

Doc. 300.3.2

Date: 10/6/2022

Higher Education Institution's Response (Departmental)

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

Programme 1 In Greek:

Φυσικοθεραπεία (4 Έτη/240 ECTS, Πτυχίο)

In English:

Physiotherapy (4 years/240 ECTS, BSc)

Programme 2 In Greek:

Αθλητική Φυσικοθεραπεία (18 μήνες/90 ECTS, M.Sc.)

In English:

Sports Physiotherapy and Exercise (18 months/90 ECTS, M.Sc.)

Programme 3 In Greek:

Φυσικοθεραπεία (3 έτη/180 ECTS, Ph.D.)

In English:

Physiotherapy (3 years/180 ECTS, Ph.D.)

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

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

The Department of Health Sciences of European University Cyprus wishes to express our sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the Department. The Department of Health Sciences carefully studied the EEC feedback; we appreciate its insightful recommendations, which provided us opportunities to further improve our quality and ensure the further strengthening of our value proposition.

In the following pages, we respond in detail to all comments and recommendations for improvement as suggested by the EEC and we provide all relevant information to explain the actions taken to this effect.

1. Department's academic profile and orientation

1.1 EEC Comment on Mission and strategic planning comment

Further increase collaborations between different programs by formalizing and creating structures/processes to enhance interdepartmental collaboration. As a way of example, specific regular meetings open for BSc, MSc, PhD, and higher staff in which progress in various projects is mutually discussed. This might create a sense of community and helps undergraduate students in planning their future work.

EUC Response:

We thank the EEC for this comment, as collaboration between the various Health Sciences disciplines represented in our Department is the best way to improve clinical, research, training and societal impact outputs. We have implemented bi-monthly meetings between Department faculty to present recent publications and presentations to professional meetings, and to recommend and follow up on suggestions for collaboration. The first meeting took place on April 19, 2022 and provided faculty the opportunity to reflect on the EEC comments and initiate a plan for interdisciplinary collaborations in clinical research and outreach.

In an online discussion about collaborative efforts within the Department, DHS program faculty and coordinators contributed the following thematic areas:

- Head injury assessment and rehabilitation (PT, OT, SLP, Nursing, RAD)
- Multidisciplinary intervention in Depression (SLP, PT, Nursing)
- Multidisciplinary Palliative care (Nursing, PT, OT)
- Healthy aging, independent living (PT, Public Health, SLP, OT)
- Geriatric health prevention, assessment, rehabilitation (PT, OT, SLP, Nursing, RAD, Public Health)
- Substance abuse epidemiology and intervention (Nursing, Public Health)
- Neurorehabilitation in children and adults (PT, OT, SLP, Nursing, RAD)
- Attention/Hyperactivity interventions (PT, OT, SLP)
- Stroke rehabilitation (PT, OT, SLP, Nursing, RAD)

These scientific areas are also scheduled to be discussed in our DHS monthly research colloquia, where we will present research findings and organize joint activities. As a first step in finalizing interdepartmental communication, the Department Council decided on its May 20th meeting that Thursday mornings 8.30-11.30am will be kept free of classes to allow faculty to arrange meetings and collaborative research meetings.

1.2 Comment by EEC on Connecting with society:

The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.

The Department provides sufficient information to the public about its activities and offered programmes of study.

The Department ensures that its operation and activities have a positive impact on society.

The Department has an effective communication mechanism with its graduates

We did not receive sufficient information about these items. It is our feeling that, based on our

discussions, that there is room to improve these items by formulating more specific aims of how to reach society at large, inform the public, and show the potential value of the programs for society. Keep in contact with former students through creation of a kind of alumni association. Most of the discussion concentrated on the PT programs and, therefore, there was less focus put on these aspects.

EUC Response:

We appreciate the EEC recommendations on these issues; we firmly believe that supporting societal needs, informing the public, and consistently pursuing activities that provide service to our communities is an integral part of our operations. The time limits of the EEC visit may not have allowed for a detailed presentation of our Departmental ties to society and alumni; we take this opportunity to present a brief overview. The Department of Health Sciences mission and values state that:

*The **Mission** of the Department of Health Sciences is to educate health professionals, scientists and researchers in accordance with the highest professional standards; to create dedicated, expert and caring healthcare professionals; to prepare graduates for service and leadership in the protection, prevention and maintenance of health for improving quality of life and wellbeing of people; to foster research for contribution to Health Sciences.*

*The **Vision** of the Department of Health Sciences is to produce experts who apply the foundation of a broad education to overcome challenges and improve health outcomes at a national and international level through science, technology, research and education.*

*The core **Values** of the Department of Health Sciences are:*

Excellence	<i>in student-centered education, research and community engagement</i>
Integrity	<i>through honesty, professionalism & social responsibility</i>
Respect	<i>Embrace an environment of courteousness, respect for the dignity of all people</i>
Collaboration	<i>Fostering creative partnerships with open communication</i>
Community	<i>Dedication to improve the quality of life of the community</i>

The Department of Health Sciences has forged consistent and deep links to our community through all its DHS programs: as part of our programs' quality assurance, DHS programs rely on Advisory Boards consisting of professionals and representatives of local organizations, as well as EUC alumni. The types of community involvement in our Advisory boards include representatives of professional organizations, representatives of civic and health promotion organizations, representatives of government registration boards, and consistent representation of our alumni. All DHS programs' advisory boards include members of related professional Associations' elected governing boards and registration boards. Community and Professional organization representatives fuse the community needs with our program design and implementation.

At the professional/scientific level the DHS links with the community stem from our faculty participation at local professional organization boards and professional organization activities. All DHS programs are represented in the respective Professional organization governing bodies and/or the registration boards. For example, DHS colleagues participating in *local* organizations include:

Speech Language Pathology

- Marianna Christodoulou Devledian: Currently elected Secretary of the Cyprus Speech Therapy Association Board
- Dr. Maria Christodoulou: Currently elected member of the Cyprus Speech Therapy

Association Board

- Dr. Eleni Yiangou: Currently member of the Cyprus Board of Registered Speech Pathologists
- Dr. Chryssoula Thodi: Quality Assurance / Consultant Audiologist of the Cyprus Newborn Hearing Screening Programme

Public Health

- Dr Alexandros Heraclides: 2022 – present: Founding member of the Cyprus Epidemiology and Public Health Association; 2006 – present: Member of the Cyprus Dietetic & Nutrition Association
- Dr Demetris Lamnisis: 2018 – present: Founding member of the Cyprus Statistical Society; 2022 – present: Founding member of the Cyprus Epidemiology and Public Health Association
- Dr Konstantinos Giannakou: 2021 – present: Member of the Cyprus National Bioethics Committee; 2018 – present: Founding member of the Cyprus Statistical Society

Physiotherapy (BSc, MSc, PhD)

- Dr Christos Karayiannis: Pancyprian Association of Physiotherapists (P.A.P.); Cyprus Association of Physiotherapists; Member of the Scientific Subcommittee on Referral Protocols for Patients with Cardiopulmonary Diseases for Physiotherapy of Health Insurance Organization (HIO)
- Dr Christos Savva: Pancyprian Association of Physiotherapists (P.A.P.); Cyprus Association of Physiotherapists; Member of the Scientific Subcommittee on Referral Protocols for Patients with Musculoskeletal Diseases for Physiotherapy of Health Insurance Organization (HIO)
- Dr Panayiotis Rentzias: Pancyprian Association of Physiotherapists (P.A.P.); Cyprus Association of Physiotherapists; Member of Cyprus Physiotherapists and Physiotherapy Establishments Registration Council
- Dr George Panayiotou: Greek Society of Biochemistry and Physiology of Exercise; Cyprus Association of Exercise Science; Cyprus Association of Physical Education and Sports Graduates; Cyprus Life Saving (Lifeguarding) Federation; Cyprus Professional Lifeguard Association
- Dr George Pamboris: Pancyprian Association of Physiotherapists (P.A.P.); Cyprus Association of Physiotherapists
- Dr Antonis Constantinou: Pancyprian Association of Physiotherapists (P.A.P.); Cyprus Association of Physiotherapists

DHS programs and faculty organize and participate in local health promotion events. Examples of our community involvement include annual activities such as Health Promotion Screening activities by the Program of Nursing, continuous activities in Integrating Refugees and Community as part of the Clinical Training in Occupational Therapy, lectures open to the public on Early Intervention, Augmentative and Alternative Communication, Geriatric Care from the Speech Pathology Program, Interdisciplinary Interventions in Brain Injury by the programs of Speech Pathology, Physiotherapy, and Occupational Therapy.

We also acknowledge the importance of involving the alumni in the Department, as pointed out by the EEC. We involve alumni in the design, assessment and ongoing improvement of its programs of study. The alumni and employers have a significant role in the current quality assurance mechanisms of all the programs in the Department. Hence, alumni representatives participate in the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation. PER is an integral part of the University's overall quality assurance processes and every program must complete a PER every five years.

The PER process is initiated by the Program Academic Committee but the programs' Advisory Boards constitute a main source of input in this process.

In addition, alumni have always been instrumental in the Advisory Boards and in various program activities; many alumni serve as mentors for our students when they fulfil the experience criteria and receive the required mentoring training. Specific examples of contact, interaction, and collaboration with alumni include:

- Nursing graduates collaborate with the program faculty in the organization of the Pancyprian Nursing Association yearly conferences, where they present their research. They participate in specialized seminars organized by our Nursing Program, which are relevant to their field of expertise.
- Speech Language Pathology faculty serve in the professional registration board and on Speech Therapy Association committees which provide indirect lines of contact with our alumni. Faculty often mentor young graduates as they embark on their professional journey with clinical and professional advice. In the upcoming (July 2022) international conference of the Cyprus Speech Therapy Association faculty, students, and alumni will present workshops and research with clinical and academic research findings.
- Physiotherapy (all programs) faculty contribute to the yearly EUC alumni association lecture series <https://euc.ac.cy/el/careers/alumni-association-lifelong-learning-program/>. They publicize their scientific activities through the Cyprus Physiotherapy Association

1.3 Comment by EEC on Development processes Comments:

This is another item of which it is difficult to say something. There was not really enough information given.

EUC Response:

Recruitment, selection, and retention of qualified faculty is paramount to European University Cyprus. As stated in the EUC Mission statement (EUC Charter, p. 19, please see [here](#)), specific objectives include:

- *To recruit and retain faculty, administration and staff who are well qualified and dedicated to the mission and goals of the University.*
- *To encourage, promote and support the professional development and growth of the faculty, administration and staff.*
- *To promote and support the involvement of faculty and other appropriate personnel in research and service to the community.*

Procedures to attract new faculty and ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work, are consistent with common practices adopted by Universities. New faculty positions are recommended by Program Coordinators to the Department Council to fulfil teaching and research needs. The request is discussed in the School Council, and forwarded to the Senate; and then the Department of Human Resources advertises the position to the University website and related sources. Upon completion of the application process, the Department Chair is notified of the applicant pool and the Faculty Selection Committee decided by the Department Council arranges to review the applications, rank them, and conduct the interviews with the top-ranking applicants. Qualifications for academic ranking are commensurate to international standards; these qualifications are specifically described in the EUC Charter (see EUC charter, p. 71, please see [here](#)). The Faculty Selection

Committee decision is discussed in the Department Council, forwarded to the School Council, and after the final approval of the hiring by the Senate, to the Department of Human Resources for recruitment.

European University Cyprus organizes public presentations for all programs each year in Cyprus and Greece for Greek language programs, as well as webinars where the program contents and presented. These activities include a question/answer session. The individual program admission criteria are clear and listed on the EUC and each program's website.

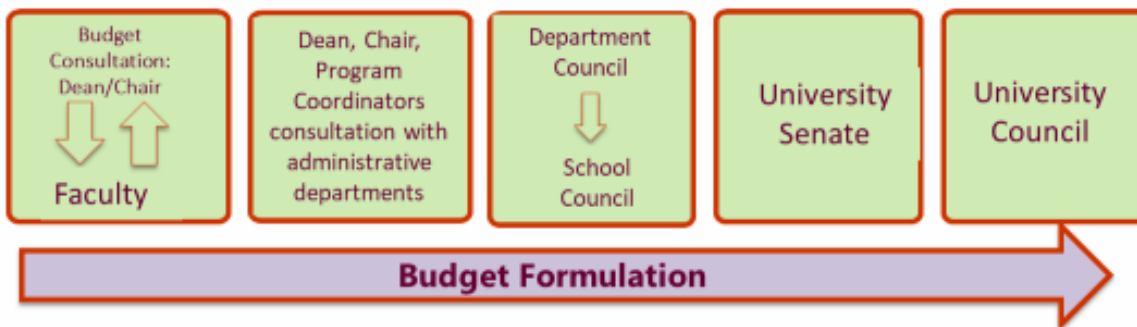
The Department permanent personnel operating budget is handled by Human Resources. Part-time personnel are hired/renewed based on need, following standard faculty selection procedures. Transparency of the process is ensured by involving all faculty and decision bodies, considering individual program needs. The operating budget process is shown in the following graph:

Department Funding – Budgeting process

Independent Budget allocated to each department

Resources for:

Laboratory Development, Technical Equipment, Events, Consumables, Instructional needs, Professional Development, Faculty and Staff recruitment, Research and Publication Fees, Infrastructure maintenance and improvements.



1.4. Comment by EEC on Interdisciplinary Collaboration

We found basic structures in the department, however, perceived a lack of focus regarding common goals and strategy. There could be much more efficient cooperation and communication within the department and regarding outside communication with the society.

There seems room for improvement by adding and integrating more senior staff to provide mentorship and leadership.

EUC Response:

We thank the Committee for the comments to improve the Department of Health Sciences interdisciplinary collaboration. We have responded to this comment in detail on point 1.1 above, page 3 of this report. Furthermore, improving collaborative research at EUC is a high priority indicated in the School of Sciences Academic Strategic Plan; as stated in **Appendix 1**, p.3 “Immediate Priorities”:

1.1.1. 8: Support initiatives to create Research Centers in specific research areas further enhance research collaboration, funding and publication output.

And in p.6, “Long Term Priorities”:

1.1.3.7: Development of a joint multidisciplinary independent applied research unit

At the time of the EEC visit, the Department had one full professor, 3 associate professors, 5 assistant professors, 13 Lecturers, and 3 Special Teaching Personnel (full time). Two recent promotions effective in Fall 2022 bring one colleague to the rank of Full Professor and one to the rank of Assistant Professor. In addition, there are currently positions either announced (Occupational Therapy, Physiotherapy) or in the Faculty Selection Process (Radiology), and one Special Teaching Personnel in Occupational Therapy selected, in the hiring process.

To provide mentorship and leadership, more experienced and higher rank faculty work together to guide the development of lower rank colleagues. The University New Faculty Orientation has extensive resources on pedagogical philosophy and guidance on course preparation, as well as EUC policies and procedures. Program coordinators guide new faculty in the initial steps of course preparation. Specifically:

- The Professor in Nursing (Prof. Stavroula Apostolidou) is collaborating with the Assistant and Lecturer colleagues to incorporate her extensive expertise. Our Assistant Professor in Nursing, Dr. Prodromou, is working with her lecturer colleague in research, in Erasmus+ project, in preparation of seminars, research articles and publications, as well as management aspects.
- In Speech Language Pathology Dr. Thodi (Associate and as of 1.9.2022 Full Professor) has been mentoring Dr. Yiangou and Dr. Christodoulou-Devledian (lecturers). She had also supported Dr. Voniati (Assistant Professor) through the first years of her EUC work; Dr. Voniati plans to submit for promotion to the rank of Associate Professor coming October. Dr. Thodi’s mentoring involves all lines of operation for a young lecturer/researcher, from exposure to EUC policies and procedures, to managing expectations, to exploring research ideas and possible publications, to invigorating teaching methodologies.
- In the Physiotherapy programs, all faculty are at the rank of Assistant or Lecturer. Some colleagues have worked at EUC for over 8 years, therefore they can guide new faculty in the University procedures.
- Public Health includes two Associate Professors, one Assistant Professor and two lecturers. The mentoring process has been established; furthermore, the Public Health faculty have been active in supporting/promoting research activities by the Physiotherapy colleagues and students.

2. Quality Assurance

2.1 Comments by the EEC:

The above things were described nicely in the documents, but we did not discuss them during the site visit. It is difficult for us to assess how the measures work. We did not see any quality assurance policies for the department for teaching or research. These need to be developed with the team, for example, in teaching there is no moderation process, staff have little time to mark assignments, and there is no independent external examination of programs which can lead to innovation. Similarly, quality assurance processes for research also need development.

EUC Response:

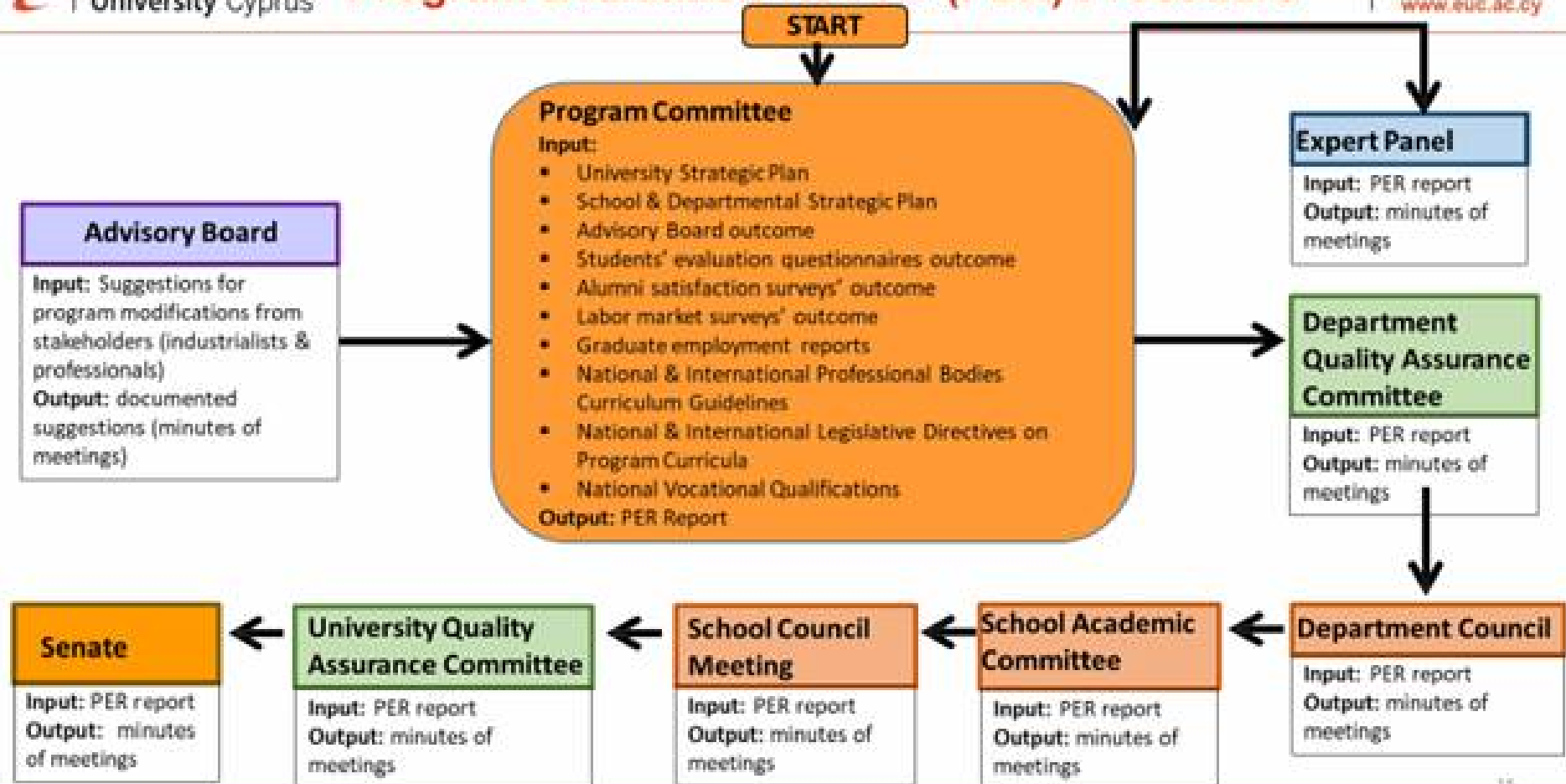
2.1.1 Quality Assurance in Academic Instruction

The Department of Health Sciences follows the University procedures for Teaching and Research Quality Assurance. European University Cyprus has established and is constantly improving and updating Quality Assurance policies based on international tertiary education standards.

The PER process is followed for new programs at the time of composition and existing programs at the time of evaluation. It starts with input from each program, enriched by input from all related stakeholders. Each program's academic content is based on the scientific and academic requirements that ensure that our graduates are highly qualified in their scientific fields. The curriculum and course syllabi for each program are composed/revised and submitted by the coordinator, faculty and collaborators with expertise in the subject matter. The Academic Program Committee creates or revises a program based on the University, School, and Department Strategic plans, on national and international qualification guidelines and directives, on feedback from students and alumni, previous Advisory Board recommendations, and expert advice. This program then is assessed by the Department Quality Assurance Committee, discussed in the Department Council, submitted to the School Academic Committee and discussed in the School Council; after addressing comments, the program is submitted to the University Quality Assurance Committee, and finally the Senate for final discussion. This process ensures input both from internal university sources, and external stakeholders, infusing programmatic goals and academic content with societal needs and suggestions. Course syllabi design the template for a course, but specific content may be modified, and sources updated. Faculty research interests have a direct impact on the course materials, as new trends of academic and research perspectives are of primary importance for the design and teaching of the courses. Faculty consider and incorporate in their courses the various parameters and challenges affecting international practices and developments.

The following image shows the flow of Program Evaluation Review (PER) procedure to ensure academic and research quality:

Best Academic Practices at EUC: Program Evaluation Review (PER) Procedure



A cornerstone of quality assurance in teaching at European University Cyprus is the Survey on 'Student Feedback on their Learning Experience' -SFLE). During the last two weeks of lectures, 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 student experience such as the course structure and content, faculty performance, the facilities involved, administrative support. (please see the latest version of the Survey in **Appendix 2**). The information received are aggregated based on question types. Questions that have a specific scale of grading (e.g., from 0-5) are averaged. 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 Department Chairperson reviews the aggregated information per course and makes recommendations as needed. A detailed description of the procedures involved is provided below:

Survey on 'Student Feedback on their Learning Experience'.

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

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

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

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

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

- a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation (*for further information please see **Appendix 3; Internal Regulation on EUC's Programme Evaluation Review***). The *SFLE* findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

- b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programmes of study, the *SFLE* provides a key component in academic staff's professional development leading to enhanced quality of learning and teaching at EUC. Findings from the

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

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

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

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

Responsibilities of stakeholders involved in the implementation of SFLE:

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

The Program Coordinator and/or the Department Chair discuss student evaluation results with individual faculty each semester. They determine approaches to improve areas where the evaluations indicate the need for further attention. *Student evaluations are incorporated into faculty performance appraisal and applications for promotion in rank.*

Quality Assurance Adaptations for the pandemic

To adapt academic instruction to the pandemic needs, the University Academic Quality Assurance Committee established quality assurance procedures of EUC courses that were implemented in a similar manner for both conventional and E-Learning courses. The course delivery monitoring process ensured the integrity of academic freedom of faculty. The support to students and faculty by the Department of Information Systems and Operations addressed the various technical issues in a prompt and efficient manner, with special attention to first year students as well as newly hired faculty (Part Time or Full Time). Specifically, the guidelines stated:

Content and Management of the course:

Initially, and prior to the beginning of each semester, the Department secretary could check whether all course pages have been created on time Blackboard as well as check that the course Outline Posting has been uploaded by the first week of classes and report to the Department

Chair.

Then, temporary access was granted to the course page on Blackboard for a 2-member ad-hoc committee consisting of (i) each program coordinator, and (ii) Department representative in the Quality Assurance committee (or a second faculty member of the program). Due to the large number of courses in the School of Sciences, **specific committees for each program** facilitated the monitoring process. This access was used **twice per semester** as follows:

1. during the second or third week of classes in order to provide feedback on:
 - Uploading of all required course content and recorded lectures and the lecture duration (the committee is not to be responsible for assessing the actual content of course material, as this is at the discretion of each instructor; the actual content could potentially be assessed only after repeated complaints by the students).
2. during the 8th or 9th week of classes in order to provide feedback for the following:
 - Uploading of all required course content
 - Implementation of any weekly interactive or DEL-supported activities.

Online Exams: The committee checks that the designated exam software (Respondus) has been properly used in midterms (where applicable) and final exams. (This requirement for feedback on the online exams will be removed when we return to normality.)

2.1.2 Teaching load, grading timelines

Based on faculty contractual obligations, all Faculty members are expected to teach 4 courses (12 contact hours/week) per semester. The guidelines for grading assignments allow for a week to grade assignments during the semester, up to two weeks for midterm examinations. Final examination grades are expected 48 hours after completion of the final exam, however when needed, faculty may prolong this timeline up to 48 hours after the last final exam of the semester.

2.1.3 Quality Assurance in Research

EUC faculty teaching load policy can be adjusted to promote faculty research and development by the University's Research Policy which allows Teaching Hour Reduction to reward and accommodate faculty involvement in funded research projects, manuscript submission and acceptance, funding applications, textbook/book authorship, professional meeting preparation and participation. Faculty seek and receive release from teaching one course for each funded project they are participating and supporting, and they accumulate points towards teaching load reduction by participating in the other scholarly activities. Specifically, as stated in EUC Research policy pp23-24, **Appendix 4:**

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.

Faculty research quality is appraised based on funding and publication records, and individual h-index. Mentoring colleagues in publication and research line development is one of the challenges that will determine the Department's future growth. A research quality assurance path is shown in the following graph:

Research Policy Monitoring

National Bioethics Committee

EUC Quality Assurance
Committee
(VRAA)

EUC Research Ethics
Committee

Senate Research
Committee
(VR Research)

School of Sciences
Research Committee

Department of Health
Sciences Research
Committee

Program Advisory board
Cyprus stakeholders
Industry representatives
International academics / researchers

Department of Health
Sciences Quality Assurance
Committee

As shown in this process, research efforts, and funding applications originate by individual faculty interests and are initially supported as needed by input from the Department Research Committee, the Quality Assurance Committee, and the Department Advisory Board. University Research Policies are also submitted initially to these bodies. Ethical considerations are assessed by the European University Cyprus and the National Bioethics Committee.

The School of Sciences Strategic Plan (please see **Appendix 1**, p. 9) specifically has set specific “Goals for Research and Creative Activities”, including:

2.1. *Goal: Establish new laboratory facilities for research Commitment:*

2.1.1. *EUC to provide basic equipment and space*

2.1.2. *Additional equipment will be obtained via research proposal / sponsorship*

Indicators and success: Establishment of 1-2 new research laboratories.

Supporting Actions: Proposals / seek external funding

2.5. *Goal: Improved Research output*

Commitment:

2.5.1. *Increase Scopus peer-reviewed publications per faculty per year*

2.5.2. *Increase presentations in national/global conferences per faculty per year*

2.5.3. *Establishment of new multidisciplinary Research Centers in School*

Indicators and success: Research funding income, publications and citations per faculty, increment of international visibility, University rankings and ratings

Supporting Actions: 1) Increase funding for research

2) *Increase School’s budget for journal publication fees*

3) *Further support Research Centers in terms of infrastructure, internal funding, research staff and scholarships.*

4) *Hiring of new research-oriented full-time faculty*

2.2 Comments by the EEC:

Rooms for practical sessions were cramped. Compared to for example the facilities in Medicine the infrastructure for Physiotherapy seemed a little bit dated. Teaching and laboratory support seemed to be lacking, teaching staff made a dedicated and committed impression. We recommend management consider the appointment of laboratory support, administrative support (departmental secretary) and teaching assistance who may be able to support laboratory practical sessions. This will free-up academic staff to become more research active.

The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.

There was a contradiction between the student's perception and what the rector told was available at the university for support. Students and staff seemed not aware about some of the funding possibilities.

We are not confident enough to give a clear judgement. This because we lack enough information.

Quality assurance should be explicitly broadcasted by, for example, publishing of a quality assurance policy.

EUC Response:

2.2.1. Clinical Practice facilities

We thank the committee for the recommendation for practical space expansion and enhancement, as we believe there is always room for improvement. During the EEC visit there was no time to comprehensively evaluate the Department's practical training infrastructure with the exception of the Physiotherapy facilities. For example:

- the European University Cyprus Speech, Language, and Hearing Clinic occupies the entire 3rd floor of the East building and consists of seven (7) Speech Therapy rooms and an Audiology testing room with cameras, microphones, and double mirrors for observation of practices, five (5) faculty rooms, a conference room, reception, and two parent lounges. The iCommunicate Research Center is housed in the Clinic Premises, as most clinical Speech Pathology research activities take place in the therapy rooms.
- The Plasticity Occupational Therapy Lab, <https://plasticityotlab.euc.ac.cy/en/home/>, is fully equipped with electronic systems and assistive technology devices suitable for retraining people with movement disorders in activities of daily living, while at the same time it offers a variety of technological means for upper limb rehabilitation, such as virtual reality games and robotic devices.
- To improve Physiotherapy resources, the programs and Department have now included in the 2022-2023 budget (beginning 01/07/2022) the establishment of a new "Human Performance, Exercise and Rehabilitation" research laboratory. This new research space of approximately 90 m² is located on the 2nd floor of the North building, will host existing research equipment, such as the Vicon, force platforms, isokinetic dynamometer, electromyography system and data acquisition system. Moreover, the purchase of additional new research equipment has been budgeted for the fiscal year 2022-2023, including a muscle ultrasound system, ankle accessory for dynamometer, Mad-up pro equipment for blood flow restriction training and SphygmoCor Xcel system for non-invasive blood flow pressure measurement. The establishment of this new dedicated research lab and the acquisition of the new equipment is expected to significantly enhance the research

potential and output of the Physiotherapy programs as well as promote interdisciplinary research synergies in the Department of Health Sciences.

2.2.2 Administrative support – Teaching Assistants

The Department administrative support consists of one secretary dedicated to administrative duties, with support from other administrative personnel as needed. Clinical assignments are the responsibility of each program clinical training coordinator, and laboratory session planning is implemented by the lab course coordinators. Academic personnel handle minimal administrative tasks.

In order to financially support Ph.D. students and also enhance their training, starting from academic year 2022-2023, we will provide them with the opportunity to serve as teaching assistants in theory and/or laboratory and/or clinical courses in related undergraduate and post-graduate programs of the Department.

2.2.3 Support for Doctoral Students to write and attend conferences

The Department of Health Sciences has a yearly budget for open access publications assigned to faculty; this budget it is extended to Ph.D. students, as publications' author lists include permanent faculty members. Conference attendance for Doctoral, post graduate, and undergraduate students has been included in the 2022-23 budget, to disseminate research. For example, in the upcoming Cyprus Speech Therapy Association conference, the Department will pay the registration for all EUC students presenting their research.

In addition, Ph.D. students publishing research in a SCOPUS publication receive a grant of 500 euros toward their tuition.

Finally, the Department budget for academic year 2022-23 includes funds to the amount of 7500 euros to support DHS Doctoral Candidates' travel for conference participation and presentation.

3. Administration

3.1 Comments by the EEC:

It is not clear in which way the members of the teaching staff and the students (especially PhD-students) are actively involved in participation and management of the Department at a satisfactory degree. Specified procedures remain somewhat blurred and unclear. In academic matters, we feel decisions are made by academics and the Department's council competently exercises legal control over such decisions, however, there seems to be a lack of senior academic staff. There were some senior staff in other disciplines. Procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism are well described. It is unclear, however, whether this information is actively transported towards the students.

EUC Response:

Faculty members are actively involved in the Department management, in the sense that they comprise the Department Council: all decisions on academic, administration, and research policies and activities are discussed in the Department Council meetings. Faculty exercise extensive academic freedom in the implementation of their courses within the syllabus aims; they may modify and update the content to best fit course objectives. Decisions related to academic matters are made by the faculty responsible for each scientific area; the Department Council does not get involved in specific thematic changes. The Department Council discussions usually revolve around compliance with University process and optimal implementation.

Data on faculty rank and mentoring have been presented in Section 1, p. 8.

The procedures for the prevention and disciplinary control of academic misconduct of students are described in EACH course outline; the course outlines are distributed at the first semester meeting. They include the course aims, learning outcomes, textbook and reading recommendations, assessment methods, lecture schedule, and the University academic honesty policy.

3.2 Comments by the EEC

Consider ways of how to integrate PhD students in teaching obligations and administrative work.

EUC Response:

We thank the EEC for this valuable suggestion. In the upcoming revised EUC policies, Ph.D. students will undertake teaching responsibilities as teaching assistants. Currently, 3 PhD students in Public Health with topics related to Speech Pathology (Konstantinos Drosos, Margarita Kylii and Theodora Kyriakou), and one student in the PhD in Physiotherapy program (George Ploutarchou) are employed on a part-time basis from the University for: teaching undergraduate courses; mentoring clinical training for undergraduate students; supervising undergraduate thesis in collaboration with full-time faculty. They have also been involved in planning and implementing dissemination of student research in conferences. The new policies will increase this involvement and expand it to include more students.

Other current PhD, M.Sc., and undergraduate student involvement in the Department academic activities takes the form of tutoring support from senior to junior students. Our undergraduates organize tutoring sessions with more experienced students where they discuss class topics; M.Sc.

and Ph.D. students offer their experiences and support. With the introduction of Teaching Assistants this involvement will become more formal.

In addition, Ph.D. students are actively involved in the Department Interdisciplinary Research Colloquium planned for October 2022: they will organize the hybrid colloquium presentation schedule, communicate with participants, and distribute submissions for review.

4. Learning and Teaching

4.1 Planning the programmes of study

Comments by the EEC:

The PER program has been described; however, it is not clear what it involves. We could not derive enough information to give a credible assessment for item 4.1.3 <*The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF)*>. Regarding point 4.1.5 <*The Department ensures that its programmes of study integrate effectively theory and practice*> based on what we have seen the therapies seemed rather old-fashioned.

EUC Response:

4.1.1 PER Procedure

The PER procedure is described and presented in 2.1, pp. 9-10. It involves the process and sources of input for creating a new program or reviewing and revising existing programs. The sources of input and their impact in the final program content is evident in the process. Each level of input is subjected to discussion at the following University body as shown in the graph in p. 10.

4.1.2 Program content, assignments, examinations levels

European University Cyprus degree contents correspond to levels 6 (Bachelor's), 7 (Master), and 8 (Ph.D.) of the European Qualifications Framework (EQF) as described in <https://europa.eu/europass/en/description-eight-efq-levels>. The learning outcomes for each program/course are directly related to the Knowledge / Skills / Responsibility-Autonomy as detailed in the EQF website. This is evident in program mission and aims and course syllabi.

4.1.2 Effective Integration of Theory and Practice

We thank the EEC for the indication to include innovative, modern therapeutic approaches. Clinical training in the Department Programs Clinical Training include both traditional and innovative techniques to cover a wide range of experiences for our students. The Speech Therapy/Pathology Programs spearheaded the Tele-Practice innovation in the pandemic. Academic. Clinical faculty trained Speech Pathologists in Cyprus on Tele-therapies, and were invited to present these experiences to international bodies and meetings. The Department of Health Sciences and our Clinical Programs are open to new approaches, and hope to enrich our experiences with contributions from the extensive pool of visiting faculty as well as with interactions in international meetings and with inclusion of new evidence-based therapies.

4.2 Organisation of Teaching

Comments by the EEC

In most EU countries there are entry level requirements to fulfill before access to the study is allowed. Such criteria are missing for EUC. In the practical lecture there were too many students in the room. It was very crowded. The teaching seems to be focused on frontal teaching whereas it would be desirable to also implement alternative teaching strategies such as problem-based learning, small group “students-teach- students” exercises, etc. Endorse more variety of teaching methods and assessment methods. An open question relates to the quality of the feedback given

to students when we consider that teachers only have two days' time given for their assessments. This seems a possible point of concern that should be addressed

EUC Response:

4.2.1 Admission Criteria

Based on the University's admission criteria, all applicants must have completed a secondary school education or twelve years to be considered for admission. Programs recognize a strong academic performance at secondary school level and applicants having a solid high school record the primary determinants for success in the Program. Applicants who have not demonstrated a strong academic performance at secondary school level, but can provide evidence of activities relevant to the programs' content, extra-curricular involvement, a high level of commitment and potential for personal growth, can also be considered.

The deadline of application submission for Fall semester is the 2nd Friday of September and for Spring semester the 2nd Friday of January. In case of high demand, positions may be filled before the deadline.

The general admission requirement for all undergraduate programs is the successful completion of the secondary education cycle. All applicants will need to submit the following documents to the Office of Admissions, in electronic form to admit@euc.ac.cy, in order to be considered for admission to the university:

- A completed application form together with a non-refundable application fee.
- Official copy of High School Leaving Certificate and grade marksheet in English
- Proof of English language proficiency.

Applicants whose native language is not English take the university's English Placement Test (EPT) upon arrival at the university to indicate their English level and be placed in appropriate courses. Applicants who have passed either the TOEFL examination with a minimum score of 550 (213 computer-based, 79 Internet-based), English IGCSE with grade 'C' or above, or IELTS with a score of 6.5 or above are exempted from the EPT. Other external exams may be accepted by the Language Center as equivalent. Candidates, whose English proficiency is not up to the university's standard, have the opportunity to take additional English language classes according to their degree requirements.

4.2.2 Teaching space and methodology

Teaching and laboratory spaces have been described in 2.2.1 p 16. Teaching methodologies in the Department include Problem-Based Learning in all programs/courses, further enhanced by recent CY.Q.A.A. recommendations. Course syllabi include case studies where applicable; clinical courses also include grand-round and evidence-based practice activities. Group activities are incorporated in many courses, including group assignments requiring presentations.

As far as the time allowed to faculty for assignment grading, this time is at least a week, most commonly two, as stated also in 2.1.2, p13.

4.3 WCPT for Physiotherapy B.Sc. Program

Comments by the EEC

It is perhaps an idea to compare and contrast the program with guidelines given by WCPT for bachelor education: <https://world.physio/sites/default/files/2020-04/PS-2019-Education.pdf> This is a possible way to further evolve the current program and brings it to current international standards.

EUC Response:

This comment may have been inadvertently inserted in the departmental EEC response rather than the Physiotherapy Program response. The WCPT guidelines have informed the Physiotherapy program set up and implementation. Course content is in line with the WCPT guidelines.

All the DHS Department programs fulfil the criteria for professional registration and licensure; graduates are eligible for EU licensure and employment. Our graduates fulfil the requirements upon graduation for direct registration to the Boards of Physical Therapy, Speech Therapy, Radiodiagnostics, Nursing, and Occupational Therapy.

5. Teaching Staff

5.1 Comments by the EEC:

The ratio of faculty:students is rather high. An ideal ratio would be 1 faculty:20 students. This is a target to aim for.

EUC Response:

The ratio of permanent faculty to students in the Department is 1:38 (22 full time faculty: 851 students). As of 1.9.2022, this ratio will further improve to 1:33 (26 full time faculty: 851 students) since four (4) additional full-time faculty are expected to join the Department of Health Sciences in Fall 2022. The interview processes and hiring procedures are ongoing. Therefore, based on our Department's strategy, we continuously aim to further improve this ratio.

5.2 Comments by the EEC:

It remained unclear whether formal pedagogical qualifications were required for the teaching staff.

EUC Response:

The hiring criteria are detailed in the European University Charter (based on the National Legislation). National legislation requirements and international common practices for most European countries and abroad do not include formal pedagogical qualifications requirements for the faculty. European University Cyprus offers on an annual basis a comprehensive pedagogical induction package for new full and part-time faculty. Before their first semester at the University, faculty are admitted in the EUC academic instruction course, attend training seminars on various topics ranging from course set-up and implementation, learning and teaching methodologies, instructional technologies and learning platforms, assessment methodology, and examination preparation. Materials for all pedagogical thematic areas are then available to all faculty in the site of their introductory course. Faculty attend regular mandatory professional development courses for updates and instructional innovations. In-house Departmental development in discipline-specific areas is additionally arranged on a need-to basis. For example, during the pandemic, European University Cyprus was a pioneer in tele-therapies. The Program of Speech Pathology developed and disseminated to EUC faculty, the Speech Therapy Association membership, and to international audiences, a protocol for tele-therapy that has been proven and recognized to be applicable, acceptable, and effective.

5.3 Comments by the EEC:

There was no mentioning of visiting professors. Bringing in fresh ideas from outside seems to be, however, important.

Currently the ratio teaching staff: students is not ideal, teaching staff should be encouraged in achieving formal pedagogic qualifications, try and set up a program for regular visits from external professors (block courses?), consider hiring/appointing more full-time staff, formalize feedback rounds with the specific aim to improve and adjust teaching where needed.

EUC Response:

We thank the EEC for the suggestion to increase visiting/adjunct faculty contributions. The following lists current adjunct faculty in the Department:

Georgios Kallergis
Jane Burrige

ADJUNCT ASSOCIATE PROFESSOR, PSYCHIATRY
ADJUNCT PROFESSOR, OCCUPATIONAL THERAPY

Padma A. Rahman	ADJUNCT LECTURER, OCCUPATIONAL THERAPY
Sarah Kantartzis	ADJUNCT LECTURER, OCCUPATIONAL THERAPY
Salvador Simo Algado	ADJUNCT ASSOCIATE PROFESSOR, OCCUPATIONAL THERAPY

Based on the EEC recommendation the programs have made a concerted effort to bring more colleagues as visiting in the next academic years. The Department Programs have made agreements with the following faculty to visit in the 2022-2023 academic year and beyond:

Radiodiagnosics

- Stratos David, Assistant Professor, Biomedical Engineering Department at University of West Attica (<https://bme.uniwa.gr/en/profile/sdavid/>)

Speech Therapy / Pathology

- Dr. Maria Vlassopoulou, University of Athens
- Dr. Nafsika Ziavra, Dr. Dionysus Tafiades, University of Ioannina
- Dr. Yiota Senekki Florent, Duquesne University

Physiotherapy Programs

- Frédéric Viseux, Associate researcher, LAMIH Laboratory, Human and Life Sciences Department, CNRS - National Center for Scientific Research, Univ. Polytechnique Hauts-de-France, Valenciennes, France
- Maria Constantinou, Associate Professor in Physiotherapy (Sports and Exercise Physiotherapy), Discipline of Physiotherapy/ School of Allied Health / Faculty of Health Sciences, Australian Catholic University
- Mark Brown, APA Sports and Exercise Physiotherapist; Allied Health Clinics, Faculty of Health Sciences, Australian Catholic University

Nursing

- Dr. Nick Bakalis University of Patra.
- Dr. Pazit Azure. The Academic College Tel Aviv- Yaffo
- Dr. Dennis Demedts, RN, MScN Erasmus Brussels University of Applied Sciences and Arts Department of Health, Design and Technology

5.4 Comments by the EEC:

Hiring special teaching staff is highly recommended, however, it should be defined what “special teaching staff” is?

EUC Response:

The University permanent faculty with Ph.D. are hired in the Lecturer, Assistant Professor, Associate Professor and Professor ranks. The University also hires permanent Special Teaching Personnel (STP). STP support academic and clinical training activities, teach classes, mentor, and coordinate clinical placements. STP participate through their representatives in the Department Council.

The University also hires part-time academic staff which can be either Scientific Collaborators (Ph.D. holders) or Special Scientist (Master holders and experts in their fields).

5.5. Comments by the EEC:

Not possible to judge the ratio of special teaching staff to the total number of teaching staff.

Response by EUC:

At this point, there are 22 Faculty in the Department, and 3 Special Teaching Personnel. The ratio of special teaching personnel to Faculty is 1 to 7.3

5.6. Comments by the EEC:

Most staff appeared to be part-time

There are 26 academic teaching-staff. Most of these are part-time employed. What are “special teaching staff”? We do not know what the current level of visiting professors are in the department. Four special scientists are available (part-time).

EUC Response:

The number of full-time academic staff of the Department is 25 (22 Faculty and 3 STP). Part time academic staff for the academic year 2021-2022 was 34. In sum:

- Number of Faculty (working full-time and having exclusive work) <2021-2022>: 22
- Number of Faculty (working full-time and having exclusive work) <2022-2023>: 25 (one position in Radiology filled, open rank call for Physiotherapy and Occupational Therapy)
- Number of Special Teaching Personnel ((STP-working full-time and having exclusive work – 2021-2022): 3 Special Teaching Personnel
- Number of Visiting Professors <2021-2022>: 0
- Number of Adjunct Professors <2021-2022>: 5
- Number of special scientists on lease services <2021-2022>: 48 clinical mentors
- Number of collaborators in agreement to serve as visiting or adjunct faculty in 2022-2023, and 2023-2024: 10 (names in p. 24)

5.7 Comment by the EEC

Feedback is taken from the students. Unclear is what happens with this feedback. Is it used to improve the programs?

Response by EUC

Feedback received from the students is used to improve both the quality of faculty instruction and the program, as well as the Department and the University. The University has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The *SFLE* takes place during the two last weeks prior the final examination period according to the semester’s schedule (please see pp. 11-12 for a more detailed description of the procedure). Upon completion of the process, the data are aggregated, and faculty receives the evaluations for their courses. The Department Chair and Program Coordinators meet with each individual faculty to address issues raised and to design further improvements.

Comments by the EEC:

Areas of improvement and recommendations

Also invite visiting specialist clinical physical therapists.

We recommend that visiting professors are appointed. See above.

EUC Response:

We thank the EEC for the constructive comments and suggestions. Visiting professors have been contacted and agreed to serve for the following academic year, please see response 5.3 on pp 23-24.

6. Research

Comments by the EEC:

Researchers follow their own research agenda and do not integrate their work in the context of a common cause e.g., research strategy. Research seminars are not in place which limits exchange between researchers. No research policy could be identified.

Formal integration of students into research is lacking. The independent research staff is able to publish their work in indexed peer-reviewed journals.

Develop a research strategy and common vision with the team. Bundle spare resources towards a common goal. Team-up with professional organizations to strengthen ties with society at large.

EUC Response:

As stated in response 1.1 p. 3:

We have implemented bi-monthly meetings between Department faculty to present recent publications and presentations to professional meetings, and to recommend and follow up on suggestions for collaboration. The first meeting took place on April 19, 2022 and provided faculty the opportunity to reflect on the EEC comments and initiate a plan for interdisciplinary collaborations in clinical research and outreach.

In a virtual discussion about collaborative efforts within the Department, DHS program faculty and coordinators contributed the following thematic areas:

- *Head injury assessment and rehabilitation (PT, OT, SLP, Nursing, RAD)*
- *Multidisciplinary intervention in Depression (SLP, PT, Nursing)*
- *Multidisciplinary Palliative care (Nursing, PT, OT)*
- *Healthy aging, independent living (PT, Public Health, SLP, OT)*
- *Geriatric health prevention, assessment, rehabilitation (PT, OT, SLP, Nursing, RAD, Public Health)*
- *Substance abuse epidemiology and intervention (Nursing, Public Health)*
- *Neurorehabilitation in children and adults (PT, OT, SLP, Nursing, RAD)*
- *Attention/Hyperactivity interventions (PT, OT, SLP)*
- *Stroke rehabilitation (PT, OT, SLP, Nursing, RAD)*

These scientific areas are scheduled to be discussed in our DHS monthly research colloquia, where we will present research findings and organize joint activities. As a first step in finalizing interdepartmental communication the Department Council decided on the May 20th meeting that Thursday mornings 8.30-11.30am will be kept free of classes to allow faculty to arrange collaborative research meetings.

Collaboration in interdisciplinary research as it has been already discussed and planned, and as it will evolve with these communication opportunities will allow Department faculty to optimize use of laboratories and resources for quality research.

The ties with professional organizations and local community have also been established in response 1.2, pp4-5.

Integration of students in research is an integral part of the Department research activity: student research in undergraduate and graduate programs is inherent in all Department Programs. Undergraduate and graduate Theses are mandatory requirements for graduation; faculty assign Thesis topics pertaining to their expertise and areas of interest.

The Department Ph.D. programs have discussed involvement of undergraduate and graduate students in the Doctoral research process: PhD students act as a secondary (trainee) supervisor, with a faculty member acting as a primary supervisor, conducting research on topics relevant to the Ph.D. student's dissertation topic, therefore enhancing collaboration and developing team working skills both for Ph.D. and M.Sc. and undergraduate students. At the same time, this integration of research work is likely to increase scientific rigor, improving the quality of research work and increasing the possibility of conference presentations and publications. This will benefit both academics and students and collectively will enhance research capacity and dissemination in the Department.

Research output from student theses is presented in research seminars, for example:

- Radiology: students have been organizing the student research forum for the last few years, the last forum took place in May 18, 2022. Students have full responsibility for this forum organization: they perform activities of announce the forum, and then receive, schedule, organizing, invite, and implement the forum with support from the Radiology coordinator and faculty only as needed.
- Speech Pathology had planned a student research forum for this summer, but the Speech Pathology faculty chose to incorporate all these presentations to the first International Conference of the Cyprus Association of Registered Speech Pathologists, in an effort to support the conference and open more networking contacts for the EUC faculty and students.
- The Department of Health Sciences has included in the 2022-2023 budget organization of an Interdisciplinary Conference where faculty and students will present their findings, scheduled for October 2022. Doctoral students will be actively involved in the organization and preparation of this Conference.

7. Resources

Comments by the EEC

11500 EUR × 330 students = 15'180'000 EUR tuition fees for one cohort of PT students. There seems room to invest in research. Ad 7.2: Research wise there seems to be underfinancing. Ad 7.3 & 7.4: Because of a lack of transparent information these items cannot be answered. Ad 7.5: There is a description of risks in the paper documents, however, this is not really detailed or substantiated. Ad 7.6 & 7.7: Not enough information is available to give a adequate assessment of this item

Invest in research laboratory equipment, technicians, and facilities.

EUC Response:

This comment has also been addressed in the responses to EEC by the BSc and MSc programs in Physiotherapy

We thank the Committee for the recommendation on research equipment and infrastructure improvement. The Department of Health Sciences has included in the 2022-2023 budget additional equipment that will facilitate data collection during the implementation of the research projects.

As explained in the Physiotherapy Response document, to improve Physiotherapy research resources, the programs and Department have now included in the 2022-2023 budget (beginning 01/07/2022) the establishment of a new “Human Performance, Exercise and Rehabilitation” research laboratory. This new research space of approximately 90 m² is located on the 2nd floor of the North building, will host existing research equipment, such as the motion analysis system (Vicon), force platforms, isokinetic dynamometer, electromyography (EMG) system and data acquisition system. Moreover, the purchase of additional new research equipment has been budgeted for the fiscal year 2022-2023, including a muscle ultrasound system, ankle accessory for dynamometer, Mad-up pro equipment for blood flow restriction training and SphygmoCor Xcel system for non-invasive blood flow pressure measurement. The establishment of this new dedicated research lab and the acquisition of the new equipment is expected to significantly enhance the research potential and output of the Physiotherapy programs as well as promote interdisciplinary research synergies in the Department of Health Sciences.

Moreover, technicians will be hired as needed to support research and training needs. Budget for student research, equipment, and facility enhancement is requested in the yearly budget that program coordinators submit their needs to the Department Chair and Council (please see page 7 for the budgeting process). Faculty are also encouraged to seek external funding to support research needs in the form of Research Grant applications to national and international funding agencies.

Further funding requests from programs that will enhance the research and interdisciplinary collaboration in the Department and have been incorporated in the 2022-23 budget include:

Nursing

Equipment to enhance physical assessment of Lung and Heart sounds.

Radiodiagnostics

PACS system which will include real patient medical images from various modalities (e.g. CT, MRI, SPECT). A server will be installed in the lab with a PACS system enabling students to experience an environment similar to that of hospitals that have digitized the entire workflow of

producing and processing medical images. Access to such images will be beneficial for research as the students will be able to process and analyse the images in their own laboratory, and there will be no need to be in the hospital environment which has strict time limits since computers are used in clinical routine.

Physiotherapy

A US machine and Mad-Up purchase. B-mode ultrasound imaging is a portable modality that has been widely used to study human skeletal muscle anatomy (e.g., muscle belly length, thickness, and cross-sectional area) and architecture (e.g., fascicle length and pennation angle) in a wide range of health, ageing, injury, and activity states. This equipment is needed for the data collection for PhD students. Still, it could also be used for research projects at the MSc and PhD level and future research projects within our department and international collaborations already established. BFR is an innovative tool; the addition of this new tool (MAD-UP) will bring additional beneficial learning outcomes in rehabilitation and will also be an important tool in the field of research.

Speech Pathology

The budget to start a voice evaluation and intervention voice laboratory in the Speech and Language Clinic has been assigned in the next year: That can act as a bridge between the ENT faculty in the medical school and/or radiology (2023-24 budget).

These items have been incorporated in the approved Departmental Capital Expenditures (CAPEX) budget for 2022-23.

A. Conclusions and final remarks

Comments by the EEC:


The department runs several programs successful. One of the departments strongest elements is its commitment to support students and personnel. Students seem highly motivated and made a good impression. Staff was very dedicated and enthusiastic. What is lacking are means given to both students and staff to fully develop and express their potential regarding state-of-the-art professional fulfillment and further development. A research vision and strategy need to be developed. Outreach towards the local community should be developed within the strategic vision to be developed. Outreaching may take several forms: communicating research to patient organizations, keeping contact with alumni, organizing congresses, etc.

EUC Response:

It is with great appreciation that the Department of Health Sciences and the School of Sciences noted the positive feedback of the EEC. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of our Programs. We carefully considered the insightful recommendations; as described in the previous sections of the report, the Department of Health Sciences made a focused effort to address each of the EEC's recommendations. We have provided details in how we addressed all recommendations for improvement suggested by the EEC. As far as the final summative remarks of the EEC above, we have detailed how the interdisciplinary collaboration within the Department will develop further and will enhance both faculty and student success. The collaborative strategy we have indicated in terms of projects will reinforce the research quality and infuse academic work with innovative approaches. The Department maintains strong ties to the community and professional organizations. In pages 4-5 we itemized/specified these ties with individual faculty references as they are involved in their professional organizations and community specialty needs. These relationships will be further strengthened with more involvement and dissemination of research outputs. We have specifically addressed student support, and PhD candidates' involvement with teaching and administrative tasks. We have also addressed infrastructure modifications, enhancements, and additions, to update and improve instruction, clinical training, and research at all academic levels.

In closing, we would like to indicate that the Department of Health Sciences found the EEC's candid commentary and discussions a highly constructive learning process. We all believe that this review was a positive experience and that we were provided with critical input on how to move forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our programmes will ensure its students' learning outcomes more effectively. We are grateful to the EEC for their candid discussions regarding our Department and the insightful comments and suggestions throughout their report.

c. HIGHER Education Institution academic representatives

Name	Position	Signature
Dr. Chryssoula Thodi	Chairperson, Department of Health Sciences	
Dr. Panagiotis Papageorgis	Dean, School of Sciences	<i>Panagiotis Papageorgis</i>

Date: 10.6.2022

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)
THE SCHOOL OF SCIENCES

1. Mission – Vision – Values

Mission:

- Provide high quality education using student-centered teaching methods and utilizing state-of-the-art equipment and facilities to enhance students' learning outcomes and create an environment of continuous personal and professional development.
- Prepare graduates for successful employment opportunities and further post-graduate and/or doctoral studies.
- Aspire to become a leading research institution. Invest in research to advance knowledge in a variety of scientific fields and promote interdisciplinary cooperation under the school's umbrella.
- Become a pillar of community and social responsibility. Engage in community participation to promote knowledge, ethics and science and change people's lives.
- Lead by example and inspire continuous improvement in educational, clinical, research and social participation.

1. Mission – Vision – Values

Vision:

Attain and maintain leadership, locally and regionally, in top-quality education with remarkable research output and community outreach activities beneficial to the society.

1. Mission – Vision – Values

Values:

Strive for Excellence in Education and Research

Cultivate professionalism

Innovate in Science

Experiment with ethos and open mind

Novelty in teaching and research

Care for people

Educate with integrity and passion

Social and Environmental responsibility

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

1.1. Priorities

1.1.1. Immediate Priorities

- 1.1.1.1. Finalize Departmental and Programmatic Accreditations by CYQAA
- 1.1.1.2. Introduction of new programs of study e.g. in Speech and Language Pathology, Blockchain, Occupational Therapy etc.
- 1.1.1.3. Targeted faculty additions to deepen academic expertise and to allow sustainable growth
- 1.1.1.4. Enrich and strengthen student recruitment Policies – Reinforce current Marketing approaches
- 1.1.1.5. Development of student management plans (academic engagement, monitoring, and tutoring activities, from the 1st year of study, implementation of low GPA policy)
- 1.1.1.6. Strategic engagement of programs with industry and society to promote School's brand name
- 1.1.1.7. Further enhance student employability
- 1.1.1.8. Support initiatives to create Research Centers in specific research areas to further enhance research collaboration, funding and publication output.

1.1. Priorities

1.1.2. Short-Term Priorities

- 1.1.2.1. Completion of Institutional, Departmental and programmatic accreditation process by CYQAA
- 1.1.2.2. Development and improvement of short and long-term Marketing plans per Program of Study and maintain communication with the Department of Marketing
- 1.1.2.3. Strengthening of capacity for the accommodation of enrollment growth and external accreditation activities (faculty hiring / infrastructure development)
- 1.1.2.4. Introduce a postgraduate scholarship scheme as well as endowed scholarships for our students, especially women and minorities in collaboration with the Department of Enrolment
- 1.1.2.5. Review and improve the current part-time instructor scheme of cooperation
- 1.1.2.6. Development of additional English-speaking programs for attracting international audience
- 1.1.2.7. Offer more programs in flexible format (distance learning)
- 1.1.2.8. Creation of additional research centers i.e. Basic and Translational Cancer Research Center and/or Exercise and Nutrition Center, for promoting interdisciplinary research and attract funding
- 1.1.2.9. Complete the submission of new MSc and PhD Programs of study for accreditation

1.1. Priorities

1.1.3. Long-Term Priorities

- 1.1.3.1. Become one of the best and most comprehensive School of Sciences in Cyprus and the region
- 1.1.3.2. Strengthening of Research Capacity and Output (establishment of new research centers, merging / collaboration of existing research centers to establish Centers of Excellence, talented faculty hiring with research potential, research infrastructure development, development of new PhD Programs, scholarships for PhD students, mentoring PhD students for a successful career)
- 1.1.3.3. Increase significantly the number of students, faculty and staff
- 1.1.3.4. Maintain and improve the engagement and working environment for full-time faculty
- 1.1.3.5. Assign and Monitor Quality Indicators within the Functions and Activities of the School
- 1.1.3.6 Strengthen relationship with the large numbers of part-time staff working for the School (teaching / research / administration) through a more “permanent” and hence a more engaging contract.
- 1.1.3.7. Development of a joint multidisciplinary independent applied research unit
- 1.1.3.8. Offer joint degrees with other universities in Greece, Europe and internationally.
- 1.1.3.9 Become a key player in interventions aiming to solve societal weaknesses and problems
- 1.1.3.9 Establish a better communication with graduates
- 1.1.3.10 Enrich and strengthen engagement with industry and society

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

2. Research and Creative Activities

2.1. Goal: Establish new laboratory facilities for research

Commitment:

2.1.1. EUC to provide basic equipment and space

2.1.2. Additional equipment will be obtained via research proposal / sponsorship

Indicators and success: Establishment of 1-2 new research laboratories.

Supporting Actions: Proposals / seek external funding

2.2. Goal: Increased Engagement of Students in Research Activities

Commitment:

2.2.1. Offering student-focused research opportunities established by Research Labs and Centers

Indicators and success: Number of completed research Thesis projects and publications by under- or post-graduate students

Supporting Actions: Small budget or stipend available for students to support their research activities. This scheme could also be linked to the provision of scholarships and to internship courses.

2. Research and Creative Activities

2.3. Goal: All faculty to participate in research activity.

Commitment:

2.3.1. Support and invest in faculty in their efforts to increase research activities

Indicators and success: 1) Submission of research proposals and participation in funded research projects 2) Publication in peer-review conferences and journals

Supporting Actions: 1) Implementation of research policy for teaching hour reduction

2) Provide financial support to faculty in order to attend/participate in international scientific events, such as conferences, networking events, trainings, visits to other collaborators in order to increase their knowledge capacity and promote scientific collaboration

2.4. Goal: (creative activity) Computerize administrative processes

Commitment:

2.4.1. Reduce administrative load of academic and administrative personnel by introducing computerized processes

Indicators and success: Implementation of automated grade submission and validation procedures
Generation of annual monitoring report for students and programs

Supporting Actions: The HR Department to exploit online platforms (e.g. Workday) to manage online and automated application process
Introduction through the new DoE software system

2. Research and Creative Activities

2.5. Goal: Improved Research output

Commitment:

2.5.1. Increase Scopus peer-reviewed publications per faculty per year

2.5.2. Increase presentations in national/global conferences per faculty per year

2.5.3. Establishment of new multidisciplinary Research Centers in School

Indicators and success: Research funding income,, publications and citations per faculty, increment of international visibility, University rankings and ratings

Supporting Actions: 1) Increase funding for research

2) Increase School's budget for journal publication fees

3) Further support Research Centers in terms of infrastructure, internal funding, research staff and scholarships.

4) Hiring of new research-oriented full-time faculty

2.6. Goal: Establish additional dedicated Research Laboratories

Commitment:

2.6.1. Preparation and submission of a complete plan for the establishment of additional research laboratories

2.6.2. Monitor and supervise the process to ensure timely completion of the project

Indicators and success: Completion of additional research laboratories

Supporting Actions: Submission of grant proposals and acquisition of external funding for research equipment/consumables/salaries

Approval of allocated budget for the establishment of new research labs

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

3. Education / Teaching

3.1. Goal: Achieve Educational Excellence

Commitment:

3.1.1. Implementation of Digital Enhanced Learning methodologies

3.1.2. Promote experiential student learning

Indicators and success: Success defined as increase in Faculty performance evaluation by students, increase in class attendance, retention and graduation rates

Supporting Actions: 1) Improvement of the platform for increased student feedback participation
2) Train faculty in digital enhanced learning technologies
3) Accordingly adjust course content and learning activities

3.2. Goal: Improve Student Satisfaction

Commitment:

3.2.1. Promote students' class involvement and interaction with peers and instructor.

3.2.2. Motivate students to participate in course evaluation

3.2.3. Encourage students to resolve daily issues with instructors

Indicators and success: Success defined as increase in Faculty performance evaluation by students and reduce number of grievance committees indicating poor performance/misconduct, Student Satisfaction Index and rating/ranking of organizations

Supporting Actions: 1) Improvement of the platform and procedures for increased student feedback participation
2) Encourage student teamwork peer-teaching activities

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

3. Education / Teaching

3.3. Goal: Increase retention rates of 1st-year (freshmen) students

Commitment:

3.3.1 (One) 1 faculty meeting with all freshmen per program of study per year

3.3.2. Appropriate actions and monitoring for students with low GPAs (Low GPA Policy)

Indicators and success: Decrease drop-out (attrition) rates

Supporting Actions: Detailed information about freshmen performance provided by the Enrolment Dept
Communication of student advisors with faculty

3.4. Goal: Introduce peer-student supporting activities with the aid of high-ranking students

Commitment:

3.4.1. Hire final-year or post-graduate students as teaching assistants.

Indicators and success: Higher student grades, fewer student failures

Supporting Actions: Allocation of budget to support teaching assistants

3. Education / Teaching

3.5. Goal: Improve teaching skills of faculty

Commitment:

3.5.1. Support and motivate the attendance in faculty development seminars/trainings in order to enrich their teaching material, methodology and tools.

Indicators and success:

- 1) Increase of students' GPA and grades at the courses they attend
- 2) Increase of students learning experience and satisfaction

Supporting Actions:

- 1) Financial support of faculty to attend seminars/trainings in order to enrich the teaching material, methodology and tools utilized in the courses they teach
- 2) Provide interesting and up-to-date faculty development seminars by the university

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

4. Widening Engagement and Reputation

4.1. Goal: Increased participation of students in local and international competitions in the corresponding thematic areas per Program of Study

Commitment:

4.1.1. Students participation in events, competitions, widening activities etc.

Indicators and success: At least 5 students per year in corresponding thematic areas, participating in local and international events

Supporting Actions: Budget available for the participation of students in these events

4. Widening Engagement and Reputation

4.2. Goal: Faculty actively involved in scientific, outreach and other activities promoting science, locally and worldwide

Commitment:

4.2.1. Faculty participation in scientific, outreach and other activities, such as conferences/workshops and summer school organizations

4.2.2. Synergy with the Marketing Department to promote outreach activities

Indicators and success:

- 1) Organization of at least one international conference every 2-3 years per department
- 2) Organization of at least one big outreach activity per year per department
- 3) Organization of at least one summer school every 2-3 years per department (where applicable)

Supporting Actions: Financial and time support of the faculty to participate in these kind of activities

4. Widening Engagement and Reputation

4.3. Goal: Developing a profile of Sustainable Corporate Social Responsibility

Commitment:

4.3.1. Enhance School's brand name

4.3.2. Build trust between faculty, students and society

Indicators and success: Success defined as increase in public interest and interaction with social bodies.

Supporting Actions: 1) A minimum of one high-impact event for society/general public per program per year

2) A minimum of one open day/promotional event per thematic area per year

3) Approval of pertinent budget

4.4. Goal: Engagement with Industry and Society

Commitment:

4.4.1. Establishment of MoUs and agreements with Social bodies, organizations of public benefit, local Industry and professional bodies

4.4.2. Implementation of outreach activities and improve community awareness, health and well-being

Indicators and success: Success defined as increase in established MoUs and collaborations. Number of outreach activities. Improvement of social recognition.

Supporting Actions: 1) Maintain and strengthen communication current Industrial Advisory Board members.

2) Develop contact network within Industry and Society

3) Approval of pertinent budget for outreach activities

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

5. Academic Personnel (Faculty, Staff etc.)

5.1. Goal: Continuous and sustainable faculty development

Commitment:

5.1.1. Promote participation of full-time and part-time faculty in faculty development programs

5.1.2. Encourage faculty to participate in international conferences, seminars and workshops

5.1.3. Encourage faculty to register and participate in internationally-recognized professional organizations

Indicators and success: Success defined as increased percentage of faculty within goal

Supporting actions: 1) Allocate increased budget for individual faculty development schemes and memberships
2) Organization of new faculty development programs, such as in digital enhanced learning teaching methodologies

5.2. Goal: Increase employee satisfaction

Commitment:

5.2.1. Improve working conditions and environment within School and introduce faculty recognition schemes and practices

5.2.2. Enhance team spirit and synergy between colleagues

Indicators and success: Self-evaluation reports showing increased average employee satisfaction

Supporting actions: 1) Decrease administrative workload of faculty
2) Implement more efficient working practices in collaboration with HR Department
2) Organize off-work activities to enhance bonding between employees

5. Academic Personnel (Faculty, Staff etc.)

5.3. Goal: Recruitment of Additional Faculty Members

Commitment:

5.3.1. Hire new full-time faculty to support current and future programs of study and to deepen academic expertise

Indicators and success: Increase in permanent faculty to student ratio as well as full-time to part-time faculty ratio

Supporting actions: 1) Approval of pertinent budget in Human Resource department

2) Permanent faculty to student ratio as well as full-time to part-time faculty ratio should be assigned as quality indicators

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

6. Growth / Development

6.1. Goal: Continuous development in response to changing societal needs and competition

Commitment:

6.1.1. Developing / reviewing / updating programs on a continuous basis and based on needs assessments

6.1.2. Increase hirings to retain and optimal ratio of administrators:full time faculty:students

Indicators and success: Success defined as increased percentage of sustainable and successful programs

Supporting Actions: 1) Approval of relevant actions by Senate / HR Department
2) Allocation of pertinent hiring budget from Human Resource department

6.2. Goal: Departmental/School Growth

Commitment:

6.2.1. Increase in number of full time academic and administrative staff

6.2.2. Establishment of new programs of study in cutting-edge fields

6.2.3. Increase in total number of enrolled students, international students, talented students, and minorities

Indicators and success: Success defined as increase in in full-time personnel, students and launching of new programs

Supporting Actions: 1) Promote differential growth strategies
2) Strategic recruitment of high-level new faculty and talented students
3) Establish new programs which are unique in Cyprus and wider region

6. Growth / Development

6.3. Goal: Increase student enrollment

Commitment:

6.3.1. Increase in total number of enrolled students

6.3.2. Encourage faculty to attend, along with marketing personnel, at National/International promotional events for School's programs of study.

6.3.3. Reinforce current marketing approaches by strengthening collaboration of academic with marketing personnel.

Indicators and success: Success defined as yearly increase in student enrollment

Supporting Actions: 1) Approval of pertinent financial support for faculty
2) Promote competitive advantages of our programs as well as programs (preferably in English) which are unique in Cyprus and wider region

6.4. Goal: Increase engagement of faculty with students

Commitment:

6.4.1. Encourage faculty and staff interaction

6.4.2. Enhance coupling of teaching with research activities under the supervision of academic instructors

6.4.3. Encourage students to meet faculty during office hours

Indicators and success: Success defined as improved engagement of faculty with students.

Supporting Actions: 1) Faculty availability and willingness to meet students
2) Development of faculty-student synergies in teaching and research
3) Organize bonding events between faculty and students where we will engage students and enhance their sense of belonging to both the department and the university

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

7. Student Success and Academic Excellence

7.1. Goal: Pursuing individualized student success and satisfaction

Commitment:

7.1.1. Limitation of student withdrawals / drop-outs per course per year

7.1.2. Limitation of student failure per course from semester 2 and onwards

7.1.3. Further support performance of exceptional students

Indicators and success: Success defined as yearly decrease in student drop-out/failure rates and further improvement in top student performance

Supporting Actions:

- 1) Closely monitor progress of students with low GPA and implement specific actions during semesters to improve their performance
- 2) Engage exceptional students in peer-teaching activities
- 3) Use of MSc and PhD students as teaching assistants for undergraduates
- 4) Involve MSc and PhD students in ongoing research projects

7. Student Success and Academic Excellence

7.2. Goal: Increase graduate student employability success by familiarizing them with the currently used technologies.

Commitment:

- 7.2.1. Further improve student practical placement schemes by establishing additional agreements with industrial partners
- 7.2.2. Digital enhanced learning teaching methodologies to be incorporated in conventional courses
- 7.2.3. Faculty to become aware of more practical aspects of digital enhanced learning methodologies

Indicators and success: Increase in percentage of graduates' employability

Supporting Actions: 1) Training of faculty in digital enhanced learning technological tools and industrial applications in order to incorporate them in their courses.
2) Targeted internships in industry and job market for students giving practical knowledge, experience and creating market network.

Questionnaire

“Students’ Feedback on their Learning Experience”

(Conventional Programs of Study)

Dear Students,

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

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

It takes no more than 10-15 minutes to complete the questionnaire.

Thank you for your participation.

Section A. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)

1. The course outline was clearly explained at the beginning of the semester (e.g. learning outcomes, weekly material, examinations, grading, etc.)	0					10
2. The course material/content is organized in a way that facilitates learning						
3. The course material/content is taught in a clear way						
4. The course objectives (as stated in the course outline) are met						
5. The course reading material is useful						
6. A variety of teaching tools and means are used to support the learning process						
7. A variety of technology is used to support the learning process						
8. The activities I participated in helped me understand the course content						
9. The assignments I completed made me understand the course content						
10. The assessment of course assignments and activities is conducted in a clear manner						
11. Feedback for all assessed coursework is given in a timely manner (within two weeks)						

12. The course contributed to the development of my knowledge and skills in the content area of the course					
13. The course contributed to the development of my abilities and skills related to my program of study and/or my broader education					
14. The course contributed to the development of my professional competencies					
The following two questions should be answered only for the practical/lab courses:					
15. The practical/lab sessions correspond to the theoretical content of the course					
16. Students are often provided with the opportunity to work on practical/lab activities throughout the course					

Section B. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)

1. The instructor is prepared for every class session					
2. The instructor encourages students to ask questions and participate in discussion					
3. The instructor is available and willing to support students (e.g. via email, during office hours, or other means of communication)					
4. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helped me improve my learning					
5. The instructor keeps control of the class during the teaching session					
6. The instructor is on time for the beginning and the ending of the class					
7. I find the instructor's attitude towards students respectful					
8. I would take a class with this instructor again					

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

1. Write down one or two positive characteristics of this specific course.
2. Suggest one or two changes concerning the specific course for benefiting more from it.
3. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover).

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

1. In your opinion, is the duration of the practical/lab sessions sufficient/adequate?
2. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?

Section D. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied and 10= Applies Completely)?

1. I am satisfied with the operation of the Blackboard learning platform	0				10
2. I am satisfied with the tools of the Blackboard learning platform					
3. I am satisfied with the teleconferencing system Blackboard Collaborate					

Section E. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)? OR tick (✓) the last column in case it did not apply to you.

	0				10	I DID NOT NEED TO COMMUNICATE
1. I am satisfied with my communication with the program coordinator of my program of studies					
2. I am satisfied with my communication with the administrative personnel of my School					
3. I am satisfied with my communication with my Student Advisor					
4. I am satisfied with the support that I received from the MIS department (IT Support) of the University					

INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (*as EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (*as EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

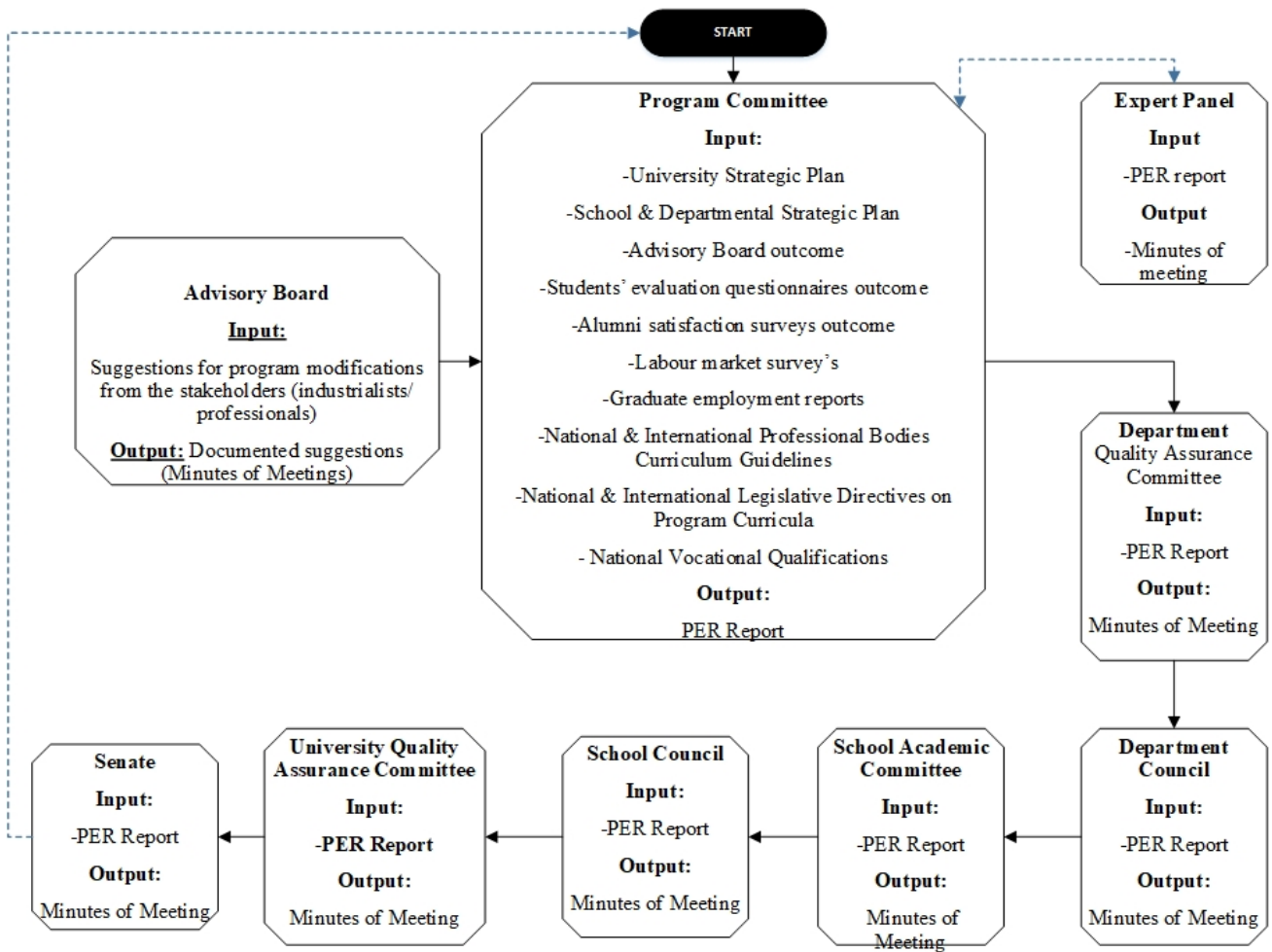
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

School of X
Department of X

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.



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

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

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

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

9.4.3 Honorary Research Fellow

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

9.4.4 Honorary Research Associate

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

9.5 Intellectual Property Rights

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

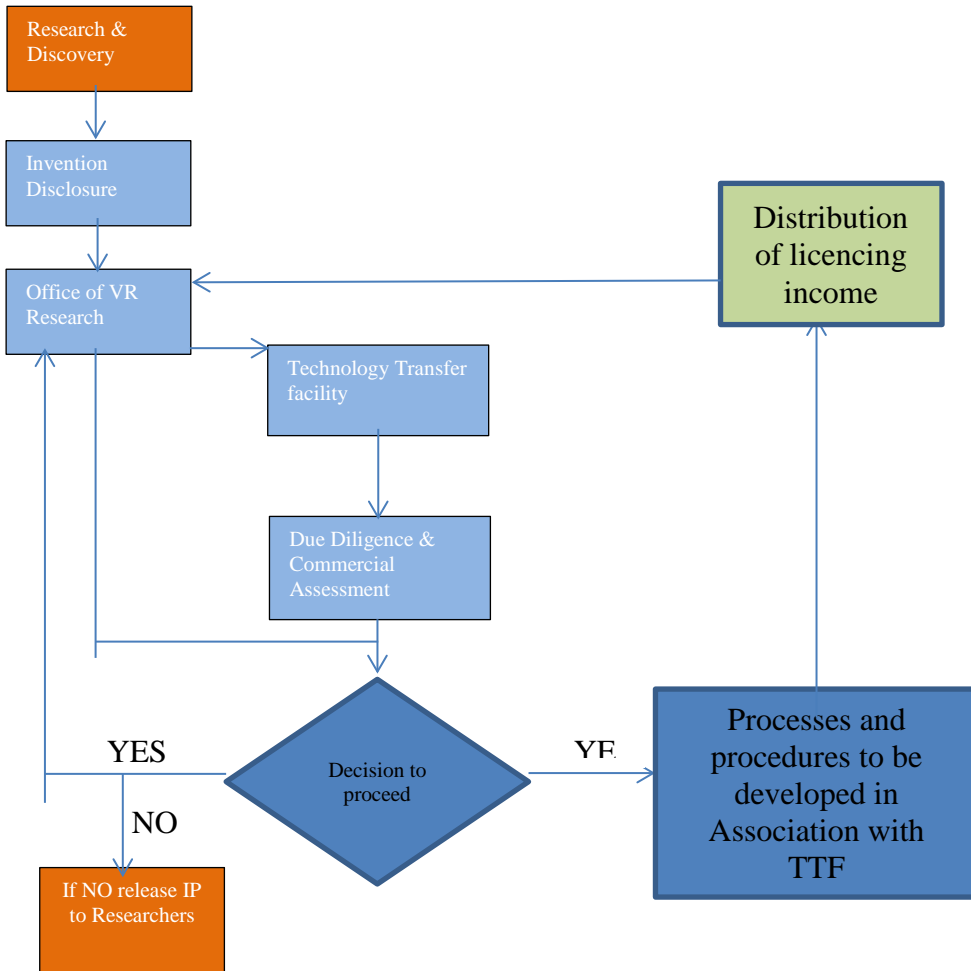
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment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



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

Table D1 (continues)

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

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

D2. Points accumulation from Research / Department of Arts

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

Table D2

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

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

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.