlines are structured in weeks, instructors are free to design and present their course content and activities in any way they consider useful to facilitate students' organization of their self-paced study, as well as to help students follow the Course Outline and learning objectives as communicated to them at the beginning of the course. This may maintain the weekly format, or follow a thematic organisation structure. In the case of thematic organisation, instructors should provide an indication of estimated week(s) of study, as well as matching with learning objectives and milestones of activities and course requirements during the semester.

b. Synchronous meetings

Teleconferences are set up using **Blackboard Collaborate** which is an embedded e-learning collaboration tool of the Blackboard Learn Ultra LMS platform. This virtual classroom tool enables instructors to create an engaging and pedagogically innovative environment for students fostering e-learning. During the teleconferences, the instructor, as facilitator and moderator, presents the main points of the topic under discussion, discusses with students related fundamental issues and provides guidance as to the content and materials to be studied at home by the students over the following weeks. Teleconference sessions may also include opportunities for synchronous group or individual work by students. All material is provided beforehand on the **Blackboard Learn Ultra platform**, so that students have a chance to study it, prepare questions on the content and activities of the specific weeks, and discuss these during the synchronous session that follows. The assignments and activities that are to be conducted asynchronously (approximate weekly study time is estimated at 10 hours – excluding assignment preparation time), are also discussed in these synchronous teleconferences. More importantly, through these teleconferences, interaction between the students and the instructor is achieved as students are given, among other things, the

opportunity to ask questions or share reflections with other students and their instructor. The instructor also prepares interactive activities (please see relevant section above) to be prepared for and conducted during the synchronous teleconferences.

c. Asynchronous communication

During the semester, students communicate between themselves and with the instructor through the Blackboard Learn Ultra platform in an asynchronous form. The most common methods of asynchronous communication are by message, short chats and discussion forums. Messages are personal or group, sent through the platform and delivered as an email message to recipients' email inbox. Short chat discussions in Blackboard Ultra are enabled over assignments or other tasks assigned on the platform, and provide an opportunity for students to asynchronously exchange informal comments and ideas on any course item. Discussion forums can be either for general discussions (e.g. course inquiries), or assignment focused (graded or non-graded). For the latter, as appropriate per week or theme, students are engaged is collaborative activities and interaction such as discussion of particular course material. This material might have been either independently studied, or presented and discussed in a videoconference synchronous learning meeting with the instructor.

d. Course assignments

For each course, students need to carry out individual and group assignments which are graded. The type and nature of each assignment is presented to students at the start of the semester through multiple avenues of communication on the platform, such as in the Course Outline and course Study Guides. It is also explained and discussed during the synchronous teleconferences (as described above). These graded assignments may require preparing an answer to a theoretical question (for instance, discussion of a quote from an academic article or judgment/position or discussion) which involves extended research, rational analysis, critical thinking and evaluation. Other graded assignments may include responding to a focus/problem question, which involves comprehensive understanding of focal content issues.

To increase student motivation and engagement, collaborative and interactive tools are used, such as Padlet for group participation and group projects, Flashcards, game-based learning (e.g. Kahoot & Archy Learning, Simulations, etc.), interactive videos and other interactive activities (e.g. though H5P integrated in the learning platform). This kind of assignments are used mainly for formative evaluation and aim to enrich student's knowledge and skills on the learning objectives of the topic. Specific assignment topics for each course are described in detail in the Study Guide of each course and posted on the Blackboard Learn Ultra platform, alongside evaluation rubrics for assignments including the grade weighting attached to each one. Through assignments, students conduct research on a specific topic using the online databases of the University library as well as other electronic resources, either individually and/or in groups (thus interacting with each other, with the material of the course, and with the instructor).

Apart from presenting their findings in a written form, students might elaborate on these during short oral presentations. These oral presentations are usually conducted asynchronously to be shared on the Blackboard Learn Ultra platform. There they can be viewed and commented on by fellow classmates, and evaluated by the instructor, as they form part of the overall grade ascribed to their assignments.

Even though variations across programmes of study exist, the approximate time for an individual assignment preparation is approximately 20 hours, for a group assignment preparation is approximately 15 hours and for preparing an oral presentation is approximately 5 hours.

When written assignments are submitted, these are automatically checked through Turnitin for plagiarism through performing a similarity check in available databases. Instructors may use also Turnitin as a pedagogical tool to help students improve the final draft of their assignment before the submission on the Blackboard Learn Ultra platform. Flags for instances of similarity constitute opportunities for formative feedback and opportunities for revision during the writing process.

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 consideration in a formative mode of assessment for his/her better preparation of the final exam. Feedback can be given either on an individual basis (especially for individual assignments), on a group basis (e.g. in the case of group assignments) or a whole class basis.

Blackboard analytics are also helpful for an evidence-based approach to teaching and learning, because they provide instructors greater insight into the factors that affect their students' performance. Analytics also provide a snapshot of what students know, what they should know and what can be done to meet students' academic needs.

During the semester, students are requested to work both individually and in groups in order to conduct their self-assessment and interactive exercises/activities, which are described in detail in the Study Guide of each course on the platform, and are presented on a weekly basis. At least three to five of such interactive activities/exercises are graded by the instructor (allocated a percentage of 10-15%). This element of the course further allows the students to engage in asynchronous interactive learning at three levels presented in the respective section above (approximate time for activities/exercises preparation is estimated at 30 hours).

e. Final exams
After the 13-week learning period is completed, students take the final exam for each of their courses (allocated percentage at 50%). 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 50 hours).

For the online/e-Proctoring implementation of the final exams of E-Learning courses, the LockDown browser platform **Respondus** is used. This tool allows the students to undertake their exams in a proctored environment. Before starting the exam, the students are asked to use their University IDs to identify themselves. Exam recorded videos are stored on GDPR compliant Amazon Web Services (AWS Servers) and are automatically deleted every two (2) months. Up until students have submitted their final answers, the software 'locks' their computer, not allowing them to perform any other actions on their PCs, other than their final examination, until they have submitted their final answers. The software uses the camera and microphone of the student's PC to monitor their movements, sounds, conversations, etc. and produces reports of student activity at the time of the examination. If potential transgressions are detected by the software, the instructor is alerted accordingly (i.e. the software flags specific snapshots and then the instructor when reviewing the recording can view those points more cautiously). The instructor, who is the only one with access to the recording, can access the video to review the reasons for a high alert. If deemed necessary, the student is interviewed and explanations for the alert are requested. If the information is not sufficient, further actions are taken based on the University's regulation on academic dishonesty. The University policy on penalties related to academic dishonesty is presented on instructors' Course Outlines for each course.

A video presentation of the semester delivery of a typical E-Learning course appears here:

MA_Ed_Sciences_SpecialandInclusive_DL_video.mp4

7. Student assessment in E-Learning courses:

The Study Guides provided at the beginning of the semester contain specific instructions, resource guidance, rubrics for grading, assigned grade value for graded activities, and timelines. Students prepare and deliver their work, including the final exam, aiming to accumulate a grade of at least 60% to pass an undergraduate class, or 70% to pass a graduate class. The grading system of E-Learning courses according to EUC regulations appears in the table below:

BACHELOR's DEGREES (UNDERGRADUATE PROGRAMMES)				MASTER's DEGREES (POSTGRADUATE PROGRAMMES)			
Grade	Description	ECTS	Percentage	Grade	Description	ECTS	Percentage
A	Excellent	4.0	90+	A	Excellent	4.0	90+
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Fairly Good	2.5	75-79	C+	Fairly Good	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69	D+	Below Average	0	
D	Poor	1.0	60-64	D	Poor	0	
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	

P	Pass	0			P	Pass	0	
AU	Attendance	0			AU	Attendance	0	
TR	Course from transfer	0			TR	Course from transfer	0	

For every week the objectives and learning outcomes are clearly stated in all Study Guides, allowing students to self-assess progress by reflecting on their grasp of target concepts and knowledge. Based on each assignment specific criteria, an indicative grading rubric is included in the Study Guides. An example of a rubric for a group research paper in a research methodology course appears below:

Group Assignment Evaluation	Criterion	Maximum points possible	Points Earned
Names:			
Literature review and theoretical framework	• adequate presentation of basic theoretical tools • adequate presentation of local and international literature on the topic • presentation of researcher's epistemological paradigm • justification of necessity and importance of study	4	
Methodology	Justified presentation and bibliographic documentation of the methodological choices concerning all parts of the methodological design: • appropriate research problem statement and research questions • data collection methods • participant profile • sampling and recruitment method • data analysis method • data collection duration • ethics issues • validity and reliability strategies	8	
Analysis-interpretation	• adequate interpretation and presentation of the findings • with documentation with original excerpts from the data, and • documentation from the literature	8	
Conclusions	• link of basic conclusions to the literature • comprehensive discussion of basic conclusions	3	
General	• proficient use of language	2	

	appropriate use of APA • general presentation- appearance of the work		
Total points		**25**	

8. <u>Programmes' quality assurance</u>

In order to improve the learning experience for the students, EUC has established a Standing Committee under the University's Committee of Internal Quality Assurance (C.I.Q.A.) named the "Pedagogical Planning of E-Learning Programmes of Study Standing Committee". The Committee is involved in all internal quality assurance procedures and decisions related to the University's E-Learning programmes of study. The Committee's aim is to improve the learning experience of E-Learning students through its active and qualitative support of the University's E-Learning programmes of study and is responsible for supporting Schools in:

- monitoring and evaluating the existing E-Learning programmes of study;
- the pedagogical planning of new E-Learning programmes of study;
- the design and evaluation of educational material for E-Learning programmes of study;
- the support and feedback processes to the students;
- the pedagogical use of technology, internet and digital information;
- the technical training and support of the instructors of E-Learning programmes of study;
- the interaction between academic staff and students in the E-Learning programmes of study.

The composition of the Pedagogical Planning of E-Learning Programmes of Study Standing Committee for the academic years 2020-2022 is the following:

Chair	**Dr. Paraskevi Chatzipanagiotou,** Assistant Professor, Director of Distance Education Unit (Ex-Officio)
Members: School representatives	
School of Humanities, Social and Education Sciences	**Dr. James Mackay,** Assistant Professor **Dr. Maria Papazachariou**, Lecturer **Ms Petra Daniel**, Special Teaching Personnel
School of Sciences	**Dr. Yianna Danidou**, Lecturer **Dr. Constantinos Giannakou,** Lecturer **Dr. Costantinos Nikiforou,** Assistant Professor
School of Business Administration	**Prof. George Papageorgiou,** Professor **Dr. Lycourgos Hadjiphanis,** Assistant Professor **Dr. Onisiforos Iordanous,** Assistant Professor
School of Medicine	**Dr. Theodoros Lytras**, Assistant Professor **Dr. Kostas Gianakopoulos**, Assistant Professor

School of Law	**Dr. George Chloupis**, Lecturer

Ex-Officio Members:

Chair of Digitally Enhanced Learning (D.e.L.) Ad-Hoc Committee	**Dr. Loucas Louca,** Associate Professor
Chair of Faculty Professional Development Standing Committee	**Dr. Eleni Theodorou,** Associate Professor

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
86th Senate Decision: 14 October 2021
87th Senate Decision: 9 December 2021

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INTRODUCTION

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

The policy is guided by the following broad objectives:

1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.

2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.

3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.

4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.

5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.

6) The transfer of research-based knowledge to EUC students

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

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

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

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.

2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.

3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

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

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

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

1.2 General Principles

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

1.3 The Definition of Human-Related Research

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

1.4 Vulnerable Participants

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

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

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

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

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

2.1 Code of ethical conduct in research

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

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

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

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

2.2 Openness in research

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

2.3 Integrity

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

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

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

2.4 Misconduct in research

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

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

2.5 Wide dissemination of Research Results

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

3. Intellectual Property Policy

3.1 Introduction

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

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

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

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

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

3.2 Definitions

For the purposes of this Policy:

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

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

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

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

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

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

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

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

3.3 Intellectual Property Regulations

3.3.1 Responsibility

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

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

3.3.2 Identification of IP (including duty of confidentiality)

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

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

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

Patent

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

Copyright

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

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

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

Moral rights

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

Performing rights

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

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

Database Right

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

Industrial Designs

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

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

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

Domain Names

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

Trade Marks

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

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

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

3.3.4 Coverage of the Regulations

1. **Whom does this IP Policy apply to?**
   - **Employees:**
     By persons employed by the EUC in the course of their employment.

- **Students:**

  By student members in the course of or incidentally to their studies at EUC.

- **Non-employees contracted to the EUC:**

  By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

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

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

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

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

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

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

   The terms of such agreements may be subject to negotiation.

3.3.5 Exceptions to the Regulations

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

- oral presentations at conferences;
- posters for presentation at conferences; and
- musical scores.

2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.

3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
   - any IP of potential commercial value arising from their work;
   - the ownership by a third party of any IP referred to or used for their work;
   - any use to be made of existing EUC IP during their work;
   - any IP which they themselves own which is proposed to be used by the EUC.

2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
   i. apply for patents or other protection in relation to the Disclosable Work; and
   ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

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

2. Assignment of ownership rights

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

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:

i. Any work generated by computer hardware/software owned/operated by the EUC.

ii. Any work generated that is patentable or non-patentable.

iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.

iv. Any work that is registered and any unregistered designs, plant varieties and topographies.

v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.

vi. Know-how and information related to the above

vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.

viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").

ix. Material for projects specifically commissioned by the EUC

x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.

xi. Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

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

2. The Creator/s shall notify the Office of the Vice Rector for Research and External

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

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.

4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
    - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
    - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
    - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.

5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.

6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

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

any employees, members of staff and/or students should include a copyright notice.

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

3.3.10 Revenue Sharing Mechanism

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

3.3.11 Leaving the EUC

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

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.

2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.

2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

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

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

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

3.3.15 Amendments to the Regulations

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

3.3.16 Death

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

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.

2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

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

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

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.

4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.

5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

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

4.2 Senate Research Committee

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

4.3 Research Foundations and Centres

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

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

4.4 Research Office

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

4.5 EUC Research & Innovation Management Board

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

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

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

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

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

5.1.2 Project implementation

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

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

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

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

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

5.1.3 Financial issues concerning externally funded research projects

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

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

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

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

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

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

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

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

5.1.4 University research fund

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

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

(b)   The administration costs associated with providing support services to academic researchers.

(c)   Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.

(d)   Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.

(e)   The funding for the University's Internal Research Awards

(f)   The funding of PhD scholarships

(g)   Development of Infrastructure related to the research activity of the University.

(h)   Funding of the activities of the Research Office of the University

(i)   Open Access Publication Fees

(j)   Any other activities pertaining to the wide dissemination of research-generated outputs

6. Rules Governing Internal Research Awards

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

6.1 Purpose

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

6.2 Eligibility for the awards

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

6.3 Application Procedure

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

6.4 Selection and Evaluation Procedure

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

For the evaluation, the following criteria are applicable:
Research Activity 40%

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

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

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

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

7. Teaching Hours Reduction for Research Purposes

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

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

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

7.1 Award of a THR for participation in research projects

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

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

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

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

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

7.2 Award of a THR for writing a book

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

7.3 Award of a THR by accumulation of points

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

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

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

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

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

8.2 Equipment purchased through external funding

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

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

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

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

8.3   Provision of computing equipment by MIS

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

9.   Policy on Research Staff

9.1   Introduction

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

9.2   Definitions of Roles

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

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

9.2.1   Job Description for the Position of Research Associate

9.2.1.1   Overall Role

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

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

9.2.1.2   Key Responsibilities

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

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

9.2.1.3   Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area
Experience and Skills:
Basic research skills and knowledge of research techniques
Ability to analyse and write up data
Ability to present and communicate research results effectively to a range of audiences

9.2.1.4   EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library
All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2   Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

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

9.2.2.2 Key Responsibilities

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

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

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 1-3 years relevant experience.
The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies*.*

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library
All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

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

9.2.3.2 Key Responsibilities

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

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.
Experience of successful supervision of students
Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

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

9.3   Procedures for Appointment

9.3.1   Selection and Search Procedures

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

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

9.3.2   Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

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

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

9.4 Honorary Research Staff

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

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:
- a copy of the person's CV
- a citation that should include:
    - o a description of contributions to teaching
    - o 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
    - o rationale for offering the association
    - o the start date and end date of the association

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

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

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

9.4.3 Honorary Research Fellow

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

9.4.4 Honorary Research Associate

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

9.5 Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.
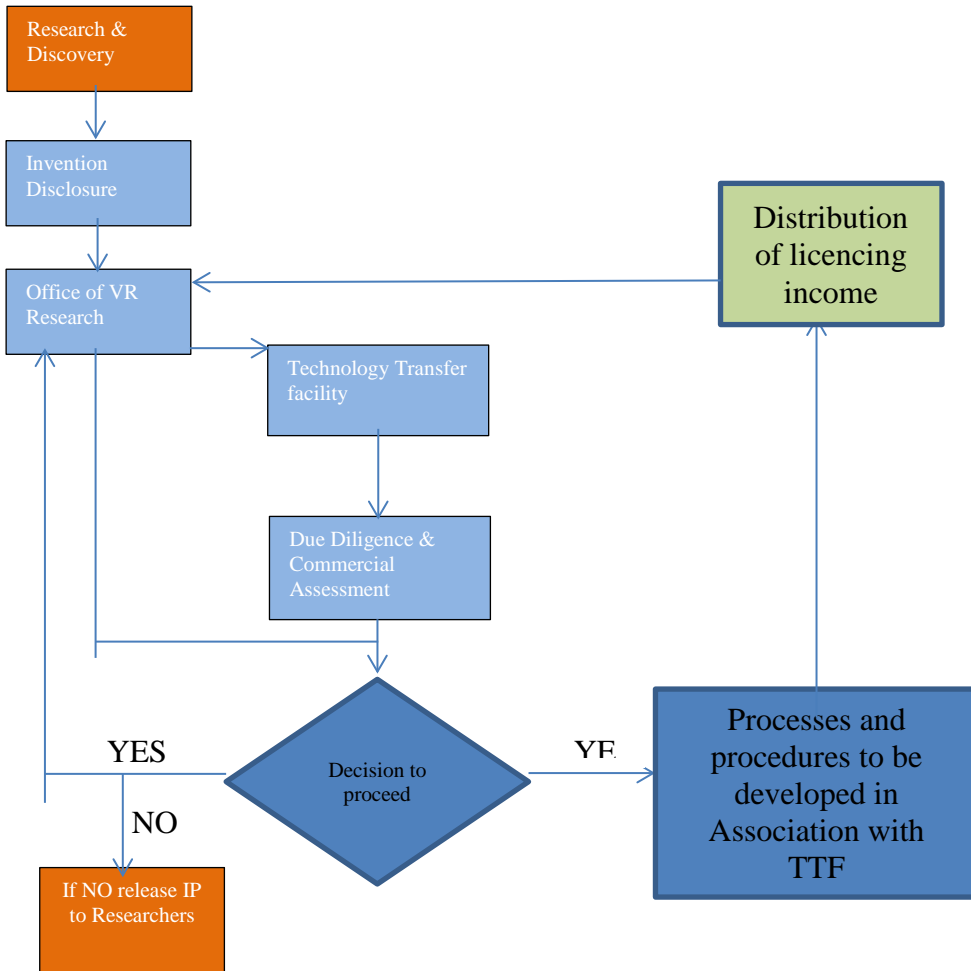
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6 Involvement of Research Staff

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

Appendix A:

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

Research & Discovery

Invention Disclosure

Office of VR Research

Technology Transfer facility

Distribution of licencing income

Due Diligence & Commercial Assessment

YES

NO

Decision to proceed

YES

If NO release IP to Researchers

Processes and procedures to be developed in Association with TTF

Appendix B:

Invention Disclosure Guidelines

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

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

    For inventions that include software, please provide the following additional information.

13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.

15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.

16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

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

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School 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** • 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** • 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** • Competition Winner • Invited Artist (Festival – duration more than three days) **A14B** Chair of international arts/music festival

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

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

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

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

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

2. DUTIES AND RESPONSIBILITIES

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

a.   **Contribution to Academic Excellence**

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

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

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

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

c.   **Relations with other Academic Entities**

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

d.   **Staff Governance**

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

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

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 travelstudy, 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*30=90pts

Citations: (10+1+3)*2=28pts

Proposals: 50=50pts

Total points 90+28+50=168pts